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WYOMING

Western Interstate Commission
for Higher Education

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Agenda

WICHE Commission Meeting
May 17-18, 2010
Portland, Oregon

Monday, May 17, 2010 Schedule at a Glance

7:00 am

Smith Memorial Student Union
(SMSU) Room 327-329

8:00 - 9:00 am [Tab 1]

SMSU Room 323

9:00 - 9:15 am

9:15 - 9:30 am [Tab 2]

SMSU Room 327-329

Breakfast

**Executive Committee Meeting
(Open and Closed Sessions)**

1-1

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of April 1, 2010

1-3

Discussion/Action Item: Deferred compensation
and salary proposal

Discussion Items:

May 2010 meeting schedule

WICHE dues

Agenda (Closed)

Discussion Item:

FY 2010 evaluation of the president and adoption of
performance objectives for FY 2011

1-7

Break

Committee of the Whole – Call to Order

2-1

Agenda

Call to order: Tom Buchanan, chair

Welcome

Introduction of new commissioners and guests

2-3



Approval of the Committee of the Whole
meeting minutes of November 2-3, 2009

2-4

Report of the chair

Report of the president

Recess until May 18 at 8:00 am

9:30 - 10:45 am [Tab 3]

SMSU Room 327-329

Plenary Session I: What's Up in the West? Updates on State Budgets and New State Legislation

3-1

Speakers: Demarée Michelau, director of policy analysis, WICHE; Brian Prescott, director of policy research, WICHE

10:45 - 11:00 am**Break****11:00 am - 12:30 pm [Tab 4]**

SMSU Room 327-329

Plenary Session II: Best Practices in Statewide Articulation and Transfer Systems

4-1

Moderator: Demarée Michelau, director of policy analysis, WICHE

Speakers: Richard Hezel, president, Hezel Associates; Mollie McGill, associate director, WCET

12:30 - 2:00 pm [Tab 5]

SMSU Room 333

Lunch and Oregon Presentation

5-1

2:00 - 4:00 pm [Tab 6]

SMSU Room 327-329

Programs and Services Committee Meeting

6-1

Agenda

Approval of the Programs and Services Committee meeting minutes of November 2, 2009

6-3



Approval of the FY 2011 workplan sections pertaining to the Programs and Services unit's activities

6-7



Approval of the Professional Student Exchange Program support fees for FY 2011-12 and FY 2012-13

6-11



Approval of the Western Scholars Program

6-35

Discussion Item:

Educating new health information technology professionals in the West – William Hersh, M.D., professor and chairman, Department of Medical Informatics and Clinical Epidemiology, Oregon Health & Science University

6-37

2:00 - 4:00 pm [Tab 7]
SMSU Room 323

Information Items:

Student Exchange Programs update 6-38
 Programs and Services regional initiatives: Western Academic
 Leadership Forum, and a new two-year forum for
 community colleges 6-43

Issue Analysis and Research Committee Meeting 7-1

Agenda



Approval of the Issue Analysis and Research
 Committee meeting minutes of
 November 2, 2009 7-3



Approval of *Facilitating Development of a
 Multistate Longitudinal Data Exchange* project 7-6



Approval of *Serving Student Soldiers of the West:
 Policy and Practice Solutions* project 7-8



Approval of the FY 2011 workplan sections
 pertaining to the Policy Analysis and Research
 unit's activities 7-10

Information Items:

Update on the status of the *High School Graduates Projections
 Method Review* project 7-14
 Update about the development of model data standards
 for K-12 and postsecondary education (background
 information) 7-16

Discussion Items:

Reviewing *Fact Book/Benchmarks/Tuition & Fees* content and
 presentation 7-18
 Update on Center for Urban Education equity project activities
 IPEDS human resources survey
 Potential project on residency policies
 Potential project on Web portals

Self-funded Units Committee Meeting 8-1

Agenda



Approval of the Self-funded Units Committee
 meeting minutes of November 2, 2009 8-3

2:00 - 4:00 pm [Tab 8]
SMSU Room 229



Approval of the FY 2011 workplan sections pertaining to the self-funded units' activities 8-5

Information Items – WCET:

Review of the FY 2011 workplan
 Highlights of WCET self-audit (ReKnew), including new brand name and closer alignment with WICHE
 Overview of WCET's agenda and lines of business 8-9
 Staffing, Website redesign, membership drive, and corporate relations
 New role: Technical assistance and Bill & Melinda Gates Foundation proposal

Information Items – Technology and Innovation:

Review of the FY 2011 workplan
 Update: National Telecommunications and Information Administration, Federal Communications Commission, National Science Foundation
 National Internet2 K20 Initiative and Unified Community Anchor Network (UCAN)
 Focus: eScience Institute and Open Content initiative
 Other science and technology areas

Information Items – Mental Health Program:

Review of the FY 2011 workplan
 Staff, projects/contracts, budget update
 Update on National Institute of Mental Health grant and college mental health research focus
 Department of Defense grant
 Other areas of potential collaboration

5:00 - 7:30 pm

Meet in the Paramount Hotel lobby for transportation to the Sokol Blosser Winery

Dinner on your own

Tuesday, May 18, 2010

7:00 - 8:00 am
SMSU Room 327-329

8:00 - 9:15 am [Tab 10]
SMSU Room 327-329

Breakfast

Committee of the Whole – Business Session 10-1

Agenda

Reconvene Committee of the Whole: Tom Buchanan,
WICHE chair

Report and recommended action of the Audit Committee,
Jane Nichols, committee chair

Report and recommended action of the Executive Committee,
Tom Buchanan, WICHE chair

Report and recommended action of the Programs and Services
Committee, Carl Shaff, committee chair



Approval of the FY 2011 workplan sections
pertaining to the Programs and Services
unit's activities [Tab 6]



Approval of the Professional Student Exchange
Program support fees for FY 2011-12 and
FY 2012-13 [Tab 6]



Approval of the Western Scholars Program [Tab 6]

Report and recommended action of the Issue Analysis and
Research Committee, Robert Burns, committee vice chair



Approval of the FY 2011 workplan sections
pertaining to the Policy Analysis and Research
unit's activities [Tab 7]



Approval of *Facilitating Development of a
Multistate Longitudinal Data Exchange* project [Tab 7]







Approval of *Serving Student Soldiers of the West:
Policy and Practice Solutions* project [Tab 7]

Report and recommended action of the Self-funded Units
Committee, Kaye Howe, committee chair



Approval of the FY 2011 workplan sections
pertaining to the self-funded units' activities [Tab 8]

Committee of the Whole Action Items

	Approval of the FY 2011 annual operating budget – general fund and non-general fund budgets	10-3
	Approval of salary and benefit recommendations for FY 2011	10-11
	Approval of WICHE dues for FY 2012 and FY 2013	10-12
	Approval of the FY 2011 workplan	10-15

Meeting evaluation

electronic: www.surveymonkey.com/s/9JJSRT8

Other business

9:15 - 9:30 am

Break

9:30 - 10:30 am [Tab 11]
SMSU Room 327-329

Plenary Session III: What’s Up at WICHE? Updates on Broadband Activities and WICHE ICE 11-1

Speakers: Louis Fox, vice president, WICHE Technology and Innovation; Jere Mock, vice president, Programs and Services; Pat Shea, director, WICHE Internet Course Exchange (ICE) and Western Academic Leadership Forum

10:30 am - noon [Tab 12]
SMSU Room 327-329

Plenary Session IV: Preserving Equity in Tough Times 12-1

Speakers: Estela Bensimon, codirector, Center for Urban Education, University of Southern California; Robert Shireman, deputy under secretary, U.S. Department of Education

Noon

Adjournment



Executive Committee Meeting (Open/Closed)

Monday, May 17, 2010

8.00 - 9.00 am

Smith Memorial Student Union

Room 323

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 17, 2010

8.00 - 9.00 am
SMSU Room 323

Executive Committee Meeting (Open and Closed Sessions)

Tom Buchanan (WY), chair
Joe Garcia (CO), vice chair
Jane Nichols (NV), immediate past chair

Diane Barrans (AK)
Leah Bornstein (AZ)
Position vacant (CA)
D. Rico Munn (CO)
Roy Ogawa (HI)
Mike Rush (ID)
Mary Sheehy Moe (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
Camille Preus (OR)
James Hansen (SD)
William Sederburg (UT)
Ann Daley (WA)
Klaus Hanson (WY)

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of April 1, 2010 1-3

Discussion/Action Item: Deferred compensation
and salary proposal

Discussion Items:

May 2010 meeting schedule

WICHE dues

Other business

Agenda (Closed)

Discussion Item: FY 2010 evaluation of the president
and adoption of performance objectives for FY 2011 1-7

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

Thursday, April 1, 2010

Committee Members Present

Tom Buchanan (WY), chair
Joe Garcia (CO), vice chair
Jane Nichols (NV), immediate past chair

Diane Barrans (AK)
Rico Munn (CO)
Roy Ogawa (HI)
Mike Rush (ID)
Patricia Sullivan (NM)
Carl Shaff (NV)
Camille Preus (OR)
James Hansen (SD)
Klaus Hanson (WY)

Committee Members Absent

Leah Bornstein (AZ)
Mary Sheehy Moe (MT)
Dave Nething (ND)
William Sederburg (UT)
Ann Daley (WA)

Other Commissioners Present

Viola Florez (NM)

Staff Present

David Longanecker, president
Erin Barber, executive assistant to the president
and to the commission
Demi Michelau, director of policy analysis
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services

Chair Tom Buchanan called the meeting to order and asked Erin Barber to call roll. A quorum was confirmed.

ACTION ITEM

Approval of the Executive Committee Teleconference Minutes of February 23, 2010

Chair Buchanan asked for a motion on the approval of the Executive Committee teleconference minutes of February 23, 2010. Commissioner Barrans moved TO APPROVE THE MINUTES OF THE FEBRUARY 23, 2010, EXECUTIVE COMMITTEE TELECONFERENCE. Commissioner Sullivan seconded the motion. The minutes were approved unanimously.

DISCUSSION ITEM

Update on the WICHE Budget

Chair Buchanan asked David Longanecker to update the committee on the WICHE budget. Longanecker told the committee that the draft budget presented to the Executive Committee for review is balanced for FY 2010 and FY 2011. Next year's budget assumes no salary increases, dues increases, or other substantial changes. The FY 2011 budget also assumes that WICHE keeps the same commission meeting schedule by meeting in Boulder, CO, in November 2010 and in California in May 2011. Revenues for this year, FY 2010, are being anticipated at 5 percent, or \$115,199 below what was originally budgeted, due to lower indirects and interest rates and not receiving the past dues from California. Expenses have been cut by 5.4 percent, with reductions coming from virtually every area within the budget. For the FY 2011 budget that the commission will adopt at the May meeting, Longanecker has proposed a budget with revenues 2 percent below the approved FY 2010 budget, with expenses identical to revenues, resulting in a perfectly balanced budget. Longanecker noted that the proposed budget for next year maintains most areas of the budget at the current year's projected expenditure level, with the exception of modest increases in three areas (Policy Analysis and Research, Communications and Public Affairs, and miscellaneous expenses) and fairly substantial reductions in two areas (technology and innovation, and program development). The Legislative Advisory Committee was added to the general fund at the officers' request.

DISCUSSION ITEM WICHE Dues

Chair Buchanan asked Longanecker to walk the committee through the review of the WICHE cost containment document. Longanecker clarified that at the last Executive Committee call, it was suggested that he put together a document showing ways WICHE has been containing costs and keeping a balanced budget throughout the years. He noted that the WICHE budget has increased by the rate of inflation (29 percent) for the past 10 years, while the states' budget growth was about 90 percent over the same period of time. The non-general fund units have grown by 425 percent over the 10-year period of time. Longanecker said that WICHE has grown and provided substantial services through self-funded activities. Much of the cost containment within the general fund budget has been a result of keeping staff numbers low and changing staff compensation. The number of WICHE staff is down to 38, from 42 over the past 10 years. Senior-level positions have been eliminated in order to hire more mid-level staff. The organization has reduced overhead in the area of administrative services by eliminating printing services, librarian services, and the director of administrative services position. The only staff area that has grown recently has been in the IT Department, in part to keep up with the nature of business and technology.

Commissioner Barrans asked Longanecker how many staff report directly to him. Longanecker replied that nine staff members report to him directly. Commissioner Hansen pointed out that the FY 2010 budget (general fund expenditures) on the cost containment document differed slightly from the budget sheet that was provided for the call. The cost containment document reported a budget of \$2,242,993, while the budget worksheet reported a budget of \$2,236,509. Longanecker explained that this was a function of the two documents being prepared at slightly different times, during which the budget preparation was still being finalized.

Longanecker then presented to the committee two strategies to reduce WICHE dues by \$5,000 and \$10,000. He noted that no other organizations that he knows of are reducing dues and that it seemed like the timing of this would not be beneficial, since most of the legislatures are already out of session. If dues are cut by \$5,000, Longanecker proposed taking half of the cut from reserves, holding both commission meetings at the offices in Boulder, and taking a 2 percent cut from staff salaries. Longanecker noted that most of the staff haven't received salary increases in two years, and this will eventually begin to take a toll on the organization. He also said that he preferred reducing staff compensation over taking furlough days, as many of the states are doing, because it would be disingenuous to WICHE's staff to pretend to have furloughs when, indeed, as professional staff, they would be expected to deliver the same level of service. If dues are cut by \$10,000, Longanecker proposed taking half of the cut from reserves, holding both commission meetings during fiscal year 2011 at the offices in Boulder, eliminating the Legislative Advisory Committee annual meeting, and reducing staff by one FTE halfway through the year.

Commissioner Nichols commented that it appeared that most states planned to pay their dues in the upcoming year and asked Longanecker if there is an option in place to allow for grace in dues payment. She noted that a dues cut would be symbolic but would come with great consequence to WICHE's staff. Longanecker explained that during the last recession, in fiscal year 2005, California paid in installments; Colorado delayed a portion of its dues till near the end of the fiscal year; and New Mexico withheld \$200 of its dues, but this was paid by the SHEEO from internal agency resources.

Chair Buchanan asked what the typical timeline was for collecting dues. Longanecker said that the states are billed on June 1 and a majority pay by August, though they are not considered in arrears until the end of the fiscal year (June 30). Chair Buchanan asked if the committee could defer a decision until the May meeting. Commissioner Nichols added that it would be a good idea to wait until the May meeting but asked whether or not they should wait to do a dues cut until next year, since most of the states already know their budgets for this year. Longanecker said that eight out of the 15 states know their budgets; and by May, all but two states should be done with sessions (Arizona and California). Commissioner Sullivan said that New Mexico will keep the same budget for this year.

Commissioner Shaff noted that \$5,000 or \$10,000 is not a significant amount to most states and wondered if a cut in dues was worth the cost to the WICHE staff. Commissioner Sullivan agreed with Commissioner Shaff and recommended keeping the dues flat. She said that it would not be fair to take advantage of WICHE staff. Chair Buchanan agreed with Commissioners Shaff and Sullivan and said that the states would have a clearer picture of budgets when they meet in May. He said that the discussion would be brought back up at the May meeting. Commissioner Shaff moved TO APPROVE KEEPING THE DISCUSSION ON DUES OPEN UNTIL THE MAY MEETING. Commissioner Hansen seconded the motion. The motion was approved unanimously.

Longanecker reminded the committee that they would need to approve the FY 2012 and 2013 dues at the May meeting. He said any counsel from the committee on what to propose would be helpful. He said that he was considering freezing dues for FY 2012 and having a contingent increase in FY 2013, predicated on improving fiscal situations that would allow states to afford an increase. Commissioner Hansen said that they feared the South Dakota FY 2012 budget will be worse than the FY 2011 budget. Longanecker also mentioned to the committee that profiles for each of the states on what WICHE does for them have been prepared and updated. The profiles will be sent out electronically; commissioners can request hard copies for their use, and hard copies will be provided at the May meeting.

Commissioner Rush asked Longanecker to look into the cost savings of skipping a commission meeting in FY 2011 instead of cutting dues.

DISCUSSION ITEM **May 2010 Preliminary Agenda**

Longanecker noted that there has been one change to the agenda since the last Executive Committee call: to replace Michael McPherson with Martha Kanter, under secretary for the U.S. Department of Education, in the last plenary session. Commissioner Hanson asked if it would be better to move this session up on the agenda because of a possible decrease in participation during the last plenary session. Longanecker said that now that the business session has been moved to first thing on Tuesday morning, participation has stayed steady through the entire meeting.

DISCUSSION ITEM **2011 Workplan**

The FY 2011 workplan includes projects already in place and a couple of new items have been added. The senior staff didn't think there was enough emphasis on productivity and looking at ways in which higher education does business. Longanecker suggested that each of the committees look at this section at the May meeting.

Jere Mock told the committee that the Programs and Services unit has a full portfolio of initiatives and that they are also working in a tight environment for funding. She said that they would discuss a possible energy initiative with their committee in May. They have done a preliminary inventory of academic and research programs that have been developed over the last few years around sustainability, climate, and new energy sources and have developed a good sense of what the programs look like. But they would like to continue looking at new policies and regional initiatives that may build on these efforts, as well as at opportunities to foster regional collaborations between new programs at institutions and new state energy departments. She has had some conversations with energy corporations such as Chevron and Siemens and hopes to host a regional forum to look at what has been developed within states and regionally on this issue.

Longanecker told the committee that staff are developing proposals to the Gates Foundation to continue their work with database development. He thought funding looked promising, and that the foundation would likely want to expand their current work with four states to include more states.

Mock told the committee that staff was looking to expand the Western Academic Leadership Forum (WALF) with a new initiative focusing on the community college sector. They will be holding a meeting in Seattle in two weeks; she'll report on it at the May meeting and will seek approval for a new regional forum in this area.

Demi Michelau shared with the committee that the Policy unit is continuing its work with the College Access Challenge Grant (CACG) consortium and network. The federal money to states for the program has doubled, so they will be working to continue their efforts with states in this area. She also said that they would be sharing information about a project serving student soldiers in the West with the Issue Analysis and Research committee. The Policy staff is also looking to build on their work with the *Non-traditional No More* project and are expected to go back to Lumina Foundation for additional funding. She said that the Issue Analysis committee will also discuss a possible project on residency that has been on the workplan for several years. Other projects included looking at ways to improve remedial and developmental education and how to help states develop more effective Web portals (with the

possibility of a national meeting in spring 2011). Commissioner Nichols asked Michelau if she had seen the recent RFP from Lumina Foundation. Longanecker said that WICHE helped review the RFP and would be applying. Commissioner Sullivan expressed interest in the military project and asked to have a follow-up conversation with Michelau.

Longanecker told the committee that if staff can be helpful to states that are phasing down their student lending to direct loans to get in touch with him.

Chair Buchanan asked for any other business. Commissioner Nichols moved TO ADJOURN THE APRIL 1 EXECUTIVE COMMITTEE TELECONFERENCE. Commissioner Shaff seconded the motion. The motion was approved unanimously.

ACTION ITEM

FY 2010 Self-Evaluation of the President and Adoption of Performance Objectives for FY 2011

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 2010-11 WICHE workplan, which you will be adopting at this meeting.

- 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 (2010-2011).

This past year fits well that old saying, “May you live in interesting times.” Some say this is an old Chinese proverb, others say it is a Chinese curse. Indeed, either would fit aspects of this past year.

Administering the WICHE Organization:

- Objectives for “maintaining” the organization
 - Internal management

1. **Maintain a balanced budget for fiscal year 2010 and beyond.**

Accomplished. The “balanced budget” portion of this objective has been accomplished. Although we did not receive the \$87,000 in delinquent dues payment anticipated from the California Community Colleges and received only about half of what we anticipated in interest income, resulting in revenues 5 percent below what we projected, we were able to barely balance the budget by sufficiently reducing costs for the year. With respect to the self-funded units, Mental Health will finish the year able to almost entirely replenish funds it was deficient in last year, though WCET will need to borrow some funding from its reserves to meet its budget obligations. WCET, however, will not need to borrow the amount held out explicitly for WCET in WICHE’s reserve accounts.

You may remember that, upon my recommendation, you revised this objective last year to eliminate the goal to bring staff salaries in line with salaries in comparable organizations. You eliminated this because the financial circumstances facing WICHE and its member states made it impossible to address salary discrepancies; indeed, the budget required freezing salaries for the upcoming year. You did, however, charge the WICHE chair to establish a Compensation Committee to develop a plan for bringing the WICHE CEO’s salary into a competitive position over the next few years. To that end, a Compensation Committee, chaired by former South Dakota Commissioner Tad Perry, presented a report at the November Executive Committee meeting, out of which came a charge to Chair Buchanan and me to develop a plan to bring the WICHE president’s salary in line with other CEO’s salaries over the next five years. That plan is being presented to the commission at this May’s meeting.

2011 Recommendation: Retain this objective, recognizing that this will require substantial sacrifice to the staff, both with respect to salaries and the number of staff we can retain within the organization.

- #### 2. **Attend directly to ways 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, even though that will be difficult, considering the downsizing of staff that lies ahead.**

Not Accomplished. While we continue to improve the alignment of responsibilities among vice presidents, directors, and their staff, we have not achieved the objective of improving the share of minority staff; indeed, we have lost ground.

With respect to aligning responsibilities, the current leadership team is working very well together and we have greater cooperation and collaboration throughout the organization than I can recall in recent history. A number of our midlevel staff have demonstrated substantial professional growth and have accepted greater managerial responsibilities. Ellen Wagner has joined the executive team as the new executive director of WCET and has developed an aggressive, creative, and strategically appropriate new vision for the organization.

With respect to the diversity of the WICHE staff, we lost our only Hispanic staff member this past year and currently have the lowest share of our staff, less than 10 percent, being minority. We clearly do not reflect the Western communities that we serve. Last year I indicated that our efforts to change this seemed to be paying off, but I was clearly wrong. This remains an important imperative for the organization and high on my agenda for improved future performance. While it is difficult to move this agenda forward during a time when we are more likely to be laying staff off than hiring, we must remain exceptionally vigilant to this objective.

2010 Recommendation: Retain this objective.

3. Maintain the morale of WICHE staff to achieve the highest possible level of productivity.

Achieved. An active staff council and advisory committee continue to help maintain a friendly, cohesive, high-functioning “WICHE team.” Despite the difficult financial times facing WICHE, including the absence of salary increases, morale is quite high within the organization. We currently have an exceptionally talented, productive, and nice staff, virtually all of whom enjoy working together. In part this is because we have hired well, but the presence of an exceptionally strong human resources specialist has also contributed substantially to our current admirable staff environment. Unfortunately, over this past year we have had to sever some staff because of grant funding that expired. Most significant were the cuts resulting from the termination of the State Scholars Initiative. This was tough on all staff because the SSI staff was an integral part of our team, but we were able to sustain this substantial loss without a long-term loss of staff morale.

It will be more difficult this coming year to maintain this level of morale because the more severe financial circumstances facing many of our funding sources, and thus WICHE itself, will challenge the staff. Freezing salaries for a second year, further reducing the number of staff as program and general funds decline, and the tightening of discretionary resources will create a much more challenging workplace environment.

2011 Recommendation: Retain this 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.

Partially accomplished. I submitted and you approved at our meeting last May an annual workplan that reflects well WICHE’s mission, priorities, and realistic possibilities. This plan incrementally extended the previous plan, which you have affirmed to be “on track” in its focus and activities. Staff and I have worked diligently on this workplan and have accomplished most of it. Some important items on the workplan have not been achieved, however.

2011 Recommendation: Retain the 2010 objective.

- 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. All state visits should include at least one public-speaking or public engagement session.**

Accomplished. During this past year, I visited eight of the 15 WICHE states, missing Hawaii, Idaho, Montana, New Mexico, North Dakota, Utah, and Wyoming. I was involved in state policy discussions or related work in six states (Alaska, California, Colorado, Nevada, Oregon, and Washington), making presentations or leading discussions. In Arizona and South Dakota, I was simply visiting or participating in conferences.

2011 Recommendation: Retain the 2010 objective.

2. **Sustain the role of WICHE’s legislative advisors and secure funding to maintain that activity.**

Accomplished. We had perhaps our most successful Legislative Advisory Committee (LAC) meeting in recent history in September 2009. Participation was very strong and those LAC members who attended rated the event highly. The decision to have the meeting separate from either the National Conference of State Legislatures (NCSL) or Council of State Governments-West meeting proved to be a wise decision; and conducting the meeting at our WICHE offices in Boulder proved a good idea, as well. And we were able to finance the meeting out of our *Getting What You Pay For* Lumina grant, which relieved the general fund budget of that expense. You may remember that last year I had reported this objective as “not accomplished” because our meeting in 2008 had been very sparsely attended and we had not been able to secure funding for the next meeting. Thanks to Demi Michelau’s fine work, we were able to have a very good year with the LAC. As we look to next year, funding for the LAC has been included in the general fund. Without such funding, it would be hard to support the meeting for the coming year because we have no external funding source for this purpose.

2011 Recommendation: Sustain the current momentum of the LAC through general fund support.

- Objectives for “development and innovation” within the organization

- Internal management

1. **Secure the resources to outfit the learning center as an exceptional contemporary learning environment.**

Not accomplished. Unfortunately, my State Higher Education Policy Center (SHEPC) colleagues and I have not yet been able to secure funding for the learning center/conferencing facility. Thus, it does not yet contain all of the desired attributes of the contemporary virtual and real learning environment for which we have been striving. Unfortunately, the anticipated relationship with Internet II to share space with us did not materialize, so we were not able to leverage that to assist with fully outfitting the videoconference facility. As a result, we still need to “high-tech” the large conference room of the Learning Center and a videoconference facility. The three State Higher Education Policy Center (SHEPC) partners have established a modest charge for use of the center, which should help us finance the upgrades we want to incorporate.

