



ALASKA

ARIZONA

CALIFORNIA

COLORADO

COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

HAWAI'I

IDAHO

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NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

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WASHINGTON

WYOMING

Western Interstate Commission
for Higher Education

www.wiche.edu



Agenda

WICHE Commission Meeting
May 12-13, 2014
Santa Fe, New Mexico

Monday, May 12, 2014

Schedule at a Glance

8:15 am

Anasazi Ballroom

8:30 – 9:30 am [Tab 1]

Zia A

9:30 – 10:00 am [Tab 2]

Anasazi Ballroom

10:00 – 11:00 am [Tab 3]

Anasazi Ballroom

11:00 am – 12:30 pm [Tab 4]

Anasazi Ballroom

Breakfast for WICHE Commissioners, Staff, and Guests**Executive Committee Meeting (Open and Closed Sessions)**

1-1

Agenda (Open)

Approval of the Executive Committee teleconference minutes of March 18, 2014

1-3

Discussion Item: May 2014 meeting schedule

Other business

Agenda (Closed)

Discussion Item: FY 2014 annual evaluation of the president and adoption of FY 2015 performance objectives

1-6

Committee of the Whole – Call to Order

2-1

Agenda

Call to order: Dianne Harrison, WICHE chair

Welcome

Introduction of new commissioners and guests

2-3



Approval of the Committee of the Whole meeting minutes of November 11-12, 2013

2-4

Report of the chair

Report of the president

Recess until May 13, 2014, at 8:45 am

**Plenary Session I:
Higher Education: Public Good and/or Private Benefit –
Returns on Liberal Arts Education**

3-1

Speaker: Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS)**Programs and Services Committee Meeting**

4-1

Agenda

Approval of the Programs and Services Committee meeting minutes of November 11, 2013

4-3

11:00 am – 12:30 pm [Tab 5]
Zia A



Approval of the FY 2015 workplan sections pertaining to the Programs and Services unit’s activities 4-5



Approval of the Professional Student Exchange Program Support Fees for 2015-16 and 2016-17 4-9



Consideration of the participation of private institutions in the Western Undergraduate Exchange 4-31

Information Items:

Implementing the State Authorization Reciprocity Agreement 4-34

Programs and Services Regional Initiatives 4-37

Interstate Passport Initiative: Update on Phase II of the pilot and recent “Transfer Solutions through Cross-Organization Assignment Convening” 4-40

Student Exchange Program Update 4-45

Other business

Issue Analysis and Research Committee Meeting 5-1

Agenda



Approval of the Issue Analysis and Research Committee meeting minutes of November 11, 2013 5-3



Approval of the FY 2015 workplan sections pertaining to the Policy Analysis and Research unit’s activities 5-5



Approval of a proposed project: Streamlining Implementation of Outcomes-based Funding Models 5-10



Approval of a proposed project: Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges 5-12

Information Items:

Endorsement of APLU’s Student Achievement Measure (SAM) 5-14

Facilitating Development of a Multistate Date Exchange

New Models of Student Financial Support Concept Paper

A Second Chance At Success: Reducing the Fiscal and Social Impact of Recidivism through Inmate Education and Reentry Programs

11:00 am – 12:30 pm [Tab 6]
Zia B

Legislative Advisory Committee

WICHE/Center for Urban Education *Equity in Excellence*

WICHE Policy Analysis and Research Unit's Internship Program

Other business

Self-funded Units Committee Meeting

6-1

Agenda



Approval of the Self-funded Units Committee meeting minutes of November 11, 2013

6-3

Information Item – Mental Health Program

Mental Health Program update:

Current Staffing Update

Psychology Internship Development and Consultation Update

Veterans Administration/WICHE/Office of Rural Health – Community Level Interventions to Improve Service Member Psychological Health

Budget discussion



Approval of the FY 2015 workplan sections pertaining to the Mental Health Program

6-5

Information Item – WCET

WCET Update:

6-11

Highlights on membership, budget, and key e-learning issues facing WCET members

Federal issues potentially impacting online/distance education, including reauthorization, the negotiated rulemaking, and combating fraud

Major events in 2014 – summit on credentials, boot camp on analytics, 26th annual meeting

Update on State Authorization Network (SAN)

Update on the Predictive Analytics Reporting (PAR) Framework

Plans for executive director search

		Approval of the FY 2015 workplan sections pertaining to WCET	6-13
	Other business	Luncheon	7-1
12:30 – 1:45 pm [Tab 7] The Gallery	Break	Plenary Session II: Higher Education: Public Good and/or Private Benefit – Policy Directions in Five State Case Studies	8-1
1:45 – 2:00 pm	<i>Speaker:</i> Joni Finney, professor of practice and director of the Institute for Research in Higher Education (IHRE), University of Pennsylvania	Facilitated Discussion on Policy Directions in Five State Case Studies	
2:00 – 2:30 pm [Tab 8] Anasazi Ballroom	<i>Facilitator:</i> Dianne Harrison, WICHE chair and president, California State University, Northridge	Plenary Session III: Higher Education: Public Good and/or Private Benefit – Orienting the Public Investment Through State Financial Aid	9-1
2:30 – 3:15 pm [Tab 8]	<i>Speaker:</i> Brian Prescott, director of policy research, WICHE	Facilitated Discussion on Orienting the Public Investment Through State Financial Aid	
3:15 – 3:45 pm [Tab 9] Anasazi Ballroom	<i>Facilitator:</i> Mike Rush, WICHE vice chair and executive director, Idaho State Board of Education	Transportation to Reception	
3:45 – 4:30 pm [Tab 9]	Reception hosted by former WICHE Commissioner Letitia Chambers	Transportation to the Eldorado Hotel and dinner on your own	
5:00 pm			
5:30 pm			
7:00 pm			

Tuesday, May 13, 2014

Schedule at a Glance

8:00 am

Anasazi Ballroom

8:45 – 10:15 am [Tab 10]

Anasazi Ballroom

Breakfast for WICHE Commissioners, Staff, and Guests

Committee of the Whole – Business Session

10-1

Agenda

Reconvene Committee of the Whole: Dianne Harrison,
WICHE chair

Report and recommended action of the Executive Committee:
Dianne Harrison, 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: Jeanne Kohl-Welles, committee chair

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

Committee of the Whole Action and Discussion Items



Approval of Five States into the WICHE State
Authorization Reciprocity Agreement

10-3



Approval of the FY 2015 annual operating
budget – general and non-general fund
budgets

10-5



Approval of FY 2015 salary and benefit
recommendations

10-12



Approval of FY 2016 and FY 2017 WICHE dues

10-13



Discussion and approval of the FY 2015
workplan

10-14



Approval of future dates and locations for
WICHE Commission meetings

10-33

Review of the WICHE Commission Code of Ethics

10-34

Meeting evaluation (electronic)

www.surveymonkey.com/s/ZJQWX3H

Other business

Adjourn Committee of the Whole Business Session



10:15 – 10:30 am

Break and Hotel Check-out

10:30 am – 11:00 am [Tab 11]
Anasazi Ballroom

**Plenary Session IV:
Higher Education: Public Good and/or Private Benefit –
The Disconnect Between *Separate and Unequal* and
What the Economy Will Require** 11-1

Speaker: Jeff Strohl, director of research, Center on Education and the Workforce, Georgetown University

11:00 am – Noon [Tab 11]

**Facilitated Discussion on The Disconnect Between
Separate and Unequal and What the Economy Will Require**

Facilitator: Leah Bornstein, immediate past WICHE chair and president, Coconino Community College

Noon

Adjournment

References [Tab 12]

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- Map of U.S. Pacific territories and freely associated states 12-14



Executive Committee Meeting (Open/Closed)

Monday, May 12, 2014

8:30 – 9:30 am

Zia A

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 12, 2014

8:30 - 9:30 am

Zia A

Executive Committee Meeting (Open and Closed Sessions)

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

Diane Barrans (AK)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Dene Thomas (CO)
Sharon Hart (CNMI)
Steven Wheelwright (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 Executive Committee
teleconference minutes of March 18, 2014 1-3

Discussion Item:

May 2014 meeting schedule

Other business

Agenda (Closed)

Discussion Item:

FY 2014 annual evaluation of the president and adoption of
FY 2015 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

Monday, March 18, 2014

Committee Members Present

Mike Rush (ID), vice chair

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

Other Commissioners Present

Loretta Martinez (CO)

Committee Members Absent

Leah Bornstein (AZ)
Eileen Klein (AZ)
Dianne Harrison (CA), chair
Christopher Cabaldon (CA)
Steven Wheelwright (HI)
Jim Hansen (SD)

WICHE Staff Present

David Longanecker, president
Erin Barber, executive assistant to the president
Mollie McGill, interim co-executive director, WCET
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, academic leadership initiatives

Vice Chair Mike Rush called the meeting to order. Erin Barber called roll and confirmed a quorum.

ACTION ITEM

Approval of the February 13, 2014, Executive Committee Teleconference Minutes

Vice Chair Rush asked for a motion to approve the minutes. Commissioner Hart moved TO APPROVE THE FEBRUARY 13, 2014 EXECUTIVE COMMITTEE TELECONFERENCE MINUTES. Commissioner Holmberg seconded the motion. The motion was approved unanimously.

DISCUSSION ITEM

Budget Update on FY 2014 and FY 2015

Vice Chair Rush called on David Longanecker to present the budget discussion. Longanecker explained that the FY 2014 budget currently shows a surplus of approximately \$115,000 at the close of the fiscal year. Longanecker said he expects that number to be lower by the end of the year. The FY 2014 budget also assumes payment of \$87,000 from the California Community Colleges. Longanecker said he remains hopeful, but less optimistic that the amount will be paid in this fiscal year.

Longanecker explained that a balanced FY 2015 budget would be presented at the May meeting. Currently, the budget for FY 2015 is not balanced and the organization is facing a set of unique circumstances. FY 2015 currently shows a deficit of approximately \$72,000. Salary increases and inflation increases in all program areas have been removed. There are a few accounts that show an increase in budget, and these include the President's Office for the contractual agreement on deferred compensation and Administrative Services due to changes in staffing and FTE. Longanecker noted that the LAC would not be funded to the level it needs to be to cover the cost of increased participation costs.

Finally, Longanecker said the reserves are healthy. A portion of the reserves are dedicated. Commissioner Barrans asked for background information on the dedication amount in the Unexpected Shortfall reserve category. Longanecker responded

that the dedication was created by the commission a few years ago to protect the organization in the event that expected revenues are not received (i.e., dues are not received from a state) or expenses exceed expectations. Longanecker and Craig Milburn explained that the dedication is approximately 10 percent of the general fund budget. Commissioner Barrans asked if it would be appropriate to have a conversation to discuss a possible change in the percentage amount. Vice Chair Rush commented that the conversation is appropriate and should be on the Business Session agenda at the May meeting. Commissioner Bennett expressed concern about withholding salary increases in FY 2015 and the effect it would have on staff. Longanecker said he would ask the commission in May for an amount to use for salary increases if something changes in the budget that would make salary increases possible (i.e., such as an increase in revenues). This strategy was used for salary increases in 2012. Longanecker also noted that one of the loans on the building would be paid off in another year, which will free up resources in the general fund. He said FY 2015 is facing unique constraints, including the end of several grant activities. Staff are working with foundations and have several proposals out that could bring in resources, but they haven't yet been funded.

ACTION ITEM

Approval to Allocate \$30,000 from Reserves to Cover Subvention Costs of *Public Policy Challenges Facing Higher Education in the American West* and *Higher Education in the American West*.

Longanecker asked the committee for their approval to draw \$30,000 from the reserves to cover the subvention costs of *Public Policy Challenges Facing Higher Education in the American West* and *Higher Education in the American West*. The books are being published by Palgrave-MacMillan and will be delivered in the next few weeks. Longanecker said WICHE has purchased 500 copies as part of the agreement with the publisher. He tried to seek funding from TIAA-CREF, Wells Fargo, and Bank of the West to cover the subvention costs, but those efforts were not successful. Commissioner Barrans moved TO APPROVE THE ALLOCATION OF \$30,000 FROM THE RESERVES TO COVER SUBVENTION COSTS. Commissioner Bennett seconded the motion. The motion was approved unanimously.

ACTION ITEM

Approval of Funding from the Kresge Foundation for Phase II of the Interstate Passport

Longanecker asked Pat Shea to discuss the funding item with the committee. Shea explained that the first phase of the Passport project had been funded by the Carnegie Corporation of New York. Phase II will focus on six remaining content areas in lower division general education. The project would work with faculty members in multiple states. Staff have asked the Kresge Foundation for \$776,349 in partial funding for this two-year project. WICHE would receive approximately \$50,000 in indirect over the grant period. Commissioner Bennett moved TO APPROVE THE FUNDING FROM THE KRESGE FOUNDATION FOR PHASE II OF THE INTERSTATE PASSPORT. Commissioner Fernandez seconded the motion. The motion was approved unanimously.

ACTION ITEM

Approval of Conference Funding from the Bill & Melinda Gates Foundation for "Transfer Solutions Through Cross Organizational Alignment"

Longanecker said that staff have gone to the Gates Foundation for partial funding of the Interstate Passport. The foundation is funding similar projects around the country and asked WICHE to bring the grantees of these projects together to discuss where efforts are complementary and where they are duplicative. She noted that the amount of the funding will be approximately \$174,000 over the next nine months, covering two phases. The first phase will include the Passport, the General Education Maps and Markers (GEMS) project at AAC&U, the California State University reform efforts, and SHEEO's Multi-Collaborative to Advance Outcomes Assessment project. WICHE would receive approximately \$27,000 in indirect. Commissioner Preus moved TO APPROVE CONFERENCE FUNDING FROM THE GATES FOUNDATION FOR "TRANSFER SOLUTIONS THROUGH CROSS ORGANIZATIONAL ALIGNMENT." Commissioner Holmberg seconded the motion. The motion was approved unanimously. Commissioner Thomas asked for clarification on the meaning of "cross organizational alignment." Longanecker said this was not in reference to any P-20 efforts, but instead focused on the alignment among the four grantees.

DISCUSSION ITEM

Update on SARA

Longanecker anticipates five states will be approved at the May meeting to join SARA: Alaska, Colorado, Idaho, Nevada, and Washington. Four states will likely join later in the year: Arizona, Montana, South Dakota, and Oregon. North Dakota has decided to join MHEC-SARA. The other five states left in the Western region are in various stages of development and may come in later. Commissioner Barrans expressed concern she's heard among other SHEEOs that the states joining SARA weren't going to be stringent enough in their approvals of institutions. Longanecker responded that there are a few states, such as Wisconsin and Massachusetts, who believe only they have the correct approach on approving institutions to operate in their states. However, there will be about 25 states in SARA at the end of the calendar year, a sign that things are going very well. Major changes have been made concerning physical presence, to meet a concern of the Southern states. Those changes have been well-received. Commissioner Barrans indicated that she had also heard concerns from some SHEEOs that they would only support SARA if it applied only to regionally accredited institutions and not to national accreditors, as well. Longanecker responded that this issue had been discussed throughout the development of SARA. The dilemma is that a program that was available only to regionally accredited institutions creates a problem for the U.S. Department of Education because ED recognizes national accreditors. He indicated that his experience suggests that national accreditors are, in general, as responsible as regional accreditors, and that the federal National Advisory Commission on Institutional Quality and Integrity (NACIQI) assures that they maintain high standards for institutional approval and continued accreditation. He noted that it may well be that some states choose not to participate, and that was understood by the SARA participants.

DISCUSSION ITEM

Draft of the FY 2015 Workplan

Longanecker said a draft of the FY 2015 workplan is being presented to the committee members for their comments and/or feedback. Staff will bring a final draft of the workplan to the committee meetings for approval at the May meeting. He noted there were few changes to the workplan from last year's version.

DISCUSSION ITEM

Preliminary Agenda for the May 2014 Commission Meeting

Longanecker noted the sessions for the meeting are built around the theme "*Higher Education: Public Good and/or Private Benefit.*" The first session is entitled *The Future of WCET*. He told the committee that he is currently in discussions with Sloan-C about possibly merging with WCET. Ellen Wagner will be at the May meeting, and they will be recommending the merger or not. The argument in favor of a merger is that the space in which these two organizations operate is getting smaller and bringing them together could create a stronger organization. The argument against a merger is that WCET is a very vibrant organization and brings a lot of value to WICHE. They will continue their discussions with Sloan-C. Longanecker asked the committee to provide feedback to him if they have any thoughts or comments on this issue. Longanecker walked through the other sessions on the agenda. Commissioner Hart asked if there were any updates to the discussion at the November meeting about a regional goal for college completion. Longanecker said they continue to revise the document and haven't yet published it for broad use. The document, for example, didn't take into account state goals, which would play a major role in setting a regional attainment goal.

Longanecker also noted that Guam approved a resolution in its legislature. He is waiting for approval from the governor and payment of their portion of dues with CNMI before they are ready to be approved by the commission for membership.

Vice Chair Rush called for other business. The meeting was adjourned.

ACTION ITEM

FY 2014 Annual Evaluation of the WICHE President and Adoption of FY 2015 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 in the draft of the FY 2015 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 Dianne Harrison, your chair. This addition of an annual evaluation by the chair was incorporated as policy of the commission based upon the recommendation of Dr. Cece Foxley, former WICHE commissioner from Utah and the person the commission contracted to conduct the external review of my performance last year.

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 (2014-2015).

I would consider my performance over this past year to be a mixed bag. While there have been significant high points and I continue to enjoy my work with WICHE, I am not particularly satisfied with my performance in a number of areas. I will seek to reflect both perspectives in this evaluation.

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.**

Accomplished. Both the “balanced budget” portion of this objective and providing a modest 3 percent merit-based salary increase for staff have been accomplished. Overall, we are projected to end fiscal year 2014 with a surplus of approximately \$60,000 (about 3 percent above the commission-approved general fund budget). This surplus results from slightly lower expenses than anticipated.

While this objective was achieved for FY 2014, the budget I have recommended for FY 2015 will not meet the requirements of this objective because it is not rich enough to support staff salary increases. Thus, I have met the current needs but not the “beyond” needs. I have recommended an interim review that would possibly provide salary increases mid-year, but this is clearly not an optimal circumstance. It should be noted that this is anticipated to be a one year dilemma because the payment of loans for WICHE’s share of the State Higher Education Policy Center’s facility over the subsequent two years will alleviate some of the constraints that WICHE currently faces.

2015 Recommendation: Retain the 2014 objective.

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.**

Partially accomplished. We continue to improve the alignment of responsibilities within and between the various units within WICHE. Over the past year, with the substantial help of Jerry Worley, our chief technology officer, we have created a sustainable financial model for our IT enterprise infrastructure within the organization. It would be stretching it to say that the full management team is comfortable or happy

with the solution we have in hand, but I am. We have had a major transition in leadership in WCET with Ellen Wagner's decision to leave the executive director's position at the end of 2013 to focus her attention more substantially on the Predictive Analytics Research project.

We have done "OK" in diversifying our staff. Of the 13 new hires this past year, three have been persons of color. Unfortunately, two of the staff we lost this past year were persons of color, so our net gain was only one. Currently, however, only 11 percent of our staff are persons of color, and that is clearly unacceptable.

2015 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.**

Not accomplished. Last year I indicated that, in general, morale in the organization was high. I believe that remains the case today, though a number of personal circumstances involving some of our staff – serious illnesses, flood dislocations and damages, etc. – have created occasional perturbations in morale. I did not, however, provide an objective evaluation tool to staff to test whether my perception is correct or not. I do intend to do so this coming year.

The frugal nature of our salary schedule, particularly compared to higher education and to the private sector for similar levels of talent, has begun to take a toll. We had exceptional difficulty this past year hiring IT staff and I am very concerned that our modest higher level staff salary scale may deter some exceptional candidates from applying for senior-level positions such as the executive director position in WCET.

2015 Recommendation: Retain the 2014 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, and bring at least one additional Pacific territory or freely associated state into membership with WICHE.**

Partially accomplished. I submitted and you approved at our meeting last May an annual workplan that reflects 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. The 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 were bringing the Commonwealth of the Northern Mariana Islands (CNMI) into full membership, bringing the PAR program into operation, implementing SARA, both at the regional and national levels, and operationalizing the multistate longitudinal data exchange.

Over the past year, however, we have not secured any new significant grants in the policy area, which we need to accomplish, given five major grants will expire during this calendar year. Nor did we bring an additional Pacific territory or freely associated state into affiliation with WICHE, though I did have very promising indications that more would be joining when I presented to the governors and presidents of these Islands in December 2013.

2015 Recommendation: Retain the 2014 objective, but add 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.**

Accomplished. During this past year, I visited 13 of the 16 WICHE member states and territories, missing Hawai'i, Montana, and South Dakota. I did manage to visit all of the states that I had not visited the prior year (Alaska, CNMI, Nevada, New Mexico, and Oregon).

2015 Recommendation: Retain the 2014 objective, with a specific focus on visiting the three states not visited this past year.

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 Las Vegas in September 2013. The number of legislators participating exceeded our expectations, and the engagement of these participants was stellar. The meeting was financed with general fund resources. I am concerned that the amount available in the budget that I have requested for FY 2015 may not be sufficient to cover the costs of the upcoming meeting because of increased participation, and increased travel costs (including the exceptional costs for participants from the CNMI).

2015 Recommendation: Retain the 2014 objective.

Objectives for “development and innovation” within the organization

Internal management

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

Not Accomplished. We were not able to complete the connection with Internet II through an agreement with the University Corporation for Atmospheric Research (UCAR), which is located proximate to WICHE’s facility. We continue to work on this project and expect it to be accomplished in the coming year.

2015 Recommendation: Retain the 2014 objective.

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 six members appointed to the commission since the May 2013 meeting promise to be strong commissioners, none are from communities of color. The diversity within the commission, however, has not changed; 30 (64 percent) men, 17 (36 percent) women, 12 (26 percent) people of color.

2015 Recommendation: Retain the 2014 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 (NCSL), though we have also extended our collaboration this past year with the Council of State Governments (CSG), both through the State Authorization Reciprocity Agreement (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 serve 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 Alaska, California, Colorado, CNMI, Hawai'i, New Mexico, North Dakota, Oregon, and Washington. We have been less engaged with governors and their staff.

During the past year I worked with governors or their staff in California, Colorado, Nevada, New Mexico, Oregon, and Washington.

2015 Recommendation: Retain the 2014 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 – National Center for Higher Education Management Systems (NCHEMS), State Higher Education Executive Officers (SHEEO), and NCSL. The transition in leadership at SHEEO has been an easy one for our partnership because George Pernsteiner was well acquainted with WICHE from his time in Oregon. Our relationship with the other three regional organizations – Midwestern Higher Education Compact (MHEC), New England Board of Higher Education (NEBHE), and Southern Regional Education Board (SREB) – while consistently strong, has been further expanded with the advent of SARA. In addition, we have rekindled our previously very positive relationship with CSG-West and its new executive director.

My more extensive professional obligations to other organizations have changed significantly over the past year. My tenure on the board of the National Student Clearinghouse ended in September 2013. Slightly earlier last year, though, I became chair of the board of the Consortium on North American Higher Education Collaboration (CONAHEC). Earlier this year I was asked to be a member of the board of the Institute for Higher Education Policy (IHEP) as well as an advisory committee member to the AAC&U's GEMS project.

2015 Recommendation: Retain 2014 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 continued to drop modestly (from 678 in academic year 2012-13 to 658 in academic year 2013-14). Jere Mock and Margo Colalancia continue working with the states' certifying officers to examine ways in which the needs of sending and receiving states can be more equitably and realistically met in the increasingly market-driven environment of professional education. Particular attention is being given to new fields that might be added to PSEP, as well as to ways that the program can be tailored to specifically address state workforce development needs. We also continue working on upgrading the IT system that supports the PSEP program, though this has proven to be both more expensive and time consuming than we anticipated.

2015 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.

Mostly accomplished. Participation in WUE continues to increase, growing nearly 9 percent this year to 33,812 students. Thanks to the exceptional staff work of Margo Colalancia and Kim Nawrocki, under Jere Mock's direction, we have continued to provide strong customer relationships. We are examining ways in which the WUE and the Western Regional Graduate Program (WRGP) can be enhanced to even better serve the students and institutions that participate. This will become an increasingly important issue as enrollment strains test the efficacy of these programs' current models. In addition to the continued success of these programs, WICHE's Internet Course Exchange (ICE) has been established and continues to provide courses. This program contemporizes our array of exchange options, now taking courses to students in contrast to our prior expectation that the students would always come to the courses. I remain disappointed that participation in this program has not caught on as quickly as we had hoped it would, despite facing a fiscal environment that we thought would heighten both knowledge of and participation in this program.

2015 Recommendation: Retain 2014 objective.

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.

Partially accomplished. While staff accomplished much in the programs and policy projects we have had underway and worked hard on developing proposals for new projects consistent with the direction of the workplan, we have not been successful to date in securing major policy related funding for the future. This is critically important because five major externally funded activities this coming year – PAR, Multistate Longitudinal Data Exchange, Adult College Completion Network (ACCN), the Interstate Passport, and SARA – will expire in 2015. Both PAR and SARA will successfully transition to sustainability, but the other three will not likely be sustainable without continued external funding. Those efforts in which we have been engaged have in many cases gained national recognition as exemplars in the work they are doing. ACCN has helped spur on the national efforts to attract more adults back into higher education for the sake of the nation. The Multistate Longitudinal Data Exchange is recognized as a national model of interstate collaboration and has even been suggested as a viable alternative to the proposed national student unit data base. The Interstate Passport has gained great acclaim as an innovative approach to enhance transfer through a competency framework. It is ironic, therefore, that none of these have yet received assurances of continued financial support. 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.

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. The new effort in this regard was the discussion at the November meeting, supported by a policy brief, about adopting a regional commitment to achieving the national degree attainment goals.

2015 Recommendation: Retain 2014 objective.

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 Foundation to sustain that program until it becomes self-supporting. We even have a commitment from the Bill & Melinda Gates Foundation to assist in the funding effort, should it become necessary. We have also secured bridge funding from the Gates Foundation to transition the Predictive Analytics Reporting project to sustainable self-sufficiency, and we received funding as a sub-contractor on the Consortium for Health Education Online project managed by Pueblo Community College. As noted in the write-up for the previous objective, we have not been successful in our other philanthropic activities.

2015 Recommendation: Retain 2014 objective.

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 Rhonda Epper 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, and mental health services, just to name a few.

2015 Recommendation: Retain 2014 objective.

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

In process. Under Ellen Wagner's leadership, WCET became an even more vibrant and vital organization, focusing on technology infrastructure and innovation. The organization successfully reached fiscal stability, and continued success in securing grants to advance the frontiers of innovation in technology. With Ellen's decision to leave the executive director's position, my staff and I took a few months to think about how to best position WCET for the future. Having completed that process, we are now engaged in the process of selecting a new director for WCET and preparing for the fall annual meeting. As we anticipate spinning the PAR project off as a separate sustainable enterprise, we will be examining ways in which we can sustain WCET's reputation as an entrepreneurial organization in the educational technologies space.

The Mental Health Program, though fundamentally strong and now sporting the largest staff of any unit within WICHE, faced a difficult year, in great part because a large share of its funding comes either directly or indirectly through the federal government and the threat of sequester not only delayed the delivery of some federal funds but also led to substantial reductions in the funding that was available. As a result, the Mental Health unit will experience a deficit budget this year, but is on track to erasing that deficit in FY 2015.

2015 Recommendation: Retain 2014 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 funding for the SARA program and the continuation funding for the transition of PAR out of WCET. We also received a number of modest grants to write papers, etc. As described earlier, we have not secured funding for other items – either continuing or new – on the workplan, and we must do so to ensure the vibrancy of our policy and research agenda.

2015 Recommendation: Retain 2014 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.

2015 Recommendation: Retain 2014 objective.

IN SUM:

This self-evaluation for fiscal year 2014 (2013-2014) and proposed objectives for fiscal year 2015 (2014-2015) reflect a productive but not exceptional 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. Despite having accomplished a good bit this year, I nonetheless continue to believe that I need to improve my performance and am disappointed in the number of objectives not accomplished.

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 12, 2014
9:30 – 10:00 am
Anasazi Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 12, 2014

9:30 - 10:00 am
Anasazi Ballroom

Committee of the Whole – Call to Order

Call to order: Dianne Harrison, WICHE chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of November 11-12, 2013 2-4

Report of the chair

Report of the president

Recess until May 13, 2014, at 8:45 am

New Commissioners

Frank Galey came to the University of Wyoming in 1999 as the director of the Wyoming State Veterinary Laboratory and head of the University of Wyoming Department of Veterinary Sciences. He was named dean of the College of Agriculture and Natural Resources in the fall of 2001. Previously, Galey was an assistant and then associate professor of clinical diagnostic veterinary toxicology at UC-Davis from 1988-1999. He received his B.S. and D.V.M. degrees in veterinary medicine from Colorado State University and a Ph.D. in veterinary biosciences (pharmacology and toxicology) from the University of Illinois, Urbana-Champaign.

Larry Skogen serves as the interim chancellor of the North Dakota University System (NDUS). Prior to his appointment as interim chancellor, Skogen was the president of Bismarck State College. He was the college's sixth CEO during its 74-year history. He will return to that position upon completion of his appointment as NDUS interim chancellor in July 2015. Retired from a career in the U.S. Air Force, Skogen has been involved in education as a high school teacher and as a college instructor and administrator in a variety of military and civilian institutions, including the United States Air Force Academy. Skogen holds a B.S. from Dickinson State University, a M.A. from the University of Central Missouri, and a Ph.D. from Arizona State University.

Linda Thor is chancellor of the Foothill-De Anza Community College District, serving the Silicon Valley of California. Previously, she served for nearly 20 years as president of Rio Salado College in Tempe, Arizona. Prior to becoming Rio Salado's president in 1990, Thor was president of West Los Angeles College in Culver City, California. She holds a bachelor's degree in journalism from Pepperdine University, a master of public administration degree from California State University-Los Angeles, and a doctor of education degree in community college administration from Pepperdine University.

Franke Wilmer is a full professor in the political science department at Montana State University Bozeman. She teaches international relations, international human rights, international relations theory, international law and the politics of war and peace. Wilmer served as the head of the department from 2001-2006. She has also served as a representative in the Montana House of Representatives since 2006. Wilmer has served on the Environmental Quality Council, the Governor's Financial Capital Advisory Council, and is currently the legislative liaison to the Montana Board of Investments. She also served as chair of the Montana Human Rights Commission from 2005 to 2007.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order

Monday, November 11, 2013

Commissioners Present

Leah Bornstein (AZ), chair
Dianne Harrison (CA), vice chair
Bonnie Jean Beesley (UT), immediate past chair

Diane Barrans (AK)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Joshua Sasamoto (CNMI)
Francisco Hernandez (HI)
Carol Mon Lee (HI)
Steven Wheelwright (HI)
Tony Fernandez (ID)
Mike Rush (ID)
Dick Anderson (MT)
Clayton Christian (MT)
José Garcia (NM)
Mark Moores (NM)
Patricia Sullivan (NM)
Duaine Espesgard (ND)
Ray Holmberg (ND)
Ham Shirvani (ND)
Vance Farrow (NV)
Joe Hardy (NV)
Vic Redding (NV)
Robert Burns (SD)
James Hansen (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Hilda Rosselli (OR)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)

Commissioners Absent

Susan Anderson (AK)
Jim Johnsen (AK)
Eileen Klein (AZ)
Jude Hofschneider (CNMI)
Joe Garcia (CO)
Kim Gillan (MT)
Jack Warner (SD)
Dave Buhler (UT)
Peter Knudson (UT)
Larry Seaquist (WA)
Karla Leach (WY)

Guests/Speakers

J. Noah Brown, president & CEO, Association of
Community College Trustees
Maureen Garrity, associate dean of student life,
University of Colorado School of Medicine
Dwayne Matthews, vice president for strategy and policy,
Lumina Foundation
George Pernsteiner, president, State Higher Education
Executive Officers
Mary Ellen Petrisko, president, WASC Senior College &
University Commission
Lisa Shipley, manager of student advising, University of
Wyoming
Jamie Studley, deputy under secretary, U.S. Department of
Education

WICHE Staff Present

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
Rhonda Epper, director, W-SARA
Carl Krueger, project coordinator, Policy Analysis and
Research
Patrick Lane, senior policy analyst and project coordinator,
Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Demarée Michelau, director of policy analysis, Policy
Analysis and Research
Craig Milburn, chief financial officer
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, the Alliance, the Forum, and WICHE ICE
Ellen Wagner, executive director, WCET

Chair Leah Bornstein called the meeting to order and welcomed the commissioners to the meeting. She asked for a moment of silence in honor of Veteran's Day.

Chair Bornstein introduced newly appointed commissioners:

- Dick Anderson, Montana
- Tony Fernandez, Idaho
- Vance Farrow, Nevada
- Ray Holmberg, North Dakota

Chair Bornstein announced commissioners who would be leaving the commission and thanked them for their service: Mike Kirst (CA), Bonnie Jean Beesley (UT) and Ham Shirvani (ND). She introduced guests attending the meeting.

ACTION ITEM

Approval of the May 21 - 22, 2013 Committee of the Whole Meeting Minutes

Commissioner Jim Hansen moved TO APPROVE THE MINUTES OF THE MAY 21 - 22, 2013, COMMITTEE OF THE WHOLE MEETING. Commissioner Barrans seconded the motion. The minutes were approved unanimously.

Chair Bornstein gave the Report of the Chair. She thanked the committee for the opportunity to serve as chair of the commission. Bornstein said it had been a great year for WICHE and thanked the staff for their effort and hard work. David Longanecker was asked to give the Report of the President. Longanecker introduced the staff of NC-SARA and W-SARA. He also announced a change to the travel reimbursement policy, whereby commissioners are no longer required to provide receipts for meals. Commissioners were also given the opportunity to sign up for direct deposit if they wished. Longanecker provided an update on SARA and other major grant projects.

Chair Bornstein called on Commissioner Beesley to give the Report of the Nominating Committee. The 2013 Nominating Committee members included Beesley as committee chair, Camille Preus (OR), and Karla Leach (WY). The Nominating Committee presented the following roster of 2014 WICHE Officers for consideration by the Committee of the Whole:

- Dianne Harrison (CA), 2014 chair
- Mike Rush (ID), 2014 vice chair and 2015 chair-elect
- Leah Bornstein (AZ), immediate past chair

Chair Bornstein reminded the committee to caucus for their 2014 committee selections and to give the information to Erin during the meeting. The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, November 12, 2013.

ACTION ITEM

Minutes of the Committee of the Whole

Session II: Business Session

Tuesday, November 12, 2013

Commissioners Present

Leah Bornstein (AZ), chair
Dianne Harrison (CA), vice chair
Bonnie Jean Beesley (UT), immediate past chair

Diane Barrans (AK)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Carol Mon Lee (HI)
Steven Wheelwright (HI)
Tony Fernandez (ID)
Mike Rush (ID)
Dick Anderson (MT)
Clayton Christian (MT)
José Garcia (NM)
Mark Moores (NM)
Patricia Sullivan (NM)
Duaine Espégard (ND)
Ray Holmberg (ND)
Ham Shirvani (ND)
Vance Farrow (NV)
Joe Hardy (NV)
Vic Redding (NV)
Robert Burns (SD)
James Hansen (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Hilda Rosselli (OR)
Don Bennett (WA)

Commissioners Absent

Susan Anderson (AK)
Jim Johnsen (AK)
Eileen Klein (AZ)
Jude Hofschneider (CNMI)
Joshua Sasamoto (CNMI)
Joe Garcia (CO)
Francisco Hernandez (HI)
Kim Gillan (MT)
Jack Warner (SD)
Dave Buhler (UT)
Peter Knudson (UT)
Jeanne Kohl-Welles (WA)
Larry Seaquist (WA)
Karla Leach (WY)

Guests/Speakers

Lisa Shipley, manager of student advising, University of Wyoming

WICHE Staff Present

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
Tamara DeHay, associate director, Mental Health Program
Carl Krueger, project coordinator, Policy Analysis and Research
Patrick Lane, senior policy analyst and project coordinator, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer
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, post-doctoral fellow, Mental Health Program
Pat Shea, director, the Alliance, the Forum, and WICHE ICE
Ellen Wagner, executive director, WCET

Chair Leah Bornstein called the meeting to order.

