

WICHE



ALASKA

ARIZONA

CALIFORNIA

COLORADO

COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

www.wiche.edu/sep



Statistical Report

Academic Year 2015-16

Student Exchange Program

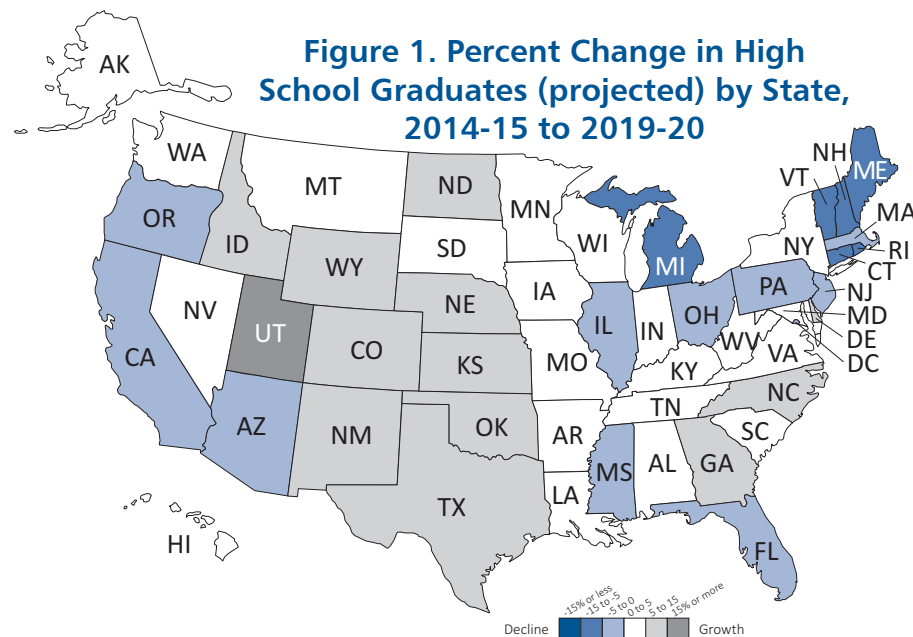
Coordinated by the
Western Interstate Commission for Higher Education

Table of Contents

	Page
WICHE’s Student Exchange Program	1
Figure 1. Percent Change in High School Graduates (projected), by State, 2014-15 to 2019-20	1
Professional Student Exchange Program (PSEP)	2
Table 1. Institution and Program Totals, 2015-2016	2
Table 2. Summary of Enrollments and Support Fees, by Profession	2
Table 3. Student and Support Fee Totals, by State	3
Table 4. Enrollment and Support Fees, by Profession	4
Table 5. Student Distribution and Support Fee Payments, by Profession	5
• Dentistry	5
• Medicine	5
• Occupational Therapy	6
• Optometry	6
• Osteopathic Medicine	7
• Pharmacy	7
• Physical Therapy	7
• Physician Assistant	8
• Podiatry	8
• Veterinary Medicine	8
Table 6. Receipt of Support Fees, by State and Institution	9
Table 7. New and Continuing Students, by Gender and Race/Ethnicity	13
Return Rates of WICHE PSEP Graduates	14
Table 8. Return Rates of WICHE PSEP Graduates, 2002-2011	15
Workforce Issues in the West: Growing the Elder Care Workforce	16
Western Regional Graduate Program (WRGP)	17
Table 9. Five-year Enrollment Summary, New and Continuing Students, 2011-2015	18
Table 10. Fall 2015 WRGP Enrollment, by State, Institution, and Program	19
Western Undergraduate Exchange (WUE)	23
Figure 2. WUE Enrollment and Savings (in millions), 2011-2015	23
Table 11. Fall 2015 Enrollment Summary, New and Continuing Students	25
Table 12. Five-year Enrollment Summary, New and Continuing Students, 2011-2015	26
Table 13. Fall 2015 WUE Enrollment, by State and Institution	27
Interstate Passport Initiative	33

WICHE's Student Exchange Program

Governors of Western states have long understood that *collaboration* is the only sustainable and affordable means for the West to have an educated workforce, a healthy population, and a robust regional economy. In 2016, the Western Interstate Commission for Higher Education (WICHE) celebrates its 65th anniversary. WICHE's Student Exchange Program (www.wiche.edu/sep) has significantly contributed to building the region's workforce and strengthening the economy since November 1951 when Western governors committed to share higher education resources on an interstate basis by signing the Western Regional Education Compact. As a result, public institutions maximize their resources by filling available capacity and reducing unnecessary duplication of programs. Regional partnerships facilitate the creation of programs in emerging fields and high workforce need areas. Highly specialized programs remain robust and attract the West's best and brightest students. Students' learning is enriched by the sharing of diverse perspectives – both geographic and ethnic.



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates* (eighth edition). Boulder, CO: WICHE, 2012, available at www.wiche.edu/knocking.

**“The miracle is this:
the more we share, the more we have.”**
– Leonard Nimoy

The map on this page (Figure 1) illustrates how regional exchanges are an important tool in growing an educated workforce, particularly in the West, where some states are growing quickly while others have shrinking populations. Helping students migrate between states that face differing enrollment challenges provides a flexible, state-responsive solution.

Through the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP), more than 37,700 residents of 15 Western states and the Commonwealth of the Northern Mariana Islands are currently enrolled at reduced levels of tuition in a variety of undergraduate, graduate, and professional programs. This year WUE helped 35,632 students and their families save an estimated \$308.8 million by paying 150 percent of resident tuition – instead of the full nonresident rate – at some 160 participating WUE institutions. In fall 2015 1,439 graduate students enrolled in master's, doctoral, and graduate certificate programs of study through WRGP and saved an estimated \$21.1 million. They pay resident tuition instead of nonresident and can choose from more than 380 participating programs at 60 institutions. Finally, some 650 students preparing for their professional degree in 10 healthcare professions paid significantly reduced tuition while enrolled through WICHE's PSEP.

This report covers fall 2015 enrollments for WUE, WRGP, and PSEP and details the funds that flow between students' home states and the enrolling PSEP institutions that receive them.

WICHE's Interstate Passport Initiative facilitates student completion of baccalaureate degrees. Passport students transfer more easily, especially across state lines, and do not have to repeat lower-division general education requirements. Learn more on pages 24 and 33.

Professional Student Exchange Program

If you've had an appointment with your doctor or dentist, taken your dog or cat to the veterinarian, or had your eyes examined by an optometrist in the last few months, chances are good that one or more of your providers or one of their colleagues received their professional healthcare degree through WICHE's Professional Student Exchange Program (PSEP; www.wiche.edu/psep). WICHE has provided Western residents with affordable access to professional education through PSEP since the 1950s. Some 15,000 professionals have received their education through PSEP, most in the healthcare professions. They include dentists, occupational therapists, optometrists, pharmacists, physical therapists, physician assistants, physicians (allopathic and osteopathic), podiatrists, and veterinarians.

Healthcare workers of all kinds continue to be in high demand, especially in the West's chronically underserved rural areas. Educating more healthcare professionals is crucial, but given fiscal pressures and other factors, it doesn't always make sense for a state to create its own program in certain healthcare professions. State policymakers who are looking for the smartest investment of limited public funds to educate future practitioners understand that sharing educational resources within the West is a fiscally responsible approach. Our graduate return rate survey demonstrates that states participating in PSEP get an exceptional return on their investment when they appropriate funds to educate students in the healthcare professions at other institutions within the WICHE region.

Students enrolled through WICHE's PSEP pay reduced tuition at out-of-state public and private institutions. The student's home state legislature

appropriates funds to buy down tuition costs in selected healthcare fields. Those funds are administered through WICHE and are sent directly to the enrolling institutions as a "support fee". The support fees for each professional field are negotiated biannually between WICHE and the cooperating programs.

Table 1. Institution and Program Totals, 2015-16

Number of Institutions		Number of Programs	
Within WICHE region		Within WICHE region	
Public	29	Public	62
Private	19	Private	60
Outside WICHE region		Outside WICHE region	
Public	2	Public	2
Private	3	Private	3
TOTAL INSTITUTIONS	53	TOTAL PROGRAMS	127

Table 2. Summary of Enrollments and Support Fees, by Profession

Professional Field	2014-15		2015-16		2016-17
	Number of Students	Support Fee Rate per Student	Number of Students	Support Fee Rate per Student	Approved Support Fee Rate
Group A Fields					
Dentistry	123	\$24,400	127	\$24,850	\$25,300
Medicine	32	31,500	31	32,070	32,650
Occupational Therapy	33	12,800	30	13,050	13,250
Optometry	129	16,800	135	17,100	17,425
Osteopathic Medicine	54	20,900	57	21,300	21,650
Physical Therapy	46	14,055	46	14,300	14,575
Physician Assistant	16	16,667	12	17,000	17,250
Podiatry	21	14,500	23	14,770	15,025
Veterinary Medicine	182	31,300	170	31,900	32,400
Group B Field					
Pharmacy	21	7,400	17	7,525	7,700
Total Students	657		648		
Total Support Fees Paid		\$14,743,861		\$14,666,391	

Professional Student Exchange Program

Table 3. Student and Support Fee Totals, by State, 2015-16

State	Number of Students Sent	Total Fees Paid	Number of Students Received			Total Fees Received by Enrolling Institutions		
			Public	Private	Total	Public	Private	Total
Alaska	17	\$282,900	0	0	0	\$0	\$0	\$0
Arizona	169	3,888,102	3	147	150	96,210	2,679,803	2,776,013
California	0	0	12	81	93	319,370	1,513,840	1,833,210
CNMI	0	0	0	0	0	0	0	0
Colorado	23	393,300	164	13	177	4,881,207	220,900	5,102,107
Hawai'i	49	981,633	1	0	1	32,070	0	32,070
Idaho	0	0	1	0	1	17,000	0	17,000
Montana	81	2,260,980	4	0	4	50,425	0	50,425
Nevada	36	715,072	2	11	13	64,140	158,065	222,205
New Mexico	79	2,189,983	3	0	3	49,100	0	49,100
North Dakota	41	859,488	17	0	17	407,610	0	407,610
Oregon	0	0	25	64	89	732,185	1,042,916	1,775,101
South Dakota	0	0	2	0	2	0	0	0
Utah	44	667,513	2	0	2	30,050	0	30,050
Washington	0	0	60	9	69	1,562,150	161,650	1,723,800
Wyoming	109	2,427,420	0	0	0	0	0	0
Out of Region	n/a	n/a	9	18	27	215,900	431,800	647,700
TOTALS	648	\$14,666,391	305	343	648	\$8,457,417	\$6,208,974	\$14,666,391



"I am immensely grateful for the assistance I have received from WICHE's PSEP! It has allowed me to focus on my studies and has relieved me of financial burdens that would have required me to consider a different career. I plan to return to my home state of Wyoming and practice family medicine. Without Wyoming's participation in PSEP, I probably would have been steered to a more lucrative specialty in order to pay back high student debt."

*– Christopher, Wyoming resident, Class of 2016,
University of Nevada, School of Medicine*

Professional Student Exchange Program

Table 4. Enrollment and Support Fees, by Profession, 2015-16

Sending State	Dentistry	Medicine	Occupational Therapy	Optometry	Osteopathic Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	7 \$165,667			2 \$34,200		5 \$40,133	3 \$42,900				17 \$282,900
Arizona	42 1,060,266		15 164,865	23 393,300	43 868,561			1 17,000	3 44,310	42 1,339,800	169 \$3,888,102
California											0 \$0
Colorado				23 393,300							23 \$393,300
CNMI											0 \$0
Hawai'i	8 207,083		4 47,850	14 239,400			14 200,200			9 287,100	49 \$981,633
Idaho											0 \$0
Montana	8 198,800	24 737,610	5 60,900	4 68,400	6 127,800				1 14,770	33 1,052,700	81 \$2,260,980
Nevada				5 85,500		12 112,872		6 102,000		13 414,700	36 \$715,072
New Mexico	48 1,201,083									31 988,900	79 \$2,189,983
North Dakota	9 223,650			25 412,538						7 223,300	41 \$859,488
Oregon											0 \$0
South Dakota											0 \$0
Utah				26 427,500					18 240,013		44 \$667,513
Washington											0 \$0
Wyoming	5 124,250	7 213,800	6 87,000	13 222,300	8 149,100		29 414,700	5 85,000	1 14,770	35 1,116,500	109 \$2,427,420
TOTALS	127 \$3,180,799	31 \$951,410	30 \$360,615	135 \$2,276,438	57 \$1,145,461	17 \$153,005	46 \$657,800	12 \$204,000	23 \$313,863	170 \$5,423,000	648 \$14,666,391

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2015-16

Sending State	Receiving Schools*												Out of Region	Total Number Students	Total Fees Paid by Sending State					
	ATSU	MDWST	LLU	UCLA	UCSF	UOP	USC	WUHS	COLO	UNLV	OHSU	WASH								
Alaska							1		6										7	\$165,667
Arizona	9	17	1	1	1	2				8			1		2				42	1,060,266
Hawai'i						1	2			1			1		3				8	207,083
Montana	1									2			2		3				8	198,800
New Mexico	5	5				1				17					1			19	48	1,201,083
North Dakota		1								3			1					4	9	223,650
Wyoming										3			1					1	5	124,250
TOTALS	15	23	1	1	1	4	2	1	40	0	6	9	24						127	\$3,180,799

Sending State	Receiving Schools*																	Total Number Students	Total Fees Paid by Sending State	
	AZ-TUC	AZ-PHX	LLU	STAN	UCB/SF	UCD	UCI	UCLA	UCSD	UCSF	USC	COLO	HAW	NEV	UNM	UND	OHSU			UTAH
Montana		2	3						1	1		2	1	1		6	7		24	\$737,610
Wyoming	1											2		1		2	1		7	213,800
TOTALS	1	2	3	0	0	0	0	0	1	1	0	4	1	2	0	8	8	0	31	\$951,410

* See Table 6, pp. 9-12, for full names of institutions.



