



ALASKA

ARIZONA

CALIFORNIA

COLORADO

COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

HAWAI'I

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

Western Interstate Commission
for Higher Education

www.wiche.edu



Agenda

WICHE Commission Meeting
May 11-12, 2015
Girdwood, Alaska

Sunday, May 10, 2015

Schedule at a Glance

8:30 pm
Columbia Ballroom

Screening of *The Hunting Ground*

Monday, May 11, 2015

8:15 am
Columbia Ballroom

Breakfast for WICHE Commissioners, Staff, and Guests

8:30 – 9:30 am [Tab 1]
Bering

Executive Committee Meeting (Open and Closed Sessions) 1-1

Agenda (Open)



Approval of the March 10, 2015
Executive Committee teleconference minutes 1-3

Discussion Item: May 2015 meeting schedule

Discussion Item: Compensation survey

Other business

Agenda (Closed)

Discussion Item: FY 2015 annual evaluation of the president and
adoption of FY 2016 performance objectives 1-6

Committee of the Whole – Call to Order 2-1

Agenda

Call to order: Mike Rush, WICHE chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the November 10-11, 2014
Committee of the Whole meeting minutes 2-4

Report of the chair

Report of the president

Recess until May 12, 2015, at 8:15 am

10:00 – 10:45 am [Tab 3]
Columbia Ballroom

Plenary Session I: What's Up in the West? 3-1

Speaker: David Longanecker, president, WICHE

10:45 am – noon [Tab 4]
Columbia Ballroom

Programs and Services Committee Meeting 4-1

Agenda



Approval of the November 10, 2014 Programs and Services Committee meeting minutes 4-3



Discussion and approval of the FY 2016 workplan sections pertaining to the Programs and Services unit's activities 4-6

Information Items:

Student Exchange Program Updates 4-11

Programs and Services Regional Initiatives 4-20

- Introducing the Western Academic Leadership Academy
- An Update on Phase II of the Interstate Passport Initiative
- Developments Related to the Consortium for Health Education Online (CHEO)

Other business

10:45 am – noon [Tab 5]
Bering

Issue Analysis and Research Committee Meeting 5-1

Agenda



Approval of the November 10, 2014 Issue Analysis and Research Committee meeting minutes 5-3



Approval of a proposed project: The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion) 5-6



Approval of a proposed project: Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0) 5-9



Discussion and approval of the FY 2016 workplan sections pertaining to the Policy Analysis and Research unit's activities 5-11

Information Items:

Staff Updates

Policy Insights: Tuition and Fees in the West 2014-2015

Higher Education Finance and Residency

Other business

10:45 am – noon [Tab 6]
Harding

Self-funded Units Committee Meeting 6-1

Agenda



Approval of the November 10, 2014
Self-funded Units Committee meeting minutes 6-3

Information Item – Mental Health Program

Mental Health Program update:

Budget review and outlook for FY 2016

Existing project overview

New project update

New staff



Discussion and approval of the FY 2016 workplan
sections pertaining to the Mental Health Program 6-5

Information Item – WCET

WCET Update:

WCET’s 2015 priorities, with guidance from
WCET’s Executive Council, Steering Committee and staff 6-9

Infographic on distance education enrollments 6-10

WCET FY 2016 budget review

Looking ahead – discussion of higher education technology
issues facing institutions in WICHE region



Discussion and approval of the FY 2016 workplan
sections pertaining to WCET 6-11

Other business

12:15 – 1:45 pm [Tab 7]
Kahiltna Court

**Luncheon: 60th Anniversary Celebration of the
WICHE Mental Health Program and Presentation on
Mental Health Activities in Alaska** 7-1

Speakers: Jeff Jessee, chief executive officer, Alaska Mental Health Trust;
Kathy Craft, director, Alaska Workforce Coalition; Sarah Dewane,
psychologist and director of behavioral health, Providence Hospital

1:45 – 2:00 pm

Break

2:00 – 2:30 pm [Tab 8]
Columbia Ballroom

**Plenary Session II: Campus Sexual Assault
from the Federal Perspective**

8-1

Speakers: Tim Sell, senior attorney, Office for Civil Rights,
U.S. Department of Education; and Lauren Thompson Starks,
senior policy advisor, U.S. Department of Education

2:30 – 3:15 pm [Tab 8]

**Facilitated Discussion on Campus Sexual Assault
from the Federal Perspective**

Facilitator: Dianne Harrison, immediate past WICHE chair and president,
California State University, Northridge

3:15 – 4:00 pm [Tab 9]
Columbia Ballroom

**Plenary Session III: Campus Sexual Assault
from the WICHE Region's Perspective**

9-1

Speakers: Jeanne Kohl-Welles, WICHE vice chair and senator, Washington
State Senate; and Ellen Taylor, assistant vice president for student life and
director, counseling center, University of Washington

4:00 – 4:45 pm [Tab 9]

**Facilitated Discussion on Campus Sexual Assault
from the WICHE Region's Perspective**

Facilitator: David Longanecker, president, WICHE

4:45 – 5:45 pm

Continuation of Committee Meetings (if needed)

6:30 pm [Tab 10]
Kahiltna Court

Dinner and Presentation

Speaker: William L. Iggiagruk Hensley, author, and chairman, First Alaskans
Institute Board of Trustees

Tuesday, May 12, 2015

Schedule at a Glance

7:30 am

8:15 – 9:45 am [Tab 11]
Columbia Ballroom

Breakfast for WICHE Commissioners, Staff, and Guests

Committee of the Whole – Business Session 11-1

Agenda

Reconvene Committee of the Whole: Mike Rush, WICHE chair

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

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

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



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

5-6



Approval of Council for Adult and Experiential
Learning (CAEL) and WICHE Research Initiative
(Fueling the Race 2.0)

5-9

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

Committee of the Whole Action and Discussion Items



Approval of New Mexico into the WICHE State
Authorization Reciprocity Agreement

11-3



Approval of Wyoming into the WICHE State
Authorization Reciprocity Agreement

11-4



Approval of the FY 2016 annual operating budget –
general and non-general fund budgets

11-6



Approval of FY 2016 salary and benefit
recommendations

11-14



Discussion and approval of the FY 2016
workplan

11-15

Review of the WICHE Commission Code of Ethics 11-33

Meeting evaluation (electronic)
<https://www.surveymonkey.com/s/QSG3SKF>

<p>9:45 – 10:00 am</p> <p>10:00 – 10:30 am [Tab 12] Columbia Ballroom</p> <p>10:30 – 11:30 am [Tab 12]</p> <p>11:30 am</p> <p>References [Tab 13]</p>	<p>Other business</p> <p>Adjourn Committee of the Whole Business Session</p> <p>Break and Hotel Check-out</p> <p>Plenary Session IV: Between a Rock and a Hard Place – Reconciling Attainment Goals and Fiscal Realities 12-1</p> <p><i>Speaker:</i> Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS)</p> <p>Facilitated Discussion on Between a Rock and a Hard Place – Reconciling Attainment Goals and Fiscal Realities</p> <p><i>Facilitator:</i> Mike Rush, WICHE chair and executive director, Idaho State Board of Education</p> <p>Adjournment</p> <p>Reference 13-1</p> <p>WICHE Commission 13-3</p> <p>Commission committees 13-6</p> <p>Legislative Advisory Committee 13-7</p> <p>WICHE staff 13-10</p> <p>Future commission meeting dates 13-10</p> <p>Higher education organizations & acronyms 13-11</p> <p>Map of U.S. Pacific territories and freely associated states 13-14</p>
--	--



Executive Committee Meeting (Open/Closed)

Monday, May 11, 2015

8:30 – 9:30 am

Bering

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 11, 2015

8:30 - 9:30 am

Bering

Executive Committee Meeting (Open and Closed Sessions)

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

Diane Barrans (AK)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Dene Thomas (CO)
Sharon Hart (CNMI)
TBD (HI)
Tony Fernandez (ID)
Clayton Christian (MT)
Ray Holmberg (ND)
Patricia Sullivan (NM)
Vic Redding (NV)
Camille Preus (OR)
James Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)
Karla Leach (WY)

Agenda (Open)



Approval of the March 10, 2015 Executive Committee teleconference minutes

1-3

Discussion Items:

May 2015 meeting schedule

Compensation survey

Other business

Agenda (Closed)

Discussion Item:

FY 2015 evaluation of the president and adoption of FY 2016 performance objectives

1-6

Other business

Other*

*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

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

Section 8. Special Executive Sessions

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

ACTION ITEM

Executive Committee Teleconference Minutes Tuesday, March 10, 2015

Committee Members Present

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

Susan Anderson for Diane Barrans (AK)
Sharon Hart (CNMI)
Dene Thomas (CO)
Tony Fernandez (ID)
Clayton Christian (MT)
Ray Holmberg (ND)
Patricia Sullivan (NM)
Vic Redding (NV)
Cam Preus (OR)
James Hansen (SD)
Dave Buhler (UT)
Frank Galey for Karla Leach (WY)

Committee Members Absent

Eileen Klein (AZ)
Christopher Cabaldon (CA)
Francisco Hernandez (HI)
Don Bennett (WA)

WICHE Staff Present

Erin Barber, executive assistant to the president
and to the commission
David Longanecker, president, WICHE
John Lopez, director, W-SARA
Craig Milburn, chief financial officer

Chair Mike Rush called the meeting to order. He asked Erin Barber to call roll.

ACTION ITEM

Approval of the Minutes from the February 10, 2015 Executive Committee Meeting

Chair Rush asked for a change to be made to the February 10, 2015 Executive Committee teleconference minutes. The proposed change is in the Other Business section of the minutes and will take out the reference to the need to extend the President's deferred compensation plan for one year. Instead, the minutes will reflect that a discussion about the deferred compensation plan occurred but specifics and a timeline were not discussed. The February 10, 2015 teleconference minutes were approved as amended.

DISCUSSION ITEM

FY 2015 and FY 2016 Budget Updates

Chair Rush asked David Longanecker to give the budget update. Longanecker noted the FY 2015 budget shows the year ending with a surplus of approximately \$110,000. He said staff are working hard to spend money within their budgets, so he expected the surplus to be less at the end of the fiscal year. New Mexico paid most of their remainder dues and Hawai'i still owes WICHE \$60,000. Turning to the FY 2016 budget, Longanecker noted that modest increases were applied to interest and indirect revenues. He also mentioned that the California dues line on the budget report remains on the report for accounting purposes but will eventually be eliminated. Longanecker reported on areas that will experience an increase in expenses in FY 2016, including the Policy Unit, the President's Office, and Administrative Services due to changes in FTE and increases in some of the staff salaries. The FY 2016 budget currently shows a deficit of approximately \$40,000. Longanecker said he will bring a balanced budget for approval at the May meeting. Chair Rush asked if the salary pool approved at the last meeting was included in the FY 2015 budget. Longanecker said it was not because the report only showed January numbers. A salary increase is reflected in the FY 2016 budget. Finally, Longanecker noted in the reserves

that the Colorado Educational and Cultural Facilities Authority (CECFA) bond will be paid off at the end of the fiscal year and no additional money will be going into the deferred compensation plan.

DISCUSSION ITEM

Draft of the 2016 Workplan

Chair Rush called on Longanecker to present a draft of the 2016 WICHE Workplan. Longanecker told the committee that feedback and ideas received from the commission survey were incorporated into the workplan. Committees will be discussing the workplan at the May meeting. Longanecker highlighted MHECare in the Programs and Services section of the workplan and discussed the work WICHE is doing with Metropolitan State University of Denver to develop a program that works with the Affordable Care Act. He noted a few issues that have come up with the Consortium for Health Education Online (CHEO) grant that may result in an early end to the grant. In the Policy Analysis and Research section, Longanecker noted that work on the next edition of *Knocking at the College Door* will begin soon. The College Access Challenge Grant (CACG) program is still going in Idaho and Alaska. Staff hope to talk with commissioners at the May meeting about interest in extending the program. The Equity and Excellence project has ended but staff are working with the University of Southern California (USC) to find funding for continuing activities. In the Mental Health Program section, Longanecker reported that strong projects in Arizona and with the Veterans Administration have helped the budget problems considerably. Finally, in the WCET section of the workplan, Longanecker noted new projects focused on telehealth and telemedicine will likely be a collaboration between WCET and the Mental Health Program. Longanecker said staff will submit a final draft of the workplan to the committees in May for their approval.

ACTION ITEM

Approval of the Western Academic Leadership Academy

Longanecker presented the action item to approve the development of the Western Academic Leadership Academy. The program is designed to provide professional development to academic leaders working to become chief academic officers in four-year institutions. Members of the Western Academic Leadership Forum will provide expertise in several training areas, including access and excellence, governance, budgeting, personnel management, and public policy. The first cohort would begin the year-long program this summer. The cost per individual would be \$1,500 plus travel expenses to attend the training. The overall budget for the program will be \$22,500 for 15 participants. Commissioner Hansen moved TO APPROVE THE WESTERN ACADEMIC LEADERSHIP ACADEMY. Commissioner Galey seconded the motion. The motion was approved unanimously.

ACTION ITEM

Approval of the Compact for Faculty Diversity Research Mentoring Institute Project

Longanecker presented the action item to approve the Compact for Faculty Diversity Research Mentoring Institute Project. The National Research Mentoring Network (NRMN) recently asked WICHE and SREB to submit a joint grant proposal that, if funded, would work with NRMN to develop a network of skilled mentors to help underrepresented minority graduates, masters, graduate, and doctoral and postdoctoral students to develop their research careers. Longanecker noted that the program would be run by Ken Pepion, who works on faculty diversity projects for WICHE. Commissioner Harrison asked how institutions can get their students involved in the mentoring program. Pepion responded that they would be actively recruiting successful scientists to become mentors and to connect mentors with graduates in the biomedical fields. If approved the grant would provide approximately \$250,000 to support travel for mentors and students, and partial salaries and benefits for staff working on the project. Commissioner Thomas MOVED TO APPROVE THE COMPACT FOR FACULTY DIVERSITY RESEARCH MENTORING INSTITUTE PROJECT. Commissioner Hart seconded the motion. The motion was approved unanimously.

DISCUSSION ITEM

Preliminary Agenda for the May 2015 Commission Meeting

Chair Rush called on Longanecker to discuss the proposed agenda for the May commission meeting. Longanecker gave an update on the proposed sessions and speakers who are being invited. He also noted that staff have reached out to see if

we can host a screening of the movie "Hunting Ground" to help facilitate discussions around the campus sexual assault theme. Commissioner Anderson gave background information on William Hensley, the proposed dinner speaker. She also offered several ideas to those wishing to extend their time in Alaska.

Other Business

Chair Rush called for other business. Hearing none, the meeting was adjourned.

DISCUSSION ITEM

FY 2015 Annual Evaluation of the WICHE President and Adoption of FY 2016 Performance Objectives

This document provides the performance objectives that the commission adopted for me last May; my self-assessment of how well I achieved these objectives during this past year; and a proposed set of performance objectives for this coming year, based on what has been incorporated by staff in the draft of the 2015-16 WICHE Workplan, which you will be adopting at this meeting. Significant changes to the draft workplan may require adjustments to the performance objectives provided here.

This year my self-evaluation will be accompanied by a separate evaluation of my performance to be provided by Mike Rush, WICHE's current chair. The addition of an annual evaluation by the chair was incorporated as policy of the commission on the recommendation of Dr. Cece Foxley, former WICHE Utah commissioner and the person selected by the commission to conduct the external review of my performance two years ago.

- First, I present my current performance objectives.
- Next, I provide my self-evaluation with respect to each of these objectives.
- Last, I present proposed performance objectives for this coming year (2015-2016).

I would consider my performance over this past year to be quite strong, with a couple of caveats. I will reflect below both what I have accomplished and where I could and should have done better.

Administering the WICHE Organization:

Objectives for "maintaining" the organization

Internal management

1. Maintain a balanced budget for fiscal year 2014 and beyond and seek to find a way within a balanced budget to provide modest merit-based salary increases to staff.

Partially Accomplished. Both the "balanced budget" portion of this objective and providing a modest 3 percent merit-based salary increase for staff have been accomplished, at least with respect to the General Fund Budget. Overall, we are projected to end fiscal year 2015 with a modest general fund surplus of more than \$100,000 (about 5 percent above the commission-approved amount). This surplus results from both slightly greater revenues than originally budgeted and slightly lower expenses than anticipated.

While this objective was achieved for FY 2015, the budget I have recommended for FY 2016 would not meet the requirements of this objective because it is not rich enough to support staff increases. Thus, I have met the current needs but not the "beyond" needs. Similar to last year, I will be asking for a strategy to provide salary increases mid-year, should the organization's finances at that time indicate such increases can be afforded. In addition, one of our self-funded units, the Mental Health unit, ran a substantial deficit in FY 2014, which I had not anticipated when I submitted my last self-evaluation. Although we have stemmed the imbalance in the Mental Health unit budget for the current year (FY 2015) and crafted measures to replenish over two years the amount loaned to Mental Health from WICHE's reserves, I must accept responsibility for this budget issue, and even more significantly for not being on top of this issue when budgets were submitted last year, thus catching both you and me by surprise.

2016 Recommendation: Retain the 2015 objective, and continue to closely monitor the finances of the Mental Health unit and assure that the plan to repay the loan from WICHE reserves is accomplished.

2. Attend directly to more appropriately align responsibilities among unit directors and their respective staffs in order that they may continue to serve the agency efficiently but do so within realistic limits. Commit to improving the share of minority staff.

Accomplished, resulting in substantial improvements. Within the senior staff of WICHE we had two major hires over the past year – John Lopez as director of W-SARA, replacing Rhonda Epper, and Mike Abbiatti as vice president and executive director of WCET, replacing Ellen Wagner. Though Rhonda and Ellen both served WICHE well, John and Mike are equally exceptional additions to the senior executive team at WICHE.

We have also improved in diversifying our staff. Of the 26 new hires this past year (calendar year 2014), six have been persons of color. Unfortunately, one of the staff we lost this past year was a person of color, so our net gain was only five. Currently, however, we have been able to increase the share of our staff who are persons of color from 11 to 14 percent. While this percentage remains too low, we have made progress over the past two years, and continue to work vigilantly on this.

2016 Recommendation: Retain this objective.

3. **Maintain the morale of WICHE staff to achieve the highest possible level of productivity and assess the level of morale during the annual evaluation process.**

Partially accomplished. Last year I indicated that, in general, morale in the organization was high. I believe that remains the case today. Though recruiting and hiring new staff has become a significant challenge, particularly in high demand fields like IT, we have hired 17 stellar new staff, out of a total 54 staff, not including the clinical psychology interns. Both entrance and exit interviews with staff indicate that we are experiencing high staff morale. With such a large number of relatively new staff (one-third of our staff having less than two years tenure with WICHE), we are working on a number of new staff engagement activities. In addition to staff events, we have also initiated a monthly “breakfast with Dave” to talk about whatever folks want to talk about and we have conscripted Dick Jonsen, the former WICHE CEO, to offer monthly (or thereabouts) brown bag lunches for staff to present to their colleagues projects or research on which they are working.

The mid-year salary increase has also helped maintain high morale within the staff. We have had exceptional difficulty hiring IT staff, primarily because the robust IT industry in and around Boulder makes it difficult to find qualified folks, given our modest salary scale. And, I remain very concerned that our modest higher level staff salary scale may deter some exceptional candidates from applying for senior positions.

2016 Recommendation: Retain the 2015 objective.

Service to the commission

1. **Present to the commission at the May meeting an annual workplan that reflects the mission and priorities of WICHE, as established by the commission, *bring at least one additional Pacific territory or freely associated state into membership with WICHE*, and add at least one additional major grant to enhance the WICHE workplan.**

Partially Accomplished. I submitted and you approved at our meeting last May an annual workplan that reflects well WICHE’s mission, priorities, and realistic possibilities. This plan incrementally extended the previous plan, which you have affirmed to be “on track” in its focus and activities. Staff and I have worked diligently on this workplan and have accomplished most of it. As is virtually always the case, limits in resources have resulted in some items on the workplan not being achieved. All mission-critical efforts have been accomplished though.

Among the most significant accomplishments of the year was securing additional funding to bring into full fruition three major projects that had previously been in either the pilot or development stages: State Authorization Reciprocity Agreements (SARA), Multistate Longitudinal Data Exchange (MLDE), and the Interstate Passport Initiative (Passport). The year also witnessed the planned transfer of the Predictive Analytics Reporting (PAR) project from WICHE into a self-standing non-profit organization.

Over the past year, however, we did not bring an additional Pacific territory or freely associated state into affiliation with WICHE. While I have had promising indications that more would be joining, that has not occurred to date and thus I have let down the Commonwealth of the Northern Marianas, which needs financial relief from having to sustain the dues structure for the Pacific Islands solely by itself.

2016 Recommendation: Retain the 2015 objective, including the expectation that at least one additional major grant will be secured to enhance the organization's workplan.

State relations

1. Participate, either on official state visits or for WICHE relevant occasions, in events in at least one half of the WICHE states, including all states not visited the prior year.

Partially Accomplished. During this past year, I visited 12 of the 16 WICHE member states and territories, missing CNMI, South Dakota, Utah, and Wyoming. Unfortunately, this was the second year in which I did not visit South Dakota, so I did not achieve that portion of my objective.

2015 Recommendation: Retain the 2015 objective, with a specific focus on visiting the three states and CNMI not visited this past year, with particular attention to visiting South Dakota.

2. Sustain the current momentum of the Legislative Advisory Committee through general fund support.

Accomplished. We conducted a very successful Legislative Advisory Committee (LAC) meeting in Phoenix in September 2014. The number of legislators participating met our expectations, and the engagement of these participants was stellar. The meeting was financed within the budget provided from general fund resources.

2016 Recommendation: Retain the 2015 objective.

Objectives for "development and innovation" within the organization

Internal management

1. Connect WICHE's IT infrastructure to the UCAR Internet II connection.

Just About Accomplished. We have secured acceptance by the City of Boulder for this connection and are nearing completion of the connection with Internet II broadband connectivity through an agreement with and cable to the University Center for Academic Research (UCAR), which is located proximate to WICHE's facility.

2016 Recommendation: Drop this objective once the connection is completed.

Commission development and innovation

1. Continue to work on developing relationships with the governors, as appointment opportunities develop, to increase the diversity of the commission's membership.

Not Accomplished. While the four members appointed to the commission since the May 2014 meeting promise to be strong commissioners, none are from communities of color. The diversity within the commission, however, has changed only slightly; the gender representation has not changed at all, with 30 (64 percent) men, 17 (36 percent) women, and the representation from communities of color declining only slightly from 12 to 11 (23 percent).

2016 Recommendation: Retain the 2015 objective.

State relations development and innovation

1. Sustain progress in expanding our legislative relations activity to include more direct involvement with legislative and executive staff and work to enhance these relationships.

Accomplished. We have been reasonably successful in working with legislatures. Staff in a number of states have requested individual support from WICHE or have requested that WICHE testify before their committees. Our most substantive engagement in this area continues to be through our partnership with the National

Conference of State Legislatures (NSCL), though we have also extended our collaboration with the Council of State Governments (CSG) both through the national organization with regard to the SARA initiative and in direct activities with CSG-West, and we have established a strong relationship with the Western Governors Association (WGA) and its new executive director. WICHE staff often serves as faculty for NCSL's education workshops and seminars. During the past year I personally testified before or worked extensively with legislatures, legislators, or legislative staff in California, Colorado, Hawai'i, Nevada, New Mexico, Oregon, and Washington.

We have been less engaged with governors and their staff. During the past year I met or worked with governors or their staff in California, Colorado, Montana, New Mexico, and Oregon.

2016 Recommendation: Retain the 2015 objective.

2. **Retain strong partnership relationships with other organizations that WICHE can both benefit from and contribute to in pursuit of our respective missions.**

Accomplished. We have maintained and expanded strong relationships with our traditional partners, including particularly strong relationships with our most consistent partners – the National Center for Higher Education Management Systems (NCHEMS), State Higher Education Executive Officers (SHEEO), and NCSL. Our relationship with the other three regional organizations – Southern Regional Education Board (SREB), Midwestern Higher Education Compact (MHEC), and New England Board of Higher Education (NEBHE) – while consistently strong, has been further expanded with the advent of the regional State Authorization Reciprocity Agreements (SARA).

I remain the chair of the board of the Consortium on North American Higher Education Collaboration (CONAHEC) and as a member of the board of the Institute for Higher Education Policy and of the National Council for State Authorization Reciprocity Agreements, as well as on the advisory committee to the American Association of Colleges and Universities's (AAC&U) General Education Maps and Markers (GEMS) project.

2016 Recommendation: Retain 2015 objective, with no specific organizations identified for unique outreach.

Providing Program Services to the Western States:

Objectives for “maintaining” the organization

Student Exchange Program

Accomplish those aspects of the commission's workplan that fit within this objective, including a particular focus on the following.

1. **Maintain the strength of the Professional Student Exchange Program (PSEP) and seek new ways in which the program can be refined to better meet the states' needs for highly educated professionals.**

Partially accomplished. Participation in PSEP remained essentially stable from the preceding year dropping from 658 to 657 students. We have not, however, identified new ways in which the program can better meet our members needs for well educated professionals.

2016 Recommendation: Retain this objective.

2. **Manage growth of the Western Undergraduate Exchange (WUE) with existing staff and financial resources by examining ways in which WICHE can be more proactive in facilitating exchange in areas of projected workforce needs and in areas of imbalance, with respect to issues regarding the supply of and demand for educational opportunities, and through successful implementation of the WICHE Internet Course Exchange (ICE) program.**

Partially accomplished. Participation in WUE increased slightly to 34,281, a 1.4 percent increase over the prior year. We have not dwelt specifically on developments that would better feed into statewide workforce needs.

The program that has really caught on, though, is the Western Regional Graduate Program (WRGP), which grew by nearly 20 percent in enrollment this past year and has doubled over the past five years. It now serves 1,345 students, with 59 institutions participating via 346 programs, with an additional 37 programs being added this coming year.

The Internet Course Exchange (WICHE ICE), however, remains a personal disappointment. Participation in this program has not caught on as quickly or as substantially as we had hoped it would, despite facing a fiscal environment that we thought would heighten both knowledge of and participation in this program. In the current year only 19 institutions offering 53 nursing Ph.D. and DNP courses participate actively in this program; other members are the South Dakota Board of Regents and the University of Wyoming.

2016 Recommendation: Retain 2015 objective, though recognize more directly the emerging success of the WRGP program and examine closely the future viability of WICHE ICE.

Objectives for “development and innovation” of programs to serve the states.

1. Accomplish those aspects of the commission’s workplan that fit within this objective and explore innovative ways in which WICHE can assist its member states and territory to act together collectively in more ways.

Accomplished. Staff accomplished much in the programs and policy projects we have had underway, secured three major grants and numerous smaller grants and continued to work diligently on proposals for new projects consistent with the direction of the workplan. The addition of these new grants and promising possibilities under development provide comfort in the sustainability of WICHE’s leadership in policy and programs. PAR successfully transitioned into a self-standing non-profit organization and NC-SARA is well on its way to self-sufficiency in FY 2016. Two of the new direction projects included in the workplan – Leveraging Work-Based Learning and Reducing Recidivism through Inmate Education and Reentry Programs – have begun generating some interest from potential funders but have not yet received assurances of support. Funding for the Mental Health program has rebounded well and is now both sustainable and sufficient to repay the money loaned to Mental Health from WICHE reserves. And, Mike Abbiatti’s coming on board bodes well for WCET and its future financial viability.

With respect to the objective of assisting member states and territories to act together collectively in more ways, the most significant accomplishments have been the SARA initiative and the Multistate Longitudinal Data Exchange, though the Interstate Passport Initiative shows promise in this area as well. I would like to work with the commission over the coming year to more clearly develop when it is appropriate for WICHE to work outside the region and when it is most appropriate to constrain an activity to just the West.

2016 Recommendation: Retain 2015 objective but add an effort to define the principles that should drive whether and when WICHE seeks to partner or perform outside the West and when it should not do so.

2. Implement in stellar fashion the new initiatives for which we secure funding and possibly develop an additional multistate collaborative program.

Accomplished. We have established the regional State Authorization Reciprocity Agreement and received ample and gracious funding from Lumina and Gates Foundations to sustain that program through this year, after which it is expected and on track to become self-supporting. We were also successful in securing substantial funding for the expansion of the Multistate Longitudinal Data Exchange, the Interstate Passport Initiative, the Veterans Administration for Mental Health Training, and a number of smaller initiatives. It was a very good year for securing grant funding.

2016 Recommendation: Modify the 2015 objective to focus on the West and not necessarily on the multistate focus.

Providing Policy, Research, and Technical Assistance to the Western States:

Objectives for maintaining policy, research, and technical assistance services

1. Continue WICHE's exceptional work as the regional source for higher education information and public policy analysis and advice.

Accomplished. We have been quite active in this arena. In addition to the interstate efforts, we continued to provide technical assistance to almost all of our member states. In great part this is because of the resources they needed to inform them about how best to join W-SARA, and John Lopez has provided absolutely stellar assistance on these initiatives. We have also assisted, however, on myriad other areas, from finances, student learning outcomes and assessment, the common core, adult learning, competency/proficiency development and measurement, governance and leadership, and mental health services, just to name a few.