Report and Recommended Action of the Audit Committee

Chair Bornstein called on Commissioner Bonnie Jean Beesley for a report of the Audit Committee. Beesley reported that the Audit Committee had met twice since the May commission meeting. The Audit Committee met by teleconference on April 23, 2013. In attendance were Audit committee members Diane Barrans (AK), Dianne Harrison (CA), Mike Rush (ID), Vic Redding (NV), and Bonnie Beesley (UT), as well as Erin Barber, David Longanecker, and Craig Milburn from WICHE. The committee discussed and approved the 2013 contract with auditing firm RubinBrown. This will be WICHE's third year with the firm. The committee also reviewed the Audit Committee Charter, Commission Code of Ethics, and committee calendar. The committee concluded that no revisions to these documents were needed at the current time.

The Audit Committee met again via teleconference on September 30, 2013. In attendance were Audit committee members Diane Barrans (AK), Dianne Harrison (CA), Mike Rush (ID), Vic Redding (NV), and Bonnie Beesley (UT), as well as Erin Barber, David Longanecker, and Craig Milburn from WICHE. In attendance representing the audit firm of RubinBrown was Cheryl Wallace, a partner with the audit firm.

Cheryl Wallace from RubinBrown went through the audited financial statement and their opinion of it. They spent several weeks on-site at WICHE and their investigation resulted in an unqualified opinion that the financial statements represent fairly, in all material respects, the financial position of WICHE. They stressed that this is a "clean audit" with no findings or adverse opinions and they had no disagreements with staff.

After the committee met together, they then met privately with the auditors and then privately with staff so as to inquire separately with each. The committee then voted unanimously to recommend approval of the audited financial statement by the committee of the whole.

Commissioner Beesley MOVED TO APPROVED THE FY 2013 AUDITED FINANCIAL STATEMENT. Commissioner Harrison seconded the motion. The motion was approved unanimously.

Report of the Executive Committee

Chair Bornstein reported that the Executive Committee met before the Call to Order. The committee approved minutes from their September 9, 2013, teleconference. David Longanecker discussed the meeting schedule, noting the theme of the plenary sessions would focus on college completion. The Executive Committee then moved into a closed session to discuss David's performance and 2013 travel schedule. They also discussed what an emergency succession plan might look like, should the need ever arise.

Report of the Programs and Services Committee

Commissioner Sullivan (NM) gave the Report of the Program and Services Committee. Rhonda Epper, the new director of the WICHE State Authorization Reciprocity Agreement (W-SARA), gave an update on the implementation of the W-SARA agreement and the October 28, 2013, meeting of the W-SARA steering committee. The committee will be responsible for approving applications from states wanting to participate in the reciprocity agreement. Longanecker noted that the W-SARA steering committee will recommend approval of states to the full commission for approval. Epper reported on the December 10, 2013, regional forum that WICHE is holding in Denver to help acquaint institutional representatives, state agency leaders and state policymakers with the basic principles of the SARA agreement. The purpose of the forum is to provide step-by-step details on the SARA application process for states and institutions, discuss the impact on institutional providers, and describe the oversight and complaint handling processes that states will need to engage in.

The committee heard a report on the Professional Student Exchange Program by Margo Colalancia. Currently, there are 659 students preparing for a professional healthcare degree through the Professional Student Exchange Program (PSEP). Support fees for PSEP will be approved at the May 2014 meeting. The Western Undergraduate Exchange (WUE) hit record enrollment at 33,812 students this fall, representing a nine percent increase over last year's participation. The Commonwealth of the Northern Mariana Islands signed the WUE agreement in September 2013. Staff is accepting applications for new programs to the Western Regional Graduate Program (WRGP) at the master's, Ph.D. and graduate certificate levels. Some of the "hot fields" for which nominations are encouraged include: data science and business analytics, robotics, biometrics, biomedical engineering and emerging media and communications, among others. Review of nominations will take place in December and new WRGP programs will be announced in March 2014.

The committee also discussed how they can have more input into the development of the WICHE workplan for FY 2015. Jere Mock and staff developed an electronic survey to solicit our committee's input on how the states can be more engaged in existing activities and to seek feedback on other state needs and ways that WICHE might be able to lend assistance.

Report of the Issue Analysis and Research Committee

Chair Bornstein called on Commissioner Cabaldon (CA) for a report of the Issue Analysis and Research Committee. Cabaldon noted that David Longanecker had briefed the committee on the progress of WICHE's national initiative, W-SARA and NC-SARA. The committee heard a report from Brian Prescott on a Lumina-funded grant to write a concept paper on state financial aid design for affordability. The paper will be released in the spring. Prescott also shared the release of three new reports: *Benchmarks, Tuition and Fees in Public Higher Education in the West*, and a supplement to *Knocking*, which disaggregates the existing projections by sex and also includes projections for the nation's 25 largest metropolitan areas.

The committee heard an update on the Multistate Longitudinal Data Exchange pilot project. Demi Michelau reported on the release of the annual update of legislative activity in the West. The committee then engaged in a discussion of how WICHE may be engaged in certain federal issues, especially President Obama's new ratings system. Conversation also included a suggestion that WICHE engage more broadly with state legislators as there is some concern that legislators outside of higher education do not know what WICHE is and its role.

Report of the Self-funded Units Committee

Commissioner Hansen (SD) gave the report of the Self-funded Units Committee. The Self-funded Unit's Committee addresses the work of WICHE's Mental Health Program (MHP) and WCET. The Committee approved two action items from the Mental Health Program:

- Approval of the Mental Health support fee and Mental Health Oversight Council (MHOC) representation for U.S. Pacific territories and freely associated states.
- Approval of an expanded intergovernmental agreement with the Hawaii Department of Education to support efforts to develop professional behavioral health capacity.

The committee heard an update on the Mental Health Program. MHP staff are assisting several states and agencies with the recruitment and interim support for key mental health leadership positions. Nevada State College is working with WICHE to develop a health center that would serve both the students and the surrounding community, providing a setting for both clinical care and applied training. If successful, this could provide a new option for many smaller campuses located in places where the local area is underserved and the campus struggles to ensure services and training opportunities for students.

The committee also heard a report on WCET. Following the commission meeting, WCET will celebrate its 25th Annual Meeting. The meeting is sold out with 470 registrations. WCET is working on several fronts including the development of a six-week MOOC (massive open online course) on badges and alternative credentials in collaboration with Mozilla and Blackboard. Alternative pathways to credentials is the topic of WCET's next Leadership Summit. Regarding PAR, several new institutions have joined and will pay their own way to participate. During the next year, PAR will develop plans to spin off of WCET to become a separate 501(c)3 organization, although keeping close connections with WICHE.

Report of the Legislative Advisory Committee

Commissioner Joe Hardy provided a report of the Legislative Advisory Committee. WICHE's Legislative Advisory Committee works to strengthen state-level policymaking in higher education in the West by engaging state legislators in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration. The WICHE Commissioners appoint members of the LAC. Specifically, the executive team member, in consultation with the other commissioners from each state or territory, appoints two state legislators. Commissioners who are also state legislators are automatically appointed to the LAC in addition to the two appointees so some states have three LAC members. Since 2009, the WICHE Commission has approved funding for the LAC out of its general fund. The LAC meets annually, and the 2013 Annual Meeting of the LAC was held September 4-5, 2013, in Las Vegas, NV. This year's meeting was titled, "Navigating the Rapidly Changing World of Higher Education" and featured national experts speaking on a variety of pertinent topics, including legislative trends in the West, state authorization, higher education finance, degree attainment goals, data, MOOCs, and more. Twenty-four legislators from 14 states participated. This year, we experienced our highest participation. Information about the LAC, its meetings, and its members is available on the WICHE website.

DISCUSSION ITEM
Update on WICHE's Budget

Chair Bornstein called on Longanecker and Craig Milburn to give an update on the budget. Milburn noted comments from the auditors in the Viewpoints document handed out with the FY 2013 audit report. He went through a summary of the general fund and noted an excess in revenues from membership dues from the new member. Money was added to reserves at the end of the fiscal year. Milburn explained that the reserves are excess revenues from prior years. There are currently \$1.5 million in reserves. Two balloon payments will be coming due in the next few years, so reserves have been dedicated for the repayment of these loans. Milburn pointed out the summary sheet of each of the program areas at WICHE. Commissioner Wheelwright asked if program surplus revenue flows into the general fund. Milburn said that it does not. Both WCET and the Mental Health Program rely on their own funding, so they keep any excess revenues. The self-funded units are also required to keep reserve levels, just as WICHE is required to. Commissioner Hardy asked if the \$25,000 amount given to fund the annual LAC meeting includes travel costs for the new member. Longanecker responded that they may ask for additional funding for the LAC meeting to include the increase in travel costs due to the new member. Commissioner Redding asked about the philosophy behind the reserves policy. Milburn responded that some of the reserves amount is based upon a calculation. For instance, the minimum reserve requirement isn't something that can be changed. The amount set aside for unexpected shortfall is also based upon a certain percentage. Longanecker noted that the Audit Committee could examine the reserves policy and make a recommendation to the Committee of the Whole. Longanecker noted that this might be particularly useful once the building has been paid off.

ACTION ITEM
**Request for Additional Reserves to Complete SEP and Contact Management Database Upgrades
and to Redesign the WICHE Website**

Longanecker said this request would draw \$110,000 from the reserves to complete IT projects that were budgeted in prior years but not completed. Commissioners Barrans MOVED TO APPROVE THE REQUEST FOR ADDITIONAL RESERVES TO COMPLETE SEP AND CONTACT MANAGEMENT DATABASE UPGRADES AND TO REDESIGN THE WICHE WEBSITE. Commissioner Preus seconded the motion. Commissioner Wheelwright asked if the funds are being used to pay subcontractors. Longanecker said the funds would be used for in-house staff. Wheelwright asked if the staff would be reduced after the projects were completed. Longanecker said that grants and contracts have had priority, leaving many in-house projects unfinished. He expects this to be a long-term position. Commissioner Rush asked if the original cost had been underestimated. Longanecker said that the cost was underestimated and they didn't have sufficient staff to complete the projects. Commissioner Rush asked how the estimates for costs are put together. Longanecker said the IT and program staff work together to come up with the cost estimates. The motion was approved unanimously.

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

Commissioner Beesley MOVED TO APPROVE THE ELECTION OF DIANNE HARRISON AS 2014 CHAIR, MIKE RUSH AS 2014 VICE CHAIR AND 2015 CHAIR-ELECT, AND LEAH BORNSTEIN AS 2014 IMMEDIATE PAST CHAIR. Commissioner Hart seconded the motion. The motion was approved unanimously.

Chair Bornstein thanked the WICHE staff for their work and said it had been a pleasure getting to know more the commissioners and the staff. She was grateful for the opportunity to serve as chair. Dianne Harrison said she looks forward to serving as the new chair in 2014. Longanecker thanked Bornstein for her work as chair. He reminded the commissioners that the next meeting will be held in Santa Fe, NM, in May 2014.

The Committee of the Whole adjourned.

WICHE



Plenary Session I

Higher Education: Public Good and/or Private Benefit – Returns on Liberal Arts Education

Monday, May 12, 2014
10:00 – 11:00 am
Anasazi Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

3 Monday 10:00 - 11:00 am

Monday, May 12, 2014

10:00 - 11:00 am
Anasazi Ballroom

**Plenary Session I:
Higher Education: Public Good and/or Private Benefit –
Returns on Liberal Arts Education**

This is the first of the sessions at this meeting on whether American higher education is a public good, a private benefit, or both. This theme was prompted by two ideas bubbling around in the contemporary press: one being that American higher education is being privatized and that, at least in part, this is because of the emerging sense that it provides primarily private goods rather than public benefits, as reflected in increased wealth for those individuals who possess a college education and thus are the principal beneficiaries of the education; the second being that the idea that higher education serves the public good by being the great equalizer in opportunity is being dispelled by the persistent, if not permanent, gaps in educational achievement for individuals from different social classes.

It is interesting how strikingly similar these perspectives are to those presented a half-century ago by the philosopher Ivan Illich and the economist Richard Freeman.

This first session focuses on the returns, both economic and otherwise, to individuals and to society, for those individuals who receive a liberal arts education rather than an education in applied or scientific fields of study. Dennis Jones, president of the National Center for Higher Education Management Systems, will present data recently compiled for presentation at the annual national convention of the American Association of Colleges and Universities. These data present compelling evidence that a liberal arts education, on average, provides a substantial return on investment, albeit over a somewhat longer time frame than for more applied or scientific collegiate preparations.

Speaker: Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS)

Biographical Information on the Speaker

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.



Programs and Services Committee Meeting

Monday, May 12, 2014
11:00 am – 12:30 pm
Anasazi Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

4 Monday 11:00 am - 12:30 pm

Monday, May 12, 2014

11:00 am - 12:30 pm

Anasazi 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)
- TBD (ID)
- Committee vice chair (MT)
- Vance Farrow (NV)
- Committee chair (NM)
- Duaine Espegard (ND)
- Hilda Rosselli (OR)
- Jack Warner (SD)
- Dan Campbell (UT)
- Larry Seaquist (WA)
- Karla Leach (WY)

Agenda

Presiding: Patricia Sullivan, committee chair

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



Approval of the Programs and Services Committee meeting minutes of November 11, 2013 4-3



Approval of the FY 2015 workplan sections pertaining to the Programs and Services unit's activities – Jere Mock 4-5



Approval of the Professional Student Exchange Program support fees for 2015-16 and 2016-17 – Margo Colalancia 4-9



Consideration of the participation of private institutions in the Western Undergraduate Exchange – Margo Colalancia 4-31

Information Items:

Implementing the State Authorization Reciprocity Agreement
– Rhonda Epper 4-34

Programs and Services Regional Initiatives 4-37

Interstate Passport Initiative: Update on Phase II of the pilot
and the recent “Transfer Solutions through Cross-Organization
Alignment Convening” – Pat Shea 4-40

Student Exchange Program Update – Margo Colalancia 4-45

Other business

Adjournment

ACTION ITEM

Programs & Services Committee Minutes November 11, 2013

Committee Members Present

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

Diane Barrans (AK)
Dianne Harrison (CA)
Dene Thomas (CO)
Joshua Sasamoto (CNMI)
Carol Mon Lee (HI)
Mike Rush (ID)
Vance Farrow (NV)
Duaine Espegard (ND)
Hilda Rosselli (OR)
Bonnie Jean Beesley (UT)

Committee Members Absent

Eileen Klein (AZ)
Jack Warner (SD)
Larry Seaquist (WA)
Karla Leach (WY)

Guests Present

Maureen Garrity, associate dean of student life, University of Colorado School of Medicine
Lisa Shipley, manager of Student Advising, University of Wyoming and WICHE Certifying Officer
Mary Ellen Petrisko, president, WASC Senior College and University Commission

Staff Present

Margo Colalancia, director, Student Exchange Program
Rhonda Epper, director, W-SARA
Annie Finnigan, communications manager
Kay Hulstrom, administrative manager
Jere Mock, vice president, Programs and Services
Pat Shea, director, WICHE ICE, Western Academic Leadership Forum, Western Alliance of Community College Academic Leaders

Committee Chair Patricia Sullivan called the meeting to order and welcomed the committee members.

ACTION ITEM

Approval of the Programs & Services Committee Teleconference Minutes of May 20, 2013

Chair Sullivan asked for a motion TO APPROVE THE MINUTES OF THE MAY 20, 2013, COMMITTEE MEETING. Commissioner Thomas motioned to approve the minutes and Commissioner Rosselli seconded the motion. The minutes were approved unanimously.

INFORMATION ITEM

Implementing the State Authorization Reciprocity Agreement

Jere Mock, vice president of Programs and Services, introduced Rhonda Epper, the newly hired director of the WICHE State Authorization Reciprocity Agreement (W-SARA). She said Epper came to WICHE from the Colorado Community College System where she was an assistant provost and she has extensive experience in managing distance education programs. Epper said that staffing for the SARA initiative has been completed and the staff members are located in a building adjacent to the WICHE offices. Since mid-October she has been working on the implementation of the WICHE SARA agreement, including convening a meeting of the W-SARA Regional Steering Committee on October 28, 2013, to review minor changes to the reciprocity agreement to make it align with the agreements developed by the three other higher education regional compacts and the national Commission on Regulation of Postsecondary Distance Education. The Steering Committee will review applications from states wanting to participate in the reciprocity agreement and will make recommendations to the WICHE Commission on approvals. The National Council-SARA board met in Washington, D.C., on November 1, 2013, to approve several foundational documents for the national entity.

Epper also described plans for the December 10, 2013, regional forum that WICHE is holding in Denver to help acquaint institutional and system representatives, state agency leaders, and state policymakers from throughout the WICHE region with the basic principles of the SARA agreement and the application processes for states and institutions. Presenters will discuss the need for states to review their statutory authority to participate in the reciprocity agreement, discuss the

benefits for institutional providers, and describe the oversight and complaint handling processes that states will need to provide. Following the forum, she will be making state visits to encourage participation in the agreement and she is available to assist in reviewing states' statutory authority and the roles of relevant agencies involved in SARA. She briefly discussed staff's current estimates of which states are ready to become SARA members, and she also noted that states that join during 2014 will receive an 18-month membership since there likely will be fewer states participating next year compared with future years.

Commissioner Rush said Idaho is struggling with how to fund the operational costs of the agency or agencies that will review and approve institutions for participating in SARA and handle complaints. Mock said that states can assess fees to their participating institutions to help cover the cost of regulation. Commissioner Rosselli asked how many online programs are offered in the U.S. and Epper said she was not certain about the number but that Sloan-C's annual report about the status of online learning in the nation may provide those statistics. This year's report is entitled: Changing Course: Ten Years of Tracking Online Education in the United States. (see <http://sloanconsortium.org/publications/survey/index.asp>) Commissioner Farrow asked how states that are not currently a member of one of the regional compacts can participate in SARA. Mock responded that three states, New Jersey, New York, and Pennsylvania, do not currently belong to a regional compact but they can affiliate with one of the compacts to participate in SARA if they pay an annual fee of \$50,000 to the compact that they opt to affiliate with.

Margo Colalancia reported that the Professional Student Exchange Program (PSEP) is celebrating its 60th anniversary along with WICHE. In the current academic year, 659 students are preparing a professional healthcare degree through PSEP; the students' home states have invested \$14.5 million toward their tuition. Staff is developing an analysis to propose support fee increases for the next biennium; it will be presented to the Programs and Services committee for approval and later advanced to the full Commission for approval at the May 2014 meeting.

She also reported that WUE (the Western Undergraduate Exchange) enrollment hit an all time high of 33,812 students this fall, representing a nine percent increase over last year's participation. WUE is in its 25th year of operation. Staff will have the WUE fiscal impact numbers for this academic year in a few weeks. The Commonwealth of the Northern Mariana Islands signed the WUE agreement in September 2013. The Northern Marianas College and Washington State University Tri-cities are the newest WUE members, and Adams State University (CO) has reactivated its participation. WUE is synonymous with value when it comes to attracting students, and private institutions want to be at the table. Committee members discussed some ideas for a discounting model if privates were included. They also wondered about the logic behind including privates in WUE, given that they don't need the program to offer discounts. Recent reports show that private institutions are already offering discounts of up to 45 percent on their full private tuition.

Staff is accepting applications for new programs to the Western Regional Graduate Program at the master's, Ph.D., and graduate certificate levels. Some of the "hot fields" for which nominations are encouraged include: data science and business analytics, robotics, biometrics, biomedical engineering and emerging media and communications, among others. Review of nominations will take place in December and new WRGP programs will be announced in March 2014.

Mock discussed how the committee members can have more input into the development of the WICHE workplan for FY 2015. She and her staff developed an electronic survey to solicit the committee's input on ways states can get more engaged in existing activities and provide suggestions on other state needs and issues that WICHE might address. The committee members were asked to complete the survey by December 6, 2013. Two conference calls will be scheduled between January and late March to incorporate the committee's input into the Programs & Services workplan that will be reviewed by the Committee of the Whole at the May Commission meeting. Mock also distributed lists of WICHE NewsCap recipients to each of the committee members so they will know who in their state receives the electronic newsletter.

Chair Sullivan adjourned the meeting at noon.

ACTION ITEM

Programs & Services FY 2015 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 boost 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; assist in smoothing the transfer process; link students with next-generation learning opportunities; and help institutions to achieve cost savings through group 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 and success; workforce and society	Western	1.05 FTE	All WICHE member states; 154 institutions
Professional Student Exchange Program (PSEP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members, except CA, CNMI, HI, OR, SD, and WA; 129 programs at 55 institutions
Western Regional Graduate Program (WRGP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE member states; 314 programs at 56 institutions
WICHE Internet Course Exchange	Access and success; technology and innovation	Western	.10 FTE and consultants	3 institutions; 2 systems; 1 consortium
Western Academic Leadership Forum	Access and success; accountability	Western	.45 FTE	All WICHE member states except CNMI & HI; 47 institutions, 11 systems
Western Alliance of Community College Academic Leaders	Access and success; accountability	Western	.35 FTE	All WICHE member states; 75 institutions, 10 systems
Academic Leaders Toolkit	Access and success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
MHECare	Access and success; finance	WICHE/MHEC/NEBHE states	.20 FTE	MHEC/Mercer/United HealthCare Student Resources, 2 states: AK & CO, 5 institutions; several prospects
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.15 FTE	MHEC/Marsh/Lexington, 8 states (AZ, CO, ID, NV, OR, UT, WA, WY)
MHECtech	Finance	WICHE/MHEC states	.05 FTE	All WICHE member states

Project	Focus	Geo-Scope	Staffing	Partners
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.75 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
Bridges to the Professoriate	Access & success	National	National Institute of Health (\$273,332)	.20 FTE	7/1/2008 - 6/30/2015	Southern Regional Education Board; National Institute of General Medical Sciences
A Convening: Transfer Solutions Through Cross-Organization Alignment	Access & success	National	Bill and Melinda Gates foundation (\$173,440)	.14 FTE	3/15/2014 - 12/30/2013	Association of American Colleges and Universities
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)	1.6 FTE and 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	Proposal pending at Lumina Foundation: \$720,600 grant for all SARA entities WICHE's FY15 share: \$124,454 (pending proposal); \$112,081 (Lumina NCE); and institutional fees of \$100,382	WICHE SARA: 2.8 FTE	7/2014 - 6/2015	Regionally: States that sign the reciprocity agreement and institutions that pay annual dues Nationally: NC-SARA, MHEC, NEBHE, SREB

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.

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 will examine opportunities for alignment that could result in greater impact.

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.

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.

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 Expansion Project 1	Access & success	★★★ ●●● ■■■	International	Previous grant: Next Generation Learning Challenges (NGLC) (\$750,000)	TBD	TBD	Colorado Community College System, 5 institutions in CO, MT, WY, & an institution & organization in British Columbia
Interstate Passport Initiative - Phase II	Access & success	★★★ ●●● ■■■	Western	Previous grant: Carnegie Corporation of New York grant \$550,000 (through 4/2014) Currently seeking additional grants	.55 FTE & consultants	TBD	First phase: 16 two- and four-year institutions in 5 states (CA, HI, ND, OR, UT)

North American Network of Science Labs Online Expansion Project 1: NANSLO will seek funding to expand its collection of experiments, conduct research on the best practices in lab experiments for students in online courses, and add new member institutions to its network.

Interstate Passport Initiative: The Interstate Passport Initiative provides a new block transfer framework for lower-division general education, one based on student-learning outcomes rather than seat time in courses and credits; we are seeking additional grants to expand the initiative to additional states and develop Passport Learning Outcomes and Proficiency Criteria

for Transfer for the remaining lower-division general education core content areas (humanities/creative arts, social sciences, information literacy, natural and physical sciences, and critical thinking).

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 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.

We'll focus on seeking funding for the projects described above.

COMPLETED PROJECTS

Work that staff finished in FY 2014.

Gaining Online Accessible Learning through Self-study (GOALS). WICHE was a partner in a three-year effort (January 2011 - December 2013) supported by the Fund for the Improvement of Postsecondary Education to develop strategies to improve institutions' web accessibility. WICHE worked with the consortium partners in the development and dissemination of materials and information, as well as in the recruitment of 45 field test and case study sites. The consortium was led by the National Center on Disability and Access to Education at Utah State University and also included the Michigan Community College Virtual Learning Collaborative, Southern Association of Colleges and Schools Commission on Colleges, Southern Regional Education Board, and WebAIM.

ACTION ITEM

Professional Student Exchange Program Support Fees for 2015-16 and 2016-17

Every two years the WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for the next biennium. In May 2014 the commission will set support fee levels for academic years 2015-16 and 2016-17.

WICHE staff recommends support fee increases of 1.8 percent in all fields for each year of the biennium. Feedback on the recommended increases was sought from the states that provide financial support to students participating in PSEP and from institutions that receive students through the exchange. Comments from participating institutions and states regarding specific fields are included in the following sections.

Relationship to the WICHE Mission

Ensuring that states have access to professional education has been central to WICHE's mission since its inception, as stated in the Western Regional Education Compact, the agreement that established WICHE in the early 1950s. PSEP helps WICHE states to:

- Develop a professional healthcare workforce.
- Provide affordable access to a wide range of professional programs that otherwise may not be accessible to students in some states.
- Offer students tuition assistance to healthcare programs located out-of-state when a public program is not available within their home state.
- Enhance the quality and prestige of participating programs by enabling them to attract exceptional students from throughout the West.
- Enable states to avoid the costs of establishing new professional schools.

PSEP fields are divided into two categories. Group A includes those fields in which WICHE students would have a difficult time gaining access to public professional schools without PSEP. The nine Group A fields include: dentistry, medicine, occupational therapy, osteopathic medicine, optometry, physical therapy, physician assistant, podiatry, and veterinary medicine. Ninety-six percent (635 of 658) of PSEP students are enrolled in Group A fields. Group B has traditionally included professional fields where access was not as significant a problem but where states wished to offset high nonresident and private institution tuition for their residents. The only remaining Group B field is pharmacy; only 23 students are enrolled in a cooperating pharmacy program in PSEP this year.

Balancing Diverse Needs

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support students through PSEP face mounting fiscal pressures as they try to provide access to professional education for their residents. The receiving institutions' costs of delivering professional education continue to rise, necessitating greater financial incentives to preserve slots for nonresidents or, at a minimum, meet the resident/nonresident tuition differentials.

As tuition has increased at professional schools, the support fee has proportionately decreased, and PSEP no longer provides as significant a financial incentive to many receiving institutions. In recent years we've seen more cases of fiscal disincentive, where nonresident tuition exceeds the support fee and resident tuition paid by the student.

In the 2013-14 academic year, at least one public institution in each field – without exception – did not receive the full nonresident tuition differential at the current support fee level. For occupational therapy and physical therapy, up to eight institutions did not receive the full differential in each field. Significant increases in support fees would be needed to reach the full differential in some instances.

To provide some incentive, or at least a break-even point for programs losing revenue on PSEP students, in November 2011, WICHE commissioners approved a change in the way support fees can be applied. The new policy allows public institutions whose differentials are not being met to credit the support fee against full nonresident tuition and have the student pay the balance. The new policy took effect in Fall 2013 for newly funded PSEP students. PSEP students enrolling Fall 2012 and prior in public institutions are grandfathered and continue to pay resident tuition.

For all PSEP fields, WICHE staff proposes to increase the support fees for the next biennium by 1.8 percent, in concert with the 2012-13 HECA (Higher Education Cost Adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) association. Certifying officers have evaluated the fiscal impact of the proposed increases and have sought input from their SHEEOs. All concur that the proposed increases are necessary and minimal in light of the substantially higher tuition increases that most professional healthcare programs are anticipating for the coming academic year. From 2012 to 2013, tuition and fees increased an average of 4.1 percent across all of the PSEP healthcare fields. Although some state budgets are starting to recover, we are not seeing substantial funding becoming available to increase the number of supported PSEP students.

Proposed Support Fees for the 2015 and 2016 Biennium				
Field	Approved Fees for AY 2013	Approved Fees for AY 2014	Recommended 1.8% increase AY 2015	Recommended 1.8% increase AY 2016
Group A				
Dentistry	\$23,900	\$24,400	\$24,850	\$25,300
Medicine	30,800	31,500	32,070	32,650
Occupational Therapy	12,600	12,800	13,050	13,250
Optometry	16,400	16,800	17,100	17,425
Osteopathic Medicine	20,400	20,900	21,300	21,650
Physical Therapy	13,689	14,055	14,300	14,575
Physician Assistant	16,400	16,667	17,000	17,250
Podiatry	14,200	14,500	14,770	15,025
Veterinary Medicine	30,600	31,300	31,900	32,400
Group B				
Pharmacy	\$7,250	\$7,400	\$7,525	\$7,700

On the following pages, we provide an analysis of the support fee recommendations for each of the fields; enrollment and workforce trends; and projected fiscal impact, by state. Each field’s analysis also includes comments on the fee increase by administrators of participating programs.

Enrollment and Support Fees by Profession, 2013-2014

Sending State	Dentistry	Medicine	Occupational Therapy	Optometry	Osteopathic Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	4 \$95,600		0 \$0	1 \$16,400		7 \$50,750	4 \$54,756	1 \$16,400	0 \$0		17 \$233,906
Arizona	45 1,123,302		13 134,400	17 256,824	47 \$941,868			6 98,400		47 \$1,422,700	175 \$3,977,494
California											0 \$0
Colorado				24 393,600							24 \$393,600
CNMI											0 \$0
Hawai'i	9 215,100		5 54,600	13 202,267		2 14,500	14 198,490			12 336,600	55 \$1,021,557
Idaho											0 \$0
Montana	8 191,200	26 \$739,200	3 33,600	4 65,600	5 102,000				1 14,200	35 1,028,925	82 \$2,174,725
Nevada				7 114,800		14 128,087		6 98,400		15 459,000	42 \$800,287
New Mexico	42 1,027,701									33 1,009,800	75 \$2,037,501
N. Dakota	9 215,100			26 426,400						6 183,600	41 \$825,100
Oregon											0 \$0
S. Dakota											0 \$0
Utah				15 246,000					11 142,000	10 306,000	36 \$694,000
Washington											0 \$0
Wyoming	8 191,200	5 154,000	10 113,400	14 229,600	6 122,400		22 301,158	8 125,733	2 28,400	36 1,086,300	111 \$2,352,191
TOTALS	125 \$3,059,203	31 \$893,200	31 \$336,000	121 \$1,951,491	58 \$1,166,268	23 \$193,337	40 \$554,404	21 \$338,933	14 \$184,600	194 \$5,832,925	658 \$14,510,361

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2015 and 2016

State	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase AY 2014 to 2015	Projected Fees AY 2016	Projected Increase AY 2015 to 2016
Alaska	17	\$239,087	\$243,375	\$4,288 (1.8%)	\$248,075	\$4,700 (1.9%)
Arizona	175	4,103,402	4,181,000	77,598 (1.9%)	4,250,825	69,825 (1.7%)
Colorado	24	403,200	410,400	7,200 (1.8%)	418,200	7,800 (1.9%)
Hawai'i	55	1,089,170	1,109,250	20,080 (1.8%)	1,128,725	19,475 (1.8%)
Montana	82	2,334,300	2,377,940	43,640 (1.9%)	2,418,025	40,085 (1.7%)
Nevada	42	790,702	805,550	14,848 (1.9%)	819,275	13,725 (1.7%)
New Mexico	75	2,057,700	2,096,400	38,700 (1.9%)	2,131,800	35,400 (1.7%)
North Dakota	41	844,200	859,650	15,450 (1.8%)	875,150	15,500 (1.8%)
Utah	36	724,500	737,970	13,470 (1.9%)	750,650	12,680 (1.7%)
Wyoming	111	2,439,646	2,485,390	45,744 (1.9%)	2,527,100	41,710 (1.7%)
TOTAL	658	\$15,025,907	\$15,306,925	\$281,018 (1.9%)	\$15,567,825	\$260,900 (1.7%)

Note: The numbers presented are estimates; each state must verify its own numbers to account for fee variations at institutions where its students are enrolled. The projected increases are in some instances slightly more or less than the proposed 1.8 percent increase because support fees were rounded to the nearest hundred. The number of students supported in each field also affects the total percentage increase.

Location of Tables Showing Analysis by Field and State Impact Analysis			
Analysis by Field	Page	State Impact Analysis	Page
Dentistry	4-13 & 4-14	Alaska	4-27
Medicine	4-16	Arizona	4-27
Occupational Therapy	4-17	Colorado	4-27
Optometry	4-18 & 4-19	Hawai'i	4-28
Osteopathic Medicine	4-20	Montana	4-28
Pharmacy	4-21	Nevada	4-28
Physical Therapy	4-22	New Mexico	4-29
Physician Assistant	4-24	North Dakota	4-29
Podiatry	4-25	Utah	4-29
Veterinary Medicine	4-26	Wyoming	4-29

Dentistry

Seven WICHE states are supporting 125 students; about 15 percent are studying at out-of-region schools. The tables on pp. 4-13 and 4-14 show the distribution by state, type of school, and location. The support fee rate for 2014-15 is \$24,400. The proposed fees are \$24,850 for 2015-16 and \$25,300 for 2016-17, representing a 1.8 percent increase each year.

In dentistry the support fee and the resident tuition paid by PSEP students has fallen below 100 percent coverage of the nonresident tuition differential at three public institutions: the University of Colorado Denver; the University of Nevada, Las Vegas; and Oregon Health & Science University. WICHE support exceeds nonresident tuition at the remaining three public institutions. In the six participating private institutions, students must pay an average of 70 percent of the full tuition after the support fee is credited. WICHE's new policy of allowing public institutions to charge students the unmet tuition differential is providing some relief to the U.C. Denver's School of Dentistry, which was the most affected by lost revenue on PSEP students over the past seven years.

The dentistry schools that responded to WICHE's survey project a 3.7 percent increase in tuition rates, on average, for 2014-15. Last year, tuition rose an average of 3.3 percent among all of WICHE's cooperating schools of dentistry. Our partnering dental schools are appreciative of the proposed increase, but commented that it is not keeping pace with tuition.

The University of the Pacific and the Oregon Health & Science University (OHSU) are moving into new facilities in 2014. OHSU has implemented interprofessional education with its Fall 2013 entering class and its move to the new clinic will support the new emphasis. None of the schools that responded are planning to increase their class size in the next few years.

The American Dental Association's report, entitled "Critical Trends Affecting the Future of Dentistry: Assessing the Shifting Landscape" (May 2013; (www.ada.org/sections/professionalResources/pdfs/Esca2013_Diringer_Full.pdf)) offers an interesting perspective on how dentistry will evolve in the coming years. The demographics of the dental workforce are changing; there are more female dentists, and they are more likely to practice part-time. Debt ridden graduates cannot afford to purchase solo practices and are opting for joint, group, or corporate practices. It appears that demand for dentists will be met in the private sector, but not for publicly-insured patients. Federal and state governments are putting an increased emphasis on pediatric dental care; many more children will be covered under Medicaid, CHIP, and the Affordable Care Act. Community health centers are offering more dental services. States are pressuring dental practices to demonstrate value and cost-efficiency. This is translating into exploration of expanded roles for dental hygienists and dental therapists. Providers will also be required to adopt new data systems to integrate with patient medical records and track outcome metrics. Large practices can offer economies of scale that solo practices cannot; we will likely see a decline in the number of solo practices in the future. Privately insured dental "patients" and those paying out-of-pocket are acting more like "consumers"; they are cost-conscious and searching for quality and value. More Americans are open to "medical tourism," i.e., traveling to Mexico and elsewhere for affordable services that are high-cost in the U.S.