“WICHE’s PSEP has helped me in my quest to become a dentist. Without it, my debt burden upon graduation would be significantly higher. I will be forever grateful to the State of New Mexico and WICHE for giving me this opportunity and helping me realize my dream. Upon graduation, I am planning to practice dentistry in New Mexico, and this program has made it feasible to do just that. Thank you, WICHE!”

*– Silas, New Mexico resident, Class of 2017,
A.T. Still University, Dentistry*

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2015-16 (continued)

Sending State	Receiving Schools*																Total Number Students	Total Fees Paid by Sending State
	ATSU	MDWST	LLU	SMU	USC	ISU	TOURO-NV	UNM	WNMU	UND	PACU	USD	UTAH	EWU	UPS	WASH		
Alaska																	0	\$0
Arizona	9	3						1			1					1	15	164,865
Hawai'i											1			2	1		4	47,850
Montana											2	1	1	1			5	60,900
Wyoming									1	3		1		1			6	87,000
TOTALS	9	3	0	0	0	0	0	1	1	3	4	2	1	2	3	1	30	\$360,615

Sending State	Receiving Schools*					Out of Region	Total Number Students	Total Fees Paid by Sending State
	MDWST	MBKU	WUHS	PACU				
Alaska					2		2	\$34,200
Arizona	10	6	4	3			23	393,300
Colorado	5	3	2	10	3		23	393,300
Hawai'i		6	1	7			14	239,400
Montana					4		4	68,400
Nevada	1	2		2			5	85,500
North Dakota	8	3	2	12			25	412,538
Utah	12	8	1	5			26	427,500
Wyoming		5	1	7			13	222,300
TOTALS	36	33	11	52	3		135	\$2,276,438

* See Table 6, pp. 9-12, for full names of institutions.



“Pacific University in Oregon is one of seven schools that now offer a doctoral degree in occupational therapy. I was immediately drawn to its prestige, diversity, and holistic approach to health practices. Once I was accepted into the program, the only set-back I faced was the cost. I’m from Montana, and private tuition is a big financial commitment for a three-year program. When I heard that WICHE’s PSEP would reduce my tuition, I was elated. It’s helped me think less about financial burdens and focus solely on the great education I’m getting. I wouldn’t be able to do this without Montana’s participation in PSEP. Thank you for helping me to pursue my dream!”

*– Emmi, Montana resident, Class of 2018,
Pacific University, Occupational Therapy*

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2015-16 (continued)

OSTEOPATHIC MEDICINE									
Sending State	Receiving Schools*							Total Number Students	Total Fees Paid by Sending State
	ATSU MESA	MDWST	TOURO-CA	WUHS	RVU	TOURO-NV	PNWU		
Arizona	6	27	1	5	2	2		43	\$868,561
Montana	1	1		2	1		1	6	127,800
Wyoming	1			2	2		3	8	149,100
TOTALS	8	28	1	9	5	2	4	57	\$1,145,461



"I'm a Nevada resident and there's no public pharmacy school in my home state. I'm the first person in my family to attend professional school and a first-generation college graduate. Thanks to WICHE's PSEP, I was able to enroll in Washington State University's (WSU) College of Pharmacy and pay reduced tuition. Thank you to the State of Nevada for their participation in WICHE's PSEP, and for the opportunity to receive a great education at WSU! Washington has some innovative health care initiatives, and I look forward to bringing back what I learned to Nevada's public health system, to help those who are in need."

— Pierce, Nevada resident, Class of 2017, Washington State University, School of Pharmacy

PHARMACY																					
Sending State	Receiving Schools*																			Total Number Students	Total Fees Paid by Sending State
	ARIZ	MDWST	UCSF	UCSD	UOP	USC	WUHS	COLO	UH HILO	ISU	MONT	RUHS	UNM	NDSU	OSU	PACU	WASH	WSU	WYO		
Alaska		1									1				1		1	1		5	\$40,133
Nevada		3										5				2		2		12	112,872
TOTALS	0	4	0	0	0	0	0	0	0	0	1	5	0	0	1	2	1	3	0	17	\$153,005

PHYSICAL THERAPY																										
Sending State	Receiving Schools*																						Total Number Students	Total Fees Paid by Sending State		
	ATSU	MDWST	CSF	CHAP	LLU	MSMU	SMU	UCSF/SFSU	UOP	USC	WUHS	COLO	REGIS	ISU	MONT	TOURO-NV	UNLV	UNM	UND	PACU	UTAH	UPS			EWU	WASH
Alaska											1											2		3	\$42,900	
Hawai'i	2			3				1		2	1		2			1			1				1		14	200,200
Wyoming	1	2										2	6		3			1	6	5			2	1	29	414,700
TOTALS	3	2	0	3	0	0	0	1	0	2	2	2	8	0	3	1	0	1	6	6	0	2	3	1	46	\$657,800

* See Table 6, pp. 9-12, for full names of institutions.

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2015-16 (continued)

Sending State	Receiving Schools*															Total Number Students	Total Fees Paid by Sending State
	ATSU	MDWST	LLU	SMU	TOURO-CA	USC	WUHS	COLO	RRCC	ISU	TOURO-NV	PACU	OHSU	UTAH	WASH		
Alaska																0	\$0
Arizona	1															1	17,000
Nevada											3			1	2	6	102,000
Wyoming							1	1		1					2	5	85,000
TOTALS	1	0	0	0	0	0	1	1	0	1	3	0	0	1	4	12	\$204,000

Sending State	Receiving Schools*			Total Number Students	Total Fees Paid by Sending State
	MDWST	SMU	WUHS		
Alaska				0	\$0
Arizona	2		1	3	44,310
Montana	1			1	14,770
Utah	11	7		18	240,013
Wyoming	1			1	14,770
TOTALS	15	7	1	23	\$313,863

Sending State	Receiving Schools*					Total Number Students	Total Fees Paid by Sending State
	UCD	WUHS	CSU	OSU	WSU		
Arizona	2		30	5	5	42	\$1,339,800
Hawai'i	2		5		2	9	287,100
Montana	1		25	2	5	33	1,052,700
Nevada			8	2	3	13	414,700
New Mexico	1		26		4	31	988,900
North Dakota			6		1	7	223,300
Wyoming	1		17	1	16	35	1,116,500
TOTALS	7	0	117	10	36	170	\$5,423,000



“My home state of Arizona doesn’t have a public veterinary program. Out-of-state student loan debt can be crippling, but thanks to Arizona’s participation in WICHE’s PSEP, I was able to choose the best program for me – Oregon State University – and have the assurance that my financial obligations after graduation won’t ruin my career goals or my future lifestyle. WICHE’s PSEP has given me the confidence and support necessary to succeed as I prepare for the challenging, and rewarding journey ahead.”

– Chase, Arizona resident, Class of 2019, Oregon State University, College of Veterinary Medicine



“WICHE’s PSEP program has been instrumental in allowing me to pursue my biggest dream yet: becoming an optometrist. It’s no secret that professional school is an expensive undertaking, but North Dakota’s assistance through PSEP has helped immensely in alleviating this financial burden. I’m now able to fully focus on my studies, rather than being preoccupied by debt. When our legislators choose to continue PSEP support, they are choosing to invest in the future of quality medical care for our entire state. It’s my sincere hope that this program will continue, so that a quality professional education is within arm’s reach for future healthcare professionals.”

– Casey, North Dakota resident, Class of 2016, Pacific University, College of Optometry

* See Table 6 or www.wiche.edu/psep for full names of institutions.

Professional Student Exchange Program

Table 6. Receipt of Support Fees, by State and Institution, 2015-16

ARIZONA			CALIFORNIA			CALIFORNIA (continued)		
Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field
PUBLIC			PUBLIC			PRIVATE		
<u>University of Arizona, Phoenix (ARIZ-PHX)</u>			<u>California State University, Fresno (CSF)</u>			<u>Chapman University (CHAP)</u>		
Medicine	2	\$64,140	Physical Therapy	0	\$0	Physical Therapy	3	\$42,900
Institution Total	2	\$64,140	Institution Total	0	\$0	Institution Total	3	\$42,900
<u>University of Arizona, Tucson (ARIZ-TUC)</u>			<u>University of California, Davis (UCD)</u>			<u>Loma Linda University (LLU)</u>		
Medicine	1	\$32,070	Medicine	0	\$0	Dentistry	1	\$24,850
Pharmacy	0	0	Veterinary Medicine	7	223,300	Medicine	3	96,210
Institution Total	1	\$32,070	Institution Total	7	\$223,300	Occupational Therapy	0	0
Public Institution Total	3	\$96,210	<u>University of California, Irvine (UCI)</u>			Physical Therapy	0	0
PRIVATE			<u>University of California, Los Angeles (UCLA)</u>			Physician Assistant	0	0
<u>A.T. Still University Mesa Campus (ATSU MESA)</u>			<u>University of California, San Diego (UCSD)</u>			Institution Total	4	\$121,060
Dentistry	15	\$372,750	Medicine	0	\$0	<u>Marshall B. Ketchum University (MBKU)</u>		
Occupational Therapy	9	103,965	Institution Total	0	\$0	Optometry	33	\$564,300
Osteopathic Medicine	8	133,711	<u>University of California, San Francisco (UCSF)</u>			Institution Total	33	\$564,300
Physical Therapy	3	42,900	<u>University of California, San Francisco (UCSF)</u>			<u>Mount St. Mary's University (MSMU)</u>		
Physician Assistant	1	17,000	Dentistry	1	\$24,850	Physical Therapy	0	\$0
Institution Total	36	\$670,326	Medicine	0	0	Institution Total	0	\$0
<u>Midwestern University (MDWST)</u>			Institution Total	1	\$24,850	<u>Samuel Merritt University (SMU)</u>		
Dentistry	23	\$571,550	<u>University of California, San Diego (UCSD)</u>			Occupational Therapy	0	\$0
Occupational Therapy	3	13,050	Medicine	1	\$0	Physical Therapy	0	0
Optometry	36	598,500	Pharmacy	0	0	Physician Assistant	0	0
Osteopathic Medicine	28	564,450	Institution Total	1	\$0	Podiatry	7	103,390
Pharmacy	4	37,624	<u>University of California, San Francisco (UCSF)</u>			Institution Total	7	\$103,390
Physical Therapy	2	28,6000	Dentistry	1	\$24,850	<u>Stanford University (STAN)</u>		
Physician Assistant	0	0	Medicine (UCSF)	1	32,070	Medicine	0	\$0
Podiatry	15	195,703	Pharmacy	0	0	Institution Total	0	\$0
Institution Total	111	\$2,009,477	Physical Therapy (UCSF/SFSU)	1	14,300	<u>Touro University - California (TOURO-CA)</u>		
Private Institution Total	147	\$2,679,803	Institution Total	3	\$71,220	Osteopathic Medicine	1	\$21,300
ARIZONA TOTAL	150	\$2,776,013	Public Institution Total	12	\$319,370	Physician Assistant	0	0
						Institution Total	1	\$21,300

Professional Student Exchange Program

Table 6. Receipt of Support Fees by State and Institution, 2015-16 (continued)

CALIFORNIA (continued)			COLORADO			HAWAI'I		
Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field
University of the Pacific (UOP)			PUBLIC			University of Hawai'i at Manoa (HAW)		
Dentistry	4	\$132,532	Colorado State University (CSU)			Medicine	1	\$32,070
Pharmacy	0	0	Veterinary Medicine	117	\$3,732,300	Institution Total	1	\$32,070
Physical Therapy	0	0	Institution Total	117	\$3,732,300	University of Hawai'i at Hilo (HI-HILO)		
Institution Total	4	\$132,532	Red Rocks Community College (RRCC)			Pharmacy	0	0
University of Southern California (USC)			Physician Assistant	0	\$0	Institution Total	0	\$0
Dentistry	2	\$49,700	Institution Total	0	\$0	HAWAI'I TOTAL		
Medicine	0	0	University of Colorado Denver (COLO)			1	\$32,070	
Occupational Therapy	0	0	Dentistry	40	\$985,717	IDAHO		
Pharmacy	0	0	Medicine	4	117,590	Idaho State University (ISU)		
Physical Therapy	2	28,600	Pharmacy	0	0	Occupational Therapy	0	\$0
Physician Assistant	0	0	Physical Therapy	2	28,600	Pharmacy	0	0
Institution Total	4	\$78,300	Physician Assistant	1	17,000	Physical Therapy	0	0
Western University of Health Sciences (WUHS)			Institution Total	47	\$1,148,907	Physician Assistant	1	17,000
Dentistry	1	\$24,850	Public Institution Total	164	\$4,881,207	Institution Total	1	\$17,000
Optometry	11	173,138	PRIVATE			IDAHO TOTAL	1	\$17,000
Osteopathic Medicine	9	191,700	Regis University (REGIS)			MONTANA		
Pharmacy	0	0	Physical Therapy	8	\$114,400	University of Montana (MONT)		
Physical Therapy	2	28,600	Institution Total	8	\$114,400	Pharmacy	1	\$7,525
Physician Assistant	1	17,000	Rocky Vista University (RVU)			Physical Therapy	3	42,900
Podiatry	1	14,700	Osteopathic Medicine	5	\$106,500	Institution Total	4	\$50,425
Veterinary Medicine	0	0	Institution Total	5	\$106,500	MONTANA TOTAL		
Institution Total	25	\$450,058	Private Institution Total	13	\$220,900	4	\$50,425	
Private Institution Total	81	\$1,513,840	COLORADO TOTAL	177	\$5,102,107			
CALIFORNIA TOTAL	93	\$1,833,210						

Professional Student Exchange Program

Table 6. Receipt of Support Fees by State and Institution, 2015-16 (continued)