2016 Recommendation: Retain 2015 objective.

2. Maintain the strength and vitality of WCET and the Mental Health Program, and do so without general fund support.

Not Accomplished. WCET, under the leadership initially of interim directors Mollie McGill and Russ Poulin, and more recently Mike Abbiatti, has had a very good year, with increasing membership and leadership on a number of emerging issues and trends in technology enhanced education. The organization successfully reached fiscal stability.

The Mental Health Program, though fundamentally strong, surprisingly ended the last fiscal year with a substantial financial deficit, well beyond what we had anticipated. This deficit was covered by a loan from WICHE reserves. Working closely with Dennis Mohatt and his staff, we have assured that this fiscal year will end without a deficit and that Mental Health will repay the loan to WICHE reserves over this year and next (FY2015 and FY2016). Toward this end, Mental Health has both secured substantial new funding and adopted new business practices that will assure that all projects pay for themselves and a portion of the overhead of the Mental Health Unit and WICHE.

2016 Recommendation: Retain 2015 objective.

Objectives for "development and innovation" of policy, research, and technical assistance services

1. Accomplish those aspects of the commission's workplan that fit within this objective, including securing external financial support for at least two major policy, research, or technical assistance projects, consistent with WICHE's mission and priorities.

Technically accomplished, but . . . This past year we secured continuing funding for the SARA program, expansion of the Multistate Longitudinal Data Exchange and the Interstate Passport Initiative. We also received a number of modest grants to write papers, etc. Though these grants help greatly in ensuring the vibrancy of our policy and research agenda, we have not secured funding for other items on the workplan, which if secured will greatly improve our capacity to serve the West.

2016 Recommendation: Retain 2015 objective.

2. Further develop and sustain technical assistance capacity to support specific state and interstate needs for expertise on policy issues.

Accomplished. As previously described, my staff and I have continued to provide substantial technical assistance over the past year.

2016 Recommendation: Retain 2015 objective.

In Sum:

This self-evaluation for fiscal year 2015 (2014-2015) and proposed objectives for fiscal year 2016 (2015-2016) reflect a quite productive year for me. While I continue to consider both my leadership (within the region and nation) and my management of the organization as strong, our strength this past year was due not to me but rather to the exceptional efforts of a remarkably talented and dedicated staff. I personally have been pleased with what I have accomplished this year. I nonetheless continue to believe that I can improve my performance and will seek to do so this coming year.

I look forward to receiving your reactions to my perceptions and to hearing how you believe I can better serve WICHE in the future.

David Longanecker



2 Monday 9:30 - 10:00 am

Committee of the Whole Call to Order

Monday, May 11, 2015
9:30 – 10:00 am
Columbia Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 11, 2015

9:30 - 10:00 am

Columbia Ballroom

Committee of the Whole – Call to Order

Call to order: Mike Rush, WICHE chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the November 10-11, 2014
Committee of the Whole meeting minutes 2-4

Report of the chair

Report of the president

Recess until May 12, 2015, at 8:15 am



New Commissioners

Barbara Damron is the cabinet secretary for the New Mexico Higher Education Department. Previously, Damron was an associate professor at the University of New Mexico's college of nursing and school of medicine since 2009. She developed and was director of the Office of Community Partnerships and Cancer Health Disparities at the University of New Mexico Cancer Center (the only NCI-designated cancer center in NM), and served as a scientific member in the population sciences and cancer control research program. Damron was a 2012-2014 Robert Wood Johnson Foundation/Institute of Medicine Health Policy Fellow and a 2012-2013 American Political Science Association Congressional Fellow. She worked in Washington, D.C., on the U.S. Senate Committee on Health, Education, Labor, and Pensions (HELP). Her portfolio included the Affordable Care Act, mental health issues, compounding pharmacies, and the health care exchanges/marketplace. Damron holds a B.S. in nursing from Union College in Lincoln, Nebraska, an M.S. in nursing from the University of Texas Health Science Center in San Antonio, and a Ph.D. in educational psychology with a concentration in social, development, and personality psychology from the University of Texas in Austin.

Pat Williams was elected to the Montana House of Representatives from Silver Bow County in 1966, winning re-election in 1968. He was elected to represent Montana in Congress for nine terms, from 1979 to 1997 – more consecutive terms in the U.S. House than anyone in Montana's history. Over the course of his tenure, Williams served on the budget, natural resources, education and labor, and agriculture committees. He chaired the committees on postsecondary education and labor management, driving landmark legislation like The College Middle Income Assistance Act. As a deputy whip of the U.S. House of Representatives, he had legislative process jurisdiction over the many congressional bills affecting workplace legislation, including sponsorship of the first piece of legislation signed into law by President Clinton: The Family and Medical Leave Act. Upon retiring from Congress, Williams returned home to Montana where he continued his career as a faculty member at the University of Montana in Missoula, teaching courses in environmental studies, history, and political science. He lives in Missoula with his wife, former Montana Senate Majority Leader Carol Williams.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, November 12, 2014

Commissioners Present

Dianne Harrison (CA), chair
Mike Rush (ID), vice chair
Leah Bornstein (AZ), immediate past chair

Diane Barrans (AK)
Jim Johnsen (AK)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Linda Thor (CA)
Joe Garcia (CO)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Joshua Sasamoto (CNMI)
Carol Mon Lee (HI)
Steven Wheelwright (HI)
Clayton Christian (MT)
Franke Wilmer (MT)
Vance Farrow (NV)
Vic Redding (NV)
José Garcia (NM)
Patricia Sullivan (NM)
Kari Reichert (ND)
Larry Skogen (ND)
Camille Preus (OR)
Hilda Rosselli (OR)
Robert Burns (SD)
James Hansen (SD)
Dave Buhler (UT)
Peter Knudson (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Karla Leach (WY)
Frank Galey (WY)

Commissioners Absent

Susan Anderson (AK)
Chris Bustamante (AZ)
Jude Hofschneider (CNMI)
Francisco Hernandez (HI)
Tony Fernandez (ID)
Wendy Horman (ID)
Dick Anderson (MT)

Mark Moores (NM)
Ray Holmberg (ND)
Ryan Deckert (OR)
Jack Warner (SD)
Dan Campbell (UT)
Larry Seaquist (WA)
Sam Krone (WY)

Guests/Speakers

Emma Beck, finance analyst, Colorado Department of Higher Education
Steve Jordan, president, Metropolitan State University of Denver
Joseph Steiner, dean, College of Health Sciences, University of Wyoming

WICHE Staff

Erin Barber, executive assistant to the president and to the commission
Peace Bransberger, senior research analyst, Policy Analysis and Research
Margo Colalancia, director, Student Exchange Program
Nathan Demers, research assistant, WICHE Mental Health Program
Laura Ewing, administrative manager, Policy Analysis and Research
Carl Krueger, project coordinator, Policy Analysis and Research
Patrick Lane, project manager, Policy Analysis and Research
David Longanecker, president, WICHE
John Lopez, director, W-SARA
Mollie McGill, interim co-executive director, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer, WICHE
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health
Brian Prescott, director of policy research, Policy Analysis and Research
Sarah Ross, senior program and research associate, WICHE Mental Health Program
Pat Shea, director, Academic Leadership Initiatives, Programs and Services

Chair Dianne Harrison called the meeting to order and welcomed the commissioners to the meeting. She called on Steve Jordan, president of Metropolitan State University of Denver, who also welcomed the commission to Denver and gave an overview of the hotel and hospitality program and the Auraria Higher Education Center.

Chair Harrison introduced newly appointed commissioners:

- Wendy Horman, Idaho
- Kari Reichert, North Dakota

Chair Harrison announced commissioners whose terms are expiring: Patricia Sullivan (NM) and Peter Knudson (UT).

Action Item

Approval of the May 12-13, 2014, Committee of the Whole Meeting minutes and the August 13, 2014, Committee of the Whole teleconference minutes

Vice Chair Rush moved TO APPROVE THE MINUTES OF THE MAY 12-13, 2014 COMMITTEE OF THE WHOLE MEETING MINUTES AND THE AUGUST 13, 2014 COMMITTEE OF THE WHOLE TELECONFERENCE MINUTES. Commissioner Thomas seconded the motion. The minutes were approved unanimously.

Report of the Nominating Committee

Chair Harrison called on Commissioner Bornstein for the report of the nominating committee. Members of the 2014 nominating committee included Diane Barrans (AK), Christopher Cabaldon (CA), and Leah Bornstein (AZ). The nominating committee considered all of the nominations received for 2015 vice chair. They recommend Jeanne Kohl-Welles (WA) as the incoming 2015 vice chair of WICHE. Jeanne was vetted prior to the nomination and indicated she is honored and ready to serve WICHE as vice chair. The nominating committee recommended the following for the 2015 WICHE Officers: Mike Rush (ID), 2015 chair; Jeanne Kohl-Welles (WA), 2015 vice chair and 2016 chair-elect; and Dianne Harrison (CA), 2015 immediate past chair.

Report of the Chair

In her report of the chair, Chair Harrison noted that WICHE had received payment for the \$87,000 past due amount from the California Community Colleges Chancellor's Office in June. In August, the Committee of the Whole was convened via teleconference to approve Montana to join W-SARA. And finally, a nominating committee was formed to solicit nominations for the 2015 WICHE Officers.

Report of the President

Chair Harrison called on David Longanecker for the report of the president. Longanecker gave updates on staff and introduced Mike Abbiatti, incoming executive director of WCET, and John Lopez, director of W-SARA. He noted that WICHE is over 50 employees now, which has created new reporting requirements. There are many new staff members coming on, including a new half time employee in HR to help with the heavy workload in that department. Longanecker shared new grant funding that has been received since the May meeting, including the expansion of the Multistate Longitudinal Data Exchange, the Interstate Passport, and additional funding for SARA. He also noted that the Predictive Analytics Reporting (PAR) Framework is very close to receiving its 501(c)3 designation and would be separating from WICHE at that time. NC-SARA is also working towards its 501(c)3 designation. SARA will become self-supporting in the next fiscal year. Longanecker gave an update on the vendor compliance issue in Hawai'i and thanked the HI commissioners for their work on this issue. Commissioner Cabaldon expressed a need for more conversation around governance when NC-SARA becomes independent. Longanecker said he would invite Marshall Hill, executive director of NC-SARA, to the May meeting to discuss this issue further.

The Committee of the Whole went into recess until Tuesday, November 13, 2014.

ACTION ITEM

Minutes of the Committee of the Whole

Session II: Business Session Tuesday, November 13, 2014

Commissioners Present

Dianne Harrison (CA), chair
Mike Rush (ID), vice chair
Leah Bornstein (AZ), immediate past chair

Diane Barrans (AK)
Jim Johnsen (AK)
Chris Bustamante (AZ)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Linda Thor (CA)
Joe Garcia (CO)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Carol Mon Lee (HI)
Wendy Horman (ID)
Franke Wilmer (MT)
Vance Farrow (NV)
Vic Redding (NV)
José Garcia (NM)
Patricia Sullivan (NM)
Kari Reichert (ND)
Larry Skogen (ND)
Hilda Rosselli (OR)
Robert Burns (SD)
James Hansen (SD)
Dave Buhler (UT)
Peter Knudson (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Frank Galey (WY)

Commissioners Absent

Susan Anderson (AK)
Jude Hofschneider (CNMI)
Joshua Sasamoto (CNMI)
Francisco Hernandez (HI)
Steven Wheelwright (HI)
Tony Fernandez (ID)
Dick Anderson (MT)
Clayton Christian (MT)

Mark Moores (NM)
Ray Holmberg (ND)
Ryan Deckert (OR)
Camille Preus (OR)
Jack Warner (SD)
Dan Campbell (UT)
Larry Seaquist (WA)
Sam Krone (WY)
Karla Leach (WY)

Guests/Speakers

Emma Beck, finance analyst, Colorado Department
of Higher Education
Joseph Steiner, dean, College of Health Sciences,
University of Wyoming

WICHE Staff Present

Erin Barber, executive assistant to the president and
to the commission
Margo Colalancia, director, Student Exchange Program
Laura Ewing, administrative manager, Policy Analysis
and Research
Carl Krueger, project coordinator, Policy Analysis
and Research
Patrick Lane, project manager, Policy Analysis and Research
David Longanecker, president, WICHE
John Lopez, director, W-SARA
Mollie McGill, interim co-executive director, WCET
Demarée Michelau, director of policy analysis,
Policy Analysis and Research
Craig Milburn, chief financial officer, WICHE
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health
Brian Prescott, director of policy research, Policy Analysis
and Research
Pat Shea, director, Academic Leadership Initiatives,
Programs and Services

Chair Dianne Harrison called the meeting to order.

Report of the Executive Committee

Chair Harrison gave a report of the Executive Committee. She reported that David Longanecker updated the committee on the revised agenda for the meeting. Several of the sessions changed due to lack of speaker availability because of a meeting President Obama called at the White House yesterday. The Executive Committee also reviewed a compensation survey presented by Longanecker. At the May meeting in Santa Fe, the committee asked Longanecker to survey organizations similar to WICHE, such as SHEEO, NCHEMS, ECS, and the other regional compacts, for their compensation information at multiple levels to see how salaries compare to WICHE. The committee heard from Longanecker that it is getting increasingly more difficult to recruit and maintain staff at the vice president level. At the mid-level or director level, WICHE salaries are reasonably comparable to the other organizations surveyed. Longanecker asked for support from the committee to start looking more closely at how to adjust salaries at the vice president level and to also make an adjustment to the executive assistant's salary. He noted that in 2016, the building will be paid off, which will free up resources and will be a logical time to review salaries at WICHE, including at the presidential level. The committee had an in-depth discussion about WICHE's current salary structure and pay grades. WICHE faces unique compensation challenges because the organization operates in both the non-profit sector where compensation is modest and within the higher education sector where compensation is much more robust. The committee asked David to do another survey of compensation for the 2015 May meeting that will band jobs together and compare them to the appropriate labor market. For example, grouping positions in HR, Accounting, IT and looking at the local labor market in the Boulder/Denver area for compensation information; and then grouping positions at the vice president and director levels that are more likely to draw from the higher education pool nationwide. The committee agreed that having the information presented formally this way will help them provide Longanecker with a process and authority to make salary adjustments within the appropriate ranges as needed when WICHE is hiring.

Report of the Programs and Services Committee

Chair Harrison called on Commissioner Sullivan for the report of the Programs and Services Committee. The committee heard an update on Student Exchange Program developments and issues for the 2014-15 academic year. She reported that student participation in the Professional Student Exchange Program is static and WUE participation for 2014 experienced only a small increase. WRGP is also projected to experience a modest increase in 2014. WICHE staff are seeking nominations from graduate programs in the high-need areas including robotics, bioengineering, big data, disaster/emergency management, biometrics and homeland security, emerging media, and gerontology.

The committee heard an update on phase I and II of the Interstate Passport Initiative. Phase II of the project recently began in October of this year with \$2.8 million in grant funds (\$1.6 million from the Bill & Melinda Gates Foundation and \$1.2 from Lumina Foundation). Institutions in seven WICHE states will develop the learning outcomes and proficiency criteria for six additional content areas involving the physical and natural sciences, creative arts and humanities, intercultural knowledge (social science and history), information literacy, teamwork and problem solving, and critical thinking. The seven WICHE states involved in the two-year Phase II project include: CA, HI, ND, OR, SD, UT, and WY.

An update was given on three cost savings initiatives that WICHE partners with the Midwestern Higher Education Compact to offer in the West. The Master Property Program is a property insurance and risk management program that MHEC created and that WICHE has offered to higher education institutions since 2004. Eight of the WICHE states have institutions that are members of this consortium, including AZ, CO, ID, NV, OR, UT, WA and WY. MHECare is a student health insurance program. Twenty-one campuses in our region are currently offering MHECare insurance to their students. MHECtech provides cost saving purchasing options for technology products and services offered by several vendors. State, county, and municipal governments, school districts, and education-related nonprofit organizations are eligible to purchase off the MHECtech competitively bid contracts.

Finally, the committee was given a guided tour of the recently redesigned WICHE website.

Report of the Issue Analysis and Research Committee

Chair Harrison called on Commissioner Jeanne Kohl-Welles for the report of the Issue Analysis and Research (IAR) Committee. Kohl-Welles reported that the committee discussed the upcoming release of three reports: the *2014 Tuition and Fees* and *Benchmarks* reports and a *Policy Insight* summarizing activity during the 2014 legislative sessions in the West.

The committee heard updates on the expansion of the Multistate Longitudinal Exchange (MLDE) project. The main focus of the expansion is to recruit the additional states (including some from outside of the West), of which ten are needed by

the time the new data sharing process goes live in summer 2016. Staff is working on how to collaborate effectively with the other regional compacts on this project so the long-term governance is helped along right from the beginning.

Kohl-Welles reported that in July, WICHE was granted a \$75,000 grant from the Gates Foundation to bring together key leaders from nearly every state in the WICHE region and three Midwestern states representing K-12 and higher education to identify and find solutions to challenges related to the implementation of the Common Core State Standards and assessments and students moving across state lines to enter postsecondary education. The meeting was held in October and yielded many important insights that are intended to form the basis for a future project to be funded externally. A publication highlighting the themes and insights will be written and disseminated in January.

The committee heard updates on potential partnerships with the Council for Adult and Experiential Learning (CAEL) on Prior Learning Assessment and IBM on economic and workforce development strategies. Finally, Kohl-Welles reported that at the May 2014 Committee meeting, the IAR Committee requested that staff conduct a short survey to help determine how to involve and engage the IAR Committee more effectively with the activity in the Policy unit. The IAR committee suggested that staff disseminate a similar survey to the entire commission in cooperation with the president and other staff. Commissioner Rosselli commented it was a well-designed survey and could be a good tool to use with the whole commission.

Report of the Self-funded Units Committee

Chair Harrison called on Commissioner Hansen for the report of the Self-funded Units Committee. Hansen reported that Dennis Mohatt and David Longanecker reviewed the Mental Health Program's financial performance in FY 2014, and explained the steps being taken to address the negative fund balance generated for the fiscal year. The program will repay to WICHE reserves the amount required to balance the FY 2014 budget. Longanecker and Mohatt assured the subcommittee they are providing close monitoring of the unit budget and fiscal performance. The program is looking very fiscally sound for FY 2015. Mohatt provided a program update on the Psychology Internship Initiative and the creation of a 2 + 2 baccalaureate degree in social work between the University of Alaska - Fairbanks and Northern Marianas College.

Hansen reported that Longanecker introduced Mike Abbiatti, the newly appointed executive director for WCET and WICHE vice president for educational technologies. Abbiatti will join WICHE in early January. An update was provided on WCET membership, budget, and programs. Finally, the Predictive Analytics Framework, known as PAR, is scheduled to become its own independent entity at the end of 2014.

Report of the Legislative Advisory Committee Annual Meeting

Chair Harrison called on Commissioner Kohl-Welles to give the report on the Legislative Advisory Committee annual meeting. She gave a brief overview of the LAC, its members, and funding. The LAC meets annually, and the 2014 Annual Meeting of the LAC was held September 9-10, 2014, in Phoenix, AZ. This year's meeting was titled, "Striking the Balance: College Affordability, Cost, and Quality" and featured national experts speaking on a variety of pertinent topics, including legislative trends in the West, state authorization, data and student privacy, common academic standards and assessments, the reauthorization of the Higher Education Act, college affordability, community colleges offering four-year degrees, and more. The meeting was well-attended and the evaluations of the meeting were positive. More information on the LAC and the meetings are posted on the WICHE website.

Action Item

Approval of Three States into the WICHE State Authorization Reciprocity Agreement

Longanecker called on John Lopez, director of W-SARA, to present the action item. Lopez reported that the W-SARA Steering Committee met on October 20 to review applications from Arizona, Oregon, and South Dakota. Arizona created a SARA Council to function as the state portal agency. A formal intergovernmental agreement was created between the Arizona Board of Regents, the Maricopa County Community College District, and the Arizona State Board for Private Postsecondary Education. Arizona's final application satisfied all NC-SARA and W-SARA requirements. Oregon's application to W-SARA brought some complexity because of the structural and staffing changes taking place within the Higher Education Coordinating Commission. However, the state's application benefited from a diligent regulatory structure already in place. The W-SARA steering committee approved Oregon's application on a conditional basis. The committee felt a need to see more clarity around a plan for student records and teacher policies. Lopez reported that the final draft of Oregon's application was submitted on November 6 and was SARA compliant. Finally, Lopez reported that South Dakota's application process was straightforward because they made a statutory change allowing the Board of Regents to act as the portal agency. There were discussions with South Dakota around the timeframe for students to

submit complaints. Lopez said he recommends the three states for the commission's approval. COMMISSIONER HANSEN MOVED TO APPROVE ARIZONA, OREGON, AND SOUTH DAKOTA INTO THE WICHE STATE AUTHORIZATION AGREEMENT. Commissioner Rosselli seconded the motion. Commissioner Bustamante thanked his fellow Arizona commissioners for coming up with a creative process to bring the entities together in the state. He also thanked the staff for their support. Longanecker noted that it has been a privilege to have Lopez on the staff. At the end of the calendar year, 18 states will have joined SARA. Commissioner Skogen commented on Russ Poulin's work with SARA and appreciated his balanced approach. Longanecker agreed and mentioned the State Authorization Network has been an excellent resource for institutions to stay connected around SARA issues. The motion was approved unanimously.

Discussion Item Update on WICHE's Budget

Chair Harrison called on Longanecker and Craig Milburn for an update on WICHE's budget. Milburn reported that FY 2014 was projected to end with a \$969 surplus. At the close of the fiscal year, the budget actually ended with a surplus of \$198,000. There are \$1.7 million in reserves at the beginning of the year. A portion of those are dedicated, so at the end of FY 2014 \$15,000 was added to the reserves. The FY 2015 budget was presented and Milburn said the new fiscal year is off to a good start and they aren't seeing any surprises. He noted that the Executive Committee reviews the budget during each of its calls in-between commission meetings and watches it closely. Longanecker commented that he is unsure if the budget is in a position where he can give staff salaries. WICHE has received several grants, but it is unclear if enough indirects from these grants would support salary increases. Commissioner Joe Garcia asked when the building would be paid off. Milburn said one loan would be paid off at the end of FY 2015 and the second loan would be paid off at the end of FY 2016. Commissioner Garcia asked if this will allow for more resources to go to staff salaries. Longanecker said it would but they want to lower the rent amount but not eliminate it entirely. He said they are working with the auditors to determine the best course of action on this. Longanecker said paying off the building will change the budget picture substantially.

Action Item Election of Chair, Vice Chair, and Immediate Past Chair as Officers of the WICHE Commission for 2015

Chair Harrison asked for a motion to elect the 2015 officers. COMMISSIONER CABALDON MOVED TO APPROVE MIKE RUSH (ID) AS THE 2015 CHAIR, JEANNE KOHL-WELLES AS 2015 VICE CHAIR AND 2016 CHAIR-ELECT, AND DIANNE HARRISON AS 2015 IMMEDIATE PAST CHAIR. Commissioner Barrans seconded the motion. The motion was approved unanimously.

Chair Harrison gave remarks as the outgoing chair. She said she has learned a lot as chair and as a commissioner. She has learned about higher education in greater depth and has appreciated the opportunity to hear about current content and analysis in the west and nationally and has used the information in her work in California. She thanked Longanecker for his expertise and leadership and said she has been well-served by his experience and history.

Vice Chair Rush gave remarks as the incoming chair. He noted that the commission is at a critical juncture in higher education. There is a call to compete in the global marketplace, expand access, improve results, and target critical needs, all with little money. Rush commented that the commission has the opportunity to influence the federal prerogatives, but that will only be done if they can share their expertise and resources with one another. He remarked that he has appreciated his fellow officers and other leaders on the commission.

Longanecker presented Chair Harrison with a small gift of gratitude from the staff. He commented that he has appreciated working with Dianne and the ways that she always made herself available despite a very hectic schedule when Longanecker has needed her advice and counsel.

Chair Harrison reminded commissioners to fill out the online meeting evaluation and to also let Erin Barber know about their 2015 committee assignments. Longanecker reminded the committee that the next meeting would take place at Hotel Alyeska on May 11-12, 2015. Commissioner Lee asked if there was a need to give formal action to the Executive Committee to serve as a governmental advisory group as WICHE looks to define its positions with regard to reauthorization. Longanecker said it wasn't necessary since the Executive Committee is given authority to act on behalf of the full commission in the bylaws. The meeting was adjourned.

WICHE



Plenary Session I

What's Up in the West?

Monday, May 11, 2015

10:00 – 10:45 am

Columbia Ballroom

3 Monday 10:00 - 10:45 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 11, 2015

10:00 - 10:45 am
Columbia Ballroom

**Plenary Session I:
What's Up in the West?**

May you live in interesting times; Chinese proverb or curse? Well, we certainly live in interesting times. Our discussion in this session will help us figure out whether we are talking "proverb" or "curse." President Longanecker will lead this discussion, opening the session with a brief synopsis of what some of the most significant issues have been this year, both from a legislative perspective and from a pure public policy perspective. Most of the time reserved for this session, however, will be devoted to discussion by the commissioners of these issues and corrections of Longanecker's synopsis.

Speaker: David Longanecker, president, WICHE

Biographical Information on the Speaker

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



WICHE



Programs and Services Committee Meeting

Monday, May 11, 2015

10:45 am – noon

Columbia Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

4 Monday 10:45 am - noon

Monday, May 11, 2015

10:45 am - noon

Columbia Ballroom

Programs and Services Committee Meeting

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

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

Agenda

Presiding: Patricia Sullivan, committee chair

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



Approval of the November 10, 2014 Programs and Services Committee meeting minutes 4-3



Approval of FY 2016 workplan sections pertaining to the Programs and Services unit's activities – Jere Mock 4-6

Information Items:

Updates on WICHE's Student Exchange Program – Margo Colalancia 4-11

Update on Regional Initiatives 4-20

- Introducing the Western Academic Leadership Academy – Pat Shea
- An update on Phase II of the Interstate Passport Initiative – Pat Shea
- Developments related to the Consortium for Health Education Online (CHEO) – Pat Shea

Other business

Adjournment



ACTION ITEM

Programs & Services Committee Minutes

November 10, 2014

Committee Members Present

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

Diane Barrans (AK)
Leah Bornstein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Joshua Sasamoto (CNMI)
Carol Mon Lee (HI)
Wendy Horman (ID)
Vance Farrow (NV)
Kari Reichert (ND)
Hilda Rosselli (OR)
Frank Galey for Karla Leach (WY)

Committee Members Absent

Jack Warner (SD)
Dan Campbell (UT)
Larry Seaquist (WA)

Guests Present

Emma Beck, finance analyst, Colorado Department of Higher Education
Dan Madzellan, associate vice president for Government Relations, American Council on Education
Joseph Steiner, dean, College of Health Sciences, University of Wyoming

Staff Present

Margo Colalancia, director, Student Exchange Program
John Fellers, web design manager
Jere Mock, vice president, Programs and Services
Pat Shea, director, Academic Leadership Initiatives

Committee Chair Patricia Sullivan called the meeting to order and welcomed the committee members. She asked Jere Mock to briefly introduce the two new Programs & Services committee members, Commissioners Wendy Horman and Kari Reichert.

Action Item

Approval of the Programs & Services Committee Minutes of May 12, 2014

Chair Sullivan asked for a motion TO APPROVE THE MINUTES OF THE MAY 12, 2014 COMMITTEE MEETING. Commissioner Rosselli motioned to approve the minutes and Commissioner Harrison seconded the motion. The minutes were approved unanimously.

Information Item

WICHE's Student Exchange Program

Margo Colalancia reported on program enrollments for the 2014-15 academic year. Participation in the Professional Student Exchange Program (PSEP) remains level at 657 students; participating states provided \$14.7 million in support fees to reduce the tuition costs of their residents enrolled in the PSEP healthcare fields.

WUE enrollment is at approximately 34,058 students for Fall 2014; staff will have the final figures in December 2014. Thus far, this represents only a small increase of about 0.7 percent which may signal a leveling off in enrollments compared to past years' increases of 7 to 9 percent. Staff also surveyed WUE institutions about tuition rates charged to WUE-eligible students for online majors; most WUE institutions offer at least one fully online major and of those, about 30 percent charge the WUE rate to WUE-eligible students. Commissioner Barrans asked if students indicate on their applications that they're applying as online WUE students, or just as WUE students. Colalancia said she didn't know and that WUE enrollment reports are not currently differentiated between students enrolled in online programs from those on-campus. Commissioner Christian said that in the Montana State University System they're finding that many on-campus students are enrolled in online courses at their home campus and that the fees for online courses are often lower than the nonresident or WUE tuition rates.

Colalancia said that enrollment reporting is not yet complete for the Western Regional Graduate Program (WRGP), but thus far the 346 graduate programs reported an enrollment of 1,288 students for Fall 2014, representing a 14 percent increase from 2013. Staff is seeking nominations for programs in high-need areas including robotics, bioengineering, big data, disaster/emergency management, biometrics, homeland security and emerging media. Staff is also trying to recruit graduate gerontology programs to help the region prepare for the anticipated demographic upheaval, often referred to as the "Silver Tsunami" which is projected to hit the U.S. by 2030 as the tail end of the Baby Boom generation ages. As of 2012, the U.S. Census Bureau estimated there were about 43.1 million people of the age 65 and older. By 2030, the Administration on Aging estimates there will be 72 million people in that age bracket. Without focused efforts on workforce development, we will likely fall short in providing care for the elderly with chronic conditions. A National Conference of State Legislatures article outlines the far-reaching implications of the "Silver Tsunami" and how it will affect all generations: http://www.ncsl.org/Portals/1/Documents/magazine/articles/2013/SL_1213-HealthCare.pdf.