Student debt levels continue to rise; the American Dental Education Association (ADEA) estimates the average educational debt of graduating dentists in 2012 was almost \$222,000 (in both public and private schools). According to ADEA, there were approximately 2.2 unique applicants per seat available in 2012. This represents a five-year trend decrease from the

2007 high of 3.0 applications per seat. The decrease in applications per seat can also be explained by the opening of new dental schools and the expansion of class size in existing ones.

The Bureau of Labor Statistics (BLS) anticipates that 23,300 additional dentists will be needed by 2022, an increase of 16 percent from 2012. (This and all BLS data come from the 2012 Occupational Outlook Handbook, which has 2012-22 employment projections and includes 2010 wages from the Occupational Employment Statistics survey.) BLS reports the median annual wage for dentists at \$149,310 in 2012.

Support Fee Analysis AY 2013 - DENTISTRY							
Comparison of Tuition and Fees to WICHE Support Levels							
WICHE Region Schools							
SUPPORT FEES:	Approved			Proposed (1.8% increase):			
	AY 2013	AY 2014	AY 2015	AY 2016			
	\$23,900	\$24,400	\$24,850	\$25,300			
Supporting states: Alaska, Arizona, Hawai'i, Montana, New Mexico, North Dakota, and Wyoming. Total (public and private, in region) = 106							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U.C. Los Angeles	1	\$69,233	\$60,032	\$9,201	\$83,932	\$14,699	34.52%
U.C. San Francisco	2	67,266	55,021	12,245	78,921	11,655	35.53
U. Colorado, Anschutz, AMC †	40	70,183	44,880	25,303	68,780	-1,403	34.05
U. Nevada, Las Vegas †	1	90,051	54,741	35,310	78,641	-11,410	26.54
Oregon Health & Science U. †	9	86,322	61,634	24,688	85,534	-788	27.69
U. Washington *	9	65,038	44,521	20,517	68,421	3,383	36.75
Total Public	62						
	Average	\$74,682	\$53,472	\$21,211	\$77,372	\$2,689	32.51%
	Median	69,708	54,881	22,603	78,781	1,298	34.29%
† The WICHE support fee does not cover the resident/nonresident tuition differential.							
* U. Washington charges WICHE students nonresident tuition for the summer quarters of years three and four; WICHE support does not cover additional year-round quarters at this time. The tuition and fees shown in these charts are for year one in the program.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
A.T. Still U., Mesa	17	\$74,479			\$50,579	32.09%	
Midwestern U.	15	81,421			57,521	29.35	
Loma Linda U.	0	75,665			51,765	31.59	
U. of the Pacific *	9	115,095			84,428	27.69	
U. So. California	3	93,814			69,914	25.48	
Western U. Health Sciences	0	68,740			44,840	34.77	
Total Private	44						
	Average	\$84,869			\$59,841	30.16%	
	Median	78,543			54,643	30.47%	
*U. of the Pacific operates a three-year accelerated program; the school receives four years of support over a three-year period, thus a higher rate of \$31,867 per year in AY 2013.							

Support Fee Analysis AY 2013 - DENTISTRY
Comparison of Tuition and Fees to WICHE Support Levels
Out-of-Region Schools

SUPPORT FEES:	Approved		Proposed (1.8% increase):	
	AY 2013	AY 2014	AY 2015	AY 2016
	\$23,900	\$24,400	\$24,850	\$25,300

Supporting states (out-of-region): New Mexico, North Dakota, and Wyoming.
Total (public and private, out-of-region) = 19

	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
PUBLIC							
U. Missouri, Kansas City (NM) †	5	\$60,435	\$33,574	\$26,861	\$84,335	-\$2,961	39.55%
Total Public	5						
	Average	\$60,435	\$33,574	\$26,861	\$84,335	-\$2,961	39.55%
† The WICHE support fee does not cover the resident/nonresident tuition differential.							
	Number of WICHE Students	Full Private Tuition & Fees				Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
PRIVATE							
Creighton U. (NM, ND & WY)	14	\$64,242				\$40,342	37.20%
Marquette U. (ND)	0	63,760				39,860	37.48
Total Private	14						
	Average	\$64,001				\$40,101	37.34%

Medicine

Montana currently supports 26 students in this field, and Wyoming supports five. Wyoming suspended support of new students in medicine from 2008 to 2011 for budgetary reasons, but resumed support for new students in Fall 2012. The support fee rate for 2014-15 will be \$31,500. The proposed fees are \$32,070 for 2015-16 and \$32,650 for 2016-17. See the table on p. 4-16. The WICHE support fee and the resident tuition paid by PSEP students equals or exceeds nonresident tuition at 13 out of 15 public medical schools. The exceptions are the University of Nevada Reno and the University of Hawai'i.

Seven medical schools provided feedback on the proposed support fees and estimated an average increase of 3.1 percent in tuition for the coming year. Some commented that the increase was fair and reasonable, but others said it was low. Between 2012 and 2013, tuition at cooperating programs rose an average of 3.5 percent.

Developments in the discipline include the University of California Irvine's School of Medicine's new focus on interprofessional education. UC Irvine has also reinvented the traditional medical school curriculum with its "iMedEd" initiative which fosters highly individualized and small-group learning. The program, in its fourth year, has transformed the classic lecturer-passive listener model with digital textbooks, online curricula, audio and video libraries, podcasts, and other technological advances such as digital stethoscopes and portable ultrasound units. Each entering student is provided an iPad that digitally houses the entire first-year curriculum, outlines, handouts and essential textbooks. The iPads are also loaded with hundreds of medical applications, note-taking and recording capabilities, and many other tools that complement diverse learning styles. For more detail, read www.imeded.uci.edu.

Oregon Health & Science University's (OHSU) School of Medicine (SOM) is making some major changes. The school received a \$1 million grant from the American Medical Association (AMA) to transform its MD curriculum. The new

program will be competency-based and learner-centered; students will have individualized learning plans and faculty will assess students' skills and track their learning milestones. The new curriculum will allow some students to finish medical school in less than four years. In July 2014, the school will move into the OHSU/OUS Collaborative Life Sciences Building. The \$295 million facility will support interprofessional learning and collaboration among OHSU's medical, dental, physician assistant, and nursing students. Students will share its state-of-the-art simulation center. The structure will also allow OHSU to expand class sizes of its medical, dental, physician assistant, and pharmacy programs.

Other PSEP medical programs noted changes as well. The University of Colorado Denver is opening a branch campus in Colorado Springs in 2016. This will allow the school to increase its class size by 24; these students will complete their third year of clinical training at the new site. The University of Nevada Reno's program implemented a new block curriculum in Fall 2012. The University of Hawai'i is focusing more on interprofessional education and rural clinical rotations. The University of Arizona's Phoenix campus was recently awarded separate accreditation from the Tucson medical campus. It has added distinction tracks in rural and global health as well as service learning, and recently inaugurated its new Health Sciences Education Building.

Nationally, 48,014 applicants applied for 20,055 medical seats in academic year 2013, with about a 41 percent chance of being admitted to medical school; applications increased by 2.8 percent over 2012 (Association of American Medical Colleges, AAMC). The growth in applications can be attributed to the opening of new medical schools and existing medical schools' class expansion to meet the AAMC's 2006 directive to increase the number of medical graduates by 30 percent by 2015 (from 2002 levels). The AAMC estimates a shortage of 90,000 physicians by 2020. AAMC's 2013 State Data Book provides data on current physician supply, medical school enrollment, graduate medical education (GME residencies), and state data for medical specialties: www.aamc.org/data/workforce/reports/profiles.

The number of students completing their undergraduate medical education is increasing, but the limited number of graduate medical residencies (required for a physician to practice) has become the critical bottleneck in efforts to alleviate the predicted physician shortage. Competition for 26,000 GME residencies (essentially capped in 1996) was already keen among U.S. graduates who numbered 21,651 in 2013, but it was exacerbated by 12,663 more graduates from international medical schools (many of whom are U.S. citizens) who were also vying for the same residencies (AAMC; American Association of Colleges of Osteopathic Medicine (AACOM); and National Resident Matching Program (NRMP); see <http://vimeo.com/77727683>). With a total applicant pool of 34,314, some 8,000 applicants did not get matched. Calls for reform of GME funding and creation of new residencies continue, but no real progress has been made. In addition to strategies to improve funding of residencies, some have proposed reducing the typical residency training from three to two years. ("Shortening Medical Training by 30%", JAMA, March 21, 2013, <http://www.commed.vcu.edu/IntroPH/2012/medtrain30%25.pdf>).

The Institute of Medicine (IOM) is scheduled to release its study Governance and Financing of Graduate Medical Education in June 2014 (www.iom.edu/activities/workforce/gmegovfinance.aspx). The Colorado Commission on Family Medicine, the Colorado Institute of Family Medicine, and Rocky Vista University College of Osteopathic Medicine are organizing a GME Summit in Washington, D.C. just following the release of the IOM report to build awareness of the GME issues with legislators. Supporting organizations include the American Academy of Family Physicians (AAFP), the American College of Osteopathic Family Physicians (ACOFP), and the National Rural Health Association (NRHA).

BLS reports the median annual pay for physicians is \$187,200 in 2012. According to the AAMC, the average student debt load of medical graduates in 2013 was \$175,000. The Bureau of Labor Statistics (BLS) anticipates that 123,300 additional physicians will be needed by 2022, an increase of 18 percent from 2012.

Technology will play a major role in transforming the future of healthcare. The medical "tricorder" first seen on Star Trek almost 50 years ago is now a reality. The "Scanadu Scout" which operates using your smartphone can measure temperature, blood pressure, heart rate, oximetry, heart rate variability, and stress. It can perform a urine analysis and an electrocardiogram (www.scanadu.com). Clinical testing of the device will begin soon. It must be approved by the Food and Drug Administration before it can be sold; the company hopes to bring it to market by late 2014. The "Scout" and similar medical technology devices will empower the patient and give them access to and control of their own health information. Inevitably, such innovations will radically transform the healthcare landscape but it is difficult to predict how it will affect workforce needs.

Support Fee Analysis AY 2013 - ALLOPATHIC MEDICINE

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.8% increase):				
	AY 2013	AY 2014	AY 2015	AY 2016			
	\$30,800	\$31,500	\$32,070	\$32,650			
Supporting states: Montana, Wyoming. Total (public and private) = 31							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U. Arizona/Tucson	2	\$48,864	\$29,689	\$19,175	\$60,489	\$11,625	63.03%
U. Arizona/ASU Phoenix	0	48,514	29,339	19,175	60,139	11,625	63.49
U.C. Berkeley/UCSF	0	35,785	20,683	15,102	51,483	15,698	86.07
U.C. Davis	0	53,205	40,960	12,245	71,760	18,555	57.89
U.C. Irvine	0	48,764	36,520	12,244	67,320	18,556	63.16
U.C. Los Angeles	0	47,428	35,183	12,245	65,983	18,555	64.94
U.C. San Diego	1	46,736	34,491	12,245	65,291	18,555	65.90
U.C. San Francisco	2	47,944	35,699	12,245	66,499	18,555	64.24
U. Colorado Denver AMC	8	67,647	41,692	25,955	72,492	4,845	45.53
U. Hawai'i †	0	65,902	32,278	33,624	63,078	-2,824	46.74
U. Nevada, Reno †	3	59,078	27,794	31,284	58,594	-484	52.13
U. New Mexico	2	55,298	25,121	30,177	55,921	623	55.70
U. North Dakota	6	50,322	27,956	22,366	58,756	8,434	61.21
Oregon Health & Science U.	5	62,716	47,548	15,168	78,348	15,632	49.11
U. Utah	0	61,500	32,934	28,566	63,734	2,234	50.08
Total Public	29						
	Average	\$53,314	\$33,192	\$20,121	\$63,992	\$10,679	59.28%
	Median	50,332	32,934	19,175	63,734	11,625	61.21%
† The WICHE support fee does not cover the resident/nonresident tuition differential.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
Loma Linda U.	2	\$50,220			\$19,420	61.33%	
Stanford U.	0	53,828			23,028	57.22	
U. So. California	0	53,124			22,324	57.98	
Total Private	2						
	Average	\$52,391			\$21,591	58.84%	
	Median	53,124			22,324	57.98%	

Occupational Therapy

Five WICHE states (Alaska, Arizona, Hawai'i, Montana, and Wyoming) are supporting 31 students in this field. The 2014-15 support fee will be \$12,800. The proposed 1.8 percent increase will bring the 2015-16 fee to \$13,050 and the 2016-17 fee to \$13,250. See the table on p. 4-17.

The full nonresident tuition differential is not being covered at five out of eight of the participating public schools. However, 68 percent of enrollment (21 students) is at private institutions; only 10 students are enrolled at public institutions. The six WICHE schools that responded to our survey estimate an average tuition increase of 3.7 percent. Between 2012 and 2013, tuitions at cooperating programs rose an average of 4.4 percent.

The field of occupational therapy (OT) is in a transition period regarding required entry-level degrees for practice. Currently, a master's of occupational therapy (MOT) is the standard, but we have seen a slow but steady movement towards the doctorate of occupational therapy (OTD) since the standards were first approved in 2006. A.T. Still University and the University of Utah currently are offering a post-professional doctorate for practitioners with an MOT. There

are now two entry-level OTD programs in the WICHE region. Pacific University has phased out its MOT and for only one additional semester, students now earn an OTD. John White, program director of Pacific's program, said that OTD graduates working in veterans' affairs hospitals and in public school system practices are seeing higher starting salaries (about 7 percent higher) than MOT graduates. OTD graduates will also be qualified for faculty positions. Northern Arizona University (NAU) is opening a new doctoral entry-level OTD program and is planning to admit its first class of students in fall 2014. NAU will likely be fully accredited by late 2017 and can become a WICHE partner program at that time.

The American Occupational Therapy Association (AOTA) indicated that the OT community is split on whether or not the OTD should become the official standard to practice, and they hope to publish a statement on the official consensus in the next year or so. If the entry-level doctorate becomes the new standard for occupational therapists, WICHE will need to increase the support fee payment slightly. Current payments cover two-and-one-half years of study, but the OTD requires an additional semester (a total of three full years). A new OTD standard would also have implications for some MOT programs operating at institutions that are currently not approved to offer doctoral degrees.

The BLS projects employment of occupational therapists will increase by 29 percent between 2012 and 2022, adding 32,800 new jobs. The median annual income reported to BLS was \$75,400 in 2012. Occupational therapy has made the U.S. News and World Report's list of best jobs for the past few years, and again in 2014.

Support Fee Analysis AY 2013 - OCCUPATIONAL THERAPY							
Comparison of Tuition and Fees to WICHE Support Levels							
SUPPORT FEES:	Approved		Proposed (1.8% increase):				
	AY 2013	AY 2014	AY 2015	AY 2016			
	\$12,600	\$12,800	\$13,050	\$13,250			
Supporting states: Alaska, Arizona, Hawai'i, Montana, and Wyoming. Total (public and private) = 31							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Idaho State U. †	0	\$34,448	\$15,924	\$18,524	\$28,524	-\$5,924	36.58%
U. New Mexico †	0	37,248	19,651	17,597	32,251	-4,997	33.83
Western New Mexico U.	2	13,545	5,196	8,349	17,796	4,251	93.02
U. North Dakota	3	21,120	15,578	5,543	28,178	7,058	59.66
U. South Dakota	2	28,352	16,484	11,868	29,084	732	44.44
U. Utah †	0	39,933	20,124	19,810	32,724	-7,210	31.55
Eastern Washington U. †	3	31,042	17,395	13,647	29,995	-1,047	40.59
U. Washington †	0	37,720	20,335	17,385	32,935	-4,785	33.40
Total Public	10						
	Average	\$30,426	\$16,336	\$14,090	\$28,936	-\$1,490	46.63%
	Median	32,745	16,940	15,516	29,540	-2,916	38.59%
† The WICHE support fee does not cover the resident/nonresident tuition differential.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
A. T. Still U.	7	\$33,809			\$21,209	37.27%	
Midwestern U.	8	38,671			26,071	32.58	
Loma Linda U.	0	47,860			35,260	26.33	
Samuel Merritt U.	0	50,279			37,679	25.06	
U. So. California	0	60,853			48,253	20.71	
Pacific U.	3	34,336			21,736	36.70	
Touro University - NV	1	36,802			24,202	34.24	
U. Puget Sound	2	42,000			29,400	30.00	
Total Private	21						
	Average	\$43,076			\$30,476	30.36%	
	Median	40,336			27,736	31.29%	

Optometry

Nine states are supporting 121 students in optometry (Alaska, Arizona, Colorado, Hawai'i, Montana, Nevada, North Dakota, Utah, and Wyoming). The 2014-15 support fee will be \$16,800. The proposed rates are \$17,100 for 2015-16 and \$17,100 for 2016-17. See the tables below and on p. 4-19.

The support fee covers, on average, 43.1 percent of the students' tuition and fees at the cooperating colleges of optometry, all of which are private. The majority of WICHE students (59) are studying at Pacific University (PACU), and the remainder study at Marshall B. Ketchum University's Southern California College of Optometry (31), Midwestern University (19), Western University of Health Sciences (3), and various out-of-region programs (9).

From 2012 to 2013, tuition increased 3.3 percent at WICHE's cooperating programs and they are expecting tuition and fees to increase by approximately 4 percent for the Fall 2014 entering class. PACU noted that the number of optometry schools in the U.S. has increased from 17 to 21, and three more are under development (outside of the WICHE region). The national applicant pool has not increased despite the increased number of slots for new students. For the 2012-13 academic year, there were approximately 2,639 applicants for 1,760 slots nationally. According to the Association of Schools and Colleges of Optometry's (ASCO) Annual Student Data Report for 2012-13, 333 seats were available at WICHE's in-region programs (Pacific, Marshall B. Ketchum, Midwestern and Western).

According to the BLS, the job market for optometrists is growing much faster than average and is projected to increase by 24 percent between 2012 and 2022 (an increase of 8,100 professionals). The median annual income reported for optometrists was \$97,820 as of 2012. The American Optometric Association is conducting a workforce study with the Association of Schools and Colleges of Optometry, but the findings have not been released.

Support Fee Analysis AY 2013 - OPTOMETRY				
Comparison of Tuition and Fees to WICHE Support Levels				
WICHE Region Schools				
SUPPORT FEES:	Approved		Proposed (1.8% increase):	
	AY 2013	AY 2014	AY 2015	AY 2016
	\$16,400	\$16,800	\$17,100	\$17,425
Supporting states: Alaska, Arizona, Colorado, Hawai'i, Montana, Nevada, North Dakota, Utah, and Wyoming.				
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U.	19	\$43,741	\$27,341	37.49%
Marshall B. Ketchum U.	31	36,579	20,179	44.83
Western U. Health Sciences	3	33,780	17,380	48.55
Pacific U.	59	39,495	23,095	41.52
Total Private	112			
	Average	\$38,399	\$21,999	43.10%
	Median	38,037	21,637	43.18%

Support Fee Analysis AY 2013 - OPTOMETRY
Comparison of Tuition and Fees to WICHE Support Levels
Out-of-Region Schools

SUPPORT FEES:	Approved		Proposed (1.8% increase):	
	AY 2013	AY 2014	AY 2015	AY 2016
	\$16,400	\$16,800	\$17,100	\$17,425

Supporting states (out-of-region): Colorado and North Dakota.

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Nova Southeastern U. (CO)	1	\$37,540	\$21,140	43.69%
Illinois College of Optometry (CO, ND)	5	38,087	21,687	43.06
New England College of Optometry (CO)	0	41,139	24,739	39.86
Northeastern State U. (CO)	1	33,370	16,970	49.15
Salus U./Penn College of Opt. (CO)	1	37,700	21,300	43.50
Southern College of Opt. (CO)	1	33,660	17,260	48.72
Total Private	9			
	Average	\$36,916	\$20,516	44.66%
	Median	37,620	21,220	43.59%

Osteopathic Medicine

Three states support 58 students in this field: Arizona, Montana, and Wyoming. The 2014-15 support fee will be \$20,900. The proposed fees are \$21,300 for 2015-16 and \$21,650 for 2016-17. See the table on p. 4-20.

PSEP students can enroll at seven private institutions; there are no public institutions in the WICHE region that offer osteopathic medicine. The support fee currently covers approximately 37.5 percent of tuition at cooperating programs. Six of WICHE's five cooperating programs responded to our survey. They anticipate an average tuition increase of 4.2 percent for the coming academic year.

While the partner programs appreciate the 1.8 percent increase, many of them believe it is modest compared to the rising costs of medical education. A.T. Still University and Midwestern University expressed concern that the support fees for osteopathic medicine continue to be much lower than they are for allopathic medicine (\$20,400, compared to \$30,800 for allopathic students the 2013-14 academic year). WICHE staff has analyzed this difference in past support-fee setting years (2006, 2008, 2010 and 2012). This year again we compared the student tuition expense after the support fee and found that at the current rates, students bare a similar tuition burden in both branches of medicine. PSEP osteopathic medical students are left to pay an average of \$34,450 after the support fee; and allopathic medical students at public institutions (where the majority of our PSEP students enroll) pay an average of \$33,200 after the support fee. Osteopathic medical students are now paying about \$1,250 more on average than allopathic medical students with WICHE support; in 2012 they were paying only \$300 more. Staff will continue to monitor this situation, and explore an adjustment in the osteopathic medical support fee in 2016 if the difference continues to grow.

There has been a dramatic increase in the number of osteopathic medical seats nationally and in the WICHE region. The American Association of Colleges of Osteopathic Medicine (AACOM) reports that new student enrollment has increased by 11.1 percent from 2012 to 2013; almost 6,500 new students enrolled at one of 29 osteopathic medical schools. Eleven new colleges have opened since 2008, and three of them are located in the WICHE region. Rocky Vista University in Parker, CO, and Pacific Northwest University of Health Sciences in Yakima, WA, are now fully accredited and eligible to enroll PSEP students. In addition, the College of Osteopathic Medicine of the Pacific in Lebanon, OR, constructed its own new campus and enrolled its first class in 2011. It is part of Western University of Health Sciences and shares Western's full professional and regional accreditation, therefore, it is also eligible to enroll PSEP students.

Support Fee Analysis AY 2013 - OSTEOPATHIC MEDICINE

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.8% increase):	
	AY 2013	AY 2014	AY 2015	AY 2016
	\$20,400	\$20,900	\$21,300	\$21,650

Supporting states: Arizona, Montana, and Wyoming.

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A. T. Still U., Mesa	4	\$55,218	\$34,818	36.94%
Midwestern U.	47	64,469	44,069	31.64
Touro U. - California	1	57,170	36,770	35.68
Western U. Health Sci.	4	50,885	30,485	40.09
Rocky Vista University	0	53,704	33,304	37.99
Touro U. - Nevada	1	54,506	34,106	37.43
Pacific Northwest U. of Health Sciences	1	48,000	27,600	42.50
Total	58			
	Average	\$54,850	\$34,450	37.47%
	Median	54,506	34,106	37.43%

Pacific Northwest University of Health Sciences' program is planning to review its curriculum to add interprofessional learning components and strengthen rural opportunities. Rocky Vista University offers three honors tracks in global, military, and rural/wilderness medicine. Midwestern University continues to require students to do a rural rotation in Arizona; it has also opened new residency programs in rural Arizona. Western University of Health Sciences launched one of the first programs interprofessional education (IPE) for its healthcare students in 2010 and continues to be a leader in IPE.

Please see the section on allopathic medicine (pp. 4-14 - 4-16) for more information on physician workforce needs, the graduate medical residency crisis, and technology's effects on the healthcare workforce.

Pharmacy

Twenty-three students from Alaska and Nevada are being supported in pharmacy. The 2014 support fee for this Group B field will be \$7,400 and the proposed fees are \$7,525 for 2015-16 and \$7,700 for 2016-17. WICHE support covers only 19 percent of the student's tuition at public institutions and 16.5 percent at cooperating private institutions on average. Because the support fee is low, it is credited against the student's nonresident or private tuition, and the student pays the balance. Eleven students are enrolled at public institutions, and 12 are enrolled at private schools. See the table on p. 4-21.

We received responses to our survey from 14 cooperating pharmacy schools. Several public programs commented that the low support fee rate for pharmacy does not make it worthwhile for WICHE students, and several private programs commented that pharmacy is undersupported compared to the other fields. Years ago, when pharmacy was first supported through PSEP, the workforce needs were not at the high levels they are today; that's why pharmacy was added as a "Group B" field, and funded at a much lower rate than the other healthcare professions. Seven years ago, staff proposed to approximately double the support fee in pharmacy and move it to the "Group A" category, but there was no interest from supporting states.

Cooperating programs anticipate an increase of 2.8 percent in tuition and fees for 2014-15, on average. Partnering programs increased their tuition an average of 4.1 percent from 2012 to 2013. Western University of Health Sciences continues to place a strong emphasis on interprofessional education for its pharmacy students. North Dakota State University has added a PharmD/Master's of Public Health option. Washington State University is creating a satellite campus to foster rural pharmacy opportunities. Finally, the University of Wyoming recently added an MBA/PharmD option.

The BLS projects 14 percent employment growth for pharmacists between 2012 and 2022, with 41,400 additional openings for pharmacists by 2022; their median annual salary was \$116,670 in 2012.

The market for graduates has softened over the last four to five years as supply is now more in line with demand, at least in urban areas. This has been attributed to a number of factors: the opening of many new schools, the weak economy, and older pharmacists delaying retirement. Large, regional prescription fulfillment centers and automation have eliminated some dispensing positions. However, schools anticipate the job market will improve once the economy rebounds. Healthcare reform and increasingly complex medication therapies will likely boost demand for new graduates as pharmacists are now trained to take a more active role in overall patient health. The American Association of Colleges of Pharmacy (AACP) estimates the average pharmacy graduate borrowed almost \$123,000 (AACP, 2013).

Support Fee Analysis AY 2013 - PHARMACY						
Comparison of Tuition and Fees to WICHE Support Levels						
SUPPORT FEES:	Approved		Proposed (1.8% increase):			
	AY 2013	AY 2014	AY 2015	AY 2016		
	\$7,250	\$7,400	\$7,525	\$7,700		
Supporting states: Alaska, Hawai'i (continuing students only), and Nevada. Total (public and private) = 23						
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Support Fee	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
U. Arizona	0	\$39,648	\$7,250	\$23,776	\$32,398	18.29%
U.C. San Francisco	1	47,613	7,250	35,368	40,363	15.23
U. Colorado Denver, AMC	0	42,580	7,250	28,303	35,330	17.03
U. Hawai'i, Hilo	0	37,208	7,250	19,904	29,958	19.49
Idaho State U.	0	35,276	7,250	18,204	28,026	20.55
U. Montana	4	27,420	7,250	10,706	20,170	26.44
U. New Mexico	0	41,678	7,250	20,640	34,428	17.40
North Dakota State U.	0	40,698	7,250	16,716	33,448	17.81
Oregon State U.	3	39,765	7,250	25,269	32,515	18.23
U. Washington	2	52,238	7,250	30,599	44,988	13.88
Washington State U.	1	39,664	7,250	22,512	32,414	18.28
U. Wyoming	0	29,061	7,250	14,502	21,811	24.95
Total Public	11					
	Average	\$39,404			\$32,154	18.96%
	Median	39,715			32,465	18.26%
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Support Fee		Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U. *	0	\$53,277	\$9,667		\$43,610	18.14%
U. of the Pacific *	0	70,307	10,875		59,432	15.47
U. Southern California	1	49,342	7,250		42,092	14.69
Western U. Health Sciences	0	45,850	7,250		38,600	15.81
Pacific U. * (new)	2	47,715	9,667		40,465	15.19
Roseman U. *	9	48,608	9,667		38,941	19.89
Total Private	12					
	Average	\$52,517			\$43,857	16.53%
	Median	48,975			41,279	15.64%

* Accelerated three-year programs.

Physical Therapy

Three states are supporting 40 physical therapy students: Alaska, Hawai'i, and Wyoming. The 2014-15 support fee will be \$14,055. The proposed fees are \$14,300 for 2015-16 and \$14,575 for 2016-17. As of 2013 the support fee no longer covers the nonresident tuition differential at eight out of 11 public institutions; see the table below for details. Staff considered whether an adjustment in the support fee for physical therapy was necessary but determined that the bulk of PSEP students were enrolled either at private institutions (25 students) or at the University of North Dakota (six students), where the support fee covers the tuition differential and still offers some incentive for the institution to enroll PSEP students.

Support Fee Analysis AY 2013 - PHYSICAL THERAPY							
Comparison of Tuition and Fees to WICHE Support Levels							
SUPPORT FEES:	Approved		Proposed (1.8% increase):				
	AY 2013	AY 2014	AY 2015	AY 2016			
	\$13,687	\$14,055	\$14,300	\$14,575			
Supporting states: Alaska, Hawai'i, and Wyoming. Total (public and private) = 40							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Cal. State U. Fresno	0	\$34,677	\$27,237	\$7,440	\$40,924	\$6,247	39.47%
U. C. San Francisco/ San Francisco State U.	0	45,839	33,594	12,245	47,281	1,442	29.86
U. Colorado Denver, AMC †	1	48,039	25,283	22,756	38,970	-9,069	28.49
Idaho State U. †	1	36,010	18,060	17,950	31,747	-4,263	38.01
U. Montana †	1	32,635	12,540	20,095	26,227	-6,408	41.94
U. Nevada Las Vegas †	0	45,435	31,435	14,000	45,122	-313	30.12
U. New Mexico †	1	37,744	23,128	14,616	36,815	-929	36.26
U. North Dakota	6	22,919	17,096	5,823	30,783	7,864	59.72
U. Utah †	2	44,706	28,813	15,893	42,500	-2,206	30.62
Eastern Washington U. †	3	33,103	18,411	14,692	32,098	-1,005	41.35
U. Washington †	0	43,600	25,200	18,400	38,887	-4,713	31.39
Total Public	15						
	Average	\$38,610	\$23,709	\$14,901	\$37,396	(\$1,214)	37.02%
	Median	37,744	25,200	16,692	38,887	(1,005)	36.26%
† The WICHE support fee does not cover the resident/nonresident tuition differential.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
A. T. Still University	2	\$35,713			\$22,026	38.32%	
Midwestern U.	1	38,703			25,016	35.36	
Chapman U.	4	39,990			26,303	34.23	
Loma Linda U.	0	40,984			27,297	33.40	
Mt. St. Mary's College	0	39,906			26,219	34.30	
Samuel Merritt U.	0	51,284			37,597	26.69	
U. Southern California	3	59,835			46,148	22.87	
U. of the Pacific (accelerated)	1	59,880			46,193	22.86	
Regis U.	6	36,516			22,829	37.48	
Western U. Health Sciences	2	35,980			22,293	38.04	
Pacific U.	6	31,947			18,260	42.84	
Touro U. - Nevada	0	36,447			22,760	37.55	
U. Puget Sound	0	31,500			17,813	43.45	
Total Private	25						
	Average	\$41,437			\$27,750	34.42%	
	Median	38,703			25,016	35.36%	

Thirteen schools responded to our survey; they project an average tuition increase of 3 percent for the coming academic year. While all appreciate PSEP support for their students, it is not keeping pace with costs. From 2012 to 2013, our cooperating schools showed an average 4.3 percent increase in tuition and fees. The University of Colorado Denver is implementing a new curriculum for its 2014 entering class; students will complete eight academic semesters followed by a full year paid internship.

Demand for physical therapists is high, despite the economy. The BLS predicts an increase of 36 percent, or 73,500 positions, between 2012 and 2022; physical therapists' median annual salary was \$79,860 in 2012. Physical therapy made U.S. News and World Report's 2014 list of best jobs.

Physician Assistant

Four states (Alaska, Arizona, Nevada, and Wyoming) are supporting 21 students at 15 institutions in physician assistant (PA). The 2014-15 support fees will be \$16,667 and the proposed fees are \$17,000 for 2015-16 and \$17,250 for 2016-17. The number of students supported in PA is half of what was two years ago. Arizona recently ceased supporting new PA students because Northern Arizona University's PA program is now fully accredited.

The full nonresident tuition differential is not being covered at two of the six public schools: the University of Colorado Denver and Idaho State University. The majority of our students (13) are enrolled in private institutions and pay about 60 percent of tuition on average, with the support fee covering the remaining 40 percent. See the table on page 4-24.

WICHE received feedback from nine cooperating PSEP programs. Several remarked that while they appreciate the proposed 1.8 increase, it does not keep pace with their costs. School officials reported that the average projected tuition increase for the 2014-15 academic year will be 3.3 percent. From 2012 to 2013, tuition of cooperating physician assistant schools rose an average of 6.2 percent.

Physician assistants are lauded as the best bargain in healthcare and most are finding jobs immediately upon graduation. They work in all sectors of healthcare (private clinics, hospitals, federally qualified health centers, retail clinics, rural health centers, and more). The need for their services is projected to grow 38 percent from 2012 to 2022, according to the BLS; this translates into 33,300 additional positions by 2022. The BLS reports that the mean annual wage of physician assistants was \$90,930 in 2012. About one-third of PAs practice in primary care, but many are migrating to a specialty – such as dermatology, emergency medicine, and surgery – where salaries are higher. Healthcare recruiters predict that competition to hire PAs will intensify in the coming years (www.healthleadersmedia.com/page-1/HR-300803/Demand-for-Physician-Assistants-Intensifies).

The Physician Assistant Education Association (PAEA) conducted a 2013 clerkship survey and found that almost 22 percent of PA programs are now paying for supervised clinical training. Payments for clinical training for physicians is common practice, but this is new for physician assistant training. Payment of preceptors for PAs typically increases the cost of education by \$12,000 to \$15,000 per student. PAEA is discouraging this practice because it will increase student debt load and could decrease diversity in the profession. ("Issue Brief: Payment of Clinical Sites and Preceptors in PA Education," www.paeonline.org/index.php?ht=a/GetDocumentAction/i/154176). According to the American Academy of Physician Assistants (AAPA), in 2008, the average PA student graduated with approximately \$100,000 in student debt.

With the help of a grant in 2011, the University of Southern California has expanded interprofessional education and practice with PA students, medical students, occupational and physical therapy students, and pharmacy students. Idaho State University's PA program is working on two new classrooms in Meridian and Pocatello; it is also developing a partnership with a private institution for fall 2014, which will require a new facility. Pacific University's PA program has created a new rural healthcare track. The University of Utah now requires its PA students to do a rural clinical rotation; PA students will also participate in interprofessional education with other students in the health sciences.