NEVADA			NEW MEXICO (continued)			OREGON (continued)		
Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field
PUBLIC			Western New Mexico University (WNMU)			PRIVATE		
University of Nevada, Las Vegas (UNLV)			Occupational Therapy			Pacific University (PACU)		
Dentistry	0	\$0	Institution Total	1	\$21,750	Occupational Therapy	4	\$47,850
Physical Therapy	0	\$0	NEW MEXICO TOTAL	3	\$49,100	Optometry	52	889,200
Institution Total	0	\$0	NORTH DAKOTA			Pharmacy	2	20,066
University of Nevada, Reno (NEV)			North Dakota State University (NDSU)			Physical Therapy	6	85,800
Medicine	2	\$64,140	Pharmacy	0	\$0	Physician Assistant	0	0
Institution Total	2	\$64,140	Institution Total	0	\$0	Institution Total	64	\$1,042,916
Public Institution Total	2	\$64,140	University of North Dakota (UND)			Private Institution Total	64	\$1,042,916
PRIVATE			OREGON TOTAL			OREGON TOTAL	89	\$1,775,101
Roseman University of Health Sciences (RUHS)			SOUTH DAKOTA			University of South Dakota (USD)		
Pharmacy	5	\$50,165	Medicine			Occupational Therapy	2	\$0
Institution Total	5	\$50,165	Occupational Therapy			Institution Total	2	0
Touro University, Nevada (TOURO-NV)			Physical Therapy			SOUTH DAKOTA TOTAL	2	\$0
Occupational Therapy	0	\$0	Institution Total			17	\$407,610	
Osteopathic Medicine	2	42,600	NORTH DAKOTA TOTAL			17	\$407,610	
Physical Therapy	1	14,300	OREGON			PUBLIC		
Physician Assistant	3	51,000	Oregon Health & Science University (OHSU)			Oregon Health & Science University (OHSU)		
Institution Total	6	\$107,900	Dentistry			Dentistry	6	\$149,100
Private Institution Total	11	\$158,065	Medicine			Medicine	8	256,560
NEVADA TOTAL	13	\$222,205	Physician Assistant			Physician Assistant	0	0
NEW MEXICO			Institution Total			Institution Total	14	\$405,660
University of New Mexico (UNM)			OREGON STATE UNIVERSITY (OSU)			University of Utah (UTAH)		
Medicine	0	\$0	Pharmacy			Medicine	0	\$0
Occupational Therapy	1	13,050	Veterinary Medicine			Occupational Therapy	1	13,050
Pharmacy	0	0	Institution Total			Physical Therapy	0	0
Physical Therapy	1	14,300	Public Institution Total			Physician Assistant	1	17,000
Institution Total	2	\$27,350	25			Institution Total	2	\$30,050
			\$732,185			UTAH TOTAL	2	\$30,050

Professional Student Exchange Program

Table 6. Receipt of Support Fees by State and Institution, 2015-16 (continued)

WASHINGTON		
Institution	Number of Students	Support Fees by Field
PUBLIC		
Eastern Washington University (EWU)		
Occupational Therapy	2	\$13,050
Physical Therapy	3	42,900
Institution Total	5	\$55,950
University of Washington (WASH)		
Dentistry	9	\$223,650
Occupational Therapy	1	21,750
Pharmacy	1	7,525
Physical Therapy	1	14,300
Physician Assistant	4	68,000
Institution Total	16	\$335,225
Washington State University (WSU)		
Pharmacy	3	\$22,575
Veterinary Medicine	36	1,148,400
Institution Total	39	\$1,170,975
Public Institution Total	60	\$1,562,150
PRIVATE		
Pacific Northwest University of Health Sciences (PNWU)		
Osteopathic Medicine	4	\$85,200
Institution Total	4	\$85,200
University of Puget Sound (UPS)		
Occupational Therapy	3	\$47,850
Physical Therapy	2	28,600
Institution Total	5	\$76,450
Private Institution Total	9	\$161,650
WASHINGTON TOTAL	69	\$1,723,800

WYOMING		
Institution	Number of Students	Support Fees by Field
University of Wyoming (WYO)		
Pharmacy	0	\$0
Institution Total	0	\$0
WYOMING TOTAL	0	\$0
OUT OF REGION		
PUBLIC		
University of Missouri-Kansas City (UMKC), MO		
Dentistry	8	\$198,800
Institution total	8	\$198,800
Northeastern State University (NSU), OK		
Optometry	1	\$17,100
Institution Total	1	\$17,100
Public Institution Total	9	\$215,900
PRIVATE		
Creighton University (CREI), NE		
Dentistry	15	\$375,750
Institution Total	15	\$375,750
Marquette University (MARQ), WI		
Dentistry	1	\$24,850
Institution Total	1	\$24,850
Salus University (SALUS), PA		
Optometry	2	\$34,200
Institution Total	2	\$34,200
Private Institution Total	18	\$431,800
OUT OF REGION TOTAL	27	\$647,700
TOTAL	648	\$14,666,391



“WICHE’s PSEP has been a huge blessing in my life. I am from Hawai’i, where there are no occupational therapy programs. It was encouraging that the State of Hawai’i was offering financial help because of my unique situation. I am very grateful for the affordable access to the educational experience that has prepared me for my future career. Thank you so much!”

– Leslie, Hawai’i resident, Class of 2016, University of Washington, Occupational Therapy



“I am currently studying medicine at Rocky Vista University. I am so excited to receive WICHE support thanks to PSEP. At the time I was accepted to medical school, my wife and I found out that she was pregnant with our first child. With no income, it would mean massive student loans. We’d done our best to save, but it just wasn’t enough. Thanks to the WICHE program, we’ll be able to stretch our budget and savings to cover at least two of the four years. Truly incredible! This is a wonderful program and I am grateful for the Arizona state legislature’s support. I look forward to returning to my home state of Arizona to practice and serve in the communities there. Thank you again!”

– Zeke, Arizona resident, Class of 2019 Rocky Vista University, College of Osteopathic Medicine

Professional Student Exchange Program

**Table 7. New and Continuing Students,
by Gender and Race/Ethnicity, 2015-16**

State	Total	Gender		Race/Ethnicity					
		Male	Female	AA	BL	LA	NA	WH	UK
Alaska	17	3	14						17
Arizona	169	71	98	8	1	7	1	74	78
Colorado	23	9	14	3	1			15	4
Hawai'i	49	20	29	33				4	12
Montana	81	23	58					80	1
Nevada	36	14	22	1					35
New Mexico	79	37	42	5	1	13	2	56	2
North Dakota	41	14	27					41	
Utah	44	41	3	3		2		35	4
Wyoming	109	42	67		1	2	1	102	3
TOTAL	648	274	374	53	4	24	4	407	156

NOTE: Abbreviations: AA = Asian American; BL = black; LA = Latino/a; NA = Native American; WH = white; UK = unknown. Race/ethnicity information is self-reported by applicants for state certification.



"I'm originally from South Dakota and the first in my family to enroll in college. For my master's at Utah State University, I qualified for in-state tuition for the first time in my academic career, thanks to WRGP! I am currently a preschool teacher for deaf children in Utah, and I love my job!"

*– Brynn, South Dakota resident, Class of 2015,
Utah State University, Bilingual-Bicultural Deaf Education*



"New Mexico does not have a dental school and out-of-state tuition can be very high. The ability to attend Creighton's School of Dentistry at a reduced cost through WICHE's PSEP has decreased the stress of student debt and allowed me to focus on my education. The experiences I've had in school have also given me an appreciation for community involvement. One of the most rewarding experiences was the presentation I gave for the Student Clinicians of the American Dental Association (ADA) at the national convention in San Antonio. Thank you to New Mexico and the PSEP program for helping me achieve success in dental school."

*– Gavin, New Mexico resident, Class of 2017,
Creighton University, Dentistry*



"I was always on the fence when it came to seeking a higher education, until my wife and I decided to bite the bullet and pursue the career that I am passionate about: physical therapy. My family and I had just moved to Arizona when I decided to attend undergraduate school. Then I found out that Northland Pioneer College (NPC) participates in WUE. WUE saved me from paying out-of-state tuition and has been an excellent program to jump start my career path to becoming a physical therapist. And, I now serve as one of the main contacts for the WUE program for NPC!"

*– Morgan, Utah resident, Class of 2015,
Northland Pioneer College,
Pre-Physical Therapy Studies*

Professional Student Exchange Program

Return Rates of WICHE PSEP Graduates, 2002-2011

WICHE states' return rates have improved considerably since last measured. In fall 2012, states that supported students through the Professional Student Exchange Program (PSEP) collected return rate data on their PSEP graduates. The average return rate for all reporting WICHE states is now 68 percent (up from 59 percent in 2006). Return rates for payback states (those where students are required to return and practice or pay back their state PSEP support) are still the highest, now averaging 85 percent and ranging as high as 89 percent, depending on the state and the profession. Return rates for honor system states have improved, too. They now average 52 percent, compared to only 39 percent in 2006.

During the period for which data was collected, five states contractually required their PSEP graduates to return and serve their home state residents: Arizona, Colorado, New Mexico, Nevada, and Washington (these are the "contractual payback states" listed in Table 8). Alaska, Hawai'i, Idaho, Montana, North Dakota, Utah, and Wyoming are listed as "honor system states": they encourage their graduates to return to their home state but do not contractually require them to do so. Effective Fall 2013, Wyoming implemented a service payback requirement for new students in all healthcare professions except veterinary medicine. The State of Hawai'i has implemented a non-contractual return of service requirement. Alaska's participation in PSEP remains distinctive: to make the benefits of PSEP available to its residents in the absence of state funding, Alaska treats the support fee as a loan to each PSEP student. Graduates must repay the loan, whether or not they return to Alaska.

Given the increased reliability of data, WICHE asked states to collect the return rate data over a 10-year period for the majority of the healthcare professions. Table 8 gives a "snapshot" in time of PSEP alumni who graduated between 2002 and 2011 and who were licensed or practicing in their home state as of 2012. Graduates who had fulfilled their practice obligations in their home state earlier were also counted as returned. Our return rates are conservative;

payback states that measure return rates over a longer timeframe will demonstrate higher return rates than shown in our calculations. This is especially true for fields where graduates may be completing a residency, internship, or clinical experience, or may be on deferment for other reasons, though they will ultimately return to serve their state at a later date.

Allopathic and osteopathic medicine graduates are required to complete three- to four-year residencies. For these professions WICHE counted PSEP alumni who graduated between 2002 and 2006, in order to allow time for them to complete their residencies and set up practice in their home state.

We hope this information will prompt our member states to consider:

- Establishing a service payback requirement if your state does not currently require one. Although there is an administrative cost to tracking graduates, it may be in the state's best interest to build its healthcare workforce.
- Creating or increasing rural or underserved incentives, such as loan repayment programs that make it affordable for newly graduated healthcare professionals to live and work in these areas.

- Using repayment monies paid by nonreturning graduates to fund loan repayment incentives for graduates who return to their home state to practice in rural and underserved areas (for states with service payback requirements).

Policies for student eligibility and graduate service payback requirements vary by WICHE state. To learn more, see the appendices in our updated PSEP Administrative Manual, available online at www.wiche.edu/info/publications/PSEP_adminManual.pdf.

For any questions you might have about WICHE PSEP return rate data, please call WICHE's Student Exchange Program director at 303.541.0214.



Professional Student Exchange Program

Table 8. Return Rates of PSEP Graduates, by State and Profession
5-year D.O. and M.D. Rates (2002-06) and 10-year Rates for All Other Professions (2002-11)

	Total Number Students	Number Returning to State	Percent Returning		Total Number Students	Number Returning to State	Percent Returning		Total Number Students	Number Returning to State	Percent Returning
Alaska				Montana				Wyoming			
Dentistry	16	13	81%	Dentistry	17	11	65%	Dentistry	44	27	61%
Occupational Therapy	5	3	60	Medicine **	31	12	39	Medicine **	27	2	7
Optometry	3	0	0	Occupational Therapy	9	4	44	Occupational Therapy	11	1	9
Pharmacy	10	5	50	Optometry	12	7	58	Optometry	54	17	31
Physical Therapy	19	10	53	Osteopathic Medicine **	4	2	50	Osteopathic Medicine **	5	2	40
Physician Assistant	3	2	67	Podiatry	0	0	0	Physical Therapy	65	21	32
Podiatry	0	0	0	Veterinary Medicine	86	60	70	Physician Assistant	14	6	43
Alaska TOTAL	56	33	59%	Montana TOTAL	159	96	60%	Podiatry	4	0	0
Arizona*				Nevada*				Wyoming TOTAL			
Dentistry	115	88	77%	Optometry	22	18	82%	291	106	36%	
Occupational Therapy	49	44	90	Pharmacy	39	33	85	WICHE Return Rates by Field			
Optometry	52	43	83	Physician Assistant	24	22	92	Dentistry	329	243	74%
Osteopathic Medicine **	20	12	60	Veterinary Medicine	38	36	95	Medicine **	58	14	24
Physician Assistant	83	77	93	Nevada TOTAL	123	109	89%	Occupational Therapy	97	70	72
Veterinary Medicine	157	132	84	New Mexico*				Optometry	366	222	61
Arizona TOTAL	496	396	83%	Dentistry	78	72	92%	Osteopathic Medicine **	34	19	56
Colorado*				Veterinary Medicine	90	75	83	Pharmacy	109	80	73
Optometry	62	54	87%	New Mexico TOTAL	168	147	88%	Physical Therapy	139	68	49
Colorado TOTAL	62	54	87%	North Dakota				Physician Assistant	124	107	86
Hawai'i				Dentistry	29	12	41%	Podiatry	13	7	54
Dentistry	30	20	67%	Optometry	59	12	20	Veterinary Medicine	535	390	73
Occupational Therapy	23	18	78	Veterinary Medicine	13	7	54	TOTAL for all Reporting WICHE PSEP States			
Optometry	23	19	83	North Dakota TOTAL	101	31	31%	1,804	1,220	68%	
Pharmacy	60	42	70	Utah				TOTAL for Contractual Payback States			
Physical Therapy	55	37	67	Optometry	30	20	67%	861	732	85%	
Veterinary Medicine	27	11	41	Podiatry	9	7	78	TOTAL for Honor System States			
Hawai'i TOTAL	218	147	67%	Veterinary Medicine	57	39	68	943	488	52%	
Idaho				Utah TOTAL	96	66	69%	IMPORTANT: Return rates reported by state offices may vary from WICHE calculations, due to different timeframes over which the return is measured.			
Optometry	22	9	41%	Washington*				* Contractual payback states during time periods measured.			
Idaho TOTAL	22	9	41%	Optometry	27	23	85%	** Graduates of allopathic and osteopathic medical programs are required to do residencies of three years or more after graduation. Residencies can be located outside of the graduate's home state. In order to give residents time to return to their home state to practice, we are using return data for 2002-2006 for graduates of allopathic and osteopathic medicine.			
				Osteopathic Medicine **	5	3	60				
				Washington TOTAL	32	26	81%				