Colalancia noted that in the past careers in gerontology were generally limited to the fields of nursing and social work, but today's needs are increasingly multidisciplinary. More service providers will be needed to coordinate housing, transportation, legal and financial matters, counseling and spiritual well-being, and to assess the safety and well-being of elderly clients. More health professionals will be needed in various settings (hospital care, day care, and home care). There is a great need for medical researchers to find cures for chronic conditions such as Alzheimer's and Parkinson's to improve the quality of life of the elderly and reduce their medical costs. We need educators who specialize in the physiological, sociological and psychological aspects of aging as well as more advocates for public policy that benefits the elderly. Finally, there is a growing need for designers of products and housing for an aging population. Colalancia noted that the Association for Gerontology in Higher Education (AGHE; www.aghe.org) is updating a directory of gerontology programs for release in early 2015; she will notify commissioners when it's ready. Commissioner Rosselli asked if there was a strong need for bilingual individuals in the field and Colalancia agreed that that's the case.

Currently there are only three gerontology programs in WRGP: at California State University (CSU) Stanislaus, the University of Northern Colorado, and the University of Utah, and Colalancia asked commissioners to help solicit program nominations in their states. Committee Chair Sullivan said that NMSU has a product development course in its biomechanics program that might be interested. NMSU is also working on technologies for gait analysis that would tie in well with gerontology. Commissioner Harrison suggested WICHE contact CSU San Marcos which offers a program in palliative care, as well as CSU Northridge's engineering program that offers a master's in assistive technology. Colalancia also asked the commissioners to think about ways that WICHE states could collaborate and create a new regional approach to educated elder care professionals. [NOTE: This "Careers in Aging" brochure explains the growing need for elder care professionals of all kinds and at all educational levels: http://www.aghe.org/clientimages/40634/careersinaging_brochure.pdf.]

Finally, Colalancia attended the American Veterinary Medical Association's (AVMA) "Economic Summit" in Chicago in October 2014. Economists reported that the "under utilization" of veterinarians has improved compared to last year, along with the economy and salaries. (See a media release at <https://www.avma.org/news/pressroom/pages/AVMA-Economic-Summit-details-improvements-in-veterinary-employment.aspx>.) However, some 3,500 graduates are entering the market each year (this figure includes the U.S. graduates from accredited international colleges of veterinary medicine) and there are substantially fewer estimated open positions available for them at the current level of demand. The July 2014 article "Too many veterinarians? AVMA panel tackles hot topic" shares several viewpoints on this hotly debated topic: <http://veterinarynews.dvm360.com/too-many-veterinarians?rel=canonical>.

AVMA's economics division also reported that graduate debt load now exceeds \$135,000 and incomes have not kept pace with average starting salaries of \$67,900 (which can be much lower in some states). The specializations noted as least profitable include equine medicine, food animal medicine and mixed animal medicine. More information is available at <http://veterinarynews.dvm360.com/how-veterinary-medicine-t-bone-steak>.

Calculating reliable workforce projections for any profession is difficult, but it is particularly a challenge in veterinary medicine. The majority of DVMs are self-employed and this makes it difficult to determine what constitutes full employment. Further, there has been a relatively low response rate to AVMA's practitioner surveys. The AVMA's second veterinary economics report will be released in January 2015. Commissioner Frank Galey requested that Colalancia share it with commissioners and she will. He added that Wyoming is focusing on loan repayment programs to attract graduates into food animal positions that are less lucrative.

Information Item

The Interstate Passport Initiative's Next Phase

Pat Shea said the Interstate Passport Initiative is creating a new framework for block transfer for lower division general education based on learning outcomes and proficiency criteria. The idea for this effort originated with the chief academic officers in the region who asked that WICHE staff lead the effort. Shea serves as the principal investigator for the project which is being rolled out in phases. During Phase I, funded by a \$550,000 grant from the Carnegie Corporation of New York, institutions in five WICHE states developed the Passport Learning Outcomes and Transfer-Level Proficiency Criteria for three content areas: oral communications, written communications, and quantitative literacy.

In Phase II, which was launched in October of this year with \$2.8 million in grant funds (\$1.6 million from the Bill & Melinda Gates Foundation and \$1.2 from Lumina Foundation), institutions in seven WICHE states will develop the learning outcomes and proficiency criteria for six additional content areas involving the physical and natural sciences, creative arts and humanities, intercultural knowledge (social science and history), information literacy, teamwork and problem solving, and critical thinking.

The seven WICHE states include: California, Hawai'i, North Dakota, Oregon, South Dakota, Utah, and Wyoming. In the second year, up to 12 institutions in six new states will be added from the other regional compacts. Shea said at the end of the two years, the lower division block transfer framework will be complete. Faculty at each participating institution will then identify which courses and other learning opportunities they provide to their students to achieve the learning outcomes and what assessments they use to measure their students' proficiency with them. This becomes their Passport Block. A student who earns a Passport at one institution and transfers to another one will have his/her learning recognized and will not be required to repeat any courses in the new institution's Passport Block to meet General Education requirements. Passport institutions agree to track the academic progress of Passport students for two terms after transfer so that sending institutions can determine how well their students are doing after transfer and use that information in their continuous improvement processes. Another Phase II deliverable is a business plan for nationwide deployment of the completed Passport framework.

Information Item

Partnering with the Midwestern Higher Education Compact on Cost Saving Initiatives

Jere Mock provided updates on three cost savings initiatives that WICHE partners with the Midwestern Higher Education Compact (MHEC) to benefit the West. The three initiatives include the Master Property Program, a property insurance and risk management program that MHEC created and that WICHE has offered to higher education institutions since 2004. Eight of the WICHE states have institutions that are members of this consortium, including Arizona, Colorado, Idaho, Nevada, Oregon, Utah, Washington and Wyoming.

The second consortium is MHECare, a student health insurance program. Twenty-one campuses in our region are currently offering MHECare insurance to their students; United Healthcare Student Resources is the underwriter. The third program is called MHECtech and it provides cost saving purchasing options for technology products and services offered by several vendors. Mock noted that state, county, and municipal governments, school districts, and education-related nonprofit organizations are also eligible to purchase off the MHECtech competitively bid contracts. She said institutions and other entities in all of the WICHE member states have made purchases using the MHECtech contracts.

Information Item

WICHE's Redesigned Website

John Fellers provided a guided tour of WICHE's recently redesigned website: www.wiche.edu. The redesign gave the site a fresh look, streamlined navigation to its pages, and has been well received thus far. Commissioner Bornstein asked where to find commission meeting presentations on the site and Fellers said they are available at <http://www.wiche.edu/resources/presentations>. Commissioner Rosselli suggested that commissioners' email addresses should be provided on the pages that provide the names and photos of commissioners. It was also suggested that links back to the website's home page be added on each page and that the "WICHE Region" section should be changed to enable visitors to click on a specific state on the map and be linked to the respective state's highlights page. Fellers said he would make the suggested changes. (Following the meeting WICHE President Dave Longanecker said that he wanted to seek the officers' input on the suggestion to add commissioner email addresses to the website and he said he would do so during the February 2015 officers' retreat.)

Chair Sullivan adjourned the meeting at 12:10 pm.

ACTION ITEM

Programs & Services FY 2016 Workplan

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

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo-Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 156 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members, except CA, CNMI, ID, OR, SD, and WA; 133 programs at 60 institutions
Western Regional Graduate Program (WRGP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 383 programs at 60 institutions
WICHE Internet Course Exchange	Access & success; technology & innovation	National	Consultants	Consortium of 20 institutions
Student Exchange Program database upgrades and enhancements	Access & success; workforce and society; technology	Western	.20 FTE	All WICHE member states
Western Academic Leadership Forum	Access & success; accountability	Western	.40 FTE	All WICHE member states except HI; 47 institutions, 10 systems
Western Alliance of Community College Academic Leaders	Access & success; accountability	Western	.35 FTE	All WICHE member states; 77 institutions, 10 systems
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/Mercer/United HealthCare Student Resources, 5 states: AK, CA, CO, NV, ND; 21 institutions
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh/Lexington, 8 states: AZ; CO; ID; NV; OR; UT; WA; WY

Project	Focus	Geo-Scope	Staffing	Partners
MHECtech	Finance	WICHE/MHEC/SREB states	.05 FTE	All WICHE member states
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.25 FTE + consultant	All WICHE member states
Conversion of WICHE's constituent relations database to Salesforce	All 5 focus areas	Western/U.S.	.20 FTE	All WICHE member states

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Interstate Passport Phase II	Access & success; innovation	Western + MHEC, NEBHE, SREB states	Bill & Melinda Gates Foundation (\$1,647,733) and Lumina Foundation (\$1,199,953)	2.95 FTE + consultants	10/6/2014 - 9/30/2016	25 institutions/entities in 7 WICHE states and 12 institutions in other compact states
Consortium for Health Education Online (CHEO)	Access & success; technology & innovation	Western	U.S. Department of Labor: Trade Adjustment & CC & Career Training Grant (WICHE contract: \$872,259)	2.7 FTE + consultants	10/2012 - 9/2016	Pueblo Community College (CO) is fiscal agent; 8 institutions in 5 states: AK, CO, MT, SD, WY
Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA)	Access & success; technology & innovation	Western	Lumina Foundation Year 2: \$124,454; Gates Foundation: \$34,542; NC-SARA Jan. 2015 Allocation: \$58,182; FY 2015 Institutional Fee Budget: \$122,502; W-SARA Institutional Fee revenue: Feb. 17, 2005: \$218,000	WICHE SARA: 2.3 FTE	Ongoing	Regionally: States that sign the reciprocity agreement and institutions that pay annual dues Nationally: NC-SARA MHEC, NEBHE, SREB

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Bridges to the Professoriate	Access & success	National	National Institute of Health (\$221,048)	.20 FTE	7/1/2008 - 6/30/2016	Southern Regional Education Board; National Institute of General Medical Sciences

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

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

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

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

NEW DIRECTIONS

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

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

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

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

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

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

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

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

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

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

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

POTENTIAL FUTURE PROJECTS

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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

INFORMATION ITEM

Student Exchange Program Update

Growing the Elder Care Workforce in the West. WICHE staff is interested in coordinating a regional approach to educate professionals prepared to work with our aging population. Developing academic programs that support aging and devising strategies to attract students to these careers are key. Staff is holding conversations with like-minded organizations, including the AARP Foundation, the Association for Gerontology in Higher Education (AGHE; www.aghe.org), the National Association of Advisors for the Health Professions (NAAHP; www.naahp.org) and other organizations and elder care experts to determine the best course of action to grow the eldercare workforce in the WICHE region.

The importance of this issue grows as the world undergoes a dramatic demographic shift which has profound implications for public finance and our workforce. According to the U.S. Census Bureau's *Projections of the Size and Composition of the U.S. Population: 2014 to 2060*, the number of persons 65 years and older will increase from 46 million in 2014 to 74 million by 2030. The number of persons 18-64 years old is proportionately declining, which means there will be fewer working age persons to support and care for the older population (March 2015; www.census.gov/library/publications/2015/demo/p25-1143.html).

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 (AGS; www.americangeriatrics.org), 20,000 geriatricians (physicians specializing in the care of older adults) are needed now to care for America's elderly, but there are only some 7,000 certified geriatricians practicing, equating to a shortfall of more than 13,000 geriatricians. 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 3,500 geriatricians in the West (www.americangeriatrics.org/files/documents/Adv_Resources/GeriShortageCurrentNumbers.pdf). The projected shortages for geriatricians by 2030 are even more worrisome. Nationally, by 2030 our growing elderly population will need some 30,600 geriatricians, leaving the U.S. with a shortfall of 23,600 of these specialists. 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 (www.jhartfound.org/images/uploads/resources/academicnursing.pdf).

Research also cites shortages of social workers and mental health care professionals trained in elder care, and direct-care workers are in great demand as well. The Bureau of Labor Statistics cites personal care and home health aides among the fastest growing occupations and expects demand will increase 49 percent by 2022 (www.bls.gov/emp/ep_table_103.htm). However, there is much to be done nationally 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.

In addition to the aforementioned professions, we need to train a myriad of other types of workers – from the associate's to the postdoctoral levels – to help the aged 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.

Students who are drawn to working with the elderly – whether in the medical field or in other professions – will have a bright employment future with guaranteed opportunities. However, many younger students and graduates are not interested in working with the elderly. Attracting students to serve the elderly is key to resolving this crisis. Mid-life career changers are also being tapped as a resource and retrained to fill the need for elder care workers; they are looking for new opportunities and many have more of an interest in working with the aging population.

Western Undergraduate Exchange. WICHE's regional tuition-reciprocity agreement, the Western Undergraduate Exchange (WUE), enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of resident tuition. During the 2014-15 academic year, 34,281 students enrolled at 156 participating WUE institutions and saved an estimated \$279.4 million in tuition costs. Since WUE began in 1988, students and their parents have saved an estimated \$2.54 billion on approximately 427,800 annual tuition bills. Klamath Community College (in Oregon) is the newest institution to become a member of the WUE network.

WUE enrollment appears to be leveling off with an increase of only one percent over the 2013-14 academic year (33,812 students). Some admissions offices of our WUE partner institutions speculate that the declining number of high school graduates may be a factor. Two additional factors may be contributing to the slowed growth in WUE enrollments as well. First, some partner institutions may have reached their ceiling of the number of seats that they can afford to discount. Secondly, WUE students may be competing with international students who are paying full fare; nationally, international student enrollments increased by 8.1 percent between 2012-13 and 2013-14 (*Open Doors 2014*, Institute of International Education; www.iie.org/Research-and-Publications/Open-Doors).

WICHE staff opted to discontinue the detailed *WUE Enrollment Report* that we formerly published online; summary enrollment information by WUE institution is now provided in the *Statistical Report*. Commissioners received copies of the *2014-15 Statistical Report* in January 2015 and it's also available at wiche.edu/pub/student-exchange-programs-statistical-report-academic-year-2014-15. Detailed CIP code-based WUE enrollment reports in Excel format are always available to state higher education offices and WUE institutions by request. See pages 4-13 through 4-18 for a list of the 156 WUE participating institutions.

Western Regional Graduate Program. The Western Regional Graduate Program (WRGP) is a growing resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of WICHE member states to enroll in high-quality programs and pay resident tuition. In fall 2014, 1,345 students enrolled through WRGP and saved an estimated \$19.9 million dollars in tuition. WICHE's 2014 *Statistical Report* now gives detailed WRGP enrollment information by institution and programs; see pages 17-22 at wiche.edu/pub/student-exchange-programs-statistical-report-academic-year-2014-15.

Thirty-seven new programs were added to WRGP this spring, bringing the total to 383, offered by 60 participating institutions. WRGP is a tuition-reciprocity program similar to WUE, whereby students enroll directly in the participating programs. WRGP has become a tremendous resource for graduates in the Western states who are looking for distinctive and high workforce need programs. It's also an opportunity for WICHE states to share these programs (and the faculty who teach them) to build the region's workforce in a variety of disciplines, particularly healthcare. At this time, almost 130 healthcare-related programs are available through WRGP. Some of the new ones include graduate nursing programs (masters, doctorates of nursing practice, and PhDs) offered by Arizona State University, Eastern New Mexico University, and the University of New Mexico. The University of Northern Colorado is offering a one-year master's in biomedical sciences designed to increase applicants' competitiveness to be admitted to medical school and other professional healthcare programs. Two programs in sustainability were also approved: an online master's offered by Black Hills State University, and a graduate certificate offered by the University of Utah. For a full list of the new programs (marked with a star), see the WRGP handout in your commissioner packets or visit www.wiche.edu/wrgp. The 60 WRGP participating institutions are listed on page 4-13 through 4-18.

Professional Student Exchange Program. The Professional Student Exchange Program (PSEP) provides students in 10 Western states (all WICHE states except California, Idaho, Oregon, South Dakota and Washington, as well as CNMI) with affordable access to professional programs that otherwise would not be available to them because the fields of study are not offered at public institutions in their home states. In 2014-15, 657 students enrolled through PSEP to become allopathic or osteopathic physicians, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists. Students pay reduced tuition at 60 out-of-state public and private institutions. Participating states determine the fields and the numbers of students they will support. The student's home state pays a support fee to the admitting schools to help cover the cost of the student's education. In the current academic year, sending states invested over \$14.7 million to train healthcare professionals through WICHE's PSEP. The 60 participating institutions in PSEP are listed on pages 4-13 through 4-18.

Regional Veterinary Medicine Advisory Council and veterinary workforce issues. WICHE's Veterinary Medicine Advisory Council members will convene June 7-9, 2015 in Lake Tahoe for their annual meeting. Members include state, legislative, and institutional representatives. The council meets annually to review policies regarding PSEP support in veterinary medicine, the largest PSEP field. In 2014-15, eight states provided \$5.6 million in support for 182 students studying in veterinary medicine. Members also discuss collaborative opportunities and trends in veterinary education.

Michael Dicks, director of the American Veterinary Medical Association's (AVMA's) Economics Division, will speak on AVMA's economic analysis of veterinary workforce issues. Its *2015 Report on Veterinary Markets* was released in January 2015. The report states that the veterinary education market is at or near equilibrium. However, colleges of veterinary medicine are seeing a downtrend in applications over the past 25 years. In 1980, there were 3.59 unique applicants per seat. By 1998 the ratio fell to 2.95 applicants per seat, and in 2013 there were only 1.64 applicants per seat

(veterinarynews.dvm360.com/avma-summit-good-news-excess-capacity-bad-news-veterinary-degree-roi?rel=canonical). AVMA economists speculate that given low salaries and increasing costs for a veterinary education, eventually the negative return on investment will discourage prospective new veterinarians to the point of further reducing the applicant pool and eventually leaving some seats empty.

In March 2015, the AVMA released its *2015 Report on Veterinary Employment* which discusses unemployment (currently at 3.19 percent) and underemployment of veterinarians (www.avma.org/PracticeManagement/BusinessIssues/Documents/Veterinary-Employment-Report-Member-Summary.pdf). Several more reports will be released as part of the series. They will cover veterinary debt and income (April 2015), the market for veterinarians (May 2015), veterinary capacity (July 2015), and the market for veterinary education (September 2015).

Updates on new veterinary education options in the WICHE region. The Montana State University/Washington State University cooperative veterinary program enrolled its first cohort in August 2014. The program has been renamed "WIMU" which stands for the Washington Idaho Montana Utah Regional Program in Veterinary Medicine. The MSU/WSU program was funded for 10 entering students per year for 2014 and 2015. As of March 2015, the status of continued state funding for the Montana program is unclear. The program underwent a comprehensive site visit by the AVMA's Council on Education (the accrediting body for veterinary medicine) in March 2015.

The University of Arizona's College of Agriculture and Life Sciences is moving forward with its plans to open a new program, although they will not be able to enroll students in August 2015 as they had hoped. The college's website states that the AVMA Council on Education's visit isn't scheduled until January 2016. Therefore, if the new program is provisionally approved, the earliest they could enroll students in the Veterinary Medical & Surgical Program would be August 2016. The college received a \$9 million private donation for the program.

Certifying Officers' Meeting. Certifying officers play an important role in their state's participation in WICHE's student exchange programs. If their state funds students through PSEP, they review the prospective students' applications for "certification" to determine whether or not the individual is a bonafide resident of the home state and eligible to be considered for support. They administer all aspects of PSEP for their home state residents. They also serve as state liaisons for the WUE and WRGP programs. Certifying officers meet annually and will convene in Parker, Colorado, at Rocky Vista University on June 28, 2015. They will discuss PSEP legislative appropriations; applicant pools and acceptances; current payback policies and new ones under consideration; and, administrative issues and trends of the three programs (PSEP, WUE, and WRGP). They will also discuss strategies to build the elder care workforce, student financial aid issues, and graduate medical education.

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

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

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

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

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

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

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
New England College of Optometry (CO)				●	1	Private
Northeastern State University (CO)				●	1	Public
Nova Southeastern University (CO)				●	1	Private
Salus University (CO)				●	1	Private
Southern College of Optometry (CO)				●	1	Private
University of Missouri Kansas City, School of Dentistry (NM)				●	1	Public
University of Nebraska Medical Center, College of Dentistry (ND)				●	1	Public
Out-of-Region Totals					10	
Total Number of Participating Institutions in WICHE's Student Exchange Program						
	156	60	383	60	133	

INFORMATION ITEM

Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE) is a robust administrative tool designed to support multi-institution collaboration among faculty offering online courses. Through ICE, participating institutions expand their students' access to high-quality online courses and programs taught by faculty at other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. The primary user of ICE, today, is the Nursing Education Xchange (NEXus), a consortium of 19 universities sharing excess capacity in doctoral nursing courses. Currently, ICE is working with NEXus on creating a student interface that which will streamline the enrollment process even further. For more information on NEXus, see <http://www.winnexus.org/>

Other ICE members include the South Dakota System of Higher Education and the University of Wyoming which continue to explore ways to use ICE to reach beyond their boundaries in selected subject areas. Several community colleges are also in discussions about creating a consortium supporting the exchange of courses in the laboratory sciences and other disciplines.

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

Western Academic Leadership Forum

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

The Forum held its 2015 annual meeting in Boise on April 22-24 with the working theme "Calibrating Your Leadership in New Landscapes." Sessions included presentations on leading academic change, the completion agenda, the quest for higher academic quality, intervention strategies leading to student success, and ways that data analytics and other tools can be used to effectively tell the academic story to internal and external constituencies. Small group discussions delved deeper into two topics: finding the sweet spot between the tensions of completion and quality and addressing moral hazards and practicalities.

More information about the Forum, can be found at www.wiche.edu/forum with current Forum members listed on page 4-26.

Western Alliance of Community College Academic Leaders

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

The Alliance held its annual meeting April 8-10, 2015, in Rapid City, SD. The theme was "Leaders Facing Change: Asking the Right Questions." After an official welcome to the state by South Dakota Governor Dennis Daugaard, noted speaker Rob Johnstone, president, National Center for Inquiry and Improvement, kicked off the meeting with some intriguing questions for the group. Other sessions focused on open educational resources, competency-based education, new approaches to developmental education, prior learning assessment, and other hot topics. A highlight of the meeting was

a dinner at Mt. Rushmore on Thursday evening where Steven Mintz, executive director at the University of Texas System – Institute for Transformational Learning, addressed the group about some exciting new innovations being implemented currently and others on the horizon.

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

Current Alliance members are listed on page 4-26.

Academic Leaders Toolkit. The toolkit is a joint project of the Forum and the Alliance. This web-based repository (<http://alt.wiche.edu>) contains profiles of successful decision-making tools and processes used by academic leaders. Tools in a broad range of categories – such as program evaluation, creation and elimination; faculty recruitment and retention; and student outcomes assessment – help academic leaders better address their increasing range of responsibilities. The toolkit is searchable by category, state, and type of institution or organization. The Alliance awarded Mitchell Technical Institute's Technical Education at a Distance (TED) model this year's Academic Leaders Tool of the Year for the two-year sector. The Forum selected the University of Arizona's Peer Review of Teaching Protocol for the 2015 Academic Leaders Tool of the Year award for the four-year sector.

Interstate Passport Initiative

The Interstate Passport Initiative (www.wiche.edu/passport) is a grassroots effort by academic leaders in the WICHE region to reform transfer using a regional approach. At the request of these academic leaders, WICHE staff is leading the work to create a new learning-outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. The new framework focuses on the lower-division general education, the common denominator among institutions – concentrating on it as a whole, not on individual courses – and allows for a cross-border "match" of outcomes-integrated general education for block transfer. The Passport is being rolled out in phases. Phase I, which was funded by a grant from the Carnegie Corporation of New York, concluded in April 2014. Phase II was launched in October 2014 with the award of \$2.8 million in grants from the Bill & Melinda Gates Foundation and Lumina Foundation.

The academic areas included in the Passport reference the Liberal Education and America's Promise Essential Learning Outcomes (LEAP ELOs) developed by the Association of American Colleges and Universities and widely adopted by institutions across the country. Fifteen two-year and four-year institutions from five states (HI, ND, OR, UT, WY) in the WICHE region signed the Passport Agreement for Phase I. The Passport's five-year agreement includes the foundational skill areas of oral communication, written communication, and quantitative literacy. Students who complete the Passport Block at one Passport institution will have their learning recognized when they transfer to another Passport institution, and will not be required to repeat any courses in the receiving institution's Passport Block to meet lower division general education requirements.

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

The Passport is based on the concepts of faculty agreement and tracking. Faculty members at a Passport institution agree with their colleagues at other Passport institutions to: 1) provide their respective students with appropriate learning opportunities addressing the PLOs; 2) assess these students' proficiency in achieving the PLOs; and 3) award the Passport to students who have earned it. Each institution agrees to recognize the learning of Passport transfer students and to accept it as a block. Additionally, they agree to send data to the Passport Central Data Repository (CDR) on the academic performance of Passport and non-Passport students who transfer into their institution for two terms after they transfer. The CDR sorts the data from the receiving institutions and forwards it to the relevant sending institutions for use in their continuous improvement efforts. The CDR also forwards aggregate data to the Passport Review Board for its annual review of the overall performance of the Passport program. Registrars and institutional research representatives from the Passport Phase I institutions developed the processes for recording the Passport on student records, and for tracking and reporting on Passport students resulting in a set of guidelines published on the Passport website.

The Passport Review Board, whose members are the Passport State Facilitators from each participating state and other higher education experts, will review and approve new institutions and states for participation, including 12 institutions from six states outside the WICHE region. Other work during the two-year term of Phase II will include involving the registrars and institutional researchers from the participating institutions in revising and expanding the Passport's student verification and academic progress tracking systems. Additionally, staff and consultants will author a business plan for sustainability and a data management plan to prepare the Passport for nationwide deployment at the conclusion of this two-year project.

When the Passport Initiative is complete, it will encompass all lower-division general education knowledge and skill areas, simplifying the transfer process for many students, and be ripe for expansion beyond the WICHE region. With approximately 33 percent of today's students transferring – and nearly 27 percent of them crossing state lines according to a study by the National Student Clearinghouse – the Passport promises a new way to streamline transfer students' pathways to graduation.

Current Phase II participating institutions are listed on page 4-27.

North American Network of Science Labs Online

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

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

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

NANSLO currently supports institutions offering online lab courses developed in the Consortium for Healthcare Education Online project, described below. In addition, it is seeking funding to conduct a robust research project identifying best practices in lab exercises using lab kits, remote labs, and simulations in online science courses. It will also explore opportunities for additional partnerships and expanding its collection of remote lab experiments.

Consortium for Healthcare Education Online

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

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

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

certificate, nurse aide, home healthcare, hospice care, medication aide, healthcare core, prenursing, paramedicine, radiation technology, medical lab technician, practical nursing, nurse aide certificate, cardiopulmonary resuscitation, and A.A.S. degrees.

Others involved in the project include the Colorado Community College System (CCCS), funded to support the use of the NANSLO production lab at CCCS and the development of a faculty “sandbox” lab for testing new experiments and lab activities; BCcampus, which is developing two open textbooks supporting allied health courses; and North Island College (BC) which is developing, with the assistance of CCCS staff, 12 new allied health experiments for use by CHEO members and establishing a new production laboratory to serve students involved in CHEO courses in Alaska.

Each institution has hired a career coach to support the academic and career needs of students enrolled in the online allied health certificate programs. These coaches engage in professional development at both the consortium and local level and will make use of a career portal, to be designed and supported by College in Colorado, an online resource designed to help students plan, apply, and pay for college. The CHEO portal will be a platform for interaction between allied-healthcare employers, community colleges, and local workforce centers as they train and employ dislocated workers, veterans, underemployed workers, and other adults. A new NANSLO production lab has been established at Great Falls College Montana State University as noted in the NANSLO section above. As a contractor for the CHEO consortium, WICHE is providing:

- Professional development activities, including annual workshops and webinars on best practices in career coaching, designing and teaching courses in online and hybrid environments, and the most effective use of remote laboratories and their associated lab activities.
- A communications infrastructure to members of the discipline panels and coaches’ network to support the ongoing sharing of promising practices in the design and use of remote labs and in career counseling.
- Programming and implementing a centralized scheduling and financial transaction system that allows students to schedule appointments to perform their lab assignments and the NANSLO laboratories to serve students at other institutions on a fee-for service model.

This \$872,259 contract supports a portion of the salaries and benefits for seven employees, totaling 1.6 FTE in years one to three and one employee in year four at .50 FTE. Additionally, it provides funds to hire consultants to assist with the professional development workshops and webinars; to support faculty experts leading discipline panel activities; and to contract with a consultant to develop the new NANSLO lab-scheduling software. Other funding covers workshop costs and staff travel to conferences for presentations. WICHE is scheduled to earn \$62,837 in administrative overhead during the four-year period.

Western Academic Leadership Academy

The Western Academic Leadership Academy is designed to be a year-long professional development program for academic leaders aspiring to become chief academic officers in the WICHE region’s postsecondary four-year sector. The Academy, a new project of the Western Academic Leadership Forum (Forum), will have a soft launch in July 2015.