Support Fee Analysis AY 2013 - PHYSICIAN ASSISTANT

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.8% increase):				
	AY 2013	AY 2014	AY 2015	AY 2016			
	\$16,400	\$16,667	\$17,000	\$17,250			
Supporting states: Alaska, Nevada, and Wyoming. Total (public and private) = 21							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Red Rocks Comm. College	2	\$24,860	\$20,652	\$4,208	\$37,052	\$12,192	65.97%
U. Colorado Denver, AMC †	1	51,163	28,087	23,076	44,487	-6,676	32.05
Idaho State U. †	1	59,945	39,362	20,583	55,762	-4,183	27.36
Oregon Health Sciences U.*	1	42,292	25,892	16,400	42,292	\$0	38.78
U. Utah	0	50,113	35,703	14,410	52,103	1,990	32.73
U. Washington *	3	37,470	21,070	16,400	37,470	\$0	43.77
Total Public	8						
	Average	\$44,307	\$28,461	\$15,846	\$44,860	\$554	40.11%
	Median	46,203	26,990	16,400	43,390	0	35.75%
† The WICHE support fee does not cover the resident/nonresident tuition differential. * Oregon Health & Science U. and U. Washington do not differentiate between residents and nonresidents; the support fee is credited, and the student pays the balance, as with private institutions.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
A. T. Still U.	3	\$39,760			\$23,360	41.25%	
Midwestern U.	3	45,650			\$29,250	35.93	
Loma Linda U.	0	38,606			\$22,206	42.48	
Samuel Merritt U.	0	51,044			\$34,644	32.13	
Touro U. - California	1	39,194			\$22,794	41.84	
U. Southern California	1	47,807			\$31,407	34.30	
Western U. Health Sciences	1	35,780			\$19,380	45.84	
Touro U. - Nevada	3	41,272			\$24,872	39.74	
Pacific U.	1	37,220			\$20,820	44.06	
Total Private	13						
	Average	\$41,815			\$25,415	39.73%	
	Median	39,760			23,360	41.25%	

Podiatry

Four states support students in podiatry: Alaska, Montana, Utah, and Wyoming. The 2014-15 support fee will be \$14,500. The proposed fees are \$14,770 for 2015-16 and \$15,025 for 2016-17. The current support fee covers an average of 36.7 percent of tuition, and WICHE students pay the balance (see the table on page 4-25).

Currently, 14 students are receiving WICHE support; four are enrolled at Samuel Merritt University's California School of Podiatric Medicine, and 10 are enrolled at Midwestern University. Tuition rose an average of 4.9 percent among WICHE's three colleges of podiatry from 2012 to 2013.

According to the American Association of Colleges of Podiatric Medicine, 1,020 applicants applied for 671 first-year student positions available at the nine schools of podiatric medicine in the nation in the 2013-14 academic year, which is a slight upward trend.

Workforce data shows that demand for podiatrists is rising; contributing factors include the growing prevalence of diabetes and obesity and their effects on people’s feet, as well as to an increasing number of injuries due to exercise. The BLS estimates that the need for podiatrists will increase by 23 percent (2,400 positions) from 2012 to 2022, much faster than the average for all occupations. The median salary for podiatrists was \$116,440 in 2012.

Support Fee Analysis AY 2013 - PODIATRY				
Comparison of Tuition and Fees to WICHE Support Levels				
SUPPORT FEES:	Approved		Proposed (1.8% increase):	
	AY 2013	AY 2014	AY 2015	AY 2016
	\$14,200	\$14,500	\$14,770	\$15,025
Supporting states: Alaska, Montana, Utah, and Wyoming.				
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U. Samuel Merritt U. (Calif. Sch. of Pod. Med.)	10	\$40,738	\$26,538	34.86%
Western U. of Health Sciences	4	43,807	29,607	32.41
	0	33,095	18,895	42.91
Total Private	14			
	Average	\$39,213	\$25,013	36.73%

Veterinary Medicine

Veterinary medicine continues to be the largest PSEP field: 194 students are supported by eight states – Arizona, Hawai’i, Montana, Nevada, New Mexico, North Dakota, Utah, and Wyoming. As of fall 2012, Utah students are enrolling in a joint program at Utah State University and Washington State University (WSU), therefore, new Utah students are no longer enrolling through PSEP. Montana has developed a 1+3 program between Montana State University and WSU; it will enroll its first 10 students in fall 2014. Montana will continue to enroll new students through WICHE’s PSEP as well; nine were selected to receive WICHE support for fall 2014. Alaska has not used WICHE’s PSEP program for veterinary medicine for almost 20 years. The University of Alaska Fairbanks (UAF) recently partnered with Colorado State University to develop a 2+2 program for 10 veterinary students per year; students will begin enrolling at UAF in Fall 2015.

The 2014-15 support fee will be \$31,300. The proposed fees are \$31,900 for 2015-16 and \$32,400 for 2016-17. See the table on p. 4-26. For many years, WICHE partnered with three institutions: Colorado State University (CSU); Oregon State University (OSU); and Washington State University (WSU). The University of California Davis became a partner program for the 2014 entering class. Western University of Health Sciences will become WICHE’s fifth partner for the 2015 entering class. For the 2013-14 academic year, CSU receives the most WICHE students (125), followed by WSU with 59 and OSU with 10. The support fee and resident tuition covers the differential at CSU and OSU, but it falls \$1,074 short at WSU. Although the colleges appreciate any increase, it is still not keeping pace with rising costs. Tuitions rose an average of 2.4 percent last year at WICHE’s cooperating colleges, and deans predict a 2.2 percent increase in 2014-15.

Competition for funded WICHE PSEP slots continues to be keen. WICHE certified applicants had a 26 percent chance of receiving WICHE support for the Fall 2014 entering class; 176 certified applicants competed for 45 funded slots. Applicants’ chances of receiving support vary widely depending on their home state: 12 North Dakota residents competed for one WICHE slot, compared to 14 Wyoming residents who competed for eight WICHE slots. Nationally, the Association of American Veterinary Medical Colleges (AAVMC) reported that there were 2.1 applicants per available seat for the 2014-15 academic year.

According to the BLS, the need for veterinarians is expected to increase by 12 percent (8,400 positions) from 2012 to 2022, as fast as average for all occupations. However, according to industry experts, the market for veterinarians has recently softened. The 2013 American Veterinary Medical Association (AVMA) veterinary workforce study estimates an excess capacity of veterinary services of 12.5 percent across all sectors (2013 U.S. Veterinary Workforce Study: Modeling Capacity Utilization at <https://www.avma.org/KB/Resources/Reports/Pages/2013-US-Veterinary-Workforce-Study.aspx>). The AVMA's Veterinary Economics Division believes the excess capacity is due primarily to the economic downturn which has resulted in reduced demand for services. The median annual earnings for a veterinarian in 2012 were \$84,460 according to the BLS. According to the AVMA, the mean starting salary for a D.V.M. graduate in 2013 was \$67,136, and these new graduates are juggling median debt loads of \$150,000 (AVMA, 2013).

Support Fee Analysis AY 2013 - VETERINARY MEDICINE

WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.8% increase):	
	AY 2013	AY 2014	AY 2015	AY 2016
	\$30,600	\$31,300	\$31,900	\$32,400

Supporting States: Arizona, Hawai'i, Montana, Nevada, New Mexico, North Dakota, Utah (continuing students only), and Wyoming.

PUBLIC	Number of WICHE Students	Nonresident Tuition and Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident and Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U.C. Davis	0	\$46,052	\$33,807	\$12,245	\$64,407	\$18,355	66.45%
Colorado State U.	125	54,269	26,451	27,818	57,051	2,782	56.39
Oregon State U.	10	41,199	21,318	19,881	51,918	10,719	74.27
Washington State U. †	59	54,464	22,790	31,674	53,390	-1,074	56.18
Total Public	194						
	Average	\$48,996	\$26,092	\$22,905	\$56,692	\$7,696	63.32%
	Median	50,161	24,621	23,850	55,221	6,751	61.42%

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

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2015 and 2016

Alaska

FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	4	\$97,600	\$99,400	\$1,800	\$101,200	\$1,800
Occupational Therapy	0	0	0	0	0	0
Optometry	1	16,800	17,100	300	17,425	325
Physical Therapy	4	56,220	57,200	980	58,300	1,100
Physician Assistant	1	16,667	17,000	333	17,250	250
Podiatry	0	0	0	0	0	0
Pharmacy	7	51,800	52,675	875	53,900	1,225
Total	17	\$239,087	\$243,375	\$4,288	\$248,075	\$4,700
Percent Change				1.8%		1.9%

Arizona

FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	45	\$1,098,000	\$1,118,250	\$20,250	\$1,138,500	\$20,250
Occupational Therapy	13	166,400	169,650	3,250	172,250	2,600
Optometry	17	285,600	290,700	5,100	296,225	5,525
Osteopathic Medicine	47	982,300	1,001,100	18,800	1,017,550	16,450
Physician Assistant	6	100,002	102,000	1,998	103,500	1,500
Veterinary Medicine	47	1,471,000	1,499,300	28,200	1,522,800	23,500
Total	175	\$4,103,402	\$4,181,000	\$77,598	\$4,250,825	\$69,825
Percent Change				1.9%		1.7%

Colorado

FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Optometry	24	\$403,200	\$410,400	\$7,200	\$418,200	\$7,800
Total	24	\$403,200	\$410,400	\$7,200	\$418,200	\$7,800
Percent Change				1.8%		1.9%

Hawai'i						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	9	\$219,600	\$223,650	\$4,050	\$227,700	\$4,050
Occupational Therapy	5	64,000	65,250	1,250	66,250	1,000
Optometry	13	218,400	222,300	3,900	226,525	4,225
Physical Therapy	14	196,770	200,200	3,430	204,050	3,850
Veterinary Medicine	12	375,600	382,800	7,200	388,800	6,000
Pharmacy	2	14,800	15,050	250	15,400	350
Total	55	\$1,089,170	\$1,109,250	\$20,080	\$1,128,725	\$19,475
Percent Change				1.8%		1.8%
Montana						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	8	\$195,200	\$198,800	\$3,600	\$202,400	\$3,600
Medicine	26	819,000	833,820	14,820	848,900	15,080
Occupational Therapy	3	38,400	39,150	750	39,750	600
Optometry	4	67,200	68,400	1,200	69,700	1,300
Osteopathic Medicine	5	104,500	106,500	2,000	108,250	1,750
Podiatry	1	14,500	14,770	270	15,025	255
Veterinary Medicine	35	1,095,500	1,116,500	21,000	1,134,000	17,500
Total	82	\$2,334,300	\$2,377,940	\$43,640	\$2,418,025	\$40,085
Percent Change				1.9%		1.7%
Nevada						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Optometry	7	\$117,600	\$119,700	\$2,100	\$121,975	\$2,275
Physician Assistant	6	100,002	102,000	1,998	103,500	1,500
Veterinary Medicine	15	469,500	478,500	9,000	486,000	7,500
Pharmacy	14	103,600	105,350	1,750	107,800	2,450
Total	42	\$790,702	\$805,550	\$14,848	\$819,275	\$13,725
Percent Change				1.9%		1.7%

New Mexico						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	42	\$1,024,800	\$1,043,700	\$18,900	\$1,062,600	\$18,900
Veterinary Medicine	33	1,032,900	1,052,700	19,800	1,069,200	16,500
Total	75	\$2,057,700	\$2,096,400	\$38,700	\$2,131,800	\$35,400
Percent Change				1.9%		1.7%
North Dakota						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	9	\$219,600	\$223,650	\$4,050	\$227,700	\$4,050
Optometry	26	436,800	444,600	7,800	453,050	8,450
Veterinary Medicine	6	187,800	191,400	3,600	194,400	3,000
Total	41	\$844,200	\$859,650	\$15,450	\$875,150	\$15,500
Percent Change				1.8%		1.8%
Utah						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Optometry	15	\$252,000	\$256,500	\$4,500	\$261,375	\$4,875
Podiatry	11	159,500	162,470	2,970	165,275	2,805
Veterinary Medicine	10	313,000	319,000	6,000	324,000	5,000
Total	36	\$724,500	\$737,970	\$13,470	\$750,650	\$12,680
Percent Change				1.9%		1.7%
Wyoming						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	8	\$195,200	\$198,800	\$3,600	\$202,400	\$3,600
Medicine	5	157,500	160,350	2,850	163,250	2,900
Occupational Therapy	10	128,000	130,500	2,500	132,500	2,000
Optometry	14	235,200	239,400	4,200	243,950	4,550
Osteopathic Medicine	6	125,400	127,800	2,400	129,900	2,100
Physical Therapy	22	309,210	314,600	5,390	320,650	6,050
Physician Assistant	8	133,336	136,000	2,664	138,000	2,000
Podiatry	2	29,000	29,540	540	30,050	510
Veterinary Medicine	36	1,126,800	1,148,400	21,600	1,166,400	18,000
Total	111	\$2,439,646	\$2,485,390	\$45,744	\$2,527,100	\$41,710
Percent Change				1.9%		1.7%

Totals by Academic Field						
FIELD	No. of Students AY 2013	Approved Fees AY 2014	Projected Fees AY 2015	Projected Increase from AY 2014 to 2015	Projected Fees AY 2016	Projected Increase from AY 2015 to 2016
Dentistry	125	\$3,050,000	\$3,106,250	\$56,250	\$3,162,500	\$56,250
Medicine	31	976,500	994,170	17,670	1,012,150	17,980
Occupational Therapy	31	396,800	404,550	7,750	410,750	6,200
Optometry	121	2,032,800	2,069,100	36,300	2,108,425	39,325
Osteopathic Medicine	58	1,212,200	1,235,400	23,200	1,255,700	20,300
Physical Therapy	40	562,200	572,000	9,800	583,000	11,000
Physician Assistant	21	350,007	357,000	6,993	362,250	5,250
Podiatry	14	203,000	206,780	3,780	210,350	3,570
Veterinary Medicine	194	6,072,200	6,188,600	116,400	6,285,600	97,000
Pharmacy	23	170,200	173,075	2,875	177,100	4,025
Total	658	\$15,025,907	\$15,306,925	\$281,018	\$15,567,825	\$260,900
Percent Change				1.9%		1.7%

Note: Fiscal impact of the proposed PSEP support fees based on current year enrollments, using base fee levels in all fields. For year-round or accelerated programs, higher fee levels apply.

Action Requested

Approval of the proposed 1.8 percent increase in support fees for all PSEP fields for the 2015 and 2016 biennium.

ACTION ITEM

Consideration of the Participation of Private Institutions in the Western Undergraduate Exchange

The Western Undergraduate Exchange (WUE) is WICHE's signature, regional tuition-reciprocity agreement whereby students from WICHE states can enroll in participating two- and four-year public institutions at 150 percent of resident tuition.

WUE state agreements were signed in 1987 and the actual student exchanges began in 1988. No private institutions have ever participated. Privates were not excluded in the original WUE agreement but all tuition references in the document are for public institutions. "WUE" has become a brand name that is synonymous with value when it comes to recruiting students, and there is some interest from private institutions to participate. Administrators of Grand Canyon University (GCU) have approached Margo Colalancia about participating in WUE and consequently, WICHE staff began to explore the idea in support of student access and affordability.

Relationship to WICHE Mission

WUE is an important component of WICHE's mission to expand educational access and excellence in the West. In the 2013-14 academic year, 33,812 students enrolled at 154 participating WUE institutions and saved an estimated \$264.7 million in tuition costs. Offering private institutions the opportunity to participate in WUE might provide additional enrollment options for students and reduce their costs of education. However, the true impact of adding private institutions to the network is impossible to measure, because private institutions are free to discount as they see fit, without participating in WUE.

Background

WICHE and the Midwestern Higher Education Compact (MHEC) work with private institutions in some of their student exchanges. A handful of private institutions participate in MHEC's undergraduate Midwest Student Exchange Program (MSEP); they are required to discount their full private tuition by 10 percent. MHEC staff noted that private enrollments through MSEP are minimal. Private institutions have participated in WICHE's Professional Student Exchange Program (PSEP) for many years and enroll 45 percent (301 out of 658 students) of PSEP students in 2013-14. However, it is WICHE staff's understanding that it is uncommon for private institutions to discount tuition for professional healthcare degrees. Furthermore, private institutions are critical education providers for PSEP; private institutions are for the most part the only options in several of the professions (osteopathic medicine, optometry, and podiatry). The New England Board of Higher Education (NEBHE) and the Southern Regional Education Board (SREB) do not work with private institutions in any of their exchanges.

Grand Canyon University (GCU) would become the first private institution to participate in WUE if the WICHE Commission responds affirmatively to this action item. Established in 1949, GCU is a private, for-profit, Christian institution located in Phoenix, Arizona. Its 2013-14 on-campus enrollment is 8,500 students. GCU also offers online courses, but it is interested in WUE only for its on-campus students. GCU has been continuously accredited by the Higher Learning Commission since 1968; it was most recently reaccredited in 2007 and its next reaffirmation of accreditation is scheduled for 2016-17. GCU awards certificates, associates, bachelors, masters, specialist, and doctorate degrees. The Arizona State Board for Private Postsecondary Education licenses GCU in Arizona. GCU has obtained the following specialized accreditations and approvals for its core program offerings: the Association of Collegiate Business Schools and Programs, the Arizona State Board of Education, the Arizona Department of Education, the Commission on Collegiate Nursing Education, and the Commission on Accreditation of Athletic Training Education.

GCU has an ambitious growth plan with a goal to grow its Phoenix on-campus enrollment from 8,500 to 15,000 students. The institution plans to open a second residential campus in Mesa, Arizona, in 2015. It will share the main campus' accreditation and will begin with an enrollment of 2,000 students and is projected to grow to 10,000 students. In addition, GCU recently opened a small campus in Albuquerque, New Mexico where it offers a nursing program.

GCU's full private tuition for 2013-14 is \$16,500; it is known as an "affordable option" among privates. It discounts its tuition charged to high achieving students up to 50 percent. GCU proposes to begin using WUE for students enrolling in Fall 2015, and to enroll from 2,000 to 3,000 students at the WUE rate. All but one of its majors, nursing, would be eligible for the discounted rate.

If commissioners approved the participation of private institutions in WUE, WICHE staff would notify other private institutions about the program by working with the state independent college association directors who are members of the National Association of Independent College and University State Executives (NAICUSE) for the states of California, Colorado, Oregon, and Washington. The other WICHE states do not participate in NAICUSE; for those states, staff would contact the board or association that works with each state's private institutions, or make contact directly with the institutions, to invite others to participate.

WUE discounting policy options for private institutions. If WICHE Commissioners choose to allow private institutions to participate in WUE, WICHE staff proposes a discounting model where private institutions would set their WUE rate equal to the highest WUE rate charged by competing public institutions in the state where they are located. To successfully implement this model, staff would use the prior year's highest public WUE rate in the state where the private institution is located. For example, to determine the 2014-15 WUE discounted rate for a private four-year institution located in Arizona, we would use the highest WUE rate among participating public institutions in 2013-14. It would be calculated using rates published in WICHE's annual *Tuition and Fees* report. The highest WUE rate for four-year public institutions in Arizona is \$14,226. Therefore, a private institution in Arizona would be required to charge a 2014-15 WUE rate of \$14,226. Please see the chart below for additional detail and a comparative scenario of an eventual discount using a higher priced private tuition of \$27,188.

WUE Rate & Savings Comparisons: Arizona Public & Private (2013-14 Rates)

Public Institution	Resident Tuition †	WUE Tuition	Nonresident Tuition	WUE Student Savings
ASU*	\$9,484	\$14,226	\$23,136	\$8,910
NAU	\$8,871	\$13,307	\$21,226	\$7,920
U of A	\$9,388	\$14,082	\$26,070	\$11,988
AZ WUE Public Average		\$13,872		
Private Institution	Private Tuition	Proposed WUE Tuition	WUE Student Savings	
GCU**	\$16,500	\$14,226 (highest state WUE rate)	\$2,274	
Average Private Western University***	\$27,188	\$14,226 (highest state WUE rate)	\$12,962	

† The average public four-year institution resident tuition and fees in the West is \$8,745 for 2013-14. (SOURCE: College Board, Annual Survey of Colleges)

* ASU Downtown, Polytechnic and West campuses. The Tempe campus does not participate.

** Using 2013-14 GCU tuition rates; 2014-15 rates TBD. Therefore, private WUE savings may be higher.

*** Average nonprofit private university tuition and fees, 2013-14. (SOURCE: College Board, Annual Survey of Colleges)

Participation requirements: WICHE staff proposes the following requirements for private institutions, if they are approved to participate in WUE. Public institutions are subject to requirements 1-3. Items 4 and 5 would be additional requirements for private institutions.

1. Private institutions must be regionally accredited and licensed in the state where they operate. If the institution's regional accreditation is revoked or if it is put on probationary status, it must notify WICHE immediately.
2. A private institution may curtail its participation in WUE upon one year's advance notification. Continuing students enrolled at the WUE rate shall be held harmless and shall be grandfathered through at the WUE rate until their graduation.
3. Private institutions must update their WUE profile on the WICHE website and report WUE enrollments to WICHE annually.
4. Private institutions cannot offer the WUE rate to students residing in the state where they are located.
5. Private institutions must pay an annual WUE administrative fee of \$10,000, subject to annual increases. This fee would help defray WICHE staff administrative costs, as well as database modifications needed to accommodate private institutions.

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State Concerns

Although our state higher education offices understand the importance of collaborating with private institutions, the majority were not in favor of the participation of private institutions in WUE. Many wondered what value WUE has for private institutions that are already free to discount tuition without the program. Several expressed concern for the additional WICHE staff resources required to administer a program for privates that essentially cannot reduce a student's tuition any less than what he or she could directly negotiate on their own. A few states with declining enrollments also expressed concern that the addition of private institutions could increase competition for student enrollment in their states. A few were opposed to the concept because WICHE is a state-funded agency established to serve the public institutions and its Western residents; they believe that the value-added of inviting private institutions into WUE is zero or negligible because they do not need a state mechanism to facilitate tuition discounts.

Staff and Fiscal Impact

Additional staff time would be required to work with private institutions and reframe the program's marketing message and to modify the database and reporting requirements to accommodate privates' participation. Staff will also need to make an initial invitation to other privates, informing them of the option to join as well. It is difficult to anticipate exactly how much additional time and effort will be required, because staff don't know how many other private institutions might sign on in addition to GCU.

Staff Recommendation

Staff is neutral on this issue. They are uncertain as to whether or not the participation of private institutions would make higher education more affordable for students enrolling under WUE, or, if in fact those students could directly negotiate a similar discount (or better) on their own.

Action Requested

Discuss whether or not the participation of private colleges and universities in WUE would add value (increase access and affordability) for undergraduate students. If the response is affirmative, review and approve the proposed discounting policy and participation requirements for private institutions.

INFORMATION ITEM

Implementing the State Authorization Reciprocity Agreement

In August 2013 Lumina Foundation provided a \$2,279,400 grant for the implementation of a nationwide State Authorization Reciprocity Agreement (SARA). WICHE is serving as fiscal agent for the grant, which supports the operation of the National Council – State Authorization Reciprocity Agreement (NC-SARA), as well as the implementation of SARA within the regions of the four interstate higher education compacts: the Midwestern Higher Education Compact, New England Board of Higher Education (NEBHE), Southern Regional Education Board (SREB), and WICHE. MHEC, NEBHE, and SREB are subcontractors to WICHE under the terms of the grant agreement. In March, WICHE submitted a proposal requesting \$720,600 from Lumina on behalf of the SARA entities for continued support during year two of the initiative (July 1, 2014 – June 30, 2015). A proposal will soon be submitted to the Bill & Melinda Gates Foundation requesting a \$200,000 grant.

SARA establishes a state-level reciprocity process that will support the nation in its efforts to increase educational attainment by making state authorization more efficient, effective, and uniform in regard to necessary and reasonable standards of practice that span states. It also enables states to effectively deal with quality and fiscal integrity issues that have arisen in some online/distance education offerings. Over time, SARA will make the authorization process less costly for states and institutions and the students they serve.

The agreement resulted from the ongoing efforts of several groups:

- Lumina Foundation provided funding to the Presidents' Forum, working with the Council of State Governments (CSG), to develop a model reciprocity agreement that would enable states to acknowledge other states' decisions in regard to institutional authorization of distance education.
- Building upon the work of the Presidents' Forum and CSG, WICHE advanced "W-SARA" in collaboration with the three other compacts, MHEC, NEBHE, and SREB.
- Combining all prior efforts and input from a range of stakeholders, the Commission on Regulation of Postsecondary Distance Education convened by the State Higher Education Executive Officers (SHEEO) and the American Association of Public Land-grant Universities (APLU), issued a report last April: "Advancing Access through Regulatory Reform: Findings, Principles, and Recommendations for the State Authorization Reciprocity Agreement (SARA)."

These efforts have involved institutional leaders representing all sectors of higher education, state regulators, state higher education policymakers, accrediting organization leaders, and representatives of the U.S. Department of Education.

Some of the key provisions of the State Authorization Reciprocity Agreement are as follows:

- It is based on the voluntary participation of states and institutions.
- It shifts principal oversight responsibilities from the state in which the distance education is being received to the "home state" of the institution offering the instruction. The home state will also be the default forum for consumer complaints. Once an institution is authorized by its home state, it will be allowed to offer its distance education programs in other states participating in the reciprocity agreement.
- Its scope covers regionally or nationally accredited degree-granting institutions from all sectors: public colleges and universities, and independent institutions, both nonprofit and for-profit. Professional licensure programs are not covered at this time.
- It sets forth a reasonable, uniform set of triggers of "physical presence."
- It preserves full state oversight and control of on-the-ground campuses.

Milestones on the Path toward Reciprocity

Staff supporting NC-SARA and W-SARA are based in Boulder and include:

- Marshall Hill, NC-SARA executive director (1.0 FTE), as of Aug. 19, 2013.
- Rhonda Epper, W-SARA director (1.0 FTE), as of Oct. 14, 2013.
- Lisa Greco, NC-SARA communications coordinator (.75 FTE), as of Sept. 25, 2013.

Two staff members jointly support NC-SARA and W-SARA:

- Alan Contreras, NC-SARA/W-SARA coordinator (1.0 FTE), as of Sept. 19, 2013.
- Michelle Perez-Robles, NC-SARA/W-SARA office support manager (1.0 FTE), as of Sept. 16, 2013.

The NC-SARA staff is supervised by Marshall Hill and the W-SARA staff by Jere Mock, vice president, WICHE Programs and Services.

The grant covers salaries, benefits, rent (the only allowed indirect cost), and IT support costs for these staff. Also covered by the grant are portions of the FTE of some other WICHE staff, including Candy Allen, senior graphic designer (.15 FTE), John Fellers, web design manager (.30 FTE), and a database programmer and administrator (1.0 FTE). The other regional compacts' SARA staffs include full and part-time directors, coordinators, administrative assistants; they will likely contract with WICHE for database support.

The NC-SARA Board will convene for the second time on May 14, 2014, in Chicago to address: 1) distribution of institutional fee revenues, 2) adoption of bylaws, 3) election of officers and members of the executive committee, 4) consideration of the legal status of NC-SARA, and 5) additions and modifications to NC-SARA Policies and Standards. The 21 board members include the following, from WICHE.

- David Longanecker, president, WICHE.
- Chris Bustamante, WICHE commissioner and president, Rio Salado College.
- Dianne Harrison, WICHE commissioner and president, California State University, Northridge.

Other board members include:

- Barbara Ballard, member of the Kansas House of Representatives; and associate director for outreach, Robert J Dole Institute of Politics, University of Kansas; and MHEC commissioner.
- Helena Stangle Bertram, senior director of government relations, DeVry University.
- Crady deGolian, director of the National Center for Interstate Compacts, Council of State Governments.
- Kathryn G. Dodge, founder and principal, Dodge Advisory Group, and former New Hampshire SHEEO.
- Terry Hartle, senior vice president, American Council on Education, and member, Commission on Regulation of Postsecondary Distance Education.
- Larry Isaak, president, MHEC.
- Arthur Kirk, Jr., president, Saint Leo University, and member, Commission on Regulation of Postsecondary Distance Education.
- Paul Lingenfelter, chair, NC-SARA Board, former president, SHEEO, and co-convenor, Commission on Regulation of Postsecondary Distance Education.
- Teresa Lubbers, commissioner, Indiana Commission for Higher Education, and MHEC commissioner.
- M. Peter McPherson, president, Association of Public and Land-grant Universities, and co-convenor, Commission on Regulation of Postsecondary Distance Education.
- Patricia O'Brien, deputy director, New England Association of Schools and Colleges.
- Pam Quinn, chief executive officer, Dallas County Community College District's LeCroy Center for Educational Telecommunications, and member, Commission on Regulation of Postsecondary Distance Education.
- George Eugene Ross, president, Central Michigan University, and member, Commission on Regulation of Postsecondary Distance Education.
- Paul Shiffman, executive director, Presidents' Forum, and assistant vice president for strategic and governmental Relations, Excelsior College.
- David S. Spence, president, SREB.
- Michael Thomas, president, NEBHE.
- Leroy Wade, deputy commissioner, Missouri Department of Higher Education.
- Belle S. Wheelan, president, Southern Association of Colleges and Schools Commission on Colleges, and member, Commission on the Regulation of Postsecondary Distance Education.

Each of the compacts has worked with regional steering committees, whose members provided input as SARA was taking shape. WICHE's original committee was formed in February 2012, and the majority of its members will continue to serve, along with a few new members representing additional important constituencies. As states in the WICHE region join SARA, each will appoint one representative to serve on the WICHE Regional Steering Committee. The WICHE Commission's Executive Committee approved the steering committee's members on September 30, 2013.

The committee met on October 28, 2013, to review and approve the final proposed changes to the State Authorization Reciprocity Agreement. It convened via teleconference on January 29 and April 21; and will meet again via teleconference in July and October to review and recommend approval of new states into the reciprocity agreement.

Current W-SARA Steering Committee members include:

- Sona Karentz Andrews, provost and vice president for academic affairs, Portland State University
- Marcia Bankirer, president, Denver School of Nursing
- Jessica Brubaker, J.D., staff attorney, Montana University System (MUS)
- Chris Bustamante, president, Rio Salado College
- Heather DeLange, academic policy officer, Colorado Department of Higher Education
- Toni Larson, executive director, Independent Higher Education of Colorado
- Carol Liu, senator, California State Senate
- Laura Palmer Noone, Lumina Foundation board member
- Mary Ellen Petrisko, president, WASC Senior College and University Commission
- Jane Sherman, vice provost for academic policy and evaluation, Washington State University

WICHE hosted a SARA regional forum in Denver on December 10, 2013, with some 125 attendees representing all states and territories in the region. Post-event surveys indicated that attendees believed the forum was helpful and provided an excellent opportunity for state teams to work on action plans to apply for SARA membership. WICHE has set three deadlines for state applications in 2014: April 15, July 15, and October 15. Each date will be followed by staff analysis and steering committee recommendations for approval, with final approval by the WICHE Commission in May, August, and November 2014. States that have existing statutory and/or constitutional authority to join SARA include: Alaska, Colorado, Hawai'i, Idaho, Montana, Nevada, North Dakota, and Washington. States that have introduced legislation in 2014 include: Arizona, Oregon, South Dakota, and Utah. (See www.wiche.edu/sara for links to each state's SARA enabling legislation.) States that will need to enact legislation in 2015 include: California, New Mexico, and Wyoming. Most of the WICHE states, even those with statutory authority to enter into reciprocity, must make changes to regulations or policies concerning the handling of student complaints. This process can take several months. Staff has been in frequent contact with each state's portal agency and has made visits to Alaska, Arizona, Colorado, Oregon, Washington, and Wyoming.

What's Next?

WICHE has received state applications for SARA membership from the following states: Alaska, Colorado, Idaho, Nevada, and Washington. Action items are included for WICHE approval of those applications.

Once a state joins SARA, institutions in that state may seek approval from a state agency (or agencies) to participate. Participating institutions will be charged an annual fee, which will be collected by NC-SARA and will cover operating costs for the both the NC-SARA and regional compacts' SARA operations. The NC-SARA board has established the fee levels, which vary by FTE enrollments and range from \$2,000 to \$6,000 annually.

More Details on the Grant from Lumina Foundation

The initial grant period runs from August 1, 2013, through June 30, 2014. Because of time needed to hire staff in each of the four regions, there are expected to be surplus funds at the end of the grant period. WICHE submitted a request for a no-cost extension through October 2014, which was approved by Lumina. As mentioned earlier, WICHE has submitted a second proposal for \$720,600 for continued support of SARA implementation for the period of July 1, 2014, through June 30, 2015. WICHE has subcontracts with MHEC, NEBHE, and SREB that outline their scope of work, deliverables, and reporting requirements during the existing grant term, and will establish similar subcontracts for the second grant if funded.

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.

Currently, institutions and systems in five WICHE states are members of ICE. Both two- and four-year institutions may participate. In addition, WICHE ICE has one affiliate member. The Nursing Education Xchange (NEXus), powered by WICHE ICE, is a consortium of 16 universities sharing excess capacity in doctoral nursing courses.

Primary ICE members include:

- Montana State University, Bozeman
- Montana University System
- South Dakota System of Higher Education
- University of Alaska Anchorage
- University of Wyoming

Acting as the broker for the exchange of course and student information and funding among the primary members, WICHE ICE charges a 15 percent administrative fee per student enrollment for its services. Members pay annual dues and may participate as either an enrolling institution (EI), a teaching institution (TI), or both. They may engage in one or all three of the exchanges.

- **Seat exchange:** Members with excess capacity in online courses may offer extra seats to other members at an agreed-upon common wholesale price. For FY 2014 the price is set at \$150 per credit hour for undergraduate courses and \$200 per credit hour for graduate courses. The EI is encouraged to offer these imported seats to its students at its regular tuition, so that the exchange is transparent for the student. Since these seats would otherwise be empty, the TI earns additional revenue. The EI saves the funding it would otherwise use to create new courses or sections to serve its students.
- **Course exchange:** Members may contract with other members to create and supply a new online course or an entire section of an existing online course. The wholesale price and the number of enrollments are negotiated by the institutions involved. Again, the EI is encouraged to offer these imported seats to its students at its regular tuition, so that the exchange is transparent for the student. Since the EI counts the FTE for the students it enrolls in these exchange courses but has no expenses for course development or an instructor, it may also earn additional revenue.
- **Program exchange:** Members may contract with other members to jointly develop and deliver a full program using a variety of models. In general, the members agree to a common retail price (the price institutions charge a student for a seat) for enrolling in courses in the program. Enrolling institutions retain 15 percent, WICHE receives 15 percent, and 70 percent goes to the TI.

Affiliated members operate on their own business models and purchase services from WICHE ICE, according to their needs. The cost for these services varies with volume and frequency of use and is negotiated with each consortium.

ICE continues to pursue opportunities to support collaboration among faculty in small departments offering courses that often have low enrollment. These departments are struggling because of declining budgets, and ICE can help ensure the financial viability of some of these courses by aggregating the supply of online courses and students across the region. At the other end of the spectrum, the members of the steering board attending the ICE annual meeting in March 2013 agreed to develop "ICE Blocks," or clusters of courses in a discipline or other area of need such as bottleneck general education courses. During FY 2015 the particular focus will be on creating a more robust ICE Block in social work and a new ICE Block in Native American studies. Creating a separate version of ICE to serve community colleges is currently under discussion.

The WICHE ICE website (www.wiche.edu/ice) provides more information about how the program works, as well as resources for members. A listserv supports communication among members, while a secure encrypted database accessible via the web provides the ICE catalog of courses and exchange functionality.

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 2014 annual meeting in Albuquerque on April 23-25 with the theme "Mainstreaming Innovation: Competencies, Credentialing, and Completion." More information about the Forum and recordings of presentations at past meetings can be found at www.wiche.edu/forum.