Growing the Elder Care Workforce

WICHE is interested in coordinating a regional approach to educate professionals prepared to work with our aging population. The importance of this issue grows as the world undergoes a dramatic demographic shift which has profound implications for our workforce and state and federal budgets. According to the U.S. Census Bureau, the number of people 65 years and older will increase from 46 million in 2014 to 74 million by 2030. The number of people 18-64 years old is proportionately declining, which means there will be fewer people in the workforce to support and care for the older population.¹

Without focused efforts on workforce development, we will fall short in caring for the aging segment of society. When we think of “elder care,” doctors and nurses are the first to come to mind, as well as social workers and direct-care workers (personal care aides and home health aides). According to the American Geriatrics Society, 20,000 geriatricians (physicians specializing in the care of older adults) are needed now to care for America’s elderly, but there are only 7,369 certified geriatricians practicing, equating to a shortfall of some 12,600 geriatricians.² In the WICHE states (excluding the U.S. Territories), more than 4,500 geriatricians are needed now, but there are fewer than 1,500, representing a shortfall of more than 3,000 geriatricians in the West.³ The projected shortages for geriatricians by 2030 are even more worrisome. Nationally, by 2030 our growing elderly population will need some 30,000 geriatricians, leaving the U.S. with a shortfall of 22,600 of these specialists.⁴ The shortage of certified gerontological nurses is also severe. According to The John A. Hartford Foundation, fewer than one percent of registered nurses are certified gerontological nurses, and only three percent of advanced practice nurses are certified.⁵

Research also cites shortages of social workers and mental healthcare professionals trained in elder care, and direct-care workers are in great demand as well. Personal care and home health aides are listed among the fastest growing occupations; the Bureau of Labor Statistics projects demand will increase 25.9 and 38.1 percent (respectively) by 2024.⁶ Yet, there is much to be done to attract and retain direct-care workers. They are poorly paid and receive little training or education to help them provide quality care. Furthermore, more can be done to develop career ladders to incentivize them and facilitate their professional growth.

We also need to train a myriad of other types of practitioners – from the associate’s to the postdoctoral levels – to help the aging population “age-in-place.” For example, planners are needed to redesign suburban communities

so that more people can remain in their homes as long as possible. Administrators are needed to navigate complex housing, transportation, healthcare, end-of-life, legal and financial matters. Engineers are needed to design products that facilitate independent living.

Developing academic programs that support aging and devising strategies to attract students to these careers are key. In early 2015, the Association for Gerontology in Higher Education (AGHE; www.aghe.org) announced its *Online Directory of Educational Programs in Gerontology and Geriatrics*. This is an excellent resource for students, higher education institutions and state officials to see what’s currently available to train the workforce. AGHE has also adopted a framework of *Gerontology Competencies for Undergraduate and Graduate Education*, a useful resource for higher education institutions to evaluate and improve current programs and to develop new ones.

The Gerontological Society of America and AGHE recognize the need to promote awareness about the broad range of elder care career opportunities and have developed some effective “Careers in Aging” materials to use with students, available on AGHE’s website.

If your state higher education office or institutions are interested in collaborating to build the eldercare workforce in the Western region, please contact WICHE’s director of student exchange at 303.541.0214.



¹ U.S. Census Bureau. (March 2015). *Projections of the Size and Composition of the U.S. Population: 2014 to 2060*. Report Number: P25-1143. Available at: www.census.gov/library/publications/2015/demo/p25-1143.html.

² The American Geriatrics Society. (March 2015). *Current Geriatrician Shortfall*. Available at: www.americangeriatrics.org/files/documents/Adv_Resources/GeriShortageCurrentNumbers.pdf.

³ Ibid.

⁴ The American Geriatrics Society. (March 2015). *Projected Future Need for Geriatricians*. Available at: www.americangeriatrics.org/files/documents/pdfs/Projected_Future_Need_for_Geriatricians.pdf.

⁵ The John A. Hartford Foundation. (October 2014). *Centers of Geriatric Nursing Excellence Recruit Faculty and Students Needed to Enhance the Care of Older Adults*. Available at: www.jhartfound.org/images/uploads/resources/academicnursing.pdf.

⁶ Bureau of Labor Statistics. (December 8, 2015). *Fastest growing occupations*. Table 1.3. Available at: www.bls.gov/emp/ep_table_103.htm.

Western Regional Graduate Program

The Western Regional Graduate Program (www.wiche.edu/wrgp) is an exceptional educational resource for the West, allowing master's, graduate certificate, and Ph.D. students who are residents of WICHE's states to enroll in 383 high-quality programs at 60 institutions and pay resident tuition. In fall 2015, 1,439 students enrolled through WRGP and saved an estimated \$21.1 million in tuition overall – an average of \$14,637 per student. In spring 2015 more than 30 new graduate programs will be added, creating more opportunities for students from our Western states.

WRGP students pay resident tuition and can enroll directly in the program through WRGP. It is a tuition reciprocity program. Students are not dependent upon the approval of their home state to participate because the home state does not provide funding for each student.

WRGP is a tremendous resource for graduates looking for distinctive, highly specialized programs. It's also an opportunity for WICHE states to share these programs (and the faculty who teach them) to build the West's workforce in a variety of disciplines.

If a healthcare profession is not offered through PSEP, WRGP is an excellent option, offering some 125 healthcare-related programs, including a wide range of programs in graduate nursing, public health, mental health and psychology, audiology and speech pathology, biomedical sciences, and biomedical informatics and much more. WRGP even offers advanced degrees to train future faculty members, including an online doctorate in occupational therapy and a master's in dental hygiene.

If you know of a particular program that would be a good addition to the WRGP network, suggest they contact the director of WICHE's Student Exchange Program. The next request for proposals will be announced in fall 2016. Graduate deans, provosts, and chief academic officers at all public institutions and systems in the WICHE region will be notified.

To be eligible for WRGP, programs that aren't related to health must be "distinctive" or respond to a significant workforce need. Healthcare-related programs are not subject to the distinctiveness criteria, but must be of high quality. WICHE is particularly interested in reviewing nominations for high-need programs and those in new fields. These include professional science master's degrees and graduate certificate programs, as well as graduate degrees in elder care, robotics, data mining, data science and business analytics, biometrics, software programming and cyber security, emerging media and communications, biomedical engineering, alternative energy technology, and homeland security and emergency and disaster management, among others.

The tuition break offered by WRGP is a wonderful recruitment and retention tool. Within UND's Department of Counseling Psychology and Community Services, it has helped us to increase the diversity of our graduate cohorts by supporting the education of those from differing geographic locations. It has been particularly helpful in supporting graduate students from Western states who identify as first generation college students and/or racial-ethnic minorities. Most importantly, by supporting a diverse cohort of students, WRGP has promoted diversity of thought within our graduate programs, which is necessary for the advancement of our field.

– Dr. Rachel Navarro, Associate Professor and Department Chair,
Counseling Psychology, University of North Dakota



"After completing my undergraduate degree at Boise State University, I was really looking forward to attending a graduate school where I could expand upon my knowledge and gain more credibility. The greatest potential roadblock I faced was paying for tuition. Fortunately, WRGP significantly reduced the cost and I was able to enroll in Utah State's management information systems program for my master's. USU's program is a perfect fit for me, and I am very grateful for WICHE's WRGP!"

– Promise, Idaho resident, Class of 2016,
Utah State University, Management Information Systems



Western Regional Graduate Program

Table 9. Five-year Enrollment Summary, New and Continuing Students, 2011-2015

State (Number of Programs)	2011		2012		2013		2014		2015	
	Received	Sent	Received	Sent	Received	Sent	Received	Sent	Received	Sent
Alaska (8)	14	19	15	27	8	33	5	40	10	35
Arizona (76)	199	53	235	57	274	56	370	86	442	83
California (17)	2	224	5	269	15	330	22	412	17	505
Colorado (98)	210	67	330	60	345	67	357	92	427	96
CNMI (0)*	0	0	0	0	0	0	0	0	0	1
Hawai'i (14)	49	17	47	24	41	22	39	19	37	21
Idaho (14)	21	56	35	72	56	70	70	67	101	69
Montana (15)	45	35	26	47	32	44	56	54	37	44
Nevada (7)	23	31	18	35	21	45	16	53	16	66
New Mexico (30)	62	46	31	55	26	70	28	78	34	103
North Dakota (10)	9	15	4	14	16	16	67	18	12	22
Oregon (12)	24	84	79	78	112	80	91	100	79	93
South Dakota (11)	10	20	8	19	12	26	11	28	6	23
Utah (47)	118	58	119	49	102	63	125	72	131	87
Washington (19)	71	92	54	154	71	160	86	172	86	144
Wyoming (6)	2	42	2	48	2	51	2	54	4	47
TOTAL (384)	859	859	1,008	1,008	1,133	1,133	1,345	1,345	1,439	1,439

* CNMI joined WICHE in April 2013.

I grew up in a community where the educational expectations for girls were very different from boys. For example, I had higher grades in school than my brother, yet he received eight years of college tuition, while I was given a new car and a directive to marry well. After a few years, the car died, and I was a single parent. In my thirties, I found funding and persevered to achieve my bachelor's degree in education. I also found my niche in special education, becoming a strong advocate for individuals with disabilities. To be a stronger advocate, I needed more education, a master's degree. But when I looked at the balance of my student loans, my income as a teacher and my older age, it all seemed unobtainable. WICHE's WRGP eliminated the financial obstacles. Through this program, I will realize my goal of becoming a teacher of the visually impaired (TVI) with a master's degree. Without WRGP, I would lose my present position as a TVI working on a provisional license. Thanks to Portland State's participation in WRGP, I will become a highly qualified professional in my field, enhancing the lives of students and families. My future graduate degree will open doors, allowing me to advocate, teach, and influence individuals, families, and communities.

*– Sonja, Idaho resident, Class of 2017,
Portland State University, Visually Impaired Learner Program*

Western Regional Graduate Program

Table 10. Fall 2015 WRGP Enrollment, by State, Institution, and Program

State (Total WRGP Enrollment)/ Institution and Program		
ALASKA (10)		
University of Alaska Anchorage (2)		
Early Childhood Special Education (MA)	0	
Global Supply Chain Management (MS)	0	
Project Management (MSPM)	0	
Social Work (MSW)	2	
University of Alaska Fairbanks (8)		
Administration of Justice (MA)	0	
Clinical-Community Psychology, Rural Indigenous Emphasis (PhD) (UAF/UAA)	7	
Northern Studies (MA)	1	
Rural Development (MA)	0	
ARIZONA (442)		
Arizona State University (75)		
American Indian Studies (MS)	12	
Architecture (MArch)	0	
Built Environment (MSBE)	0	
Design (MSD)	1	
Industrial Design (MID)	3	
Interior Architecture (MIA)	2	
Justice Studies (MS/PhD)	17	
Landscape Architecture (MLA)	0	
Materials Science and Engineering (PhD)	1	
Nanoscience (PSM)	0	
Natural Science (MNS)	1	
Public Administration (PhD)	0	
Science and Technology Policy (PSM)	2	
Social and Cultural Pedagogy (MA)	2	
Social Work (MSW/PhD)	33	
Solar Energy Engineering and Commercialization (PSM)	0	
Urban Design (MUD)	0	
Visual Communication Design (MVCD)	1	
Arizona State University/Downtown (5)		
Community Resources and Development (MS/PhD)	2	
Nonprofit Leadership and Management (MA)	0	
Nursing (Care Coordination and Nursing Educator) (MS)	1	
Nursing and Healthcare Innovation (PhD)	2	
Nursing Practice (DNP)	0	
Arizona State University/West Campus (7)		
Communication Studies (MA)	1	
English (MAE)	0	
Interdisciplinary Studies (MA)	0	
Psychology (MS)	1	
Social Justice and Human Rights (MA)	3	
Social Technologies (MAST)	2	
Northern Arizona University (108)		
Administration (MA)	8	
Anthropology, Applied Emphasis Program (MA)	7	
Applied Geospatial Sciences (MS)	0	
Applied Sociology (MA)	0	
Assistive Technology (Grad Cert)	5	
Autism Spectrum Disorders (School-Based) (Grad Cert)	1	
Bilingual and Multicultural Education (ESL) (MEd)	1	
Business Administration (MBA)	3	
Career and Technical Education (MEd)	7	
Climate Science and Solutions (PSM)	7	
Communication (Documentary Studies) (MA)	0	
Community Planning (Grad Cert)	1	
Counseling-Student Affairs (MEd)	1	
Disability Policy and Practice (Grad Cert)	0	
Educational Leadership (MEd/EdD)	8	
Educational Technology (MEd/Grad Cert)	8	
Elementary Education, Continuing Professional/ Reading K-12 (MEd)	0	
English, General (MA/MS)	7	
English, Rhetoric, Writing, and Digital Media Studies (MA)	20	
English, Professional Writing (MA)	8	
Environmental Sciences & Policy (MS)	0	
Forestry (MF)	3	
Human Relations (MEd)	4	
Mathematics Education (MS)	0	
Music (Suzuki Violin/Viola) (MA)	0	
Nursing (MS)	1	
Positive Behavior Support (Grad Cert)	3	
Science Teaching (MA)	0	
Sustainable Communities (MA)	2	
Teaching Science with Certification (MA)	3	
University of Arizona (247)		
Anthropology-Linguistics (PhD)	1	
Arid Lands Resource Sciences, Interdisciplinary (PhD)	0	
Atmospheric Sciences (MS/PhD)	0	
Cancer Biology (Graduate Interdisciplinary Program) (PhD)	1	
Ecology and Evolutionary Biology (PhD)	12	
Gender and Women's Studies (MA/JD)	6	
Genetics, Interdisciplinary (PhD)	3	
Human Language Technology (MS)	2	
Native American Languages and Linguistics (MA)	1	
Neuroscience/Interdisciplinary (PhD)	3	
Nursing (PhD)	24	
Nursing Practice (DNP)	74	
Optical Sciences (MS/PhD/Grad Cert)	64	
Physiological Sciences, Interdisciplinary (MS/PhD)	0	
Public Health (MPH/DrPh)	48	
Second Language Acquisition and Teaching (SLAT) (MA/PhD/Grad Cert)	8	
Teaching and Teacher Education, Teaching Mexican American Students (PhD)	0	
CALIFORNIA (17)		
California State University, East Bay (0)		
Multimedia (MA)	0	
Recreation and Tourism (MS)	0	
California State University, Monterey Bay (3)		
Applied Marine and Watershed Science (MS)	3	
California State University, Stanislaus (0)		
Nursing (Education and Gerontology) (MSN)	0	
Humboldt State University (8)		
English (Composition Studies and Pedagogy; Literary and Cultural Studies; International Program/TEFL/TEFL) (MA)	0	
Environment and Community (MA)	3	
Environmental Systems (MS)	2	
Natural Resources (MS)	2	
Public Sociology, Social Justice and Action (MA)	1	
San Francisco State University (0)		
Biomedical Science, Biotechnology and Stem Cell Science (PSM)	0	
Engineering, Energy Systems Concentration (MS)	0	
Museum Studies (MA)	0	
University of California, San Francisco (2)		
Biological and Medical Informatics (PhD)	0	
Chemistry and Chemical Biology (PhD)	1	
Pharmaceutical Sciences and Pharmacogenomics (PhD)	1	
University of California, San Francisco and Berkeley (4)		
Bioengineering (PhD)	4	
University of the Pacific (0)		
Healthcare Management (MBA)	0	
COLORADO (427)		
Adams State University (0)		
Higher Education Administration and Leadership (HEAL) (MA/Grad Cert)	0	