Through the Academy, members of the Forum will be sharing their expertise as they train academic leaders on their roles and responsibilities regarding such topics as access and excellence, governance and budgeting, personnel management and public policy among many others. The Academy’s faculty will provide a particular focus on the development of practical skills within academic affairs, fiscal affairs, student affairs, and external relationships with a special sensitivity to these topics in the culture and environment of the West’s higher education community.

Each year the Academy will form a cohort from eligible candidates. To be considered, academic leaders must hold a position of dean or higher at one of the Forum member institutions or organizations and be nominated by their respective official representatives. Finalists will be selected by the Academy’s faculty and the Forum’s executive committee.

A cohort’s training will begin with an intensive face-to-face seminar during the summer followed by a series of quarterly webinars and conference calls with the faculty and other Forum members. Via a listserv they will participate in an ongoing dialogue with their colleagues and the faculty throughout the year as they develop their follow-on academic priorities and experiences on their home campuses. Discussions will address a series of topics in the context of academic leadership, the development of academic goals and priorities, and specific skill sets that are required of chief academic officers.

The Academy’s faculty will consist of active and retired members of the Forum who have expertise in the program topics as well as national and regional experts selected for their unique perspectives and/or knowledge. This summer’s pilot

will be limited to 15 participants (ideally one from each WICHE state) who will be engaged in helping the Academy's faculty further shape this year-long program for future cohorts, including the option to expand it to a two-year program depending on interest and need.

For more information about this summer's kick-off program, see <http://www.wiche.edu/info/walf/academyOverview3-15.pdf>.

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

At its semiannual meeting in May 2012, the WICHE Commission voted to partner with the Midwestern Higher Education Compact (MHEC) to expand the benefits of the MHECare student health program to public and private institutions in the WICHE region. The New England Board of Higher Education and the Southern Regional Education Board subsequently got involved, so that institutions in 47 states are eligible to participate. The plan includes competitively priced medical benefits; vision or dental insurance is not included at this time. Twenty-one campuses in the WICHE region are participating in the program for the 2014-15 academic year. They are listed on page 4-27.

MHECare offers both standard and customized Patient Protection and Affordable Care Act-compliant student health insurance plans. The standard MHECare PPO plans can be selected by institutions with less than 500 students enrolled in the plan and by institutions that do not currently offer a program. The rates for the plans are not based on the individual campus claims experience but on the entire pool of participating campuses on the respective plan. As of this academic year, institutions offering one of the standard plans must require enrollment on a tight waiver basis, requiring students to be on the plan unless they provide evidence of other health insurance coverage. Campuses are expected to verify student eligibility in the event of a claim.

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

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

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

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

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to their specific needs, while improving their risk management and asset protection strategies. The program is available to two- and four-year public and private higher education institutions, subject to approval by the MPP Leadership Committee. Currently, 170 campuses have total insured values of over \$120 billion. The program has generated more than \$94.7 million in savings for its participating institutions since its inception. The base program rates are typically below industry averages and help members to reduce their insurance costs while improving their asset protection. The average program

rate has fallen 42 percent since 2002-2003, from .045 cents to .026 cents with enhancements to coverages and services. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. Current members have expressed strong satisfaction with the program as evidenced by the 95 percent retention rate since the 2000-2001 year.

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

Ten institutions and two systems (with 14 campuses) in the WICHE region are members of the Master Property Program. Participating systems and campuses are listed on page 4-27.

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

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

MHECtech

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

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

Regional Initiatives Participating Systems and Institutions

Current members of the Western Academic Leadership Forum

Alaska

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

Arizona

Arizona Board of Regents
University of Arizona

California

California State Polytechnic
University, Pomona
California State University,
Fullerton
California State University, Long
Beach
California State University,
Northridge
California State University System
Humboldt State University
Sonoma State University
University of California, San
Diego

Colorado

Colorado Department of Higher
Education
Colorado State University, Fort
Collins
Colorado State University—Pueblo
Metropolitan State University of
Denver

Idaho

Boise State University
Idaho State University
University of Idaho

Montana

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

Nevada

Nevada State College
University of Nevada, Las Vegas

University of Nevada, Reno
Nevada System of Higher
Education

New Mexico

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

North Dakota

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

Oregon

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

South Dakota

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

Utah

Dixie State College of Utah
Utah System of Higher Education

Washington

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

Wyoming

University of Wyoming

Current members of the Western Alliance of Community College Academic Leaders

Alaska

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

Arizona

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

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

California

California Community Colleges
System
Cerritos College
Modesto Junior College

Colorado

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

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

Commonwealth of the Northern Mariana Islands

Northern Marianas College

Hawai'i

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

Idaho

College of Southern Idaho
North Idaho College

Montana

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

Nevada

College of Southern Nevada
Great Basin College
Western Nevada College

New Mexico

New Mexico Military Institute
New Mexico State University
Alamogordo

North Dakota

Williston State College

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

Treasure Valley Community
 College
 Umpqua Community College

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

Utah
 Salt Lake Community College

Washington
 Big Bend Community College
 Cascadia Community College
 Columbia Basic College
 Community Colleges of Spokane
 Edmonds Community College
 Spokane Falls Community
 College

Washington State Board for
 Community and Technical
 Colleges

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

Current participants in the Interstate Passport Initiative Phase II

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

Hawai'i
 Leeward Community College
 University of Hawai'i West Oahu

North Dakota
 Lake Region State College
 North Dakota State College of Science

North Dakota State University
 Valley City State University

Oregon
 Blue Mountain Community College
 Western Oregon University

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

Utah
 Dixie State University
 Salt Lake Community College

Snow College
 Southern Utah University
 The University of Utah
 Utah State University
 Utah Valley University
 Weber State University

Wyoming
 Laramie County Community College

Current members of MHECare

Alaska
 University of Alaska, Anchorage
 University of Alaska, Fairbanks

California
 California Institute of Technology
 Fresno Pacific University
 Southwestern Law School
 University of South Los Angeles

Colorado
 University of Colorado, Anschutz Medical
 Campus
 University of Colorado, Denver
 Metropolitan State University of Denver

Nevada
 Sierra Nevada College

North Dakota
 Bismarck State College
 Dakota College at Bottineau
 Dickinson State University
 Lake Region State College
 Mayville State University
 Minot State University
 North Dakota State College of Science
 North Dakota State University
 University of North Dakota
 Valley City State University
 Williston State College

Current members of the Master Property Program

Arizona
 Pima County Community College -
 six campuses and four learning and
 education centers (AZ)

Colorado
 Colorado College
 University of Northern Colorado

Idaho
 The College of Idaho

Nevada
 Nevada System of Higher Education:
 • Community College of Southern
 Nevada
 • Desert Research Institute
 • Great Basin College
 • Nevada State College at Henderson
 • Truckee Meadows Community College
 • University of Nevada, Las Vegas
 • University of Nevada, Reno
 • Western Nevada Community College

Oregon
 Lewis and Clark College
 Reed College (OR)
 Willamette University (OR)

Utah
 Westminster College (UT)

Washington
 Seattle Pacific University (WA)

Wyoming
 University of Wyoming

WICHE



Issue Analysis and Research Committee Meeting

Monday, May 11, 2015

10:45 am – noon

Bering

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 11, 2015

10:45 am - noon

Bering

Issue Analysis and Research Committee Meeting

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

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

Agenda

Presiding: Christopher Cabaldon, committee chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Carl Krueger, project coordinator



Approval of the November 10, 2014, Issue Analysis and Research Committee meeting minutes 5-3



Approval of a proposed project: The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion) 5-6



Approval of a proposed project: Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0) 5-9



Discussion and approval of the FY 2016 workplan sections pertaining to the Policy Analysis and Research unit's activities 5-11

Information Items:

Staff Updates

Policy Insights: Tuition and Fees in the West 2014-2015

Higher Education Finance and Residency

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, November 10, 2014

Committee Members Present

Jeanne Kohl-Welles (WA), chair
Christopher Cabaldon (CA), vice chair

Sharon Hart (CNMI)
Steven Wheelwright (HI)
Franke Wilmer (MT)
Vic Redding (NV)
José Garcia (NM)
Larry Skogen (ND)
Robert Burns (SD)
Dave Buhler (UT)
Karla Leach (WY) for Sam Krone (WY)

Committee Members Absent

Susan Anderson (AK)
Chris Bustamante (AZ)
Joe Garcia (CO)
Tony Fernandez (ID)
Vic Redding (NV)
Ryan Deckert (OR)
Sam Krone (WY)

Staff Present

Peace Bransberger, senior research analyst
Laura Ewing, administrative manager
Carl Kreuger, project coordinator
David Longanecker, president, WICHE
Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research

Chair Kohl-Welles (WA) convened the Issue Analysis and Research Committee meeting on November 10, 2014. Demarée Michelau called roll, and a quorum was established. Michelau, Peace Bransberger, Laura Ewing, Carl Krueger, and Brian Prescott introduced themselves as the unit staff present.

ACTION ITEM

Approval of the Issue Analysis and Research Committee meeting minutes of May 12, 2014

Chair Kohl-Welles asked committee members to review the minutes from May 12, 2014, meeting. COMMISSIONER WHEELWRIGHT (HI) MOVED TO APPROVE THE MINUTES. Commissioner Wilmer (MT) seconded the motion and the minutes were approved unanimously.

WICHE Staff Reports to the Committee

- **WICHE's Multistate Longitudinal Data Exchange (MLDE)**

Brian Prescott updated the committee with the next phase of the MLDE and the \$5 million grant supported by the Bill & Melinda Gates Foundation over the next five years. The principal focus is to recruit additional states, of which 10 are needed by the time the new data-sharing process goes live in summer 2016. Gates requires state participation in the MLDE outside of the WICHE region and to explore opportunities in other regions. Criteria for selecting states include considerations around: the level of interest and capacity for sharing data across education and the workforce, the climate and legal framework for data-sharing, and the amount of mobility across state lines in the population (especially to/from the original four states); and the total size of the population. WICHE is trying to select clusters of states with a great deal of mobility between them, as well as some select states in the West. WICHE is also working on how to collaborate effectively with the other regional compacts on this project, so the long-term governance is helped along right from the beginning.

- **Release of Four Products**

The Policy unit released four products at this Commission meeting. The first two are the annual *Tuition and Fees* and *Benchmarks* reports. With respect to the data reflected in the *Benchmarks* report, Commissioner Wheelwright asked about adding ten-year data to include returning adult students. Commissioner Hart requested that the *Benchmarks* document include more information on CNMI. Prescott agreed and reported the MLDE team is working to determine the best way to secure data and include information on CNMI data in future *Benchmarks* documents. Not all sources

used for WICHE's data products report data for CNMI. The third report is a *Policy Insights* publication on how the WICHE states could collectively achieve educational attainment goals rather than each state individually having to do so. This report includes modifications requested by the commission in a discussion that occurred at a previous commission meeting. The final publication is another *Policy Insights* recapping activity during the 2014 legislative sessions in the West, which seeks to identify themes emerging from legislative activity in the region. Michelau reported each year WICHE's Policy Analysis and Research unit releases a legislative update and summary of legislation in the West. This is the third annual published recap. Michelau explained the process of gathering the summaries from each state. The update will be released following the November commission meeting and will also be available on the WICHE website. The key topic for the 2014 legislative session this year was affordability. The committee conveyed appreciation for this comprehensive summary report. Commissioners Buhler and Wheelwright identified ways for possible improvement with state reporting and suggested allowing each state access to the report to review information and give feedback prior to distribution.

- **Postsecondary Transition Issues Across State Lines**

Michelau reported that in July, WICHE was granted a \$75,000 grant from the Gates Foundation to bring together key leaders from nearly every state in the WICHE region and three Midwestern states representing K-12 and higher education to identify and find solutions to challenges related to the implementation of the Common Core State Standards and assessments and students moving across state lines to enter postsecondary education. The meeting was held in October and yielded many important insights that are intended to form the basis for a future project to be funded externally. A publication highlighting the themes and insights will be written and disseminated in January.

Michelau led a discussion with several committee members regarding the task of "thought leadership" and probing policy when WICHE produces policy reports. Vice Chair Cabaldon suggested there should be a point where committee members could have the opportunity to contribute perspective to the topic and gain familiarity with issues prior to the presentation of a WICHE document in a Senate confirmation hearing, for example. Vice Chair Cabaldon continued to note prior review of documents is not necessarily needed with a document like the *Tuition and Fees* report, but certainly with a summary report that presents trends in policy. Committee member input could add value to developmental policy documents/publications, and it would be good for the IAR Committee to add some perspective to WICHE policy reports. Commissioner Wheelwright further suggested that the workflow for document publication could include committee/commission input and expertise with WICHE policy reports. A one-page summary (not a document draft) of the publication development and milestones could be disseminated to the committee for feedback prior to a final report and distribution. Chair Kohl-Welles suggested that this topic is worthy of further discussion and development at a future meeting.

- **WICHE/ Council for Adult and Experiential Learning (CAEL) Study on Prior Learning Assessment**

Michelau presented Lumina's request to collaborate with WICHE, NCHEMS and the Council on Adult and Experiential Learning (CAEL) to update research documentation related to prior learning assessment. WICHE and NCHEMS staff are working with CAEL to design the updated research. This research and collaboration will result in a new and updated document to be completed by the end of November 2014.

- **Possible IBM Partnership on Economic and Workforce Development Strategies**

David Longanecker reported that WICHE has been approached by IBM to partner in mutually beneficial work in regards to economic and workforce development strategies. The scope of this possible collaboration is still being defined. IBM has been successfully working with the states of Arizona and Nevada. WICHE is exploring possible partnerships, such as IBM, that would benefit the region. The first step may be a workshop that would take place in early 2015.

Commissioner Wheelwright mentioned that WICHE should proceed carefully with an IBM collaboration. The higher education culture may not be completely understood by IBM and similar corporations due to a difference in methodology; the project should also remain non-profit focused. Chair Kohl-Welles asked if the commission would need to take any action with approving this venture. Longanecker indicated this potential collaboration with IBM would be brought to the Executive Committee for discussion.

- **Staffing Changes**

Prescott announced Policy Analysis and Research Unit staffing updates. New hire, Sarah Ohle Leibrandt, will be joining the Policy staff on November 17, to work as a project coordinator with Patrick Lane, Peace Bransberger and Prescott on the MLDE project. Lane has been promoted to project manager of MLDE. A search is in place to find a project coordinator replacement for Lane, to work with director Demi Michelau on the Adult College Completion Network.

- **Results of the Survey of the Issue Analysis and Research Committee Regarding the WICHE Workplan**

At the May 2014 committee meeting, the IAR Committee had a rich discussion about how staff could better engage the commissioners to gather their counsel and insight into how WICHE could best aid their states as they confront challenges in postsecondary education policy and practice. Staff put together a brief survey as a mechanism for commissioners to provide more feedback and to try to get a broad sense of which projects or activities are the highest priorities in particular states, as well as, for determining how to involve and engage the committee more effectively with activity in the WICHE Policy unit. The intent was to keep the survey short and allow for open-ended responses.

Prescott and Michelau reported that the response rate was relatively low. Committee members discussed how the survey questions and format of the survey may have contributed to the low response rate. Vice Chair Cabaldon indicated that the survey was almost too short and he struggled with how little or how much information he should provide in his answers. Chair Kohl-Welles said a link to the current workplan from within the survey would be very helpful in regards to question three. During her process of completing the survey, she had to abandon the survey to get access to the current workplan in order to give proper feedback to the question; this was a frustrating step in completing the survey.

Longanecker wants to use a revised survey as a tool for the new FY 2016 Workplan and solicit response from all committees. Commissioners Wilmer, Wheelwright, and Leach agreed this would be great tool for all commissioners to become involved with and soliciting their feedback would be good. After hearty discussion, it was determined that the survey presents opportunities for all committees to provide input. Longanecker committed to meeting with each committee lead and determine a layout of questions that will give effective feedback to WICHE and the commission as a whole. Chair Kohl-Welles suggested an additional option of sending out a hard copy of the survey to be completed. For some commissioners, this may be an easier way to complete the survey and thus a better response rate. Beyond the survey, commissioners also discussed how the committee and commission meetings were organized so that they could be more engaged and more useful to the WICHE staff as experts on the priorities matters in their states and the region.

The IAR Committee meeting adjourned at 12:15 pm.

ACTION ITEM

Proposed Project:

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

Summary

The Common Core State Standards (CCSS) in English/language arts and mathematics seek to better prepare students across the nation for college and careers. The adoption of the CCSS by most states was unprecedented, but challenges remain. Increasingly students attend colleges and universities in states other than where they graduated from high school, and questions loom about how the standards and assessment results will be viewed, accepted, and used as students move among states. In 2014, the Bill & Melinda Gates Foundation awarded WICHE a \$75,000 grant to convene key K-12 and higher education leaders in order to facilitate discussion and resolution of challenges associated with student movement across state lines. Expected outcomes for this meeting were that state leaders will have:

1. gained an increased awareness of issues that may emerge as students cross state lines throughout their educational pathways;
2. forged relationships with people in other states to assist with the ongoing implementation of the CCSS and assessments in the region;
3. identified action strategies for preempting some of the obstacles related to student movement across state lines for states, postsecondary institutions, districts, schools, and most importantly, students, as the CCSS and assessments are implemented; and
4. determined whether an ongoing conversation (perhaps through a network) would be valuable.

This proposed project will be an expansion of the initial effort in order to more fully develop solutions to the challenges identified at the meeting by developing a formal regional network composed of K-12 and higher education leaders (and additional bordering states) to:

1. address the complex challenges that will arise as students cross state lines to enroll in postsecondary institutions after high school;
2. identify principles of good practice;
3. foster reciprocal arrangements to recognize students' assessment results;
4. help states decipher different state agreements related to the 12th grade conditional exemption as outlined by the Smarter Balanced Assessment Consortium;
5. facilitate the sharing of specific resources; and
6. foster a national conversation around K-12 assessment with the intent of helping higher education understand different forms of assessment and their use in the two sectors.

Relationship to WICHE Mission

Facilitating dialogue and identifying regional solutions to common problems among WICHE members are primary functions of WICHE's Policy Analysis and Research unit. As such, this project will assist members in further identifying cross-state challenges that could negatively impact students as the CCSS and assessments are implemented in the region and then working to implement solutions to those challenges. Ultimately, the purpose of this work is to find solutions that will lead to greater efficiency and better student outcomes.

Background

Created through an initiative led by the National Governors Association and the Council of Chief State School Officers – with input from researchers, policymakers, teachers, and the general public – the CCSS in English/language arts and mathematics align college and work expectations through rigorous content and the application of knowledge via the demonstration of higher order skills. In September 2010, the U.S. Department of Education awarded large grants to two consortia of states – the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC) – to develop K-12 assessments to measure student progress toward the CCSS. While the adoption of the CCSS by all but a few states was an unprecedented achievement in U.S. education, implementation of the standards remains in process and many challenges remain for the new standards to accomplish

their intended objective of providing a clear and consistent framework to prepare young people for college and the workforce. One such challenge relates to student movement across state lines. Increasingly students attend colleges and universities in states other than where they graduated from high school, and questions loom about how the new standards and assessment results will be viewed, accepted, and used as students move between states.

In October 2014, with funding from the Bill & Melinda Gates Foundation, WICHE convened a meeting of K-12 and higher education leaders in the Western region and additional bordering states titled, "College and Career Readiness, Common Academic Standards, and Assessments: Finding Solutions to Cross-State Challenges." The goals of the meeting, which was held in October 2014, in Broomfield, CO, were to:

1. gain an increased awareness of issues related to readiness for college and careers, common academic standards, and assessments that may emerge as students cross state lines to enroll in postsecondary institutions after high school;
2. forge relationships with colleagues in other states to assist with the ongoing implementation of common academic standards and assessments in the region, particularly where cross-state collaboration is necessary;
3. identify principles of good practice as a basis for a national framework for preempting some of the obstacles related to student movement across state lines as common academic standards and assessments are implemented; and
4. determine whether an ongoing conversation (perhaps through a formal network of K-12 and higher education leaders) would be valuable and lead to more successful student transitions.

Thirty-three key K-12 and higher education leaders from 17 states and the Commonwealth of the Northern Mariana Islands participated as well as staff from both assessment consortia. The participants recommended the formation of a formal network of network of K-12 and higher education leaders in the Western region and additional bordering states to:

1. address the complex challenges that will arise as students cross state lines to enroll in postsecondary institutions after high school.
2. identify principles of good practice.
3. foster reciprocal arrangements to recognize students assessment results.
4. help states decipher different state agreements related to 12th grade conditions, the requirements set by states related to the conditional exemption as outlined by Smarter Balanced.
5. facilitate the sharing of specific resources (e.g., policies, documents, publications, etc.).
6. foster a national conversation around K-12 assessment with the intent of helping higher education understand different forms of assessment and their use in the two sectors.

Project Description

The goal of "The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)" will be to facilitate discussion and resolution of challenges associated with student movement across state lines by bringing together key state leaders.

To accomplish the project goal, WICHE will engage in a series of activities including:

- **Network Meetings.** WICHE will hold network meetings at least three times per year who will meet and communicate regularly to identify and address issues.
- **Stakeholder Meetings.** WICHE will convene specific groups of stakeholders as necessary to identify and address specific issues when appropriate. Examples might be lead data staff from the states, registrars, or staff from advising centers.
- **Publications and Resources.** WICHE will produce and gather specific resources for network members. These may be publications, examples of policies adopted in states, or other pertinent documents.
- **Listserv.** WICHE will manage a listserv through which network members can maintain an open, consistent line of communication about the issues they are facing during implementation in an effort to identify solutions to common problems.

Timing is critical to the development of such a network. The assessments will officially be launched in Spring 2015; students with assessment scores will show up on higher education's doorstep in Fall 2016. These issues will take time to address, and there is not much time left.

Partners in this project will likely include the Smarter Balanced, PARCC, and the Midwestern Higher Education Compact (MHEC).

Action Requested

Approval to seek funds to support WICHE’s leadership of this project.

Staff and Fiscal Impact

This timeline for this project will be from July 1, 2015, through June 30, 2018, and the proposed budget is \$1,750,000 with an anticipated staff impact of 1.35 FTE. The total budget will cover staff time to manage all aspects of the project, including providing leadership to the states; planning and convening the meetings; covering travel expenses; producing publications; and managing communications.

ACTION ITEM

Proposed Project:

Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0)

Summary

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

Relationship to WICHE Mission

One of the primary functions of WICHE's Policy Analysis and Research unit is to conduct research that will serve as a resource to our constituents. By partnering with CAEL in this research effort, WICHE can leverage its expertise in effectively serving adult students, to help ensure that comprehensive and unbiased research about PLA is available to states and institutions in the West, as well as the rest of the nation.

Background

Five years ago, CAEL received a grant from Lumina Foundation to conduct the first national, multi-institutional study examining the academic outcomes of adult students who take advantage of PLA. In *Fueling the Race to Postsecondary Success: A 48 Institution Study of Prior Learning Assessment and Adult Student Outcomes*, CAEL reported findings based on analysis of more than 62,000 student records from 48 institutions. The main finding was that adult students with PLA credit were two-and-a-half times more likely to complete their degrees compared to adult students without PLA credit. Given all that has changed in higher education over the past five years, it is time for another comprehensive study about the impacts of PLA. Not only are adult degree completion advocates and others interested in revisiting the research questions of *Fueling the Race*, additional research questions are now important to support efforts to expand student access to PLA. To address these questions, CAEL has engaged WICHE as a partner on a proposal for a multi-part PLA research project.

Project Description

The project will span three years and will address the following:

1. **Impact on Student Outcomes:** Institutions are looking for solutions that help to accelerate degree completion for adults. Many have adopted PLA as a strategy because of the powerful findings from the original *Fueling the Race* report. Therefore, it would be valuable to revisit the original study's research question: Does earning credit from PLA have an impact on persistence, degree completion, and time to degree for adult students?
2. **Return on Investment:** What does a cost-benefit analysis reveal about the financial implications of offering and promoting PLA for an institution? For a system? For a state?
3. **Academic Integrity of PLA (the Predictive Validity Question):** Faculty often question whether students who earn PLA credits for lower-level courses will be sufficiently prepared for higher-level courses in those subjects. Therefore, important research questions are: Is there evidence that credit through PLA is as academically rigorous as earning that credit by taking a course? Do students who earn PLA credit for lower-level coursework perform well in subsequent upper-level courses? Can success in receiving PLA credit predict success in subsequent courses in the same topic?
4. **Access to PLA Nationally:** To what extent do adult students have access to PLA across all institutions, especially community colleges? How does this access vary? Has access to PLA grown over time? What percentage of degree-granting institutions offer PLA, and to what extent? How are PLA offerings and related policies changing over time (e.g. expanding, becoming more comprehensive, shifting towards particular methods)? Is access (measured by

usage) affected by particular marketing and outreach strategies? Does access vary by accrediting region due to the different guidelines of the accreditors? Is access limited in any way for Black and Latino adult students? Do national initiatives that encourage PLA offerings have an impact on their expansion?

To address these important questions, the project will consist of three main parts:

1. **Main Institutional Study of PLA and Academic Student Outcomes.** CAEL and WICHE are proposing to carry out *Fueling the Race 2.0*, a study to examine the relationship between PLA usage and individual student academic outcomes.
2. **The Return on Investment of PLA for Institutions, States, and Systems.** Using data from the Main Institutional Study, the initiative will also examine what institutions, states, and systems gain from their investments in PLA as a programmatic offering for adult learners.
3. **Predictive validity of PLA.** CAEL and WICHE propose to conduct an in-depth study on the predictive validity of PLA for a subset of 10 institutions that participate in Fueling the Race 2.0. This study will examine how students with portfolio assessment credit, credit from the American Council on Education (ACE) or National College Credit Recommendation Service (NCCRS) recommendations, challenge exams, and CLEP or UExcel credit perform in subsequent courses on the same subjects for which they earned PLA credit.

Action Requested

Approval to work with CAEL to seek funds to support WICHE's partnership in this project.

Staff and Fiscal Impact

The timeline for this project is three years, and the proposed budget for WICHE's portion is \$76,000 with an anticipated staff impact of .10 FTE. CAEL will serve as the lead partner. WICHE's primary role will be to ensure that all of the work is rigorous and unbiased by reviewing the methods and approaches used at each step of the project.

ACTION ITEM

Policy Analysis and Research FY 2016 Workplan

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

EXISTING ACTIVITIES ONGOING

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

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

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

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

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

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

Knocking at the College Door: Projections of High School Graduates: The Policy Analysis and Research unit (and its predecessors) has been producing forecasts for high school graduates by state for over 30 years, during which time it has become the nation's most widely consulted resource of its kind by a wide and diverse audience of policymakers, enrollment managers, college counselors, schools and school districts, researchers, and the media. The most current edition is the 8th edition, with projections out to 2027-28. Staff plans to begin working on the 9th edition during FY 2016.

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

NEW DIRECTIONS

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

- ★ = Urgency (mission critical)
- = Opportunity (funding)
- = Competence (staff/consultants)

- ★ = low, ★★ = medium, ★★★ = high
- = low, ●● = medium, ●●● = high
- = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)	Access & success	★★★ ●●● ■■■	Western and additional bordering states	\$1.75 million	1.35 FTE	3 years	SBAC, PARCC, MHEC
Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands	Access & success, workforce & society	★★★ ● ■■	Western	\$1 million	1.75 FTE	3 years	TBD
Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0)	Access & success, accountability	★★ ●●● ■■	National	\$76,000	.10 FTE	3 years	Council for Adult and Experiential Learning (CAEL)
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism through Inmate Education and Reentry Programs	Access & success, workforce & society	★★ ●● ■■	Western	\$2.5 million	2 FTE	3 years	WICHE Mental Health Program
Streamlining Implementation of Outcomes-Based Funding Models	Accountability	★★ ●● ■■	Western	\$2.25 million	2 FTE	3 years	American Council on Education, NCHEMS, SHEEO, National Association of System Heads
Serving Student Soldiers of the West	Access & success, workforce & society	★★ ● ■■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education

* Smarter Balanced Assessment Consortium (SBAC); Partnership for Assessment of Readiness for College and Careers (PARCC); Midwestern Higher Education Compact.

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

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

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

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

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

POTENTIAL FUTURE PROJECTS

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

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

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

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

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs: A project to explore how career and technical education and economic development programs can be best organized and informed with contemporary workforce data, in order to meet state workforce needs.

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

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

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

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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

Equity in Excellence.

New Models of Student Financial Support.

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



Self-funded Units Committee Meeting

Monday, May 11, 2015

10:45 am – noon

Harding

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 11, 2015

10:45 am - noon

Harding

Self-funded Units Committee Meeting

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

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

Agenda

Presiding: Jim Hansen, chair

Staff:

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



Approval of the November 10, 2014
Self-funded Units Committee meeting minutes

6-3

Information Item – Mental Health Program

Mental Health Program Update:

Budget review and outlook for FY 2016

Existing project overview

New project update

New staff



Approval of the FY 2016 workplan sections pertaining to the Mental Health Program

6-5

Information Item – WICHE Cooperative for Educational Technologies

WCET Update:

WCET's 2015 priorities, with guidance from WCET's Executive Council, Steering Committee and staff

6-9

Infographic on distance education enrollments

6-10

WCET FY 2016 Budget Review

Looking ahead – discussion of higher education technology issues facing institutions in the WICHE region



Approval of the FY 2016 workplan sections pertaining to WCET

6-11

Other business

Adjournment

ACTION ITEM

Self-funded Units Committee Meeting Minutes November 10, 2014

Committee Members Present

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

Eileen Klein (AZ)
Linda Thor (CA)
Loretta Martinez (CO)
Mike Rush (ID)
Vance Farrow (NV)
Vic Redding (NV)
Camille Preus (OR)
Peter Knudson (UT)
Don Bennett (WA)

Committee Members Absent

Jude Hofschneider (CNMI)
Francisco Hernandez (HI)
Dick Anderson (MT)
Mark Moores (NM)
Ray Holmberg (ND)
Frank Galey (WY)

Staff Present

Mike Abbiatti, incoming vice president for educational technologies and executive director, WCET
Nathan Demers, post-doctoral fellow, Mental Health Program
Mollie McGill, interim co-executive director, WCET
Dennis Mohatt, vice president for behavioral health, Mental Health Program
Russ Poulin, interim co-executive director, WCET
Sarah Ross, senior program and research associate, Mental Health Program

Commissioner Hansen called the meeting to order.