Current Forum members include:

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
San Jose 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
New Mexico Highlands University
University of New Mexico
Western New Mexico University

North Dakota

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

Oregon

Oregon State University
Oregon University System
Pacific University
Portland State University
University of Oregon

South Dakota

Black Hills State University
Dakota State University
Northern State University
South Dakota Board of Regents
South Dakota School of Mines
and Technology

Utah

Utah State Board of Regents
Dixie State College of Utah

Washington

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

Wyoming

University of Wyoming

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 2014 annual membership meeting in Tempe, AZ, on March 12-14, with the theme "Inside the Nested Boxes: Academic Leaders' Innovative Thinking Challenge." Topics included examining new models for repackaging higher education; learning how to use high school data more effectively for student placement and success; exploring ways to flip support services to better meet today's students demands; looking at best practices and policy to enhance student academic achievement and success; finding out about some of the successes and failures of the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program; listening to accreditors and nontraditional educators discuss the pros and cons of new approaches to competency-based education; and hearing from new leaders in the U.S. Department of Education about new regulations or approaches that may be coming "inside its box." More information about the Alliance, the program for its upcoming meeting, and recordings of past presentations can be found at www.wiche.edu/alliance.

Current members include:

Alaska

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

Arizona

Maricopa Community Colleges
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
Yavapi College

California

California Community Colleges
System
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 Board of Education
Central Oregon Community College
Chemeketa 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
 Snow College

Washington

Big Bend Community College
 Cascadia Community College
 Columbia Basic College
 Community Colleges of Spokane
 Edmonds Community College
 Renton Technical College
 Spokane Falls Community College
 Washington State Board for Community
 and Technical Colleges

Wyoming

Casper College
 Laramie County Community College
 Western Wyoming Community
 College

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. Southeast Technical Institute’s Student Retention Toolkit received first place and Maricopa Community Colleges’ Maricopa-ASU Pathways Program received second place in the Academic Leaders 2014 Tool of the Year competition.

Interstate Passport Initiative

The Interstate Passport Initiative (www.wiche.edu/passport) is a grassroots effort by academic leaders in the WICHE states to advance policies and practices supporting friction-free transfer for students in the region. Under the umbrella of this initiative, a set of related regional projects, which would take place during approximately a five-year time span, is envisioned. Participation at the institution, system, or state levels is purely voluntary. Some may choose to participate in some projects, not in others, or none at all. WICHE, at the request of the academic leaders involved in the Forum and the Alliance, provides direction and oversight for the initial project.

In October 2013 WICHE project staff, along with representatives of participating institutions in its five partner states (California, Hawai’i, North Dakota, Oregon, and Utah), concluded work on Phase I – a two-year project funded by a \$550,000 grant from the Carnegie Corporation of New York. Accomplishments in the project include: 1) publishing on the Passport website several research reports about general education and transfer patterns in the WICHE states, including an interactive site that states can use to see those patterns in their states; 2) developing the Passport Learning Outcomes and Transfer-Level Proficiency Criteria for lower-division general education in oral communications, written communications, and quantitative literacy; 3) authoring the guidelines for registrars for noting and verifying the achievement of the Passport on the student’s academic record; 4) designing the tracking system that will allow sending institutions to know how well their former students are performing at their receiving schools, compared to the academic progress of their native students and those transferring without a Passport; and 5) developing a how-to manual and set of applications for use by new institutions and WICHE states interested in participating in the Passport.

Sixteen of the pilot institutions have now signed the Passport Agreement which allows students who complete the general education requirements at one participating institution to take their “Passport” to any other participating institution to which they have been admitted. These students will not be required to repeat any courses in the receiving institution’s Passport Block to meet general education requirements. This new student-centric model is expected to facilitate transfer and articulation among institutions across the region, giving students more freedom to choose where to finish their degrees. Signatory institutions include:

Hawai’i

Leeward Community College
 University of Hawaii West Oahu

Oregon

Blue Mountain Community College
 Eastern Oregon University

Utah

Dixie State College of Utah
 Salt Lake Community College
 Snow College
 Southern Utah University
 The University of Utah
 Utah State University
 Utah Valley University
 Weber State University

North Dakota

Lake Region State College
 North Dakota State College of Science
 North Dakota State University
 Valley City State University

Participation in the Passport (Phase I) is now open to institutions in other WICHE states. Funding permitting, Phase II of the project will focus on developing Passport Learning Outcomes and Transfer-level Proficiency Criteria in the remaining academic areas of lower-division general education: intercultural knowledge (social science), teamwork and problem solving, information literacy, critical thinking, natural and physical sciences, and creative arts. In addition, it will develop a more robust verification and tracking system, along with finalizing its plans for expansion and sustainability.

North American Network of Science Labs Online

The North American Network of Science Labs Online (NANSLO) is an alliance of cutting-edge science laboratories that provide students enrolled in higher education science courses with opportunities to conduct their lab experiments 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 labs 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 limitations.

The NANSLO network's hub is based at the Western Interstate Commission for Higher Education (WICHE) in Boulder, CO. WICHE serves as the public's primary resource for information about NANSLO, coordinates communication among the network's lab partners, provides the centralized scheduling system, and oversees selected contracting and financial transaction services for the partners. Three labs – referred to as nodes – are currently on the NANSLO network. The Colorado node is located at Red Rocks Community College, the Montana node is located at Great Falls College, and the British Columbia node is located at North Island College. Other nodes with different equipment and lab activities supporting a growing number of scientific disciplines are expected to be added over time.

During the next three years, NANSLO will support institutions offering online lab courses developed in the Consortium for Healthcare Education Online project, described below. In addition, it will seek 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 awarded 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 to meet 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 less.

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 Colorado 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 will be 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 training; 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 lab 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 is also being established at Great Falls College to support CHEO students in Montana, South Dakota, and Wyoming.

Pueblo Community College contracted with WICHE to:

- Provide 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 RWSLs in lab exercises.
- Expand NANSLO discipline panels to include representatives from CHEO institutions, to work collaboratively in the development of new lab exercises for allied health courses.
- Provide a communications infrastructure to members of the discipline panels and coaches' network to support the ongoing sharing of promising practices in the use of online labs and in career counseling.
- Program and implement a software solution to support the multicampus use of NANSLO production labs and the financial transaction system associated with partner campuses providing lab services to other CHEO institutions.

This \$872,259 contract supports a portion of the salaries and benefits for six current and one new employee, 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 will cover workshop costs and staff travel to conferences for presentations. WICHE will earn \$62,837 in administrative overhead during the four-year period.

A Convening: Transfer Solutions Through Cross-Organization Alignment

Several state legislatures and systems, recognizing some of the obstacles their students face in transfer, have worked on their policies and procedures to smooth the in-state pathways between their public institutions, especially for students with an associate's degree from a community college into a four-year institution. With about 33 percent of the nation's students transferring and 27 percent of them crossing state lines, however, there is still much work to be done to make transfer the transparent and timely process our collective student body deserves.

To address these issues, several national and regional collaborative initiatives are underway. They seek to find broader scale solutions that will provide more choice and mobility for transfer students while ensuring a high quality learning experience all along the way. These include California State University's Give Students a Compass and other higher education reform efforts, the Association of American Colleges and Universities' General Education Maps and Markers (GEMS) project, the Western Interstate Commission for Higher Education's Interstate Passport Initiative, and the State Higher Education Executive Officer's VALUE/Multi-State Collaborative to Advance Outcomes Assessment project.

With \$173,440 in funding from the Bill and Melinda Gates Foundation, WICHE, in partnership with AAC&U, is in the process of bringing together representatives of these efforts along with other national experts on transfer into a two-stage convening to address these and other questions. The first stage consisted of a meeting at WICHE (March 23-24, 2013) attended by representatives of the four core initiatives named above. They discussed ways in which they align on important transfer issues and began to identify other individuals working in this space who should be brought into the conversation. Planning is now underway for a second meeting to further explore alignment and opportunities to work together in a variety of ways that could build momentum and broader engagement among these parties, ultimately leading to greater benefits for transfer students. The date and location of the second meeting is not yet determined. The outcome of the convening will be a white paper summarizing the conclusions from these discussions with a set of recommendations on possible next steps.

MHECare: A New Regional Student Health Collaborative to Benefit Students and Institutions in the West

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 joined MHEC and WICHE in the program, 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.

Several campuses in Colorado signed on to the program afterward: Colorado State University–Pueblo; the University of Colorado Denver, Downtown Campus (for both domestic and international students); the University of Colorado Colorado Springs; and the University of Colorado Anschutz Medical Campus. Metropolitan State University of Denver has also joined MHECare; its students were enrolled beginning in fall 2013. The University of Alaska Anchorage and University of Alaska Fairbanks also recently joined. Other institutions in the WICHE region have explored the program as we continue to spread the word about MHECare within our region.

MHECare offers both standard and customized Patient Protection and Affordable Care Act-compliant student health insurance plans. The standard MHECare high or low PPO plans can be selected by institutions with less than 300 students enrolled in the plan and by institutions that do not currently offer a program. Rates for these plans are not based on an institution's claims experience. Institutions with more than 300 students enrolled have more options, including one of the standard MHECare high or low PPO plans; a quote for the institution's current plan design with any changes that are required by the Patient Protection and Affordable Care Act; or a plan with design features tailored to the institution's student population. The cost for the plan will be underwritten based on the institution's claim experience and utilization. The standard plans have been reviewed and approved by the MHEC Student Health Benefits Advisory Committee. Participating institutions must agree that MHECare will be the only plan offered to all of their eligible student populations. As more campuses decide to offer MHECare, rates will be more stable over time due to the spread of risk. Institutions participating in MHECare can continue to maintain their existing relationship with an insurance broker or align directly with the program.

In the MHEC region, six institutions in the Kansas Board of Regents system and five independent colleges in Kansas have joined the consortium along with universities in the Michigan Consortium, along with John Marshall Law School (IL), Columbia College and Lincoln University (MO), have joined MHECare.

MHEC staff, working with its regional Student Benefits Advisory Committee and with financial support provided by Lumina Foundation, created this new 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.

The first step for institutions interested in MHECare is to obtain a request for quote form via Jennifer Dahlquist, MHEC's assistant vice president for cost savings and chief financial officer (jenniferd@mhec.org). Additional information will be required if quotes are requested for more than the standard high and low plans. The additional information may include a copy of the current plan design, requested benefits, and claims experience. Once all of the information is received, UnitedHealthcare StudentResources will provide a quotation in approximately 10 working days. 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, 150 campuses (58 members) have total insured values of \$86.4 billion. In FY 2013, it was estimated that the program saved its participating members \$13.4 million during the year. 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 2002-03, 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 program's 95 percent retention rate since the 2000-01 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 program

is currently underwritten by Lexington (AIG) 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, who 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.

Nine institutions and two systems (with 14 campuses) in the WICHE region are members of the Master Property Program:

- Colorado College
- Lewis and Clark College (OR)
- 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
- Pima County Community College system – six campuses and four learning and education centers (AZ)
- Reed College (OR)
- College of Idaho
- Seattle Pacific University (WA)
- Westminster College (UT)
- Willamette University (OR)
- University of Northern Colorado
- University of Wyoming

Representatives from member campuses participated in the March 4-6, 2014, MPP Loss Control Workshop in St. Louis, with a focus on topics relevant to risk management and current events in higher education. The workshop included risk managers, campus security, facilities, and environmental health and safety staff who exchange best practices and lessons learned during the workshop.

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 and West to purchase off competitively bid purchasing agreements to contain or reduce their purchasing costs. WICHE region institutions are eligible to purchase computers at discounted rates under the MHECtech contracts with Dell, Oracle (Sun), Systemax Computers (also known as Global, GovED and CompUSA); Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks. Other contracts provide preferred pricing on products including VMware for virtualization licenses and support, consulting and training through Arrow Enterprise Computing Solutions; advisory services to IT challenges through Info Tech Research Group; and creative software for design, print, media and web from Corel.

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.

INFORMATION ITEM

Student Exchange Program Update

Western Undergraduate Exchange. The Western Undergraduate Exchange (WUE) is a regional tuition-reciprocity agreement whereby students from WICHE states can enroll in participating two- and four-year public institutions at 150 percent of resident tuition. In the 2013-14 academic year, 33,812 students enrolled at 154 participating WUE institutions and saved an estimated \$264.7 million in tuition costs. WUE enrollment increased by nine percent over the previous year (31,058 students). The historical savings are even more staggering. Since WUE began in 1988, students and their parents have saved some \$2.2 billion on almost 394,000 annual tuition bills. The annual "WUE Enrollment Report" (www.wiche.edu/info/publications/wueEnrollmentReport13.pdf) is available on WICHE's website.

Calculation of the WUE rate and including fees in the mark up. According to the original WUE agreement, the discounted "WUE rate" equals 150 percent of resident tuition, plus fees. Fees are typically the same rate for residents and nonresidents and are not marked up. Recently, it has come to staff's attention that some WUE institutions are marking up tuition AND fees by 150 percent, despite the fact that nonresidents not enrolling through WUE would be charged the same fees as a resident student. WICHE staff believes it is important to hold all participating WUE institutions to the same rules as outlined in the original WUE agreement (signed in 1987), and is contacting institutions that might be doing this.

WICHE *does* approve of WUE institutions using differential tuition rates to calculate the WUE rate if the WUE student is enrolled in a higher cost program (such as engineering or nursing) where a tuition surcharge applies for resident and nonresident students.

On a related note, WICHE staff was contacted by South Dakota School of Mines and Technology; the institution is leaving WUE because they cannot mark up fees by 150 percent and therefore can no longer meet costs with 150 percent of tuition alone. South Dakota School of Mines and Technology tuition is low (\$4,164), but its fees are very high (\$5,065). Dakota State University's fees surpass tuition, too; at all the other South Dakota institutions, fees are almost equal to tuition. In practice, what constitutes tuition and what constitutes fees varies by state. If some states are classifying some charges as "fees" that most institutions would call "tuition," should staff reconsider this?

WICHE staff surveyed the other regional tuition reciprocity programs to see how their discounted rates are calculated. NEBHE's Tuition Break program does not include fees in the discount calculation, but institutions can charge up to 175 percent of resident tuition (although most charge 150 percent), plus fees. MHEC's discount is calculated off of resident tuition only (150 percent), plus fees. SREB's Academic Common Market charges students resident tuition, plus fees. Staff will invite commissioner discussion on this topic during the Programs & Services' Committee meeting. Otherwise, interested commissioners are encouraged to contact staff to discuss this further.

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. In fall 2013, 1,133 students enrolled through WRGP and saved an estimated \$15.9 million dollars in tuition (based on full-time enrollment).

Thirty-four new programs were added this spring, bringing the total to more than 350, offered by 58 participating institutions. WRGP is a tuition-reciprocity arrangement similar to WUE, whereby students enroll directly in the participating programs. Students enrolled in WRGP programs at public institutions pay resident tuition rates.

WRGP represents a tremendous opportunity for WICHE states to share distinctive programs and the faculty who teach them and to build their workforce in a variety of disciplines, particularly healthcare. At this time, more than 120 healthcare-related programs are available through WRGP. Some of the new ones include a master's in addiction studies (University of South Dakota); a graduate certificate in assistive technology for children and adults with disabilities (Northern Arizona University); a master's and doctorate in bioengineering (the University of Colorado Denver AMC); and, the University of North Dakota's master's in public health.

New this fall, WICHE will work with the first private institution to participate in WRGP on a trial basis. The University of the Pacific (UOP) has agreed to offer a 30 percent tuition discount to students enrolling in its accelerated MBA Healthcare Management program through WRGP; the program is offered partially online. WICHE has worked with UOP since the early 1950s when students began enrolling in its dental program through the Professional Student Exchange Program

(PSEP). For a full list of the new programs, see the WRGP handout in your commissioner packets (new programs are marked with a star) or www.wiche.edu/wrgp.

WRGP distinctiveness criteria. Historically, new WRGP programs had to be distinctive to qualify, unless they were healthcare related, or in another field where there was high workforce demand. Recently, the lines of “distinctiveness” have become blurred and these programs are becoming increasingly difficult to identify. Cases for distinctiveness are more easily made with the increasing number of interdisciplinary programs, and even those offered online. This year, WICHE staff queried state higher education academic affairs officers as to whether WICHE should maintain the distinctiveness requirement, or eliminate it and allow any high quality programs join the WRGP network that wished to do so. About two-thirds of the states were in favor of lifting it, but the others wanted to retain the distinctiveness criteria. State offices that were opposed to eliminating the requirement (CO, MT, OR) are concerned that non-distinctive programs could create unnecessary competition for similar programs offered by their public institutions. States that supported lifting the requirement see an opportunity for some of their graduate programs to recruit interested graduate students from within the region and operate more effectively by filling capacity.

WICHE staff is in favor of removing the distinctiveness requirement for several reasons. Most graduate students will carefully search out the program that is the best fit for their interests and career needs; lifting restrictions would facilitate student access and affordability, which is in line with WICHE’s mission. Furthermore, most graduates are independents and can file for in-state residency after their first year, if they decide they need to move out of state for a program that’s a better fit than graduate programs available to them locally. Graduate students who feel strongly about enrolling in a particular program will do so, no matter where it’s located. Given the significant financial and time investment required for graduate studies, very few students would settle for an in-state program that doesn’t align well with their needs.

Because we did not find full consensus among state higher education offices in the region, we will maintain the distinctiveness requirement for WRGP programs for now. Staff will re-examine the issue in the future, and continue to discuss this issue with state academic affairs officers and WICHE commissioners. If at some point there is consensus to remove the distinctiveness requirement, we do not think it will negatively impact similar programs within the region. WRGP enrollment numbers are small; only 1,130 graduate students are using the program this year, and enrollments grow at a very slow rate. WRGP enrollments will never reach WUE proportions (34,000 students were enrolled through WUE this year). Nonetheless, WRGP is a critical access program for students who are not admitted to programs in their home state because of high demand in certain fields, or for students who do not have access to their field of study in their home state.

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 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 2013-14, 658 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 some 50 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 \$14.5 million to train healthcare professionals through WICHE. Two programs have recently joined PSEP in veterinary medicine: the University of California Davis and Western University of Health Sciences.

Regional Veterinary Medicine Advisory Council. Jere Mock and Margo Colalancia will meet with state, legislative, and institutional representatives of WICHE’s Veterinary Medicine Advisory Council on June 22-24, 2014, in Waikoloa, HI. The council meets annually to review policies regarding PSEP support in veterinary medicine, the largest PSEP field. In 2013-14, eight states provided almost \$5.8 million in support for 194 students studying in veterinary medicine. Meeting discussions will focus on the state of veterinary affairs and workforce issues in the West; legislative issues affecting food production; how technology is affecting veterinary education and practice; and more.

Certifying Officers’ May 2014 Meeting. Certifying officers from several WICHE states met on May 11, 2014, to discuss WICHE’s Student Exchange Program. State budget limitations prohibited some certifying officers from participating again this year. The certifying officers gave state updates related to PSEP legislative appropriations; applicant pools and acceptances; current payback policies and new ones under consideration; workforce needs; and general administration of PSEP, WUE, and WRGP.

WICHE



Issue Analysis and Research Committee Meeting

Monday, May 12, 2014

11:00 am – 12:30 pm

Zia A

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 12, 2014

11:00 am - 12:30 pm

Zia A

Issue Analysis and Research Committee Meeting

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

Susan Anderson (AK)
 Chris Bustamante (AZ)
 Committee vice chair (CA)
 Joe Garcia (CO)
 Sharon Hart (CNMI)
 Steven Wheelwright (HI)
 Tony Fernandez (ID)
 Franke Wilmer (MT)
 Larry Skogen (ND)
 José Garcia (NM)
 Vic Redding (NV)
 Ryan Deckert (OR)
 Robert Burns (SD)
 Dave Buhler (UT)
 Committee chair (WA)
 Sam Krone (WY)

Agenda

Presiding: Jeanne Kohl-Welles, committee chair

Staff: Demarée Michelau, director of policy analysis
 Brian Prescott, director of policy research
 Patrick Lane, senior policy analyst and project coordinator



Approval of the Issue Analysis and Reserach
 Committee meeting minutes of November 11, 2013 5-3



Approval of the FY 2015 workplan sections pertaining to
 the Policy Analysis and Research unit’s activities 5-5



Approval of a proposed project: Streamlining
 Implementation of Outcomes-based Funding Models 5-10



Approval of a proposed project:
 The Implementation of the Common Core State
 Standards and Assessments: Finding Solutions
 to Cross-state Challenges 5-12

Information Items:

Endorsement of APLU’s Student Achievement Measure (SAM) 5-14

Facilitating Development of a Multistate Data Exchange

New Models of Student Financial Support Concept Paper

A Second Chance at Success: Reducing the Fiscal and Social Impact
of Recidivism through Inmate Education and Reentry Programs

Legislative Advisory Committee

WICHE/Center for Urban Education *Equity in Excellence*

WICHE Policy Analysis Unit Internship Program

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, November 11, 2013

Committee Members Present

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

Leah Bornstein (AZ)
Loretta Martinez (CO)
Sharon Hart (CNMI)
Steven Wheelwright (HI)
Anthony (Tony) Fernandez (ID)
Ham Shirvani (ND)
Jose Garcia (NM)
Vic Redding (NV)
Ryan Deckert (OR)
Robert Burns (SD)

Committee Members Absent

Susan Anderson (AK)
Kim Gillan (MT)
Dave Buhler (UT)
Sam Krone (WY)

Staff Present

David Longanecker, president, WICHE
Demarée Michelau, director of policy analysis
Laura Ewing, administrative assistant
Brian Prescott, director of policy research
Peace Bransberger, senior research analyst
Carl Krueger, project coordinator
Patrick Lane, senior policy analyst and project coordinator

Vice Chair Christopher Cabaldon (CA) chaired the meeting at the request of Chair Jeanne Kohl-Welles (WA), who was ill.

Vice Chair Cabaldon convened the Issue Analysis and Research Committee meeting on November 11, 2013. Roll was called. Demarée Michelau introduced staff from the policy unit. A quorum was established.

ACTION ITEM

Approval of the Issue Analysis and Research Committee Meeting Minutes of May 20, 2013

Vice Chair Cabaldon pointed committee members to the agenda book and asked them to review the minutes from the committee meeting on May 20, 2013. The minutes were approved unanimously.

INFORMATION and DISCUSSION ITEMS

David Longanecker briefed the committee on the progress of WICHE's efforts around state authorization reciprocity, W-SARA and NC-SARA. He shared that Lumina Foundation staff had suggested the additional appointment of Laura Palmer Noone, a former president of the University of Phoenix, to the steering committee for W-SARA and that he would be bringing that forward for approval by the commission in short order. Longanecker further addressed his expectations about states' applications to participate and described a few issues that are keeping all states from joining SARA. In some cases it is law, and in most cases it is rules and regulations, and W-SARA is working to move as quickly as possible to address those barriers. The goal is to get as many states in as possible before July 1, 2014, so the states can be in full compliance with the federal requirements.

Longanecker expects that the W-SARA steering committee will recommend approval of state applications to SARA to the commission at the May 2014 meeting. In the discussion, he outlined a few states' specific issues before they can join, including California, New Mexico, South Dakota, and Utah. He also mentioned that New Jersey (which, not being a member of any of the regional compacts, has the option to select one of its choosing) has indicated they may want to join W-SARA, but that he is encouraging it join with NEBHE due to its proximity to the NEBHE region.

Commissioner Burns asked about which region South Dakota would join and Longanecker indicated that South Dakota and North Dakota are trying to decide whether to go with MHEC or WICHE.

Commissioner Cabaldon asked Longanecker if W-SARA documentation includes a requirement to have a Lumina representative on the SARA steering committee. Longanecker clarified that it is not a requirement and stated that Lumina made a suggestion of someone qualified and with an interest in helping. Commissioner Cabaldon asked if the steering committee has formal authority to approve members to the committee. Longanecker responded by saying that the steering committee members recommend and the commission approves the members. Longanecker gave further clarification and reported that Lumina only plans to fund W-SARA for up to three years. The goal of the program is to be self-sufficient by that time. Commissioner Kohl-Welles asked about Washington and Longanecker reported the state is in good shape.

Prescott reported on a Lumina-funded grant to write a concept paper on state financial aid design for affordability, which will also take into account aid from federal and institutional sources. The paper is likely to be released in early spring.

Additionally, Prescott announced the release of three new reports:

- The annual update to *Benchmarks*, accompanied by a policy brief on regional educational attainment targets to be the source material for David's presentation later in the meeting.
- The annual update to the *Tuition and Fees in Public Higher Education in the West* publication covering the 2013-14 academic year.
- A supplement to WICHE's *Knocking* projections, which disaggregates the existing projections by sex and also includes projections for the nation's 25 largest metropolitan areas.

Prescott also updated the committee on the Multistate Longitudinal Data Exchange pilot, described how the pilot may offer a solution to linking education and employment records for state and institutional use, and encouraged commissioners to contact him for more information or to learn more about how additional states might join an implementation project.

Michelau announced the release of the annual update of legislative activity in the West. Broad dissemination will take place during the week of November 18, 2013.

The committee then had a discussion of how WICHE should or should not engage in certain federal policy issues, especially the President's proposed ratings system. The discussion focused on to what extent and how WICHE should advocate a position vis-à-vis federal policy broadly or for more narrow and specific approaches such as measures of success or funding levels. Commissioner Bornstein asked whether WICHE could adopt positions and advocate for them, and as commissioners have a conversation about what concerns us. Commissioner Martinez stated that Metro State is more actively trying to have their voice heard by the federal government. Chair Kohl-Welles suggested it might be worthwhile to team up with the National Conference of State Legislatures to discuss how and on what issues to engage with federal policymakers. Commissioner Cabaldon raised a question about to what extent we want to allow the WICHE Commission to be viewed as doing collective inquiry vs. collective advocacy. We do proper research on how to present our issues and learn how to have significant influence. Commissioner Deckert reported how Oregon was able to utilize WICHE to rethink financial aid, and that by working with WICHE the state got to a resolution faster and developed a "policy playbook" for financial aid. Conversation also included a suggestion that WICHE engage more broadly with state legislators as there is some concern that legislators outside of higher education do not know what WICHE is and its role. Commissioner Burns referred to the 60th anniversary of WICHE and commented on the historical perspective of the commission. The original charter was not to be an advocacy group. Burns went on to say if we try to change this direction it could really tear the commission apart. Commissioners suggested that the question of what is the proper amount of advocacy WICHE might do may be an ongoing conversation to strike the right balance, being both sensitive to the role and mission of the organization while also having a bigger influence on federal policy matters of significance to our states.

Michelau answered questions about the College Access Challenge Grant and its current status, which is that it has slowed down due to several states not meeting federal maintenance of effort requirements. In an effort to expand the College Access Challenge Grant Network, WICHE expanded eligibility for participation to include other federal access programs and changed the name to the College Access Regional Network.

With no other business to discuss, the committee adjourned the meeting at approximately 12:10 pm.

ACTION ITEM

Policy Analysis and Research FY 2015 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 projections of enrollment demand; 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	.10 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 - 9/2014 (seeking no-cost extension)	Lumina Foundation
College Access Challenge Grant (CACG) Consortium and College Access Regional (CAR) Network	Access & success	Western states	State memoranda of agreement/ U.S. Dept. of Education: Year 5 revenue, \$190,000	1.40 FTE	Year 5: 8/2013 - 8/2014	2 Consortium states (AK, ID) & 2 Network states (ND and UT)
Equity in Excellence	Access & success, accountability	Western	Bill & Melinda Gates Foundation, Ford Foundation (subcontract): \$50,000	.45 FTE	1/2013 - 06/2014	Center for Urban Education at the University of Southern California, Colorado
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-state Challenges	Access & success	Western	TBD (\$100,000)	.55 FTE	5/2014 - 12/2014	SBAC, PARCC, SHEEO, and AACTE*
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$441,000	.5 FTE	10/2010 - 6/2015	ACT, College Board
Policy and Assessment Framework for Washington's Opportunity Scholarship Program	Finance	Western	Microsoft Corporation via subcontract from NCHEMS: \$30,000	.15 FTE	3/2012 - 9/2014	National Center for Higher Education Management Systems (NCHEMS), Washington

* 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).

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 and College Access Regional (CAR) Network (www.wiche.edu/carNetwork): 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; or in the CAR Network, which is a collaborative council composed of College Access Challenge Grant administrators from each of the states.

Equity in Excellence: With a focus on the Denver metro area, WICHE is partnering with the Center for Urban Education at the University of Southern California to support the implementation of Colorado’s higher education reform agenda by aligning the state’s higher education policy measures with concrete, equity-focused actions within community colleges and four-year institutions.

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.

Knocking at the College Door (www.wiche.edu/knocking): With support from its traditional partners, ACT and the College Board, Policy recently released the 8th edition of these projections and is continuing to explore the feasibility of enhancements, such as producing projections for urban areas and disaggregations by sex.

Policy and Assessment Framework for Washington’s Opportunity Scholarship Program: In partnership with the National Center for Higher Education Management Systems (NCHEMS), staff is examining Washington’s new financial aid program and offering guidance concerning how its effectiveness can be measured and how its implementation can be integrated with the state’s existing finance and financial aid policies.

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
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
Longitudinal Data Exchange Expansion and Implementation	Workforce & society, technology & innovation, accountability	★★★ ●● ■■■	Western	\$1.5 million	2.5 FTE	4 years	Additional Western states
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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
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

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.

Longitudinal Data Exchange Expansion and Implementation: The next phase of this project will continue, enhance, and expand the work it has done in piloting a multistate longitudinal data exchange spanning K-12 education, postsecondary education, and workforce information in Washington, Oregon, Idaho, and Hawai'i by working toward further development of a sustainable architecture, governance, and financing plans, as well as expansion into more states and a second round of data exchange and analysis.

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 designed to assist states and postsecondary institutions implement outcomes-based funding policies in ways that best ensure that the goals of those policies 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.

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

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.

Race Against the Clock: Preparing to Teachers to Effectively Utilize Information from the Common Core State Standards

COMPLETED PROJECTS

Work that staff finished in FY 2014.

**Facilitating Development of a Multistate Longitudinal Data Exchange.
New Models of Student Financial Support Concept Paper.**

ACTION ITEM

Proposed Project Streamlining Implementation of Outcomes-based Funding Models

Summary

WICHE's Policy Analysis and Research unit proposes to seek funding to assist states and postsecondary institutions implement outcomes-based funding policies in ways that best ensure that the goals of those policies are achieved.

Relationship to WICHE Mission

By directing state funding to institutions based on how well they help students achieve defined outcomes, such as graduation, rather than simply based on enrollments, outcomes-based funding policies provide powerful incentives to institutions to more intentionally meet specific state needs around college completion, productivity, and, ultimately, educational attainment. Facilitating dialogue among states and institutions is part of the core of what WICHE's Policy Analysis and Research unit seeks to do. This project falls most directly under the Finance theme of the workplan, but also incorporates elements of the Access and Success and Accountability themes.

Background

Higher education has entered an era in which outcomes-based funding policies are spreading rapidly among states in part because they are seen as an avenue to the higher educational attainment levels required for global economic competitiveness and a way to spark improvements in institutional productivity. Currently, 16 states are implementing outcomes-based funding programs in at least one postsecondary sector, nine states are developing their own policies, and active interest exists in eight other states.¹ The theory of action behind such programs is certainly promising: higher education institutions will adjust their policies and practices to better fulfill state policy expectations for more student success because:

1. Institutions will respond to the monetary incentives to improve performance as defined by the outcome metrics,
2. Institutions will perceive the state's expressed goals for higher education more clearly,
3. Institutions will become better aware of their own performance with respect to those goals, and
4. Institutions will be motivated to achieve out of traditional status-seeking and competitive habits.²

Yet whether the promise of outcomes-based funding can be fully realized will come down to whether these theories of action are powerful enough to overcome barriers and unintended consequences, and institutional decision-making will factor in heavily in that result. State policies that do not work as intended due in part to wayward implementations are far from uncommon.³ And, unlike traditional enrollment-based funding models, improving student success and productivity requires the engagement of the entire institution from the president and his or her cabinet to the faculty to the student support staff. With the success or failure of outcomes-based funding models hinging partly on how institutions come to understand the state's goals, make changes in response to the incentives embedded in the model, and grow to support the policy as an appropriate and effective mechanism for financial support, this project aims to address gaps in awareness that may exist between state and institutional actors.

Project Description

WICHE proposes a three-year project focused on five major activities:

1. **Research:** WICHE will conduct research on the supply-side impacts of outcomes-based funding models. Such research will involve a literature review of how recipients of subsidies have adjusted when those subsidies have been linked to performance measures, both in higher education and other industries. It will also involve such quantitative evidence as can be gathered to understand the extent to which institutions have reallocated expenditures in the wake of outcomes-based funding. Finally, this component will also involve a significant qualitative study of institutional leaders and key stakeholder groups about the ways in which their efforts have adjusted.
2. **State technical assistance:** WICHE will initiate a competitive RFP process to identify three to four states in the West to receive targeted technical assistance on aligning institutional behaviors with the goals of newly adopted state outcomes-based funding models (or those still under consideration). States will be expected to assemble

joint state/institutional teams, with institutional representation from the major functional areas listed above. State teams will also be expected to be representative of all sectors within higher education, though states will be encouraged to target efforts on a select group of institutions at first, with plans to share lessons more broadly at an appropriate time. States selected for technical assistance will receive a subcontract and funding to offset their costs and ensure better participation. WICHE plans to capture the experiences of selected states through a publication of case studies.

3. **Advisory board:** WICHE will assemble an advisory board of leaders from across higher education with representation from other research organizations, national associations, institutions, and SHEEO agencies. The board will also include representation from state legislatures.
4. **Convenings:** WICHE will host a major convening once each year of the grant to address issues of alignment between state policy and institutional policy and practice. This convening will provide an opportunity for cross-state lessons to be shared and common challenges to be addressed. It will also be a premier event for better understanding of how outcomes-based funding models can be implemented in ways that best ensure their success. Invitations will include members of the teams from states receiving technical assistance, but they will not be limited to that. Proceedings of each convening will be disseminated widely.
5. **State research staff outreach:** WICHE will annually convene the chief policy research staff member from each of its member states to address issues related to outcomes-based funding models, as well as other matters of pertinence. In particular, this convening will seek to empower these individuals to employ their data more effectively to inform public policies and to work more effectively with the institutional research community in ways that go beyond typical compliance activities. This meeting will respond to an expressed need for the development of a network for individuals with common areas of responsibility related to data systems, policy research, and specifically to the creation, use, and monitoring of institutional performance indicators. It will fill a growing gap at a time when the National Center for Education Statistics seems to be backing away from an annual gathering of state IPEDS coordinators, a sizeable portion of which was an opportunity for those individuals to share concepts, collaboratively problem-solve, and develop or enhance skills.

Staff and Fiscal Impact

We anticipate seeking \$2.25 million for this three-year project. This would include support for up to 2.75 FTE annually, including two additional new hires.

Action Requested

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

Notes:

¹ Dennis P. Jones, *Outcomes-Based Funding: The Wave of Implementation* (Washington, C.C.: Complete College America, 2013).

² Kevin J. Dougherty and Vikash Reddy, *The Impacts of State Performance Funding Systems on Higher Education Institutions: Research Literature Review and Policy Recommendations*, CCRC Working Paper #37 (New York, N.Y.: Community College Research Center, 2011).

³ Brian T. Prescott, Is Colorado's Voucher System Worth Vouching For? *Change* (July/August 2010).

ACTION ITEM

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

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. **The goal of “The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges” is to facilitate discussion and resolution of challenges associated with student movement across state lines by bringing together key state leaders.** Expected outcomes for this meeting are 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. The project consists of two key activities – a Western regional meeting and a publication of meeting proceedings that will be disseminated broadly.

Relationship to WICHE Mission

Facilitating dialogue among WICHE members is a primary function of WICHE’s Policy Analysis and Research unit. As such, this project will assist members in identifying cross-state challenges that could negatively impact students as the CCSS and assessments are implemented in the region. 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.