Western Regional Graduate Program

Table 10. Fall 2015 WRGP Enrollment, by State, Institution, and Program (continued)

State (Total WRGP Enrollment)/ Institution and Program	Enrollment	University of Colorado at Colorado Springs (22)	Enrollment	Public Health (MPH/DrPH/Grad Cert)	Enrollment
Colorado School of Mines (38)		Applied Geography (MA)	2	Rehabilitation Science (PhD)	0
Applied Chemistry (MS/PhD)	6	Communications (MA)	0	University of Northern Colorado (73)	
Environmental Engineering Science (MS/PhD)	4	Counseling and Human Services (MA)	7	Audiology (AuD)	4
Geochemistry (MS/PSM/PhD)	0	Engineering, Space Operations (ME)	1	Biomedical Sciences (MBS)	2
Geological Engineering (MS/ME/PhD)	2	Psychology, Sciences Track (MA)	3	Chemical Education (MS/PhD)	0
Hydrology (MS/PhD)	14	Public Administration (MPA/Grad Cert)	6	Clinical Mental Health Counseling (Couples, Marriage and Family) (MA)	0
Mineral and Energy Economics (MS/PhD)	8	Sociology (MA/Grad Cert)	3	Counseling Psychology (MA/PhD)	16
Mining and Earth Systems Engineering (MS/PhD)	2	Teaching English to Speakers of Other Languages (TESOL) (MA)	0	Counselor Education and Supervision (PhD)	3
Petroleum Engineering (MS/PhD)	2	University of Colorado Denver (53)		Earth Sciences (MA)	2
Colorado State University (26)		Anthropology (MA)	4	Educational Mathematics (PhD)	0
Agriculture/Integrated Resource Management (MAG)	0	Clinical Health Psychology (PhD)	3	Educational Psychology (MA/PhD)	0
Animal Reproduction and Biotechnology Laboratory (MS/PhD)	0	Computer Science and Information Systems (PhD)	0	Educational Technology (PhD)	0
Construction Management (MS)	0	Construction Engineering and Management (MEng/Grad Cert)	1	Foreign Languages (Spanish Teaching) (MA)	0
Education & Human Resource Studies (PhD)	2	Design and Planning (PhD)	1	Gerontology (MA)	1
Environmental Health Sciences (MS/PhD)	8	Environmental and Sustainability Engineering (MS/PhD)	1	Human Rehabilitation (PhD)	0
Political Science, Environmental Politics & Policy Emphasis (PhD)	0	Geographic Information Systems (MEng)	3	Music (DA)	13
Public Communication and Technology (MS/PhD)	4	Health and Behavioral Sciences (PhD)	0	Nursing Education (PhD)	0
Radiological Health Sciences (MS/PhD)	0	Historic Preservation (MS)	0	Rehabilitation Counseling (MA)	0
Social Work - Rural & Changing Communities (MSW/PhD)	12	Landscape Architecture (MLA)	1	School Counseling (MA)	0
Colorado State University-Pueblo (0)		Public Administration, Gender-Based Violence & Public Policy (MPA)	0	School Psychology, Educational Specialist (EdS/PhD)	4
Engineering, Mechatronics or Railroad Engineering (MS)	0	Public Administration, Nonprofit Organizations (MPA/Grad Cert)	22	Special Education, Low Prevalence Disabilities (MA/EdD)	0
Industrial and Systems Engineering (MS)	0	Public Administration, Public Affairs (PhD)	1	Speech-Language Pathology (MA)	13
University of Colorado at Boulder (72)		School Psychology (PsyD)	1	Sport and Exercise Science (MS/PhD)	15
Aerospace Engineering Sciences (MS/ME/PhD)	10	Urban and Regional Planning (MURP)	15	HAWAII (37)	
Anthropology and Business (MA/MBA)	0	Urban Design (MUD)	0	University of Hawai'i at Manoa (37)	
Astrophysical & Planetary Sciences (PhD)	1	University of Colorado Denver, Anschutz Medical Campus (143)		Biomedical Sciences, Tropical Medicine (MS/PhD)	1
Atmospheric & Oceanic Sciences (MS/PhD)	5	Bioengineering (MS/PhD)	4	Communication and Information Sciences (Interdisciplinary) (PhD)	1
Audiology (AuD)	10	Biomedical Sciences and Biotechnology (MS)	0	East Asian Languages and Literatures (MA/PhD)	12
East Asian Languages (MA/PhD)	2	Biostatistics (MS/PhD)	4	Entomology, Tropical (MS/PhD)	0
Engineering for Developing Communities (MS/PhD/Grad Cert)	8	Computational Bioscience (PhD)	0	Geosciences for Professionals (MGeo)	0
Environmental Studies (MS/MBA)	0	Epidemiology (MS/PhD)	1	Marine Biology (MS/PhD)	3
German Studies (MA/MBA)	0	Family Psychiatric Mental Health Nurse Practitioner (MS)	0	Natural Resources and Environmental Management (MS/PhD)	1
Linguistics (MA/PhD)	8	Health Services Research (PhD)	1	Oceanography (Interdisciplinary) (MS/PhD)	1
Philosophy (MA/PhD)	0	Health Services Research, Policy and Administration (MS)	1	Pacific Islands Studies (MA)	0
Physics, General (MS/PhD)	7	Innovation in Leadership and Administration (i-LEAD) (MS/Grad Cert)	11	Philosophy, Asian and Comparative (MA/PhD)	5
Speech Language Pathology (MA)	19	Modern Human Anatomy (MS)	7	Second Language Studies (MA/PhD)	8
Studio Art/Art History and Business (MFA/MBA)	0	Nursing (PhD)	15	Theatre and Dance (Asian) (MA/MFA/PhD)	1
Telecommunications and Business (MS/MBA)	1	Nursing, Health Care Informatics (MS)	12	Tropical Plant and Soil Sciences (MS/PhD)	1
Theatre (PhD)	1	Nursing Practice (DNP)	8	Urban and Regional Planning (MA/PhD)	3
Theatre/Theatre Management (MA/MBA)	0				

Western Regional Graduate Program

Table 10. Fall 2015 WRGP Enrollment, by State, Institution, and Program (continued)

State (Total WRGP Enrollment)/ Institution and Program	NEVADA (16)	
IDAHO (101)	University of Nevada, Las Vegas (0)	Optical Science & Engineering (MS/PhD) 0
Boise State University (0)	Hotel Administration (MS) 0	PhD in Nursing (PhD) 1
Raptor Biology (MS) 0	Management Information Systems (MS/MIS) 0	Printmaking (MFA) 1
Idaho State University (101)	Sociology (Urban and Community) (MA/PhD) 0	Public Economics (Health Economics) (MA/PhD) 0
Audiology (AuD) 15	University of Nevada, Reno (16)	Water Resources Administration (MWR) 5
Biological Sciences (MS/PhD/DA) 0	Chemical Physics (PhD) 0	NORTH DAKOTA (12)
Clinical Psychology (PhD) 7	Hydrologic Sciences (MS/PhD) 0	North Dakota State University (1)
Deaf Education (MEd) 1	Public Health (MPH) 1	Coatings and Polymeric Materials (MS/PhD) 1
English and the Teaching of English (MA/PhD) 2	Social Psychology (Interdisciplinary) (PhD) 15	University of North Dakota (11)
Environmental Science and Management (MS) 0	NEW MEXICO (34)	Counseling Psychology (PhD) 7
Experimental Psychology (PhD) 4	Eastern New Mexico University, Portales (0)	Ecology of the Northern Great Plains (PhD) 0
Historical Resources Management (MA) 0	Nursing Education (MS) 0	History (DA) 0
Mathematics (DA) 0	New Mexico Highlands University (0)	Medical Laboratory Science (MS) 0
Medical Laboratory Science (MS) 0	Media Arts and Computer Science (MA/MS) 0	Nursing (PhD) 1
Political Science (DA) 0	New Mexico Institute of Mining and Technology (0)	Public Health (MPH) 3
Public Health (MPH) 2	Chemistry (MS/PhD) 0	Space Studies (MS) 0
Speech-Language Pathology (MS) 70	Physics (MS/PhD) 0	Theatre Arts (MA) 0
MONTANA (37)	New Mexico State University (1)	Valley City State University (0)
Montana State University, Billings (9)	Applied Geography (Geospatial Science) (MAG) 0	Education (MA) 0
Applied Behavioral Analysis, Special Education (MS/Grad Cert) 0	Chemical and Materials Engineering (MS/PhD) 0	OREGON (79)
Athletic Training (MS) 6	Community Health Education (MPH) 0	Oregon Health & Science University (9)
Education, Reading Option (MEd) 0	Criminal Justice (MCJ) 0	Nursing Practice (DNP) 4
Health Administration (MHA) 0	Economic Development (DED) 0	Nursing Science (PhD) 5
Rehabilitation and Mental Health Counseling (MS) 3	Nursing (Multiple Concentrations) (MSN/DNP) 1	Portland State University (51)
Montana State University, Bozeman (6)	Nursing, Border Health Issues and Disparities (PhD) 0	Education, Visually Impaired Learner (MS) 9
Microbiology and Immunology (MS/PhD) 1	Online Teaching and Learning (Grad Cert) 0	Environmental Science (MEM/MS/PhD) 3
Land Rehabilitation (MS) 5	Rhetoric and Professional Communication (Interdisciplinary) (PhD) 0	Public Administration (MPA) 0
Mathematics, Math Education (MS) 0	Space Physics (MS) 0	Public Administration (Health Administration) (MPA:HA) 0
Montana Tech of the University of Montana (11)	Spanish (Online) (MA) 0	Urban and Regional Planning (MURP) 20
Geoscience (MS) 10	Water Science and Management (MS/PhD) 0	Urban Studies (MUS/PhD) 19
Metallurgical/Mineral Processing Engineering (MS) 1	University of New Mexico (33)	Southern Oregon University (16)
Technical Communication (MSTC) 0	American Studies (MA/PhD) 12	Clinical Mental Health Counseling/Counselor (MA/MS) 8
University of Montana, Missoula (11)	Art and Ecology (MFA) 2	Environmental Education (MS) 8
Communication Studies (MA) 2	Art History, Art of the Americas (MA/PhD) 2	University of Oregon (0)
Environmental Science and Natural Resource 5	Art History, Art of the Modern Age (MA/PhD) 2	Historic Preservation (MS) 0
Journalism (MA) 5	Educational Linguistics (PhD) 2	Western Oregon University (3)
Global Youth Development (MA) 4	Electronic Arts (MFA) 4	Rehabilitation Counseling with the Deaf (MS) 3
Natural Resources Conflict Resolution (Grad Cert) 0	Latin American Studies (MA/PhD/MBA) 2	SOUTH DAKOTA (6)
	Nursing Executive and Organizational Leadership (NEOL DNP) 0	Black Hills State University (0)
		Integrative Genomics (MS) 0
		Sustainability (MSS) 0

Western Regional Graduate Program

Table 10. Fall 2015 WRGP Enrollment, by State, Institution, and Program (continued)