ACTION ITEM

Approval of the Self-Funded Units Committee Meeting Minutes of May 12, 2014

A motion TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM May 12, 2014, was made by Commissioner Johnsen and seconded by Commissioner Bennett. The minutes were approved as submitted.

Mental Health Program Update

Dennis Mohatt and David Longanecker reviewed the mental health financial performance for FY14, and explained the steps being taken to address the negative fund balance generated for the fiscal year. The program will repay to the WICHE reserves the amount required to balance the FY14 budget. Longanecker and Mohatt assured the subcommittee they are providing close monitoring of the unit budget and fiscal performance. The program is looking very fiscally sound for FY15.

Mimi McFaul, who has served as the operational director of the mental health unit, has resigned to take a position in the private sector. At this time, this position is not being refilled.

Mohatt also reported on the exceptional performance of the Psychology Internship Initiative, which has attracted significant national attention.

Finally, he reported on the success of the program's support of the creation of a 2 + 2 baccalaureate degree in social work between the University of Alaska-Fairbanks and Northern Marianas College. Approval has been given by deans at both institutions to create this unique effort that integrates a residential A.A. Degree program with a distance delivered Bachelor of social work.

WICHE Cooperative for Educational Technologies (WCET) Update

David Longanecker introduced Mike Abbiatti, the newly appointed executive director for WCET and WICHE vice president for educational technologies. Abbiatti will join WICHE in early January.

Mollie McGill and Russ Poulin, interim co-executive directors, provided updates on membership, budget and programs.

WCET's national membership is at an all time high. As reported in the budget section, WCET's fiscal status is solid. The retention of college and university memberships is critical to the organization's fiscal health.

Programmatically, just a few of the issues WCET and its membership are tracking include: state authorization, financial aid fraud, competency-based education, compliance with accessibility laws, adjunct faculty, and student success in online learning.

The Predictive Analytics Framework, known as PAR, is scheduled to become its own independent entity at the end of 2014. In the past, WCET has been the incubator of other initiatives that have spun off, including early work on WGU and a national K-12 technology organization. WCET will continue to have a presence in the growing field of learner analytics.

Commissioner Don Bennett, from Washington, will become the new WICHE Commissioner on WCET's executive council, replacing Chris Bustamante. The executive council meets on November 20, 2014, at WCET's 26th annual meeting in Portland.

Commissioner Hansen adjourned the meeting.

ACTION ITEM

Mental Health FY 2016 Workplan

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

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo-Scope	Staffing	Partners
Mental Health Unit Administration	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.20 FTE	States
Psychology Internship Development	Workforce & society	Western	.35 FTE	States & 501(c)3s

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners

POTENTIAL FUTURE PROJECTS

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

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

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

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

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

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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

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

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

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

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

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

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

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

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

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

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

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

INFORMATION ITEM

WCET Update

WCET Planning Guidance 2015

Purpose: The following planning guidance will frame the WCET Work plan for operational year 2015.

Input Sources: WCET staff selected action items with input from the WCET executive committee and the WCET steering committee as elected representatives of the overall WCET membership.

Action Item Selection Process: WCET staff participated in a fall retreat in Estes Park, CO, on February 3-4, 2015, to analyze and select specific courses of action for the 2015 operational year. Criteria for selection of courses of action were based on guidance from the executive committee of the executive council and from the leadership of the steering committee. All staff members had input into the selection process. The focus is on selecting courses of action that provide high quality direct benefit to the membership, are realistic in the given timeframe, affordable, and sustainable.

Format: Process outcomes are presented in order of Strategic Focus, Operational Niches, and Tactical Assets. Assets will be allocated as required by the mission.

Strategic Focus Areas

- **Practice** in the use of technology in higher education
- **Policy** impacting technology-enhanced teaching and learning in higher education
- **Leadership in advocacy** for investment, policy development, deployment and evaluation of technology in higher education.

Operational Niches (2015)

- Adaptive learning
- Evolving higher education policy issues
- High school to higher education transition.

Tactical Assets

- Annual meeting
- Leadership summits
- Webinars
- Blogs
- Fellows.

On-deck Projects

- Member input protocol
- Cost versus price (technology impact)
- Building a regional/national leadership position in technology advocacy
- Accessibility
- Student input protocol
- Membership growth
- Staff technology "sandbox."

Tactical Project Selection Protocol

Projects move from the on-deck list to the action list based upon:

- Executive Council strategic guidance
- Steering Committee recommendations
- Availability of staffing and resources.

Busting the Myth: Distance Education Enrollment



Utilizing the 2013 Fall IPEDS Enrollment numbers, WCET has gathered a quick overview of distance education enrollment patterns that might not be what popular opinion thinks they are.

Myth: Only a Small Number of Students Enroll in Distance.

Reality: One-in-Eight Students Took **ALL** Their Courses at a Distance.



Reality: One-in-Four Students Took **AT LEAST 1** Distance Course.



Myth: Institutional Location Does Not Matter for Distance Education.

Reality: Public Students Primarily Attend Distance Education Institutions in Their **HOME** State.



Reality: For-Profit Students Primarily Attend Distance Education Institutions in **OTHER** States.

* State colors are simply for decorative purposes, they do not denote any differences in the data.

Myth: Students in Distance Courses are Primarily at For-Profit Colleges.

Reality: More than Two-Thirds of Fully Distance Students Enroll in Public or Non-Profit Colleges.

Students Enrolled Exclusively in Distance Ed by Sector



Myth: Distance Education Growth has Slowed.



Reality: Distance Education Growth from 2012 to 2013 Varied Greatly by Higher Education Sector. And the Growth Occurred **DESPITE** Overall Higher Education Enrollments **DECREASING** by **4%**.

Myth: Only a Few Institutions Enroll Students From Outside Their Operating State in Distance Education.

Reality: The Number of Institutions Serving Students Outside Their State & Outside the U.S. is **GROWING**.



The Integrated Postsecondary Data System (IPEDS) defines Distance Education as:

Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. <http://nces.ed.gov/ipeds/glossary/>

SOURCES:

Poulin, Russ & Straut, Terri. 2015, March 5. *IPEDS Fall 2013: Higher Ed Sectors Vary Greatly in Distance Ed Enrollments*. Retrieved from: <https://wcetblog.wordpress.com/2015/03/05/ipedssectors/>.
 Poulin, Russ & Straut, Terri. 2015, March 10. *IPEDS Fall 2013: Distance Education Data Reveals More than Overall Flat Growth*. Retrieved from: <https://wcetblog.wordpress.com/2015/03/10/ipedsenrollments/>.
 Poulin, Russ & Straut, Terri. 2015, March 12. *IPEDS Fall 2013: Less than Half of Fully Distant Students Come from Other States*. Retrieved from: <https://wcetblog.wordpress.com/2015/03/12/ipedsstateenrollments/>.
 National Center for Education Statistics. Integrated Postsecondary Data System (IPEDS). <http://nces.ed.gov/ipeds/datacenter/>

Graphics created by Cali Morrison, March 2015. Some icons courtesy of openclipart.com (licensed CC-0, public domain).



Except where otherwise noted, this work is licensed under <http://creativecommons.org/licenses/by-nc-sa/4.0>



ACTION ITEM

WCET FY 2016 Workplan

The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET’s mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. Today, WCET supports over 340 colleges, universities, state higher education agencies, non-profits and for-profit companies across the U.S. and Canada, with over 2,900 active WCET users. WCET’s strategic action plan focuses on practice, policy, and advocacy, and fulfills these core functions by leveraging the expertise within the WCET community, supporting action agendas based on member priorities, facilitating information dissemination and professional networking, and delivering responsive excellence to its higher education members. WCET is the leader in the practice and policy of technology-enhanced learning in higher education.

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo-Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation, access & success	North America	6.55 FTE	340 member institutions, organizations, & companies
WCET Leadership Summit on Adaptive Learning for 2015	Technology & innovation, access & success	North American	WCET staff	Corporate sponsors
WCET Webcast Series	Technology & innovation, access & success	North America	WCET staff	
e-Learning Policy & Advocacy	Technology & innovation, access	North America	WCET staff	UPCEA, Online Learning Consortium, Educause, other organizations
WCET Research	Technology & innovation	North America	WCET staff	Members and other organizations

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Adaptive Learning (targeted niche for 2015)	Technology & innovation, access & success	North America	Existing membership dues, possible corporate and/or grant support	WCET staff	3/15-12/15	Member institutions and organizations

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

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

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

WCET's State Authorization Network (SAN) is a membership service for those seeking to comply with state authorization regulations related to the provision of online and distance courses and programs; WCET provides training on the state regulations, access to experts, strategies on meeting state requirements, and supports a community of practitioners to share effective practices and latest developments.

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

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Institutional Data on Cost versus Price of Distance Education	Finance, access & success	★ ● ■■	North America	TBD	TBD	TBD	TBD
teleHealth & teleMedicine – Collaborative Project with WICHE Mental Health Program	Workforce & society, technology & innovation	★ ● ■■	Western	TBD	TBD	TBD	TBD

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

POTENTIAL FUTURE PROJECTS

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

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

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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

WICHE



Luncheon: 60th Anniversary Celebration of the WICHE Mental Health Program and Presentation on Mental Health Activities in Alaska

Monday, May 11, 2015
12:15 – 1:45 pm
Kahiltna Court

Western Interstate
Commission
for Higher Education

www.wiche.edu

7 Monday 12:15 - 1:45 pm

Monday, May 11, 2015

12:15 - 1:45 pm
Kahiltna Court

Luncheon and Presentation:

60th Anniversary Celebration of the WICHE Mental Health Program and Presentation on Mental Health Activities in Alaska

The WICHE Mental Health Program was founded in 1955, and is celebrating its 60th anniversary during 2015. Alaska has been a key partner in the Mental Health Program's work since its inception. The panel of Alaskan partners will have a moderated conversation about several key initiatives. These will include the Alaska Psychology Internship Consortium, the development of workplace learning initiatives, and the Alaska Core Competencies for the Behavioral Health Workforce. Finally there will be a look to the future of the Alaska partnership.

Speakers:

Kathy Craft, director, Alaska Workforce Coalition; Sarah Dewane, psychologist and director of behavioral health, Providence Hospital; and Jeff Jessee, chief executive officer, Alaska Mental Health Trust

Facilitator:

Dennis Mohatt, vice president for behavioral health, WICHE

Biographical Information on the Speakers

Kathy Craft works for the University of Alaska Anchorage as the director of the Alaska Health Workforce Coalition. She worked for the Department of Health and Social Services in various capacities for 15 years and, prior to her public service, was the founder and executive director of Family Centered Services of Alaska, a child and family mental health center for 10 years. Craft received her B.S. in social work from Bowling Green State University in Ohio; her M.A. in community psychology from the University of Alaska Fairbanks; and is a licensed professional counselor. Craft, her husband Mike, and their children and grandchildren live in Fairbanks or Anchorage.

Sarah Dewane, a licensed psychologist, serves as the director of behavioral health at the Alaska Family Medicine Residency and Providence Family Medicine Center in Anchorage, Alaska, overseeing the integrated behavioral health program within the family medicine center. She is also the co-director of training for the APA accredited Alaska Psychology Internship Consortium. Dewane earned her doctoral degree from the University of Alaska (UAA), doctoral program in clinical-community psychology with a rural, indigenous emphasis. Her dissertation, entitled *Medical Providers' Perceptions about Fetal Alcohol Spectrum Disorders in Alaska*, explored knowledge, attitudes, and beliefs related to the prevention of fetal alcohol spectrum disorders in Alaska. This research endeavor prompted her to pursue a career in a primary care behavioral health environment. Dewane has over 18 years of clinical experience working with adults, children, adolescents, and families in outpatient, residential, and primary care settings. She specializes in

health behavior change and integrated behavioral health services in primary care settings. In her previous position Dewane served for nine years as a project manager and research professor at the UAA Center for Behavioral Health Research and Services focusing on mental health and substance abuse research implementation, program evaluation, and behavioral health training. In 2012 she completed the behavioral science and family systems educator fellowship administered by the Society of Teachers of Family Medicine. Dewane serves on the Alaska Psychological Association Board as the early career psychologist and member-at-large. Dewane has lived in Alaska for over 20 years and enjoys spending time in the outdoors, hiking and biking with her family and friends.

Jeff Jessee serves as the chief executive officer of the Alaska Mental Health Trust Authority (the Trust). The Trust is a state corporation that administers the Mental Health Trust, a perpetual trust managed on behalf of people with mental illness, developmental disabilities, chronic alcoholism and other substance related disorders, Alzheimer's disease and related dementia, and traumatic brain injury. The Trust operates much like a private foundation, using its resources to ensure that Alaska has a comprehensive mental health program and to affect long-term change and improvements in the systems that serve Trust beneficiaries. Jessee began his career in Alaska in 1980 as an attorney for the Disability Law Center. Over the next 15 years he represented hundreds of individuals with mental disabilities. He was involved in many successful statewide task forces and committees working to address issues such as deinstitutionalization, guardianship, civil commitment, funding formulas, special education and housing. In 1985 Jeff represented a subclass in the litigation involving the state's mismanagement of the Alaska Mental Health Land Trust, which was created by the federal government before statehood. He worked to forge a coalition of interested parties, including consumers, developers, environmentalists, tourism interests, and others, to construct a settlement. In 1995 Jeff became the chief executive officer of The Trust. As a leader and advocate for Trust beneficiaries, he is responsible for leveraging Trust income and developing partnerships to enhance beneficiary related services throughout the state. A native of California, Jeff earned a B.A. degree in criminal justice from California State University, Sacramento, and a J.D. from the University of California, Davis School of Law.

Dennis Mohatt is the vice president for behavioral health at the Western Interstate Commission for Higher Education (WICHE). He directs the WICHE Mental Health Program and the WICHE Center for Rural Mental Health Research. Mohatt has over 30 years of public mental health services. His work has included direct clinical care, clinical supervision, and CEO tenure in a rural CMHC serving Michigan's Upper Peninsula. Additionally, he led an effort in the early 1990s, funded by HRSA, to successfully integrate mental health and primary care in multiple rural family practice settings. During the late 1990s, Mohatt served as the deputy director for the Nebraska Department of Health and Human Services, a position where he also served as the state's commissioner of mental health. His duties included executive

management of multiple state HHS divisions including: child welfare, juvenile justice, public health, mental health, developmental disabilities, substance use, services for the older adults, public assistance, Medicaid, services for the visually impaired, and public institutions. Since 2001, Mohatt has led WICHE's efforts in behavioral health. He has served as a member of the National Rural Health Advisory Committee, and led many national efforts relating to rural mental health including his role as the chief consultant to the President's New Freedom Commission on Mental Health. He is actively engaged in efforts focused on improving services to veterans, and those serving in the Guard and Reserve as well as their families; rural mental health policy; workforce development, and increasing adoption of integrated approaches to behavioral and primary care practice. His graduate training was supported by a NIMH Fellowship and focused on rural community-clinical psychology.



WICHE



Plenary Session II

Campus Sexual Assault from the Federal Perspective

Monday, May 11, 2015
2:00 – 3:15 pm
Columbia Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

8 Monday 2:00 - 3:15 pm

Monday, May 11, 2015

2:00 - 2:30 pm
Columbia Ballroom

Plenary Session II: Campus Sexual Assault from the Federal Perspective

This session will be the first of two sessions at this meeting on the issues and circumstances around sexual assault on American college and university campuses. This first session will address these issues and circumstances from the perspective of the federal government, and we are extremely fortunate to have Lauren Thompson Starks, senior policy advisor to Undersecretary Ted Mitchell of the U.S. Department of Education, and Tim Sell, senior attorney, Office for Civil Rights, U.S. Department of Education, as presenters for this session. A March 16, 2015 article in the *Huffington Post*, entitled "College Presidents Are Still in Denial About Sexual Assault On Campus," captured well the disconnect between many on how pervasive this issue is: two thirds of college and university presidents responding to the survey agreed that this was a serious problem on campuses today, though only 6 percent felt it was a problem on their campus. Studies suggest that one in five women college students are assaulted before they graduate, with those results ranging from about 10 percent to one-third. Of the 104 institutions being investigated by the Department of Education for sexual violence, 22 are WICHE institutions, including institutions in Alaska, Arizona, California, Colorado, Hawai'i, Idaho, North Dakota, and Washington.

Thompson Starks and Sell will discuss the ways in which the federal government is engaging in this issue, with respect to compliance activities as well as supporting positive efforts to curb sexual violence on campuses. Without doubt this is one of the most complex issues facing campuses and government today. Finding the right balance for federal engagement in the protection of citizens' rights to life, liberty, and the pursuit of happiness in the modern era of individualism, greater sexual promiscuity, and changing mores, both in society in general and more specifically on campus, creates unique challenges for the federal government.

Speakers:

Tim Sell, senior attorney, Office for Civil Rights, U.S. Department of Education; and Lauren Thompson Starks, senior policy advisor, U.S. Department of Education

2:30 - 3:15 pm
Columbia Ballroom

Facilitated Discussion on Campus Sexual Assault from the Federal Perspective

Facilitator:

Dianne Harrison, immediate past WICHE chair, and president, California State University, Northridge

Biographical Information on the Speakers & Facilitator

Dianne Harrison is the fifth president of California State University, Northridge, and began her appointment in June 2012. Before her

appointment, she served as president of California State University, Monterey Bay, a position she had held since 2006. Prior to CSU Monterey Bay she worked at Florida State University, where she served for nearly 30 years in various capacities, starting as a faculty member, then as dean of social work, associate vice president for academic affairs, dean of graduate studies, and vice president for academic quality and external programs. Harrison holds a Ph.D. in social work from Washington University in St. Louis and a master's of social work and a bachelor's in American studies, both from the University of Alabama. Her academic and research areas of expertise include HIV prevention among women and minority populations and higher education issues related to university leadership. Harrison has published dozens of articles and two books. She has served on boards and committees of over 80 national, state, and local organizations. She currently serves on the executive board for the California Campus Compact, the steering committee of the American College and University President's Climate Commitment, the WASC Senior College and University Commission for Accreditation, and the NCAA Division I Board of Directors and the NCAA Division I Committee on Institutional Performance. She is the immediate past chair of the WICHE Commission and has been renominated to the commission for another term by the governor of California.

Tim Sell is a senior attorney with the U.S. Department of Education, Office for Civil Rights (OCR), in Seattle. He has been with OCR since 1999, and is currently one of 25 "Excellence in Government" fellows from the Department of Education, participating in a year-long, project-centered cohort offered by the Partnership for Public Service, in Washington, D.C. Sell is on the steering committee for OCR's Title IX Athletics Network, participates in OCR's other issue networks relating to sexual harassment/sexual violence, and disability, and is currently on OCR's Employee Engagement Advisory Committee. He is a frequent presenter at OCR technical assistance events on Title IX, postsecondary disability and other issues. Prior to his time with OCR, Sell directed the University of Washington's University Complaint Investigation and Resolution Office (UCIRO), which investigates and resolves internal civil rights complaints filed with the university and which serves as the contact office for external complaints against the university from OCR, the U.S. Equal Employment Opportunity Commission (EEOC), and other public civil rights agencies. Sell has been practicing law since 1980, and practiced civil and criminal litigation before working at UCIRO beginning in 1996. He is a graduate of the Ohio State University and received his law degree from the Washington College of Law at American University in Washington, D.C.

Lauren Thompson Starks is senior policy advisor in the U.S. Department of Education, Office of the Under Secretary (OUS), where she focuses on the prevention of sexual violence on college campuses, college access and readiness for underrepresented and low-income students, cross-sector partnerships, and a range of other topics in the postsecondary space. Her responsibilities include leadership as part of several federal interagency initiatives. Thompson Starks is a frequent collaborator with the White House

and agency partners across the administration on strategies to help make campuses safe environments for all students. She was also recognized by the Department of Defense for her work on the redesign of the military's career-readiness transition program, which provides resources on postsecondary access, career training and planning, and other supports for service members, veterans, and their families. After practicing law in Washington, D.C., Thompson Starks joined the department in 2012 as the chief of staff to the office of the general counsel. In that role, she advised the acting general counsel and deputy general counsels, and led strategic priorities for an office of over 100 attorneys and professional staff. She also previously served in various roles within higher education administration at Yale University, including as fellow in the offices of the president and vice president, and office of the general counsel, as well as working in a student affairs capacity supporting freshman undergraduates. A native of Atlanta, Georgia, she earned her B.A. from Yale in ethics, politics, and economics. Thompson Starks holds a J.D. from Columbia Law School, where she conducted research with the Center for Institutional and Social Change and was a Harlan Fiske Stone Scholar.



List of sexual violence investigations open at the postsecondary level, including the dates the specific investigations were initiated. As of April 8, 2015, there are 112 sexual violence cases under investigation at 105 postsecondary institutions.

AK	UNIVERSITY OF ALASKA SYSTEM OF HIGHER EDUCATION	5/5/2014
AZ	ARIZONA STATE UNIVERSITY	1/26/2012
CA	BUTTE-GLENN COMMUNITY COLLEGE DISTRICT	2/27/2013
CA	CALIFORNIA INSTITUTE OF THE ARTS	9/30/2014
CA	OCCIDENTAL COLLEGE	5/2/2013
CA	SAN FRANCISCO STATE UNIVERSITY	3/10/2015
CA	STANFORD UNIVERSITY	2/26/2015
CA	SAN JOSE-EVERGREEN COMMUNITY COLLEGE DISTRICT	11/12/2014
CA	UNIVERSITY OF CALIFORNIA-BERKELEY	3/25/2014
CA	UNIVERSITY OF CALIFORNIA_DAVIS	3/24/2015
CA	UNIVERSITY OF CALIFORNIA-LOS ANGELES	8/8/2014
CA	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	3/13/2015
CA	UNIVERSITY OF SOUTHERN CALIFORNIA	6/26/2013
CO	COLORADO STATE UNIVERSITY	6/24/2014
CO	REGIS UNIVERSITY	4/30/2013
CO	UNIVERSITY OF COLORADO AT BOULDER	6/18/2013
CO	UNIVERSITY OF COLORADO AT DENVER	4/29/2014
CO	UNIVERSITY OF DENVER	Case 1: 12/12/2013 Case 2: 3/10/2015
CT	UNIVERSITY OF CONNECTICUT	2/17/2015
DC	AMERICAN UNIVERSITY	3/11/2015
DC	CATHOLIC UNIVERSITY OF AMERICA	1/8/2014
DE	UNIVERSITY OF DELAWARE	5/8/2014
FL	FLORIDA STATE UNIVERSITY	4/3/2014
FL	UNIVERSITY OF SOUTH FLORIDA	9/3/2014
GA	EMORY UNIVERSITY	12/13/2013
HI	UNIVERSITY OF HAWAII AT MANOA	5/28/2013
IA	DRAKE UNIVERSITY	10/3/2014
IA	IOWA STATE UNIVERSITY	10/15/2014
ID	UNIVERSITY OF IDAHO	4/18/2013
IL	KNOX COLLEGE	1/2/2014
IL	UNIVERSITY OF CHICAGO	6/28/2013
IN	INDIANA UNIVERSITY-BLOOMINGTON	3/12/2014
IN	VALPARAISO UNIVERSITY	10/3/2014
IN	VINCENNES UNIVERSITY	3/20/2014
KS	KANSAS STATE UNIVERSITY	8/4/2014
KS	UNIVERSITY OF KANSAS	7/16/2014
KS	WASHBURN UNIVERSITY	7/1/2014
MA	AMHERST COLLEGE	1/6/2014
MA	BERKLEE COLLEGE OF MUSIC	6/19/2014
MA	BOSTON UNIVERSITY	12/16/2013

MA	BRANDEIS UNIVERSITY	8/29/2014
MA	EMERSON COLLEGE	12/23/2013
MA	HAMPSHIRE COLLEGE	7/17/2014
MA	HARVARD COLLEGE	4/24/2014
MA	NORTHEASTERN UNIVERSITY	10/30/2014
MA	UNIVERSITY OF MASSACHUSETTS-AMHERST	6/30/2011
MA	UNIVERSITY OF MASSACHUSETTS-DARTMOUTH	7/16/2014
MD	FROSTBURG STATE UNIVERSITY	9/18/2013
MD	JOHNS HOPKINS UNIVERSITY	8/8/2014
MD	SAINT MARY'S COLLEGE OF MARYLAND	Case 1: 2/6/2015 Case 2: 2/6/2015 Case 3: 2/6/2015 Case 4: 3/10/2015
MD	MORGAN STATE UNIVERSITY	6/26/2014
MI	GRAND VALLEY STATE UNIVERSITY	10/6/2014
MI	MICHIGAN STATE UNIVERSITY	Case 1: 7/21/2011 Case 2: 2/18/2014
MI	UNIVERSITY OF MICHIGAN-ANN ARBOR	2/21/2014
MO	MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY	5/21/2014
NC	GUILFORD COLLEGE	11/18/2013
NC	UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	3/1/2013
ND	MINOT STATE UNIVERSITY	2/26/2014
NE	UNIVERSITY OF NEBRASKA-LINCOLN	9/30/2014
NH	DARTMOUTH COLLEGE	5/31/2013
NY	BARNARD COLLEGE	12/29/2014
NY	CANISIUS COLLEGE	12/11/2014
NY	COLUMBIA UNIVERSITY	1/8/2015
NY	CUNY HUNTER COLLEGE	2/8/2013
NY	ELMIRA COLLEGE	5/12/2014
NY	HAMILTON COLLEGE	11/14/2014
NY	HOBART AND WILLIAM SMITH COLLEGES	4/24/2014
NY	PACE UNIVERSITY - NEW YORK	7/22/2014
NY	SAINT THOMAS AQUINAS COLLEGE	7/9/2014
NY	SARAH LAWRENCE COLLEGE	12/4/2013
NY	SUNY AT STONY BROOK	7/23/2014
NY	SUNY BUFFALO STATE COLLEGE	3/26/2015
NY	SUNY COLLEGE AT BROCKPORT	2/12/2015
NY	SUNY COLLEGE AT PURCHASE	1/5/2015
OH	DENISON UNIVERSITY	3/7/2014
OH	THE UNIVERSITY OF AKRON	5/6/2014
OH	WITTENBERG UNIVERSITY	Case 1: 8/25/2011 Case 2: 4/18/2013
OK	LANGSTON UNIVERSITY	11/26/2014
OK	OKLAHOMA STATE UNIVERSITY	4/10/2014
PA	ALLEGHENY COLLEGE	12/5/2014
PA	CARNEGIE MELLON UNIVERSITY	1/13/2014

PA	ELIZABETHTOWN COLLEGE	11/20/2014
PA	FRANKLIN AND MARSHALL COLLEGE	3/26/2014
PA	PENNSYLVANIA STATE UNIVERSITY	1/23/2014
PA	POINTE PARK UNIVERSITY	2/27/2015
PA	SWARTHMORE COLLEGE	7/12/2013
PA	TEMPLE UNIVERSITY	Case 1: 8/9/2013 Case 2: 11/19/2014
RI	BROWN UNIVERSITY	7/10/2014
TN	UNIVERSITY OF TENNESSEE @ CHATTANOOGA	12/5/2014
TN	VANDERBILT UNIVERSITY	3/12/2014
TX	CISCO JUNIOR COLLEGE	5/7/2014
TX	THE UNIVERSITY OF TEXAS-PAN AMERICAN	4/21/2014
VA	COLLEGE OF WILLIAM AND MARY	4/18/2014
VA	JAMES MADISON UNIVERSITY	6/4/2014
VA	UNIVERSITY OF RICHMOND	6/12/2014
VA	UNIVERSITY OF VIRGINIA	6/30/2011
VA	WASHINGTON AND LEE UNIVERSITY	2/18/2015
VT	MARLBORO COLLEGE	10/6/2014
WA	WASHINGTON STATE UNIVERSITY	1/15/2013
WA	WHITMAN COLLEGE	11/7/2014
WI	UNIVERSITY OF WISCONSIN-MADISON	2/24/2015
WI	UNIVERSITY OF WISCONSIN-WHITEWATER	2/14/2014
WV	BETHANY COLLEGE	4/28/2014
WV	DAVIS AND ELKINS COLLEGE	9/4/2014
WV	WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE	3/25/2013

The Department will not disclose any case-specific facts or details about the institutions under investigation. The list includes investigations opened because of complaints received by OCR and those initiated by OCR as compliance reviews. When an investigation concludes, the Department will disclose, upon request, whether OCR has entered into a resolution agreement to address compliance concerns at a particular campus or found insufficient evidence of a Title IX violation there.