2011 Recommendation: Retain this objective, but accomplish it this coming year.

- Commission development and innovation

1. **Work with the governors, as appointment opportunities develop, to increase the diversity of the commission’s membership.**

Accomplished, but . . . We were able finally to get the governor of California to fill two of the state’s three open commission slots. In addition, two new members from communities of color were appointed,

increasing the net number of minority commissioners from seven to eight. While this represents a slight increase in the membership, to 19 percent, it continues to significantly underrepresent the population that WICHE serves. We have also had some difficulty this past year in getting timely appointments and reappointments; we have pending appointments in Alaska, California, and Montana.

2011 Recommendation: Continue to work on developing these relationships.

- State relations development and innovation

1. **Expand our legislative relations activity to include more direct involvement with legislative and executive staff.**

Accomplished. We have been reasonably successful in working with legislative and executive staff. Staff in a number of states have requested individual support from WICHE or have requested that WICHE testify before their committees. Perhaps our most substantive engagement in this area continues to be through our partnership with NCSL, for whom we serve as faculty for its education workshops and seminars.

2011 Recommendation: Sustain the progress to date and work to enhance these relationships.

2. **Expand partnership relationships, where appropriate, with other organizations, such as the National Center for Higher Education Management Systems (NCHEMS), Council of State Governments–West (CSG-West), National Conference of State Legislatures (NCSL), Pathways to College Network, Western Governors' Association (WGA), Southern Regional Education Board (SREB), New England Board of Higher Education (NEBHE), Midwestern Higher Education Compact (MHEC), Consortium for North American Higher Education Collaboration (CONAHEC), American Association of Higher Education (AAHE), American Council on Education (ACE), Education Commission of the States (ECS), State Higher Education Executive Officers (SHEEO), Association of Governing Boards (AGB), ACT, the College Board, the Center for the New West, the Center for the Rocky Mountain West, the Center for the American West, EduCause, the National Student Clearinghouse (NSC), the Presidents Forum, the National College Access Network (NCAN), the National Association of State Scholarship and Grant Programs (NASSGP), Data Quality Campaign, Campaign for College Access, Pacific Northwest Gigapop, etc.**

Accomplished. We have maintained strong relationships with almost all of the prospective partners identified above. We continue to have a particularly strong relationship with our most consistent partners – NCHEMS, SHEEO, NCSL, and the National Center for Public Policy and Higher Education. We also continue to maintain a strong networking relationship with the other three regional organizations – SREB, MHEC, and NEBHE. We retain a cordial but relatively inactive relationship with WGA. For all practical purposes we have no relationship with the Center for the New West, which no longer has an abiding interest in higher education issues. You may remember that last year I eliminated the National Postsecondary Education Commission (NPEC) from the list because my own relationship had expired. Since that time Brian Prescott has been selected to be on NPEC's board of directors so we have reengaged in our relationship with that organization. We have added to this list a number of organizations: the Data Quality Campaign, the Campaign for College Access, and the Pacific Northwest Gigapop, to which I was elected a board member. In sum, we remain a partner with many other organizations and continue to believe that working collaboratively makes a lot more sense than working competitively.

2011 Recommendation: Retain 2010 objective, but modify it to eliminate the identification of specific organizations, including only additions and deletions to the accomplishments section in future years.

Providing Program Services to the Western States:

- Objectives for “maintaining” the organization

- Student Exchange Programs

Accomplish those aspects of the commission-adopted workplan that fit within this objective, including a particular focus on:

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

Partially accomplished. Participation in PSEP dropped from 757 to 698 students, a decline of 8 percent, due to declines in participation in all supported fields except osteopathic medicine and podiatry. It is clear that these numbers will continue to decline in the coming year. Jere Mock and Margo Schultz have continued 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. Yet in the fiscal environment currently facing the states, we will be able to do little to stem the tide of declines that occur when appropriations for PSEP come up against other state priorities and obligations.

2011 Recommendation: Maintain 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, as well as through successful implementation of the WICHE ICE program.**

Accomplished. WUE experienced continued growth this past year, growing 4 percent to 24,670 students. Thanks to the exceptional staff work of Margo Schultz and Laura Ewing, under Jere Mock’s direction, we have continued to provide strong customer relations. We are examining ways in which the WUE and WRGP programs 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 the current models for these programs. In addition to the continued success of these programs, WICHE’s new Internet Course Exchange (WICHE ICE) has been established and began providing courses this past fall. This program contemporizes our array of Student Exchange Programs, now taking courses to students, in contrast to our prior expectation that the students would always come to the courses. While participation in this program has not caught on as quickly as we had hoped it would, we believe that the current fiscal environment will help heighten both knowledge of and participation in ICE.

2011 Recommendation: Retain 2010 objective.

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

1. **Accomplish those aspects of the commission-adopted workplan that fit within this objective.**

Partially accomplished. Staff continues to explore possible new areas for program development, consistent with WICHE’s mission and workplan to better serve the future needs of our member states through interstate collaboration. Despite our exceptional performance administering the federal State Scholars Initiative (SSI), as demonstrated by program evaluations and accolades from the U.S. Department of Education for our work, we shut the SSI program down and terminated two staff last September 30 when federal funding for the program expired. While we had hoped to sustain the program with non-federal funds, I was unable to secure such funding, resulting in the program’s termination. On a more positive note, our property risk management insurance program, which

we operate in collaboration with the Midwestern Higher Education Compact, has been generating substantial interest and new membership. We had expected the economic downturn to moderate interest and availability of this program, but we have experienced just the opposite, as tough times have drawn institutions to the savings to be achieved through the program.

We have not been able to progress two "interstate" projects included in the workplan: the proposed WICHE service repayment program and the proposed WICHE licensure and credentialing service.

2011 Recommendation: Retain 2010 objective.

- 2. Contingent upon receiving sufficient external funding, conduct the deferred evaluation of the Student Exchange Programs in advance of the November 2010 commission meeting, so that recommendations from the evaluation can be incorporated into commission actions at the May 2011 meeting.**

Not accomplished. We were unable to secure the resources necessary to conduct this evaluation.

2010 Recommendation: Delay this proposed evaluation until the fiscal environment for the states improves and receiving funding for this activity is more feasible.

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

Not quite accomplished. We did not achieve the objective of developing and securing resources for an additional multistate collaborative program. We were able, however, to successfully compete for designation as a preferred provider for the U.S. Department of Education, which will allow us to be selected as a grantee or contractor for certain projects without undergoing the full RFP process. We also have begun exploring new possibilities for interstate collaborative programming.

2010 Recommendation: Retain 2010 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.**

Partially accomplished. We have been reasonably active in this arena. In addition to the interstate efforts, we continue to provide technical assistance to a number of states, most notably during this past year with Alaska, California, Colorado, Idaho, Hawaii, Nevada, Oregon, and Washington.

2011 Recommendation: Retain 2010 objective.

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

In process. Over the past year WCET has gone through a transition in leadership, with Louis Fox transitioning from leadership of WCET to focusing exclusively on the Technology and Innovation initiative and Ellen Wagner joining WICHE to direct WCET. Wagner has brought exceptional energy, community engagement, and experience to WCET and has developed an aggressive and robust plan for the organization. While these efforts have not yet brought WCET to fiscal stability, they promise to do so in short order. The Mental Health Program continues to sustain itself primarily through substantial federal contracts and grants. It has struggled financially, however, since losing funding for the Rural Mental Health Research Center and experiencing a substantial reduction in state-level work. While it had to dip into WICHE's reserves last year, it has returned to fiscal soundness and has very promising prospects for improving its financial position this coming year. Dennis Mohatt's health difficulties have delayed some

possibilities, but he has returned in great shape to continue his success of the past. Both WCET and Mental Health remain valued and valuable parts of the organization, and I believe they will return to financial viability this year.

2011 Recommendation: Retain 2010 objective.

- Objectives for “development and innovation” of policy, research, and technical assistance services
 1. **Accomplish those aspects of the commission-adopted 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.**

Not accomplished. This past year WICHE had the same four active grants with Lumina Foundation for Education reported last year. *Getting What You Pay For*, which grew out of our highly regarded *Changing Direction* project, has prepared eight primers for legislators related to the lessons learned from our *Changing Direction* work. *Non-Traditional No More* is working with five states – Arkansas, Colorado, Nevada, New Jersey, and South Dakota – to develop policies and practices that attract adults who left college before completing their degree to return to school. *Transparency By Design* is a project within WCET to develop a robust accountability structure for online institutions. A project being conducted in conjunction with Hezel Associates is examining *Articulation and Transfer* policies and practices in higher education, with particular attention to computer-based systems that have been developed to assist colleges in managing these processes.

We also secured funding from the Bill & Melinda Gates Foundation to bring higher education, secondary education, and workforce database developers from all 15 WICHE states together to examine ways in which they could link their databases to enhance state public policy data analyses.

We have not yet been successful in attracting funding for the project on community college funding. Our Ford Foundation grant, which focused on workforce development, with a particular focus on increasing the success of disadvantaged populations in preparing for high-skill/high-wage occupations, was completed last year; and we have not yet secured support for future efforts to bring state higher education and workforce development efforts.

So, while we remain actively engaged in ongoing projects we have not been successful in securing additional foundation funding this past year. We are currently in discussions with foundations regarding funding in a number of workplan related activities and believe it is highly likely that we will be more successful at both the federal and foundation level this coming year.

2011 Recommendation: Retain 2010 objective, but achieve it this year.

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.

2010 Recommendation: Retain 2010 objective.

IN SUM:

This self-evaluation for fiscal year 2010 (2009-2010) and proposed objectives for fiscal 2011 (2010-2011) reflect what I would characterize as a less than exceptional year. We accomplished much but could and should have accomplished more. Too many of my objectives were simply “not fully accomplished.” While it has been a difficult year for WICHE financially, as it has been for our member states and for those governments and organizations that provide us with contracts and grants, it’s my job to beat the odds, and I did not do so this year. Though I continue to consider both my leadership (within the region and nation) and my management of the organization as strong, there is without

doubt plenty of room for improvement. Given the exceptional staff with whom I work, I/we should have achieved more. 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

WICHE



Committee of the Whole Call to Order/Introductions

Monday, May 17, 2010

9.15 - 9.30 am

Smith Memorial Student Union

Room 327-329

2 Monday 9.15-9.30 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 17, 2010

9.15 - 9.30 am
SMSU Room 327-329

Committee of the Whole, Call to Order/Introductions

Call to order: Tom Buchanan, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of November 2-3, 2009 2-4

Report of the chair

Report of the president

Recess until May 18, 2010, at 8.00 am



New Commissioners

Roy Ashburn was elected to the California State Assembly in 1996 and served as the representative of the 18th Senate district. While in the Assembly, Ashburn's two major reform measures were ERAF Reform, a measure that would force the state to return more local property tax dollars to cities and counties, and the Welfare-to-Work Act of 1997, which replaced California's broken welfare system with work requirements, time limits, and personal responsibility. Both bills significantly enhanced the lives of many Californians by streamlining government services and by returning local tax dollars to local government. In 2002 Ashburn was elected to the Senate, where he has continued his reform agenda. His foremost goal is to reform the budget process; and in 2008 he carried the legislation to cap spending and establish a rainy day fund for future downturns in the economy. Additionally, in 2006 he was the joint author of SCA 3 Redistricting Reform. While in the capital, Ashburn has tackled a number of important issues facing local families. His legislative efforts have focused on creating jobs and boosting economic development, reforming California's welfare system, reducing crime and increasing public safety, cutting taxes and restoring the ability of local governments to oversee their own affairs. Ashburn has also pioneered California's effort in developing a vaccine to eradicate Valley Fever, a sometimes-deadly lung disease prominent in the Southwestern United States. Ashburn currently serves as the chairman of the Senate Select Committee on Defense and Aerospace Industry and as vice chair of Public Employees and Retirement. Additionally, Ashburn is a member of the Transportation and Housing and the Tax and Revenue committees. Senator Ashburn has a degree in public administration from California State University, Bakersfield, and attended College of the Sequoias in Visalia.

D. Rico Munn is the executive director of the Colorado Department of Higher Education. Prior to his appointment by Governor Bill Ritter in November 2009, he served as the executive director of the Colorado Department of Regulatory Agencies ("DORA"). Governor Ritter appointed Munn to the cabinet in January 2007. Munn holds a degree in secondary education and received his juris doctorate for the University of Denver College of Law. He was a corporate and commercial litigation partner with a national law firm and represented both plaintiffs and defendants in a variety of areas, including products liability, intellectual property, First Amendment, employment, insurance subrogation, construction, oil and gas, and environmental litigation. Munn is a graduate of the Leadership Denver program and has served on the boards of numerous community and legal organizations. In 2002 he was elected to represent Colorado's First Congressional District on the State Board of Education, where he served until 2007. On the State Board of Education, he focused on closing Colorado's academic achievement gap, addressing concurrent enrollment in high school and higher education, and improving readiness for postsecondary education. He has been recognized as one of Denver's "40 Under 40" business and community leaders by the *Denver Business Journal*. In 2008 he was awarded a Marshall Memorial Fellowship, a program recognizing future leaders in trans-Atlantic relationships. Munn frequently presents seminars and publishes articles on topics ranging from legal ethics to current events. He also serves as an adjunct professor of law at the University of Denver Sturm College of Law.

Jim Silva was elected to the California State Legislature in 2006. He represents the 67th Assembly District, which includes the cities of Huntington Beach, Seal Beach, Cypress, La Palma, and Los Alamitos. The district also includes portions of Stanton, Westminster, Garden Grove, and Anaheim, along with the unincorporated areas of Rossmore and Sunset Beach. Silva currently serves as the vice chairman of the Assembly Committee on Arts, Entertainment, Sports, Tourism, and Internet Media. He also serves on the Assembly Budget Committee, Assembly Budget Subcommittee #3 (resources), the Assembly Rules Committee, the Assembly Committee on Governmental Organization, and the Assembly Select Committee on Youth Violence Prevention. Previously, Silva was a three-term member of the Orange County Board of Supervisors, mayor of Huntington Beach, councilman for the City of Huntington Beach, and a high school economics teacher for 28 years. Assemblyman Silva received his bachelor of arts degree in business from California State University, San Jose, and his master's degree in education from Chapman University.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order

Monday, November 2, 2009

Commissioners Present

Jane Nichols (NV), chair
Thomas Buchanan (WY), vice chair
Roy Ogawa (HI), immediate past chair

Diane Barrans (AK)
Patricia Brown Heller (AK)
Leah Bornstein (AZ)
David Lorenz (AZ)
Joel Sideman (AZ)
David Skaggs (CO)
Roberta Richards (HI)
Helene Sokugawa (HI)
Mike Rush (ID)
Dan Harrington (MT)
Mary Sheehy Moe (MT)
Dede Feldman (NM)
Viola Florez (NM)
Patricia Sullivan (NM)
Warren Hardy (NV)
Carl Shaff (NV)
Duaine Espegard (ND)
Dave Nething (ND)
Robert Burns (SD)
James Hansen (SD)
Jack Warner (SD)
Ryan Deckert (OR)
Tim Nesbitt (OR)
Camille Preus (OR)
Bonnie Jean Beesley (UT)
William Sederburg (UT)
Jeanne Kohl-Welles (WA)
Klaus Hanson (WY)

Commissioners Absent

Marshall Lind (AK)
Joseph Garcia (CO)
Kaye Howe (CO)
Robert Kustra (ID)
Arthur Vailas (ID)
Kerra Melvin (MT)

Bill Goetz (ND)
Peter Knudson (UT)
Ann Daley (WA)
Phyllis Gutierrez Kenney (WA)
Debbie Hammons (WY)

Guests/Speakers

Thomas Bailey, director, National Center for Postsecondary Research, Columbia University
Julie Bell, education group director, National Conference of State Legislatures (NCSL)
Patrick Callan, president, National Center for Public Policy and Higher Education
Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS)
Toni Larson, executive director, Independent Higher Education of Colorado
Tad Perry, former WICHE commissioner
Lisa Shipley, certifying officer, University of Wyoming
Joseph Steiner, dean, College of Health Sciences, University of Wyoming
Jane Wellman, executive director, Delta Cost Project

WICHE Staff

Erin Barber, executive assistant to the president and to the commission
Louis Fox, vice president, technology and innovation
Patrick Lane, project coordinator, Policy Analysis and Research
David Longanecker, president
Mimi McFaul, associate director, WICHE Mental Health Program
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, and director, WICHE Mental Health Program
Jeanette Porter, administrative assistant, Policy Analysis and Research
Russ Poulin, interim executive director, WCET
Brian Prescott, director of policy research, Policy Analysis and Research
Margo Schultz, director, Student Exchange Program

Chair Jane Nichols called the meeting to order and welcomed the commissioners.

She introduced five commissioners who were newly appointed or attending their first commission meeting:

- Duaine Espegard, member, North Dakota State Board of Higher Education.
- Viola Florez, cabinet secretary, New Mexico Higher Education Department.
- Warren Hardy, president, Associated Builders and Contractors (attending his first meeting).
- Tim Nesbitt, deputy chief of staff, Office of the Governor, State of Oregon.
- Jack Warner, executive director, South Dakota Board of Regents.

Chair Nichols introduced guests attending the meeting and listed commissioners whose terms are expiring before the May 2010 meeting.

ACTION ITEM

Approval of the Minutes of May 18-19, 2009

Commissioner Shaff moved TO APPROVE THE COMMITTEE OF THE WHOLE MINUTES FROM MAY 18-19, 2009. Commissioner Lorenz seconded the motion. The motion was approved unanimously.

Report of the Chair

Chair Nichols commented on how challenging the year has been for the states, for WICHE as an organization, and for the WICHE staff. She said that it has been a pleasure to work with Longanecker and his staff at WICHE.

Report of the President

David Longanecker welcomed the commissioners to the State Higher Education Policy Center (SHEPC), the home of WICHE, the State Higher Education Executive Officers, and the National Center for Higher Education Management Systems. The building was purchased with the assistance of the Ford Foundation. The organizations were given a 1 percent loan to purchase the facility together as a LLC. It was reconfigured to fit all three organizations. WICHE owns 58 percent of building.

Longanecker shared with the commissioners that over the past month staff have been putting together the ED-SAT proposal for the U.S. Department of Education to be a preferred provider at the federal level. He said that the RFP came out on September 29, so the turnaround time was very short. Longanecker said that he was extremely impressed with the work and progress being done at WICHE. He introduced staff attending the meeting and told the commission about a few adjustments to the meeting schedule in order to accommodate Lt. Governor O'Brien's schedule.

Report of the Nominating Committee

Committee Chair Ogawa said the Nominating Committee included Joel Sideman (AZ), Dave Nething (ND), and himself. The Nominating Committee recommended Tom Buchanan (WY) for 2010 WICHE chair, Joe Garcia (CO) as 2010 WICHE vice chair, and Jane Nichols (NV) as 2010 immediate past chair.

Chair Nichols reminded the commission to caucus on their committee selections for 2010.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, November 3.

Session II: Business Session Tuesday, November 3, 2009

Commissioners Present

Jane Nichols (NV), chair
Thomas Buchanan (WY), vice chair
Roy Ogawa (HI), immediate past chair

Diane Barrans (AK)
Patricia Brown Heller (AK)
Leah Bornstein (AZ)
David Lorenz (AZ)
Joel Sideman (AZ)
David Skaggs (CO)
Roberta Richards (HI)
Helene Sokugawa (HI)
Mike Rush (ID)
Dan Harrington (MT)
Mary Sheehy Moe (MT)
Viola Florez (NM)
Patricia Sullivan (NM)
Warren Hardy (NV)
Carl Shaff (NV)
Duaine Espegard (ND)
Dave Nething (ND)
Robert Burns (SD)
James Hansen (SD)
Ryan Deckert (OR)
Tim Nesbitt (OR)
Camille Preus (OR)
Bonnie Jean Beesley (UT)
William Sederburg (UT)
Jeanne Kohl-Welles (WA)
Klaus Hanson (WY)

Commissioners Absent

Marshall Lind (AK)
Joseph Garcia (CO)
Kaye Howe (CO)
Robert Kustra (ID)
Arthur Vailas (ID)

Kerra Melvin (MT)
Bill Goetz (ND)
Dede Feldman (NM)
Jack Warner (SD)
Peter Knudson (UT)
Ann Daley (WA)
Phyllis Gutierrez Kenney (WA)
Debbie Hammons (WY)

Guests/Speakers

Patrick Callan, president, National Center for Public Policy and Higher Education
Dennis Jones, president, National Center for Higher Education Management Systems
Toni Larson, executive director, Independent Higher Education of Colorado
Natalie Mischler, State Higher Education Executive Officers
Tad Perry, former WICHE commissioner
Lisa Shipley, certifying officer, University of Wyoming
Joseph Steiner, dean, College of Health Sciences, University of Wyoming

WICHE Staff

Erin Barber, executive assistant to the president and to the commission
Louis Fox, vice president, technology and innovation
David Longanecker, president
Mimi McFaul, associate director, WICHE Mental Health Program
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, and director, WICHE Mental Health Program
Russ Poulin, interim executive director, WCET
Brian Prescott, director of policy research, Policy Analysis and Research
Margo Schultz, director, Student Exchange Program

Chair Jane Nichols called the meeting to order and reconvened the Committee of the Whole.

Report and Recommended Action of the Audit Committee

Committee Chair Ogawa reported that the Audit Committee met on October 29, 2009, to review the FY 2009 audit report. A review of the report was presented by Bill Petri (audit partner, Clifton Gunderson) and Steve Clawson (senior manager, Clifton Gunderson). The auditors reported that WICHE underwent an in-depth risk assessment of internal controls and a comprehensive on-site visit. WICHE was audited under the standards of the Government Accounting Standards Board (GASB), which is a change in accounting principal from prior years when WICHE was audited under the Financial Accounting Standards Board (FASB). The auditors reported that the FY 2009 audit report was clean and without any reportable findings. Commissioner Hansen moved TO APPROVE THE FY 2009 AUDIT REPORT. Commissioner Buchanan seconded the motion. The motion was approved unanimously.

Report and Recommended Action of the Executive Committee

Chair Nichols reported that the Executive Committee had two action items to present to the Committee of the Whole. The first action item related to the meeting schedule of the WICHE Commission. The Executive Committee recognized the importance of meeting in Hawaii but recommended to the Committee of the Whole that the commission not meet in Hawaii in 2010 due to the current fiscal situation. The Executive Committee moved to approve the meeting in May 2010 be held in Oregon and the November 2010 be held in Colorado. Commissioner Skaggs moved TO APPROVE HOLDING THE MAY 2010 MEETING IN OREGON AND THE NOVEMBER 2010 MEETING IN COLORADO (INSTEAD OF HAWAII). Commissioner Shaff seconded the motion. Commissioner Hansen asked Chair Nichols if it would be appropriate to amend the motion to hold a meeting in Hawaii in 2011. Commissioner Barrans asked for clarification on what the current meeting schedule is. Longanecker said that the current schedule has the commission meeting in California in May 2011 and Colorado in November 2011. Commissioner Nething asked why the commission would meet in California, since the community college system has not yet paid their past due balance and WICHE does not yet have commissioners appointed from that state. Longanecker said holding a meeting in California would depend on the situation changing. Commissioner Nething moved TO AMEND THE MOTION SO THAT THE MEETING SCHEDULE INCLUDES HAWAII IN NOVEMBER 2011. The motion was approved unanimously.

Chair Nichols reported that the second action item from the Executive Committee was a plan to provide resources sufficient from reserves to contract with Ellen Wagner as executive director of WCET. The motion includes approval to use up to \$100,000 from the reserves to contract with Wagner and up to \$50,000 to implement Louis Fox's new position with the WICHE Technology and Innovation initiative. These items would be drawn from the line in the reserves for unexpected shortfall. Commissioner Ogawa moved TO APPROVE DRAWING FUNDS FROM THE RESERVES (\$100,000 OVER TWO YEARS) IF NECESSARY TO SUPPORT FOX'S EFFORTS WITH TECHNOLOGY AND INNOVATION AND TO HELP SUPPORT HIRING ELLEN WAGNER AS THE NEW EXECUTIVE DIRECTOR OF WCET. Commissioner Moe seconded the motion. The motion was approved unanimously.

Chair Nichols reported that the Executive Committee had heard a report from the Compensation Committee. Commissioner Buchanan will be appointing a subcommittee to work on developing a long-term plan that will be brought to the Committee of the Whole at the May 2010 meeting. This will coincide with approval of the FY 2011 budget in May and will address the significant shortfall in the president's compensation. Chair Nichols said that the Executive Committee was acting on a recommendation from Ken Mortimer's evaluation of WICHE that the organization needs to have a succession plan in place. The subcommittee will work with the Executive Committee to bring a recommendation forward for a vote in May.

Report and Recommended Action of the Programs and Services Committee

Committee Chair Shaff reported that the committee had no action items. The committee heard a presentation from Mark Deutchman, professor in the Department of Family Medicine and director of the Rural Track Program at the University of Colorado School of Medicine. The committee also heard updates on WICHE ICE, the Student Exchange Programs, and the Western Academic Leadership Forum (WALF).

Report and Recommended Action of the Issue Analysis and Research Committee

Committee Chair Skaggs reported that a new project was approved involving a partnership with the Center for Urban Education. WICHE staff discussed the staffing of projects and their involvement on advisory boards. Staff also reported that the Fund for the Improvement of Postsecondary Education (FIPSE) grant was not funded as they had hoped. Brian Prescott presented the 2009 *Benchmarks* document to the committee. They also discussed the WICHE *Fact Book* and whether or not all of the tables currently included in the *Fact Book* are really necessary. The staff may send out a survey to help determine which tables are the most useful. The committee walked through items in the 2010 workplan pertaining to the Policy Analysis and Research unit. The staff was also pleased to report that the annual Legislative Advisory Committee meeting held in September was very successful. The committee was briefed on resources found in SPIDO and the Publications Clearinghouse. They also discussed future topics for the *Policy Insights* publication. Commissioner Skaggs shared with the Committee of the Whole drafted report language from the State Higher Education Executive Officers that promotes a component for the Budget Reconciliation Act coming before the Senate.

Self-funded Units Committee

Commissioner Nething reported that Commissioner Hansen was confirmed as the committee's vice chair. Staff gave an overview of the new National Institute of Mental Health (NIMH) grant and is currently seeking higher education institutions in the West to participate in the grant. Russ Poulin was introduced as interim executive director of WCET.