Project Description

The goal of “The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges” is to facilitate discussion and resolution of challenges associated with student movement across state lines by bringing together key state leaders. Expected outcomes for this meeting are that state leaders will have:

1. Gained an increased awareness of issues related to the CCSS and assessments that may emerge as students cross state lines to enroll in postsecondary institutions;
2. Forged relationships with colleagues in other states to assist with the ongoing implementation of the CCSS and assessments in the region and consider the possibility of forming a network among states that would focus on these issues;

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.

The timing of this project is critical as full implementation of the assessments will be launched in the 2014-15 academic year. With an increasingly mobile student population, state leaders must anticipate the challenges they will face now so they can identify solutions. Absent a forum for a productive discussion of these issues, the region will miss an important opportunity at the expense of students.

To preempt some of the challenges that states, institutions, districts, schools, and students, will likely face as the CCSS and assessments are implemented in the region, this project will consist of two main activities:

- 1. Western Regional Meeting.** WICHE will convene a meeting of K-12 and higher education leads from the WICHE states and territories (and additional states as deemed appropriate) regardless of which assessment, if any, the states adopted. In late summer of 2014, participants will engage in a productive, facilitated discussion about anticipated challenges resulting from students moving across state lines in a new and developing environment that includes common K-12 academic standards and potentially several different assessments. Possible broad topics that will be addressed include reporting information on student transcripts, college admissions, placement into credit-bearing courses, 12th grade conditions and other requirements, and the role and preparation of teachers. Examples of general questions that are likely to be tackled during the meeting include:
 - How will a PARCC state, for instance, determine placement into credit-bearing courses if a student has taken the SBAC assessment (or vice versa), ACT, or an alternative assessment?
 - Within each SBAC state, students may be required to satisfactorily complete grade 12 English and/or mathematics courses to retain exemption from developmental coursework. How will this translate to other states if a student chooses to go to a state that does not have those same requirements? How will this requirement apply to students coming from states that do not use the SBAC assessment and enroll in an SBAC state?
 - How do states, institutions, and the assessment consortia ensure that students receive accurate and consistent information about higher education?
 - How do states, institutions, and the assessment consortia effectively reach out to special populations in the region (e.g., Native American, rural, and/or low-income students)?

WICHE will form a steering committee to help design an efficient agenda that will achieve the project goal and desired outcomes. The steering committee will be composed of WICHE staff, designees from SBAC and PARCC, and additional state representatives.

- 2. Publication of Meeting Proceedings.** WICHE will prepare and broadly disseminate a post-meeting report so that participants as well as those who are not able to participate in the meeting can benefit from the discussions and potential solutions identified.

Partners in this project may include the Smarter Balanced Assessment Consortium (SBAC), the Partnership for the Assessment of Readiness for College and Careers (PARCC), the American Association for Colleges of Teacher Education (AACTE), and the State Higher Education Executive Officers (SHEEO).

Staff and Fiscal Impact

The timeline for this project will be from May 15 through December 31, 2014, and the proposed budget is \$100,000 with an anticipated staff impact of .50 FTE. The total budget will cover staff time to plan and convene the meeting, cover travel expenses, as well as draft, publish, and disseminate the publication of meeting proceedings.

Action Requested

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

INFORMATION ITEM

Endorsement of APLU's Student Achievement Measure (SAM)

The Executive Committee approved the following action item on its February teleconference call.

ACTION ITEM

Endorsement of APLU's Student Achievement Measure (SAM)

With the commission's permission, WICHE would publicly endorse the Student Achievement Measure (SAM) being developed by the Association of Public and Land-grant Universities (APLU).

Relationship to WICHE Mission

The SAM project is an attempt to create an alternative to the federal graduation rate. As such, WICHE's endorsement of the effort fits snugly within the accountability section of our workplan, and the project is also aligned with existing efforts WICHE has been deeply involved in, including the multistate data exchange project and other data-related activities.

Background

Periodically, WICHE is asked to publicly support a project or initiative being undertaken by another organization. Typically, WICHE would be one of many organizations in the public policy space to offer such an endorsement, and WICHE's reputation as a credible and influential organization is seen as helping enhance the project's legitimacy or reach.

From the SAM project website (www.studentachievementmeasure.org):

"SAM tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. [It] is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.

SAM provides an improved way to report student progress and graduation by including a greater proportion of an institution's undergraduate students as well as tracking students who enroll in multiple higher education institutions. Usual measures of student progress and completion, including government-led efforts, usually underreport student achievement because they do not account for an increasingly mobile student population."

SAM is being developed under leadership from APLU, but it is a joint initiative of six higher education presidential associations, including the: American Association of Community Colleges (AACC), American Association of State Colleges and Universities (AASCU), American Council on Education (ACE), Association of American Universities (AAU), Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU). Member institutions of these organizations voluntarily submit data on student cohorts, which will be matched by the National Student Clearinghouse to build student progress metrics for two models:

1. A bachelor's degree model that will report outcomes for full-time, first-time degree-seeking students and for transfer-in students.
2. An associate's and certificate program model that will report outcomes for full-time, first-time students and for part-time, first-time students.

Reported data for both models will include information on graduates, still enrolled, and transferred.

Program Description

Not applicable.

Staff and Fiscal Impact

None.

Action Requested

Approval to be named as an organization that has officially endorsed the SAM project.



Self-funded Units Committee Meeting

Monday, May 12, 2014

11:00 am – 12:30 pm

Zia B

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 12, 2014

11:00 am - 12:30 pm

Zia B

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)
Dick Anderson (MT)
Joe Hardy (NV)
Mark Moores (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Don Bennett (WA)
Frank Galey (WY)

Agenda

Presiding: Jim Hansen, chair

Staff:

Mollie McGill, interim co-executive director, WCET
Dennis Mohatt, vice president for behavioral health
Russell Poulin, interim co-executive director, WCET



Approval of the Self-funded Units Committee meeting minutes of November 11, 2013

6-3

Information Item – Mental Health Program

Mental Health Program update:

Current Staffing Update

Psychology Internship Development and Consultation Update

Veterans Administration/WICHE/Office of Rural Health – Community Level Interventions to Improve Service Member Psychological Health

Budget Discussion



Approval of the FY 2015 workplan sections pertaining to the Mental Health Program

6-5

Information Item – WCET

WCET Update: 6-11

Highlights on membership, budget, and key e-learning issues facing WCET members

Federal issues potentially impacting online/distance education, including reauthorization, the negotiated rulemaking, and combating fraud

Major events in 2014 – summit on credentials, boot camp on analytics, 26th annual meeting

Update on State Authorization Network (SAN)

Update on the Predictive Analytics Reporting (PAR) Framework

Plans for executive director search



Approval of the FY 2015 workplan sections pertaining to WCET

6-13

Other business

Adjournment

ACTION ITEM

Self-funded Units Committee Meeting Minutes November 11, 2013

Committee Members Present

Jim Hansen, (SD), committee chair

Chris Bustamante (AZ)
Francisco Hernandez (HI)
Dick Anderson (MT)
Joe Hardy (NV)
Mark Moores (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Don Bennett (WA)

Committee Members Absent

Jim Johnsen (AK)
Jude Hofschneider (CNMI)
Loretta Martinez (CO)
Mike Rush (ID)
Peter Knudson (UT)

Staff Present

Tamara Dehay, associate director, Mental Health Program
David Longanecker, president, WICHE
Mollie McGill, deputy director, WCET
Dennis Mohatt, vice president for behavioral health
Sarah Ross, senior program and research associate,
Mental Health Program
Ellen Wagner, executive director, WCET

Commissioner Hansen called the meeting to order.

ACTION ITEM

Approval of the Self-Funded Units Committee Meeting Minutes of May 20, 2013

A motion TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM MAY 20, 2013, was made by Commissioner Bennett and seconded by Commissioner Preus. The minutes were approved as submitted.

ACTION ITEM

Approval of the Mental Health Support Fee and Mental Health Oversight Council Representation for U.S. Pacific Territories and Freely Associated States

Commissioner Holmberg motioned TO SUPPORT THE ACTION ITEM. Commissioner Bennett seconded the motion. The action item was approved unanimously.

ACTION ITEM

Approval of an Expanded Intergovernmental Agreement with the Hawai'i Department of Education Support Efforts to Develop Professional Behavioral Health Capacity

Commissioner Hardy motioned TO SUPPORT THE ACTION ITEM. Commissioner Hernandez seconded the motion. The action item was approved unanimously.

Mental Health Program Update

Dennis Mohatt provided the following program updates.

- WICHE is assisting several states and agencies with the recruitment and interim support for key mental health leadership positions.
- Nevada State College is working with WICHE to develop a health center that would serve both the students and the surrounding community, providing a setting for both clinical care and applied training. If successful, this could provide a new option for many smaller campuses located in places where the local area is underserved and the campus struggles to ensure services and training opportunities for students.

- Dennis introduced Tamara DeHay who is leading the psychology internship initiative, and is the newly promoted associate director of the Mental Health Program, as well as Sarah Ross who is completing a year-long post-doctoral fellowship with the Mental Health Program.

WICHE Cooperative for Educational Technologies (WCET) Update

Ellen Wagner provided the following program updates.

- Institutional and organizational memberships in WCET continue to grow and revenues from dues is at an all time high.
- WCET will celebrate its 25th Annual Meeting in November 2013. Some commissioners accepted David Longanecker's invitation to extend their trip to be able to attend the Denver meeting. It's a "Sold Out" event with 470 registrations.
- WCET is active on many new fronts. A few highlights include: 1) a six-week MOOC (massive open online course) on badges and alternative credentials in collaboration with Mozilla and Blackboard, 2) planning for WCET's Leadership Summit titled, "Designing Alternative Pathways to Credentials," and ongoing management of the successful State Authorization Network.
- The Predictive Analytics Reporting (PAR) Framework reports the addition of several new institutions that will join PAR and will cover their own costs for participation. In the coming months, PAR will develop plans to spin off of WCET to become a separate 501(c)3 organization, although keeping close connections with WICHE. Commissioner Preus asked about the impact on WICHE. David Longanecker noted that WCET has served as the incubator for other initiatives that eventually separated from WCET to become independent organizations, such as iNACOL.

Commissioner Hansen adjourned the meeting.

ACTION ITEM

Mental Health Program FY 2015 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, General	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.10 FTE	States
Mental Health First Aid Training	Workforce & society	Western	.05 FTE	States & 501(c)3s
Suicide Prevention Training and Toolkits	Workforce & society	Western & national	.10 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
Arizona START Project	Workforce & society	Western	\$68,000	.12 FTE	7/13 - 6/14	Arizona
Arizona – Evidence-Based Practices	Workforce & society	Western	\$192,500	.15 FTE	7/13 - 6/14	Arizona
Alaska Internship Operations Support	Workforce & society	Western	\$100,000	.10 FTE	7/13-6/15	AK DHSS
University of Alaska Strategic Planning	Workforce & society	Western	\$65,706	.57 FTE	7/13-6/14	University of Alaska
Alaska Core Competencies	Workforce & society	Western	\$10,000	.10 FTE	4/14-8/14	AK Trust
Alaska HRSA Internship Expansion Grant	Workforce & society	Western	\$117,176	.35 FTE	9/12-9/15	HRSA
Alaska Psychiatric Institute	Workforce & society	Western	\$130,000	.15 FTE	7/13-6/14	Alaska
Alaska OISSP CRS Follow-up	Workforce & society	Western	\$20,000	.15 FTE	2/14-8/14	Alaska

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Association of Psychology Postdoctoral and Internship Centers (APPIC)	Workforce & society	Western	\$50,000	.50 FTE	7/13-6/14	APPIC
Colorado Jail Beds Restoration	Workforce & society	Western	\$85,000	.15 FTE	7/13-6/14	Colorado
Hawai'i Internship Program	Workforce & society	Western	\$239,012	.41 FTE	8/13-7/14	Hawai'i
Hawai'i Long-term Care Payment Methods Project	Workforce & society	Western	\$32,000	.25 FTE	10/13-4/14	Hawai'i
Hawai'i Electronic Health Records Project	Workforce & society	Western	\$37,000	.30 FTE	10/13-4/14	Hawai'i
South Dakota Survey	Workforce & society	Western	\$20,000	.05 FTE	7/13-6/14	South Dakota
Texas UTEP Intern Program	Workforce & society	Western	\$85,000	.15 FTE	7/13-6/15	U of Texas, El Paso
Texas Harris County Internship Project	Workforce & society	Western	\$7,500	.22 FTE	9/13-12/14	Harris County, TX
Texas Bexar County Internship Project	Workforce & society	Western	\$10,675	.05 FTE	9/13-8/14	Bexar County, TX
APA Grant HI PIC	Workforce & society	Western	\$20,000	.16 FTE	9/13-8/14	American Psychological Association

Arizona START 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.

Arizona - Evidence Based Practices: WICHE engaged in an Inter-Governmental Agreement (IGA) with the Arizona Department of Health Services to assist with recruiting and staffing a two-year effort to support the implementation of four evidence-based practices in the Maricopa County public behavioral health system.

Alaska Internship Operations Support: WICHE receives \$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.

University of Alaska Strategic Planning: WICHE has been supporting the UAA College of Health Strategic Planning in a two-phase project. Phase 1 was focused on conducting a competitor analysis for behavioral health research to identify research being conducted by other entities/universities as well as the extent to which the existing research in Alaska meets the current need. Phase 2 focuses on developing a joint behavioral health research grant proposal between WICHE MHP and UAA Institute for Circumpolar Health Studies.

Alaska Core Competencies: WICHE facilitated a second Train-the-Trainer Training on the Alaska Core Competencies (ACC) to increase the pool of eligible instructors of the ACC curriculum and tools. This is anticipated to be the final phase of multiyear project to build core competencies and curriculum to enhance the direct care workforce across human service settings.

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

Alaska OISSP CRS Follow-Up: A pilot project to test the feasibility of conducting follow-up inquiries to behavioral health service recipients related to quality of life. The intent is to assess if treatment gains are maintained.

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 to develop a tool to assess accreditation readiness.

Colorado Jail Beds Restoration: WICHE continues to support the implementation of the Metro Denver Jail Based Restoration program being run through a contract with Geo Group.

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 Long-term Care Payment Methods Project: WICHE is reviewing current long term care programs and services in Hawai'i and identifying program/services and specific reimbursement strategies. WICHE is also exploring Medicaid funding options for long term care in other states and aligning opportunities with consideration for integrated community-based programs and services. Develop a report of findings and recommendations and share with Adult Mental Health Division leadership for review and comment.

Hawai'i Electronic Health Records Project: WICHE developed an RFP for the Hawai'i Developmental Disabilities Division for procurement of an electronic Health Records. WICHE will also be involved in reviewing the proposals to assist in the identification of a qualified vendor.

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

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.

Texas Harris County Internship Project: The Harris County Juvenile Probation Department provides funding to support WICHE's ongoing consultation and technical assistance to their psychology internship program. This internship program is funded through a grant from the Hogg Foundation for Mental Health.

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.

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

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
Alaska Pacific University Intern Program	Workforce & society	★★★ ●●● ■■■	Western	\$100,000	.30 FTE	3/14-2/16	Alaska & Trust
Alaska – Qasgip Native Program	Workforce & society	★★★ ●● ■■■	Western	\$9,500	.08 FTE	7/14-12/15	Tribal
Suicide Training – Wyoming and California	Workforce & society	★★★ ●● ■■■	Western	\$3,500	.05 FTE	5/14	States

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Colorado HRSA Funded Internship Program	Workforce & society	*** ●●● ■ ■ ■	Western	\$80,000	.55 FTE	7/14-6/15	HRSA
Colorado Trust Grant	Workforce & society	*** ●● ■ ■ ■	Western	\$40,000	.50 FTE	4/14-9/14	Colorado Trust Foundation
Colorado Systems Study	Workforce & society	*** ●● ■ ■ ■	Western	\$150,000	.90 FTE	7/14-6/15	Colorado
Hawai'i Workforce Development	Workforce & society	*** ●●● ■ ■ ■	Western	\$48,369	.30 FTE	7/14-6/15	Hawai'i
Hawai'i DOE Needs Assessment	Workforce & society	*** ●●● ■ ■ ■	Western	\$111,267	.75 FTE	3/14-7/14	Hawai'i DOE
Hawai'i School Project	Workforce & society	*** ●●● ■ ■ ■	Western	\$75,000	.60 FTE	6/14-1/16	Hawai'i
University of North Dakota Campus Mental Health	Workforce & society	*** ● ■ ■ ■	Western	\$50,000	.55 FTE	3/14-2/15	North Dakota
Nevada Access for Interns	Workforce & society	*** ●● ■ ■ ■	Western	\$6,500	.22 FTE	2/14-5/14	Nevada
Nevada Psychology Internship Program	Workforce & society	*** ●● ■ ■ ■	Western	\$160,000	.30 FTE	1/15-12/16	Nevada
Oregon Psychology Internship Program	Workforce & society	*** ●● ■ ■ ■	Western	\$167,558	.60 FTE	4/14-6/16	Oregon
South Dakota Tribal Lakota Project	Workforce & society	*** ● ■ ■ ■	Western	\$60,000	.35 FTE	4/14-3/15	Tribal
Veterans Administration Proposal	Workforce & society	*** ●●● ■ ■ ■	Western	\$149,744	2.05 FTE	3/14-9/14	Federal
American Suicide Prevention Program	Workforce & society	*** ● ■ ■ ■	Western	\$88,000	.30 FTE	3/14-4/14	Foundation

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

Alaska – Qasgip Native Program: The contract is for external evaluation of the dissemination and implementation of a culture-based suicide and alcohol use prevention program for Alaska Native youth. The contract involves two trips per year to visit the program sites in western Alaska and conduct interviews, focus groups, and ethnographic observation, as well as to provide consultation to the research team on dissemination and implementation best practices.

Suicide Training – Wyoming and California: WICHE will provide trainings to primary care providers related to the implementation of the Suicide Prevention Toolkit developed by WICHE MHP.

Colorado HRSA Funded Internship Program: WICHE submitted a proposal to HRSA to fund the development of a rural psychology internship consortium in the state of Colorado.

Colorado Trust Grant: WICHE submitted a proposal to fund Phase 1 of a process to develop an organizational plan to develop advocacy efforts focused on health equity in Colorado.

Colorado System Study: WICHE is responding to an RFP to conduct a behavioral health systems analysis, taking into account historical, current, and projected behavioral health needs across the state of Colorado.

Hawai'i Workforce Development: WICHE will contract 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.

Hawai'i DOE Needs Assessment: WICHE will contract with the Hawai'i Department of Education to provide a needs assessment and associated recommendations regarding the school-community service initiative of the state.

Hawai'i School Project: WICHE has submitted a proposal to conduct outcomes research on the school-based behavioral health services in the state of Hawai'i.

University of North Dakota Campus Mental Health: WICHE is planning to support the implementation of several campus-based mental health initiatives that range from training endeavors to improving campus-based behavioral health service and support structure.

Nevada Access for Interns: WICHE has proposed to draft legislative bill language and an associated background report in order to facilitate the approval of state FTEs to serve as psychology intern positions within a proposed state-funded psychology internship program.

Nevada Psychology Internship Program: WICHE has proposed to assist 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 has proposed to assist the state of Oregon in developing and accrediting a psychology internship training program within its state hospital.

South Dakota Tribal Lakota Project: The Pine Ridge Tribe has a new phase of their Circles of Care grant, which requires the tribe to produce a financial plan for sustainable funding in the first year. Our contract would be to work with the tribe to develop this sustainable funding plan.

Veterans Administration Proposal: Proposal and negotiation is in progress. If funded, then we will be collaborating with the local MIRECC to prepare a multi-level suicide prevention and mental health promotion program for veterans in rural communities. The project will consist initially of background research, intervention model development, and adaptation of the suicide prevention toolkit, all in preparation for a community-based participatory research pilot project of a large-scale, multi-level, public health approach to suicide prevention in one or two communities.

American Suicide Prevention Program: WICHE submitted a proposal to fund the implementation of a comprehensive suicide prevention program within three primary care clinics.

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.

Chicago Internship: Project to develop an APA-accredited psychology internship program in the Chicago area.

Montana Intern Planning: Project based on building an APA-accredited psychology internship consortium.

Supporting Success – Saving Lives: This project intends to support states and institutions in creating or scaling up effective policies, practices, and programs that promote behavioral health and increase college success among students with mental health and substance use issues.

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

COMPLETED PROJECTS

Work that staff finished in FY 2014.

AK ePsych Project. The goal of this project was to determine the feasibility of launching an 'ePsych' Acute Care demonstration project utilizing API psychiatrists and other behavioral health specialists to provide real-time interactive video to support around-the-clock monitoring and treatment of psychiatric inpatients in remote community hospitals. WICHE completed the report and recommendations in August of 2013.

South Dakota Hospital Planning. Providing evaluation and planning for the state hospital.

Alaska Competencies. Completion of FY 2014 train-the-trainer program in core competencies.

South Dakota Co-Sig. WICHE provided technical assistance to South Dakota on a variety of system improvement projects for persons with co-occurring mental health and substance abuse issues for the past eight years.

South Dakota State Prevention Enhancement Project. WICHE facilitated the integration of three community prevention coalitions.

Colorado Crisis System Preparation Project. WICHE conducted background research in preparation for a statewide initiative to increase the crisis service system in Colorado.

Guam Workforce Development Training. WICHE successfully submitted a grant for the Guam Behavioral Health System that supported training and workforce development efforts.

INFORMATION ITEM




WCET Update

The WICHE Cooperative for Educational Technologies (WCET) is a national, non-profit, membership-driven cooperative of colleges and universities, higher education agencies, and companies that share a commitment to improving the quality and the reach of online and hybrid education. WCET tracks emerging postsecondary learning technology trends and coordinates and enables the exchange of information, resources, and services among our members. WCET’s mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education.

Membership Services

WCET’s membership is still on course with a strong growth trend in institutional memberships from colleges and universities across the country. As a self-supported unit of WICHE, annual membership dues from institutions, non-profit organizations, and corporate providers of educational technologies are a core component of WCET’s revenue base. (wcet.wiche.edu)

Through member-only email discussions, WCET’s popular Frontiers blog, and regular Twitter updates, educators from institutions with large as well as small online and distance education programs can readily tap into WCET’s network of e-learning experts. WCET has a strong voice in social media channels related to technology in higher education. Below are the number of subscribers and followers to WCET’s news and information:

wcetnews@wcet.wiche.edu	2,470 subscribers
wcetdiscuss@wcet.wiche.edu	2,192 subscribers
@wcet_info 	2,629 Twitter followers
Frontiers blog 	741 subscribers; total of 218,954 views for entire blog
Facebook 	337 “like” WCET

WCET’s Common Interest Groups (CIGs) are collections of members who have like interests and come together to share information and work cooperatively around some unifying issue. WCET is supporting the following CIGs in 2014: Academic Integrity and Student Authentication, e-Learning Consortia, Student Success in Online Learning, and the Academic Leadership Forum.

Upcoming Events

WCET Leadership Summit: Designing Alternative Pathways to Credentials, May 7-8, 2014, Salt Lake City.

Assessment of competencies, personalized learning, fixed tuition models, redefinition of faculty roles, use of digital and open resources are among the exciting and challenging aspects of new competency-based programs at the associate and baccalaureate levels. Pioneers in the areas of competency-based education, badges, and modular programs for adult learners will join higher education professionals in deep dive discussions of these issues. (wcet.wiche.edu/connect/summits)

WCET Boot Camp: Building Institutional Readiness for Data Analytics, June 17-20, 2014, Vail, Colorado.

WCET’s Boot Camp is designed for institutions that have some familiarity of the power of data analytics in higher education, but want to build their capacity for analytics. This includes institutional analytics for performance reporting, as well as learning analytics for student success. The intensive, multi-day format allows for valuable networking among attendees and higher education data analytics experts. Interested institutions are encouraged to send a small team of campus leaders who can drive an ongoing analytics strategy. (wcet.wiche.edu/connect/bootcamp)

Monthly Webcasts. WCET staff have developed a highly efficient and effective model for producing informative webcasts. Examples of recent webcast topics include: The Upcoming Higher Education Act Reauthorization: Why the e-Learning Community Should Pay Attention; Big Audacious Conversation About Competency-Based Education; Bringing a

Campus Experience to Online Students; and Mobile Apps Support and Services for Students with Disabilities. Archives are viewable at WCET's YouTube channel.

26th Annual Meeting, November 19-21, 2014, Portland, Oregon. WCET's silver anniversary annual meeting last November was a sold out event. Reviewers gave high ratings of the in-depth sessions on MOOCs, competency-based education, mobile apps, and emerging technologies, as well as the value of the overall discussions and networking. Program planning is underway for the 2014 annual meeting.

Federal Policy Watch

Russ Poulin, interim co-executive director of WCET, was appointed by the U.S. Department of Education as the distance education representative for the negotiated rulemaking sessions to review proposed regulations concerning program integrity and improvement issues for Federal Student Aid programs. Marshall Hill, executive director of SARA, is his alternate on the committee.

Also at the federal level, WCET continues to serve as a resource to Congressman Jared Polis (CO) and Congresswoman Kristi Noem (SD) who are the co-chairs of the U.S. Congressional Caucus on eLearning.

Project Updates

State Authorization Network (SAN) Year 4

SAN kicked off its fourth year of operation in April 2014, with 46 members representing systems, consortia, or individual institutions. SAN is a national 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 maintains a community of practitioners among participants to share effective practices and latest developments. Participation in SAN is an additional fee-for-service opportunity for WCET member institutions, systems, and consortia. (wcet.wiche.edu/advance/state-approval)

Predictive Analytics Reporting (PAR) Framework

The PAR Framework is a collaborative, multi-institutional effort that brings together institutions from all sectors to collaborate on identifying points of student loss. PAR is focused on using predictive analytics to improve student success for all students, with a focus on online and blended programs. Deliverables include flexible predictive models, openly published common data definitions, and a student success matrix that links predictions with interventions and student supports, making predictions actionable. Now featuring 20 WCET member institutions, over 1.8 million anonymized student records, and 13.1 million institutionally de-identified course-level records, the PAR Framework offers educational stakeholders a unique multi-institutional lens for examining dimensions of student success.

PAR's current funding from the Gates Foundation has been augmented through a project extension that is scheduled into 2015 and additional support from the Gates Foundation is expected before the end of FY 2014. PAR is moving forward to establish itself as an independent, non-profit entity, separate from WICHE later in calendar year 2014. The state of North Carolina has approved Articles of Incorporation for PAR Framework, Inc. (wcet.wiche.edu/par)

Badges, Competencies and Alternative Certifications

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

WCET Staff Update

Mollie McGill and Russ Poulin were designated the interim co-executive directors of WCET, effective January 1, 2014, with the departure of Ellen Wagner from that role. President Longanecker will lead the search process for a permanent executive director, with input and involvement from members of the WICHE Commission, WCET's Executive Council, and WCET's Steering Committee. The search process is expected to begin in June 2014.

ACTION ITEM

WCET FY 2015 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. It provides colleges and universities with solutions, interventions, good practices, and access to valuable resources on a wide array of important issues in higher education through working groups, discussion lists, social media, content curation, research activities, and its acclaimed annual meeting. The WCET community includes many leading innovators in e-learning from institutions across the United States. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Its membership includes 330 institutions, higher education agencies, nonprofit organizations, and corporations in North America, with over 2,000 active WCET users.

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	5.15 FTE	330 member institutions & organizations
WCET Leadership Summit	Technology & innovation, access & success	North American	WCET staff, consultants	Corporate sponsors
e-Learning Policy	Technology & innovation, access	North America	WCET staff	UPCEA, Sloan-C, Presidents’ Forum, Educause, other organizations
WCET Research	Technology & innovation	North America	WCET staff	UPCEA, BCcampus, eCampus Alberta, CT Distance Learning

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
Predictive Analytics Reporting (PAR) Framework	Technology & innovation, access & success	National	Bill & Melinda Gates Foundation, \$3,002,482	.5 FTE, multiple contractors	August 2012 - December 2014	Sage Road Solutions, 16 named partner institutions

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
State Authorization Network (SAN) - Year 4	Access & success	National	Member fees, \$200,000	.25 FTE	April 2014 - March 2015	NCHEMS & 46 member systems or organizations representing more than 700 institutions
Boot Camp: Building Institutional Readiness for Data Analytics	Technology & innovation, access & success	North America	Foundation grant, corporate sponsors	WCET staff, consultants	June 2014	Sage Road Solutions

Predictive Analytics Reporting Framework: The PAR Framework continues to derive results from its multi- institutional data-mining project to develop data assets that member institutions are using to mitigate academic risk: 16 WCET member institutions (including two-year, four-year, public, proprietary, traditional, and progressive schools) continue to collaborate on using big data to improve student retention in U.S. higher education.

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.

Boot Camp: Building Institutional Readiness for Data Analytics: The June 2014 boot camp is designed for institutions that are familiar with the power of analytics in higher education but who want to get more adept in building their internal capacity for data analytics, including institutional analytics for reporting as well as learning analytics to promote student success. Following WCET's successful Managing Distance Education (MDE) institute, this intensive, multi-day format allows for valuable networking among attendees and expert consultants.

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
PAR Framework Transition to separate 501(c)3	Technology & innovation, access & success	★★★ ●●● ■■■	National	Bill & Melinda Gates Foundation, Purdue University, Institutional Fees	TBD	January 2014 and beyond	Sage Road Solutions
Alternative Pathways to Credentials – competency-based education, badges, and credentials	Technology & innovation, access & success	★★ ● ■■	International	TBD	TBD	TBD	National Badge Alliance and others

PAR Framework Transition: The PAR Framework team will continue to increase the number of participating schools, develop a consulting services business line, work through financial and legal steps to become a separate 501(c)3 entity in FY 2015.

Alternative Pathways to Credentials - competency-based education, badges, and credentials: WCET will be an active partner of the new national Badge Alliance and will continue to offer informative learning opportunities through webcasts and the annual meeting. Other projects for possible funding will be explored. This follows on WCET's 2013 MOOC on "New Currency for Professional Credentials."

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.

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 2014 strategic plan at this time.

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.

At the writing of this workplan, WCET's interim co-executive directors are focused on maintaining excellence in existing services; recruitment of institutional members and corporate support; and active tracking of federal discussions that potentially impact online, hybrid, and distance education. No new major projects will be pursued until the status of WCET's executive director position is determined.

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

Digital Learning Content. In June 2012, WCET convened a leadership summit on digital-learning content, an important issue in higher education, but one in which other organizations have a significant presence; WCET will invest its resources in other key issues.

Rethinking the Notion of "System." WCET is partnering with NCHEMS to build on the notion of "unbundling" the academic activities that compose the "system" we identify as a college or university, an initiative that emerged from our previous partnership in creating the Technology Costing Methodology. WCET may create some information pieces about the "unbundling" concept, e.g. through our Frontiers blog, but will not develop this as a project at this time.

Identification and Dissemination of Best Practices in Conceptualizing and Sustaining High-Quality Distributed Education Programs in Colleges of Agricultural and Food Sciences. WCET is partnering with Texas Tech University and Ohio State University in seeking U.S. Department of Agriculture funding to ascertain, codify, and disseminate best practices in successful distributed education programs.

COMPLETED PROJECTS

Work that staff finished in FY 2014.

Massive Open Online Class (MOOC) on Badges, Competencies, and Alternative Certifications. In Fall 2013, WCET, in collaboration with Mozilla, Blackboard Inc, and Sage Road Solutions, conducted a six-week MOOC titled, "New Currency for Professional Credentials." Over 2,000 people worldwide registered for the course. Course topics included badges for military veterans, for workforce development, accreditation issues, badge design, and more.



7 Monday 12:30 - 1:45 pm

Luncheon

Monday, May 12, 2014
12:30 – 1:45 pm
The Gallery

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 12, 2014

12:30 - 1:45 pm
The Gallery

Luncheon

WICHE



Plenary Session II

Higher Education: Public Good and/or Private Benefit – Policy Directions in Five State Case Studies

Monday, May 12, 2014
2:00 – 3:15 pm
Anasazi Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

8 Monday 2:00 - 3:15 pm

Monday, May 12, 2014

2:00 - 2:30 pm
Anasazi Ballroom

**Plenary Session II:
Higher Education: Public Good and/or Private Benefit –
Policy Directions in Five State Case Studies**

This second session on whether American higher education is a public good, a private benefit, or both, will present the findings of a recently released book, *Renewing the Promise: State Policies to Improve Higher Education Performance*, coauthored by Joni Finney (who will present at this session), Laura Perna, and Patrick Callan. Many of you will remember Dr. Finney from her association with Dr. Callan in presenting the *Measuring Up* series published by the National Center for Public Policy and Higher Education from 2000 through 2008. *Renewing the Promise* examines the performance and policies of five states – Georgia, Illinois, Maryland, Texas, and Washington – from the early 1990s through the first decade of the new millennium with respect to issues related to finance, accountability, structure, and governance. Each of these states faced challenges quite similar to those faced by most states during the last quarter century, and they found three struggles that dominated their public policy: using fiscal resources strategically, aligning educational opportunities to student needs, and easing student transitions between education sectors. These findings lead to a number of recommendations aimed at reinforcing a contemporary public agenda for higher education.

Speaker: Joni Finney, professor of practice and director of the Institute for Research in Higher Education (IRHE), University of Pennsylvania

2:30 - 3:15 pm
Anasazi Ballroom

**Facilitated Discussion on Higher Education: Public Good and/or
Private Benefit – Policy Directions in Five State Case Studies**

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

Biographical Information on the Speaker & Facilitator

Joni Finney is director of the Institute for Research on Higher Education (IRHE) and a practice professor at the Graduate School of Education of the University of Pennsylvania. She is also a faculty affiliate with the Wharton Public Policy Initiative. Finney is co-author of *The Attainment Agenda: State Policy Leadership in Higher Education* (2014) by Johns Hopkins University Press. Prior to joining the University of Pennsylvania, Finney was vice president of the National Center for Public Policy and Higher Education where she developed and directed the nation's first biennial state-by-state report card for higher education, *Measuring Up*. Prior to that, she held senior leadership roles at the California Higher Education Policy Center and the Education Commission of the States. She has worked with governors and state legislators across the country for over 25 years. Finney co-authored three other volumes, *Public and Private Finance of Higher Education: Shaping Public Policy for the Future*; *Designing State Higher Education Systems for a New*

Century; Financing American Higher Education in an Era of Globalization, and numerous policy reports and articles on higher education. She is a founding board member for the National Student Clearinghouse Research Center and a board member of several non-profit organizations. She is chair of the national selection committee for the Virginia B. Smith Innovation Award in American Higher Education.

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. She 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 65 national, state, and local organizations. She currently serves on the board of the AAC&U, the executive board for the California Campus Compact, the Steering Committee of the American College and University President's Climate Commitment, and the NCAA Division I Committee on Institutional Performance. She is the chair of the WICHE Commission.

WICHE



Plenary Session III

Higher Education: Public Good and/or Private Benefit – Orienting the Public Investment Through State Financial Aid

Monday, May 12, 2014

3:15 – 4:30 pm

Anasazi Ballroom

Western Interstate
Commission
for Higher Education

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9 Monday 3:15 - 4:30 pm

Monday, May 12, 2014

3:15 - 3:45 pm

Anasazi Ballroom

**Plenary Session III:
Higher Education: Public Good and/or Private Benefit –
Orienting the Public Investment Through State
Financial Aid**

In a recent report, *States in the Driver's Seat: Leveraging State Aid to Align Policies and Promote Access, Success, and Affordability*, as one in a series of concept papers to consider comprehensive financial aid reform, WICHE argues that states can adapt a strategic framework for awarding financial aid to address rising barriers to access and success while simultaneously bringing appropriations, tuition policy, and financial aid investments into alignment. That framework, known as Shared Responsibility and in effect to varying degrees in Oregon, Idaho, and Minnesota (where it has had its lengthiest and most successful history), identifies the key partners whose contributions make college attendance possible and clearly expresses how much each of them is expected to contribute. Those partners are the student, the family, the federal government, the state, and the institution. An aspect that differentiates Shared Responsibility from other aid distribution models and makes it especially pertinent to our meeting's theme is its explicit expectation that students, as the principal beneficiaries of their education, should make a substantial but reasonable contribution. WICHE's paper, which was commissioned by Lumina Foundation, also describes how states can promote better alignment with institutional aid policies as well. During this session, Brian Prescott, who authored the report along with David Longanecker, will describe the Shared Responsibility framework and related proposals WICHE put forth.