WICHE



Plenary Session III

Campus Sexual Assault from the WICHE Region's Perspective

Monday, May 11, 2015
3:15 – 4:45 pm
Columbia Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

9 Monday 3:15 - 4:45 pm

Monday, May 11, 2015

3:15 - 4:00 pm
Columbia Ballroom

Plenary Session III: Campus Sexual Assault from the WICHE Region's Perspective

This session, building upon the first session on campus sexual assault from the federal perspective, will focus on this issue from both the state government perspective and the individual institutional perspective. Commissioner Jeanne Kohl-Welles, state senator from Washington, will present the specifics of and rationale for the bill she and colleagues have been pursuing in the Washington State legislature this session. In preparation for presenting this bill, Kohl-Welles did considerable research on what other states have done to respond to this issue, as well as how best to make Washington State's law complementary to the federal laws. Kohl-Welles will be joined by Ellen Taylor, assistant vice president for student life and director of the counseling center, University of Washington, who has been responsible for crafting the University of Washington's response to issues of campus sexual assault. For campuses this is without doubt one of the most vexing issues institutions have faced. How do we respond to this? Our criminal justice system is built on the premise of "innocent until proven guilty." But that concept is severely tested in an environment where the presumptive victim must survive in the same campus environment as the presumptive perpetrator. It is further exacerbated by the unwarranted but often real sense of guilt, shame, or embarrassment experienced by the victim, leading many to suffer in silence. These situations are further complicated by the competing jurisdictions between campus judicial and student services and the criminal justice system outside of the university's bounds. Rape and other serious sexual violence incidences are among the most heinous crimes, punishable as felonies with severe penalties. Being accused of such a crime, let alone being convicted, can irreparably affect a person's future and often, perhaps too often, colleges are reluctant to impose such serious repercussions on a student, preferring to work on correcting the individual's behavior. Yet we have laws for a reason. While we may debate whether many college students are adolescents or adults, the law holds almost all college students to be adults and subject to the constraints imposed on adult behavior. But ...

I look forward to a great discussion of a difficult but exceptionally important subject.

Speakers:

Jeanne Kohl-Welles, WICHE vice chair, and senator, Washington State Senate; and Ellen Taylor, assistant vice president of student life, and director of the counseling center, University of Washington

4:00 - 4:45 pm
Columbia Ballroom

Facilitated Discussion on Campus Sexual Assault from the WICHE Region's Perspective

Facilitator:

David Longanecker, president, WICHE

Biographical Information on the Speakers and Facilitator

Senator Jeanne Kohl-Welles has served in the Washington State Senate since 1995 after serving for three years in the State House. In addition to her current position as ranking member (former chair) of the Senate Higher Education Committee, she sits on the Senate Ways & Means and Law & Justice committees, and on the Joint Higher Education Committee, the Washington State Institute for Public Policy Board, the Committee on Advanced Tuition Payment, the University of Washington Women's Center Anti-Trafficking Task Force, and the Education Committee of the National Conference of State Legislatures (NCSL). She is a co-chair of NCSL's annual summit to be held in Seattle in August and served on NCSL's Executive Committee and as president of NCSL's Women's Legislative Network. Sen. Kohl-Welles holds a Ph.D. in sociology of education and M.A. in sociology from the University of California (UC), Los Angeles, and a B.A. and M.A. in education from California State University (CSU), Northridge. She was an adjunct faculty member at the University of Washington 1985-2010, and was the principal investigator with two U.S. Department of Education-funded research studies on women and girls in school athletics and school-based sexual abuse prevention programs. She serves as an expert witness in Title IX lawsuits. Sen. Kohl-Welles served as assistant dean/coordinator of women's programs at the UC, Irvine, educational equity specialist for the U.S. Department of Education Region IX assisting school districts in implementing Title IX, and as a consultant for the U.S. Office for Civil Rights in assessing Title IX compliance of high schools. She was co-founder of the California Network of Women in Education, taught sociology and women's studies courses at CSU, Long Beach and was a public school teacher. Sen. Kohl-Welles has sponsored major legislation enacted on sex discrimination and sexual misconduct in schools and in higher education institutions throughout her legislative career, including a "Penn State" bill preventing sexual abuse of minors on college campuses, and her campus sexual violence bill that passed the legislature last month. She is a speaker on human trafficking and women as political change agents with the Humanities Washington Speakers Bureau. She speaks internationally on women and public policy and politics as well as on human trafficking.

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

the purpose of sustaining the nation's strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

Ellen Taylor earned her doctorate in clinical psychology from the University of Illinois at Urbana-Champaign. She has spent her career in university counseling centers where her clinical work has focused on women's issues, including women's identity development in young adulthood, recovery from experiences of gender-based violence, and variations of gender identity and expression. Taylor was on the staff of the counseling center at Oregon State University for 13 years, the last five of those as director. She moved to the University of Washington (U.W.) in 2007, where she is director of the counseling center as well as assistant vice president for student life, providing oversight and support for disability resources for students, student conduct, the career center, and health and wellness. Taylor has provided training for community organizations on issues relating to college mental health, leadership development, social justice, organizational change, and creating inclusive workplaces. She currently serves on the Elements of Excellence Committee of the Association of University and College Counseling Center Directors; she co-chaired this committee for the past two years. In 2013 she was asked to chair the U.W. president's task force on sexual assault. This interdisciplinary task force issued a report in November 2013 with several recommendations for enhancing the prevention and response efforts on the U.W. campus, most of which have been implemented or are now being rolled out.





Dinner and Presentation

Monday, May 11, 2015

6:30 pm

Kahiltna Court

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 11, 2015

6:30 pm

Kahiltna Court

Dinner and Presentation

We are privileged to have William L. Iggiagruk Hensley join us as our dinner speaker. Hensley is currently chair of the First Alaskans Institute and Distinguished Visiting Professor of Business and Public Policy at the University of Alaska - Anchorage. He is also author of the book *Fifty Miles from Tomorrow: a Memoir of Alaska and the Real People*.

Speaker:

William L. Iggiagruk Hensley, author and chairman, First Alaskans Institute Board of Trustees

Biographical Information on the Speaker

Born in a small house where the Kotzebue Sound washes seafoam onto the Baldwin Peninsula's gravel shores, William L. Iggiagruk Hensley is an Inupiaq and lifelong Alaskan. His memoir, *Fifty Miles from Tomorrow: A Memoir of Alaska and the Real People*, was published in December 2008, and presents his perspective on his life – personal and public – beginning with his childhood in the Arctic. Hensley's other significant written work, *What Rights to Land Have the Alaska Natives: The Primary Issue*, was drafted in 1966, 42 years before his book, when he was a college student in Fairbanks. Shared with people throughout Alaska, this paper catalyzed a movement of many, and helped shape Alaska as we know it.

Despite these written works, few people know Hensley primarily as an author. Instead he is known for his service to Alaska in the public and business sectors. He has worn many hats. He was a legislator in the House and Senate for 10 years; was a founder of the Northwest Alaska Native Association (now Maniilaq Association); served Alaska Federation of Natives as a founding member, former president, executive director, co-chair and president emeritus; was the founding president of Alaska Village Electric Cooperative from 1967-1971; was a director of NANA Regional Corporation for 20 years, serving as president and secretary, as well as president of NANA Development Corporation; is a former commissioner of commerce for the State of Alaska; and retired from Alyeska Pipeline Service Company, which he represented in Washington, D.C. for nine years

Lest you worry retirement has taken him out of circulation, Hensley is currently chair of the First Alaskans Institute. He has spent the last few years promoting his book and discussing Alaska with people across the country and throughout the state, with the goal of clarifying and deepening people's understanding of our history – as Inupiat, as Alaska's indigenous people, as Alaskans, and as Americans.

Hensley is currently distinguished visiting professor of business and public policy at the University of Alaska, Anchorage. His graduate course is entitled "Alaska Policy Frontiers." The course is an exploration of Alaska's history,

economics, colonization, indigenous impacts and modern day issues such as the proposed Pebble Mine, energy, mining and the history of the American Indian boarding school system.

Discussion of Hensley's life would not be complete without mention of his wife and partner of 40 years, Abbe. Together they have four children – Priscilla Naungagiq Hensley-Holthouse, Mary Lynn Aurvik Hightower, James Umiivik Hensley and Elizabeth Frances Saagulik Hensley. He also has a son, Eric Aqpayuk Mason and a step-daughter, Jennifer Goldberg. Willie and Abbe have 11 grandchildren.



Committee of the Whole Business Session

Tuesday, May 12, 2015
8:15 – 9:45 am
Columbia Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 12, 2015

8:15 - 9:45 am
Columbia Ballroom

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Mike Rush, WICHE chair

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

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

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



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

5-6



Approval of Council for Adult and Experiential
Learning (CAEL) and WICHE Research Initiative
(Fueling the Race 2.0)

5-9

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

Committee of the Whole Action and Discussion Items



Approval of New Mexico into the WICHE State
Authorization Reciprocity Agreement

11-3



Approval of Wyoming into the WICHE State
Authorization Reciprocity Agreement

11-4



Approval of the FY 2016 annual operating budget –
general and non-general fund budgets

11-6



Approval of salary and benefit recommendations
for FY 2016

11-14



Discussion and approval of the FY 2016 WICHE
workplan

11-15

Review of the Commissioner Code of Ethics

11-33

Meeting evaluation (electronic)
<https://www.surveymonkey.com/s/QSG3SKF>

Other business

Adjourn Committee of the Whole business session



ACTION ITEM

Approval of New Mexico into the WICHE State Authorization Reciprocity Agreement (W-SARA)

WICHE proposes to approve the state application for New Mexico to join as a member of the State Authorization Reciprocity Agreement.

Relationship to WICHE Mission

This action directly supports WICHE's mission "to expand educational access and excellence for all citizens of the West" by providing an efficient and effective voluntary alternative to existing, overly complex, and confusing state regulation of distance education across state lines. Approval of New Mexico to join the W-SARA agreement will enhance student access to online courses and programs and improve consumer protection; while reducing the sizeable costs and burdens institutions face in complying with multiple, and often inconsistent, state laws and regulations.

Background

In order to join the W-SARA agreement, states must be a member of WICHE; have legal authority under state law to enter an interstate agreement on behalf of the state; and have a clearly articulated and comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institutional approval and ongoing oversight, including the resolution of consumer complaints in all sectors of higher education. The state also must have clear and well-documented policies and practices for addressing catastrophic events, such as an unanticipated institutional closure. Each state must designate a single authorizing agency or entity, known as the SARA Portal Agency, to oversee the work of other companion agencies and institutions, and to serve as the lead in all subsequent interactions related to carrying out the agreement's requirements.

The W-SARA Steering Committee (see list of members on page 11-5) has guided the development of the W-SARA agreement since 2012, and serves as the initial point of review and recommendation for approval of state SARA applications. The steering committee met on April 29, 2015 to review the state of New Mexico's application and the committee forwards its recommendation that the WICHE Commission approve the state of New Mexico's application to become a member of SARA.

Program Description – New Mexico

In January 2015, SB 446 was introduced to authorize the state of New Mexico to participate in SARA. On March 20, 2015, the law became effective at which point W-SARA staff began working with the New Mexico Department of Higher Education, the SARA state portal agency, to prepare the state's application requesting approval to participate in SARA.

A review of the required application materials revealed the need for only one substantive change; specifically, language concerning the state's compliance with SARA requirements regarding student records in case of catastrophic events. New Mexico department rules apply only to private institutions while SARA requires coverage for all institutions. In response the department indicated many New Mexico institutions are eagerly awaiting the opportunity to participate in SARA, therefore the department requested conditional approval pending passage of appropriate rules. To support its case for conditional approval the department provided examples of its appropriate performance related to this issue with two private institutions within the last few years.

The department indicated that although rules changes typically require 60 days, essentially including "public" into existing language is a minor enough change that the department stated it would provide draft language prior to this May 12th Commission meeting and include language making clear that no New Mexico institution could be approved for SARA participation before the needed rule changes are in place.

The New Mexico application contains copies of all documents mentioned above and satisfies all SARA requirements. W-SARA staff and steering committee recommend approval of New Mexico's conditional application to be recognized as a SARA state pending publication of final rules adequately addressing SARA's policy regarding catastrophic events.

Action Requested

Approval of the W-SARA state application from New Mexico (effective May 13, 2015).

ACTION ITEM

Approval of Wyoming into the WICHE State Authorization Reciprocity Agreement (W-SARA)

WICHE proposes to approve the state application for Wyoming to join as a member of the State Authorization Reciprocity Agreement.

Relationship to WICHE Mission

This action directly supports WICHE's mission "to expand educational access and excellence for all citizens of the West" by providing an efficient and effective voluntary alternative to existing, overly complex, and confusing state regulation of distance education across state lines. Approval of Wyoming to join the W-SARA agreement will enhance student access to online courses and programs and improve consumer protection; while reducing the sizeable costs and burdens institutions face in complying with multiple, and often inconsistent, state laws and regulations.

Background

In order to join the W-SARA agreement, states must be a member of WICHE; have legal authority under state law to enter an interstate agreement on behalf of the state; and have a clearly articulated and comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institutional approval and ongoing oversight, including the resolution of consumer complaints in all sectors of higher education. The state also must have clear and well-documented policies and practices for addressing catastrophic events, such as an unanticipated institutional closure. Each state must designate a single authorizing agency or entity, known as the SARA Portal Agency, to oversee the work of other companion agencies and institutions, and to serve as the lead in all subsequent interactions related to carrying out the agreement's requirements.

The W-SARA Steering Committee (see list of members on page 11-5) has guided the development of the W-SARA agreement since 2012, and serves as the initial point of review and recommendation for approval of state SARA applications. The steering committee met on April 29, 2015 to review the state of Wyoming's application and the committee forwards its recommendation that the WICHE Commission approve the state of Wyoming's application to become a member of SARA.

Program Description – Wyoming

In January 2015, HB 0010 was introduced to authorize the state of Wyoming to participate in SARA. On February 17, 2015, the bill was signed by the governor at which point W-SARA staff began working with the Wyoming Community College Commission, the SARA state portal agency, to prepare the state's application requesting approval to participate in SARA.

A review of the required application materials revealed the commission had developed new policies to implement SARA and ensured adequate Memoranda of Understanding existed between the Wyoming Department of Education and eligible colleges to create a system for consumer protection. The only topic requiring substantive changes was the Wyoming commission's desire to standardize annual renewal dates for SARA participant institutions. That request was not granted due to existing NC-SARA data collection and reporting policies regarding membership and renewal dates. The portal agency revised the relevant policy appropriately and resubmitted that portion of the application.

The application contains copies of all documents mentioned above and satisfies all SARA requirements. W-SARA staff and steering committee recommend approval of Wyoming's application to be recognized as a SARA state.

Action Requested

Approval of the W-SARA state application from Wyoming (effective May 13, 2015).

W-SARA Steering Committee Members

Crystal Abba

Vice Chancellor for Academic & Student Affairs
Nevada System of Higher Education
2601 Enterprise Road, Reno, NV 89512
Tel: 775.784.4901
Email: crystal_abba@nshe.nevada.edu

Sona Karentz Andrews

Provost and Vice President for Academic
Affairs
Portland State University
PO Box 751, Portland, OR 97207
Tel: 503.725.5257
Email: sona.andrews@pdx.edu

Juan Baez-Arevalo

Director of Private Post-secondary Education
Higher Education Coordinating Commission
775 Court Street NE, Salem, OR 97301
503.947.5977
juan.baez-arevalo@state.or.us

Marcia Bankirer

President
Denver School of Nursing
1401 19th Street, Denver, CO 80202-1213
Tel: 303.292.0015
Email: marcia.bankirer@edaff.com

Don Bennett

Deputy Director
Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98502
Tel: 360.753.7831
Email: DonB@wsac.wa.gov

Traci Bent

Chief Planning and Policy Officer
Idaho State Board of Education
650 W. State Street, PO Box 83720
Boise, ID 83720-0037
Tel: 208.332.1582
Email: traci.bent@osbe.idaho.gov

Katie Boehnke

Academic Affairs Specialist
South Dakota SARA Coordinator
South Dakota Board of Regents
306 East Capitol Ave., Suite 200
Pierre, SD 57501
605.773.3455
Katie.Boehnke@sdbor.edu

Jessica Brubaker, J.D.

Staff Attorney
Montana University System (MUS)
2500 Broadway Street, PO Box 203201
Helena, MT 59620-3201
Tel: 406.444.0314
Email: jbrubaker@montana.edu

Chris Bustamante

President
Rio Salado College
2323 West 14th Street, Tempe, AZ 85281
Tel: 480.517.8118
Email: chris.bustamante@riosalado.edu

Heather DeLange

Academic Policy Officer
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
Tel: 303.866.4209
Email: heather.delange@dhe.state.co.us

Lanna Dueck

Rio Salado College
Associate Dean of Institutional Integrity
Acting AZ SARA Council Coordinator
2323 W. 14th Street, Tempe, AZ 85281
480.517.8226
lanna.dueck@riosalado.edu

Toni Larson

Executive Director
Independent Higher Education of Colorado
1177 Grant Street #107
Denver, CO 80203
Tel: 303.571.5559
Email: tlarson@ihcolorado.org

Carol Liu

Senator
California State Senate
State Capitol, Room 5061
Sacramento, CA 95814
Tel: 916.651.4021
Email: lysa.markey@sen.ca.gov

Laura Palmer Noone

Board Member
Lumina Foundation
1101 E. Warner Road, #118
Tempe, AZ 85284
Tel: 602.524.8171
Email: Lpnoone@q.com

Mary Ellen Petrisko

President
WASC Senior College and University
Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Tel: 510.748.9001 ext. 321
Email: mepetrisko@wascsenior.org

Joann Rieselbach

School Relations Manager
Alaska Commission on Postsecondary
Education
PO Box 110505
Juneau, AK 99811-0505
Tel: 907.465.6678
Email: joann.rieselbach@alaska.gov

Jane Sherman

Vice Provost for Academic Policy and
Evaluation
Washington State University
410 11th Avenue SE, Suite 102
Olympia, WA 98501
Tel: 360.534.2321
Email: shermanj@wsu.edu

ACTION ITEM

FY 2016 ANNUAL OPERATING BUDGET

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

Background

The general fund budget proposed by staff for FY 2016 (July 1, 2015 to June 30, 2016) is for a WICHE program that provides service to member states, as well as supporting a wide range of highly significant projects. General fund income not only supports basic WICHE program activities, such as the work of the Student Exchange Program and the Policy Analysis and Research unit; it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by nonstate dollars.

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

Action Requested

Approval of the FY 2016 general fund budget and the FY 2016 non-general fund budgets.

Western Interstate Commission for Higher Education

General Fund Budget

Comparing FY 2015 with FY 2016

Revenue and Expenditures

March 2015

	FY 2015				FY 2016				
	FY 2015 Budget	FY 2015 Projection	Projection Higher or (Lower) than Budget		FY 2016 Budget	FY 2016 Budget Higher or (Lower) than FY 2015 Budget		FY 2016 Budget Higher or (Lower) than FY 2015 Projection	
Revenue									
4102 Indirect Cost Reimbursements	\$380,000	\$586,936	\$206,936	54.5%	\$500,000	\$120,000	31.6%	(\$86,936)	-14.8%
4104 Indirect Cost Sharing-WICHE	(\$120,000)	(\$176,908)	(\$56,908)	47.4%	(\$120,000)	\$0	0.0%	\$56,908	-32.2%
4201 Members/Fees States/Institutions	\$2,192,000	\$2,191,600	(\$400)	0.0%	\$2,256,000	\$64,000	2.9%	\$64,400	2.9%
4202 California Unpaid Dues	\$87,000	\$87,000	\$0	0.0%		(\$87,000)		(\$87,000)	-100.0%
4300 Interest	\$20,000	\$13,659	(\$6,341)	-31.7%	\$30,000	\$10,000	50.0%	\$16,341	119.6%
4400 Publication Sales & Refunds	\$50	\$12	(\$38)	-75.1%	\$50	\$0	0.0%	\$38	301.0%
4600 Other Income	\$10,000	\$6,661	(\$3,339)	-33.4%	\$58,000	\$48,000	480.0%	\$51,339	770.7%
4850 Credit Card Transaction Rev. / Units	\$1,000	\$250	(\$750)	-75.0%	\$1,000	\$0	0.0%	\$750	300.0%
Total Revenue	\$2,570,050	\$2,709,210	\$139,160	5.4%	\$2,725,050	\$155,000	6.0%	\$15,840	0.6%
Expenditures									
0102 Student Exchange Program	\$313,211	\$309,475	(\$3,736)	-1.2%	\$313,211	\$0	0.0%	\$3,736	1.2%
0104 Policy Analysis & Research	\$368,980	\$376,976	\$7,996	2.2%	\$391,839	\$22,859	6.2%	\$14,863	3.9%
0105 Communications & Public Affairs	\$441,307	\$387,480	(\$53,828)	-12.2%	\$441,306	(\$1)	0.0%	\$53,826	13.9%
0110 President's Office	\$481,964	\$480,880	(\$1,084)	-0.2%	\$532,202	\$50,237	10.4%	\$51,321	10.7%
0111 Commission Meeting Expense	\$190,393	\$191,527	\$1,134	0.6%	\$196,105	\$5,712	3.0%	\$4,578	2.4%
0112 Administrative Services	\$550,054	\$570,839	\$20,785	3.8%	\$595,964	\$45,910	8.3%	\$25,125	4.4%
0115 Miscellaneous Gen. Fund	\$168,921	\$182,728	\$13,807	8.2%	\$173,989	\$5,068	3.0%	(\$8,739)	-4.8%
0116 Program Development	\$15,000	\$7,676	(\$7,324)	-48.8%	\$15,000	\$0	0.0%	\$7,324	95.4%
0131 LAC Meeting	\$40,000	\$33,619	(\$6,381)	-16.0%	\$40,000	\$0	0.0%	\$6,381	19.0%
Total Expenditures	\$2,569,830	\$2,541,200	(\$28,631)	-1.1%	\$2,699,614	\$129,784	5.1%	\$158,414	6.2%
Surplus (Deficit) for the Fiscal Year	\$220	\$168,010	\$167,790		\$25,436	\$284,784		\$174,255	
Reserves at Beginning of Year									
1 Minimum Reserve	\$308,380	\$308,380	\$0	0.0%	\$323,954	\$15,574	5.1%	\$15,574	5.1%
2 Reserve for Facility Payments	\$227,000	\$227,000	\$0	0.0%	\$227,000	\$0	0.0%	\$0	0.0%
3 Reserve for Unexpected Shortfall	\$256,983	\$256,983	\$0	0.0%	\$269,961	\$12,978	5.1%	\$12,978	5.1%
4 Reserve required for CECFA Bond.	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 CECFA Bond Balloon Payment	\$105,000	\$105,000	\$0	0.0%	\$105,000	\$0	0.0%	\$0	0.0%
6 Ford Loan Balloon Payment	\$614,057	\$614,057	\$0	0.0%	\$614,057	\$0	0.0%	\$0	0.0%
7 Reserve Available for Dedication	\$166,985	\$166,985	\$0	0.0%	\$288,703	\$121,718	72.9%	\$121,718	72.9%
Reserves at Beginning of Year	\$1,748,405	\$1,748,405	\$0	0.0%	\$1,898,675	\$150,270	83.0%	\$150,270	83.0%
Reserves Dedicated during Year									
8 Deferred Compensation / President	\$17,740	\$17,740	\$0	0.0%	\$0	\$17,740	100.0%	\$17,740	100.0%
9 Deficit (Surplus) for the Fiscal Year above	(\$220)	(\$168,010)	\$167,790		(\$25,436)	\$25,216		(\$142,574)	84.9%
Reserves Dedicated during the Fiscal Year	\$17,520	(\$150,270)	\$167,790		(\$25,436)	\$42,956		(\$124,834)	184.9%
Reserves at End of Year	\$1,730,885	\$1,898,675	\$167,790		\$1,924,111	\$193,226		\$25,436	

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

Western Interstate Commission for Higher Education

Two Year Budget for FY 2015 and FY 2016

Programs and Services

9 months elapsed 3 months remaining Object / Description	FY 2015 Total	FY 2015 Budget	FY 2016 Budget	Variance	%
<i>Actual ></i> 01-Jul-14 -- 31-Mar-15 <i>Forecast ></i> 01-Apr-15 -- 30-Jun-15	01-Jul-14 30-Jun-15	01-Jul-14 30-Jun-15	01-Jul-15 30-Jun-16	FY 2016 budget higher or (lower) than	FY 15
03-43 WUE Database Upgrade	\$0	\$22,000		(\$22,000)	-100.0%
03-45 PSEP Database Upgrade	\$0	\$60,750		(\$60,750)	-100.0%
11-05 WICHE.edu Upgrade	\$0	\$13,250		(\$13,250)	-100.0%
11-20 MHEC Master Property Program	\$16,287	\$34,450	\$43,541	\$9,091	26.4%
11-21 MHECtech	\$61,864	\$130,250	\$152,915	\$22,665	17.4%
11-22 MHECare	\$59,910	\$57,399	\$52,865	(\$4,534)	-7.9%
11-40 Interstate Passport Project I	\$834			\$0	
11-41 Convening Regarding Transfer	\$64,264			\$0	
11-42 Passport Phase II - Gates	\$1,064,559	\$1,000,000	\$854,062	(\$145,938)	-14.6%
11-43 Passport Phase II - Lumina	\$700,246	\$700,000	\$811,664	\$111,664	16.0%
11-53 CHEO	\$286,194	\$442,619	\$106,600	(\$336,019)	-75.9%
12-01 Institutional Collaborations	\$0	\$18,706		(\$18,706)	-100.0%
14-65 Bridges to Professoriate 15	\$16,026			\$0	
15-01 Western Academic Leadership F	\$100,705	\$85,550	\$84,600	(\$950)	-1.1%
15-15 Internet Course Exchange	\$14,000	\$21,900	\$7,500	(\$14,400)	-65.8%
15-20 WACCAL--Western Alliance	\$90,497	\$72,378	\$80,950	\$8,572	11.8%
Revenue	\$2,475,386	\$2,659,252	\$2,194,696	(\$464,556)	-17.5%
Total Revenue	\$2,475,386	\$2,659,252	\$2,194,696	(\$464,556)	-17.5%
03-43 WUE Database Upgrade	\$0	\$22,000		(\$22,000)	-100.0%
03-45 PSEP Database Upgrade	\$0	\$60,750		(\$60,750)	-100.0%
11-01 General Student Services	\$1			\$0	
11-05 WICHE.edu Upgrade	\$0	\$13,230		(\$13,230)	-100.0%
11-20 MHEC Master Property Program	\$13,278	\$27,940	\$12,150	(\$15,790)	-56.5%
11-21 MHECtech	\$318	\$105,767	\$89,439	(\$16,328)	-15.4%
11-22 MHECare	\$10,000	\$38,759	\$14,013	(\$24,746)	-63.8%
11-40 Interstate Passport Project I	\$1,858			\$0	
11-41 Convening Regarding Transfer	\$64,264	\$84,802		(\$84,802)	-100.0%
11-42 Passport Phase II - Gates	\$545,756	\$561,360	\$690,085	\$128,724	22.9%
11-43 Passport Phase II - Lumina	\$293,556	\$387,755	\$832,307	\$444,552	114.6%
11-53 CHEO	\$313,669	\$462,440	\$70,646	(\$391,794)	-84.7%
12-01 Institutional Collaborations	\$0	\$18,500		(\$18,500)	-100.0%
14-65 Bridges to Professoriate 15	\$64,673		\$33,764	\$33,764	
15-01 Western Academic Leadership F	\$43,322	\$62,143	\$81,888	\$19,745	31.8%
15-15 Internet Course Exchange	\$8,838	\$36,878	\$5,000	(\$31,878)	-86.4%
15-20 WACCAL--Western Alliance	\$44,401	\$58,069	\$67,764	\$9,695	16.7%
Expense	\$1,403,935	\$1,940,394	\$1,897,056	(\$43,338)	-2.2%
Total Expense	\$1,403,935	\$1,940,394	\$1,897,056	(\$43,338)	-2.2%
Revenue over (under) Expense	\$1,071,452	\$718,858	\$297,641	(\$507,894)	-11.0%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2015 and FY 2016