Longanecker reviewed the plan for transition of leadership in WCET. A report was given on the Transparency By Design project. Louis Fox provided a review of various efforts in innovation in the U.S. Both budgets for the Mental Health Program and WCET were reviewed in the committee meeting. The Mental Health Program budget is particularly healthy at the current time. WCET's budget is being brought back in line. Staff was optimistic that WCET funds would be used to cover the transition of leadership to avoid dipping into the WICHE reserves. Longanecker encouraged commissioners to have their institutions participate in the new NIMH grant providing mental health first aid training to their institutions.

DISCUSSION ITEM **Update on WICHE's Budget**

Craig Milburn told the Committee of the Whole that he would be happy to answer any questions on the FY 2009 audit report. He explained that the chart on p. 11-4 of the agenda book shows how FY 2009 ended and the approved budget for FY 2010. The FY 2009 budget did not meet expected interest revenue earnings. However, a portion of that shortfall was made up for by indirects earned on federal awards. Milburn reported that Longanecker took steps early in the year to reduce expenditures, which resulted in nearly \$208,000 being added to the reserves. Longanecker commented that the auditors took longer to present the audit because of the switch from FASB accounting to GASB accounting. Commissioner Beesley commended Longanecker on his efforts to reduce expenditures in the budget to come up with an addition to reserves despite the current fiscal climate. Commissioner Ogawa asked for clarification on the various categories in reserves. Longanecker said that there is a policy on keeping a minimum amount in reserves to protect the staff and organization if WICHE was to ever shut down. There are also reserves dedicated to the facility as part of the bond covenant. And there is a line in the reserves to be used for unexpected expenditures. The remainder of the reserves are undedicated.

ACTION ITEM **Election of Chair, Vice Chair, and Immediate Past Chair as Officers of the WICHE Commission**

Chair Nichols asked for a motion and second to approve the 2010 WICHE officers. Commissioner Ogawa moved TO APPROVE THE NOMINATION OF TOM BUCHANAN AS 2010 WICHE CHAIR, JOE GARCIA AS 2010 VICE CHAIR AND CHAIR ELECT, AND JANE NICHOLS AS IMMEDIATE PAST WICHE CHAIR. Commissioner Nething seconded the motion. The motion was approved unanimously.

Chair Nichols said that she and the commissioners were privileged to serve on the WICHE Commission. She said that it was an honor to work with everyone and a pleasure to serve as chair. WICHE is very fortunate to have Longanecker and his staff and all of the good work they do. Commissioner Buchanan thanked Chair Nichols for a great year. Chair Nichols thanked Commissioner Ogawa for his service as a WICHE officer over the past three years. She reminded commissioners to fill out the electronic meeting evaluation when the link is sent out. There was no further business mentioned. Longanecker presented Chair Nichols with a gift and said that she had been an exceptional chair and a valued colleague and friend.

The Committee of the Whole was adjourned.

WICHE



Plenary Session I: What's Up in the West? Updates on State Budgets and New State Legislation

Monday, May 17, 2010

9.30 - 10.45 am

Smith Memorial Student Union

Room 327-329

3 Monday 9.30-10.45 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 17, 2010

9.30 - 10.45 am

SMSU Room 327-329

**Plenary Session I:
What's Up in the West? Updates on State Budgets and
New State Legislation**

Typical of recent economic downturns, evidence of job growth and recovery of tax revenues continue to lag other signs that the economy may finally be improving from the 2008 recession. As a result states are still facing daunting fiscal challenges for FY 2010 and beyond. After imposing severe cuts on state services, including higher education, in the past year, states are hardly out of the woods. In fact, the federal stimulus package shielded many states from feeling the full brunt of the cuts they did make. Without stimulus funding to bail them out, many WICHE states will struggle mightily to balance budgets while preserving quality and access to higher education. Already, cuts are impacting capacity and leading to tuition hikes, all at a time when the relative lack of jobs is driving more students to seek postsecondary education. This session will provide information about WICHE states' efforts to balance their budgets while cushioning the impact of the continuing fiscal distress on access, success, and quality in higher education. In addition, it will provide an overview of other higher education legislative trends, followed by an opportunity for the WICHE Commission to discuss the overall legislative landscape.

Speakers: Demarée Michelau, director of policy analysis, WICHE; Brian Prescott, director of policy research, WICHE

Biographical Information on the Speakers

Demarée K. Michelau is the director of policy analysis at the Western Interstate Commission for Higher Education. The author of numerous education reports, policy briefs, and magazine articles, she has experience in higher education policy on issues such as accelerated learning options, adult learners, college affordability and access, articulation and transfer, and K-16 reform. Previously, she worked for the National Conference of State Legislatures as a policy specialist. Michelau received her bachelor's degree in public law from Northern Illinois University and her master's degree in political science from the University of Colorado at Boulder, where she is currently a Ph.D. candidate.

Brian T. Prescott is the director of policy research in the Policy Analysis and Research unit at the Western Interstate Commission for Higher Education. In this role he has primary responsibility for obtaining and analyzing quantitative data with public policy relevance. He is the author of the 7th edition of *Knocking at the College Door*, WICHE's widely used projections of high school graduates by state and race/ethnicity. Additionally, he oversees an annual report on tuition and fees

charges at public higher education institutions in the West, annually prepares the regional *Benchmarks* report, maintains a Web-based statistical *Fact Book*, and authors occasional policy briefs and chapters. Prescott also has experience working with states on issues of access, success, affordability, accountability, workforce development, and accelerated-learning options. Prior to joining WICHE in 2004, Prescott worked in the Office of State Governmental Relations at the University of Virginia, where he also earned a Ph.D. in higher education. He also holds degrees from the University of Iowa and the College of William and Mary.

WICHE



Plenary Session II: Best Practices in Statewide Articulation and Transfer Systems

Monday, May 17, 2010

11.00 am - 12.30 pm

Smith Memorial Student Union

Room 327-329

Western Interstate
Commission
for Higher Education

www.wiche.edu

4 Monday 11.00 am-12.30 pm

Monday, May 17, 2010

11.00 am - 12.30 pm

SMSU Room 327-329

**Plenary Session II:
Best Practices in Statewide Articulation and Transfer
Systems**

The pathway to earning a college degree includes several critical transition points that students must successfully complete. For many students one such transition involves transferring from a community college to a four-year institution. Over the past year, WICHE, WCET, and Hezel Associates, a consulting firm based in Syracuse, NY, have been examining state-level articulation and transfer policies and practices and identifying the most promising ones. This work includes an in-depth study of the national policy landscape, as well as a comprehensive study of state Web portals designed to help students navigate the transfer process. This session will present an overview of the findings of the research and offer an opportunity for an interactive discussion about the realities and the promises of centralized Web portals in the transfer process.

Moderator: Demarée Michelau, director of policy analysis, WICHE

Speakers: Richard Hezel, president, Hezel Associates; Mollie McGill, associate director, WCET

Biographical Information on the Speakers

Richard T. Hezel is president, CEO, founder, and owner of Hezel Associates. In that role he applies his 34 years of experience in education, communications, media, and technology to the consulting and research needs of clients. He built his company in 1987 on the needs of educational organizations to harness the promise of telecommunications and technology. Over the past 20 years, Hezel Associates has evolved dynamically in its focus to include research on effectiveness, practices, business, marketing, and technology dissemination in education settings. Since 1987 Hezel has been a national expert, writing and speaking on distance-learning policy, management, and research, producing such publications as *Educational Telecommunications and Distance Learning: The State-By-State Analysis* and *Global E-learning Opportunity for U.S. Higher Education*, a 42-country analysis of the market for U.S. postsecondary programs and services. Prior to establishing his company, he was associate professor in the S.I. Newhouse School of Public Communications at Syracuse University and assistant professor at the University of Houston's School of Communications. At Indiana University he executed research on strategies to improve the effectiveness of educational television, as well as research on television and violence. Hezel began his career in broadcasting as manager of one of the first school television systems in the U.S. at Brooklyn Preparatory School in Brooklyn, NY. Later, he

produced public television programs at WCNY-TV in Syracuse, NY, and then produced telecourses for the University of Akron and its station, WNEO-TV. Hezel earned a doctoral degree in mass communication from Indiana University, a master's degree in television and radio from Syracuse University, and a bachelor's degree in history from Fordham University. He is a member of many boards and organizations, including the National University Telecommunications Network and the United States Distance Learning Association.

Mollie McGill is associate director for WCET, a membership-based organization that focuses on the effective use of educational technologies in higher education. She assists with the overall management of member services and communications that inform the e-learning community of relevant policy, practices, and developments. She facilitates the advancement of several committee projects, such as ones dealing with academic integrity and student identity authentication; student retention in online learning; institutional policies and practices for adjunct online faculty; and ownership of learning management systems. In 2009-2010 she has worked with the WICHE Policy unit on the statewide *Articulation and Transfer* project, studying state transfer Web portals. McGill spent nearly 20 years working for WICHE in the early part of her career and, among other accomplishments, was instrumental in founding WCET in 1989. Most recently she directed learning innovations and technology initiatives for the University of Colorado System and served in leadership roles for several Colorado statewide e-learning projects. McGill received her education degree from Emporia State University.

Demarée K. Michelau is the director of policy analysis at the Western Interstate Commission for Higher Education. The author of numerous education reports, policy briefs, and magazine articles, she has experience in higher education policy on issues such as accelerated learning options; adult learners; college affordability and access; articulation and transfer; and K-16 reform. Previously, she worked for the National Conference of State Legislatures as a policy specialist. Michelau received her bachelor's degree in public law from Northern Illinois University and her master's degree in political science from the University of Colorado at Boulder, where she is currently a Ph.D. candidate.

WICHE



Lunch and Oregon Presentation

Monday, May 17, 2010

12.30 - 2.00 pm

Smith Memorial Student Union

Room 333

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 17, 2010

12.30 - 2.00 pm
SMSU Room 333

Lunch and Oregon Presentation

Session information will be provided at the meeting.





Programs and Services Committee Meeting

Monday, May 17, 2010

2.00 - 4.00 pm

Smith Memorial Student Union

Room 327-329

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 17, 2010

2.00 - 4.00 pm
SMSU Room 327-329

Programs & Services Committee Meeting

Carl Shaff (NV), chair
Joseph Garcia (CO), vice chair
Tom Buchanan (WY), ex officio
Jane Nichols (NV), ex officio

Diane Barrans (AK)
Joel Sideman (AZ)
Roy Ashburn (CA)
Committee vice chair (CO)
Roy Ogawa (HI)
Robert Kustra (ID)
Position vacant (MT)
Committee chair (NV)
Dede Feldman (NM)
Duaine Espeguard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Phyllis Gutierrez Kenney (WA)
Klaus Hanson (WY)

Agenda

Presiding: Carl Shaff, chair
Staff: Jere Mock, vice president, Programs and Services
Margo Schultz, director, Student Exchange Programs
Pat Shea, director, WICHE ICE and Western Academic
Leadership Forum



Approval of the Programs and Services
Committee meeting minutes of
November 2, 2009 6-3



Approval of the FY 2011 workplan sections
pertaining to the Programs and Services
unit's activities 6-7



Approval of the Professional Student Exchange
Program support fees for FY 2011-12 and
FY 2012-13 6-11



Approval of the Western Scholars program 6-35

Discussion Item:

Educating new health information technology professionals in the West – William Hersh, M.D., professor and chairman, Department of Medical Informatics and Clinical Epidemiology, Oregon Health & Science University 6-37

Information Items:

Student Exchange Programs update – Margo Schultz 6-38

Programs and Services regional initiatives: Western Academic Leadership Forum, and a new two-year forum for community colleges – Pat Shea 6-43

Other business

Adjournment

ACTION ITEM

Programs and Services Committee Minutes

Monday, November 2, 2009

Committee Members Present

Carl Shaff (NV), chair
Diane Barrans (AK)
Leah Bornstein (AZ)
Helene Sokugawa (HI)
Michael Rush (ID)
Dede Feldman (NM)
Duaine Espegard (ND)
Tim Nesbitt (OR)
James Hansen (SD)
Klaus Hanson (WY)

Committee Members Absent

Joseph Garcia (CO), vice chair
Kerra Melvin (MT)
Peter Knudson (UT)
Phyllis Gutierrez Kenney (WA)

Guests

Mark Deutchman, M.D., professor,
Department of Family Medicine, University of
Colorado School of Medicine
Lisa Shipley, certifying officer, University of
Wyoming
Joseph Steiner, dean, College of Health Sciences,
University of Wyoming

Staff Present

Jere Mock, vice president, Programs and Services
Margo Schultz, director, Student Exchange
Programs
Pat Shea, director, WICHE ICE and Western
Academic Leadership Forum

Chair Shaff called the meeting of the Programs and Services Committee to order.

Commissioner Hansen motioned TO APPROVE THE MAY 18, 2009, PROGRAMS AND SERVICES COMMITTEE MEETING MINUTES. Commissioner Feldman seconded the motion. The motion carried unanimously.

The Proposed Rural Physician Pipeline Act and the University of Colorado School of Medicine's Rural Track Program

Jere Mock, vice president of Programs and Services, introduced Mark Deutchman, who is a professor in the Department of Family Medicine at the University of Colorado Denver's (UCD's) School of Medicine and also directs UCD's Rural Track Program. Deutchman acquainted the committee members with the concept of rural track programs and the proposed Rural Physician Pipeline Act of 2009 (S.1628), introduced by Sen. Mark Udall of Colorado. He described UCD's program, which is funded primarily by the Colorado Trust. It is designed to increase the number of graduates who enter and remain in rural practice. Students who enroll in the rural track receive additional education beyond the conventional medical curriculum. The rural track's features include:

1. Mentorship with a rural preceptor.
2. Rural seminars offered two to three times per month to provide a rural focus to standard class work.
3. Four to six week, expenses-paid rural preceptorships between students' first and second year of medical school. Following this experience, students give presentations on their summer experiences to their peers.
4. Rural clerkships for third-year students.
5. Skills labs that prepare students to effectively run an independent practice in an isolated setting.
6. An additional scholarly activity related to a rural topic that is overseen by a rural mentor.

Interest in the rural program continues to grow. There were 62 applications for fall 2005, and in fall 2009, that number grew to 130 applications. Since the program's inception in 2005, new cohorts have averaged 15 students per year. Participants are being tracked to evaluate the effectiveness of the program. Some 66 first- through fourth-year medical students, representing 10 percent of the school's enrollment, participate. Students in the first Rural Track Program class graduated in May 2009, and all 12 were matched with residency programs in specialties that will prepare them for rural practice. The estimated cost to run the program in its current design is approximately \$23,000 per student over four years.

Mock and Deutchman then discussed the Rural Physician Pipeline Act of 2009, which would create competitive grants for allopathic and osteopathic medical schools to establish programs that recruit students from underserved rural areas who have a desire to return and practice in their hometowns. The legislation is modeled after the University of Colorado Denver's program and one at Thomas Jefferson University in Pennsylvania. The proposed funding would support key components of rural track programs, including: (1) a specialized rural curriculum that focuses on medical issues prevalent in underserved rural communities, such as trauma, obstetrics, ultrasound, oral health, and behavioral health; (2) required rural clinical rotations focusing on family medicine, internal medicine, pediatrics, surgery, psychiatry, and emergency medicine; (3) a cohort component that supports the rural commitment of like-minded students through social and educational activities; (4) incentives for community and local healthcare providers to give priority placement to students from medical schools with rural track programs for rotations; and (5) required rural residency placement assistance in programs that support rural graduate medical education.

Deutchman said that it's possible this bill could end up amended to other healthcare legislation. Commissioner Duaine Espesgard (ND) asked Deutchman if they'd seen an increase in rural doctors through this program. Deutchman said it was too early to tell, as the first year cohort is now in their first year of residencies; the real test will be where these doctors end up practicing three years from now, when they've complete their residencies. Commissioner Klaus Hanson (WY) asked how Wyoming could take advantage of the program. Margo Schultz, director of Student Exchange Programs, said representatives from Wyoming, Montana, and Idaho were invited to visit UCD's program in April 2009. Staff is working with the University of Colorado Foundation to find possible scholarships for Wyoming students to enroll in UCD's rural track through WICHE's Professional Student Exchange Program.

Commissioner Dede Feldman (NM) said that the University of New Mexico operates a bachelor's-to-M.D. program that recruits students from rural New Mexico, but it is more costly to run. Sen. Feldman said that she would like to see a program that pays the tuition for primary care doctors who will serve in a frontier area, to combat the debt load that deters these graduates from rural practice. Deutchman commented that UCD and Colorado's Area Health Education Center have a pipeline effort that reaches out to students in rural elementary schools.

Deutchman also added that UC Denver's School of Medicine received approximately 3,000 applications for 160 slots for the fall 2009 entering class. He would like to expand the Rural Track Program. There are no special scholarships available for rural track students at this time, but if some became available, he would require rural service upon graduation.

Commissioner Hanson asked what would be the number of patients necessary for a rural physician to maintain a practice. Deutchman said that typically a primary care physician has 1,500 to 2,000 patients, but that the payer mix greatly influences this. If the majority of the patients are Medicaid or Medicare, it may not be affordable for the physician to practice. Deutchman said that more doctors are choosing to affiliate with rural hospitals, so that they can save on business operations costs.

Deutchman said that Sen. Udall will introduce the legislation, and he encouraged any WICHE commissioners who are interested in supporting the legislation to discuss it with their congressional delegations.

Schultz gave a brief report on WICHE's Student Exchange Programs. The Western Undergraduate Exchange enrollment increased in fall 2009; this year, the program is assisting almost 24,700 students whose families saved an estimated \$173.4 million by paying 150 percent of resident tuition instead of nonresident rates. Last year some 23,500 students saved approximately \$151.2 million. Eastern New Mexico University's Portales Campus is the newest member institution.

Preliminary Western Regional Graduate Program (WRGP) enrollments are at approximately 500 and will be finalized in early December. This is an increase of about 100 students, which is likely due to the fact that California residents are now eligible to enroll through WRGP. More than 52 programs are offered in the healthcare professions, including 22 nursing programs, four public health programs, 12 programs in psychology and mental health, four in audiology and speech pathology, and others. A total of 226 programs are offered through WRGP; students pay resident tuition while earning their master's, Ph.D., or graduate certificate.

Professional Student Exchange Program (PSEP) enrollment dropped by 7.8 percent in the 2009-10 academic year to 698 seats, representing a cumulative state investment of \$14.1 million. This decrease can be attributed to state budget cuts and could worsen in the 2010-11 academic year. The decline in enrollment is of concern, given that all states' healthcare workforce needs continue to grow while fewer students are able to afford an education in the

healthcare professions. Schultz also reported that considerable capacity remains in WICHE's cooperating Colleges of Veterinary Medicine for WICHE PSEP students. A 2009-10 survey showed that out of the 103 seats that were available to WICHE students or nonresidents at CSU, OSU and WSU, WICHE states were able to support only 48 new students in the current academic year, leaving a balance of 55 seats that had to be offered to non-WICHE-sponsored students. WICHE states are supporting a total of 214 new and continuing students of veterinary medicine in the 2009-10 academic year.

WICHE staff will be calculating support fees for the next biennium (2011 and 2012) and will propose fee levels for commissioner approval in May 2010. The Higher Education Cost Adjustment index increased by 1.5 percent from 2008 to 2009; staff are hopeful that fee increases can be kept lower than in the past, but a lot will depend on the tuition differentials at participating public institutions. Staff will send out proposed fees to WICHE certifying offices in January; certifying offices will discuss proposed increases with WICHE commissioners prior to the May 2010 meeting.

WICHE was invited to participate on a national committee that is working on strategies to build the health information technology (HIT) workforce to meet national mandates for implementing electronic healthcare records within the next few years. Although no definitive HIT workforce data is available, it is estimated that 60,000 HIT workers are need in various capacities, which include: software support, implementation tech support, implementation support managers, workflow design specialists, trainers, and clinical consultants. A preliminary inventory of HIT courses available in the West showed that most courses are offered at the associate level (34 programs), with eight bachelor's degrees, 11 master's degrees, six doctoral degrees, three graduate certificates, and one graduate research fellowship offered. WICHE encourages states to share existing health information technology programs at the various levels and to collaborate on developing other programs that are needed to meet this challenge. WICHE's Internet Course Exchange (ICE) is an excellent resource to do this.

Pat Shea, director of the WICHE Internet Course Exchange (WICHE ICE), gave a brief update on its status. ICE allows students at their home institutions to enroll in online courses and programs offered by other exchange members. By aggregating the supply of online courses and the student demand for them across the region, the collaborating institutions expand their online offerings as they increase revenue and reduce costs. Currently, ICE has 12 institutional members, with another one pending and four consortia members, for a total impact on about 31 institutions. Over the past six months the ICE Steering Board focused on the development of a new financial model and adopted it in August. The new model features three types of exchanges: seat exchange, entire course exchange, and program exchange.

In the seat exchange, teaching institutions (TIs) may offer extra seats to other member institutions as a source of additional revenue through the ICE database. Enrolling Institutions (EIs) may reserve the number of seats they need and list them in their catalog and schedule of classes. The steering board sets a common wholesale price for these seats; this is the price that one institution charges another member institution. For FY 2010 the undergraduate price is \$150 per credit hour and \$200 per credit hour for graduate courses. WICHE ICE charges a 15 percent administrative fee for handling the financial transactions among the members and maintaining the exchange database. Enrolling institutions are encouraged to charge their regular tuition (or retail price) for these seats so it is a seamless experience for the student. Even if the wholesale price is higher than the EI's retail price, the EI may still make money because it gets to count the FTE and it does not have to pay an instructor or other costs associated with offering a course.

In the course exchange, one or more enrolling institutions may contract with a teaching institution to develop a new course or to offer a new section of an existing course. The institutions involved in the partnership agree to a negotiated wholesale price for the number of seats involved. WICHE ICE handles the financial transactions among the partners and charges a 15 percent administrative fee for this work and for maintaining the exchange database. Again, the EIs are encouraged to charge their regular tuition (or retail price) to the student. In this exchange the TI has a new revenue stream and the EI can offer another course to its students without development or instructor costs. This exchange is likely to be most popular in short-term situations, such as when a faculty member is away on leave, or on a longer-term basis, such as an institution wishes to contract for courses over several years in order to make courses in a niche area available when they do not have the resources on campus to do so.

In the program exchange, two or more institutions agree to develop a joint program with each institution developing some of the courses. The partner institutions agree to a common retail price so that the student will pay the same tuition regardless of where he or she takes the courses. In this model WICHE charges a 15 percent administrative fee off the common retail price for handling the financial transactions and maintaining the exchange database. Thus, the revenue split of the tuition is 70 percent to the TI, 15 percent to WICHE, and the remaining 15 percent to the EI.

Shea also directs the Western Academic Leadership Forum (WALF) and provided an update on its status. Members are academic leaders at bachelor's, master's, and doctoral institutions and also chief executives and chief academic officers for systems and state governing and coordinating boards. Both public and private institutions and systems may join. WALF provides a collaborative network through which top academic leaders can work together to build a stronger future for higher education in the West. Currently, there are 40 members. Shea provided a draft program for the annual meeting, which will be held April 21-23 in Rapid City, SD. This year's theme is "Academic Leadership: Charting the Future in a Sea of National and International Initiatives." To increase attendance and to expand membership, the Executive Committee members have agreed to send a cover letter to a representative of each of the public institutions in their respective state. The program will be distributed the third week in November.

WALF is also working on the creation of a toolkit for academic leaders. This will consist of a variety of Web-based decision-making tools that address common problems such as: which programs to keep and which to abandon; which courses or programs to offer online; and how to determine when it makes more sense to collaborate with another institution, agency, or vendor instead of going it alone. A subcommittee is working on the scope, vision statement, and pilot tool to debut at the annual meeting.

At the recent WALF Executive Committee meeting, a discussion was held about creating an additional forum for representatives of community colleges. Jere Mock and Pat Shea will be meeting tomorrow morning (Nov. 3) with Leah Bornstein, Mary Moe, and Camille Preus, WICHE commissioners with expertise in community colleges, to seek their advice.

Jere Mock also reported on WICHE's recent affiliation with the Midwestern Higher Education Compact's MHECtech program. This affiliation enables colleges and universities in the West to make purchases under competitively bid contracts with Dell, Xerox, Sun, Systemax Computers (also known as CompUSA) and Juniper Networks; school districts; local, county, and state governments; and nonprofit organizations can also participate.