Speaker: Brian Prescott, director of policy research, WICHE

3:45 - 4:30 pm

Anasazi Ballroom

**Facilitated Discussion on Higher Education: Public Good and/
or Private Benefit – Orienting the Public Investment Through
State Financial Aid**

Facilitator: Mike Rush, WICHE vice chair and executive director, Idaho State Board of Education

Biographical Information on the Speaker & Facilitator

Brian T. Prescott is the director of policy research in the Policy Analysis and Research unit at the WICHE. He comanages the Policy Analysis and Research unit, with primary responsibility for obtaining and analyzing education and workforce data with public policy relevance. Author, with Peace Bransberger, of the most recent edition of *Knocking at the College Door*, WICHE's widely used projections of high school graduates by state and race/ethnicity, he also has experience working with states on financial aid redesign, access and success, and data systems development. Prescott earned his Ph.D. in higher education from the University of Virginia.

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 ten 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



Committee of the Whole Business Session

Tuesday, May 13, 2014

8:45 – 10:15 am

Anasazi Ballroom

Western Interstate
Commission
for Higher Education

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10 Tuesday 8:45 - 10:15 am

Tuesday, May 13, 2014

8:45 - 10:15 am
Anasazi Ballroom

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Dianne Harrison,
WICHE chair

Report and recommended action of the Executive Committee:
Dianne Harrison, 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: Jeanne Kohl-Welles, committee chair

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

Committee of the Whole Action and Discussion Items



Approval of Five States into the WICHE State
Authorization Reciprocity Agreement 10-3



Approval of the FY 2015 annual operating
budget – general fund and non-general
fund budgets 10-5



Approval of FY 2015 salary and benefit
recommendations 10-12



Approval of FY 2016 and FY 2017 WICHE dues 10-13



Discussion and approval of the FY 2015
Workplan 10-14



Approval of future dates and locations
for WICHE Commission meetings 10-33

Review of the WICHE Commission Code of Ethics 10-34

Meeting evaluation (electronic)
<https://www.surveymonkey.com/s/ZJQWX3H>

Other business

Adjourn Committee of the Whole business session

ACTION ITEM

Approval of Five States into the WICHE State Authorization Reciprocity Agreement

WICHE proposes to approve state applications from Alaska, Colorado, Idaho, and Washington into the State Authorization Reciprocity Agreement. WICHE proposes to conditionally approve Nevada into 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 Alaska, Colorado, Idaho, and Washington; as well as conditional approval of Nevada 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 4-36) 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 21, 2014 to review applications from Alaska, Colorado, Idaho, Nevada, and Washington. It forwards its recommendation that the WICHE Commission approve Alaska, Colorado, Idaho, and Washington. It recommends conditional approval of Nevada's application, pending the final approval of an MOU between the Nevada System of Higher Education and the Nevada Commission on Postsecondary Education on May 14, 2014.

Program Description

Alaska

Legal Authority: Alaska Statutes. Title 14, Chapter 14.48, Section 14.48.050

The Alaska Commission for Postsecondary Education (ACPE) is the designated SARA portal agency. The complaint process for ACPE covers all public and private institutions, except the University of Alaska System institutions. Regulations were promulgated in March 2014, which state the following:

(d) Complaints from out-of-state students participating in distance education delivered by an institution governed by the University of Alaska Board of Regents and accepted for participation in W-SARA will be handled by the University of Alaska and may be appealed to the commission as the state's W-SARA approving agency.

This process is an acceptable SARA arrangement for complaint resolution. The new regulations were approved by ACPE at its March 31, 2014 meeting, and are currently with the Department of Law for review prior to the governor's signature. WICHE recommends a SARA membership effective date of July 1, 2014 to ensure the governor's signature is in place.

Colorado

Legal Authority: Colorado Revised Statutes: 23-2-103.1(4); and 12-59-105.3(1).

The Colorado Department of Higher Education (CDHE), staff agency under the Colorado Commission on Higher Education, is the designated SARA portal agency. The Division of Private Occupational Schools (DPOS) has a separate board, but is staffed within the same CDHE (portal) agency. The statutory authority to enter into reciprocity is included in the application. The complaint processes for CDHE and DPOS cover all public and private degree-granting institutions in Colorado. The Colorado Commission on Higher Education approved a new complaint policy for higher education institutions, which incorporates SARA standards, and voted to enter into reciprocity at its April 11, 2014 meeting.

Idaho

Legal Authority: Article IX of the Constitution of the State of Idaho; Idaho Statutes 33-107.

The Idaho State Board of Education is the designated SARA portal agency. Idaho's authority for the Board of Education to join SARA is established by the state constitution. The agency's legal counsel has advised the agency that this is sufficient to authorize it to join SARA. The complaint process encompasses all public and private degree-granting institutions in Idaho. This process is an acceptable SARA arrangement for complaint resolution. The Board of Education voted to enter into the WICHE State Authorization Reciprocity Agreement at its meeting on December 18-19, 2013.

Nevada

Legal Authority: Nevada Revised Statutes: 341, 397.060

The Nevada System of Higher Education (NSHE) is the designated SARA portal agency. The complaint process for SARA is a shared approach between NSHE and the Nevada Commission on Postsecondary Education (NCPE), which handles complaints for private institutions. NSHE will be the final resolution point for SARA purposes, and will authorize institutional participation according to the terms of SARA. The interagency relationship between NSHE and NCPE is outlined in a Memorandum of Understanding (MOU), which is scheduled to be signed by NCPE at its May 14, 2014 meeting. This process is an acceptable SARA arrangement for complaint resolution. WICHE requests conditional approval of the Nevada application, pending final approval of the MOU between NSHE and NCPE on May 14, 2014.

Washington

Legal Authority: Revised Code of Washington: 28B.85.020(1)(c)

The Washington Student Achievement Council (WSAC) is the designated SARA portal agency. The authority granted to WSAC for complaint handling is located in the Degree-Granting Institutions Act. Certain institutions are exempt from oversight requirements of the Act, but statute allows the WSAC to enter into agreements with those institutions that are exempt in order to represent them in terms of a reciprocity agreement. Exempt schools will be required to sign a Memorandum of Agreement as part of the W-SARA institutional application to the WSAC, which will require them to adhere to the Council's complaint process for SARA purposes.

Implementing the law will not require changes to agency administrative rules. There is a provision in the current rules that allows WSAC to waive the requirement for degree authorization. WSAC plans to use that provision once accepted for SARA membership. However, they will add language to the rules specifically waiving the authorization requirement for institutions participating in SARA in order to clarify the issue for future council staff. The complaint process is an acceptable arrangement for SARA purposes.

Staff and Fiscal Impact

Once a state is approved for membership in W-SARA, it may begin approving institutional participation in SARA. Institutions are required to pay a fee (\$2,000 to \$6,000 annually based on enrollment) to NC-SARA. Institutional fees will be distributed by NC-SARA to each regional compact based on a formula that provides the necessary funds to support the regional SARA work. Until such time as the institutional fees are sufficient to support the national and regional SARA operations, WICHE will continue to rely on grant funds from Lumina Foundation. A request for additional funds has been submitted to the Bill & Melinda Gates Foundation.

Action Requested

Approval of the SARA state applications from Alaska (effective July 1, 2014), Colorado, Idaho, and Washington. Conditional approval of the SARA state application from Nevada, pending approval of the MOU agreement between NSHE and NCPE on May 14, 2014.

ACTION ITEM

FY 2015 Annual Operating Budget

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

Background

The general fund budget proposed by staff for FY 2015 (July 1, 2014 to June 30, 2015) is for WICHE programs that provide services to member states and supports 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 non-state dollars.

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

Action Requested

Approval of the FY 2015 general fund budget and the FY 2015 non-general fund budgets.

Western Interstate Commission for Higher Education

General Fund Budget

Comparing FY 2014 with FY 2015

Revenue and Expenditures

	FY 2014				FY 2015					
	FY 2014 Budget	FY 2014 Projection	Projection Higher or (Lower) than Budget		FY 2015 Budget	FY 2015 Budget Higher or (Lower) than FY 2014 Budget		FY 2015 Budget Higher or (Lower) than FY 2014 Projection		
Revenue										
4102 Indirect Cost Reimbursements	\$380,000	\$476,162	\$96,162	25.3%	\$380,000	\$0	0.0%	(\$96,162)	-20.2%	
4104 Indirect Cost Sharing-WICHE	(\$120,000)	(\$144,323)	(\$24,323)	20.3%	(\$120,000)	\$0	0.0%	\$24,323	-16.9%	
4201 Members/Fees States/Institutions	a	\$2,096,000	\$2,096,000	\$0	0.0%	\$2,192,000	\$96,000	4.6%	\$96,000	4.6%
4202 California Delinquent Dues	b	\$87,000	\$0	(\$87,000)	100.0%	\$87,000	\$0	0.0%	\$87,000	
4300 Interest	\$20,000	\$13,804	(\$6,196)	-31.0%	\$20,000	\$0	0.0%	\$6,196	44.9%	
4400 Publication Sales & Refunds	\$50	\$12	(\$38)	-75.1%	\$50	\$0	0.0%	\$38	301.0%	
4600 Other Income	\$10,000	\$4,895	(\$5,105)	-51.1%	\$10,000	\$0	0.0%	\$5,105	104.3%	
4850 Credit Card Transaction Rev. / Units	\$1,000	\$250	(\$750)	-75.0%	\$1,000	\$0	0.0%	\$750	300.0%	
Total Revenue	\$2,474,050	\$2,446,800	(\$27,250)	-1.1%	\$2,570,050	\$96,000	3.9%	\$123,250	5.0%	
Expenditures										
0102 Student Exchange Program	\$313,211	\$292,501	(\$20,710)	-6.6%	\$313,211	\$0	0.0%	\$20,710	7.1%	
0104 Policy Analysis & Research	\$368,986	\$367,547	(\$1,439)	-0.4%	\$368,980	(\$6)	0.0%	\$1,433	0.4%	
0105 Communications & Public Affairs	\$441,307	\$410,170	(\$31,138)	-7.1%	\$441,307	\$0	0.0%	\$31,138	7.6%	
0110 President's Office	\$429,495	\$427,332	(\$2,163)	-0.5%	\$481,964	\$52,470	12.2%	\$54,632	12.8%	
0111 Commission Meeting Expense	\$190,393	\$175,660	(\$14,734)	-7.7%	\$190,393	\$0	0.0%	\$14,733	8.4%	
0112 Administrative Services	\$520,768	\$521,935	\$1,167	0.2%	\$550,054	\$29,286	5.6%	\$28,119	5.4%	
0115 Miscellaneous Gen. Fund	\$168,921	\$134,623	(\$34,298)	-20.3%	\$168,921	\$0	0.0%	\$34,298	25.5%	
0116 Program Development	\$15,000	\$14,130	(\$870)	-5.8%	\$15,000	\$0	0.0%	\$870	6.2%	
0131 LAC Meeting	\$25,000	\$29,126	\$4,126	16.5%	\$40,000	\$15,000	60.0%	\$10,874	37.3%	
Total Expenditures	\$2,473,081	\$2,373,024	(\$100,057)	-4.0%	\$2,569,830	\$96,749	3.9%	\$196,806	8.3%	
Surplus (Deficit) for the Fiscal Year	\$969	\$73,776	\$72,807		\$220	\$192,749		\$320,056		
Reserves at Beginning of Year										
1 Minimum Reserve	c	\$296,770	\$296,770	\$0	0.0%	\$308,380	\$11,610	3.9%	\$11,610	3.9%
2 Reserve for Facility Payments	d	\$219,000	\$219,000	\$0	0.0%	\$219,000	\$0	0.0%	\$0	0.0%
3 Reserve for Unexpected Shortfall	e	\$247,308	\$247,308	\$0	0.0%	\$256,983	\$9,675	3.9%	\$9,675	3.9%
4 Reserve required for CECFA Bond.	f	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 CECFA Bond Balloon Payment	g	\$105,000	\$105,000	\$0	0.0%	\$105,000	\$0	0.0%	\$0	0.0%
6 Ford Loan Balloon Payment	h	\$614,057	\$614,057	\$0	0.0%	\$614,057	\$0	0.0%	\$0	0.0%
7 Reserve Available for Dedication		\$196,270	\$196,270	\$0	0.0%	\$34,554	(\$161,716)	-82.4%	(\$161,716)	-82.4%
Reserves at Beginning of Year		\$1,748,405	\$1,748,405	\$0	0.0%	\$1,607,974	(\$140,431)	-74.6%	(\$140,431)	-74.6%
Reserves Dedicated during Year										
8 Deferred Compensation / President	i	\$24,207	\$24,207	\$0	0.0%	\$17,740	\$6,467	26.7%	\$6,467	26.7%
9 IT Development Fund	j	\$110,000	\$110,000	\$0	0.0%	\$0	\$110,000	100.0%	\$110,000	100.0%
10 Collective Purch. Investment	k	\$50,000	\$50,000	\$0	0.0%	\$0	\$50,000	100.0%	\$50,000	100.0%
11 Subvention Costs: Regional History	m	\$30,000	\$30,000	\$0	0.0%	\$0	\$30,000	100.0%	\$30,000	100.0%
12 Deficit (Surplus) for the Fiscal Year above		(\$969)	(\$73,776)	\$72,807	7515.3%	(\$220)	(\$749)	77.3%	(\$73,556)	99.7%
Reserves Dedicated during the Fiscal Year		\$213,238	\$140,431	\$72,807	7515.3%	\$17,520	\$195,718	404.0%	\$122,911	426.4%
Reserves at End of Year		\$1,535,167	\$1,607,974	\$72,807		\$1,590,454	\$55,287		(\$17,520)	

- (a) At the May 2012 meeting the Commission set the FY 2014 dues to \$131K and the FY 2015 dues to \$137K. On April 1, 2013, the Pacific Island U.S. Territories & Free States joined the previous 15 member states of WICHE.
- (b) California unpaid Dues budgeted to be received in FY14 but now looks more likely to be received in FY15.
- (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.
- (j) Funds to increase software development efforts for several programs.
- (k) Funds to facilitate transition in purchasing programs.
- (m) Approved by Executive Committee at March 18, 2014 meeting by teleconference.

Western Interstate Commission for Higher Education

Two Year Budget for FY 2014 and FY 2015

Programs and Services

9 months elapsed 3 months remaining Object / Description	FY 2014 Total <i>Actual > 01-Jul-13 -- 31-Mar-14</i> <i>Forecast > 01-Apr-14 -- 30-Jun-14</i>	FY 2014 Budget 01-Jul-13 30-Jun-14	FY 2015 Budget 01-Jul-14 30-Jun-15	Variance FY 2015 budget higher or (lower) than	% FY 14
03-43 WUE Database Upgrade	\$0	\$3,575	\$22,000	\$18,425	515.4%
03-45 PSEP Database Upgrade	\$0	\$22,400	\$60,750	\$38,350	171.2%
11-05 WICHE.edu Upgrade	\$0	\$11,000	\$13,250	\$2,250	20.5%
11-20 MHEC Master Property Program	\$15,946	\$36,188	\$34,450	(\$1,738)	-4.8%
11-21 MHECtech	\$53,087	\$105,278	\$130,250	\$24,972	23.7%
11-22 MHECare	\$19,399	\$35,000	\$57,399	\$22,399	64.0%
11-40 Interstate Passport Project I	\$111,280			\$0	
11-41 Convening Regarding Transfer	\$173,440	\$173,440		(\$173,440)	-100.0%
11-51 Project GOALS II	\$20,000			\$0	
11-53 CHEO	\$269,918	\$368,458	\$288,924	(\$79,534)	-21.6%
12-01 Institutional Collaborations	\$0		\$18,706	\$18,706	
14-65 Bridges to Professoriate 15	\$0	\$285,128		(\$285,128)	-100.0%
15-01 Western Academic Leadership F	\$84,225	\$65,850	\$85,550	\$19,700	29.9%
15-15 Internet Course Exchange	\$29,774	\$48,100	\$21,900	(\$26,200)	-54.5%
15-20 WACCAL--Western Alliance	\$79,697	\$56,200	\$72,378	\$16,178	28.8%
17-01 W-SARA	\$0	\$389,374	\$425,234	\$35,860	9.2%
17-11 NC-SARA	\$0	\$868,011	\$772,031	(\$95,980)	-11.1%
17-21 SARA - Lumina	\$1,991,033	\$1,022,000	\$1,007,292	(\$14,708)	-1.4%
Revenue	\$2,847,799	\$3,490,002	\$3,010,114	(\$479,888)	-13.8%
Total Revenue	\$2,847,799	\$3,490,002	\$3,010,114	(\$479,888)	-13.8%
03-43 WUE Database Upgrade	\$197	\$3,575	\$22,000	\$18,425	515.4%
03-45 PSEP Database Upgrade	\$22,388	\$22,388	\$60,750	\$38,362	171.4%
11-05 WICHE.edu Upgrade	\$2,934	\$10,800	\$13,230	\$2,430	22.5%
11-20 MHEC Master Property Program	\$14,546	\$17,055	\$27,940	\$10,885	63.8%
11-21 MHECtech	\$309	\$309	\$105,767	\$105,458	34128.9%
11-22 MHECare	\$2,778	\$1,500	\$38,759	\$37,259	2483.9%
11-40 Interstate Passport Project I	\$64,159	\$74,889		(\$74,889)	-100.0%
11-41 Convening Regarding Transfer	\$45,298	\$56,901	\$84,802	\$27,901	49.0%
11-51 Project GOALS II	\$5,950	\$3,400		(\$3,400)	-100.0%
11-53 CHEO	\$229,537	\$359,357	\$264,884	(\$94,473)	-26.3%
12-01 Institutional Collaborations	\$0		\$18,500	\$18,500	
14-65 Bridges to Professoriate 15	\$0	\$285,128		(\$285,128)	-100.0%
15-01 Western Academic Leadership F	\$42,832	\$61,853	\$62,143	\$290	0.5%
15-15 Internet Course Exchange	\$38,196	\$45,960	\$36,878	(\$9,082)	-19.8%
15-20 WACCAL--Western Alliance	\$53,540	\$56,208	\$58,069	\$1,861	3.3%
17-01 W-SARA	\$270,557	\$295,190	\$257,196	(\$37,994)	-12.9%
17-11 NC-SARA	\$603,626	\$639,468	\$627,282	(\$12,186)	-1.9%
17-21 SARA - Lumina	\$1,213,033	\$1,022,000	\$1,007,292	(\$14,708)	-1.4%
Expense	\$2,609,881	\$2,955,981	\$2,685,492	(\$270,488)	-9.2%
Total Expense	\$2,609,881	\$2,955,981	\$2,685,492	(\$270,488)	-9.2%
Revenue over (under) Expense	\$237,918	\$534,021	\$324,622	(\$750,376)	-11.6%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2014 and FY 2015

Policy Analysis & Research

9 months elapsed 3 months remaining Object / Description	FY 2014 Total	FY 2014 Budget	FY 2015 Budget	Variance	%
<i>Actual ></i> 01-Jul-13 – 31-Mar-14 <i>Forecast ></i> 01-Apr-14 – 30-Jun-14	01-Jul-13 30-Jun-14	01-Jul-13 30-Jun-14	01-Jul-14 30-Jun-15	FY 2015 budget higher or (lower) than FY 14	
08-16 NCHEMS/Lumina Pell Project	\$26,486			\$0	
50-18 HSG Methods Review & Expansi	\$7,327	\$59,000	\$61,707	\$2,707	4.6%
50-32 Multi-State Data Exchange	\$219,155	\$238,838		(\$238,838)	-100.0%
51-15 WA Opportunity Scholarship	\$208	\$25,000	\$14,250	(\$10,750)	-43.0%
51-22 CUE CO Policy Audit	\$20,514			\$0	
52-03 Adult Degree Completion Y3	\$47,946	\$40,199		(\$40,199)	-100.0%
52-04 Adult Degree Completion Y4	\$223,839	\$430,922	\$314,251	(\$116,671)	-27.1%
54-01 Lumina Fin Aid Concept Paper	\$53,000		\$27,000	\$27,000	
54-02 Lumina/NCHEMS Aid Eval Frmwr	\$10,000			\$0	
54-51 College Access Challenge Grant (\$200,551	\$160,000	\$160,000	\$0	0.0%
55-01 Anticipated New Funding	\$0		\$1,000,000	\$1,000,000	
Revenue	\$809,027	\$953,959	\$1,577,208	\$623,249	65.3%
Total Revenue	\$809,027	\$953,959	\$1,577,208	\$623,249	65.3%
03-44 SPIDO Web	\$12,388			\$0	
08-16 NCHEMS/Lumina Pell Project	\$0	\$3,428		(\$3,428)	-100.0%
50-18 HSG Methods Review & Expansi	\$14,704	\$40,925	\$27,252	(\$13,673)	-33.4%
50-32 Multi-State Data Exchange	\$221,608	\$231,639		(\$231,639)	-100.0%
51-15 WA Opportunity Scholarship	\$27	\$6,560	\$14,252	\$7,692	117.3%
51-22 CUE CO Policy Audit	\$20,785	\$24,705		(\$24,705)	-100.0%
52-03 Adult Degree Completion Y3	\$47,946	\$40,199		(\$40,199)	-100.0%
52-04 Adult Degree Completion Y4	\$208,300	\$430,444	\$249,709	(\$180,735)	-42.0%
54-01 Lumina Fin Aid Concept Paper	\$53,707		\$27,000	\$27,000	
54-02 Lumina/NCHEMS Aid Eval Frmwr	\$2,255			\$0	
54-51 College Access Challenge Grant (\$200,740	\$175,318	\$129,850	(\$45,468)	-25.9%
55-01 Anticipated New Funding	\$0		\$1,037,527	\$1,037,527	
Expense	\$782,460	\$953,217	\$1,485,590	\$532,372	55.9%
Total Expense	\$782,460	\$953,217	\$1,485,590	\$532,372	55.9%
Revenue over (under) Expense	\$26,568	\$742	\$91,619	\$1,155,622	60.6%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2014 and FY 2015

Mental Health

9 months elapsed 3 months remaining Object / Description	FY 2014		FY 2014	FY 2015	Variance	%
	Total		Budget	Budget		
	Actual > Forecast >	01-Jul-13 – 31-Mar-14 01-Apr-14 – 30-Jun-14	01-Jul-13 30-Jun-14	01-Jul-14 30-Jun-15		
					FY 2015 budget higher or (lower) than FY 14	
40-01 MH - State Affiliation Fees		\$928,774	\$250,000	\$250,000	\$0	0.0%
40-10 MH - Decision Support Group		\$36,000	\$40,000	\$40,000	\$0	0.0%
40-21 MH - Suicide Prevention Toolkits		\$4,674	\$20,000	\$20,000	\$0	0.0%
41-01 MH - Consulting Main Account		\$101,109	\$56,655	\$40,000	(\$16,655)	-29.4%
41-19 AZ START TA FY 14		\$0	\$68,000		(\$68,000)	-100.0%
41-20 AZ Evidence Based FY 14 FY 15		\$0	\$192,500	\$196,484	\$3,984	2.1%
41-24 SD Data Assessment CY14		\$25,047	\$25,047		(\$25,047)	-100.0%
41-27 CO Jail Restoration Etc FY 14		\$49,581	\$85,000		(\$85,000)	-100.0%
41-55 Natl Cncl CIHS FY 13		\$10,234	\$13,234		(\$13,234)	-100.0%
41-73 SD State Prevention Enhanceme		\$19,874			\$0	
41-85 SD Survey FY 14		\$10,000			\$0	
41-92 GUAM FY13 TTI Task Orders		(\$4,437)	\$14,872		(\$14,872)	-100.0%
42-02 UTEP FY 13 Intern Program		\$4,505	\$10,000	\$18,288	\$8,288	82.9%
42-12 UT LonestarIntern FY13,14,15		\$13,224	\$20,000		(\$20,000)	-100.0%
44-02 SD Criminal Justice INFY13		(\$6,750)			\$0	
44-27 AK ePsych Project FY 13		\$40,122			\$0	
44-38 AK API FY 14		\$24,375	\$130,000		(\$130,000)	-100.0%
44-39 Ak APU FY 14 FY 15		\$0	\$49,836		(\$49,836)	-100.0%
44-41 FY 14 AK UAStrategicPlan Proc		\$35,148	\$65,706		(\$65,706)	-100.0%
44-81 MH - DOD MHFA Training		\$20,880			\$0	
45-01 MH - Anticipated New Funding		\$0	\$0	\$1,188,212	\$1,188,212	#Div/0!
45-14 MH AK OISSP FY 13		\$0			\$0	
45-15 FY 14 AK OISSP		\$46,530	\$57,000		(\$57,000)	-100.0%
45-36 AK MAT-SU FY 14		\$0	\$36,608		(\$36,608)	-100.0%
45-43 MH - AK PIC Interns FY11/FY12/		\$86,678	\$100,000		(\$100,000)	-100.0%
45-47 MH APPIC FY 14		\$25,000	\$50,000		(\$50,000)	-100.0%
45-48 AK PIC FY 14		\$6,240	\$24,961		(\$24,961)	-100.0%
45-56 AK HRSA InternExpansFY13,14,		\$29,249	\$117,176	\$117,176	\$0	0.0%
46-01 HI DEV DOH FY 14,15		\$8,011			\$0	
46-02 HI DEV DPS FY 14,15		\$13,000			\$0	
46-03 HI Dev DOE FY 15		\$0		\$46,000	\$46,000	
46-06 HI Interns / D of Education FY14-		\$60,898	\$86,347	\$163,990	\$77,643	89.9%
46-07 HI Interns / D of Public Safety FY		\$41,419	\$42,000		(\$42,000)	-100.0%
46-08 HI Interns / D of Health FY14-FY1		\$41,380	\$84,000		(\$84,000)	-100.0%
46-11 APA Grant HI PIC FY 14		\$20,000	\$20,000		(\$20,000)	-100.0%
46-12 MH HI DOH DDD E.H.R. CY13		\$15,000	\$37,500		(\$37,500)	-100.0%
46-13 HI LTC PayMethods FY 14		\$0	\$32,000		(\$32,000)	-100.0%
46-14 HI FY15NeedsAssess&WrkrfcePt		\$0	\$135,145		(\$135,145)	-100.0%
46-21 TX Harris Co Intern FY13		\$7,474	\$15,000		(\$15,000)	-100.0%
46-22 TX Bexar Co FY 15		\$0	\$10,675		(\$10,675)	-100.0%
Revenue		\$1,713,238	\$1,889,262	\$2,080,150	\$190,888	10.1%
Total Revenue		\$1,713,238	\$1,889,262	\$2,080,150	\$190,888	10.1%

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Western Interstate Commission for Higher Education

Two Year Budget for FY 2014 and FY 2015

Mental Health (continued)

9 months elapsed 3 months remaining Object / Description	FY 2014 Total	FY 2014 Budget	FY 2015 Budget	Variance	%
<i>Actual ></i> 01-Jul-13 -- 31-Mar-14 <i>Forecast ></i> 01-Apr-14 -- 30-Jun-14	01-Jul-13 -- 31-Mar-14 01-Jul-13 -- 30-Jun-14	01-Jul-13 -- 30-Jun-14 01-Jul-13 -- 30-Jun-14	01-Jul-14 -- 30-Jun-15 01-Jul-14 -- 30-Jun-15	FY 2015 budget higher or (lower) than	FY 14
40-01 MH - State Affiliation Fees	\$737,570	\$396,834	\$782,408	\$385,574	97.2%
40-10 MH - Decision Support Group	\$29,478	\$40,000	\$39,000	(\$1,000)	-2.5%
40-21 MH - Suicide Prevention Toolkits	\$1,059			\$0	
40-22 MH - First Aid Training	\$1,845	\$3,871		(\$3,871)	-100.0%
41-01 MH - Consulting Main Account	\$130,006	\$64,308		(\$64,308)	-100.0%
41-19 AZ START TA FY 14	\$35,576	\$68,000		(\$68,000)	-100.0%
41-20 AZ Evidence Based FY 14 FY 15	\$18,488	\$187,382	\$194,253	\$6,871	3.7%
41-24 SD Data Assessment CY14	\$21,049	\$21,049	\$4,274	(\$16,775)	-79.7%
41-27 CO Jail Restoration Etc FY 14	\$65,366	\$85,000		(\$85,000)	-100.0%
41-55 Natl Cncl CIHS FY 13	\$9,297	\$12,684		(\$12,684)	-100.0%
41-70 SD Co-Sig FY 13	\$0	\$18,810		(\$18,810)	-100.0%
41-73 SD State Prevention Enhanceme	\$21,542	\$6,765		(\$6,765)	-100.0%
41-75 MH - SD Suicide Prevention TA F	(\$55)			\$0	
41-85 SD Survey FY 14	\$16,046	\$6,151		(\$6,151)	-100.0%
41-92 GUAM FY13 TTI Task Orders	\$16,638	\$14,872		(\$14,872)	-100.0%
42-02 UTEP FY 13 Intern Program	\$13,469	\$10,429	\$19,074	\$8,645	82.9%
42-12 UT LonestarIntern FY13,14,15	\$22,723	\$23,476	\$13,962	(\$9,514)	-40.5%
44-27 AK ePsych Project FY 13	\$9,141			\$0	
44-38 AK API FY 14	\$25,392	\$122,491		(\$122,491)	-100.0%
44-39 Ak APU FY 14 FY 15	\$6,938	\$34,618	\$14,941	(\$19,678)	-56.8%
44-41 FY 14 AK UAStrategicPlan Proc	\$45,787	\$65,025		(\$65,025)	-100.0%
44-81 MH - DOD MHFA Training	\$37,286	\$18,801	\$10,514	(\$8,286)	-44.1%
45-01 MH - Anticipated New Funding	\$0	\$0	\$742,649	\$742,649	#Div/0!
45-15 FY 14 AK OISSP	\$37,682	\$56,962		(\$56,962)	-100.0%
45-36 AK MAT-SU FY 14	\$6,554	\$36,625		(\$36,625)	-100.0%
45-43 MH - AK PIC Interns FY11/FY12/	\$51,301			\$0	
45-47 MH APPIC FY 14	\$47,915	\$49,980		(\$49,980)	-100.0%
45-48 AK PIC FY 14	\$16,793	\$24,992		(\$24,992)	-100.0%
45-56 AK HRSA InternExpansFY13,14,	\$88,093	\$30,721	\$22,033	(\$8,688)	-28.3%
46-01 HI DEV DOH FY 14,15	\$22,037	\$8,699		(\$8,699)	-100.0%
46-02 HI DEV DPS FY 14,15	\$17,979			\$0	
46-03 HI Dev DOE FY 15	\$15,874		\$46,000	\$46,000	
46-06 HI Interns / D of Education FY14-	\$71,588	\$87,049	\$163,990	\$76,941	88.4%
46-07 HI Interns / D of Public Safety FY	\$33,176	\$42,324		(\$42,324)	-100.0%
46-08 HI Interns / D of Health FY14-FY1	\$70,545	\$84,648		(\$84,648)	-100.0%
46-11 APA Grant HI PIC FY 14	\$9,367	\$18,263	\$2,055	(\$16,208)	-88.7%
46-12 MH HI DOH DDD E.H.R. CY13	\$24,351	\$37,000		(\$37,000)	-100.0%
46-13 HI LTC PayMethods FY 14	\$10,595	\$31,806		(\$31,806)	-100.0%
46-14 HI FY15NeedsAssess&WrkfrcePt	\$49,982	\$120,366	\$13,046	(\$107,319)	-89.2%
46-21 TX Harris Co Intern FY13	\$10,676	\$11,899	\$3,127	(\$8,771)	-73.7%
46-22 TX Bexar Co FY 15	\$1,782	\$3,487	\$8,823	\$5,336	153.0%
Expense	\$1,850,929	\$1,845,384	\$2,080,150	\$234,766	12.7%
Total Expense	\$1,850,929	\$1,845,384	\$2,080,150	\$234,766	12.7%
Revenue over (under) Expense	(\$137,690)	\$43,878	\$0	\$425,654	11.4%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2014 and FY 2015

WCET

<i>9 months elapsed</i> <i>3 months remaining</i> Object / Description	FY 2014		FY 2014		FY 2015	
	Total		Budget		Budget	
	<i>Actual ></i> <i>Forecast ></i>	01-Jul-13 -- 31-Mar-14 01-Apr-14 -- 30-Jun-14	01-Jul-13 30-Jun-14	01-Jul-14 30-Jun-15	Variance	%
20-01 WCET Core Revenue	\$879,395		\$951,377		\$804,500	(\$146,877) -15.4%
21-13 WCET - Annual Mtg Fall 2013	\$184,940		\$244,000			(\$244,000) -100.0%
21-14 WCET - Annual Mtg Fall 2014	\$27,918			\$250,000		\$250,000
21-29 State Authorization Net. Yr. 3	\$123,624		\$187,173			(\$187,173) -100.0%
21-30 Data Summit June 2013	\$2		(\$3,623)			\$3,623 -100.0%
21-31 Competency Summit	\$38,883		\$35,000			(\$35,000) -100.0%
21-32 Data Bootcamp	\$60,000		\$60,000			(\$60,000) -100.0%
21-33 State Authorization Net. Yr 4	\$73,271			\$245,223		\$245,223
24-31 Gates - PAR Framework 2	\$729,386		\$1,200,572			(\$1,200,572) -100.0%
24-32 PAR - IPAS Amendment	\$330,581			\$33,612		\$33,612
24-35 PAR Self Funding Transition	\$314,408			\$211,496		\$211,496
Revenue	\$2,762,408		\$2,674,499		\$1,544,831	(\$1,129,668) -42.2%
Total Revenue	\$2,762,408		\$2,674,499		\$1,544,831	(\$1,129,668) -42.2%
20-10 WCET - Administration	\$829,844		\$933,731		\$881,893	(\$51,837) -5.6%
21-13 WCET - Annual Mtg Fall 2013	\$184,940		\$243,757			(\$243,757) -100.0%
21-14 WCET - Annual Mtg Fall 2014	\$27,918			\$234,838		\$234,838
21-29 State Authorization Net. Yr. 3	\$123,624		\$174,010			(\$174,010) -100.0%
21-30 Data Summit June 2013	\$2					\$0
21-31 Competency Summit	\$34,452		\$30,000			(\$30,000) -100.0%
21-32 Data Bootcamp	\$60,690		\$50,000			(\$50,000) -100.0%
21-33 State Authorization Net. Yr 4	\$73,271			\$145,885		\$145,885
24-31 Gates - PAR Framework 2	\$853,647		\$1,200,572			(\$1,200,572) -100.0%
24-32 PAR - IPAS Amendment	\$330,580			\$33,612		\$33,612
24-35 PAR Self Funding Transition	\$190,149			\$211,496		\$211,496
Expense	\$2,709,116		\$2,632,069		\$1,507,724	(\$1,124,345) -42.7%
Total Expense	\$2,709,116		\$2,632,069		\$1,507,724	(\$1,124,345) -42.7%
Revenue over (under) Expense	\$53,292		\$42,430		\$37,107	(\$2,254,013) -42.5%

ACTION ITEM

FY 2015 Salary and Benefit Recommendations

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 twice over the past five years, beginning with fiscal year 2010. 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 2015 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 year 2013 to allow for possible salary increases for fiscal year 2015. 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

FY 2016 and FY 2017 WICHE Dues

The commission establishes dues in May every other year for the coming biennium. Action on the dues for FY 2016 and FY 2017 is needed at this meeting. The commission sets the dues two years in advance, so that states that operate on biennial budgets will be able to include WICHE dues in their budget planning for the upcoming biennium. Action is required at this meeting because states will begin the budget planning for future years before the commission meets next in November.