State (Total WRGP Enrollment)/ Institution and Program	Enrollment	Enrollment
Dakota State University (1)		
Health Informatics (MS)	1	
South Dakota School of Mines and Technology (5)		
Atmospheric and Environmental Sciences (MS/PhD)	3	
Computational Sciences and Robotics (MS)	0	
Materials Engineering and Science (MS/PhD)	0	
Nanoscience and Nanoengineering (PhD)	0	
Paleontology (MS)	2	
South Dakota State University (0)		
Athletic Training (MS)	0	
Chemistry Education (MS)	0	
University of South Dakota (0)		
Addiction Studies (MA)	0	
UTAH (131)		
Southern Utah University (3)		
Arts Administration (MFA)	3	
University of Utah (78)		
Architectural Studies (MSAS)	0	
Audiology (AuD)	17	
Audiology/Speech & Language Pathology (PhD)	0	
Biomedical Informatics (MS/PhD/Grad Cert)	0	
Chemical Engineering (ME/MS/PhD)	0	
City and Metropolitan Planning (MCMP)	0	
Clinical Nursing Informatics (MS)	0	
Coaching Wellness (MS)	0	
Computational Science (PSM) (PMST)	0	
Exercise and Sport Science, Sport Pedagogy (MS)	0	
Geographic Information Science (MS)	0	
Gerontology (MS)	0	
Healthcare Administration (MBA/MHA, MPA/MHA, MPH/MHA)	0	
Human Development and Social Policy (MS)	1	
Information Systems (MSIS/Grad Cert)	0	
International Affairs and Global Enterprise (MS)	2	
Modern Dance (MFA)	1	
Neonatal Nurse Practitioner (DNP)	0	
Neuroscience, Interdisciplinary (PhD)	13	
Nurse Midwifery & Women's Health Nurse Practitioner (DNP)	0	
Nursing (PhD)	11	
Nursing Education (MS)	0	
Occupational Therapy, Clinical Doctorate (OTD)	31	
Outreach Nurse Practitioner (DNP)	0	
Parks, Recreation and Tourism (MS/PhD/EdD)	0	
Psychiatric Mental Health Nurse Practitioner (MS)	0	
Public Policy (MPP)	2	
Science Instrumentation (PSM) (PMST-SI)	0	
Social Work (PhD)	0	
Sustainability (Grad Cert)	0	
Women's Health Nurse Practitioner (DNP)	0	
Utah State University (50)		
American Studies (Folklore Specialization) (MA/MS)	0	
Applied Environmental Geoscience (PSM)	4	
Audiology (AuD)	5	
Climate Science (MS/PhD)	0	
Deaf Education (MEd)	12	
Electrical Engineering, Space Studies (MS/PhD)	0	
Food Safety and Quality (MFSQ)	0	
Horticulture/Water Efficient Landscaping (MS)	0	
Human Resources (MHR)	11	
Management Information Systems (MMIS)	2	
Second Language Teaching (MSLT)	1	
Speech-Language Pathology (MA/MS)	15	
Toxicology (MS/PhD)	0	
Upper Atmospheric Physics (MS/PhD)	0	
Watershed Science (MS/PhD)	0	
WASHINGTON (86)		
Central Washington University (17)		
Primate Behavior (MS)	8	
Resource Management (MS)	9	
Eastern Washington University (13)		
Communication Disorders (MS)	3	
Creative Writing (MFA)	0	
Dental Hygiene (MS)	1	
Public History (MA)	0	
Social Work, Rural Regional & Small Urban Emphasis (MSW)	9	
University of Washington (37)		
Audiology (AuD)	17	
Public Health (eMPH/Grad Cert)	0	
Landscape Architecture (MLA)	15	
Speech-Language Pathology (MS)	5	
Washington State University (5)		
American Studies (MA/PhD)	0	
Archaeology (MA/PhD)	0	
English, Rhetoric and Composition Studies (MA/PhD)	0	
Food Science (MS/PhD)	5	
Neuroscience Interdisciplinary Graduate Program (MS/PhD)	0	
Public History (MA/PhD)	0	
Washington State University Spokane (14)		
Dietetics, Nutrition & Exercise Physiology (MS)	0	
Health and Policy Administration (MHPA)	14	
WYOMING (4)		
University of Wyoming (4)		
American Studies/Historic Preservation (MA)	0	
Environment & Natural Resources (Dual Masters)	0	
Infrared Astrophysics (MS/PhD)	0	
Nurse Educator (MS)	0	
Nursing Practice (DNP)	4	
Social Work (MSW/Grad Cert)	0	
TOTAL WRGP ENROLLMENT		1,439

“I’m a non-traditional student with many family responsibilities: aging parents, high school and college-age children, and I live on a farm in Montana. I never would have been able to afford out-of-state tuition for a graduate nursing program. But by taking part-time classes, I’ve been able to keep up with my responsibilities at home and pay for my classes as I go. I’m in my last semester of classes and was recently hired for a nursing informatics position at a local hospital. None of this would have been possible without WRGP.”

*– Sandi, Montana resident, Class of 2016,
University of Colorado Denver,
Nursing Informatics Master’s Program (online)*

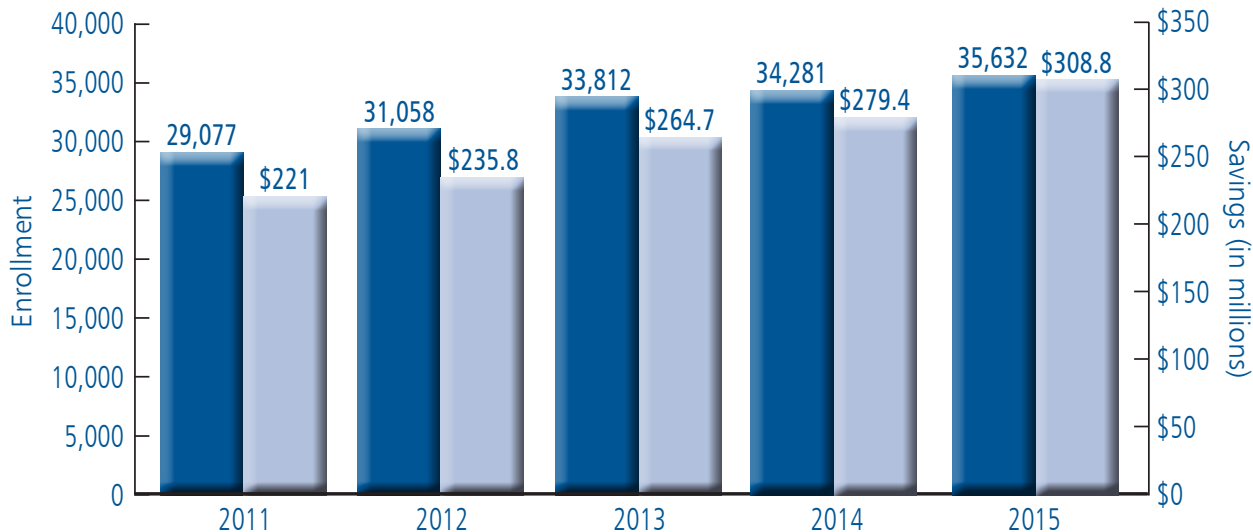
Western Undergraduate Exchange

The Western Undergraduate Exchange (WUE; www.wiche.edu/wue), is a regional tuition-reciprocity agreement that enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of the enrolling institution's resident tuition. The multilateral exchange has been operating for more than 25 years and is the largest program of its kind in the nation. In 2015-16 some 35,600 WUE students and their families saved more than \$308.8 million in tuition costs. Residents of WICHE member states can choose from 162 participating WUE institutions.

Since the first exchanges began in 1988, WUE has provided WICHE students and their parents with discounts on more than 463,400 annual tuition bills – saving them, overall, an impressive \$2.85 billion.

Figure 2 shows the continued growth of the program over the past five years. Table 12 shows the number of WUE students received in and sent from each state over the last five years. Fort Lewis College (in Colorado) is WUE's newest member.

Figure 2. WUE Enrollment and Savings (in millions), 2011-2015



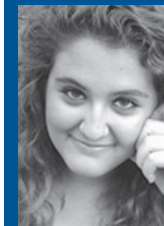
WUE as a Tool to Help Institutions Achieve Their Enrollment Goals

Participating WUE institutions attest to the value of the WUE network as a tool to meet their recruitment and enrollment goals. Institutions, with the guidance of their state higher education agencies, have significant latitude in the way they can use WUE. Our WUE partner institutions formulate admissions policies that work best for them and their state workforce, but also benefit enrolled students and their families from elsewhere in the West.

The majority of participating institutions make all or most of their majors available at the WUE rate. Institutions can exclude majors in high demand by home-state residents. About 20 percent of institutions use WUE as a merit scholarship but more than half automatically award the discounted rate to applicants from a WICHE state. Most WUE institutions offer the discounted rate to transfer students.

Institutions like WUE because they can attract high-caliber students, maximize their student housing capacity, increase student diversity, and give students an affordable education in their major. Our WUE partner institutions find that WUE students are academically motivated and are likely to complete their degrees more quickly compared to their other undergraduate student pools. For students, WUE is especially important when their program of study is not offered in their home state.

Contact WICHE's director of student exchange at 303.541.0214 or info-sep@wiche.edu if your institution is interested in joining WUE.



"When I was accepted into the University of Northern Colorado's program, I knew it was the perfect fit. UNC's theatre program is incredible, and being offered a place in the acting program was a dream come true. However, I was unable to afford out-of-state tuition, especially for a degree program in a career field that is difficult to penetrate. WUE has allowed me to pursue my dream career and be a part of an exceptional program. I will be graduating with very little debt thanks to WUE, and I could not be more thankful."

– Yasmine, Arizona resident, Class of 2017, University of Northern Colorado, Theatre Arts, Acting

Western Undergraduate Exchange

What's Trending in WUE Student Enrollment

The Fall 2015 WUE enrollments mirror trends similar to last year's. WUE students' top majors continue to align well with some of the West's most crucial workforce needs that include healthcare, the biological and biomedical sciences, engineering, and business.

Nursing – at institutions that offer it at the WUE rate – is among the most popular healthcare majors. The allied health professions are also a favorite. These include physical therapy, occupational therapy, radiology, respiratory therapy, nuclear medical technology, audiology, and clinical laboratory science. Dental hygiene, healthcare administration, and healthcare information technology are also popular.

Biological and biomedical science majors targeted by WUE students include biochemistry, biotechnology, genetics, microbiology, botany, zoology, and marine biology. WUE enrollment in business majors is strong. WUE students are seeking degrees in accounting, business administration and management, finance, hospitality and hotel administration, human resource management, construction management, and international business. Finally, engineering majors of interest to WUE students include specialties in biomedical, chemical, civil, computer, electrical, mechanical, mining and mineral, nuclear, petroleum, industrial, geological and geophysical, and electrical engineering.

Request Detailed WUE Enrollment Reports

WICHE staff is pleased to provide detailed reports for institutions and their state higher education offices. CIP code-based reports show which out-of-state programs residents of a WICHE state are seeking through WUE. Administrators can also analyze which of their state's programs attract the most WUE students. To request these custom reports, contact our office at 303.541.0214 or info-sep@wiche.edu.



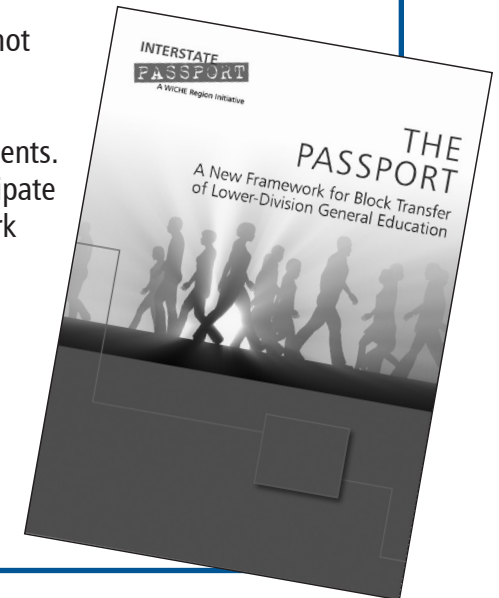
WUE has been a game-changer for my students in Southern California! Currently, students face a very challenging admissions environment with both the University of California and California State University systems, due to record numbers of freshman applicants. This has reduced access to academic majors and campuses throughout the state. WUE mitigates these issues by offering students a wonderful array of affordable college options in the West. Most WUE institutions have availability in most majors, and they also offer families a significant tuition savings and the opportunity for students to graduate in four years. My own daughter attends a WUE university, and all of us are extremely pleased with the quality and availability of courses as well as the significant tuition savings.

– Becky Marchant, Co-Lead Guidance Counselor,
Brea Olinda High School, California

Introducing "The Passport"

A complementary tool to WUE is the Interstate Passport, a new block transfer framework that focuses on outcomes-based, lower-division general education. Students who earn a Passport at one participating institution and transfer to another one – even across state lines – will have their learning achievement recognized. They will not be required to repeat courses at the receiving institution to meet lower-division general education requirements. Seven WICHE states currently participate in the Passport. When the framework is complete in spring 2016, all WICHE states and institutions will be invited to join. The Passport can save students time and money, and significantly streamline the transfer process.

For more information, see page 33 and www.wiche.edu/passport.