WICHE WORKPLAN 2011

PROGRAMS AND SERVICES (Highlighted)

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (general fund - GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- Performance measurement improvement in the Western states public mental health programs (Mental Health)
- Property insurance and risk consortium (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (NSF)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (Mental Health)
- College Access Challenge Grant Program Consortium and Network (state subcontracts, U.S. Department of Education)
- Best Practices in Statewide Articulation and Transfer Systems (Lumina)
- Education Equity and Postsecondary Student Success: a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Association for the Study of Higher Education Institutes on Equity and Critical Policy Analysis (Ford)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH, Mental Health)
- Identifying promising practices in rural behavioral health (Mental Health)

Technology & Innovation

- Facilitation of Internet2 connectivity throughout the West (Technology and Innovation)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (Technology and Innovation)
- Providing technical assistance services for creating/managing data-driven Websites (TBD, Hewlett/EduTools)
- Launching new electronic publication series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET)

- Expanding WCET’s knowledge base and member resources that can help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems’ transitions; and management of e-learning consortia (WCET)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (WCET)
- Providing professional development in e-learning for the higher education community through WCET’s signature annual conference event, Catalyst Camp, and invitational summits (WCET)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET)
- Extend the reach of WICHE’s policy and research work by leveraging WCET’s national network and technical assistance with new media communications (WCET)
- Build out WCET’s capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (WCET)
- WALF – Western Academic Leadership Forum (member dues and TIAA-CREF grant)
- Webinar series to enhance information exchange in rural behavioral health (Mental Health)
- Providing technical assistance in a pooled group of experts on health information technology (Mental Health)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Regional Veterinary Medicine Advisory Council (GF)
- Collaboration with the Colorado Department of Labor and Employment in its U.S. Department of Labor-funded demonstration project to address pressing education and workforce training needs through online learning (U.S. Department of Labor and CO Department of Labor and Employment)
- Mental health student exchange (Mental Health)
- Building partnerships for competency: public behavioral health workforce development (Mental Health)
- Behavioral health training initiatives to expand the rural workforce capacity (Mental Health)
- Increasing knowledge of the state behavioral/health workforce capacity (Mental Health)
- Suicide prevention toolkit for rural primary care providers (Mental Health)
- Increasing health and behavioral health provider knowledge of returning veterans’ service needs (Mental Health)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- *Electronic Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Launching the next phase of Transparency By Design’s College Choices for Adults Website, to educate adult students to become better-informed consumers of online education (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (Technology and Innovation)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- Creating a new regionwide academic forum for community college administrators (member dues)

Technology & Innovation

- Conducting a national survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education survey, in partnership with the Campus Computing Project (WCET)
- Develop action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network (UCAN) project (National Telecommunications and Information Administration, pending funding)
- Creation of an “eScience Institute” for WICHE states’ commissioners, higher education leaders, and other public policy leaders (Technology and Innovation)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (WCET, Technology and Innovation)
- Technology and Innovation and Mental Health partnership to expand research and education networks (state, regional, and national) for health and mental health services and educational outreach (WCET, Technology and Innovation, Mental Health)
- Developing a regional learning center for State Higher Education Policy Center
- Expansion of ICE (member dues)
- Development of a new WALF forum to support academic leaders of two-year institutions, systems, and state agencies (member dues)
- Facilitating Development of a Multistate Longitudinal Data Exchange program (Bill & Melinda Gates Foundation)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools’ rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (member dues)

Accountability

- Launching comparison functionality on Transparency By Design’s College Choices for Adults Website, to allow potential adult learners to compare institutions and programs side by side (WCET)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expansion of the State Scholars Initiative with new funding and a focus on rural and inner city students' college readiness (in partnership with the Colorado GEAR UP program and Gallup, pending funding)
- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Serving Student Soldiers of the West: Policy and Practice Solutions

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective Web portals
- Development of WALF toolkit, a Web-based repository of strategic-planning and decision-making tools for academic leaders (membership dues)
- Broaden access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Programs
- Seek funding to convene an energy summit for Western states involving higher education, relevant state agencies, and the private sector

Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce

Accountability

- Assessing the landscape for state policy on student-learning outcomes
- Research and analysis of outcomes-based funding approaches
- Continued development of Transparency By Design's College Choices for Adults Website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners

Accountability

- Assessing the landscape for state policy on student-learning outcomes
- Research and analysis of outcomes-based funding approaches
- Continued development of Transparency By Design's College Choices for Adults Website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners

ACTION ITEM

Professional Student Exchange Program Support Fees for 2011-12 and 2012-13

Every two years the WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for the next biennium. In May 2010 the commission will set support fee levels for academic years 2011-2012 and 2012-2013. WICHE staff recommends support fee increases of 1.5 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 offered by a private institution within their home state when a public program is not available.
- 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-four percent of the 698 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, and 44 students are enrolled in a cooperating pharmacy program in PSEP this year. All other Group B fields (architecture, graduate nursing, library science and public health) were deactivated in the 2008 academic year due to limited or no demand by students or lack of financial support from the supporting states.

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. Public institutions located in the West are experiencing a sharp decline in state support, due to the economic crisis that began in late 2007. Even students paying resident rates are required to assume more of the cost of their education.

For a number of years, support fees were set to approximate the average cost of instruction for all schools in a given field. The commission later based support fees on the differential between resident and nonresident tuition, in order to reduce costs to the states; the fees exceeded nonresident tuition in all public institutions in each field, to provide a sufficient incentive to the cooperating institutions. As tuition has increased at professional schools, the support fee has proportionately decreased, and PSEP no longer provides as significant an 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 2009-10 academic year, at least three public institutions in each Group A field, except allopathic medicine and veterinary medicine, did not receive the full nonresident tuition differential at the current support fee level. The support fee levels that are proposed for the next biennium will not rectify this situation – double-digit percentage increases in support fees would be needed to reach the full differential in some instances.

These conditions have significantly increased the costs to students in all fields, whether they are enrolled in public or private institutions. Students enrolled in public institutions in Group A fields pay resident tuition; the institutions receive a support fee that is intended to cover the nonresident tuition differential. Students enrolled in private institutions in both Group A and Group B fields pay the balance of tuition after the support fee is credited. In Group A fields, for nearly every private institution that participates in PSEP, the support fee covers approximately 40 percent of tuition and fee charges and the student pays the remaining 60 percent. For pharmacy, a Group B field, the support fee covers some 20 percent of the total tuition and fee charges, and the student pays the remaining 80 percent.

The chart below summarizes the estimated fiscal impact of the overall 1.5 percent proposed increase for each PSEP supporting state. Please note that the numbers presented below are estimates; each state must verify its own numbers to account for fee variations by institutions where its students are enrolled. (In addition, the projected increase is sometimes less or more than the proposed 1.5 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.)

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2011 and 2012						
State	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase AY 2011 to 2012	Projected Fees AY 2012	Projected Increase AY 2011 to 2012
Alaska	21	\$275,800	\$279,900	\$4,100 (1.5%)	\$284,200	\$4,300 (1.5%)
Arizona	184	\$3,937,300	\$3,993,000	\$55,700 (1.4%)	\$4,059,000	\$66,000 (1.7%)
Colorado	23	\$358,800	\$363,400	\$4,600 (1.3%)	\$370,300	\$6,900 (1.9%)
Hawaii	74	\$1,034,700	\$1,050,000	\$15,300 (1.5%)	\$1,066,300	\$16,300 (1.6%)
Idaho	8	\$124,800	\$126,400	\$1,600 (1.3%)	\$128,800	\$2,400 (1.9%)
Montana	82	\$2,184,400	\$2,214,500	\$30,100 (1.4%)	\$2,251,900	\$37,400 (1.7%)
Nevada	44	\$770,700	\$781,500	\$10,800 (1.4%)	\$794,100	\$12,600 (1.6%)
New Mexico	78	\$2,025,900	\$2,053,300	\$27,400 (1.4%)	\$2,088,500	\$35,200 (1.7%)
North Dakota	31	\$615,000	\$623,100	\$8,100 (1.3%)	\$634,300	\$11,200 (1.8%)
Utah	29	\$702,600	\$712,200	\$9,600 (1.4%)	\$724,400	\$12,200 (1.7%)
Washington	12	\$210,000	\$213,000	\$3,000 (1.4%)	\$216,600	\$3,600 (1.7%)
Wyoming	112	\$2,329,200	\$2,362,400	\$33,200 (1.4%)	\$2,400,700	\$38,300 (1.6%)
TOTAL	698	\$14,569,200	\$14,772,700	\$203,500 (1.4%)	\$15,019,100	\$246,400 (1.7%)

Further complicating the process for setting support fees is the challenge the WICHE Commission faces in making assumptions about the expected level of future increases in tuition. This is an imprecise science, as the support fees are set two and three years in advance to provide sufficient notice to all involved parties. Since the recession began, there has been a decrease in state support for higher education, even though costs continue to increase. To compensate for reduced state support, institutions are raising tuition and fees. According to WICHE's *Tuition and Fees in Public Higher Education in the West, 2009-2010*, at the undergraduate level, tuition and fees increased a record 12.5 percent from 2008-09 to 2009-10.

For all PSEP fields, WICHE staff proposes to increase the support fees for the next biennium by 1.5 percent, in concert with the 2008-2009 HECA (Higher Education Cost Adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) association. An analysis of the support fee recommendations for each of the fields, enrollment and workforce trends and projected fiscal impact by state follows. Each field's analysis also includes comments on the fee increase by administrators of participating programs. Please consult the tables on page 6-13 for the exact proposed fees by field, as well as information about how many students your state supports in each field in the current academic year (2009-10).

Action Requested

Approve the proposed 1.5 percent increase in support fees for all PSEP fields for the 2011 and 2012 biennium. Certifying officers have evaluated the fiscal impact of the proposed increases and have sought input from their State Higher Education Offices; all concur that the proposed increases are necessary and minimal in light of the 5 to 15 percent increases that most professional healthcare programs are anticipating for the coming academic year.

Proposed Support Fees for the Biennium 2011 and 2012				
Field	Approved Fees for AY 2009	Approved Fees for AY 2010	Recommended 1.5% increase AY 2011	Recommended 1.5% increase AY 2012
Group A				
Dentistry	\$22,000	\$22,700	\$23,000	\$23,400
Medicine	28,300	29,300	29,700	30,200
Occupational Therapy	11,500	11,900	12,100	12,300
Optometry	15,100	15,600	15,800	16,100
Osteopathic Medicine	18,800	19,400	19,700	20,000
Physical Therapy	10,300	10,700	10,900	11,000
Physician Assistant	11,300	11,700	11,900	12,000
Podiatry	13,100	13,500	13,700	13,900
Veterinary Medicine	28,100	29,100	29,500	30,000
Group B				
Pharmacy	\$6,700	\$6,900	\$7,000	\$7,100

Enrollment and Support Fees by Profession, 2009-10											
Sending State	Dentistry	Medicine	Occupational Therapy	Optometry	Osteopathic Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	4 \$88,000		3 \$11,500	3 \$45,300		5 \$35,733	4 \$44,633	1 \$15,067	1 \$13,100		21 \$253,333
Arizona	46 \$1,041,332		16 \$164,835	18 \$261,733	39 \$705,063			13 \$169,504		52 \$1,461,200	184 \$3,803,667
California											0 \$0
Colorado				23 \$347,300							23 \$347,300
Hawaii	6 \$153,999		9 \$115,001	7 \$105,700		25 \$180,900	15 \$171,665			12 \$337,200	74 \$1,064,465
Idaho				8 \$120,800							8 \$120,800
Montana	10 \$220,000	25 \$707,500	2 \$30,667	3 \$45,300	7 \$131,600				0 \$0	35 \$983,500	82 \$2,118,567
Nevada				7 \$105,700		14 \$111,664		6 \$80,357		17 \$477,700	44 \$775,421
New Mexico	36 \$802,999			1 \$15,100						41 \$1,152,100	78 \$1,970,199
North Dakota	9 \$198,000			17 \$256,700						5 \$140,500	31 \$595,200
Oregon											0 \$0
South Dakota											0 \$0
Utah				7 \$105,700					3 \$26,200	19 \$533,900	29 \$665,800
Washington				6 \$90,600	6 \$112,800						12 \$203,400
Wyoming	10 \$220,000	13 \$316,017	4 \$49,834	20 \$302,000	6 \$112,800		21 \$240,331	4 \$45,201	1 \$13,100	33 \$927,300	112 \$2,226,583
TOTALS	121 \$2,724,330	38 \$1,023,517	34 \$371,837	120 \$1,801,933	58 \$1,062,263	44 \$328,297	40 \$456,629	24 \$310,129	5 \$52,400	214 \$6,013,400	698 \$14,144,735

Location of Tables showing Analysis by Field and State Impact Analysis			
Analysis by Field		State Impact Analysis	
Analysis by Field	Page	State Impact Analysis	Page
Dentistry	6-14	Alaska	6-31
Medicine	6-17	Arizona	6-31
Occupational Therapy	6-19	Colorado	6-31
Optometry	6-20	Hawaii	6-32
Osteopathic Medicine	6-22	Idaho	6-32
Pharmacy	6-24	Montana	6-32
Physical Therapy	6-25	Nevada	6-33
Physician Assistant	6-27	New Mexico	6-33
Podiatry	6-29	North Dakota	6-33
Veterinary Medicine	6-30	Utah	6-33
		Washington	6-34
		Wyoming	6-34

Dentistry

Nine WICHE states are supporting 121 students; some 20 percent are studying at out-of-region schools. Wyoming temporarily suspended support of new students in dentistry for the 2008, 2009, and 2010 academic years because of funding issues. The tables on pp. 6-16 and 6-17 show the distribution by state, type of school, and location. The support fee rate for 2009-10 is \$22,700. The proposed fees are \$23,000 for 2011-12 and \$23,400 for 2012-13, representing a 1.5 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 (32 students at 94.54 percent of the nonresident tuition differential).
- The University of Nevada–Las Vegas (no PSEP students are currently enrolled at 96.13 percent).
- The University of Washington (five students at 88.23 percent).

WICHE support exceeds nonresident tuition at the remaining public institutions. In the four participating private institutions, students must pay an average of 63 percent of the full tuition after the support fee is credited.

WICHE staff has some concern about not increasing support beyond the 1.5 percent for dentistry, given that nonresident differentials are no longer being covered by the support fee at some of the institutions where there is heavy PSEP enrollment (UC Denver and the University of Washington). However, the resident/nonresident tuition differentials at these schools are significantly greater than at other public institutions due to low state support. At two of the institutions, the resident tuition is substantially lower than the average of \$42,400; UC Denver residents pay \$7,300 less than the average, and University of Washington residents pay \$11,600 less than the average resident tuition. The lower-than-average resident tuition contributes to a greater differential.

Related to this, the University of Colorado Denver's School of Dentistry instituted a state policy whereby there are a limited number of sponsored seats at the resident rate, but they are only available to Colorado residents with strong academic qualifications. The program charges higher tuition for nonsponsored seats (comparable to a nonresident rate), and the seats are offered to nonresidents and Colorado residents who do not meet the higher admissions criteria. The state has a "once nonsponsored, always nonsponsored" policy, so that once a student enrolls in their first year, they must pay a higher rate for the duration of their studies. Staff decided not to propose a support fee adjustment that would compensate for these large differentials, given the economic burdens faced by supporting states that send large numbers of dentistry students through the program.

Our dilemma in delaying a fee adjustment is that WICHE students could eventually lose access to UC Denver, as the institution can obtain the nonsponsored differential from non-WICHE students who are willing to pay the full amount. Foregoing an adjustment is a calculated risk, and time will indicate how this plays out. This is the second fees setting where this increase has been considered but then postponed. Competition for dental applicants is high and our hope is that keeping support fees low will not translate into fewer options for WICHE students over the long term.

Fourteen dentistry schools responded that they plan to increase tuition for 2010-11 by almost 8 percent on average. Mark Mitchell, associate dean of Oregon Health & Science University (OHSU), remarked that with the significant increases in dental education tuitions nationwide, if the WICHE fee continues to increase at a disproportionate rate, it is possible that there may no longer be an incentive for cooperating schools to offer preferential admission to WICHE applicants. OHSU currently enrolls 17 WICHE students; the support fee covers the differential at 108 percent, but coverage has been slipping in the past few years. Oregon does not allow students to obtain residency after their first year of dental school. In support of WICHE's goal to promote rural practice, Mitchell noted that in the 2010-11 or 2011-12 academic years, OHSU dental students will be required to participate in a four- to eight-week rural rotation.

A.T. Still University's associate director of admissions Joyce Hanie noted that they have seen a sharp decline of underrepresented minorities applying, and that some of these students comment that the high cost of education has discouraged them from enrolling.

The majority of WICHE's dental students (32 out of 95) are enrolled at the University of Colorado Denver's dental program and are covered at only 94.5 percent of the resident/nonresident tuition differential. WICHE's support fee has not covered the tuition differential for at least 10 years, but the support fee level became a real problem several years ago when UC Denver implemented its "once a nonresident, always a nonresident" tuition policy. At that point university officials could count the unmet differential as lost revenue to the program. Randy Kluender, associate dean of admission at the dental school, understands the difficult economic times that WICHE states are facing but commented that if the support fee doesn't start to come closer to the differential, he may have to reduce the number of new student spots saved every year for WICHE-eligible applicants (currently 14 to 16 positions per year).

Responses from cooperating schools indicate that they received, on average, 26 applications for each available seat in their 2010 entering class. This mirrors the increasing competition in dental admissions on the national level. According to the American Dental Education Association (ADEA), the number of applicants continues to increase. The national applicant pool of 13,742 applicants competed for 4,770 seats in the 2007-08 academic year, representing about a 35 percent chance of being admitted.

Our nation's ability to educate new dentists to meet growing demand for dental care is affected by the growing number of faculty vacancies in the nation's dental schools. Less than 1 percent of dental graduates pursue careers in teaching, research, or public service; three out of four dentists are in private practice, as it is a more lucrative option for graduates. A 2006 survey showed 406 vacancies, and the American Dental Association (ADA) estimates faculty vacancies could increase to 900 in the next decade if current full-time faculty who are 60 or older opt to retire.

The Bureau of Labor Statistics (BLS) anticipates that 22,100 additional dentists will be needed by 2018 (an increase of 16 percent from 2008). BLS reports the median annual wages of salaried dentists at \$142,870 in May 2008. The American Dental Education Association (ADEA) statistics show that debt among dental graduates continues to rise; as of 2008 it averaged \$187,000. A WICHE workforce brief on oral healthcare needs in the West was released in 2008 and offers more detail; it is available in the publications section of WICHE's Website (www.wiche.edu).

Support Fee Analysis AY 2009 - DENTISTRY
 Comparison of Tuition and Fees to WICHE Support Levels
WICHE Region Schools

SUPPORT FEES:	Approved		Proposed (1.5% increase):	
	AY 2009	AY 2010	AY 2011	AY 2012
	\$22,000	\$22,700	\$23,000	\$23,400

Supporting states: Alaska, Arizona, Hawaii, Montana, New Mexico, North Dakota, and Wyoming.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees (T&F)	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference between WICHE Rate and Nonresident Tuition & Fees (B)	WICHE Rate as a Percentage of Nonresident Tuition & Fees (C)
U.C. Los Angeles	3	\$57,964	\$48,147	\$9,817	\$70,147	\$12,183	121.02%
U.C. San Francisco	3	60,419	48,174	12,245	70,174	9,755	116.15%
U. Colorado Denver	32	60,447	35,144	25,303	57,144	-3,303	94.54%
U. Nevada, Las Vegas	0	70,580	45,852	24,728	67,852	-2,728	96.13%
Oregon H.S.U.	17	63,572	46,476	17,096	68,476	4,904	107.71%
U. Washington *	5	59,838	30,798	29,040	52,798	-7,040	88.23%
Total Public	60						
Average		\$62,137	\$42,432	\$19,705	\$64,432	\$2,295	103.96%
Median		60,433	46,164	20,912	68,164	1,088	101.92%

* Effective AY 2007, U. Wash. 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 (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
A.T. Still U., Mesa	19	\$63,305	\$41,305	34.75%
Midwestern U. (new)	0	63,920	41,920	34.42%
Loma Linda U.	0	46,596	24,596	47.21%
U. of the Pacific *	10	82,108	52,775	35.72%
U. So. California	6	74,421	52,421	29.56%
Western U. Health Sci. (new)	0	58,204	36,204	37.80%
Total Private	35			
Average		\$64,759	\$41,537	36.58%
Median		63,613	41,613	35.24%

*The program at Pacific University is a three-year, accelerated program. The school receives four years of support fees over a three-year period (\$29,333 for AY 2009).

Notes:

- (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
- (B) Difference between WICHE rate and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
- (C) WICHE rate as a percentage of nonresident T&F = percentage of revenues that an institution receives compared to what it would have received from a nonresident student.
- (D) T&F paid by WICHE student = full private tuition less the support fee.
- (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

Support Fee Analysis AY 2009 - DENTISTRY
Comparison of Tuition and Fees to WICHE Support Levels
Out-of-Region Schools

SUPPORT FEES:	Approved		Proposed (1.5% increase):	
	AY 2009	AY 2010	AY 2011	AY 2012
	\$22,000	\$22,700	\$23,000	\$23,400

Supporting states: New Mexico, North Dakota, and Wyoming.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference between WICHE Rate and Nonresident Tuition & Fees (B)	WICHE Rate as a Percentage of Nonresident Tuition & Fees (C)
U. Nebraska (ND & WY)	3	67,977	41,877	26,100	\$63,877	-4,100	93.97%
Total Public Average	11		\$34,845	\$24,812	\$56,845	-\$2,812	95.50%

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
Marquette U. (ND)	2	55,700	33,700	39.50%
Total Private Average	15	\$54,807	\$32,807	40.15%

Notes:

- (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
- (B) Difference between WICHE rate and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
- (C) WICHE rate as a percentage of nonresident T&F = percentage of revenues that an institution receives, compared to what it would have received from a nonresident student.
- (D) T&F paid by WICHE student = full private tuition less the support fee.
- (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

Medicine

Montana currently supports 25 students in this field, and Wyoming supports 13. Because of funding issues, Wyoming temporarily suspended support of new students in medicine for the 2008, 2009, and 2010 academic years. The support fee rate for 2009-10 is \$28,300. The proposed fees are \$29,700 for 2011-12 and \$30,200 for 2012-13. See table on p. 6-18.

The WICHE support fee and the resident tuition paid by PSEP students equals or exceeds nonresident tuition at 14 public medical schools. At the University of New Mexico's School of Medicine, where one student is enrolled, the differential is covered at 99 percent.

Thirteen medical schools provided feedback on the proposed support fees and estimated an average increase of 8 percent in tuition for the coming year. All appreciated the increase, and although they understand why it cannot be greater, they stated that it will not keep pace with rising tuition costs. The University of Nevada Reno projects a 10 percent tuition increase for 2010-11, followed by an annual 15 percent increase for the next two years. WICHE schools that responded received, on average, 29 applications per available seat in AY 2010. Nationally, 42,269 applicants applied for 18,390 seats, with about a 45 percent chance of being admitted to medical school (Association of American Medical Colleges, academic year 2009).

The West and the nation have experienced a maldistribution of physicians in rural and underserved areas for some time. Experts predict that the passage of the Affordable Health Care for America Act will increase demand for primary healthcare services, as more people will be able to afford them. The pent-up need for services by people who did not have access to them prior to passage of the new bill and were delaying treatment will further exacerbate demand. The Bureau of Labor Statistics anticipates that 144,000 additional physicians and surgeons will be needed by 2018 (an increase of 22 percent from 2008). A WICHE workforce brief titled *A Closer Look at Healthcare Workforce Needs in the West: Medical Education* was released in 2008 and offers more detail; it is available in the publications section of WICHE's Website.

Support Fee Analysis AY 2009 - MEDICINE							
Comparison of Tuition and Fees to WICHE Support Levels							
SUPPORT FEES:	Approved			Proposed (1.5% increase):			
	AY 2009	AY 2010	AY 2011	AY 2012			
	\$28,300	\$29,300	\$29,700	\$30,200			
Supporting states: Montana, Wyoming.							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference between WICHE Rate and Nonresident Tuition & Fees (B)	WICHE rate as a Percentage of Nonresident Tuition & Fees (C)
U. Arizona/Tucson *	5	N/A	\$27,000	N/A	\$55,300	N/A	N/A
U. Arizona/ASU Phoenix*	1	N/A	27,000	N/A	55,300	N/A	N/A
U.C. Berkeley/U.C.S.F.	0	\$37,885	25,640	\$12,245	53,940	\$16,055	142.38%
U.C. Davis	0	41,923	29,678	12,245	57,978	16,055	138.30%
U.C. Irvine	0	39,581	27,336	12,245	55,636	16,055	140.56%
U.C. Los Angeles	0	45,349	33,104	12,245	61,404	16,055	135.40%
U.C. San Diego	0	41,155	28,910	12,245	57,210	16,055	139.01%
U.C. San Francisco	1	39,374	27,129	12,245	55,429	16,055	140.78%
U. Colorado Denver	15	55,821	30,995	24,826	59,295	3,474	106.22%
U. Hawaii	1	51,221	25,133	26,088	53,433	2,212	104.32%
U. Nevada	3	38,650	17,267	21,383	45,567	6,917	117.90%
U. New Mexico	1	47,185	18,444	28,741	46,744	-441	99.07%
U. North Dakota	4	48,464	28,633	19,831	56,933	8,469	117.47%
Oregon H.S.U.	6	54,415	41,259	13,156	69,559	15,144	127.83%
U. Utah	0	46,882	25,139	21,743	53,439	6,557	113.99%
Total Public	37						
Average		\$45,223	\$27,511	\$17,634	\$55,811	\$10,666	124.86%
Median		45,349	27,129	13,156	55,429	15,144	127.83%
*The U. of Arizona only accepts Arizona residents and WICHE PSEP students; no nonresident rates as of AY2010.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)	
Loma Linda U.	1	\$41,000			12,700	66.40%	
Stanford U.	0	45,909			17,609	61.64%	
U. So. California	0	46,468			18,168	60.90%	
Total Private	1						
Average		\$44,459			\$16,159	62.98%	
Median		\$45,909			\$17,609	61.64%	
Notes:							
(A) Revenues received by the institution with support fee = resident tuition plus the support fee.							
(B) Difference between WICHE rate and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.							
(C) WICHE rate as a percentage of nonresident T&F = percentage of revenues that an institution receives, compared to what it would have received from a nonresident student.							
(D) T&F paid by WICHE student = full private tuition less the support fee.							
(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.							

Occupational Therapy

Five WICHE states are supporting 34 students in this field (Alaska, Arizona, Hawaii, Montana, and Wyoming). The 2009-10 support fee rate is \$11,500, and the proposed 1.5 percent increase will bring the 2011-12 fee to \$12,100 and the 2012-13 fee to \$12,300. See table on p. 6-20.

The full nonresident tuition differential is not being covered at four out of seven of the participating public schools, despite a \$1,000 adjustment made in 2007. Ninety-one percent of enrollment (31 students) is in the private institutions, and three students are enrolled at public institutions. This academic year students from WICHE states are attending six of the eight private institutions that participate, and students pay an average of 65 percent of the institutions' total tuition costs.

Nine WICHE schools responded to our survey and collectively estimate an average tuition increase of almost 7 percent. All were appreciative of the support fee increase. The number of applications is up, while most program class sizes remain small; median class size of the responding programs is 30 seats. Our cooperating schools indicate that they received, on average, about four applications for each available seat in their 2010 entering class. Midwestern University staff commented that the demand for their graduates continues to be high.