WICHE's Established Rationale for Dues Increases

For the past decade, up until the most recent recession, the commission followed a general philosophy that it was best to gradually increase dues each year to adjust for inflation rather than to have significant fluctuations that require substantial increases in some years to make up for ground lost by holding dues stable in other years. This allowed WICHE to cover the natural inflationary increase in the costs of delivering its services; costs associated with keeping salaries competitive; increased costs of health insurance; and increased costs of goods and services purchased by WICHE, as well as responding to increases in the demand for WICHE services.

The Circumstances We Face Today

Dues for the upcoming fiscal year, FY 2015, were established at \$137,000 at the May 2012 commission meeting. This represents a \$6,000 (4.6 percent) increase over the current \$131,000 dues for FY 2014.

Staff recommends an increase from \$137,000 to \$141,000 (2.9 percent) for FY 2016. Staff recommends another increase of \$4,000, from \$141,000 to \$145,000 (2.8 percent) for FY 2017.

Action Requested

Approval of the following WICHE dues scheduled for each member state.

FY 2016: \$141,000

FY 2017: \$145,000

ACTION ITEM

FY 2015 WICHE Workplan

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.

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 2015 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 2015, 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 2014.

Priority. In the FY 2015 workplan, as was done last year 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 boost 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; assist in smoothing the transfer process; link students with next-generation learning opportunities; and help institutions to achieve cost savings through group 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 and success; workforce and society	Western	1.05 FTE	All WICHE member states; 154 institutions
Professional Student Exchange Program (PSEP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members, except CA, CNMI, HI, OR, SD, and WA; 129 programs at 55 institutions
Western Regional Graduate Program (WRGP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE member states; 314 programs at 56 institutions
WICHE Internet Course Exchange	Access and success; technology and innovation	Western	.10 FTE and consultants	3 institutions; 2 systems; 1 consortium
Western Academic Leadership Forum	Access and success; accountability	Western	.45 FTE	All WICHE member states except CNMI & HI; 47 institutions, 11 systems
Western Alliance of Community College Academic Leaders	Access and success; accountability	Western	.35 FTE	All WICHE member states; 75 institutions, 10 systems
Academic Leaders Toolkit	Access and success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
MHECare	Access and success; finance	WICHE/MHEC/NEBHE states	.20 FTE	MHEC/Mercer/United HealthCare Student Resources, 2 states: AK & CO, 5 institutions; several prospects
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.15 FTE	MHEC/Marsh/Lexington, 8 states (AZ, CO, ID, NV, OR, UT, WA, WY)
MHECtech	Finance	WICHE/MHEC states	.05 FTE	All WICHE member states

Project	Focus	Geo-Scope	Staffing	Partners
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.75 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
Bridges to the Professoriate	Access & success	National	National Institute of Health (\$273,332)	.20 FTE	7/1/2008 - 6/30/2015	Southern Regional Education Board; National Institute of General Medical Sciences
A Convening: Transfer Solutions Through Cross-Organization Alignment	Access & success	National	Bill and Melinda Gates foundation (\$173,440)	.14 FTE	3/15/2014 - 12/30/2013	Association of American Colleges and Universities
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)	1.6 FTE and 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	Proposal pending at Lumina Foundation: \$720,600 grant for all SARA entities WICHE's FY15 share: \$124,454 (pending proposal); \$112,081 (Lumina NCE); and institutional fees of \$100,382	WICHE SARA: 2.8 FTE	7/2014 - 6/2015	Regionally: States that sign the reciprocity agreement and institutions that pay annual dues Nationally: NC-SARA, MHEC, NEBHE, SREB

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.

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 will examine opportunities for alignment that could result in greater impact.

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.

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.

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 Expansion Project 1	Access & success	★★★ ●●● ■■■	International	Previous grant: Next Generation Learning Challenges (NGLC) (\$750,000)	TBD	TBD	Colorado Community College System, 5 institutions in CO, MT, WY, & an institution & organization in British Columbia
Interstate Passport Initiative - Phase II	Access & success	★★★ ●●● ■■■	Western	Previous grant: Carnegie Corporation of New York grant \$550,000 (through 4/2014) Currently seeking additional grants	.55 FTE & consultants	TBD	First phase: 16 two- and four-year institutions in 5 states (CA, HI, ND, OR, UT)

North American Network of Science Labs Online Expansion Project 1: NANSLO will seek funding to expand its collection of experiments, conduct research on the best practices in lab experiments for students in online courses, and add new member institutions to its network.

Interstate Passport Initiative: The Interstate Passport Initiative provides a new block transfer framework for lower-division general education, one based on student-learning outcomes rather than seat time in courses and credits; we are seeking additional grants to expand the initiative to additional states and develop Passport Learning Outcomes and Proficiency Criteria

for Transfer for the remaining lower-division general education core content areas (humanities/creative arts, social sciences, information literacy, natural and physical sciences, and critical thinking).

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 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.

We'll focus on seeking funding for the projects described above.

COMPLETED PROJECTS

Work that staff finished in FY 2014.

Gaining Online Accessible Learning through Self-study (GOALS). WICHE was a partner in a three-year effort (Jan. 2011 - Dec. 2013) supported by the Fund for the Improvement of Postsecondary Education to develop strategies to improve institutions' web accessibility. WICHE worked with the consortium partners in the development and dissemination of materials and information, as well as in the recruitment of 45 field test and case study sites. The consortium was led by the National Center on Disability and Access to Education at Utah State University and also included the Michigan Community College Virtual Learning Collaborative, Southern Association of Colleges and Schools Commission on Colleges, Southern Regional Education Board, and WebAIM.

Policy Analysis and Research

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on projections of enrollment demand; college completion; adult learners; multistate data-sharing to support educational planning and workforce development; and other 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	.10 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 - 9/2014 (seeking no-cost extension)	Lumina Foundation
College Access Challenge Grant (CACG) Consortium and College Access Regional (CAR) Network	Access & success	Western states	State memoranda of agreement/ U.S. Dept. of Education: Year 5 revenue, \$190,000	1.40 FTE	Year 5: 8/2013 - 8/2014	2 Consortium states (AK, ID) & 2 Network states (ND and UT)
Equity in Excellence	Access & success, accountability	Western	Bill & Melinda Gates Foundation, Ford Foundation (subcontract): \$50,000	.45 FTE	1/2013 - 06/2014	Center for Urban Education at the University of Southern California, Colorado
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-state Challenges	Access & success	Western	TBD (\$100,000)	.55 FTE	5/2014 - 12/2014	SBAC, PARCC, SHEEO, and AACTE*
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$441,000	.5 FTE	10/2010 - 6/2015	ACT, College Board
Policy and Assessment Framework for Washington's Opportunity Scholarship Program	Finance	Western	Microsoft Corporation via subcontract from NCHEMS: \$30,000	.15 FTE	3/2012 - 9/2014	National Center for Higher Education Management Systems (NCHEMS), Washington

* 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).

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 and College Access Regional (CAR) Network (www.wiche.edu/carNetwork): 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; or in the CAR Network, which is a collaborative council composed of College Access Challenge Grant administrators from each of the states.

Equity in Excellence: With a focus on the Denver metro area, WICHE is partnering with the Center for Urban Education at the University of Southern California to support the implementation of Colorado’s higher education reform agenda by aligning the state’s higher education policy measures with concrete, equity-focused actions within community colleges and four-year institutions.

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.

Knocking at the College Door (www.wiche.edu/knocking): With support from its traditional partners, ACT and the College Board, Policy recently released the 8th edition of these projections and is continuing to explore the feasibility of enhancements, such as producing projections for urban areas and disaggregations by sex.

Policy and Assessment Framework for Washington’s Opportunity Scholarship Program: In partnership with the National Center for Higher Education Management Systems (NCHEMS), staff is examining Washington’s new financial aid program and offering guidance concerning how its effectiveness can be measured and how its implementation can be integrated with the state’s existing finance and financial aid policies.

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
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
Longitudinal Data Exchange Expansion and Implementation	Workforce & society, technology & innovation, accountability	★★★ ●● ■■■	Western	\$1.5 million	2.5 FTE	4 years	Additional Western states
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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
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

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.

Longitudinal Data Exchange Expansion and Implementation: The next phase of this project will continue, enhance, and expand the work it has done in piloting a multistate longitudinal data exchange spanning K-12 education, postsecondary education, and workforce information in Washington, Oregon, Idaho, and Hawai'i by working toward further development of a sustainable architecture, governance, and financing plans, as well as expansion into more states and a second round of data exchange and analysis.

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 designed to assist states and postsecondary institutions implement outcomes-based funding policies in ways that best ensure the the goals of those policies 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.

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

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.

Race Against the Clock: Preparing to Teachers to Effectively Utilize Information from the Common Core State Standards

COMPLETED PROJECTS

Work that staff finished in FY 2014.

Facilitating Development of a Multistate Longitudinal Data Exchange.
New Models of Student Financial Support Concept Paper.

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, General	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.10 FTE	States
Mental Health First Aid Training	Workforce & society	Western	.05 FTE	States & 501(c)3s
Suicide Prevention Training and Toolkits	Workforce & society	Western & national	.10 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
Arizona START Project	Workforce & society	Western	\$68,000	.12 FTE	7/13 - 6/14	Arizona
Arizona – Evidence-Based Practices	Workforce & society	Western	\$192,500	.15 FTE	7/13 - 6/14	Arizona
Alaska Internship Operations Support	Workforce & society	Western	\$100,000	.10 FTE	7/13-6/15	AK DHSS
University of Alaska Strategic Planning	Workforce & society	Western	\$65,706	.57 FTE	7/13-6/14	University of Alaska
Alaska Core Competencies	Workforce & society	Western	\$10,000	.10 FTE	4/14-8/14	AK Trust
Alaska HRSA Internship Expansion Grant	Workforce & society	Western	\$117,176	.35 FTE	9/12-9/15	HRSA
Alaska Psychiatric Institute	Workforce & society	Western	\$130,000	.15 FTE	7/13-6/14	Alaska
Alaska OISSP CRS Follow-up	Workforce & society	Western	\$20,000	.15 FTE	2/14-8/14	Alaska
Association of Psychology Postdoctoral and Internship Centers (APPIC)	Workforce & society	Western	\$50,000	.50 FTE	7/13-6/14	APPIC

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Colorado Jail Beds Restoration	Workforce & society	Western	\$85,000	.15 FTE	7/13-6/14	Colorado
Hawai'i Internship Program	Workforce & society	Western	\$239,012	.41 FTE	8/13-7/14	Hawai'i
Hawai'i Long-term Care Payment Methods Project	Workforce & society	Western	\$32,000	.25 FTE	10/13-4/14	Hawai'i
Hawai'i Electronic Health Records Project	Workforce & society	Western	\$37,000	.30 FTE	10/13-4/14	Hawai'i
South Dakota Survey	Workforce & society	Western	\$20,000	.05 FTE	7/13-6/14	South Dakota
Texas UTEP Intern Program	Workforce & society	Western	\$85,000	.15 FTE	7/13-6/15	U of Texas, El Paso
Texas Harris County Internship Project	Workforce & society	Western	\$7,500	.22 FTE	9/13-12/14	Harris County, TX
Texas Bexar County Internship Project	Workforce & society	Western	\$10,675	.05 FTE	9/13-8/14	Bexar County, TX
APA Grant HI PIC	Workforce & society	Western	\$20,000	.16 FTE	9/13-8/14	American Psychological Association

Arizona START 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.

Arizona - Evidence Based Practices: WICHE engaged in an Inter-Governmental Agreement (IGA) with the Arizona Department of Health Services to assist with recruiting and staffing a two-year effort to support the implementation of four evidence-based practices in the Maricopa County public behavioral health system.

Alaska Internship Operations Support: WICHE receives \$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.

University of Alaska Strategic Planning: WICHE has been supporting the UAA College of Health Strategic Planning in a two-phase project. Phase 1 was focused on conducting a competitor analysis for behavioral health research to identify research being conducted by other entities/universities as well as the extent to which the existing research in Alaska meets the current need. Phase 2 focuses on developing a joint behavioral health research grant proposal between WICHE MHP and UAA Institute for Circumpolar Health Studies.

Alaska Core Competencies: WICHE facilitated a second Train-the-Trainer Training on the Alaska Core Competencies (ACC) to increase the pool of eligible instructors of the ACC curriculum and tools. This is anticipated to be the final phase of multiyear project to build core competencies and curriculum to enhance the direct care workforce across human service settings.

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

Alaska OISSP CRS Follow-Up: A pilot project to test the feasibility of conducting follow-up inquiries to behavioral health service recipients related to quality of life. The intent is to assess if treatment gains are maintained.

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 to develop a tool to assess accreditation readiness.

Colorado Jail Beds Restoration: WICHE continues to support the implementation of the Metro Denver Jail Based Restoration program being run through a contract with Geo Group.

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 Long-term Care Payment Methods Project: WICHE is reviewing current long term care programs and services in Hawai'i and identifying program/services and specific reimbursement strategies. WICHE is also exploring Medicaid funding options for long term care in other states and aligning opportunities with consideration for integrated community-based programs and services. Develop a report of findings and recommendations and share with Adult Mental Health Division leadership for review and comment.

Hawai'i Electronic Health Records Project: WICHE developed an RFP for the Hawai'i Developmental Disabilities Division for procurement of an electronic Health Records. WICHE will also be involved in reviewing the proposals to assist in the identification of a qualified vendor.

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

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.

Texas Harris County Internship Project: The Harris County Juvenile Probation Department provides funding to support WICHE's ongoing consultation and technical assistance to their psychology internship program. This internship program is funded through a grant from the Hogg Foundation for Mental Health.

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.

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

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
Alaska Pacific University Intern Program	Workforce & society	★★★ ●●● ■■■	Western	\$100,000	.30 FTE	3/14-2/16	Alaska & Trust
Alaska – Qasgip Native Program	Workforce & society	★★★ ●● ■■■	Western	\$9,500	.08 FTE	7/14-12/15	Tribal
Suicide Training – Wyoming and California	Workforce & society	★★★ ●● ■■■	Western	\$3,500	.05 FTE	5/14	States
Colorado HRSA Funded Internship Program	Workforce & society	★★★ ●●● ■■■	Western	\$80,000	.55 FTE	7/14-6/15	HRSA

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Colorado Trust Grant	Workforce & society	*** ●● ■■■	Western	\$40,000	.50 FTE	4/14-9/14	Colorado Trust Foundation
Colorado Systems Study	Workforce & society	*** ●● ■■■	Western	\$150,000	.90 FTE	7/14-6/15	Colorado
Hawai'i Workforce Development	Workforce & society	*** ●●● ■■■	Western	\$48,369	.30 FTE	7/14-6/15	Hawai'i
Hawai'i DOE Needs Assessment	Workforce & society	*** ●●● ■■■	Western	\$111,267	.75 FTE	3/14-7/14	Hawai'i DOE
Hawai'i School Project	Workforce & society	*** ●●● ■■■	Western	\$75,000	.60 FTE	6/14-1/16	Hawai'i
University of North Dakota Campus Mental Health	Workforce & society	*** ● ■■■	Western	\$50,000	.55 FTE	3/14-2/15	North Dakota
Nevada Access for Interns	Workforce & society	*** ●● ■■■	Western	\$6,500	.22 FTE	2/14-5/14	Nevada
Nevada Psychology Internship Program	Workforce & society	*** ●● ■■■	Western	\$160,000	.30 FTE	1/15-12/16	Nevada
Oregon Psychology Internship Program	Workforce & society	*** ●● ■■■	Western	\$167,558	.60 FTE	4/14-6/16	Oregon
South Dakota Tribal Lakota Project	Workforce & society	*** ● ■■■	Western	\$60,000	.35 FTE	4/14-3/15	Tribal
Veterans Administration Proposal	Workforce & society	*** ●●● ■■■	Western	\$149,744	2.05 FTE	3/14-9/14	Federal
American Suicide Prevention Program	Workforce & society	*** ● ■■■	Western	\$88,000	.30 FTE	3/14-4/14	Foundation

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

Alaska – Qasgip Native Program: The contract is for external evaluation of the dissemination and implementation of a culture-based suicide and alcohol use prevention program for Alaska Native youth. The contract involves two trips per year to visit the program sites in western Alaska and conduct interviews, focus groups, and ethnographic observation, as well as to provide consultation to the research team on dissemination and implementation best practices.

Suicide Training – Wyoming and California: WICHE will provide trainings to primary care providers related to the implementation of the Suicide Prevention Toolkit developed by WICHE MHP.

Colorado HRSA Funded Internship Program: WICHE submitted a proposal to HRSA to fund the development of a rural psychology internship consortium in the state of Colorado.

Colorado Trust Grant: WICHE submitted a proposal to fund Phase 1 of a process to develop an organizational plan to develop advocacy efforts focused on health equity in Colorado.

Colorado System Study: WICHE is responding to an RFP to conduct a behavioral health systems analysis, taking into account historical, current, and projected behavioral health needs across the state of Colorado.

Hawai'i Workforce Development: WICHE will contract 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.

Hawai'i DOE Needs Assessment: WICHE will contract with the Hawai'i Department of Education to provide a needs assessment and associated recommendations regarding the school-community service initiative of the state.

Hawai'i School Project: WICHE has submitted a proposal to conduct outcomes research on the school-based behavioral health services in the state of Hawai'i.

University of North Dakota Campus Mental Health: WICHE is planning to support the implementation of several campus-based mental health initiatives that range from training endeavors to improving campus-based behavioral health service and support structure.

Nevada Access for Interns: WICHE has proposed to draft legislative bill language and an associated background report in order to facilitate the approval of state FTEs to serve as psychology intern positions within a proposed state-funded psychology internship program.

Nevada Psychology Internship Program: WICHE has proposed to assist 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 has proposed to assist the state of Oregon in developing and accrediting a psychology internship training program within its state hospital.

South Dakota Tribal Lakota Project: The Pine Ridge Tribe has a new phase of their Circles of Care grant, which requires the tribe to produce a financial plan for sustainable funding in the first year. Our contract would be to work with the tribe to develop this sustainable funding plan.

Veterans Administration Proposal: Proposal and negotiation is in progress. If funded, then we will be collaborating with the local MIRECC to prepare a multi-level suicide prevention and mental health promotion program for veterans in rural communities. The project will consist initially of background research, intervention model development, and adaptation of the suicide prevention toolkit, all in preparation for a community-based participatory research pilot project of a large-scale, multi-level, public health approach to suicide prevention in one or two communities.

American Suicide Prevention Program: WICHE submitted a proposal to fund the implementation of a comprehensive suicide prevention program within three primary care clinics.

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.

Chicago Internship: Project to develop an APA-accredited psychology internship program in the Chicago area.

Montana Intern Planning: Project based on building an APA-accredited psychology internship consortium.

Supporting Success – Saving Lives: This project intends to support states and institutions in creating or scaling up effective policies, practices, and programs that promote behavioral health and increase college success among students with mental health and substance use issues.

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

COMPLETED PROJECTS

Work that staff finished in FY 2014.

AK ePsych Project. The goal of this project was to determine the feasibility of launching an 'ePsych' Acute Care demonstration project utilizing API psychiatrists and other behavioral health specialists to provide real-time interactive video to support around-the-clock monitoring and treatment of psychiatric inpatients in remote community hospitals. WICHE completed the report and recommendations in August of 2013.

South Dakota Hospital Planning. Providing evaluation and planning for the state hospital.

Alaska Competencies. Completion of FY 2014 train-the-trainer program in core competencies.

South Dakota Co-Sig. WICHE provided technical assistance to South Dakota on a variety of system improvement projects for persons with co-occurring mental health and substance abuse issues for the past eight years.

South Dakota State Prevention Enhancement Project. WICHE facilitated the integration of three community prevention coalitions.

Colorado Crisis System Preparation Project. WICHE conducted background research in preparation for a statewide initiative to increase the crisis service system in Colorado.

Guam Workforce Development Training. WICHE successfully submitted a grant for the Guam Behavioral Health System that supported training and workforce development efforts.

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. It provides colleges and universities with solutions, interventions, good practices, and access to valuable resources on a wide array of important issues in higher education through working groups, discussion lists, social media, content curation, research activities, and its acclaimed annual meeting. The WCET community includes many leading innovators in e-learning from institutions across the United States. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Its membership includes 330 institutions, higher education agencies, nonprofit organizations, and corporations in North America, with over 2,000 active WCET users.

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	5.15 FTE	330 member institutions & organizations
WCET Leadership Summit	Technology & innovation, access & success	North American	WCET staff, consultants	Corporate sponsors
e-Learning Policy	Technology & innovation, access	North America	WCET staff	UPCEA, Sloan-C, Presidents' Forum, Educause, other organizations
WCET Research	Technology & innovation	North America	WCET staff	UPCEA, BCcampus, eCampus Alberta, CT Distance Learning

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
Predictive Analytics Reporting (PAR) Framework	Technology & innovation, access & success	National	Bill & Melinda Gates Foundation, \$3,002,482	.5 FTE, multiple contractors	August 2012 - December 2014	Sage Road Solutions, 16 named partner institutions

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
State Authorization Network (SAN) - Year 4	Access & success	National	Member fees, \$200,000	.25 FTE	April 2014 - March 2015	NCHEMS & 46 member systems or organizations representing more than 700 institutions
Boot Camp: Building Institutional Readiness for Data Analytics	Technology & innovation, access & success	North America	Foundation grant, corporate sponsors	WCET staff, consultants	June 2014	Sage Road Solutions

Predictive Analytics Reporting Framework: The PAR Framework continues to derive results from its multi- institutional data-mining project to develop data assets that member institutions are using to mitigate academic risk: 16 WCET member institutions (including two-year, four-year, public, proprietary, traditional, and progressive schools) continue to collaborate on using big data to improve student retention in U.S. higher education.

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.

Boot Camp: Building Institutional Readiness for Data Analytics: The June 2014 boot camp is designed for institutions that are familiar with the power of analytics in higher education but who want to get more adept in building their internal capacity for data analytics, including institutional analytics for reporting as well as learning analytics to promote student success. Following WCET's successful Managing Distance Education (MDE) institute, this intensive, multi-day format allows for valuable networking among attendees and expert consultants.

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
PAR Framework Transition to separate 501(c)3	Technology & innovation, access & success	★★★ ●●● ■■■	National	Bill & Melinda Gates Foundation, Purdue University, Institutional Fees	TBD	January 2014 and beyond	Sage Road Solutions
Alternative Pathways to Credentials – competency-based education, badges, and credentials	Technology & innovation, access & success	★★ ● ■■	International	TBD	TBD	TBD	National Badge Alliance and others

PAR Framework Transition: The PAR Framework team will continue to increase the number of participating schools, develop a consulting services business line, work through financial and legal steps to become a separate 501(c)3 entity in FY 2015.

Alternative Pathways to Credentials - competency-based education, badges, and credentials: WCET will be an active partner of the new national Badge Alliance and will continue to offer informative learning opportunities through webcasts and the annual meeting. Other projects for possible funding will be explored. This follows on WCET's 2013 MOOC on "New Currency for Professional Credentials."

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.

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 2014 strategic plan at this time.

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.

At the writing of this workplan, WCET's interim co-executive directors are focused on maintaining excellence in existing services; recruitment of institutional members and corporate support; and active tracking of federal discussions that potentially impact online, hybrid, and distance education. No new major projects will be pursued until the status of WCET's executive director position is determined.

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

Digital Learning Content. In June 2012, WCET convened a leadership summit on digital-learning content, an important issue in higher education, but one in which other organizations have a significant presence; WCET will invest its resources in other key issues.

Rethinking the Notion of "System." WCET is partnering with NCHEMS to build on the notion of "unbundling" the academic activities that compose the "system" we identify as a college or university, an initiative that emerged from our previous partnership in creating the Technology Costing Methodology. WCET may create some information pieces about the "unbundling" concept, e.g. through our Frontiers blog, but will not develop this as a project at this time.

Identification and Dissemination of Best Practices in Conceptualizing and Sustaining High-Quality Distributed Education Programs in Colleges of Agricultural and Food Sciences. WCET is partnering with Texas Tech University and Ohio State University in seeking U.S. Department of Agriculture funding to ascertain, codify, and disseminate best practices in successful distributed education programs.

COMPLETED PROJECTS

Work that staff finished in FY 2014.

Massive Open Online Class (MOOC) on Badges, Competencies, and Alternative Certifications. In Fall 2013, WCET, in collaboration with Mozilla, Blackboard Inc, and Sage Road Solutions, conducted a six-week MOOC titled, "New Currency for Professional Credentials." Over 2,000 people worldwide registered for the course. Course topics included badges for military veterans, for workforce development, accreditation issues, badge design, and more.

ACTION ITEM

Future Commission Meeting Dates and Locations

The WICHE officers discussed future meeting dates and locations during their February 12, 2014, retreat and propose the following for consideration by the Committee of the Whole:

Proposed Dates	Proposed Locations
May 11 - 12, 2015	Anchorage, AK
November 2 - 3, 2015	Boulder, CO
May 16 - 17, 2016	Wyoming
November 7 - 8, 2016	Colorado
May 22 - 23, 2017	Idaho
November 6 - 7, 2017	Colorado

Summary

The proposed dates for May 2015 fall on Mother's Day. The proposed dates for November 2015 and 2016 avoid conflict with APLU's annual meeting but do fall on Election Day.

The following is a list of commission meeting locations from the past 15 years.

	May	November
2014	Santa Fe, NM	Denver, CO
2013	Spokane, WA	Boulder, CO
2012	Fort Collins, CO	Salt Lake City, UT
2011	San Francisco, CA	Laie, HI
2010	Portland, OR	Boulder, CO
2009	Las Vegas, NV	Boulder, CO
2008	Rapid City, SD	Phoenix, AZ
2007	Whitefish, MT	Denver, CO
2006	Bismarck, ND	Boulder, CO
2005	Juneau, AK	Boulder, CO
2004	Boise, ID	Broomfield, CO
2003	Salt Lake City, UT	Broomfield, CO
2002	Santa Fe, NM	Broomfield, CO
2001	Jackson Hole, WY	Broomfield, CO
2000	Denver, CO	Seattle, WA

Action Requested

The WICHE officers request a vote by the Committee of the Whole to approve the proposed future meeting dates and locations.

COMMISSION CODE OF ETHICS

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

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

- Fulfill his or her responsibilities in a professional manner, with honesty, integrity, dignity, fairness, and civility.
- Act in an informed, competent, and responsible manner, and with due diligence to provisions of the Western Regional Education Compact, the WICHE bylaws, and the approved policies and procedures of the organization.
- Avoid possible conflicts of interest between his or her responsibilities as a state-appointed official and the policies, procedures, and operations of the multistate organization. Should a potential conflict arise, a commissioner has the responsibility to disclose this to the commission and to recuse herself or himself for any discussion or actions with regard to the potential conflict of interest.
- Foster high standards of professional and ethical conduct within WICHE and the commission.
- Support the principles of due process and civil and human rights of all individuals while being vigilant to resolve circumstances of discrimination, inequity, inappropriate behavior, harassment, or abuse within WICHE.
- Assure that allegations of ethics violations raised by any staff person or citizen served by WICHE concerning a member of the staff or commission are thoroughly investigated and resolved.
- Refrain from accepting duties, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between the commissioner's personal interests and the interests of WICHE or its member or affiliated states.
- Avoid exploiting his or her position for personal gain through the use of political, social, religious, economic, or other influence.
- Obey local, state, and national laws and to pursue any changes in those laws, policies, and regulations only through legal, ethical, and otherwise appropriate means.
- Support this WICHE Code of Ethics (Conduct) as a fundamental underpinning for the values, the decisions, and the actions of the commission and the organization.



Plenary Session IV

Higher Education: Public Good and/or Private Benefit – The Disconnect Between *Separate and Unequal* and What the Economy Will Require

Tuesday, May 13, 2014
10:30 am – noon
Anasazi Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 13, 2014

10:30 - 11:00 am

Anasazi Ballroom

Plenary Session IV:

**Higher Education: Public Good and/or Private Benefit –
The Disconnect Between *Separate and Unequal* and
What the Economy Will Require**

This fourth and final session on whether American higher education is a public good, a private benefit, or both, will present the findings of a recently released monograph, *Separate and Unequal*, coauthored by Anthony Carnevale and Jeffrey Strohl, both of the Georgetown Center on Education and the Workforce. This work provides exceptionally strong evidence that America's current higher educational "system" creates inequality in educational outcomes, rather than creating the equality of opportunity reflected in our rhetorical intentions. Jeff Strohl will present these findings, including the finding that America cannot achieve its goal of improved global competitiveness in educational achievement unless we can reduce the equity gaps that our current system appears to exacerbate.

Speaker: Jeff Strohl, director of research, Center on Education and the Workforce, Georgetown University

11:00 am - noon

Anasazi Ballroom

**Facilitated Discussion on Higher Education: Public Good and/
or Private Benefit – The Disconnect Between *Separate and
Unequal* and What the Economy Will Require**

Facilitator: Leah Bornstein, immediate past WICHE chair and president, Coconino Community College

Biographical Information on the Speaker & Facilitator

Jeff Strohl is the director of research at the Georgetown University Center on Education and the Workforce where he continues his long involvement in the analysis of education and labor market outcomes and policy. He leads the Center's research investigating the supply and demand of education and how education enhances career opportunities for today's workforce. Strohl also focuses on how to quantify skills and how to better understand competencies given the evolving nature of the U.S. workplace. Before moving to the Center, Strohl was a senior analyst and project director at Westat, Inc., where he was primarily involved in program evaluation and analysis of education outcomes. Strohl helped design and direct several projects that investigated socioeconomic diversity in American education and sought to affect postsecondary admissions policies. He also helped design a model that predicts occupational risks to offshoring as a function of workplace competencies. At Westat, Strohl used economic modeling to evaluate the Federal GEAR UP program, the Federal Youth Opportunity Grant Initiative, the Pre-Elementary Education Longitudinal Study, the Office of Federal Contract Compliance programs, and the Occupational Safety and Health Administration's National and Local Emphasis programs. Strohl received his B.A. from the University of Massachusetts at Amherst and his M.A. and Ph.D.

in economics from American University. His dissertation was a cross-country study of how education can enhance overall economic flexibility in times of economic crisis and structural shift.

Leah Bornstein has dedicated more than 25 years to higher education in a variety of leadership and management roles. Throughout her career she has advocated for student success, quality instruction, increased access to education, and strong enrollment and completion rates. Appointed in 2007, Bornstein serves as president of Coconino Community College in Flagstaff, Arizona. Established in 1991, the college's boundaries span 18,000 square miles of northern Arizona with three campuses in Flagstaff and Page, and outreach centers in Williams, Grand Canyon, Fredonia, and Tuba City. CCC reaches some of the most remote stretches of Arizona with a variety of distance services. The college, with more than 500 full-time and part-time employees, offers more than 70 degrees and certificates and serves nearly 10,000 students each year. Prior to joining CCC as president, Bornstein served as CEO for Colorado Mountain College - Summit County Campus. She led the campus and community through site determination, land acquisition, design and development of a new 35,000-square-foot campus acting as the gateway into Breckenridge, an internationally known ski resort community. She also served as chief academic officer at Lamar Community College in Colorado. Bornstein was vice president of instruction at the Higher Colleges of Technology-Center for Education Research and Training in Abu Dhabi, United Arab Emirates; and, the vice president for Academic Affairs at University College, University of Denver, Colorado. A native New Englander, Bornstein's lifelong commitment to higher education began with her Associate and Bachelor of Arts degrees from Bradford College in Bradford, MA; Master of Education from the University of Vermont; and doctorate degree from the University of Denver.



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

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WICHE COMMISSION

WICHE's 48 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from 15 Western states and the Commonwealth of the Northern Mariana Islands, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Dianne Harrison, president of California State University, Northridge, is the 2014 chair of the WICHE Commission; Mike Rush, executive director of the Idaho State Board of Education, is vice chair.

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

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

Issue Analysis and Research Committee

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Committee vice chair (CA)
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Sharon Hart (CNMI)
Steven Wheelwright (HI)
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Vic Redding (NV)
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Larry Skogen (ND)
Ryan Deckert (OR)
Robert Burns (SD)
Dave Buhler (UT)
Committee chair (WA)
Samuel Krone (WY)

Disaster Recovery Planning Committee

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Camille Preus (OR)
William Kuepper (CO), consultant and former WICHE
commissioner

Programs and Services Committee

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

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Leah Bornstein (AZ)
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TBD (ID)
Committee vice chair (MT)
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Committee chair (NM)
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Self-funded Units Committee

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Jim Johnsen (AK), vice chair

Committee vice chair (AK)
Eileen Klein (AZ)
Linda Thor (CA)
Loretta Martinez (CO)
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Dick Anderson (MT)
Joe Hardy (NV)
Mark Moores (NM)
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Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Frank Galey (WY)

Audit Committee

Leah Bornstein (AZ), chair
Diane Barrans (AK)
Mike Rush (ID), WICHE vice chair
Vic Redding (NV)
Don Bennett (WA)

LEGISLATIVE ADVISORY COMMITTEE

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

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Noe Sekimoto-Cole, accounting specialist

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Tara Hickey, human resources coordinator

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Willie Dumaine, senior software developer
Kris Schwarz, junior network administrator

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Peggy Stevens, technical services coordinator

Names in **bold** type indicate new employees or new positions within WICHE. The WICHE website, **www.wiche.edu**, includes a staff directory with phone numbers and e-mail contact forms.

Future Commission Meeting Dates

2014	2015	2016
November 11-12 – Denver, CO	TBD	TBD

HIGHER EDUCATION ORGANIZATIONS & ACRONYMS

Higher ed is addicted to acronyms, so much so that the actual names of organizations are sometimes almost lost to memory. Below, a list of acronyms and the organizations they refer to (plus a few others).

AACC	American Association of Community Colleges	aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	aacte.org
AAC&U	Association of American Colleges and Universities	aacu.org
AASCU	American Association of State Colleges and Universities	aascu.org
AASHE	Association for the Advancement of Sustainability in Higher Education	aashe.org
AAU	Association of American Universities	aau.edu
ACC NETWORK	Adult College Completion Network	adultcollegecompletion.org
ACE	American Council on Education	acenet.edu
ACT	(college admission testing program)	act.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)	aplus.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
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	iee.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	naacol.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
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	pesc.org
PPIC	Public Policy Institute of California	ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
S-SARA	Southern State Authorization Reciprocity Agreement	sreb.org/page/1740/state_authorization.html
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	sacscoc.org
SBAC	Smarter Balanced Assessment Consortium	www.smarterbalanced.org
SFARN	Student Financial Aid Research Network	pellinstitute.org/conference_SFARN.html
SHEEO	State Higher Education Executive Officers	sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SHEPD	State Higher Education Policy Database	higheredpolicies.wiche.edu
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
OUS	Oregon University System	ous.edu
SDBOR	South Dakota Board of Regents	ris.sdbor.edu
USBR	Utah State Board of Regents	utahsbr.edu
HECB	Higher Education Coordinating Board	hecb.wa.gov
WCCC	Wyoming Community College Commission	commission.wcc.edu
UW	University of Wyoming	uwyo.edu

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