Western Undergraduate Exchange

Table 11. Fall 2015 Enrollment Summary, New and Continuing Students

State of Attendance (Number of WUE Institutions)	State of Residence																Attendance Totals
	AK	AZ	CA	CO	CNMI	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
Alaska (3)	–	26	184	52	0	15	26	15	15	4	4	41	2	17	126	6	533
Arizona (26)	182	–	4,934	453	3	352	105	28	403	160	21	164	22	206	319	18	7,370
California (14)	28	86	–	55	3	100	31	8	89	8	1	88	3	14	190	3	707
Colorado (25)	120	318	1,332	–	0	360	83	58	151	205	35	124	80	196	212	229	3,503
CNMI (1)	0	0	0	0	–	0	0	0	0	0	0	0	0	0	0	0	0
Hawai'i (4)	47	92	1,797	194	2	–	31	13	39	22	4	93	12	26	290	10	2,672
Idaho (6)	71	25	563	40	2	18	–	110	110	7	6	124	4	34	354	14	1,482
Montana (12)	169	68	430	340	0	12	350	–	74	20	47	193	57	77	655	168	2,660
Nevada (7)	53	97	3,819	88	3	388	45	33	–	15	4	79	11	53	127	8	4,823
New Mexico (10)	13	256	490	56	0	31	9	12	38	–	1	15	11	14	53	15	1,014
North Dakota (11)	73	142	632	186	0	45	60	127	72	33	–	68	190	66	213	191	2,098
Oregon (7)	132	57	1,312	57	5	362	91	33	133	16	4	–	2	25	493	11	2,733
South Dakota (6)	31	114	310	346	0	6	21	78	41	20	173	29	–	12	99	189	1,469
Utah (9)	18	160	427	96	2	63	157	30	224	12	2	46	3	–	99	38	1,377
Washington (7)	152	38	456	106	0	101	274	82	68	10	7	247	3	38	–	12	1,594
Wyoming (9)	12	31	98	509	0	8	110	394	35	14	17	28	114	182	45	–	1,597
Two-Year (69)	130	135	1,078	580	2	202	286	481	295	114	43	151	138	525	245	110	4,515
Four-Year (88)	971	1,375	15,706	1,998	18	1,659	1,107	540	1,197	432	283	1,188	376	435	3,030	802	31,121
Grand Total (157)	1,101	1,510	16,784	2,578	20	1,861	1,393	1,021	1,492	546	326	1,339	514	960	3,275	912	35,632

For answers to all your questions about WUE, visit www.wiche.edu/askWICHE

Western Undergraduate Exchange

Table 12. Five-year Enrollment Summary, New and Continuing Students, 2011-2015

State	2011		2012		2013		2014		2015	
	Received	Sent	Received	Sent	Received	Sent	Received	Sent	Received	Sent
Alaska	562	1,496	588	1,421	587	1,355	599	1,237	533	1,101
Arizona	5,208	1,173	5,946	1,256	6,788	1,336	7,053	1,438	7,370	1,510
California	987	9,717	907	11,677	901	13,992	927	15,304	707	16,784
Colorado	2,912	2,312	3,419	2,374	3,786	2,675	3,882	2,652	3,503	2,578
CNMI	0	0	0	0	0	2	0	19	0	20
Hawai'i	2,253	1,596	2,431	1,634	2,586	1,734	2,574	1,788	2,672	1,861
Idaho	2,380	1,235	2,272	1,189	2,031	1,274	1,376	1,343	1,482	1,393
Montana	2,097	1,273	2,158	1,230	2,310	1,211	2,361	1,058	2,660	1,021
Nevada	2,795	1,256	2,974	1,266	3,624	1,449	4,202	1,437	4,823	1,492
New Mexico	942	630	1,069	643	1,116	621	992	591	1,014	546
North Dakota	1,876	394	2,074	366	2,077	362	2,051	347	2,098	326
Oregon	2,147	1,490	2,239	1,536	2,409	1,447	2,401	1,449	2,733	1,339
South Dakota	1,435	546	1,554	505	1,632	517	1,528	522	1,469	514
Utah	661	885	629	898	814	913	1,085	918	1,377	960
Washington	1,124	3,848	1,136	3,800	1,289	3,837	1,459	3,184	1,594	3,275
Wyoming	1,698	1,226	1,662	1,263	1,862	1,087	1,791	994	1,597	912
TOTAL	29,077	29,077	31,058	31,058	33,812	33,812	34,281	34,281	35,632	35,632

NOTE: University of Wyoming's WUE enrollment numbers are based on end-of-fall data from the previous year.

"WUE is much more than just an affordable college experience. WUE challenged me academically by setting guidelines to keep my discounted tuition. It also kept me on track to graduate within four years. The higher academic standards required of WUE students motivated me to reach my goals."

*– Camden, Hawai'i resident, Class of 2015,
University of Colorado Denver, Pre-Med Biology and Public Health*

Western Undergraduate Exchange

Table 13. Fall 2015 WUE Enrollment, by State and Institution

State (Total WUE)/Institution	State of Residence															Total	
	AK	AZ	CA	CO	CNMI	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA		WY
ALASKA (533)																	
University of Alaska, Anchorage (all UAA campuses and Prince William Sound Community College)	–	12	81	19	0	12	6	3	7	3	0	23	1	11	28	3	209
University of Alaska, Fairbanks	–	9	78	26	0	3	16	10	6	0	4	15	1	5	88	3	264
University of Alaska, Southeast	–	5	25	7	0	0	4	2	2	1	0	3	0	1	10	0	60
ARIZONA (7,370)																	
Arizona State University, Downtown Campus	0	–	128	14	0	2	3	0	5	4	3	3	1	2	9	0	174
Arizona State University, Polytechnic Campus	1	–	185	13	0	7	2	0	23	4	4	3	2	5	18	1	268
Arizona State University, West Campus	2	–	134	18	0	1	4	1	5	0	0	6	3	0	15	0	189
Northern Arizona University	123	–	3,952	292	2	233	54	14	211	106	4	97	9	36	174	10	5,317
Northern Arizona University, Yuma	0	–	28	0	0	0	0	0	0	0	0	0	0	0	0	0	28
University of Arizona	0	–	4	2	0	0	1	1	1	0	0	0	0	1	2	0	12
University of Arizona, South	0	–	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Arizona Western College	3	–	0	6	0	17	4	2	16	2	0	2	0	7	9	1	69
Central Arizona College	1	–	21	4	0	5	2	1	3	3	0	1	1	0	9	1	52
Chandler-Gilbert Community College	4	–	13	4	0	7	1	0	4	4	3	0	1	2	4	0	47
Cochise College	1	–	15	0	0	0	1	0	11	0	0	0	0	5	4	1	38
Coconino Community College	12	–	225	8	0	11	0	0	10	7	0	9	3	1	7	0	293
Eastern Arizona College	4	–	18	10	0	20	3	0	3	2	0	3	0	8	6	1	78
Estrella Mountain College	0	–	2	1	0	1	0	0	0	0	0	1	0	0	1	0	6
Gateway Community College	2	–	2	1	0	0	2	0	0	0	1	1	0	2	1	0	12
Glendale Community College	3	–	13	10	1	0	1	2	3	2	0	3	0	2	8	0	48
Mesa Community College	3	–	24	11	0	4	4	0	10	8	1	8	1	10	11	1	96
Mohave Community College	0	–	37	2	0	1	2	0	67	0	0	1	1	111	2	0	224
Northland Pioneer College	0	–	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Paradise Valley Community College	1	–	4	6	0	0	8	1	4	0	0	2	0	0	3	0	29
Phoenix College	4	–	10	10	0	5	2	1	3	2	0	2	0	5	3	0	47
Pima Community College	3	–	30	2	0	23	1	0	7	0	0	6	0	4	11	1	88
Rio Salado Community College	1	–	25	6	0	0	2	0	5	4	0	1	0	2	2	0	48
Scottsdale Community College	13	–	32	22	0	9	1	4	8	10	5	11	0	2	14	1	132
South Mountain Community College	0	–	1	8	0	1	0	0	0	1	0	0	0	1	6	0	18
Yavapai College	1	–	30	3	0	5	7	1	4	1	0	4	0	0	0	0	56

Western Undergraduate Exchange

Table 13. Fall 2015 WUE Enrollment, by State and Institution (continued)

State (Total WUE)/Institution	State of Residence																Total
	AK	AZ	CA	CO	CNMI	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
CALIFORNIA (707)																	
California State University, Bakersfield	0	9	–	4	0	1	1	0	7	2	0	1	0	1	10	1	37
California State University, Channel Islands	0	0	–	0	0	0	0	1	0	0	0	0	0	0	0	0	1
California State University, Chico	5	10	–	8	0	5	13	1	19	0	0	27	0	1	24	0	113
California State University, Dominguez Hills	0	2	–	1	0	0	0	0	1	0	0	0	0	0	0	0	4
California State University, East Bay	1	12	–	5	1	23	0	1	10	0	0	6	2	1	14	1	77
California State University, Maritime Academy	13	4	–	4	0	15	2	0	7	2	0	13	0	0	63	0	123
California State University, Monterey Bay	0	8	–	13	0	14	1	2	7	1	0	11	0	5	12	0	74
California State University, Northridge	1	10	–	0	0	1	0	0	2	0	0	0	0	1	0	0	15
California State University, Sacramento	4	12	–	7	1	16	1	1	15	0	0	8	1	4	30	0	100
California State University, San Bernardino	0	4	–	1	0	2	0	0	6	0	0	0	0	0	2	0	15
California State University, San Marcos	1	2	–	4	0	6	2	0	3	1	0	2	0	1	2	0	24
California State University, Stanislaus	0	4	–	0	0	0	1	0	3	0	1	3	0	0	5	0	17
Humboldt State University	3	8	–	8	1	15	10	2	9	2	0	17	0	0	28	1	104
University of California-Merced	0	1	–	0	0	2	0	0	0	0	0	0	0	0	0	0	3
COLORADO (3,503)																	
Adams State University	4	31	38	–	0	1	2	2	3	0	0	9	0	6	9	0	105
Colorado Mesa University	32	73	235	–	0	148	14	11	35	24	3	24	9	78	16	69	771
Colorado State University - Fort Collins	7	14	115	–	0	14	8	2	9	12	0	16	5	7	15	1	225
Colorado State University - Pueblo	15	38	142	–	0	11	5	3	15	25	3	3	1	3	11	6	281
Fort Lewis College **	0	0	0	–	0	0	0	0	0	0	0	0	0	0	0	0	0
Metropolitan State University of Denver	2	21	36	–	0	2	6	3	4	9	0	0	6	5	4	10	108
University of Colorado, Colorado Springs	14	29	225	–	0	25	5	9	9	29	7	9	10	3	23	9	406
University of Colorado Denver	8	17	115	–	0	33	15	8	5	25	8	13	13	7	28	14	309
University of Northern Colorado	23	54	255	–	0	97	11	6	36	35	5	30	20	4	71	53	700
Western State Colorado University	3	9	44	–	0	3	2	2	3	7	0	7	1	6	9	2	98
Aims Community College	1	0	10	–	0	7	2	1	0	5	0	0	1	3	2	4	36
Arapahoe Community College	0	1	3	–	0	1	0	0	0	2	1	1	0	0	1	2	12
Colorado Mountain College	2	3	26	–	0	3	2	2	1	4	1	2	3	0	8	4	61
Colorado Northwestern Community College	1	1	7	–	0	0	3	0	2	2	0	2	0	52	0	3	73
Community College of Aurora	4	5	8	–	0	3	2	2	3	3	0	1	4	1	2	5	43
Community College of Denver	0	2	9	–	0	3	2	2	1	2	1	0	0	3	2	1	28

** New WUE institution for 2015-2016.

Western Undergraduate Exchange

Table 13. Fall 2015 WUE Enrollment, by State and Institution (continued)

State (Total WUE)/Institution	State of Residence																Total
	AK	AZ	CA	CO	CNMI	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
COLORADO (continued)																	
Front Range Community College	1	6	31	–	0	5	1	3	6	6	3	2	5	1	4	11	85
Lamar Community College	0	3	4	–	0	1	2	0	1	0	1	1	0	5	1	2	21
Morgan Community College	0	0	0	–	0	0	0	0	0	0	0	0	0	0	0	0	0
Northeastern Junior College	0	1	1	–	0	1	0	0	3	1	0	0	0	0	0	13	20
Otero Junior College	1	1	7	–	0	2	1	0	7	11	0	0	0	6	0	2	38
Pikes Peak Community College	0	1	6	–	0	0	0	0	2	1	0	1	1	0	0	0	12
Pueblo Community College	2	4	3	–	0	0	0	0	0	1	0	0	0	2	1	0	13
Red Rocks Community College	0	0	4	–	0	0	0	0	1	1	0	0	0	1	3	13	23
Trinidad State Junior College	0	4	8	–	0	0	0	2	5	0	2	3	1	3	2	5	35
COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS (0)																	
Northern Marianas College	0	0	0	0	–	0	0	0	0	0	0	0	0	0	0	0	0
HAWAII (2,672)																	
University of Hawai'i, Hilo	17	13	181	25	0	–	5	4	12	4	0	18	2	7	34	4	326
University of Hawai'i, Manoa	30	77	1,607	165	2	–	26	9	27	18	4	75	10	19	255	6	2,330
University of Hawai'i West Oahu	0	2	9	4	0	–	0	0	0	0	0	0	0	0	1	0	16
University of Hawai'i Maui College	0	0	0	0	0	–	0	0	0	0	0	0	0	0	0	0	0
IDAHO (1,482)																	
Boise State University	31	17	478	21	2	10	–	28	54	3	2	72	1	16	211	1	947
Idaho State University	12	4	39	12	0	3	–	10	13	1	2	7	2	11	21	10	147
Lewis-Clark State University	2	0	2	1	0	0	–	3	7	1	0	4	0	2	26	0	48
University of Idaho	13	0	31	4	0	2	–	18	6	0	0	22	0	0	93	0	189
College of Southern Idaho	2	1	1	2	0	1	–	3	27	0	1	7	0	1	3	1	50
North Idaho College	11	3	12	0	0	2	–	48	3	2	1	12	1	4	0	2	101
MONTANA (2,660)																	
Montana State University, Billings	10	15	39	22	0	0	28	–	12	1	17	13	3	4	45	75	284
Montana State University, Bozeman	79	8	112	230	0	0	100	–	10	9	9	67	31	12	233	40	940
Montana State University, Northern	6	5	41	1	0	0	13	–	10	0	0	10	0	2	65	5	158
Montana Tech, University of Montana	14	2	42	16	0	1	31	–	5	0	6	10	1	3	42	11	184

Western Undergraduate Exchange

Table 13. Fall 2015 WUE Enrollment, by State and Institution (continued)