WICHE was contacted by Donna Costa, director of the University of Utah's Division of Occupational Therapy, which is developing an occupational therapy doctorate (O.T.D.) that will enroll students in summer 2010 and will be available online. It is a post-professional degree for occupational therapists who already hold a bachelor's or master's degree in the field. Two other cooperating institutions have developed a similar program: Loma Linda University has a fully online OTD program; and the University of Southern California offers an O.T.D. and a Ph.D. in occupational science, which can be taken online beginning in the second year.

The entry-level occupational therapy degree was at the bachelor's level from 1960 until the profession adopted the master's level (M.O.T.) as the standard in 2006. The majority of WICHE's cooperating programs converted to the M.O.T. by 2004. Utah's new program will require two years of study (24 to 36 credits) for a master's graduate to obtain the O.T.D.

The American Occupational Therapy Association (AOTA) supports maintaining master's level programs but is also promoting the new doctoral standard to address the national shortage of faculty. The doctoral degree will develop student skills in research, leadership, program and policy development, and advocacy. AOTA's hope is that these new professionals will help fill the need for qualified occupational therapists as clinicians, faculty members, researchers, policy advocates, scientists, and innovative developers of services in urban and rural areas.

Because the entry level to the profession will be maintained at the master's level and very few WICHE cooperating programs are currently offering the O.T.D., staff does not see the need to support occupational therapy at the doctoral level at this time. Staff will invite new public O.T.D. programs to offer the degree through WICHE's Western Regional Graduate Program (WRGP) at the resident tuition rate. This will allow the new programs to recruit students, but they will not receive additional funds from the students' home states. If more programs begin to offer O.T.D.s in the future, WICHE staff will reexamine the feasibility of PSEP support at the doctoral level.

The U.S. Department of Labor's Bureau of Labor Statistics (BLS) projects employment of occupational therapists and their assistants to increase by 26 percent or more between 2008 and 2018. The median annual income reported to BLS is \$66,780 for occupational therapists in May 2008. Occupational therapy made the *U.S. News and World Report's* 2009 list of best careers.

Support Fee Analysis AY 2009 - OCCUPATIONAL THERAPY

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.5% increase):				
	AY 2009	AY 2010	AY 2011	AY 2012			
	\$11,500	\$11,900	\$12,100	\$12,300			
Supporting states: Alaska, Arizona, Hawaii, Montana, Wyoming.							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference between WICHE rate and Nonresident Tuition & Fees (B)	WICHE rate as a Percentage of Nonresident Tuition & Fees (C)
Idaho State U.	0	\$27,145	\$14,743	\$12,402	\$26,243	-\$902	96.68%
U. New Mexico	1	20,682	8,546	12,136	20,046	-636	96.92%
U. North Dakota	0	18,783	13,868	4,915	25,368	6,585	135.06%
U. South Dakota	0	24,772	13,936	10,836	25,436	664	102.68%
U. Utah	0	31,246	16,168	15,078	27,668	-3,578	88.55%
Eastern Washington U.	2	23,222	12,695	10,527	24,195	973	104.19%
U. Washington	0	32,000	14,213	17,787	25,713	-6,287	80.35%
Total Public	3						
Average		\$25,407	\$13,453	\$11,954	\$24,953	-\$454	100.63%
Median		24,772	13,936	12,136	25,436	-636	96.92%
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees				Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
AZ School of Health Sci.	9	\$29,786				\$18,286	38.61%
Midwestern U.	7	28,508				17,008	40.34%
Loma Linda U.	0	32,700				21,200	35.17%
Samuel Merritt Col.	0	35,208				23,708	32.66%
U. So. California	2	51,088				39,588	22.51%
Pacific U.	5	29,879				18,379	38.49%
Touro University - NV	2	30,871				19,371	37.25%
U. Puget Sound	6	36,925				25,425	31.14%
Total Private	31						
Average		\$34,371				\$22,871	34.52%
Median		31,786				20,286	36.21%
<i>Notes:</i>							
(A) Revenues received by the institution with support fee = resident tuition plus the support fee.							
(B) Difference between WICHE rate and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.							
(C) WICHE rate as a percentage of nonresident T&F = percentage of revenues that an institution receives, compared to what it would have received from a nonresident student.							
(D) T&F paid by WICHE student = full private tuition less the support fee.							
(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.							

Optometry

Eleven states are supporting 120 students in optometry (Alaska, Arizona, Colorado, Idaho, Hawaii, Montana, Nevada, North Dakota, Utah, Washington, and Wyoming). Thirteen students are supported at out-of-region institutions by Arizona, Colorado, and North Dakota. The 2009-10 support fee rate is \$15,100. The proposed rates are \$15,800 for 2011-12 and \$16,100 for 2012-13. See tables on pp. 6-21 and 6-22.

The majority of WICHE students are studying at two in-region institutions: Southern California College of Optometry and Pacific University. Two new programs admitted their first classes in the 2009 academic year and were approved for early participation in PSEP: Midwestern University in Glendale, Arizona, and Western University of Health Sciences in Pomona, California. Three WICHE students are already enrolled in Midwestern's program for the current academic year.

The support fee covers 54 percent of the students' tuition and fees at Southern California College of Optometry, where 34 PSEP students are enrolled, and 43 percent of the students' tuition and fees at Pacific University, where 70 PSEP students are enrolled. Three students are enrolled at Midwestern University, where the fee covers 47 percent of the tuition. No students are yet enrolled at Western University of Health Sciences, but the support fee would cover 46 percent of their tuition. The balance of PSEP students are enrolled at other out-of region institutions.

Three of WICHE's four cooperating programs responded to our survey. All are private programs, and while they appreciate the support fee increase, it is not keeping pace with their estimated tuition increases of almost 5 percent, and students are graduating with increased debt. Dean Elizabeth Hoppe of Western Health Sciences University's new program anticipates a large increase in demand for optometry services now that healthcare reform legislation has been enacted. Mary Lee, vice president and CEO of Midwestern University's new program, said they are setting up external rotation sites for their fourth-year students and are hoping to match students with rotations in their state of residence. This will help defray living costs and, most importantly, motivate them to serve in their home states upon graduation.

Admission to optometry school is competitive; in 2007, about one in three applicants were accepted on a national level. For the 2010 academic year, WICHE PSEP institutions received an average of 14 applications for each seat.

According to the Bureau of Labor Statistics, job opportunities for optometrists will be very good over the next decade. The need for optometrists is projected to increase by 24 percent between 2008 and 2018 (an increase of 8,500 professionals). The median annual income reported for salaried optometrists was \$96,320 as of May 2008. Self-employed optometrists earn much more: an average of \$175,000 in 2007 according to the American Optometric Association. Optometry also made the *U.S. News and World Report's* 2009 list of best careers.

Support Fee Analysis AY 2009 - OPTOMETRY					
Comparison of Tuition and Fees to WICHE Support Levels					
WICHE Region Schools					
SUPPORT FEES:	Approved		Proposed (1.5% increase):		
	AY 2009	AY 2010	AY 2011	AY 2012	
	\$15,100	\$15,600	\$15,800	\$16,100	
Supporting states: All except New Mexico.					
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)	
Midwestern U. (new)	3	\$32,336	\$17,235	46.70%	
So. Calif. Col. of Opt.	34	28,005	12,905	53.92%	
Western U. Health Sciences (new)	0	33,127	18,027	45.58%	
Pacific U.	70	35,336	20,236	42.73%	
Total Private Average	107	\$32, 201	\$17,101	47.23%	
<i>Notes:</i>					
(D) T&F paid by WICHE student = full private tuition less the support fee.					
(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.					

Support Fee Analysis AY 2009 - OPTOMETRY
Comparison of Tuition and Fees to WICHE Support Levels
Out-of-Region Schools

SUPPORT FEES:	Approved		Proposed (1.5% increase):		
	AY 2009	AY 2010	AY 2011	AY 2012	
	\$15,100	\$15,600	\$15,800	\$16,100	
Supporting states: Colorado, North Dakota.					
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Indiana University (CO)	0	\$32,795	\$19,844	\$17,695	46.04%
Northeastern State U. (CO)	2	29,912	17,100	14,812	50.48%
Ohio State U. (CO, ND)*	0	53,844	n/a	38,744	28.04%
Total Public	2				
Average		\$38,850	\$18,472	\$23,750	41.52%
Median		32,795	18,472	17,695	46.04%
* Per North Dakota's contract with Ohio State U., the support fee is credited even though it is a public institution; it has not enrolled a WICHE student since 1991.					
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees		Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Illinois College of Opt. (CO, ND)	3	\$30,187		\$15,087	50.02%
New England Coll. of Opt. (CO)	1	35,614		20,514	42.40%
Nova Southeastern U. (CO)	2	37,210		22,110	40.58%
Salus University (CO)	0	34,765		19,665	43.43%
Southern Coll. of Opt. (CO)	5	27,790		12,690	54.34%
Total Private	11				
Average		\$33,113		\$18,013	46.15%
Median		34,765		19,665	43.43%

Osteopathic Medicine

Four states support 58 students in this field: Arizona, Montana, Washington, and Wyoming. The 2009-10 support fee is \$18,800. The proposed fees are \$19,700 for 2011-12 and \$20,000 for 2012-13. See tables on p. 6-23.

There are no public institutions in the WICHE region that offer osteopathic medicine. PSEP students are enrolled in four private institutions in the region and one private institution out of the region. The support fee currently covers an average of 42 percent of tuition at cooperating programs.

Four of WICHE's five cooperating programs responded. They anticipate an average tuition increase of 4.2 percent for the coming academic year. Lori Kemper, dean of Midwestern University's Arizona College of Osteopathic Medicine, commented that while she understands the need to minimize the increase during the recession, she still has concern that the support fees for osteopathic medicine are much lower than for allopathic medicine. WICHE staff analyzed this in the past two years in which support fees were set, comparing the student tuition expense after the support fee, and found with the current support fee rates, students bore a similar tuition burden in both fields. Kemper also noted that osteopathic medical doctors tend to migrate more towards family medicine and other primary care specialties, so osteopathic professionals will be key in meeting the increased demand for primary care services triggered by healthcare reform.

Competition for a seat in osteopathic medicine programs continues to rise. The American Association of Colleges of Osteopathic Medicine (AACOM) reports that 12,617 individuals applied for a total of 4,693 seats available in fall 2009 in schools that use the AACOMA's centralized application service (all but two schools use it). The 2009-10 applicant

pool was the highest ever; applicants had a 37 percent chance of being admitted to an osteopathic medical program. Fortunately, we have seen an increase in osteopathic medical seats in the WICHE region over the past few years. Three new institutions have opened since fall 2007 and will be eligible to enroll WICHE PSEP students as soon as they graduate their first class and receive full accreditation. They are:

- A.T. Still University School of Osteopathic Medicine in Mesa, AZ: opened in fall 2007 and enrolled 105 first year students in the 2009 academic year.
- Rocky Vista University in Parker, CO: opened in fall 2008 and enrolled 171 first year students in the 2008 academic year.
- Pacific Northwest University of Health Sciences in Yakima, WA: opened in fall 2008 and enrolled 76 first year students in the 2009 academic year.

Support Fee Analysis AY 2009 - OSTEOPATHIC MEDICINE				
Comparison of Tuition and Fees to WICHE Support Levels				
WICHE Region Schools				
SUPPORT FEES:	Approved		Proposed (1.5% increase):	
	AY 2009	AY 2010	AY 2011	AY 2012
	\$18,800	\$19,400	\$19,700	\$20,000
Supporting states: Arizona, Montana, Washington, Wyoming.				
PRIVATE	Number of WICHE Students	Nonresident Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
Midwestern U. (AZCOM)	38	\$45,919	\$27,119	40.94%
Touro U. - California	2	40,332	21,532	46.61%
Touro U. - Nevada Campus	5	44,196	25,396	42.54%
Western U. Health Sci.	10	49,375	30,575	38.08%
Total	55			
Average		\$44,956	\$26,156	42.04%
Median		45,058	26,258	41.74%
<i>Notes:</i>				
(D) T&F paid by WICHE student = full private tuition less the support fee.				
(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.				

Support Fee Analysis AY 2009 - OSTEOPATHIC MEDICINE				
Comparison of tuition and fees to WICHE support levels				
Out-of-Region Schools				
SUPPORT FEES:	Approved		Proposed (1.5% increase):	
	AY 2009	AY 2010	AY 2011	AY 2012
	\$18,800	\$19,400	\$19,700	\$20,000
Supporting state: Arizona.				
PRIVATE	Number of WICHE Students	Nonresident Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
A.T. Still U. Kirksville, MO (AZ)	3	\$46,066	\$27,266	40.81%
Total	3			
<i>Notes:</i>				
(D) T&F paid by WICHE student = full private tuition less the support fee.				
(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.				

The West and the nation have been experiencing a maldistribution of physicians in rural and underserved areas for some time. As mentioned earlier, the passage of the Affordable Health Care for America Act will increase demand for primary healthcare services. The Bureau of Labor Statistics anticipates that 144,000 additional physicians and surgeons will be needed by 2018 (an increase of 22 percent from 2008). A WICHE workforce brief on primary healthcare in the West was released in 2008 and offers more detail; it is available in the publications section of WICHE's Website.

Pharmacy

Forty-four students are being supported in pharmacy (a Group B field) from Alaska, Hawaii, and Nevada. The 2009-10 support fee nine-month program base rate is \$6,700. The proposed fees are \$7,000 for 2011-12 and \$7,100 for 2012-13. WICHE support covers an average of 23 percent of the student's tuition at public institutions, and 19 percent at cooperating private institutions; the support fee is credited to the student's account and the student is responsible for the balance. Twenty-eight students are enrolled at public institutions, and 16 are enrolled at private schools. (A handful of public pharmacy schools charge WICHE students only resident tuition despite the low support fee, but staff don't expect this to continue much longer; most cooperating institutions indicate that they are unable to absorb a good part of the tuition differential with a low support fee.) See table on p. 6-25.

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 to Group B and is funded at the lower rate. At the May 2007 meeting, staff proposed to approximately double the support fee in pharmacy and move it to the Group A category, but there has been little interest from supporting states, given tight budgets. Furthermore, beginning in fall 2011, Hawaii will no longer support new pharmacy students through PSEP, as the University of Hawaii at Hilo's new pharmacy school should be fully accredited by then. At that point we anticipate that only Alaska and Nevada will continue to support students in pharmacy.

Responses to our survey were received from 11 cooperating pharmacy schools. They anticipate an average increase of seven percent in tuition and fees for 2010-11. Wayne Kradjan, dean of Oregon State University's (OSU) College of Pharmacy, said that OSU is starting to experience a softening in graduate placement opportunities due to the opening of new schools, the softening of the economy, and older pharmacists delaying retirement. His hope is that the job market will improve once the economy rebounds, and that healthcare reform should also increase demand for graduates. Beverly Brunson, director of student services of the University of Colorado's program, echoed similar concerns.

National workforce data reflect a softening in the workforce in recent years. Several new schools have opened since 2000; and with the production of more graduates, the workforce supply is beginning to meet demand. The American Association of Colleges of Pharmacy (AACP) speculates that once the economy stabilizes, the demand for pharmacists will increase. The Pharmacy Manpower Projects' January 2010 statistics show an overall aggregate demand index (ADI) of 3.25 for the WICHE states, which is between balance ("3") and moderate demand ("4") (an ADI index of "1" represents lower demand than supply, and a "5" indicates high demand, with difficulty filling open positions).

Cooperating schools of pharmacy that responded to WICHE's PSEP survey indicated that they received, on average, approximately seven applications for each available seat in their 2010 entering class. Brunson also commented that with the opening of several new pharmacy schools in the West in the past few years, individual school applications have gone down, although the total number of applications are up nationally.

The Bureau of Labor Statistics anticipates that 45,900 additional pharmacists will be needed by 2018 (an increase of 17 percent from 2008). According to a 2009 *Drug Topics* magazine survey, median annual salary was \$112,135. Pharmacists in urban and suburban areas made approximately \$112,000, while pharmacists in rural settings made somewhat less (\$110,500). The role of the pharmacist has expanded significantly; in addition to the retail pharmacist, graduates also have opportunities to consult directly with patients on medication use and work as health educators. Other roles include drug development, research, and health policy. For additional information about pharmacy workforce needs in the West, we encourage you to read WICHE's May 2007 pharmacy workforce brief, available on the WICHE Website.

Support Fee Analysis AY 2009 - PHARMACY (Group B Field)

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.5% increase):		
	AY 2009	AY 2010	AY 2011	AY 2012	
	\$6,700	\$6,900	\$7,000	\$7,100	
Supporting States: Alaska, Hawaii, Nevada.					
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
U. Arizona	1	\$30,857	\$15,946	\$24,157	21.71%
U.C. San Diego	0	37,561	25,316	30,861	17.84%
U.C. San Francisco	1	40,208	27,963	33,508	16.66%
U. Colorado Denver	1	33,469	21,415	26,769	20.02%
Idaho St. U.	0	29,334	15,376	22,634	22.84%
U. Montana	3	25,356	12,024	18,656	26.42%
U. New Mexico	0	31,372	12,934	24,672	21.36%
North Dakota St. U.	0	20,956	11,858	14,256	31.97%
Oregon St. U.	7	27,631	19,135	20,931	24.25%
U. Washington	4	34,511	19,211	27,811	19.41%
Washington St. U.	10	33,348	18,130	26,648	20.09%
U. Wyoming	1	21,056	10,216	14,356	31.82%
Total Public	28				
Average		\$30,472		\$23,772	22.87%
Median		31,115		24,415	21.53%
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. *	3	\$39,440		\$30,507	22.65%
U. of the Pacific *	5	55,442		45,392	18.13%
U. So. California	2	41,448		34,748	16.16%
Western U. Health Sci.	0	42,024		35,324	15.94%
U. of Southern Nevada *	6	40,517		31,584	22.05%
Total Private	16				
Average		\$43,774		\$35,511	18.99%
Median		41,448		34,748	18.13%

* Accelerated three-year programs.

Physical Therapy

Three states are supporting 40 students: Alaska, Hawaii, and Wyoming. The 2009-10 support fee nine-month rate is \$10,300. The proposed fees are \$10,900 for 2011-12 and \$11,000 for 2012-13. All of WICHE's cooperating schools now have doctoral physical therapy programs, except California State University-Fresno (CSU Fresno) which still has a master's program but has not enrolled a WICHE PSEP student in many years. See table on p. 6-26.

The support fee no longer covers the nonresident tuition differential at four of our eight public institutions; see table on p. 6-26. 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 (18 students) or at the University of North Dakota (nine students) and Eastern Washington University (five students), where the support fee covers the tuition differential and offers some incentive for the institution to enroll WICHE PSEP students.

Eleven schools responded to our survey; they project an average tuition increase of 7 percent for the coming academic year. While all appreciate WICHE's PSEP support for their students, it is not keeping pace with costs. Joyce Bawden of the University of Utah's program, for example, said that the state funds about 25 percent of the department's costs, so the remaining is paid in tuition. She foresees a cumulative 30 percent tuition increase over three years, starting with the 2009-10 academic year.

Physical therapy made the *U.S. News and World Report's* 2009 list of best careers, as the growing elderly population continues to drive demand for services. According to the Bureau of Labor Statistics, employment of physical therapists is expected to grow by 30 percent from 2008 to 2018. Job opportunities continue to be good, especially in acute hospital, rehabilitation, and orthopedic settings. The median annual wage of physical therapists was \$77,790 in May 2008. Nationwide, D.P.T. (doctoral-level) programs received an average of 4.15 applications per available position in

Support Fee Analysis AY 2009 - PHYSICAL THERAPY

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.5% increase):	
	AY 2009	AY 2010	AY 2011	AY 2012
	\$10,300	\$10,700	\$10,900	\$11,000

Supporting states: Alaska, Hawaii, Wyoming.

Note: Support fees for physical therapy vary depending on length and intensity: nine-month base rate is \$10,300; year-round fee is \$13,733; accelerated fee is \$15,450.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference between WICHE Rate and Nonresident Tuition & Fees (B)	WICHE rate as a Percentage of Nonresident Tuition & Fees (C)
Ca. St. U. Fresno (MPT) *	0	\$21,726	\$8,948	\$12,778	\$19,248	-\$2,478	88.59%
U. Colorado Denver	1	41,396	21,772	19,624	35,505	-5,891	85.77%
Idaho St. U.	2	28,540	15,104	13,436	28,837	297	101.04%
U. Montana	1	28,763	12,765	15,998	26,498	-2,265	92.13%
U. New Mexico	0	28,485	16,394	12,091	30,127	1,642	105.76%
U. North Dakota	9	20,419	15,256	5,163	28,989	8,570	141.97%
U. Utah	3	35,507	19,603	15,904	33,336	-2,171	93.89%
E. Washington U.	5	28,086	17,556	10,530	31,289	3,203	111.40%
U. Washington	1	27,809	15,200	12,609	25,500	-2,309	91.70%
Total Public	22						
Average		\$29,876	\$16,706	\$13,169	\$30,010	\$135	102.96%
Median		28,513	15,825	13,023	29,558	(937)	97.46%

* Tuition information for CSU-Fresno's program is likely inaccurate; therefore, it was not included in the average or median.

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
A. T. Still University	3	\$30,771	\$17,038	44.63%
Chapman Univ.	0	30,963	17,230	44.35%
Loma Linda U.	1	38,444	24,711	35.72%
Mt. St. Mary's Col.	1	37,200	23,467	36.92%
Samuel Merritt Col.	0	36,030	22,297	38.12%
U. So. California	4	52,342	38,609	26.24%
U. of the Pacific (accelerated)	0	48,075	32,625	32.14%
Western U.	0	34,111	20,378	40.26%
Pacific U.	7	29,759	19,459	34.61%
U. Puget Sound	2	27,985	17,685	36.81%
Total Private	18			
Average		\$36,568	\$23,350	36.98%
Median		35,071	21,338	36.86%

Notes:

(A) Revenues received by the institution with support fee = resident tuition plus the support fee.

(B) Difference between WICHE rate and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.

(C) WICHE rate as a percentage of nonresident T&F = percentage of revenues that an institution receives, compared to what it would have received from a nonresident student.

(D) T&F paid by WICHE student = full private tuition less the support fee.

(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

2007 (unique applicant information is unavailable for this profession, as the creation of a common online application service began operations for the 2008-09 academic year and only about half of all PT programs are currently participating). Reporting WICHE schools received an average of eight applications per seat for the coming academic year.

Physician Assistant

Three states are supporting 24 students in eight institutions: Alaska, Arizona, Nevada and Wyoming. The 2009-10 support fee is \$11,300 for nine-month programs and is higher for year-round programs (\$15,067) to cover the additional term; most cooperating PA programs are year-round. The proposed fees are \$11,900 for 2011-12 and \$12,000 for 2012-13. The full nonresident tuition differential is not being covered at three public schools: the University of Colorado Denver, Idaho State University, and the University of Utah. Students in the private institutions, which enroll 18 students, pay about 60 percent of tuition on average, and the support fee covers the remaining 40 percent. See table on p. 6-28.

WICHE received feedback from 13 cooperating programs. Several remarked that while they appreciate the proposed 1.5 increase, it does not keep pace with their projected increases. School officials reported that the average projected tuition increase for the 2010-11 academic year will be 5.7 percent. Christina Robohm of the University of Colorado's program stated that there are fewer PA programs in the West than elsewhere in the nation, and that with projected shortfalls for primary care providers, it's important that WICHE maintain access to PA programs for our students.

Several interesting developments have come up in the profession. In March 2009 the Physician Assistant Education Association (PAEA) and the American Academy of Physician Assistants (AAPA) convened a national summit to explore the feasibility of adopting an entry-level doctorate standard for the profession. The final report opposed the entry-level doctorate and endorses the master's degree as the entry-level and terminal degree for the profession. As an option the participants did support the offering of postgraduate, non-profession-specific clinical doctorates, such as a doctorate of medical science or health science. The PA profession is one of the few that has resisted increasing credentials; in the last 10 years, both pharmacy and physical therapy have adopted a doctoral entry level; and recently some occupational therapy programs have started doctoral programs.

In August 2009 the National Commission on Certification of Physician Assistants (NCCPA) announced that it will introduce a new and voluntary specialty certification program for PAs in emergency medicine, orthopedic surgery, cardiovascular surgery, nephrology, and psychiatry in 2011. The AAPA is opposed to this, and is concerned that such certifications could reduce the profession's clinical versatility and flexibility. The NCCPA is an independent body and is not bound by AAPA's policies. WICHE staff will follow this issue and assess how it might affect PA education.

Physician assistants are increasingly recognized as cost effective, and the need for their services is projected to grow much faster than average (39 percent from 2008 to 2018). According to the Bureau of Labor Statistics (BLS), physician assistants are a critical link in healthcare delivery for underserved populations and in rural areas, and job prospects in those areas are especially good. The BLS reports that the mean annual wage of PAs was \$81,230 in May 2008. Responses from cooperating schools that participated in WICHE's PSEP enrollment survey indicate that they received, on average, 16 applications for each available seat in their 2010 entering class.

Support Fee Analysis AY 2009 - PHYSICIAN ASSISTANT

Comparison of Tuition and Fees to WICHE Support Levels

	Approved		Proposed (1.5% increase):	
	AY 2009	AY 2010	AY 2011	AY 2012
SUPPORT FEES:	\$11,300	\$11,700	\$11,900	\$12,000

Supporting states: Alaska, Arizona, Nevada, and Wyoming.