Policy Analysis and Research

9 months elapsed 3 months remaining Object / Description	FY 2015	FY 2015	FY 2016	Variance FY 2016 budget higher or (lower) than FY 15	%
	Total	Budget	Budget		
	<i>Actual ></i> 01-Jul-14 -- 31-Mar-15 <i>Forecast ></i> 01-Apr-15 -- 30-Jun-15	01-Jul-14 30-Jun-15	01-Jul-15 30-Jun-16		
08-08 University of Hawaii BOR	\$20,000	\$20,000		(\$20,000)	-100.0%
50-01 Policy Transition Funding	\$7,420		\$17,000	\$17,000	
50-18 HSG Methods Review & Expansi	\$0	\$61,707		(\$61,707)	-100.0%
50-35 CCSS Across State Lines	\$73,689	\$75,000		(\$75,000)	-100.0%
51-03 Completion Colleges	\$10,600	\$10,600	\$1,200	(\$9,400)	-88.7%
51-15 WA Opportunity Scholarship	\$14,434	\$14,250		(\$14,250)	-100.0%
51-32 Multistate Data Exchange 2	\$1,000,474	\$1,000,000	\$1,500,000	\$500,000	50.0%
52-04 Adult Degree Completion Y4	\$147,156	\$349,272	\$189,000	(\$160,272)	-45.9%
52-14 Smarter Balanced	\$260,000	\$260,000	\$260,000	\$0	0.0%
54-01 Lumina Fin Aid Concept Paper	\$38,653	\$27,000		(\$27,000)	-100.0%
54-51 College Access Challenge Grant (\$142,023	\$170,000		(\$170,000)	-100.0%
55-01 Anticipated New Funding	\$0	\$1,000,000		(\$1,000,000)	-100.0%
Revenue	\$1,714,449	\$2,987,828	\$1,967,200	(\$1,020,628)	-34.2%
Total Revenue	\$1,714,449	\$2,987,828	\$1,967,200	(\$1,020,628)	-34.2%
08-08 University of Hawaii BOR	\$21,497	\$20,000		(\$20,000)	-100.0%
50-01 Policy Transition Funding	(\$16)		\$16,296	\$16,296	
50-18 HSG Methods Review & Expansi	\$17,220	\$27,252		(\$27,252)	-100.0%
50-35 CCSS Across State Lines	\$73,689	\$74,999		(\$74,999)	-100.0%
51-03 Completion Colleges	\$7,061	\$9,400	\$1,200	(\$8,200)	-87.2%
51-15 WA Opportunity Scholarship	\$0	\$14,252		(\$14,252)	-100.0%
51-32 Multistate Data Exchange 2	\$401,381	\$848,740	\$1,499,036	\$650,297	76.6%
52-04 Adult Degree Completion Y4	\$146,757	\$300,000	\$100,000	(\$200,000)	-66.7%
52-14 Smarter Balanced	\$129,805	\$260,337	\$259,663	(\$675)	-0.3%
54-01 Lumina Fin Aid Concept Paper	\$43,995	\$27,000		(\$27,000)	-100.0%
54-51 College Access Challenge Grant (\$151,980	\$129,850		(\$129,850)	-100.0%
55-01 Anticipated New Funding	\$0	\$87,527		(\$87,527)	-100.0%
Expense	\$993,370	\$1,799,356	\$1,876,195	\$76,838	4.3%
Total Expense	\$993,370	\$1,799,356	\$1,876,195	\$76,838	4.3%
Revenue over (under) Expense	\$721,078	\$1,188,472	\$91,005	(\$943,790)	-19.7%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2015 and FY 2016

Mental Health

9 months elapsed 3 months remaining Object / Description	FY 2015		FY 2015		FY 2016			
	Total		Budget		Budget			
	<i>Actual ></i>	<i>Forecast ></i>	01-Jul-14	30-Jun-15	01-Jul-15	30-Jun-16	Variance	%
	01-Jul-14 -- 31-Mar-15	01-Apr-15 -- 30-Jun-15	01-Jul-14	30-Jun-15	01-Jul-15	30-Jun-16	FY 2016 budget higher or (lower) than FY 15	
40-01 MH - State Affiliation Fees	\$344,474		\$331,667		\$439,000		\$107,333	32.4%
40-10 MH - Decision Support Group	\$42,000		\$42,000		\$48,000		\$6,000	14.3%
40-21 MH - Suicide Prevention Toolkits	\$3,250		\$4,000		\$5,000		\$1,000	25.0%
40-22 MH - First Aid Training	\$1,850		\$6,000		\$2,500		(\$3,500)	-58.3%
41-01 MH - Consulting Main Account	\$105,595		\$97,332		\$110,000		\$12,668	13.0%
41-05 CO MHFA Eval FY 15	\$30,000		\$30,000		\$10,000		(\$20,000)	-66.7%
41-20 AZ Evidence Based FY14--FY15	\$512,427		\$512,427		\$397,374		(\$115,053)	-22.5%
41-24 SD Data Assessment CY14	\$4,872						\$0	
41-28 SD Survey FY 15	\$21,023		\$21,667		\$18,333		(\$3,333)	-15.4%
41-29 AK DBH BH Pilot FY 15	\$20,806						\$0	
41-30 AZ Mercy Maricopa EBP FY15-16	\$176,995		\$188,170		\$299,845		\$111,675	59.3%
41-32 AZ ASH Quality Project FY15	\$5,249		\$20,068		\$18,524		(\$1,544)	-7.7%
41-33 AZ Recruitment & TA	\$526,078		\$526,078				(\$526,078)	-100.0%
41-80 VA Rural Suici FY 15 and FY 16	\$66,333		\$66,333		\$199,000		\$132,667	200.0%
41-92 JBS Intl - Guam FY14	\$9,940		\$15,775				(\$15,775)	-100.0%
42-02 UTEP FY 13 Intern Program	\$12,525		\$15,240		\$11,381		(\$3,859)	-25.3%
42-12 UT LonestarIntern FY13,14,15	\$12,204		\$12,500				(\$12,500)	-100.0%
42-20 CO OBH System Analysis FY 15,	\$339,927		\$339,927		\$0		(\$339,927)	-100.0%
42-30 AK DJJ FY 15/16	\$40,000		\$40,000		\$20,000		(\$20,000)	-50.0%
42-40 WA State Hosp Forensic FY15	\$9,900		\$9,900				(\$9,900)	-100.0%
42-93 Co Intern Project FY 15	\$87,401		\$85,302				(\$85,302)	-100.0%
43-02 CNMI Suicide Training FY15	\$55,000		\$55,000		\$85,000		\$30,000	54.5%
43-20 OR State Hosp FY 14	\$14,924		\$12,600				(\$12,600)	-100.0%
44-38 AK API FY 14	\$23,526		\$18,887				(\$18,887)	-100.0%
44-39 Ak APU FY 14 FY 15	\$34,833		\$49,875		\$37,490		(\$12,385)	-24.8%
44-40 MH - AK API FY 15	\$18,268		\$75,000		\$75,000		\$0	0.0%
44-81 MH - DOD MHFA Training	\$25,793						\$0	
45-01 MH - Anticipated New Funding	\$35,000		\$35,000		\$35,000		\$0	0.0%
45-16 AK OISSP FY 15	\$50,000		\$50,000		\$50,000		\$0	0.0%
45-36 AK MAT-SU FY 14	\$32,795		\$15,481				(\$15,481)	-100.0%
45-41 AK PIC FY 15	\$19,844		\$19,844				(\$19,844)	-100.0%
45-43 MH - AK PIC Interns FY11/FY12/	\$154,969		\$100,000		\$100,000		\$0	0.0%
45-49 MH APPIC FY 15	\$37,500		\$37,500		\$12,487		(\$25,013)	-66.7%
45-56 AK HRSA InternExpansFY13,14,	\$74,005		\$117,176		\$29,292		(\$87,884)	-75.0%
46-01 HI Intern Dev-Plan FY15	\$38,994		\$60,080				(\$60,080)	-100.0%
46-06 HI Interns FY15	\$351,443		\$372,255				(\$372,255)	-100.0%
46-11 APA Grant HI PIC FY 14	\$6,552						\$0	
46-14 HI FY15NeedsAssess&WrkfrcePt	\$13,449						\$0	
46-21 TX Harris Co Intern FY13	\$7,775		\$6,500				(\$6,500)	-100.0%
46-22 TX Bexar Co FY 15	\$11,906		\$8,155				(\$8,155)	-100.0%
46-31 OR Psych Internship FY 15, 16	\$74,198		\$80,944		\$52,137		(\$28,807)	-35.6%
46-51 NV Psych Internship FY 15	\$108,574		\$88,574		\$22,143		(\$66,431)	-75.0%
Revenue	\$3,562,198		\$3,567,257		\$2,077,507		(\$1,489,750)	-41.8%
Total Revenue	\$3,562,198		\$3,567,257		\$2,077,507		(\$1,489,750)	-41.8%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2015 and FY 2016

Mental Health (continued)

9 months elapsed 3 months remaining Object / Description	FY 2015		FY 2015		FY 2016		
	Total		Budget		Budget		
	<i>Actual ></i> 01-Jul-14 -- 31-Mar-15	<i>Forecast ></i> 01-Apr-15 -- 30-Jun-15	01-Jul-14	30-Jun-15	01-Jul-15	30-Jun-16	Variance FY 2016 budget higher or (lower) than FY 15
						%	
40-01 MH - State Affiliation Fees	\$469,149		\$444,176		\$703,001	\$258,825	58.3%
40-10 MH - Decision Support Group	\$22,650		\$33,464		\$31,393	(\$2,072)	-6.2%
40-21 MH - Suicide Prevention Toolkits	\$2,961		\$0		\$3,000	\$3,000	
40-22 MH - First Aid Training	\$987		\$1,000		\$1,500	\$500	50.0%
41-01 MH - Consulting Main Account	\$58,071		\$52,408		\$70,000	\$17,592	33.6%
41-05 CO MHFA Eval FY 15	\$21,991		\$22,731		\$3,985	(\$18,747)	-82.5%
41-20 AZ Evidence Based FY14--FY15	\$431,362		\$445,406		\$304,034	(\$141,372)	-31.7%
41-24 SD Data Assessment CY14	\$4,872		\$4,274			(\$4,274)	-100.0%
41-28 SD Survey FY 15	\$14,296		\$16,526		\$17,649	\$1,123	6.8%
41-29 AK DBH BH Pilot FY 15	\$20,806		\$14,564			(\$14,564)	-100.0%
41-30 AZ Mercy Maricopa EBP FY15-16	\$160,378		\$152,753		\$258,889	\$106,136	69.5%
41-32 AZ ASH Quality Project FY15	\$5,705				\$18,524	\$18,524	
41-33 AZ Recruitment & TA	\$521,266		\$516,596			(\$516,596)	-100.0%
41-80 VA Rural Suici FY 15 and FY 16	\$57,461		\$75,145		\$129,280	\$54,135	72.0%
41-92 JBS Intl - Guam FY14	\$6,062					\$0	
42-02 UTEP FY 13 Intern Program	\$19,222		\$18,335		\$10,040	(\$8,294)	-45.2%
42-12 UT LonestarIntern FY13,14,15	\$13,115		\$15,411			(\$15,411)	-100.0%
42-20 CO OBH System Analysis FY 15,	\$312,186		\$337,057			(\$337,057)	-100.0%
42-30 AK DJJ FY 15/16	\$36,824		\$10,875		\$10,875	\$0	0.0%
42-40 WA State Hosp Forensic FY15	\$9,165		\$8,366			(\$8,366)	-100.0%
42-93 Co Intern Project FY 15	\$67,262		\$73,193			(\$73,193)	-100.0%
43-02 CNMI Suicide Training FY15	\$8,530		\$10,411		\$109,123	\$98,712	948.2%
43-20 OR State Hosp FY 14	\$14,972		\$15,332			(\$15,332)	-100.0%
44-38 AK API FY 14	\$20,756		\$2,487			(\$2,487)	-100.0%
44-39 Ak APU FY 14 FY 15	\$48,208		\$34,856		\$43,121	\$8,264	23.7%
44-40 MH - AK API FY 15	\$21,387		\$69,676		\$88,075	\$18,399	26.4%
44-81 MH - DOD MHFA Training	\$25,793		\$18,627			(\$18,627)	-100.0%
45-01 MH - Anticipated New Funding	\$14,644		\$14,644		\$52,926	\$38,282	261.4%
45-16 AK OISSP FY 15	\$54,148		\$59,082		\$10,190	(\$48,892)	-82.8%
45-36 AK MAT-SU FY 14	\$31,896		\$14,591			(\$14,591)	-100.0%
45-41 AK PIC FY 15	\$17,657		\$19,844			(\$19,844)	-100.0%
45-43 MH - AK PIC Interns FY11/FY12/	\$144,921		\$100,000			(\$100,000)	-100.0%
45-49 MH APPIC FY 15	\$45,616		\$40,055		\$21,426	(\$18,629)	-46.5%
45-56 AK HRSA InternExpansFY13,14,	\$91,128		\$116,103		\$28,255	(\$87,848)	-75.7%
46-01 HI Intern Dev-Plan FY15	\$56,055		\$53,420			(\$53,420)	-100.0%
46-02 HI DEV DPS FY 14,15	\$2,567					\$0	
46-03 HI Dev DOE FY 15	\$2,573		\$0			\$0	
46-06 HI Interns FY15	\$344,284		\$376,015			(\$376,015)	-100.0%
46-07 HI Interns / D of Public Safety FY	\$1,238					\$0	
46-08 HI Interns / D of Health FY14-FY1	\$2,083					\$0	
46-11 APA Grant HI PIC FY 14	\$6,552		\$2,147			(\$2,147)	-100.0%
46-14 HI FY15NeedsAssess&WrkfrcePt	\$13,449		\$13,046			(\$13,046)	-100.0%
46-21 TX Harris Co Intern FY13	\$7,774		\$6,233			(\$6,233)	-100.0%
46-22 TX Bexar Co FY 15	\$9,603		\$8,230			(\$8,230)	-100.0%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2015 and FY 2016

Mental Health (continued)

<i>9 months elapsed</i> <i>3 months remaining</i> Object / Description	FY 2015		FY 2015	FY 2016	Variance	%
	Total		Budget	Budget		
	<i>Actual ></i> <i>Forecast ></i>	01-Jul-14 -- 31-Mar-15 01-Apr-15 -- 30-Jun-15	01-Jul-14 30-Jun-15	01-Jul-15 30-Jun-16		
					FY 2016 budget higher or (lower) than	FY 15
46-22 TX Bexar Co FY 15		\$9,603	\$8,230		(\$8,230)	-100.0%
46-31 OR Psych Internship FY 15, 16		\$84,007	\$67,102	\$38,156	(\$28,946)	-43.1%
46-40 NV Intern Stipends FY 15-16-17		\$0			\$0	
46-51 NV Psych Internship FY 15		\$111,038	\$63,625		(\$63,625)	-100.0%
Expense		\$3,436,671	\$3,347,808	\$1,953,442	(\$1,394,366)	-41.7%
Total Expense		\$3,436,671	\$3,347,808	\$1,953,442	(\$1,394,366)	-41.7%
Revenue over (under) Expense		\$125,527	\$219,449	\$124,065	(\$2,884,116)	-41.7%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2015 and FY 2016

SARA

<i>9 months elapsed</i> <i>3 months remaining</i> Object / Description	FY 2015		FY 2015	FY 2016	Variance	%
	Total		Budget	Budget		
	<i>Actual ></i> <i>Forecast ></i>	01-Jul-14 -- 31-Mar-15 01-Apr-15 -- 30-Jun-15	01-Jul-14 30-Jun-15	01-Jul-15 30-Jun-16		
					FY 2016 budget higher or (lower) than	FY 15
17-01 W-SARA (Lumina Y1)		\$156,481	\$425,234		(\$425,234)	-100.0%
17-02 W-SARA (Lumina Y2)		\$124,454	\$302,248	\$109,218	(\$193,030)	-63.9%
17-03 W-SARA (Gates)		\$34,542		\$34,542	\$34,542	
17-05 W-SARA		\$126,824		\$435,200	\$435,200	
17-11 NC-SARA (Lumina Y1)		\$227,786	\$772,031		(\$772,031)	-100.0%
17-12 NC-SARA (Lumina Y2)		\$258,661	\$513,406		(\$513,406)	-100.0%
17-13 NC-SARA (Gates)		\$71,790			\$0	
17-15 NC-SARA		\$268,560		\$920,923	\$920,923	
Revenue		\$1,269,098	\$2,012,919	\$1,499,883	(\$513,036)	-25.5%
Total Revenue		\$1,269,098	\$2,012,919	\$1,499,883	(\$513,036)	-25.5%
17-01 W-SARA (Lumina Y1)		\$156,481	\$155,965		(\$155,965)	-100.0%
17-02 W-SARA (Lumina Y2)		\$125,935	\$31,218	\$109,218	\$78,000	249.9%
17-03 W-SARA (Gates)		\$16,126		\$34,542	\$34,542	
17-05 W-SARA		\$0		\$216,964	\$216,964	
17-11 NC-SARA (Lumina Y1)		\$227,786	\$377,941		(\$377,941)	-100.0%
17-12 NC-SARA (Lumina Y2)		\$258,661	\$132,500		(\$132,500)	-100.0%
17-13 NC-SARA (Gates)		\$71,790			\$0	
17-15 NC-SARA		\$269,957		\$819,750	\$819,750	
Expense		\$1,126,735	\$697,623	\$1,180,474	\$482,851	69.2%
Total Expense		\$1,126,735	\$697,623	\$1,180,474	\$482,851	69.2%
Revenue over (under) Expense		\$142,362	\$1,315,296	\$319,409	(\$30,185)	-1.1%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2015 and FY 2016

WCET

	FY 2015	FY 2015	FY 2016		
9 months elapsed 3 months remaining	Total	Budget	Budget	Variance	%
Object / Description	<i>Actual ></i> 01-Jul-14 – 31-Mar-15 <i>Forecast ></i> 01-Apr-15 – 30-Jun-15	01-Jul-14 30-Jun-15	01-Jul-15 30-Jun-16	FY 2016 budget higher or (lower) than	FY 15
20-01 WCET Core Revenue	\$854,422	\$878,000	\$17,500	(\$860,500)	-98.0%
20-02 WCET Indirect Cost Share	\$0		\$25,000	\$25,000	
20-03 WCET Membership Dues	\$0		\$800,000	\$800,000	
20-04 WCET Sponsorships	\$0		\$60,000	\$60,000	
21-14 WCET - Annual Mtg Fall 2014	\$224,798	\$216,000		(\$216,000)	-100.0%
21-15 WCET - Annual Mtg Fall 2015	\$23,207	\$24,498	\$220,000	\$195,502	798.0%
21-16 WCET Annual Meeting 2016	\$0		\$23,500	\$23,500	
21-32 Data Bootcamp	(\$2,057)			\$0	
21-33 State Authorization Net. Yr 4	\$154,857	\$172,884		(\$172,884)	-100.0%
21-34 State Auth. Network Workshop	\$33,087	\$39,625		(\$39,625)	-100.0%
21-35 State Authorization Net. Yr. 5	\$89,879	\$65,117	\$320,954	\$255,837	392.9%
21-36 Leadership Summit -June 2015	\$30,380	\$30,000		(\$30,000)	-100.0%
21-37 State Auth. Network Workshop 2	\$3,335		\$37,665	\$37,665	
24-31 Gates - PAR Framework 2	(\$10,986)			\$0	
24-32 PAR - IPAS Amendment	\$88,626	\$88,626		(\$88,626)	-100.0%
24-33 PAR Framework 3-Gates Trans.	\$588,213	\$588,351		(\$588,351)	-100.0%
24-35 PAR Self Funding Transition	\$150,584	\$211,496		(\$211,496)	-100.0%
24-36 PAR Purdue Gates Subgrant	\$39,396	\$39,396		(\$39,396)	-100.0%
Revenue	\$2,267,743	\$2,353,993	\$1,504,619	(\$849,374)	-36.1%
Total Revenue	\$2,267,743	\$2,353,993	\$1,504,619	(\$849,374)	-36.1%
20-10 WCET - Administration	\$794,160	\$911,171	\$962,195	\$51,024	5.6%
21-14 WCET - Annual Mtg Fall 2014	\$188,206	\$194,067		(\$194,067)	-100.0%
21-15 WCET - Annual Mtg Fall 2015	\$23,207	\$24,498	\$204,310	\$179,812	734.0%
21-16 WCET Annual Meeting 2016	\$0		\$23,500	\$23,500	
21-32 Data Bootcamp	(\$2,057)			\$0	
21-33 State Authorization Net. Yr 4	\$154,857	\$172,884		(\$172,884)	-100.0%
21-34 State Auth. Network Workshop	\$30,877	\$37,498		(\$37,498)	-100.0%
21-35 State Authorization Net. Yr. 5	\$89,879	\$65,117	\$274,293	\$209,176	321.2%
21-36 Leadership Summit -June 2015	\$30,381	\$30,000		(\$30,000)	-100.0%
21-37 State Auth. Network Workshop 2	\$3,335		\$37,665	\$37,665	
24-31 Gates - PAR Framework 2	(\$10,986)			\$0	
24-32 PAR - IPAS Amendment	\$88,626	\$88,626		(\$88,626)	-100.0%
24-33 PAR Framework 3-Gates Trans.	\$588,213	\$588,351		(\$588,351)	-100.0%
24-35 PAR Self Funding Transition	\$120,584	\$211,496		(\$211,496)	-100.0%
24-36 PAR Purdue Gates Subgrant	\$39,396	\$39,396		(\$39,396)	-100.0%
Expense	\$2,138,680	\$2,363,105	\$1,501,963	(\$861,142)	-36.4%
Total Expense	\$2,138,680	\$2,363,105	\$1,501,963	(\$861,142)	-36.4%
Revenue over (under) Expense	\$129,064	(\$9,111)	\$2,656	(\$1,710,516)	-36.3%

ACTION ITEM

Approval of Salary and Benefit Recommendations for FY 2016

Salary

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

Despite truly exceptional performance by the staff at large over the past few years, budget constraints have made it possible to increase staff salaries only three times over the past six years, beginning with fiscal year 2010. Fortunately, two of those three increases came in the last two years. During this period of time, however, benefit costs, including the staff share of benefit costs, have increased, so in effect staff have seen their pay decline.

It is certainly understandable why this circumstance has occurred, given the reasoned decision not to raise dues during the most difficult financial times facing our member states since the Great Depression. It is also recognized that WICHE and its staff weathered the storm reasonably well, with no significant staff layoffs and without the furloughs and pay cuts that many public employees experienced. Nonetheless, it is neither fair to our dedicated staff nor good business practice not to compensate staff commensurate with their skills and competitively with the market for such skilled staff.

In the budget that I have recommended for Fiscal Year 2016 I have once again proposed a budget that is balanced but that is insufficient to sustain staff salary increases. Some have suggested that the reserves are sufficient to cover this cost, but using reserves to cover costs that will be imbedded within the budget in perpetuity is both against existing WICHE budget reserve policy and would be exceptionally poor financial practice.

Benefits. Major benefits to staff include the following:

- Participation in WICHE’s retirement plan, which provides two-to-one matching for contributions up to a combined 15 percent [5 from staff, 10 from WICHE], in TIAA/CREF managed accounts.
- Health and dental insurance, which includes participation in a health savings account (HSA) plan through Anthem/Blue Cross insurance company. WICHE provides a set portion of the payment for the health and dental insurance, with the staff paying the remainder, which varies depending upon the plan they select. WICHE also contributes an amount annually to each staff member’s health savings account.
- An optional flex spending account for exceptional medical expenses and dependent care.
- Life, accidental death and disability, short-term disability, and long-term disability insurance.
- Generous vacation, sick leave, paid holidays, and personal business leave.
- Conversion of up to 450 hours of accumulated sick leave for most individuals retiring from WICHE (requires at least five years of service and combined age and tenure at WICHE of at least 70 years).

Action Requested

This year President Longanecker proposes the rather novel approach used in fiscal years 2013 and 2015 to allow for possible salary increases for fiscal year 2016. He asks the commission to approve a staff salary increase pool of 3 percent, contingent upon improvements in projected revenues above and beyond those anticipated in the budget currently projected and proposed for adoption by the commission. Release of such contingent funding could occur only by action of the Executive Committee or the Committee of the Whole. This action is proposed because it is quite possible that WICHE’s financial circumstances could improve sufficiently to allow for the proposed 3 percent increase, which would cost the WICHE general fund approximately \$40,000.

ACTION ITEM

Approval of the WICHE Workplan for FY 2016

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

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

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

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

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

Workplan Activities. Our work for FY 2016, our potential projects for the future, and our recently completed projects are organized according to the following categories.

- Existing Activities: Our current work, divided into two types:
 - Ongoing Activities: Continuing work that supports WICHE's mission, supported by the general fund or fees.
 - Projects & Initiatives: Continuing (or new) work supported by grants and contracts.
- New Directions: Commissioner-approved projects for which staff is seeking funding.
- Potential Future Projects: Work that staff is considering pursuing (and bringing to the commission for approval); in addition, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.
- Completed Projects: Work that staff finished in FY 2015.

Priority. In the FY 2016 workplan, as per commissioners' request, Existing Activities are not given a priority ranking since they are initiatives that WICHE staff is committed to accomplishing. New Directions are prioritized by mission relevance, opportunity, and staff competence. Potential Future Projects are under consideration and have not been commissioner-approved; therefore, they are not prioritized.

Programs & Services

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

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo-Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 156 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members, except CA, CNMI, ID, OR, SD, and WA; 133 programs at 60 institutions
Western Regional Graduate Program (WRGP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 383 programs at 60 institutions
WICHE Internet Course Exchange	Access & success; technology & innovation	National	Consultants	Consortium of 20 institutions
Student Exchange Program database upgrades and enhancements	Access & success; workforce and society; technology	Western	.20 FTE	All WICHE member states
Western Academic Leadership Forum	Access & success; accountability	Western	.40 FTE	All WICHE member states except HI; 47 institutions, 10 systems
Western Alliance of Community College Academic Leaders	Access & success; accountability	Western	.35 FTE	All WICHE member states; 77 institutions, 10 systems
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/Mercer/United HealthCare Student Resources, 5 states: AK, CA, CO, NV, ND; 21 institutions
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh/Lexington, 8 states: AZ; CO; ID; NV; OR; UT; WA; WY

Project	Focus	Geo-Scope	Staffing	Partners
MHECtech	Finance	WICHE/MHEC/SREB states	.05 FTE	All WICHE member states
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.25 FTE + consultant	All WICHE member states
Conversion of WICHE's constituent relations database to Salesforce	All 5 focus areas	Western/U.S.	.20 FTE	All WICHE member states

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Interstate Passport Phase II	Access & success; innovation	Western + MHEC, NEBHE, SREB states	Bill & Melinda Gates Foundation (\$1,647,733) and Lumina Foundation (\$1,199,953)	2.95 FTE + consultants	10/6/2014 - 9/30/2016	25 institutions/entities in 7 WICHE states and 12 institutions in other compact states
Consortium for Health Education Online (CHEO)	Access & success; technology & innovation	Western	U.S. Department of Labor: Trade Adjustment & CC & Career Training Grant (WICHE contract: \$872,259)	2.7 FTE + consultants	10/2012 - 9/2016	Pueblo Community College (CO) is fiscal agent; 8 institutions in 5 states: AK, CO, MT, SD, WY
Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA)	Access & success; technology & innovation	Western	Lumina Foundation Year 2: \$124,454; Gates Foundation: \$34,542; NC-SARA Jan. 2015 Allocation: \$58,182; FY 2015 Institutional Fee Budget: \$122,502; W-SARA Institutional Fee revenue: Feb. 17, 2005: \$218,000	WICHE SARA: 2.3 FTE	Ongoing	Regionally: States that sign the reciprocity agreement and institutions that pay annual dues Nationally: NC-SARA MHEC, NEBHE, SREB

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Bridges to the Professoriate	Access & success	National	National Institute of Health (\$221,048)	.20 FTE	7/1/2008 - 6/30/2016	Southern Regional Education Board; National Institute of General Medical Sciences

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

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

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

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

NEW DIRECTIONS

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

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

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

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

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

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

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

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

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

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

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

POTENTIAL FUTURE PROJECTS

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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

Policy Analysis and Research

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

EXISTING ACTIVITIES ONGOING

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

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

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

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

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

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

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

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges	Access & success	★★★ ●●● ■■■	Western and additional bordering states	\$1.75 million	1.35 FTE	3 years	SBAC, PARCC, MHEC
Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands	Access & success, workforce & society	★★★ ● ■■	Western	\$1 million	1.75 FTE	3 years	TBD
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism through Inmate Education and Reentry Programs	Access & success, workforce & society	★★ ●● ■■	Western	\$2.5 million	2 FTE	3 years	WICHE Mental Health Program
Streamlining Implementation of Outcomes-Based Funding Models	Accountability	★★ ●● ■■	Western	\$2.25 million	2 FTE	3 years	American Council on Education, NCHEMS, SHEEO, National Association of System Heads
Serving Student Soldiers of the West	Access & success, workforce & society	★★ ● ■■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education

* Smarter Balanced Assessment Consortium (SBAC); Partnership for Assessment of Readiness for College and Careers (PARCC); State Higher Education Executive Officers Association (SHEEO); American Association of Colleges for Teacher Education (AACTE).

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

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

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

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

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

POTENTIAL FUTURE PROJECTS

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

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

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

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

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

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

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

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

Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale: A project in which WICHE would launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

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

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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

Equity in Excellence.

New Models of Student Financial Support.

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

Mental Health

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

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo-Scope	Staffing	Partners
Mental Health Unit Administration	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.20 FTE	States
Psychology Internship Development	Workforce & society	Western	.35 FTE	States & 501(c)3s

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Alaska Division of Juvenile Justice	Workforce & society	Western	\$60,000	.10 FTE	1/15-12/15	Alaska
Alaska HRSA Internship Expansion Grant	Workforce & society	Western	\$354,253	.35 FTE	9/12-9/15	HRSA
Alaska Pacific University Doctoral Training Program	Workforce & society	Western	\$99,825	.30 FTE	3/14-2/16	Alaska & Trust
Alaska Psychiatric Institute Technical Assistance	Workforce & society	Western	\$100,000	.15 FTE	9/14-9/15	Alaska
APA Grant to Support Internship Program - Colorado	Workforce & society	Western	\$20,000	.16 FTE	2/15-2/16	American Psychological Association
APA Grant to Support Internship Program - Oregon	Workforce & society	Western	\$19,881	.01 FTE	2/15-2/16	American Psychological Association
APA Grant to Support Internship Program - Nevada	Workforce & society	Western	\$20,000	.16 FTE	2/15-2/16	American Psychological Association
Arizona – Evidence-Based Practices	Workforce & society	Western	\$850,500	3.2 FTE	1/14-6/16	Arizona
Arizona – Recruitment and Staffing	Workforce & society	Western	\$528,359	.10 FTE	5/14-5/17	Arizona

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners

POTENTIAL FUTURE PROJECTS

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

The MHP is negotiating an award from the State of South Dakota to evaluate the state's drug court system. The MHP expects to submit a proposal for funding through the HRSA Rural Health Research Grants Program, which should have a solicitation during late FY15 or early FY16.