State (Total WUE)/Institution	State of Residence																Total
	AK	AZ	CA	CO	CNMI	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
MONTANA (continued)																	
University of Montana, Missoula	49	27	156	59	0	5	93	–	15	8	9	68	20	23	213	23	768
University of Montana, Western	4	8	31	8	0	5	71	–	17	2	0	20	2	5	49	11	233
Dawson Community College	1	0	2	2	0	0	4	–	2	0	5	2	0	18	2	1	39
Flathead Valley Community College	3	0	0	0	0	1	0	–	0	0	0	0	0	0	1	0	5
Great Falls College, Montana State University	1	0	0	0	0	0	2	–	1	0	0	1	0	0	0	0	5
Helena College of Tech, University of Montana	2	1	2	0	0	0	1	–	0	0	0	1	0	0	2	1	10
Highlands College of Montana Tech	0	0	0	1	0	0	0	–	0	0	1	0	0	0	3	1	6
Miles Community College	0	2	5	1	0	0	7	–	2	0	0	1	0	10	0	0	28
NEVADA (4,823)																	
Nevada State College	0	5	11	0	0	5	0	0	–	0	0	2	0	1	0	0	24
University of Nevada, Las Vegas	9	49	459	48	1	260	10	15	–	7	3	22	5	11	56	5	960
University of Nevada, Reno	34	24	3,108	29	1	77	25	13	–	6	1	43	4	7	49	3	3,424
College of Southern Nevada	4	14	55	9	1	40	5	3	–	2	0	6	1	6	11	0	157
Great Basin College	0	2	10	0	0	0	4	0	–	0	0	0	1	9	0	0	26
Truckee Meadows Community College	5	2	157	1	0	4	1	1	–	0	0	3	0	3	7	0	184
Western Nevada Community College	1	1	19	1	0	2	0	1	–	0	0	3	0	16	4	0	48
NEW MEXICO (1,104)																	
Eastern New Mexico University, Portales	0	33	50	25	0	3	1	0	4	–	1	1	3	1	7	2	131
New Mexico Highlands University	0	15	50	1	0	0	1	0	2	–	0	0	0	1	1	0	71
New Mexico Institute of Mining & Technology	1	2	13	0	0	0	0	0	0	–	0	0	0	0	4	1	21
New Mexico State University	9	179	180	10	0	12	4	11	16	–	0	11	2	4	28	7	473
Northern New Mexico College	0	0	0	0	0	0	0	0	0	–	0	0	0	0	0	0	0
University of New Mexico	2	24	140	11	0	9	1	0	13	–	0	3	6	6	10	3	228
Western New Mexico University	1	2	55	0	0	6	1	0	3	–	0	0	0	1	3	2	74
Eastern New Mexico University, Roswell	0	1	1	8	0	1	1	1	0	–	0	0	0	1	0	0	14
New Mexico Junior College	0	0	1	1	0	0	0	0	0	–	0	0	0	0	0	0	2
Santa Fe Community College	0	0	0	0	0	0	0	0	0	–	0	0	0	0	0	0	0

Western Undergraduate Exchange

Table 13. Fall 2015 WUE Enrollment, by State and Institution (continued)

State (Total WUE)/Institution	State of Residence																Total
	AK	AZ	CA	CO	CNMI	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
NORTH DAKOTA (2,098)																	
Dickinson State University	5	10	74	5	0	4	8	0	5	1	–	1	0	2	9	27	151
Mayville State University	12	5	36	3	0	5	4	0	2	1	–	3	0	0	6	2	79
Minot State University	9	21	136	13	0	5	8	80	16	2	–	18	12	11	32	6	369
North Dakota State University	7	12	47	12	0	2	1	43	14	3	–	4	176	1	18	5	345
University of North Dakota	17	43	217	100	0	16	19	1	15	16	–	25	0	21	106	41	637
Valley City State University	9	14	42	7	0	8	4	0	3	0	–	4	0	3	3	80	177
Bismarck State College	5	16	55	32	0	1	10	0	10	8	–	6	0	18	23	23	207
Dakota College at Bottineau	8	9	12	7	0	2	1	0	2	0	–	2	0	1	6	2	52
Lake Region State College	0	2	4	1	0	1	1	2	3	2	–	0	2	0	6	3	27
North Dakota State College of Science	1	1	3	4	0	1	0	0	0	0	–	0	0	0	3	0	13
Williston State College	0	9	6	2	0	0	4	1	2	0	–	5	0	9	1	2	41
OREGON (2,733)																	
Eastern Oregon University	5	7	68	3	1	10	0	7	21	2	1	–	0	3	0	5	133
Oregon Institute of Technology	17	6	114	7	0	43	15	5	15	1	0	–	0	2	63	4	292
Portland State University	16	12	128	14	0	29	24	15	11	3	2	–	0	10	85	0	349
Southern Oregon University	69	12	798	14	0	94	18	1	61	9	1	–	1	5	117	2	1,202
University of Oregon**	1	2	0	8	0	2	3	0	9	0	0	–	0	1	5	0	31
Western Oregon University	24	18	204	11	4	184	31	5	16	1	0	–	1	4	223	0	726
Klamath Community College*	0	0	0	0	0	0	0	0	0	0	0	–	0	0	0	0	0
SOUTH DAKOTA (1,469)																	
Black Hills State University	6	9	32	73	0	0	3	45	11	3	45	1	–	4	6	77	315
Dakota State University	2	20	37	7	0	1	2	2	9	0	18	1	–	3	11	5	118
Northern State University	2	11	25	3	0	2	4	3	2	1	5	0	–	0	18	9	85
South Dakota School of Mines & Technology**	7	40	72	192	0	3	7	19	6	10	65	11	–	1	39	70	542
South Dakota State University	7	21	83	29	0	0	4	6	6	4	32	9	–	3	22	14	240
University of South Dakota	7	13	61	42	0	0	1	3	7	2	8	7	–	1	3	14	169

* New WUE institution for 2015-2016.

** Institution no longer receiving new WUE students as of Fall 2015 or prior.

Western Undergraduate Exchange

Table 13. Fall 2015 WUE Enrollment, by State and Institution (continued)

State (Total WUE)/Institution	State of Residence															Total	
	AK	AZ	CA	CO	CNMI	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA		WY
UTAH (1,377)																	
Dixie State University	4	16	64	6	0	11	21	2	9	2	0	2	0	–	7	4	148
Southern Utah University	2	35	90	8	2	9	6	3	123	0	2	3	0	–	4	1	288
University of Utah	1	5	31	17	0	4	20	5	8	2	0	9	2	–	11	4	119
Utah State University	2	3	28	15	0	1	24	6	17	2	0	8	1	–	10	5	122
Utah Valley University	8	84	174	33	0	30	54	10	47	4	0	20	0	–	54	13	531
Weber State University	1	9	34	9	0	6	17	3	11	1	0	3	0	–	8	9	111
Utah State University Eastern	0	0	0	0	0	0	0	0	0	0	0	0	0	–	0	0	0
Salt Lake Community College	0	5	4	2	0	1	8	0	9	1	0	1	0	–	5	2	38
Snow College	0	3	2	6	0	1	7	1	0	0	0	0	0	–	0	0	20
WASHINGTON (1,594)																	
Central Washington University	29	11	105	17	0	29	28	6	14	2	0	64	0	4	–	3	312
Eastern Washington University	17	0	22	1	0	2	22	6	2	0	0	13	1	0	–	1	87
Washington State University	51	15	260	26	0	53	114	31	29	0	3	81	0	12	–	6	681
Washington State University, Tri-Cities	0	0	1	0	0	1	1	0	0	0	0	2	0	0	–	0	5
Western Washington University	48	12	56	61	0	14	42	30	14	8	4	79	2	13	–	2	385
Spokane Community College	2	0	3	0	0	0	23	2	0	0	0	4	0	5	–	0	39
Spokane Falls Community College	5	0	9	1	0	2	44	7	9	0	0	4	0	4	–	0	85
WYOMING (1,597)																	
University of Wyoming	1	0	12	124	0	1	3	7	0	0	1	3	3	1	4	–	160
Casper College	2	6	18	50	0	3	14	27	2	3	3	5	11	10	6	–	160
Central Wyoming College	2	4	10	26	0	0	28	4	5	3	3	1	2	27	7	–	122
Eastern Wyoming College	0	0	5	24	0	0	1	17	3	0	0	1	15	6	2	–	74
Gillette College	0	1	7	14	0	0	2	19	1	3	1	2	22	0	2	–	74
Laramie County Community College	3	1	21	218	0	1	10	9	5	2	2	4	16	8	8	–	308
Northwest College	1	2	10	10	0	0	33	155	10	2	2	7	7	26	10	–	275
Sheridan College	0	7	5	20	0	3	6	149	5	0	4	2	38	2	2	–	243
Western Wyoming Community College	3	10	10	23	0	0	13	7	4	1	1	3	0	102	4	–	181
Enrollment by state resident totals	1,101	1,510	16,784	2,578	20	1,861	1,393	1,021	1,492	546	326	1,339	514	960	3,275	912	35,632

Interstate Passport Initiative

The Interstate Passport: A New Framework for Transfer

The **Interstate Passport Initiative** is a new learning outcomes-based framework for transfer that seeks to improve graduation rates, shorten time to degree, and save students money. The goal is to eliminate unnecessary repetition of academic work after students transfer. The new framework focuses on lower-division general education, which is the common denominator among institutions. The Passport focuses on these requirements as a whole (instead of individual courses), and allows for a cross-border “match” of outcomes-integrated general education for block transfer. Students who earn a “Passport” at one participating institution and transfer to another one will have their learning achievement recognized; they will not be required to repeat courses at the receiving institution to meet lower-division general education requirements.

The Passport framework is made up of Passport Learning Outcomes (PLOs) and Passport Transfer-Level Proficiency Criteria (PC) in nine knowledge of concept and skill areas:

- Oral communication
- Written communication
- Quantitative literacy
- Natural sciences
- Human cultures
- Critical thinking
- Creative expression
- Human society and the individual
- Teamwork and value systems.

Faculty members from both two- and four-year Passport institutions have worked collaboratively to develop the PLOs and PC, completing the framework in spring 2016. Faculty acknowledge that their institutions’ lower-division general education learning outcomes are equivalent to the PLOs. Institutions are not required to use the same language as the PLOs in their learning outcomes, but they must ensure alignment to the PLOs. Passport’s academic areas map to the Liberal Education and

America’s Promise Essential Learning Outcomes (LEAP ELOs) developed by the Association of American Colleges and Universities and widely adopted by institutions across the country.

Faculty members also will construct each institution’s Passport Block, which contains the learning experiences and/or courses that impart the PLOs. Seventeen institutions from seven states are participating: California, Hawai’i, North Dakota, Oregon, South Dakota, Utah, and Wyoming. The project has been supported over a five-year period by the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation, Lumina Foundation, and a First in the World (FITW) grant from the U.S. Department of Education.

Beginning in 2016 the National Student Clearinghouse (NSC) will operate Passport’s data repository and academic tracking process. NSC will provide two services: Passport Verify and Academic Progress Tracking (APT). The Passport Verify service will allow Passport institutions to query the Clearinghouse to find out if an incoming transfer student has earned the Passport. Through the new APT service, NSC will calculate aggregate academic progress data reported by receiving institutions. The Clearinghouse will produce and deliver reports to the sending institutions about the performance of their former students, and deliver a composite report to the Passport Review Board.

Over 50 institutions from four states outside the WICHE region will be participating in a project component to map institution learning outcomes to the PLOs and construct Passport Blocks. The Passport is also expanding to other institutions and states beyond the WICHE region. Nationwide participation in the Passport project will make transfer significantly easier for students, leading to improved completion rates, simplified processes for institutions, and cost savings for students, institutions, and states.



Study. Transfer. Succeed.



"I am a nurse practitioner (NP) working at a safety-net clinic in Oakland. California has very restrictive practice laws for NPs and for that reason, California schools prepare NPs for practice with physician oversight. However, my long-term goal is to work independently in a rural or urban setting that is underserved by physicians. To prepare, I needed to deepen my clinical training in a state where NPs practice independently. Training for independent practice will prepare me for the responsibilities, liabilities and clinical sensibility that is required of independent practice. Oregon is the perfect training environment because its NPs practice independently. Thanks to WRGP, I am training in a full-practice authority state, enrolled at OHSU and paying resident tuition. WRGP has facilitated my preparation for independent practice in an underserved area of California – bringing healthcare to the neediest of our state."

– Suzanne, California resident, Class of 2017, Oregon Health & Science University, Doctorate of Nursing Practice

The WICHE Commission's 16 members include representatives from 15 states – Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming – and the Pacific Island U.S. territories and free-standing states (the Commonwealth of the Northern Mariana Islands is the first to join).

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.

Western Interstate Commission for Higher Education
3035 Center Green Drive, Suite 200
Boulder, Colorado 80301-2204
Tel.: 303.541.0214
www.wiche.edu
February 2016

01-02-00-5400:PP:2M:2A371H



Western Interstate Commission for Higher Education



"I am so grateful to be paying reduced tuition thanks to the WUE program. It has made it possible for me to attend an out-of-state university that offered my major: a bachelor's in dental hygiene. Not only has WUE made school affordable, but it's also challenged me to work for my goals in a set time frame. I would not be where I am today without the reduced tuition through WUE."

– Megan, Arizona resident, Class of 2017, Idaho State University, Dental Hygiene



I'm a Colorado native and received my bachelor's in social work in my home state. After I returned from my service with the Peace Corps, I knew that graduate school was next, but I wanted to expand my social work knowledge to another state. Contrary to popular belief, Peace Corps service does not forgive all student loan types, and the pay is not sustaining. So with graduate school on my mind, concerns about money accompanied it. WRGP allowed me to complete my graduate degree in another state, and I plan to return to Colorado to work in the future."

– Caitlin, Colorado resident, Class of 2016, Arizona State University, Master's of Social Work

I started my doctoral studies at Oregon Health & Science University while serving as an active duty nurse officer with the U.S. Public Health Service on a rural Indian reservation in Arizona. Thanks to WRGP, the non-resident portion of my tuition was waived. Programs like WRGP are a strong incentive for licensed healthcare professionals working at the bedside to pursue a terminal academic degree and advance in their career. Ultimately, a more educated workforce will strengthen the nursing profession.

– Kaori, Alaska resident, Class of 2016, Oregon Health & Science University, Doctoral Nursing Program