Note: The support fee is \$11,300 for a nine-month program and \$15,067 for a 12-month program in AY 2009.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference between WICHE Rate and Nonresident Tuition & Fees (B)	WICHE Rate as a Percentage of Nonresident Tuition & Fees (C)
Red Rocks Comm. College *	0	\$19,500	\$14,750	\$4,750	\$29,817	\$10,317	152.91%
U. Colorado Denver	2	39,661	20,837	18,824	35,904	-3,757	90.53%
Idaho State U.	1	49,340	32,630	16,710	47,697	-1,643	96.67%
Oregon Health Sciences U. **	0	36,164	36,164	0	36,164	N/A	N/A
U. Utah HSC	0	47,335	28,856	18,479	43,923	-3,412	92.79%
U. Washington **	3	36,340	36,340	0	36,340	N/A	N/A
Total Public	6						
Average			\$27,441	\$18,004	\$40,006	-\$2,937	93%
Median			28,856	18,479	43,923	-3,412	93%

* Red Rocks Comm. College not included in average because of lower tuition rate; program qualifies for participation because it offers the P.A. Certificate.

** OHSU and U. Washington do not differentiate between residents and nonresidents; the support fee is credited, and the student pays the balance, as for private institutions.

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
AZ School of Health Sci.	4	\$31,486	\$16,419	47.85%
Midwestern U.	11	32,965	17,898	45.71%
Loma Linda U.	0	34,230	22,930	33.01%
Samuel Merritt College	0	35,800	20,733	42.09%
U. So. California	1	45,418	34,118	24.88%
Western U.	0	34,060	18,993	44.24%
Pacific U.	1	33,021	17,954	45.63%
Touro U. - Nevada	1	36,633	21,566	41.13%
Total Private	18			
Average		\$35,452	\$21,326	40.57%
Median		34,145	19,863	43.16%

Notes:

(A) Revenues received by the institution with support fee = resident tuition plus the support fee.

(B) Difference between WICHE rate and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.

(C) WICHE rate as a percentage of nonresident T&F = percentage of revenues that an institution receives, compared to what it would have received from a nonresident student.

(D) T&F paid by WICHE student = full private tuition less the support fee.

(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

Podiatry

Four states support students in podiatry: Alaska, Montana, Utah and Wyoming. The 2009-10 support fee is \$13,100. The proposed fees are \$13,700 for 2011-12 and \$13,900 for 2012-13. The current support fee covers an average of 43 percent of tuition, and WICHE students pay the balance. See table below.

Currently, only five students are receiving WICHE support, and all are enrolled at Samuel Merritt University's California School of Podiatric Medicine (CSPM). Midwestern University in Glendale, AZ, is now fully accredited and eligible to receive WICHE students, but none are enrolled there yet.

According to the American Association of Colleges of Podiatric Medicine (AACPM), 991 applicants applied for 687 first-year student positions available at the eight schools of podiatric medicine in the nation in the 2009-10 academic year. Admissions appear more competitive in the West; the California School of Podiatric Medicine received a total of 358 applications for approximately 40 seats, and Midwestern University received 416 applications for 30 seats.

Only Midwestern University responded to WICHE's tuition survey: they will increase tuition by 5 percent next year and received 460 applications for 33 seats. Program Director Jeffrey Page commented that applications are flattening, but that a workforce study published by SUNY Albany estimated that colleges of podiatric medicine will need to triple their production of graduates by 2014 in order to meet increased demand for podiatric services.

The demand for podiatrists is rising, in part due to the growing prevalence of diabetes and obesity and their effects on people's feet, as well as an increasing number of injuries due to exercise. The Bureau of Labor Statistics estimates that the need for podiatrists will increase by 9 percent from 2008 to 2018, in line with the average for all occupations. The median salary for podiatrists was \$113,560 in 2008.

Support Fee Analysis AY 2009 - PODIATRY					
Comparison of Tuition and Fees to WICHE Support Levels					
SUPPORT FEES:	Approved		Proposed (1.5% increase):		
	AY 2009	AY 2010	AY 2011	AY 2012	
	\$12,300	\$12,700	\$13,100	\$13,900	
Supporting states: Alaska, Montana, Utah, Wyoming.					
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)	
Calif. Sch. of Pod. Med. of SMC	5	\$31,825	\$18,725	41.16%	
Midwestern U. (new for AY 2008)	0	29,130	16,030	44.97%	
Total Private Average	5	\$30,478	\$17,378	43.07%	
Notes:					
(D) T&F paid by WICHE student = full private tuition less the support fee.					
(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.					

Veterinary Medicine

Veterinary medicine continues to be the largest PSEP field: 214 students are supported by eight states. The sending states and the students they support are: Arizona, Hawaii, Montana, Nevada, New Mexico, North Dakota, Utah, and Wyoming. The 2009-10 support fee is \$28,100. The proposed fees are \$29,500 for 2011-12 and \$30,000 for 2012-12. See table below.

Colorado State University (CSU) receives the most WICHE students (145), followed by Washington State University (WSU) with 66 and Oregon State University (OSU) with three. The support fee and resident tuition cover more than 98 percent of the differential at CSU, 102 percent of the differential at WSU, and almost 130 percent of the differential at OSU.

Deans of all three cooperating programs (CSU, OSU and WSU) state that while the 1.5 increase is reasonable considering the economic hardships of the WICHE states, the projected increase is significantly lower than the rising costs of veterinary medical education. They project an average tuition increase of nearly 10 percent for the coming academic year. CSU's increase is the highest at 15 percent, followed by WSU at 9.5 percent and OSU at 5 percent. Admissions to WICHE's participating schools continue to be very competitive. Nationally, the Association of American Veterinary Medical Colleges (AAVMC) counted 6,143 unique applicants for some 2,700 seats for the 2009-10 academic year; 2010 statistics are not yet available.

There is an identified shortage of veterinarians serving in numerous public health areas, including food safety, food security, animal disease control, biosecurity/homeland security, wildlife disease control, laboratory animal care, and research. According to the Bureau of Labor Statistics, the need for veterinarians is expected to increase by 33 percent from 2008 to 2018, a rate faster than the average for all occupations. Job prospects for all graduates are good, but they're even better for veterinarians specializing in food animals; these positions are often in rural, isolated areas, where earnings are lower and conditions are not as favorable as in urban practices focused on companion animals.

The median annual earnings for a veterinarian in May 2008 were \$79,050. Traditionally, veterinary medicine was a male-dominated profession, but now the majority of entering D.V.M. students are female (about 80 percent). Veterinary medicine made the *U.S. News and World Report's* 2009 list of best careers.

Support Fee Analysis AY 2009 - VETERINARY MEDICINE

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.5% increase):	
	AY 2009	AY 2010	AY 2011	AY 2012
	\$28,100	\$29,100	\$29,500	\$30,000

Supporting States: Arizona, Hawaii, Montana, Nevada, New Mexico, North Dakota, Utah, Wyoming.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference between WICHE Rate and Nonresident Tuition & Fees (B)	WICHE rate as a Percentage of Nonresident Tuition & Fees (C)
Colorado State U.	145	\$47,079	\$18,171	28,908	46,271	-808	98.28%
Oregon State U.	3	35,953	18,628	17,325	46,728	10,775	129.97%
Washington State U.	66	46,061	19,051	27,010	47,151	1,090	102.37%
Total Public	214						
Average		\$43,031	\$18,617	\$24,414	\$46,717	\$3,686	110.21%
Median		46,061	18,628	27,010	46,728	1,090	102.37%

Notes:

(A) Revenues received by the institution with support fee = resident tuition plus the support fee.

(B) Difference between WICHE rate and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.

(C) WICHE rate as a percentage of nonresident T&F = percentage of revenues that an institution receives, compared to what it would have received from a nonresident student.

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2011 and 2012

Alaska

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	4	\$90,800	\$92,000	\$1,200	\$93,600	\$1,600
Occupational Therapy	3	35,700	36,300	600	36,900	600
Optometry	3	46,800	47,400	600	48,300	900
Physical Therapy	4	42,800	43,600	800	44,000	400
Physician Assistant	1	11,700	11,900	200	12,000	100
Podiatry	1	13,500	13,700	200	13,900	200
Pharmacy	5	34,500	35,000	500	35,500	500
Total	21	\$275,800	\$279,900	\$4,100	\$284,200	\$4,300
Percent Change				1.5%		1.5%

Arizona

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	46	\$1,044,200	\$1,058,000	\$13,800	\$1,076,400	\$18,400
Occupational Therapy	16	190,400	193,600	3,200	196,800	3,200
Optometry	18	280,800	284,400	3,600	289,800	5,400
Osteopathic Medicine	39	756,600	768,300	11,700	780,000	11,700
Physician Assistant	13	152,100	154,700	2,600	156,000	1,300
Veterinary Medicine	52	1,513,200	1,534,000	20,800	1,560,000	26,000
Total	184	\$3,937,300	\$3,993,000	\$55,700	\$4,059,000	\$66,000
Percent Change				1.4%		1.7%

Colorado

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Optometry	23	\$358,800	\$363,400	\$4,600	\$370,300	\$6,900
Total	23	\$358,800	\$363,400	\$4,600	\$370,300	\$6,900
Percent Change				1.3%		1.9%

Hawaii

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	6	\$136,200	\$138,000	\$1,800	\$140,400	\$2,400
Occupational Therapy	9	107,100	108,900	1,800	110,700	1,800
Optometry	7	109,200	110,600	1,400	112,700	2,100
Physical Therapy	15	160,500	163,500	3,000	165,000	1,500
Veterinary Medicine	12	349,200	354,000	4,800	360,000	6,000
Pharmacy	25	172,500	175,000	2,500	177,500	2,500
Total	74	\$1,034,700	\$1,050,000	\$15,300	\$1,066,300	\$16,300
Percent Change				1.5%		1.6%

Idaho

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Optometry	8	\$124,800	\$126,400	\$1,600	\$128,800	\$2,400
Total	8	\$124,800	\$126,400	\$1,600	\$128,800	\$2,400
Percent Change				1.3%		1.9%

Montana

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	10	\$227,000	\$230,000	\$3,000	\$234,000	\$4,000
Medicine	25	732,500	742,500	10,000	755,000	12,500
Occupational Therapy	2	23,800	24,200	400	24,600	400
Optometry	3	46,800	47,400	600	48,300	900
Osteopathic Medicine	7	135,800	137,900	2,100	140,000	2,100
Podiatry	0	0	0	0	0	0
Veterinary Medicine	35	1,018,500	1,032,500	14,000	1,050,000	17,500
Total	82	\$2,184,400	\$2,214,500	\$30,100	\$2,251,900	\$37,400
Percent Change				1.4%		1.7%

Nevada

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Optometry	7	109,200	110,600	1,400	112,700	2,100
Physician Assistant	6	70,200	71,400	1,200	72,000	600
Veterinary Medicine	17	494,700	501,500	6,800	510,000	8,500
Pharmacy	14	96,600	98,000	1,400	99,400	1,400
Total	44	\$770,700	\$781,500	\$10,800	\$794,100	\$12,600
Percent Change				1.4%		1.6%

New Mexico

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	36	\$817,200	\$828,000	\$10,800	\$842,400	\$14,400
Optometry	1	15,600	15,800	200	16,100	300
Osteopathic Medicine	0	0	0	0	0	0
Podiatry	0	0	0	0	0	0
Veterinary Medicine	41	1,193,100	1,209,500	16,400	1,230,000	20,500
Total	78	\$2,025,900	\$2,053,300	\$27,400	\$2,088,500	\$35,200
Percent Change				1.4%		1.7%

North Dakota

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	9	\$204,300	\$207,000	\$2,700	\$210,600	\$3,600
Optometry	17	265,200	268,600	3,400	273,700	5,100
Veterinary Medicine	5	145,500	147,500	2,000	150,000	2,500
Total	31	\$615,000	\$623,100	\$8,100	\$634,300	\$11,200
Percent Change				1.3%		1.8%

Utah

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Optometry	7	\$109,200	\$110,600	\$1,400	\$112,700	\$2,100
Podiatry	3	40,500	41,100	600	41,700	600
Veterinary Medicine	19	552,900	560,500	7,600	570,000	9,500
Total	29	\$702,600	\$712,200	\$9,600	\$724,400	\$12,200
Percent Change				1.4%		1.7%

Washington

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Optometry	6	\$93,600	\$94,800	\$1,200	\$96,600	\$1,800
Osteopathic Medicine	6	116,400	118,200	1,800	120,000	1,800
Total	12	\$210,000	\$213,000	\$3,000	\$216,600	\$3,600
Percent Change				1.4%		1.7%

Wyoming

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	10	\$227,000	\$230,000	\$3,000	\$234,000	\$4,000
Medicine	13	380,900	386,100	5,200	392,600	6,500
Occupational Therapy	4	44,400	46,000	1,600	47,600	1,600
Optometry	20	312,000	316,000	4,000	322,000	6,000
Osteopathic Medicine	6	116,400	118,200	1,800	120,000	1,800
Physical Therapy	21	224,700	228,900	4,200	231,000	2,100
Physician Assistant	4	46,800	47,600	800	48,000	400
Podiatry	1	13,500	13,700	200	13,900	200
Veterinary Medicine	33	960,300	973,500	13,200	990,000	16,500
Total	112	\$2,329,200	\$2,362,400	\$33,200	\$2,400,700	\$38,300
Percent Change				1.4%		1.6%

Totals by Academic Field

FIELD	No. of Students AY 2009	Approved Fees AY 2010	Projected Fees AY 2011	Projected Increase from AY 2010 to 2011	Projected Fees AY 2012	Projected Increase from AY 2011 to 2012
Dentistry	121	\$2,746,700	\$2,783,000	\$36,300	\$2,831,400	\$48,400
Medicine	38	1,113,400	1,128,600	15,200	1,147,600	19,000
Occupational Therapy	34	404,600	411,400	6,800	418,200	6,800
Optometry	120	1,872,000	1,896,000	24,000	1,932,000	36,000
Osteopathic Medicine	58	1,125,200	1,142,600	17,400	1,160,000	17,400
Physical Therapy	40	428,000	436,000	8,000	440,000	4,000
Physician Assistant	24	280,800	285,600	4,800	288,000	2,400
Podiatry	5	67,500	68,500	1,000	69,500	1,000
Veterinary Medicine	214	6,227,400	6,313,000	85,600	6,420,000	107,000
Pharmacy	44	303,600	308,000	4,400	312,400	4,400
Total	698	\$14,569,200	\$14,772,700	\$203,500	\$15,019,100	\$246,4000
Percent Change				1.4%		1.7%

Notes:

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. These estimates do not include fields that will no longer be supported as of AY2009 (public health, for example).

ACTION ITEM

Western Scholars Program

WICHE proposes to create a new initiative in partnership with a consortium of secondary schools and postsecondary institutions in five states (Arizona, Colorado, New Mexico, South Dakota, and Utah), the Colorado GEAR UP organization, and Gallup that will improve the high school graduation rates and postsecondary success of at least 2,800 high-need students. This effort will build on the successful State Scholars Initiative that WICHE administered from October 2005 through September 2009 with a \$6.6 million grant from the U.S. Department of Education. WICHE's Programs and Services unit was invited by staff of the Colorado GEAR UP and Gallup organizations to serve as program administrator and to submit a funding proposal to the U.S. Department of Education's Investing in Innovation (I3) program.

Relationship to WICHE Mission

The program directly supports WICHE's mission to expand educational access and excellence in the West by developing strategies and resources to improve high school students' academic preparation and increase the likelihood that they will enroll and succeed in postsecondary education. Western Scholars, if funded, will assist at least 2,800 of this fall's 9th grade students, with an emphasis on high-need students, including those from underrepresented racial/ethnic groups, rural communities, and low-income backgrounds.

Background

WICHE served as the national program administrator for the State Scholars Initiative, which motivates students to take a rigorous course of study in high school and engages business leaders as mentors in this effort. WICHE directed this 24-state effort over four years; the federal grant ended on September 30, 2009. As program administrator staff provided technical assistance in the form of training, program implementation, policy advice, data collection and research, and reporting to schools, school districts, and state and federal policymakers. Before the federal funding ended, WICHE approached staff of the Bill & Melinda Gates Foundation about providing support to sustain some SSI program components, but the foundation did not invite us to submit a full proposal.

In March the U.S. Department of Education's Office of Innovation and Improvement announced its plans to provide \$643.5 million in competitive grants through the Investing in Innovation fund. The grants will be awarded to local education agencies (LEAs), consortia of schools, and nonprofits to expand innovative practices that have been demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, or increasing high school graduation rates. I3 grants will allow organizations and LEAs to expand and scale the most promising practices, strategies, and programs through three grant opportunities: scale-up grants of up to \$50 million each (that will support an estimated five programs with strong evidence of a statistically significant effect on improving student outcomes); validation grants of up to \$30 million each (that will support an estimated 100 programs with moderate evidence that they have a statistically significant effect on improving educational outcomes); and development grants of up to \$5 million each (that will support an estimated 100 new, high-potential, and relatively untested practices, strategies, or programs whose efficacy should be systematically studied). WICHE believes our research findings from the State Scholars Initiative, in conjunction with Clifford Adelman's *Answers in the Toolbox* and *The Toolbox Revisited*, provide the evidence required for us to qualify for a validation grant, and we have invited schools that are part of SSI, as well as some schools that will be new to the initiative, to participate.

The proposal deadline is May 11, 2010. Funding for the I3 fund is provided through the American Recovery and Reinvestment Act of 2009 (ARRA), and all awards must be obligated by September 30, 2010. Awards will be announced in September.

Program Description

WICHE's proposal seeks \$29.8 million over five years to establish Western Scholars, as an enhancement of the federally funded State Scholars Initiative. Western Scholars will increase the number of high-need students transitioning into postsecondary education by implementing academically rigorous coursework expectations, college and career readiness curriculum, talent assessments, dual-enrollment courses, and for-credit testing. Through intensive advising, individual mentoring, and daily monitoring of high school freshmen through college freshmen by precollegiate advisors, as well as through workshops, 2,800 students from 20 high schools will be exposed to numerous resources and services that will prepare them for postsecondary enrollment and completion. During the

first year of the grant, 9th graders will be identified within high schools in Arizona, Colorado, New Mexico, South Dakota, and Utah. (Several school districts in Arizona, New Mexico, South Dakota, and Utah participated in SSI, and we will recruit schools from these districts, as well as adding some Colorado schools.) Due to the characteristics and student demographics of the schools to be chosen, more than 2,800 students will be eligible for the program, assuring the grant will serve the proposed number of students and enabling additional students to participate in some program aspects. Western Scholars, like SSI, will increase the likelihood that participating students will graduate from high school and enroll, and succeed, in postsecondary education.

Utilizing research data developed through SSI, in conjunction with several innovative strategies employed by the Colorado GEAR UP program and Gallup, the Western Scholars program will meet the following objectives: 1) increase the number of high-need students completing academically rigorous coursework; 2) increase the number of high-need students graduating from high school; 3) increase the number of high-need students matriculating to colleges and universities (by offering developmental/remedial courses in math and English, credit-based testing options such as the College Level Examination Program and dual enrollment courses for college credit); 4) increase high-need student retention from freshman to sophomore years in college; and 5) integrate self-discovery of how students' talents align with academic majors and potential careers through assessments and resources developed by Gallup. The program will pay for participating students' tuition, fees, and books in a specified number of the remedial courses and dual enrollment courses, provide tutoring in each course, fund one college visit for each participant, and provide intensive precollegiate advising.

Staff and Fiscal Impact

The proposal seeks \$29.8 million in I3 funding over five years. If awarded, the grant will support a portion of the salaries and benefits for several current employees (totaling 1.2 FTE each year), and WICHE will recruit staff for five new program positions, as well as hiring 18 precollegiate advisors, who will be located in the participating schools, and approximately 10 assistants for the advisors. A substantial portion of the grant funds will be awarded in subcontracts and distributed grants. Gallup will provide the required 20 percent match, or \$6 million, in contributed staffing, resources, database support, and intellectual property.

Action Requested

Approval to seek, receive, and expend funds to support WICHE as program administrator of Western Scholars.

DISCUSSION ITEM

Educating New Health Information Technology Professionals in the West

Oregon Health & Science University (OHSU) was recently awarded \$5.8 million in American Recovery and Reinvestment Act (ARRA) funds to advance widespread adoption and meaningful use of health information technology (HIT) by educating professionals to work in this rapidly growing area. William Hersh, professor and chairman of Oregon Health & Science University's Department of Medical Informatics and Clinical Epidemiology, will describe his plans to create a national dissemination resource for health IT curricula at OHSU, along with plans to expand the institution's programs to meet the ongoing needs of a growing workforce. A total of \$84 million in ARRA awards to 16 universities and community colleges were announced on April 8, 2010, and will support training and development of more than 50,000 new health IT professionals. Other institutions in the WICHE region that received awards include: a consortium of community colleges led by Bellevue College (\$3.4 million), Los Rios Community College District (\$5.4 million), and the University of Colorado Denver College of Nursing (\$2.6 million).

INFORMATION ITEM

Student Exchange Program Updates

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 2009-10 academic year, 24,670 WUE students enrolled at 145 participating WUE institutions, saving more than \$173.4 million in tuition costs. Despite the economic downturn affecting most of the WICHE states, WUE enrollment increased by 4.3 percent, compared to the previous year (23,632 students).

Since WUE's inception in 1987, students have saved on 273,407 annual tuition bills; and in just the last 10 years, WUE has provided WICHE students and their parents discounts on nearly 210,000 annual tuition bills – a benefit of a remarkable \$1.1 billion in tuition savings. WUE's newest members include Arizona State University's Downtown Phoenix, West, and Polytechnic campuses.

In response to interest from California's community colleges in participating in WUE, staff met with the community college chancellor to propose a modified rate that would enable the highly subsidized two-year California institutions to recover more of their costs at the WUE rate. California community college participation in WUE has been problematic because of the abnormally low resident tuition rates. For example, in the 2009-10 academic year, resident tuition was \$26 per credit hour, which would be only \$39 per credit hour at the WUE rate and would not allow institutions to recover costs. We are awaiting a decision by the chancellor's office on this proposal.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP) is a tuition-reciprocity arrangement similar to WUE but at the graduate level. It allows master's, graduate certificate, and Ph.D. students who are residents of the 15 participating states to enroll in some 220 high-quality programs at 45 participating institutions on a resident tuition basis. Students can enroll directly in the program through WRGP and are not dependent upon the approval of their home state funding to participate.

In fall 2009 502 students enrolled through WRGP and saved an estimated \$5 million dollars in tuition. Enrollment numbers for WRGP programs continue to increase, largely due to the fact that California residents are now eligible to enroll through WRGP, thanks to California State University East Bay's offering of two WRGP programs, effective fall 2009.

WRGP is a tremendous opportunity for WICHE states to share distinctive programs (and the faculty who teach them) and build their workforce in a variety of disciplines, particularly healthcare. If a student's healthcare profession is not offered through PSEP, WRGP is an excellent option, offering 52 healthcare-related programs. They include a wide variety of programs in graduate nursing, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, and other areas. WRGP also offers a post-professional doctorate in physical therapy, as well as a master's in dental hygiene to train future faculty members.

The next call for nominations for new WRGP programs will be announced this fall. Graduate deans and provosts at all public institutions in the WICHE region will be notified of the deadline and process for submitting new programs. To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Given the tremendous needs in the healthcare workforce, healthcare-related programs are not subject to the distinctiveness criteria but must be of high quality.

Programs interested in applying to participate in the WRGP network should contact WICHE's director of Student Exchange Programs so that we can assure direct notification when the request for proposals is released in September 2010. WICHE is particularly interested adding programs in healthcare, health information technology, nurse practitioner, professional science masters (P.S.M.s) in emerging fields, and graduate programs in sustainable energy fields.

Participating programs have found WRGP to be an invaluable recruitment tool and an effective resource in diversifying their student pool. The Colorado School of Public Health – operated jointly by the University of Colorado Denver, Colorado State University, and the University of Northern Colorado – received applications from 60 WRGP-eligible

students for the 2010-11 academic year. Participating programs can choose to limit the number of WRGP awards each academic year to ensure that their participation in WRGP is feasible over the long term.

Professional Student Exchange Program

The Professional Student Exchange Program (PSEP) provides students in 12 Western states (all WICHE states except California, Oregon, and South Dakota) 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 2009-10 698 students enrolled through PSEP to become allopathic or osteopathic doctors, 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 students' education. In the current academic year, sending states invested over \$14.1 million to train healthcare professionals through WICHE.

The recession has prompted a drop in the number of students funded through PSEP. In the 2008-09 academic year, 757 students enrolled through PSEP. Enrollment decreased by 7.8 percent in 2009-10. If state projections for new student seats hold for the 2010-11 academic year, staff estimates PSEP enrollments will drop again to 677 new and continuing students, which is a decrease of 28 seats, or 3 percent. This decrease in state funding for affordable healthcare education is worrisome in a time of shortage of healthcare providers, particularly in the West, which is predominantly rural.

Injection of Federal Funds for Loan Repayment Programs

As state funding to make healthcare education more affordable for residents has decreased, we are fortunate that the federal government has begun injecting significant funds for healthcare professionals seeking loan repayment to help payback their loans upon graduation. The majority of the funds for healthcare providers are available through the National Health Service Corps (NHSC), administered by the Health Resources and Service Administration (HRSA). HRSA's Website provides complete details: www.hrsa.gov/help/healthprofessions.htm.

Of special note, the National Health Service Corps provides loan repayment for primary care physicians, primary care nurse practitioners, primary care physician assistants, certified nurse-midwives, dentists, dental hygienists, and mental and behavioral health professionals. The American Recovery and Reinvestment Act (ARRA) provided \$200 million for new loan repayors in summer 2009. NHSC is making awards to eligible applicants on a first-come, first-served basis until funds are expended or until July 29, 2010, whichever comes first. New this year, NHSC will also now consider part-time health service providers.

Other opportunities include the Nursing Education Loan Repayment Program, which is need-based and for RNs serving in critical shortage facilities. The application deadline was March 11, 2010. The Indian Health Service also administers loan repayment for a wide variety of healthcare professionals (see <http://www.ihs.gov/JobsCareerDevelop/DHPS/LRP/>).

HRSA's State Loan Repayment Program (SLRP) provides matching funds to more than 30 states to operate their own loan repayment programs for primary care clinicians working in health professional shortage areas. WICHE states that operate SLRPs include: Alaska, Arizona, California, Montana, Nevada, New Mexico, Oregon, South Dakota, Utah and Washington. (More information is available at <http://granteefind.hrsa.gov>.)