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

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

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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

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

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

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

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

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

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

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

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

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

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

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

WCET

The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET’s mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. Today, WCET supports over 340 colleges, universities, state higher education agencies, non-profits and for-profit companies across the U.S. and Canada, with over 2,900 active WCET users. WCET’s strategic action plan focuses on practice, policy, and advocacy, and fulfills these core functions by leveraging the expertise within the WCET community, supporting action agendas based on member priorities, facilitating information dissemination and professional networking, and delivering responsive excellence to its higher education members. WCET is the leader in the practice and policy of technology-enhanced learning in higher education.

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo-Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation, access & success	North America	6.55 FTE	340 member institutions, organizations, & companies
WCET Leadership Summit on Adaptive Learning for 2015	Technology & innovation, access & success	North American	WCET staff	Corporate sponsors
WCET Webcast Series	Technology & innovation, access & success	North America	WCET staff	
e-Learning Policy & Advocacy	Technology & innovation, access	North America	WCET staff	UPCEA, Online Learning Consortium, Educause, other organizations
WCET Research	Technology & innovation	North America	WCET staff	Members and other organizations

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Adaptive Learning (targeted niche for 2015)	Technology & innovation, access & success	North America	Existing membership dues, possible corporate and/or grant support	WCET staff	3/15-12/15	Member institutions and organizations

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

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

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

WCET's State Authorization Network (SAN) is a membership service for those seeking to comply with state authorization regulations related to the provision of online and distance courses and programs; WCET provides training on the state regulations, access to experts, strategies on meeting state requirements, and supports a community of practitioners to share effective practices and latest developments.

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

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Institutional Data on Cost versus Price of Distance Education	Finance, access & success	★ ● ■■	North America	TBD	TBD	TBD	TBD
teleHealth & teleMedicine – Collaborative Project with WICHE Mental Health Program	Workforce & society, technology & innovation	★ ● ■■	Western	TBD	TBD	TBD	TBD

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

POTENTIAL FUTURE PROJECTS

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

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

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

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



COMMISSION CODE OF ETHICS

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

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

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

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

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

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

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

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

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

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

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

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

WICHE



Plenary Session IV

Between a Rock and a Hard Place – Reconciling Attainment Goals and Fiscal Realities

Tuesday, May 12, 2015
10:00 – 11:30 am
Columbia Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 12, 2015

10:00 - 10:30 am

Columbia Ballroom

**Plenary Session IV:
Between a Rock and a Hard Place – Reconciling Attainment
Goals and Fiscal Realities**

Many states have established education goals. To attain those goals states will have to enroll and graduate many more students than they currently are. This session will address the costs associated with attaining those goals and the alignment of fiscal policies needed to make these costs affordable to both students and the state.

Speaker:

Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS)

10:30 - 11:30 am

Columbia Ballroom

**Facilitated Discussion on Reconciling Attainment Goals and Fiscal
Realities***Facilitator:*

Mike Rush, WICHE chair, and executive director, Idaho State Board of Education

Biographical Information on the Speakers

Dennis P. Jones, president of the National Center for Higher Education Management Systems (NCHEMS), has more than 40 years of experience in research, development, technical assistance, and administration in the field of higher education management and policymaking. A member of the NCHEMS staff since 1969, he assumed increasing levels of responsibility within that organization, becoming president in 1986. Under his leadership, and in collaboration with an extraordinarily talented staff, NCHEMS has achieved a position of preeminence as a leader in the development and promulgation of information-based approaches to policymaking in higher education. Jones is widely recognized for his work in such areas as: developing “public agendas” to guide state higher education policymaking; financing, budgeting, and resource allocation methodologies for use at both state and institutional levels; linking higher education with states’ workforce and economic development needs; and developing and using information to inform policymaking. He has written many monographs and articles on these topics; has presented his work at many regional, national, and international conferences; and has consulted with hundreds of institutions and state higher education agencies on management issues of all kinds. Jones is a graduate of Rensselaer Polytechnic Institute and served as an administrator (in business and institutional planning) there for eight years prior to his joining the NCHEMS staff. He has served as an advisor to the U.S. Secretary of Education, Lumina Foundation, the National Center for Public Policy and Higher Education, and numerous other associations, policy organizations, and state agencies.

Mike Rush is the executive director of the Idaho State Board of Education, charged with supporting a board with oversight over the majority of Idaho's budget. The Board is responsible for governing all of Idaho's higher education institutions and has general supervision over all public education, including the community colleges. Before becoming executive director, Rush served 10 years as the administrator of the Division of Professional-Technical Education. He has also taught high school and has had faculty positions at the University of Idaho, Virginia Tech, and Penn State University. He has held adjunct faculty status at Boise State University and was director of research for the State Division of Professional-Technical Education. Rush received his master's degree from the University of Idaho and his doctorate from Virginia Tech, with a minor in the masters of business administration program.

WICHE



Reference

WICHE Commission

Commission committees

Legislative Advisory Committee

WICHE staff

Future commission meeting dates

Higher education organizations
and acronyms

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

Western Interstate
Commission
for Higher Education

www.wiche.edu

Reference

- WICHE Commission 13-3
- Commission committees 13-6
- Legislative Advisory Committee 13-7
- WICHE staff 13-10
- Future commission meeting dates 13-10
- Higher education organizations & acronyms 13-11
- Map of U.S. Pacific Territories and Freely Associated States 13-14



WICHE COMMISSION

WICHE's 48 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from 15 Western states and the Commonwealth of the Northern Mariana Islands, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Mike Rush, executive director of the Idaho State Board of Education, is the 2015 chair of the WICHE Commission; Jeanne Kohl-Welles, Washington State Senator, is vice chair.

*Executive Committee member

ALASKA

Susan Anderson, president/CEO, The CIRI Foundation
3600 San Jeronimo Drive, Suite 256, Anchorage, AK 99508
Phone: 907.793.3576
Email: sanderson@thecirifoundation.org

***Diane Barrans** (WICHE chair, 2005), executive director,
Alaska Commission on Postsecondary Education
3030 Vintage Boulevard, Juneau, AK 99801-7109
Phone: 907.465.6740; 907.465.2113
Email: diane.barrans@alaska.gov

James Johnsen, senior vice president, Alaska Communications
600 Telephone Avenue, Anchorage, AK 99503
Phone: 907.564.3325
Email: james.johnsen@acsalaska.com

ARIZONA

Leah Bornstein, president, Coconino Community College
2800 S. Lone Tree, Flagstaff, AZ 86001
Phone: 928.226.4217
Email: leah.bornstein@coconino.edu

Chris Bustamante, president, Rio Salado College
2323 West 14th Street, Tempe, AZ 85281
Phone: 480.517.8118
Email: chris.bustamante@riosalado.edu

***Eileen Klein**, president, Arizona Board of Regents
2020 North Central Avenue, Suite 230,
Phoenix, AZ 85004-4593
Phone: 602.229.2500
Email: eileen.klein@azregents.edu

CALIFORNIA

***Christopher Cabaldon**, principal, Capitol Impact, and mayor,
West Sacramento City
1107 Ninth Street, Suite 500, Sacramento, CA 95814
Phone: 916.441.2917
Email: christopher@capimpactllc.com

***Dianne Harrison** (immediate past WICHE chair), president,
California State University, Northridge
18111 Nordhoff Street, Northridge, CA 91330
Phone: 818.677.2121
Email: dianne.harrison@csun.edu

Linda Thor, chancellor, Foothill-De Anza Community College
District
12345 El Monte Road, Los Altos Hills, CA 94022-4597
Phone: 652.949.6100
Email: thorlinda@fhda.edu

COLORADO

Joseph Garcia (WICHE chair, 2011), Colorado lieutenant
governor, and executive director, Colorado Department of
Higher Education
130 State Capitol, Denver, CO 80203
Phone: 303.866.4075
Email: josephagarcia@state.co.us

Loretta Martinez, general counsel and secretary to the board,
Metropolitan State University of Denver
Campus Box 1, P.O. Box 173362, Denver, CO 80217
Phone: 303.556.3022
Email: lpmartin@msudenver.edu

***Dene Kay Thomas**, president, Fort Lewis College
1000 Rim Drive, Durango, CO 81301
Phone: 970.247.7100
Email: thomas_d@fortlewis.edu

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

***Sharon Hart**, president, Northern Marianas College
P.O. Box 501250, Saipan, MP 96950
Phone: 670.234.5498 x 1999
Cell: 670.285-0010
Email: president@marianas.edu

Jude Hofschneider, senator, Northern Marianas Commonwealth
Legislature
Saipan, MP 96950
Phone: 670.664.2300
Email: lt.judeuhofschneider@gmail.com

Joshua Sasamoto, president, Pacific Development LLC
P.O. Box 506594, Saipan, MP 96950
Email: joshua.sasamoto@gmail.com

HAWAII

Francisco Hernandez, retired vice chancellor for students,
University of Hawai'i at Manoa
2600 Campus Road
Queen Lili'uokalani Center for Students #409
Honolulu, HI 96822
Phone: 808.956.3290
Email: fjh@hawaii.edu

Carol Mon Lee, attorney and retired associate dean, University
of Hawai'i Richardson School of Law
3255 Huelani Drive, Honolulu, HI 96822
Phone: 808.383.6300
Email: carolmonlee@gmail.com

IDAHO

***J. Anthony Fernandez**, president, Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501
Phone: 208.792.2216
Email: tfernandez@lcsc.edu

Wendy Horman, representative, Idaho House of Representatives
1860 Heather Circle
Idaho Falls, ID 83406
Phone: 208.522.4387
Email: wendyhorman@house.idaho.gov

***Michael Rush**, executive director, Idaho State Board of Education (WICHE chair)
P.O. Box 83720, Boise, ID 83720-0037
Phone: 208.332.1565
Email: mike.rush@osbe.idaho.gov

MONTANA

***Clayton Christian**, commissioner of higher education, Montana University System
2500 E. Broadway Street, Helena, MT 59601
Phone: 406.444.0374
Email: cchristian@montana.edu

Pat Williams, former U.S. Congressman
3533 Lincoln Hills Point
Missoula, MT 59601
Phone: 406.531.7819
Email: pat@williamsformontana.com

Franke Wilmer, representative, Montana House of Representatives
329 North Hunters Way
Bozeman, MT 59718
Phone: 406.599.3639
Email: franke.wilmer@gmail.com

NEVADA

Vance Farrow, industry specialist for healthcare, Governor's Office of Economic Development
555 E. Washington Avenue, Suite 5400, NV 89101
Phone: 702.486.2700
Email: vfarrow@diversifynevada.com

***Vic Redding**, vice chancellor of finance, Nevada System of Higher Education
2601 Enterprise Road, Reno, NV 89512
Phone: 775.784.3408
Email: vic_redding@nshe.nevada.edu

NEW MEXICO

Barbara Damron, cabinet secretary, New Mexico Higher Education Department
2048 Galisteo Street, Santa Fe, NM 87505
Phone: 505.476.8404
Email: barbara.damron@state.nm.us

Mark Moores, senator, New Mexico State Senate
9641 Seligman Ave NE, Albuquerque, NM 87109
Phone: 505.681.1975
Email: markdmoores@yahoo.com

***Patricia Sullivan**, assistant dean, College of Engineering, New Mexico State University
P.O. Box 30001, Las Cruces, NM 88003
Phone: 575.646.2913
Email: patsulli@nmsu.edu

NORTH DAKOTA

***Ray Holmberg**, senator, North Dakota State Senate
621 High Plains Court, Grand Forks, ND 58201
Phone: 701.739.5334
email: rholmberg@nd.gov

Kari Reichert, vice president, National Information Solutions Cooperative (NISC), and member, North Dakota State Board of Education, Bismarck
1714 N. Griffin Street, Bismarck ND 58501
Email: kari.reichert@ndus.edu

Larry Skogen, interim chancellor, North Dakota University System
600 E. Boulevard Avenue, Dept 215
Bismarck, ND 58505-0230
Phone: 701.328.2960
Email: larry.skogen@ndus.edu

OREGON

Ryan Deckert, president, Oregon Business Association
200 S.W. Market Street, Suite 1840, Portland, OR 97201
Phone: 503.641.0990
Email: ryan@oba-online.org

***Camille Preus**, president, Blue Mountain Community College
2411 NW Carden Avenue, Pendleton, OR 97801
Phone: 541.278.5950
Email: cpreus@bluecc.edu

Hilda Rosselli, college and career readiness director, Oregon Education Investment Board
775 Court Street NE, Salem, OR 97361
Phone: 503.373.0032
Email: hilda.rosselli@state.or.us

SOUTH DAKOTA

Robert Burns, distinguished professor emeritus, Political Science Department, South Dakota State University, and dean emeritus, SDSU Honors College
1336 Trail Ridge Circle, Brookings, SD 57006
Phone: 605.692.6048
Email: robert.burns@sdsu.edu

***Jim Hansen**, former regent, South Dakota Board of Regents
216 N. Pierce, Pierre, SD 57501
Home: 605.224.7103
Email: johpsd@gmail.com

Jack Warner, executive director, South Dakota Board of Regents
306 E. Capitol Avenue, Suite 200, Pierre, SD 57501-2408
Phone: 605.773.3455
Email: jackw@ris.sdbor.edu

UTAH

***Dave Buhler**, commissioner, Utah System of Higher Education
60 South 400 West, Salt Lake City, UT 84101-1284
Phone: 801.321.7162
Email: dbuhler@utahsbr.edu

Dan Campbell, chair, Utah Board of Regents, and managing
general partner, EsNet Group
5255 North Edgewood Drive, Suite 200, Provo, Utah 84604
Phone: 801.434.3000
Email: dan@esnetgroup.com

Peter Knudson, senator, Utah State Senate
1209 Michelle Drive, Brigham City, UT 84302
Phone: 435.723.6366
Email: pknudson@le.utah.gov

WASHINGTON

***Don Bennett**, deputy director, Washington Student
Achievement Council
917 Lakeridge Way, P.O. Box 43430,
Olympia, WA 98504-3430
Phone: 360.753.7810
Email: donb@wsac.wa.gov

Jeanne Kohl-Welles, senator, Washington State Senate (WICHE
vice chair)
3131 Western Avenue, Suite 421, Seattle, WA 98121
Phone: 206.281.6854
Email: kohl-welles.jeanne@leg.wa.gov

Larry Seaquist, former state representative
Gig Harbor, WA
Phone: 360.786.7802
Email: larry@larryseaquist.com

WYOMING

Frank Gale, dean, College of Agriculture and Natural
Resources, University of Wyoming
1000 E. University Avenue, Dept. 3354, Laramie, WY 82071
Phone: 307.766.4133
Email: fgaley@uwyo.edu

Samuel Krone, representative, Wyoming House of
Representatives
P.O. Box 2481, Cody, WY 82414
Phone: 307.587.4530
Email: skrone@parkcounty.us

***Karla Leach**, president, Western Wyoming Community College
P.O. Box 428, Rock Springs, WY 82902
Phone: 307.382.1602
Email: kleach@wwcc.wy.edu

2015 COMMISSION COMMITTEES

Executive Committee

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

Diane Barrans (AK)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Dene Thomas (CO)
Sharon Hart (CNMI)
TBD (HI)
Tony Fernandez (ID)
Clayton Christian (MT)
Vic Redding (NV)
Patricia Sullivan (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Jim Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)
Karla Leach (WY)

Issue Analysis and Research Committee

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

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

Programs and Services Committee

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

Diane Barrans (AK)
Leah Bornstein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Joshua Sasamoto (CNMI)
Carol Mon Lee (HI)
Wendy Horman (ID)
Committee vice chair (MT)
Vance Farrow (NV)
Committee chair (NM)
Kari Reichert (ND)
Hilda Rosselli (OR)
Jack Warner (SD)
Dan Campbell (UT)
Larry Seaquist (WA)
Frank Galey (WY)

Self-funded Units Committee

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

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

Audit Committee

Dianne Harrison (CA), chair, and immediate past WICHE
chair
Leah Bornstein (AZ)
Vic Redding (NV)
Don Bennett (WA)
Jeanne Kohl-Welles (WA), WICHE vice chair

LEGISLATIVE ADVISORY COMMITTEE

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

*WICHE commissioner

ALASKA

Representative Paul Seaton

Alaska House of Representatives
345 West Sterling Highway, Suite 102B, Homer, AK 99603
Phone: 907.235.2921
Email: representative.paul.seaton@akleg.gov

Senator Gary Stevens

State Capitol Room 429, Juneau, AK 99801
Phone: 907.465.4925
Email: senator.gary.stevens@akleg.gov

ARIZONA

Representative Jeff Dial

Arizona House of Representatives
1700 West Washington, Suite H, Phoenix, AZ 85326
Phone: 602.926.5550
Email: jdial@azleg.gov

Senator Robert Meza

Arizona Senate
1700 West Washington, Room 313, Phoenix, AZ 85007
Phone: 602.926.3425
Email: rmeza@azleg.gov

CALIFORNIA

Assemblymember Das Williams

California State Assembly
State Capitol, PO Box 942849, Sacramento, CA 94249-0037
Phone: 916.319.2037
Email: assemblymember.williams@assembly.ca.gov

Senator Carol Liu

California State Senate
State Capitol, Room 5061, Sacramento, CA 95814
Phone: 916.651.4021
Email: carol.liu@sbcglobal.net
senator.liu@senate.ca.gov

COLORADO

Representative Dave Young

Colorado House of Representatives
200 East Colfax Avenue, Denver, CO 80203
Phone: 303.866.2929
Email: dave.young.house@state.co.us

VACANCY

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

Representative Joseph P. Deleon Guerrero

Northern Marianas Commonwealth Legislature
PO Box 500586, Saipan, MP 96950
Phone: 670.664.8971
Email: repdlguerreroj@gmail.com

*Senator Jude Hofschneider

Northern Marianas Commonwealth Legislature
Saipan, MP 96950
Phone: 670.664.8868
Email: lt.judeuhofschneider@gmail.com

VACANCY

HAWAII

Representative Isaac Choy

Hawai'i House of Representatives
Hawai'i State Capitol, Room 404, Honolulu, HI 96813
Phone: 808.586.8475
Email: repchoy@capitol.hawaii.gov

Senator Brian Taniguchi

Hawai'i State Senate
Hawai'i State Capitol, Room 219, Honolulu, HI 96822
Phone: 808.586.6460
Email: sentaniguchi@capitol.hawaii.gov

IDAHO

*Representative Wendy Horman

Idaho House of Representatives
1860 Heather Circle
Idaho Falls, ID 83406
Phone: 208.522.4387
Email: wendyhorman@house.idaho.gov

Senator Dean Mortimer

Idaho Senate
7403 South 1st East, Idaho Falls, ID 83404
Phone: 208.524.9000
Email: dmortimer@senate.idaho.gov

Representative Donna Pence

Idaho House of Representatives
1960 U.S. Highway 26, Gooding, ID 83330
Phone: 208.308.0046
Email: dpence@house.idaho.gov
donna Pence25@msn.com

MONTANA

Representative Kris Hansen
Montana House of Representatives
519 1st Avenue, Havre, MT 59501
Phone: 406.262.7514
Email: krishansen33@gmail.com

Senator Cliff Larsen
Montana State Senate
8925 Lavalley Creek Road, Missoula, MT 59808-9324
Phone: 406.544.6263
Email: cliff@larsenusa.com

NEVADA

Senator Debbie Smith
Nevada State Senate
1285 Baring Boulevard #402, Sparks, NV 89434
Phone: 775.233.2905
Email: debbie.smith@sen.state.nv.us

NEW MEXICO

Representative Larry Larrañaga
New Mexico House of Representatives
7716 Lamplighter NE, Albuquerque, NM 87109
Phone: 505.986.4215
Email: larry@larranaga.com

***Senator Mark Moores**
New Mexico Senate
9641 Seligman Avenue, NE, Albuquerque, NM 87109
Phone: 505.986.4859
Email: mark.moores@nmlegis.gov

Senator John Sapien
New Mexico Senate
1600 West Ella, Corrales, NM 87048
Phone: 505.986.4834
Email: john.sapien@nmlegis.gov

NORTH DAKOTA

***Senator Ray Holmberg**
North Dakota Senate
621 High Plains Court, Grand Forks, ND 58201
Phone: 701.739.5334
Email: rholmberg@nd.gov

Representative Bob Martinson
North Dakota House of Representatives
2749 Pacific Avenue, Bismarck, ND 58501
Phone: 701.527.5394
Email: bmartinson@nd.gov

Representative Mark Sanford
North Dakota House of Representatives
675 Vineyard Drive, Grand Forks, ND 58201
Phone: 701.772.4236
Email: masanford@nd.gov

OREGON

Senator Michael Dembrow
Oregon State Senate
900 Court Street NE, Salem, OR 97301
Phone: 503.281.0608
Email: sen.michaeldembrow@state.or.us

Senator Richard Devlin
Oregon State Senate
900 Court Street NE S-211, Salem, OR 97301
Phone: 503.986.1719
Email: sen.richarddevlin@state.or.us

SOUTH DAKOTA

Representative Dan Dryden
South Dakota House of Representatives
2902 Tomahawk Drive, Rapid City, SD 57702-4250
Phone: 605.773.3851
Email: rep.dryden@state.sd.us

Senator Bruce Rempelberg
South Dakota Senate
13948 Lariat Road, Rapid City, SD 57702-7315
Phone: 605.773.3822
Email: sen.rempelberg@state.sd.us

UTAH

Representative Keith Grover
State of Utah House of Representatives
350 North State, Suite 350, P.O. Box 145030
Salt Lake City, UT 84114
Phone: 801.538.1029
Email: keithgrover@le.utah.gov

***Senator Peter Knudson**
Utah State Senate
1209 Michelle Drive, Brigham City, UT 84302
Phone: 435.723.6366
Email: pknudson@le.utah.gov

Senator Stephen Urquhart
Utah State Senate
634 East 1100 South, St. George, UT 84790
Phone: 435.668.7759
Email: steve@shupc.org
surquhart@le.utah.gov

WASHINGTON

Representative Larry Haler
Washington State House of Representatives
122D Legislative Building, P.O. Box 40600
Olympia, WA 98504-0600
Phone: 360.786.7986
Email: larry.haler@leg.wa.gov

***Senator Jeanne Kohl-Welles**
Washington State Senate
3131 Western Avenue, Suite 421, Seattle, WA 98121
Phone: 206.281.6854
Email: kohl-welles.jeanne@leg.wa.gov

WYOMING

Senator Paul Barnard

Wyoming Senate

246 Aspen Hills Court, Evanston, WY 82930

Phone: 307.789.9742

Email: paul.barnard@wyoleg.gov

***Representative Sam Krone**

Wyoming House of Representatives

P.O. Box 2481, Cody, WY 82414

Phone: 307.587.4530

Email: skrone@parkcounty.us

Representative Robert McKim

Wyoming House of Representatives

10964 Hiway 238, Afton, WY 83110

Phone: 307.885.3733

Email: robert.mckim@wyoleg.gov

WICHE STAFF

President's Office

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

Accounting and Administrative Services

Craig Milburn, chief financial officer
Robin Berlin, senior accounting specialist
Allison Murray, accounting specialist

Human Resources

Tara Hickey, director of human resources
Ashley Smith, administrative assistant

IT Services

Jerry Worley, chief technology officer
Willie duMaine, senior software developer
Derek Engelhorn, IT intern
Kiawa Lewis, junior network administrator

Mental Health Program

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

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

Marshall Hill, executive director, NC-SARA
Alan Contreras, coordinator, NC-SARA and W-SARA
John Lopez, director, W-SARA
Lisa Greco, communications coordinator, NC-SARA
Jennifer Shanika, administrative manager, NC-SARA and W-SARA

Policy Analysis and Research

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

Programs and Services and Communications and Public Affairs

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

WCET

Mike Abbiatti, vice president for educational technologies and executive director
Rosa Calabrese, administrative assistant
Mollie McGill, director of programs and membership
Russell Poulin, director of policy analysis
Sherri Artz Gilbert, manager, operations
Cali Morrison, manager, communications
Megan Raymond, manager, events and programs
Peggy Stevens, office support manager, PAR Framework

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

Future Commission Meeting Dates

2015

November 2-3, 2015, Boulder, Colorado

2016

May 16-17, 2016, Wyoming

November 7-8, 2016, Colorado

2017

May 22-23, 2017, Idaho

November 6-7, 2017, Colorado

HIGHER EDUCATION ORGANIZATIONS & ACRONYMS

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

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

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

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

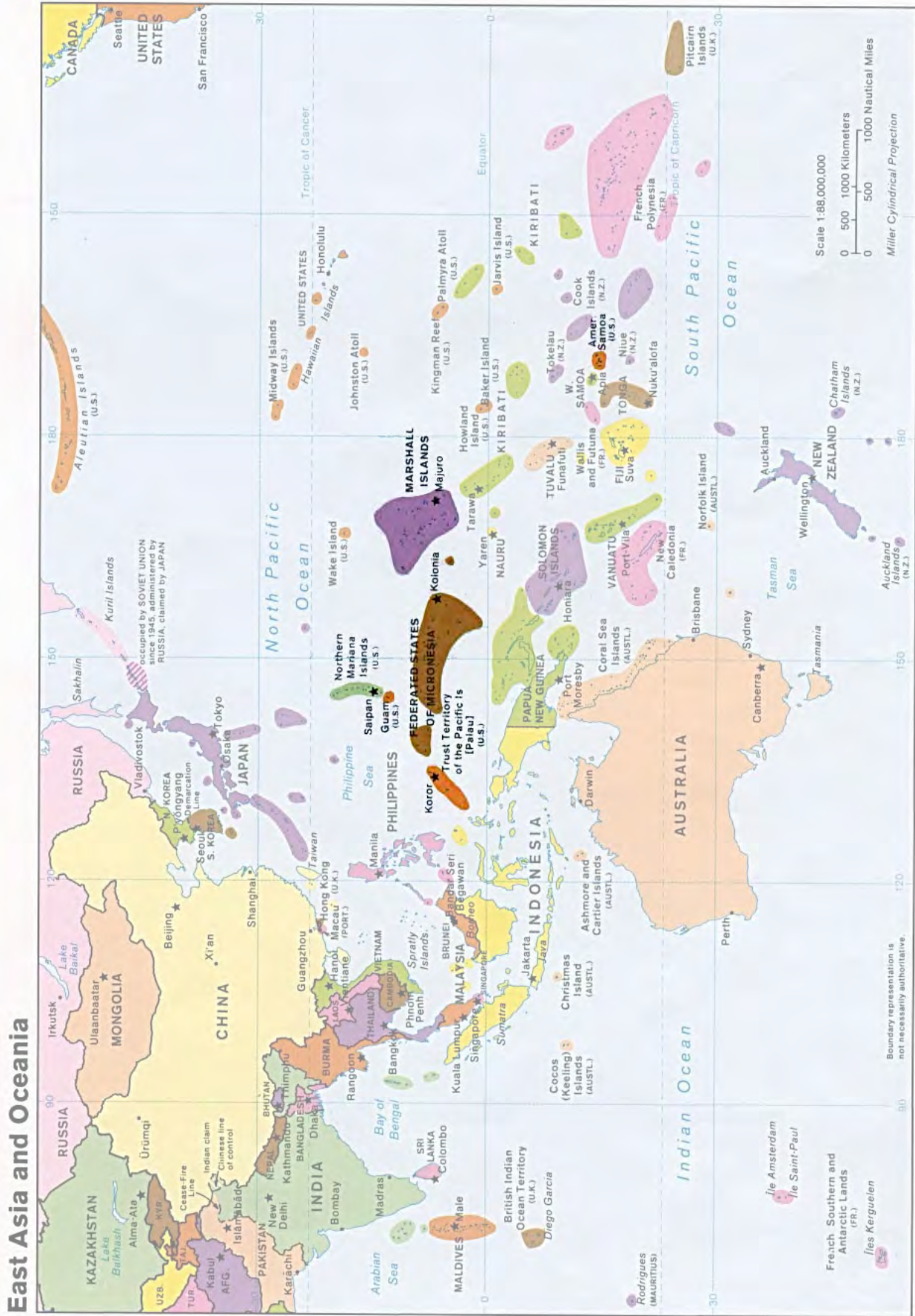
FIPSE	Fund for the Improvement of Postsecondary Education	ed.gov/about/offices/list/ope/fipse
EdREF	EdRef College Search Reference	EdRef.com
EC	Electronic Campus Initiatives	ecinitiatives.org
EDUCAUSE	An association for higher ed change via technology and info resources	educause.edu
EPI	Educational Policy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

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

SHEEO Offices in the West:

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

U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES



802002 (A04113) 2-92