In summer 2009 additional ARRA funds were awarded to states for loan repayment; states were required to provide matching funds for the federal award. WICHE states that received these special grant funds include: Arizona, California, Colorado and New Mexico. (More information is available at www.hhs.gov/news/press/2009pres/09/20090930c.html and <http://www.hhs.gov/news/press/2009pres/09/20090930c.html>.)

Loan repayment programs for Doctors of Veterinary Medicine (D.V.M.s) are also in the news. The U.S. Department of Agriculture recently announced the implementation of the Veterinary Medicine Loan Repayment Program to address veterinary shortages in rural America. The program will be administered by the National Institute of Food and Agriculture (NIFA). NIFA anticipated it would begin accepting applicants by April 30, 2010, with a due date of June 30, and that offers will be made by September 30, 2010. (Details are available at http://www.nifa.usda.gov/nea/animals/in_focus/an_health_if_vmlrp.html.)

The WICHE states of North Dakota and Wyoming have funded loan repayment programs for D.V.M.s. They are among fewer than 20 states in the U.S. that provide loan repayment or scholarship for D.V.M.s willing to practice in a rural area with a focus on food animal medicine, food safety or public health. (For more details, visit http://www.avma.org/advocacy/state/loan_repayment_programs/default.asp.)

WICHE published an inventory of loan repayment programs and other incentives for rural healthcare practitioners in October 2007 and it is available on WICHE's Website in the publications section.

Forthcoming Workforce Briefs

A workforce brief that examines the role of mid-level providers (physician assistant and nurse practitioners) in healthcare delivery, and their role in the alleviation of shortages in the West's rural areas will begin in spring 2010 for a projected release at the November 2010 commission meeting.

In the current 2009-10 academic year, 24 students are enrolled in physician assistant programs through WICHE's PSEP at 14 cooperating programs in the West. Students pay resident or reduced private tuition, and 9-month base support fee for physician assistant is \$11,300 but the majority of programs are year round, 12-month programs and receive a higher fee of \$15,067.

Nurse practitioner programs are not part of PSEP but six programs are now available at the resident tuition rate through WRGP. They include:

- University of Arizona: Doctor of nursing practice (DNP).
- University of Colorado Denver: Doctor of nursing practice (DNP).
- University of Utah: Neonatal nurse practitioner (DNP); Outreach nurse practitioner (DNP); Psychiatric mental health nurse practitioner (DNP); Women's health nurse practitioner (DNP).

A quick survey of the West's nurse practitioner programs showed that all WICHE states have at least one program, typically in family practice and one other specialty. The specialty program tracks by state for nurse practitioner are indicated in the table below.

Nurse Practitioner Program Tracks Offered at WICHE Institutions (Public and Private) as of March 2010																
	AK	AZ	CA	CO	HI	ID	MT	ND	NM	NV	OR	SD	UT	WA	WY	Region Total
Number of institutions offering NP programs (public and private)	1	5	23	6	3	1	1	2	1	2	2	1	3	6	1	58
Acute care	1	2	3	1					1		1		1	1		11
Acute pediatric			1													1
Adult		2	7	2	1						1		1	2		16
Adult and geriatric																0
Cardiovascular																0
Emergency room																0
Family		5	20	5	3	1	1	2	1	2	1	1	3	6	1	52
Geriatric			3	2	1			1		1	1		1	1		11
Home health														1		1
Neonatal			1	1								1	1	1		5
Neuroscience																0
Occupational			1													1
Oncology			1													1
Pediatric		1	7	1	1			1	1	1		1	1			15
Psychiatric/mental health	1	2	2	1			1						1	1		9
School			1													1
Women's health		1	2	2						1		1	3			10
Other			1										4			5
Total by State	2	13	50	15	6	1	1	4	3	4	6	2	9	21	2	139

Source: American Academy of Nurse Practitioners (<http://aanp.org>); accessed March 10, 2010.

There has been some state interest in increasing the opportunities for nurse practitioner programs for WICHE students. Staff will step up its efforts to promote the programs available through WRGP to students through our certifying offices and pre-health advisors. We will also seek out participation of additional nurse practitioner programs in WRGP during the upcoming nominations round in September. Finally, if there is sufficient interest, and through information gleaned from the planned workforce brief and in consultation with nurse practitioner educator experts, WICHE may want to encourage the planning of new programs in its member states in specialty areas where none or few such programs exist in the region (cardiovascular and neuroscience, for example).

WICHE's regional veterinary medicine workforce brief, originally scheduled for release in May 2009, has been delayed until staff and partnering authors have the opportunity to compare data with an upcoming national study. The American Veterinary Medicine Association commissioned the national study, which was launched in April 2007 and was initially scheduled to be released in September 2008. The national study has met with numerous delays, and the last known projected release was April 2010. Staff will announce a new release date for WICHE's regional report once the national study has been published.

Veterinary Medicine Advisory Council

Jere Mock and Margo Schultz will meet with state, legislative, and institutional representatives of WICHE's Veterinary Medicine Advisory Council on June 17-18, 2010. The meeting will be held at Washington State University (WSU) and hosted by its College of Veterinary Medicine in Pullman, WA. WSU enrolled 66 veterinary medicine students this year.

The council meets annually to review policies regarding PSEP support in veterinary medicine, the largest PSEP field. In 2009-10 eight states provided \$6 million in support for 214 students studying in veterinary medicine. Council members discuss admissions and workforce trends. They continue to examine strategies to attract and maintain student interest in large animal production in order to meet the West's need for rurally based practitioners. The three cooperating schools (CSU, Oregon State University, and Washington State University) are also working to establish common admissions requirements to their programs.

Available Capacity in WICHE's Cooperating Veterinary Programs

Capacity remains in WICHE's cooperating Colleges of Veterinary Medicine for WICHE PSEP students. The 2010-11 survey shows that out of the 103 seats that were available to WICHE students or nonresidents at CSU, OSU, and WSU, WICHE states are able to support only 45 new students in the coming academic year, leaving a balance of 58 seats that had to be offered to non-WICHE-sponsored students. Some state veterinary medicine associations have been advocating the establishment of new programs, but WICHE encourages its states to consider making the remaining capacity available to WICHE residents, at least until economic conditions improve and sustainable revenue streams are available again.

WICHE CVM Capacity for AY 2010				
	Seats Reserved for In-state Residents	Contract Seats	WICHE or Nonresident Seats	Total Entering Class Size
CSU	75	0	63	138
OSU	40	0	16	56
WSU*	60	11	24	95
Total WICHE seats available			103	
Total new WICHE students to be supported in AY 2010			45	
Estimated remaining capacity available for qualified WICHE applicants (currently being filled with non-WICHE students)			58	
<i>*WSU's max class size up to 103 seats; contract seats are for IK residents.</i>				

Certifying Officers Meeting

Certifying officers from several WICHE states will meet on May 16, 2010, to discuss WICHE's three Student Exchange Programs. Unfortunately, travel freezes prohibited some certifying officers from participating. Officers will give 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 the program.

Rural Track Legislation Update

At the November 2009 WICHE Commission Meeting in Boulder, the Programs & Services Committee invited guest speaker Mark Deutchman, MD and director of the Rural Track Program at the University of Colorado Denver School of Medicine, to talk about the "Rural Physician Pipeline Act of 2009" (S. 1628) that was introduced by Senator Mark Udall of Colorado. WICHE staff was pleased to learn that S.1628 was included as an amendment in the Patient Protection and Affordable Care Act that was signed into law in March 2010. The bill was co-sponsored by 10 senators, including three from WICHE states: Sen. Begich (AK), Sen. Tom Udall (NM), and Sen. Tim Johnson (SD). The legislation is designed to give medical schools resources to recruit students from rural communities who will return there to practice. It also provides schools with resources to establish or expand rural track training programs that give future rural doctors additional coursework and training that they will need to practice in remote areas. At this time, no information is available on actual funding provided for the expansion of rural track programs.

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 collaboration among institutions offering online courses. Through ICE participating institutions expand their students' access to high-quality online courses and programs taught by other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. Currently, there are 12 institutional members and four consortia members, for an overall impact on more than 30 institutions.

Acting as the broker for the exchange of course and student information and funding among the members, WICHE ICE charges a 15 percent administrative fee for its services. Members pay annual dues and may participate as 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 seats in them to other members at an agreed-upon common wholesale price. For FY 2011 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.
- **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 earn additional revenue.
- **Program exchange.** Members may contract with other members to jointly develop and deliver a full program. In this exchange the members agree both to a negotiated wholesale price (price one institution charges another institution for a seat) as well as to a common retail price (price institutions charge a student for a seat) for enrolling in courses in the program.

Other activity has focused on supporting collaborative initiatives. Members are finding refuge in the ICE model as they seek ways to retain and expand their online offerings when declining budgets force more cuts to their programs. For example, the social work consortium, consisting of five institutions, is working on the joint development of a certificate program targeting K-12 social workers as they share seats in other courses. The math and science initiative is submitting a new proposal to the National Science Foundation to pilot the cross-campus development and enrollment-sharing of two online lab courses in science. Pending funding, a consortium of engineering schools will develop programs in sustainable energy and a consortium of community colleges will offer health information technology courses online, both using ICE to support the exchange of seats and courses among their members. Other areas of collaborative interest include general education "bottleneck" courses and courses in public health, business, Native American studies, and foreign languages. Both the Nursing Education Xchange (NEXus) and the Colorado Department of Labor/ U.S. Department of Labor demo project continue to use ICE to make more online courses responding to workforce needs available to students at their home institutions.

The WICHE ICE Website (www.wiche.edu/ice) provides much more information about how the program works, as well as new resources for members. A listserv, implemented in March, supports communication among members.

ICE members include:

- Adams State College (CO)
- Arizona Universities Network
- Bismarck State College (ND)
- Boise State University (ID)
- Lewis-Clark State College (ID)
- Montana State University, Bozeman
- Montana University System

- North Dakota University System Online
- Regis University (CO)
- South Dakota System of Higher Education
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Colorado Denver
- University of Nevada Reno
- University of Wyoming

The ICE annual meeting will be held in March 2011 in Boulder.

Western Academic Leadership Forum

The Western Academic Leadership Forum (WALF) 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 group consists of 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. It is funded via membership dues and a grant from TIAA-CREF.

The WALF annual meeting, held April 21-23, 2010, in Rapid City, SD, was themed "Academic Leadership: Charting a Future in a Sea of National and International Initiatives." Noted speakers addressed three primary initiatives, including various approaches to postsecondary readiness; the Bologna process to improve the quality of higher education internationally; and current changes in the regional accreditation process. Panels of member representatives discussed the practical implications and approaches they are taking to incorporate these initiatives into their institution's culture and realities, especially with the extraordinary budget shortfalls most are facing.

In addition, WALF is scheduled to launch its new academic leaders' toolkit in the summer. This Web-based repository for decision-making tools and processes used by academic leaders will be an important strategic-planning resource for them. Tools in a broad range of categories, such as program evaluation, creation and elimination, faculty recruitment and retention, and student outcomes assessment, will help WALF members better address their increasing range of responsibilities.

Archived versions of the annual meeting sessions and more information about the toolkit and WALF in general can be found at www.wiche.edu/walf.

Current members include:

Alaska

- Alaska Commission on Postsecondary Education
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Alaska System

Arizona

- Arizona State University
- Arizona Board of Regents

California

- California State University

Colorado

- Metropolitan State College of Denver
- Colorado State University–Ft. Collins
- Colorado State University–Pueblo

Hawaii

- University of Hawaii System

Idaho

- Boise State University
- Idaho State Board of Education
- Lewis-Clark State College
- University of Idaho

Montana

- Montana State University–Billings
- Montana State University–Bozeman
- The University of Montana
- The University of Montana System

Nevada

- Nevada State College
- University of Nevada, Las Vegas
- University of Nevada, Reno

New Mexico

- New Mexico State University

North Dakota

- 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
- The University of Oregon
- Western Oregon University

South Dakota

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

Utah

- Utah State Board of Regents

Washington

- Central Washington University
- Eastern Washington University
- Washington State University
- University of Washington Educational Outreach

Wyoming

- University of Wyoming

WICHE Two-Year Forum

Launched in April 2010, this new forum for academic leaders of two-year schools, systems, and state coordinating and governing boards is modeled after the Western Academic Leadership Forum. It will provide a venue for sharing information, resources, and expertise among community colleges and technical schools as they address issues of common concern across the region and work together on innovative solutions. Like WALF, it will be funded from membership dues and grants.

Members of the Executive Committee, with one representative from each state, will work over the next few months to identify initial areas of collaborative focus, define member services, and explore potential funding sources for this new organization.

Charter members with representatives on the Executive Committee are:

Alaska

- University of Alaska, Fairbanks

Arizona

- Coconino Community College

California

- California Community Colleges

Colorado

- Colorado Community College System

Hawaii

- University of Hawaii Manoa

Idaho

- College of Southern Idaho

Montana

- Montana University System

Nevada

- Great Basin College

New Mexico

- Santa Fe Community College

North Dakota

- Williston State College

Oregon

- Oregon Board of Education

South Dakota

- Lake Area Technical Institute

Utah

- Salt Lake Community College

Washington

- Washington State Board for Community and Technical Colleges

Wyoming

- Laramie County Community College

WICHE



Issue Analysis and Research Committee Meeting

Monday, May 17, 2010

2.00 - 4.00 pm

Smith Memorial Student Union

Room 323

7 Monday 2:00-4:00 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 17, 2010

2.00 - 4.00 pm
SMSU Room 323

Issue Analysis and Research Committee Meeting

Position open, chair
Robert Burns (SD), vice chair
Tom Buchanan (WY), ex officio
Joe Garcia (CO), ex officio

Patricia Heller (AK)
David Lorenz (AZ)
Position open (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
Arthur Vailas (ID)
Dan Harrington (MT)
Jane Nichols (NV)
Viola Florez (NM)
William Goetz (ND)
Ryan Deckert (OR)
Committee vice chair (SD)
William Sederburg (UT)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)

Agenda

Presiding: Robert Burns (SD), vice chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Brandi Van Horn, research analyst



Approval of the Issue Analysis and Research meeting minutes of November 2, 2009 7-3



Approval of *Facilitating Development of a Multistate Longitudinal Data Exchange* project 7-6



Approval of *Serving Student Soldiers of the West: Policy and Practice Solutions* project 7-8



Approval of the FY 2011 workplan sections pertaining to the Policy Analysis and Research unit's activities 7-10

Information Items:

- Update on the status of the *High School Graduates Projections Methods Review* project 7-14
- Update about the development of model data standards for K-12 and postsecondary education (background information) 7-16

Discussion Items:

- Reviewing *Fact Book/Benchmarks/Tuition & Fees* content and presentation 7-18
- Update on Center for Urban Education equity project activities
- IPEDS human resources survey
- Potential project on residency policies
- Potential project on Web portals

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, November 2, 2009

Committee Members Present

David Skaggs (CO), chair
Robert Burns (SD), vice chair
Tom Buchanan (WY), ex officio
Viola Florez (NM)
Dan Harrington (MT)
Patricia Brown Heller (AK)
Jeanne Kohl-Welles (WA)
David Lorenz (AZ)
Jane Nichols (NV)
Roberta Richards (HI)
William Sederburg (UT)

Committee Members Absent

Ryan Deckert (OR)
Roy Ogawa (HI), ex officio
William Goetz (ND)
Debbie Hammons (WY)
Arthur Vailas (ID)

Staff Present

Brian Prescott, director of policy research, Policy Analysis and Research
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Jeanette Porter, administrative assistant

Chair Skaggs convened the Issue Analysis and Research Committee on November 2, 2009, and a quorum was established.

ACTION ITEM

Approval of the Minutes of the May 18, 2009, Issue Analysis and Research Committee Meeting

Chair Skaggs asked members to review the minutes of the previous meeting. Commissioner Burns motioned TO APPROVE THE MINUTES OF THE MAY 18, 2009, ISSUE ANALYSIS AND RESEARCH COMMITTEE MEETING. Commissioner Heller seconded the motion. The minutes were approved unanimously by the committee.

ACTION ITEM

Approval of a New Project: Education Equity and Postsecondary Student Success

Brian Prescott provided an overview of the new project, *Education Equity and Postsecondary Student Success: A Center for Urban Education (CUE) and WICHE Partnership for Policy Research and Analysis*. He explained that WICHE proposes to work with the Center for Urban Education at the University of Southern California as a subcontractor to assist with a project to progress the equity agenda in state-level policymaking. This will enable the two organizations to work collaboratively to make racial equity more transparent in states' policy and programmatic efforts to increase degree completion. It will familiarize state leaders with tools and techniques to enable them to better monitor the state of equity in college completion, create a cohort of professionals with these capabilities, and strengthen the use of benchmarks and metrics for assessing and tracking equity in college completion. Prescott explained that CUE has already received the grant award from the Ford Foundation and intends to partner with the Policy unit.

Skaggs questioned what was meant by "developing a cohort of equity-minded professionals" in the project description. Prescott answered that this could be an opportunity to bring in five or six fellows to explore this project, as well as work on some of their own similar projects. Florez asked what demographic the fellows will come from. Prescott replied that these individuals will most likely be junior faculty or advanced graduates at the institutional or state level.

Commissioner Buchanan moved TO APPROVE THE NEW PROJECT. Commissioner Sederburg seconded the motion. The project was approved unanimously.

Prescott took a few minutes to bring attention to memberships and advisory positions that various Policy staff members hold. Prescott has just been appointed to a three-year term with the National Postsecondary Education Cooperative, and Michelau is currently working with Women in Government, which is a national organization that

serves female legislators. Michelau also works closely with Southern Regional Education Board and the Council for Adult and Experiential Learning. Prescott mentioned that if the commissioners have any questions or concerns regarding these organizations or what they do, they should be comfortable speaking with himself or Michelau.

Michelau reported on the status of the grant application for *Innovative Strategies in Community Colleges for Working Adults and Displaced Workers*. She had hoped that funds from that grant would allow for funding the next phase of the *Non-traditional No More* program. Unfortunately, WICHE did not receive the funding; she explained that all 29 awards were given to two-year institutions. She would like to use parts of the grant application to “shop around” and find additional sources of funding. There has been a no-cost extension on the *Non-traditional No More* grant, which WICHE will use to continue to work with adult learners.

Prescott directed the commissioners’ attention to the annual *Benchmarks* document. This report presents information on the West’s progress in improving access to, success in, and financing of higher education. He explained that the information is updated annually, so that we might be able to monitor change over time and to encourage its use as a current tool for informed discussion in policy and education communities, focusing demographics related to access, success, and finance in the West.

Kohl-Welles mentioned that the inclusion of Asians and Pacific Islanders in the same racial category is very deceptive. She pointed out that in Washington, they are two very distinct categories. Prescott agreed that it is deceptive and that the same holds true for the Hispanic category. He explained that at this point that is how the data are collected, and there is no way to disaggregate that data. He hopes that with the ongoing rollout of American Community Survey, data will increasingly be more reflective of the population.

Florez questioned whether the data in Figure 9 of the *Benchmarks* document included Pell Grant money, as New Mexico has had a significant increase in Pell Grant recipients. Prescott answered that Pell Grant support is not included. That is one problem with the *Benchmarks* document: the data are always changing.

Skaggs questioned if anybody actually looks at the WICHE region as a whole or if they more often look at the state-level data. He cannot see the utility in presenting regional data. Sederburg mentioned that Utah frequently uses data from the intermountain areas because of the large number of Latter-day Saints churches in those areas. He feels that the regional information is more valuable than the national data because the national data distorts what is going on those areas. Burns added that it is helpful if you compare state data to WICHE data. Prescott agreed and added that a regional *Benchmarks* does have value over a national document because there are specific things that go on in the West that may not be the same in the East. For example, the West has very few private institutions compared to the East. Michelau added that she believed that it was per the request of the committee that *Benchmarks* was presented in a regional fashion. Nichols said that she was correct – it was the committee that originally requested the document be regional – but suggested that it may be the right time to begin to show state data. Prescott worried about the size of the publication if it was presented that way and questioned whether the state data could be distributed in an Excel file. Skaggs recommended a survey to the commissioners to see how they would prefer that data be distributed.

Prescott mentioned that WICHE needs help with reevaluating the online *Factbook*. There are 61 tables, and he is unsure how the tables are being used. Currently, the tables are updated on an as-needed basis. He is also curious if the data are being delivered in the most effective way. Nichols answered that at this time of lean staff, WICHE needs to make sure that they are doing the things that are most important to the organization. She recommended surveying the SHEEOs and commissioners to see how the online Factbook is being used; we may find out that updating that data is not the best use of our time.

Michelau began the discussion on the progress that the Policy unit has made towards the 2010 workplan. She stated that the Legislative Advisory Committee (LAC) had experienced a decrease in participation, but due to her efforts to increase communication with the LAC members, the most recent annual meeting had greater attendance.

The grant *Getting What You Pay For*, which is a partnership with the National Conference of State Legislatures and is funded by Lumina Foundation for Education, has some money left, and WICHE is asking for a no-cost extension. Michelau explained that there is not a lot of time left to use the money and requested that commissioners make any suggestions that may be related to that subject.

The State Policy Inventory Database Online (SPIDO), which is a searchable online database of state-level higher education policies, has had some significant technical challenges. The Website has been revamped and relaunched.

Policy staff will soon be updating this database. Michelau also reminded the commissioners about the Policy Publications Clearinghouse, which is currently being updated weekly.

Best Practices in Statewide Transfer and Articulation Systems is a joint project of WICHE and Hezel Associates in partnership with WCET, with funding from Lumina Foundation for Education. It is a project which seeks to develop a deeper understanding of how states coordinate their articulation and transfer programs for students who move from two- to four-year institutions. Michelau noted that WICHE, WCET, and Hezel are currently surveying all 50 states to examine how states use Web portals in the articulation and transfer process. She also mentioned that there will be a national meeting sometime next year, also funded by Lumina and cosponsored with the Southern Regional Education Board.

Prescott mentioned that WICHE's annual *Tuition & Fees* report is now available online. This report details tuition and fees charges for every public institution in the West. It includes charges for resident and nonresident graduate and undergraduate students in a number of tables, allowing for easy comparisons and providing some historical information. Currently, Policy is examining how it might contemporize the report to allow for the calculation of enrollment-weighted averages and also how to make it available online.

The *Knocking at the College Door* publication was recently updated and published in March of 2008; it is currently on a five-year cycle of updating. Prescott added that Policy is currently trying to secure funding to conduct a methodological review of the study. The Gates Foundation has expressed an interest in funding this review, and WICHE has submitted a proposal.

Prescott added that WICHE and the Policy unit are available to help out with any available technical assistance opportunities, and he requested that the commissioners contact the unit if there are areas where WICHE can be of assistance. Sederburg mentioned his interest in the presentation on remedial mathematics. Michelau thought that that topic could possibly fit into the *Non-traditional No More* grant. Burns asked if there is any research on how society gains from higher education. Prescott answered that there are not measurable data at this time. Skaggs added that you can see more correlations in the data than cause and effect. Burns said it would be very valuable if you could quantify that data.

Chair Skaggs adjourned the meeting.

ACTION ITEM

Facilitating Development of a Multistate Longitudinal Data Exchange

WICHE proposes to work with four states initially to develop a multistate data exchange encompassing data from the K-12 education, postsecondary education, and workforce sectors within each participating state. This effort will complement existing state activity to develop longitudinal data systems by enabling the tracking of individual students across state lines. WICHE's Policy Analysis and Research unit was invited by the Bill & Melinda Gates Foundation to submit a formal proposal for this project and has done so.

Relationship to WICHE Mission

This project will help longitudinal data systems fulfill their promise as the means to provide policymakers with improved information about educational outcomes, including workforce outcomes, and about subpopulations commonly targeted by policy, such as students from underrepresented racial/ethnic groups and low-income backgrounds. As a collaborative effort among member states, it also builds on and contributes to WICHE's mission to develop regional solutions to common challenges concerning access to educational opportunity.

Background

The proposed project builds off of a recently completed meeting funded by the Bill & Melinda Gates Foundation to bring together member states to better link data within each state's K-12 education, postsecondary education, and workforce sectors. Shortly after that meeting, the federal government passed its stimulus package, which included a \$250 million set-aside for state data systems development. The stimulus funding lent greater urgency to activity already underway in most states to develop longitudinal data systems. WICHE followed up its initial meeting with a subsequent meeting in the summer of 2009, with four states to begin preliminary conversations about how a data exchange among them might be developed, what information it might provide, and how it might be designed and governed. The Gates Foundation remained interested in WICHE's efforts in this regard and requested a full proposal to develop the data exchange.

WICHE had previously approached the Gates Foundation with its long-desired plan to conduct a methodology review of its projections of high school graduates, the *Knocking at the College Door* publication. While Gates initially expressed interest in that effort, as the activity around data systems grew more energetic, WICHE's program officer first requested that it be linked with the multistate data exchange project proposal before ultimately informing us to focus our project on the multistate data exchange.

Project Description

The proposal is for a three-year project to allow WICHE to build on its recently completed Gates-supported project and continue providing technical assistance to states in their efforts to build analytical capacity for improving educational policy and practice. This project will promote interoperability and collaboration among states to ensure that relevant information about individual mobility is captured. Specifically, WICHE will coordinate efforts to pilot a multistate data exchange allowing for a more comprehensive analysis of the production, stock, and flows of human capital through a regional, multistate approach. Our plan is to engage four states initially (Washington, Oregon, Idaho, and Hawaii) to build out the necessary architecture to facilitate data exchange, standard reporting, and governance structures. Lessons learned from the effort will be passed along to WICHE's other member states (through our semiannual commission meetings) and beyond. As the project moves forward, we hope to fold in additional states into the exchange. Given specific interest and feedback from the Gates Foundation, we do envision the possibility of eventually opening up the exchange to states outside the West.

WICHE envisions that the resulting data exchange will be capable of:

- Tracking the stock and flow of the skills and abilities (represented by education and training) of various populations within a given state.
- Examining the gaps in educational attainment between population groups based on demography and socioeconomic status.
- Incorporating information from multiple states, given the mobility of the U.S. population and the fact that many population centers are located on state boundaries.

Engaging leaders and data stewards within the participating states, WICHE's Policy Analysis and Research unit will focus its facilitation efforts on the exchange's architecture/design, governance, and use. WICHE will rely heavily on its strong partnerships with the National Center for Higher Education Management Systems and the State Higher Education Executive Officers, both of which have expertise in this area.

Staff and Fiscal Impact

The total cost of proposed project is \$1,562,000 over three years. Of that amount, we have requested \$1,500,000 from the Bill and Melinda Gates Foundation. If awarded, the grant will support a portion of the salaries and benefits for several current employees (.7 FTE in year one, .75 in year two, and .7 in year three), but the bulk of the grant money will be awarded in subcontracts and consultant agreements. The contributed amount reflects a portion of David Longanecker's time and benefits, with the grant covering the rest.

Action Requested

Approval to receive and expend funds to support WICHE's leadership of this project.

ACTION ITEM

Serving Student Soldiers of the West – Policy and Practice Solutions

WICHE proposes a project that will work to increase access to and success in higher education for military students and their families in the Western region. Specifically, the project aims:

- To increase awareness of state and institutional policymakers about the demographics, needs, and challenges of the military population in higher education.
- To identify state and institutional policies that create barriers to or enhance access and success for military students and their families.
- To assist states and institutions in developing clear, seamless degree pathways for military personnel, veterans, and their families.

Relationship to WICHE Mission

This project will help WICHE states and institutions address the array of challenges associated with serving student soldiers, a national priority that is of particular importance to the Western region. This project will contribute to WICHE's mission by promoting new and innovative solutions to these challenges and fostering collaboration across states to develop sound public policy and practice to increase access and success for this population.

Background

Much of the recent attention paid to the new GI Bill (technically, "The Post 9/11 Veterans Educational Assistance Act of 2008") has focused on government delays in processing benefit payments. These logistical challenges, combined with the focus on the federal role in education for military students (which for our purposes include active, reserve, and National Guard members of the armed forces, as well as veterans), have overshadowed some of the other challenges that military students face when returning to campus.

By all accounts the expanded benefits, which went into effect August 1, 2009, are leading to a surge in military students' enrollment throughout the country. Particularly in the West, where there are unprecedented numbers of military students expected on campuses in coming months, the need for a deliberate, evidence-based response to the challenges associated with serving this population is serious and immediate. With the new GI Bill addressing the major financial hurdles for veterans, state and institutional policymakers must still identify and eliminate other policy- and practice-related barriers that limit the access and success of these students; and the fiscal distress facing both public and private institutions exacerbates the difficulties in addressing these issues. These include:

- Credit for military and work experience.
- Transfer and articulation.
- Residency requirements.
- Requirements to fulfill the last 30/15 hours at an institution.
- Financing and financial aid.
- Distance education.
- Mental health issues (need for mental health professionals at VA hospitals and on college campuses).

Project Description

The project will span three years, with emphasis placed on the front end in order to be responsive to the immediate needs of the Western states and institutions. Later work will be devoted to dissemination and strategies for maintaining and enhancing effective services for the target population. The project will include four types of primary activities: research, meetings, state-specific work, and dissemination.

Research. Although institutions and the U.S. Department of Veterans Affairs collect a great deal of data on the usage of veterans benefits, the information is rarely used to assess quantitatively how well postsecondary policies and programs are serving military students. As states work to improve their data systems in general, they have a definite opportunity to address this gap. This component of the project would identify research gaps and produce three research briefs in response. In addition, WICHE research staff will guide policymakers in how to evaluate success of their programs and policies.

Meetings. The project will convene two policy forums, in which teams from the 15 Western states would participate. The first meeting would take place in the first year and would be smaller in scope, with high-level decisionmakers (three key individuals from each state). The goal would be to raise awareness about the needs of the target population, the anticipated demands on states and institutions, and possible strategies for dealing with challenges. The second major forum would happen in the third year and would include representation from larger teams of up to six individuals from each state; broad representation would include the state higher education executive officer, state agency staff person, a legislator, a governor's staff person, a four-year institutional representative, and a two-year institutional representative. This would happen in the third year, so that the lessons learned in the first two years could be disseminated broadly.

State-specific work. Three states would be selected to receive \$50,000 over two years to work on these issues. The funding would be used to bring key state- and campus-level policymakers together in a task force format over the time period to identify and address the policy needs of the particular state.

Dissemination. Dissemination will be a key component of this project as this is an issue facing the entire nation, not just the Western region. WICHE will work with its project partners and colleagues to inform state-level and institutional policymakers about evidence-based promising practices that emerge from this work. WICHE's Communications unit will issue press releases, develop an interactive Website, and produce deliverables.

The project will be guided by an advisory board consisting of up to 10 individuals with a wide range of experience working with this population and experts in higher education. The advisory board will meet face-to-face once a year and participate in additional Webinars and conference calls as needed. In addition, where appropriate, advisory board members will serve as technical assistance experts for the targeted state-specific work. Additional project partners may include the U.S. Department of Defense, Servicemembers Opportunity Colleges, and the American Council on Education.

Staff and Fiscal Impact

The total budget of the proposed project is \$1,000,000 over three years. The intended funding sources are Lumina Foundation for Education and Walmart Foundation. If awarded, the grant will support a portion of the salaries and benefits for several current employees (1.35 FTE), most of whom reside in the Policy Analysis and Research unit. Other units – Programs and Services through the Communications staff, Mental Health, and WCET – will also have a portion of salaries covered. The grant would also cover a portion of David Longanecker's time (.05 FTE).

Action Requested

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

WICHE WORKPLAN 2011

ISSUE ANALYSIS AND RESEARCH (Highlighted)

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (general fund - GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- Performance measurement improvement in the Western states public mental health programs (Mental Health)
- Property insurance and risk consortium (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (NSF)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (Mental Health)
- College Access Challenge Grant Program Consortium and Network (state subcontracts, U.S. Department of Education)
- Best Practices in Statewide Articulation and Transfer Systems (Lumina)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Association for the Study of Higher Education Institutes on Equity and Critical Policy Analysis (Ford)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH, Mental Health)
- Identifying promising practices in rural behavioral health (Mental Health)

Technology & Innovation

- Facilitation of Internet2 connectivity throughout the West (Technology and Innovation)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (Technology and Innovation)
- Providing technical assistance services for creating/managing data-driven Websites (TBD, Hewlett/EduTools)
- Launching new electronic publication series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET)

- Expanding WCET’s knowledge base and member resources that can help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems’ transitions; and management of e-learning consortia (WCET)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (WCET)
- Providing professional development in e-learning for the higher education community through WCET’s signature annual conference event, Catalyst Camp, and invitational summits (WCET)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET)
- Extend the reach of WICHE’s policy and research work by leveraging WCET’s national network and technical assistance with new media communications (WCET)
- Build out WCET’s capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (WCET)
- WALF – Western Academic Leadership Forum (member dues and TIAA-CREF grant)
- Webinar series to enhance information exchange in rural behavioral health (Mental Health)
- Providing technical assistance in a pooled group of experts on health information technology (Mental Health)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Regional Veterinary Medicine Advisory Council (GF)
- Collaboration with the Colorado Department of Labor and Employment in its U.S. Department of Labor-funded demonstration project to address pressing education and workforce training needs through online learning (U.S. Department of Labor and CO Department of Labor and Employment)
- Mental health student exchange (Mental Health)
- Building partnerships for competency: public behavioral health workforce development (Mental Health)
- Behavioral health training initiatives to expand the rural workforce capacity (Mental Health)
- Increasing knowledge of the state behavioral/health workforce capacity (Mental Health)
- Suicide prevention toolkit for rural primary care providers (Mental Health)
- Increasing health and behavioral health provider knowledge of returning veterans’ service needs (Mental Health)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- *Electronic Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Launching the next phase of Transparency By Design’s College Choices for Adults Website, to educate adult students to become better-informed consumers of online education (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (Technology and Innovation)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- Creating a new regionwide academic forum for community college administrators (member dues)

Technology & Innovation

- Conducting a national survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education survey, in partnership with the Campus Computing Project (WCET)
- Develop action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network (UCAN) project (National Telecommunications and Information Administration, pending funding)
- Creation of an “eScience Institute” for WICHE states’ commissioners, higher education leaders, and other public policy leaders (Technology and Innovation)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (WCET, Technology and Innovation)
- Technology and Innovation and Mental Health partnership to expand research and education networks (state, regional, and national) for health and mental health services and educational outreach (WCET, Technology and Innovation, Mental Health)
- Developing a regional learning center for State Higher Education Policy Center
- Expansion of ICE (member dues)
- Development of a new WALF forum to support academic leaders of two-year institutions, systems, and state agencies (member dues)
- Facilitating Development of a Multistate Longitudinal Data Exchange program (Bill & Melinda Gates Foundation)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools’ rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (member dues)

Accountability

- Launching comparison functionality on Transparency By Design’s College Choices for Adults Website, to allow potential adult learners to compare institutions and programs side by side (WCET)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expansion of the State Scholars Initiative with new funding and a focus on rural and inner city students' college readiness (in partnership with the Colorado GEAR UP program and Gallup, pending funding)
- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Serving Student Soldiers of the West: Policy and Practice Solutions

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective Web portals
- Development of WALF toolkit, a Web-based repository of strategic-planning and decision-making tools for academic leaders (membership dues)
- Broaden access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Programs
- Seek funding to convene an energy summit for Western states involving higher education, relevant state agencies, and the private sector

Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce

Accountability

- Assessing the landscape for state policy on student-learning outcomes
- Research and analysis of outcomes-based funding approaches
- Continued development of Transparency By Design's College Choices for Adults Website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners

INFORMATION ITEM

Updated Status of the High School Graduates Projections Methods Review Project

The WICHE Commission previously approved the Policy Analysis and Research unit's request to seek and expend funding to conduct a comprehensive review of the methodology employed in *Knocking at the College Door*, its widely used projections of high school graduates. This information item is to report that WICHE has secured commitments of funding to begin that work. Specifically, we plan to consider alternative projection methods that might prove to be more accurate and dynamic. In addition, we plan to explore ways to disaggregate the projections by income level, examine how the new race/ethnicity reporting standards might impact the methodology, explore how projections might take advantage of the richer data that will become available as state-level longitudinal data systems are rolled out, and build a more dynamic online interface for enhanced user functionality.

Background

In 1979 WICHE began collecting data and projecting high school graduates for the 50 states and the District of Columbia. The commission's initial publication of high school graduates provided the first comprehensive examination, regionally and by state, of the effects of birth rates and interstate migration on the numbers of public high school graduates. In 1990 this project was expanded to include data and projections on grade-by-grade enrollment and graduates by race and ethnicity; it was extended again in 2003 to add projections by family income (data limitations prevented replicating these for the 2008 edition). Through these publications, WICHE established an enviable reputation for producing projection data needed for access and diversity discussions.

The current, 7th edition of WICHE's *Knocking at the College Door* covers the period 1992 to 2022. As access to higher education remains a critical issue nationally, *Knocking* provides a unique contribution to the education and business communities – one that is widely used and often cited by constituents in the field of education broadly. It remains the only projection series that disaggregates high school graduates by race/ethnicity at the state and regional level and that includes state-level projections for students attending private schools.

Relationship to WICHE's Mission

This project directly supports WICHE's mission to promote access and sound public policy in the West. WICHE's high school graduate projections are an important tool for long-term planning in education, as well as for decision making concerning issues of access, state-level financing, and financial aid. The potential enhancements to the publication will provide more accurate data that are more relevant and accessible to our constituents.

Project Description

WICHE has received funding or funding commitments from ACT and the College Board to review the current projection method and status of the report and to explore potential ways to enhance the publication. The following updates and features will be explored.

New projection method. WICHE's current projection method, CSR, draws upon enrollment and graduation data collected from state education agencies and assumes that enrollments and graduates can be projected by measuring the survival of the birth cohort to first-grade enrollment and by measuring the grade-to-grade retention of each cohort. While CSR is a common forecasting method, the accuracy of projections using CSR usually declines after about five years. CSR's predictive ability suffers when an abrupt change in historical or school progression patterns occurs (i.e., Hurricane Katrina). We plan to look into alternative methodological approaches that might improve the accuracy and afford some capacity for modeling the effects of recent "shocks" to the projection model. One of the chief virtues of the CSR approach is how easy it is for public policymakers, members of the education community, and others to understand. We will therefore consider tradeoffs associated with adopting a different methodological approach before doing so, especially concerning that transparency.

Income disaggregation. The income projections in the 2003 edition of *Knocking* were based on Census 2000 data, and a lack of new data prevented us from replicating those projections for the 2008 version. However, with the rollout of the American Community Survey (ACS), we may be able to develop an updatable approach to income-based projections. Staff will examine the possibility of reintroducing income-based projections using the ACS (or other possible sources). Such disaggregations are much in demand by institutional users and public policymakers concerned about the affordability of higher education.

New dynamic interface. Currently, WICHE's *Knocking at the College Door* is available in paper and electronic format via the Internet. Enabling data users to retrieve and interact with high school graduate projections data will make the data more accessible and relevant as a planning tool to our user base.

New race/ethnicity standards. In 2007 the U.S. Department of Education modified the way in which education agencies and organizations collect and report race/ethnicity data. Educational institutions will be required to implement these new standards in order to report data for the 2010-2011 academic year. Staff will look at how these new racial/ethnic categories might impact WICHE's projections of high school graduates.

Longitudinal data systems. Millions of dollars are being spent to support the building of longitudinal data systems based on student-level records. While the establishment of longitudinal data systems is in its infancy, WICHE is at the forefront of this national agenda with a proposed project to facilitate the development of a longitudinal data exchange linking data from several adjacent states. Once constructed, longitudinal data systems will provide a much richer array of information about students and usage of those data has the potential to expand and enhance WICHE's current method of projecting high school graduates. Understanding the potential impact this type of data might have on WICHE's projections is timely and appropriate.

Fiscal Impact

WICHE has received commitments of \$150,000 from ACT and \$216,000 from the College Board over three years to review and explore potential ways to enhance *Knocking at the College Door* and to produce the next edition.

A Statement of Common Purpose:
Chief State School Officers and State Higher Education Executives
Promote the Voluntary Adoption of a Model of Common Data Standards

The Council of Chief State School Officers (CCSSO) and the association of State Higher Education Executive Officers (SHEEO) are collaborating with their members, the U.S. Department of Education, and national educational entities toward the development of model data standards for K-12 and postsecondary education. The goal of this collaborative effort is to leverage and create model data standards that will attract widespread, voluntary adoption and ultimately enhance policy-making and student achievement. Initially, the project will focus on data related to the transition from high school to postsecondary education.

The diversity of America's elementary, secondary, and postsecondary schools and institutions is a national asset. But an unintended consequence of diversity is that schools and institutions may define and collect core data elements in slightly different ways. These discrepancies in data collection can cause students to lose momentum when they move from school to school, and state educational leaders often have difficulty identifying and monitoring student needs and communicating key information to the public.

For example, these small differences make it harder to communicate student needs and previous achievements when they transfer or begin college, and they can make it impossible to come up with valid information on relatively simple questions such as student achievement, drop-out rates, teacher mobility and shortages, or graduation rates for a school, district, or state. Education in the United States could be improved if most schools and institutions used common standards for the core data they identify, collect, retain, and use.

Standard measures and procedures are crucial in business, computing, health care, engineering, and construction – just about every part of life. The key questions involve deciding *what needs* to be standardized, *what does not need* to be standardized, and *why* standardization will serve important purposes. Such decisions need to consider different purposes at different levels (individual schools, districts or systems, states, and the nation), the benefits of standardizing different kinds of information, the costs of changing existing systems in order to achieve greater standardization, and *how* data standards and practices can be improved in a reasonable time frame and at a reasonable cost.

With support from the Bill & Melinda Gates Foundation, CCSSO and SHEEO will work with their respective members, partner on communications with the Data Quality Campaign funded by the Michael & Susan Dell Foundation for this effort, provide feedback on standards design to the U.S. Department of Education, and engage policy and information system experts from the states, standards groups, associations, and individual schools and colleges to address the *what*, *why*, and *how* questions for model data standards.

The U.S. Department of Education will facilitate the leveraging, and where needed, the development of model common data standards for a core set of student-level variables to increase comparability of data, interoperability and portability of data, and reduce collection burden. A Technical Working Group comprised of representatives of key stakeholders will identify the core subset of student variables and common definitions, model business rules and technical specifications for these variables. The list of variables and model standards will be shared with states, districts and postsecondary stakeholders for feedback and discussion, in order to achieve broad consensus and voluntary adoption. Existing definitions, standards and guidelines for state and federal reports will provide a foundation for this work, but proposals for improving definitions and guidelines will be invited and considered.

CCSSO and SHEEO will promote the voluntary adoption of these model data standards by states, districts, K-12 schools, postsecondary institutions and marketplace providers. While this initiative's fundamental purpose is to provide better information to those seeking to improve education, it also will make it easier for schools, colleges, and states to meet existing reporting requirements. Recently authorized and funded federal grant programs are available to help finance such improvements in educational data systems. Decision makers in individual states, schools, and colleges will make the ultimate decisions about their data standards, but the project seeks to develop highly useful and valuable standards that will attract widespread adoption.

DISCUSSION ITEM

Review of WICHE's *Fact Book*, *Benchmarks*, and *Tuition & Fees* Annual Data Resources

The Policy Analysis and Research unit is undertaking a review of three of its annual data resources: WICHE's *Regional Fact Book*, *Benchmarks*, and *Tuition & Fees in the West*. The purpose of the review is to determine the usefulness of the publications and how we might improve the reports to better serve our constituency. Specifically, we plan to survey commissioners (and possibly others) on whether and how they use the three resources and on what other data sources they find most useful. As a result of our publication review, we hope to update these resources to make them more concise, user-friendly, and relevant to the issues facing state higher education leaders in the West.

Background

At the November 2009 meeting of the Issue Analysis and Research committee, commissioners suggested we conduct a review of the content and delivery of the *Regional Fact Book* and *Benchmarks* resources. Policy unit staff thought that this review provided an opportunity to examine how the *Tuition & Fees* report might be improved as well. In addition, we believed it worthwhile to look into how the proliferation of relevant data displays via the Web in recent years may be tapped to ensure that WICHE's efforts are efficient while adding value.

Relationship to WICHE's Mission

For many years WICHE's *Regional Fact Book*, *Benchmarks*, and *Tuition & Fees in the West* reports have provided information to our member states and the broader community to assist them in making important state-level policy decisions. Providing data and information is an important aspect of our unit's work, as it allows WICHE to assist state leaders in achieving postsecondary access and student success. Therefore, ensuring that the data provided in our publications are valuable to our audience directly relates to WICHE's mission. Improving the quality of our publication products will help us better respond to the needs of our community members and will enable us to be a more valuable resource to our member states.

Project Description

The Policy Analysis and Research unit is reviewing the three principal data resources it makes available, principally through a survey of commissioners and others among our constituent community. The principal questions we seek to answer are:

- What data and data sources do our users find most useful?
- Do we provide the appropriate amount of information in our publications? Is there a need to increase or reduce the amount of information that we provide?
- How effective is the presentation of our data?
- Should our data be disaggregated in a way that is more useful and, if so, in what ways?
- How can our data be modified or enhanced to better meet the needs of our constituency?
- How can we capitalize on other Web-enabled data displays to improve efficiency?

WICHE



Self-funded Units Committee Meeting

Monday, May 17, 2010

2.00 - 4.00 pm

Smith Memorial Student Union

Room 229

8 Monday 2.00-4.00 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 17, 2010

2.00 - 4.00 pm
SMSU Room 229

Self-funded Units Committee

Kaye Howe (CO), chair
James Hansen (SD), vice chair
Joe Garcia (CO), ex officio
Jane Nichols (NV), ex officio

Position open (AK)
Leah Bornstein (AZ)
Jim Silva (CA)
Committee chair (CO)
Roberta Richards (HI)
Mike Rush (ID)
Mary Sheehy Moe (MT)
Warren Hardy (NV)
Patricia Sullivan (NM)
Dave Nething (ND)
Camille Preus (OR)
Committee vice chair (SD)
Peter Knudson (UT)
Ann Daley (WA)
Tom Buchanan (WY)

Presiding: Kaye Howe, chair

Agenda



Approval of the Self-funded Units Committee meeting minutes of November 2, 2009

8-3



Approval of the FY 2011 workplan sections pertaining to the self-funded units' activities

8-5

Information Items – WCET:

Staff:

Ellen Wagner, executive director, WCET
Mollie McGill, associate director, WCET

Review of FY 2011 workplan
Highlights of WCET self-audit (ReKnew), including new brand name and closer alignment with WICHE
Overview of WCET's agenda and lines of business
Staffing, Website redesign, membership drive, and corporate relations
New role: Technical assistance and Bill & Melinda Gates Foundation proposal

8-9

Information Items – Technology and Innovation:

Staff:

Louis Fox, vice president, technology and innovation

Review of FY 2011 workplan

Update: National Telecommunications and Information
Administration, Federal Communications Commission,
National Science Foundation

National Internet2 K20 Initiative and United Community
Anchor Network (UCAN)

Focus: eScience Institute and Open Content initiative

Other science and technology areas

Information Items – Mental Health Program:

Staff:

Dennis Mohatt, vice president for behavioral health

Mimi McFaul, associate director, Mental Health Program

Review of FY 2011 workplan

Staff, projects/contracts, budget update

Update on National Institute of Mental Health grant and
college mental health research focus

Department of Defense grant

Other areas of potential collaboration

Other business

Adjournment

ACTION ITEM

Self-funded Unit Committee Minutes

Monday, November 2, 2009

Committee Members Present

James Hansen (SD), vice chair
Joel Sideman (AZ)
Roy Ogawa (HI)
Mary Sheehy Moe (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Warren Hardy (NV)
Camille Preus (OR)
Bonnie Jean Beesley (UT)
Tom Buchanan (WY)

Committee Members Absent

Kaye Howe (CO), committee chair

WICHE Staff

David Longanecker, WICHE president
Louis Fox, vice president, technology and innovation
Dennis Mohatt, director, Mental Health Program, and vice president for behavioral health
Russell Poulin, associate director, WCET

Commissioner Nething called the meeting to order.

James Hansen moved TO APPROVE THE COMMITTEE MINUTES FROM MAY 18, 2009. Patricia Sullivan seconded the motion. The motion was approved.

Nething opened nominations for a vice chair of the committee and nominated James Hansen; this was seconded by Camille Preus. The committee unanimously supported James Hansen as vice chair.

Dennis Mohatt reported on the Mental Health Program:

- Budget review: Currently in a good financial position and projecting a year-end bottom line of \$481,000.
- Alaska and South Dakota are the primary sources of funding. Travel to Alaska is significant and approximated at \$272,000 annually.
- Several new contracts are on the horizon.
- One-third of Dennis Mohatt's FTE is going to University of Nebraska, as he helps with the development of a mental health program.
- Awarded a \$1,000,000 National Institute of Mental Health R1 grant, which will help Mental Health build its research portfolio.

In addition, Mimi McFaul talked about recruiting campuses from WICHE states for the second year of the Mental Health First Aid Program.

Russell Poulin reported on WCET. Current projects include:

- Just-completed 21st annual conference in Denver; the event will likely break even.
- New professional development program, Catalyst Camp, devoted to new e-learning professionals with leadership potential.
- Common interest groups focused on key issues to members.
- Transparency By Design, a tool for adult learners to evaluate e-learning programs. Once more than 125 institutions join, the project will become self-funded.

Louis Fox reported on the WICHE Technology and Innovation initiative, which is:

- Focusing on improving access to fiber optic networks for non-research institutions and facilitating broadband connectivity across the Western states.
- Assisting states in securing resources for broadband (currently in the grant approval process).
- Considering working to organize open educational resources.
- Considering creating and delivering e-science instruction for senators, administrators, and other decision makers.

David Longanecker asked the committee for authority to request up to \$50,000 to support Louis Fox's increased time on the Technology and Innovation initiative. The committee approved the request.

The committee adjourned.

WICHE WORKPLAN 2011

SELF-FUNDED UNITS (Highlighted)

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (general fund - GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- Performance measurement improvement in the Western states public mental health programs (Mental Health)
- Property insurance and risk consortium (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (NSF)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (Mental Health)
- College Access Challenge Grant Program Consortium and Network (state subcontracts, U.S. Department of Education)
- Best Practices in Statewide Articulation and Transfer Systems (Lumina)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Association for the Study of Higher Education Institutes on Equity and Critical Policy Analysis (Ford)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH, Mental Health)
- Identifying promising practices in rural behavioral health (Mental Health)

Technology & Innovation

- Facilitation of Internet2 connectivity throughout the West (Technology and Innovation, GF)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (Technology and Innovation, GF)
- Providing technical assistance services for creating/managing data-driven Websites (TBD, Hewlett/EduTools)
- Launching new electronic publication series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET)

- Expanding WCET’s knowledge base and member resources that can help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems’ transitions; and management of e-learning consortia (WCET)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (WCET)
- Providing professional development in e-learning for the higher education community through WCET’s signature annual conference event, Catalyst Camp, and invitational summits (WCET)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET)
- Extend the reach of WICHE’s policy and research work by leveraging WCET’s national network and technical assistance with new media communications (WCET)
- Build out WCET’s capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (WCET)
- WALF – Western Academic Leadership Forum (member dues and TIAA-CREF grant)
- Webinar series to enhance information exchange in rural behavioral health (Mental Health)
- Providing technical assistance in a pooled group of experts on health information technology (Mental Health)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Regional Veterinary Medicine Advisory Council (GF)
- Collaboration with the Colorado Department of Labor and Employment in its U.S. Department of Labor-funded demonstration project to address pressing education and workforce training needs through online learning (U.S. Department of Labor and CO Department of Labor and Employment)
- Mental health student exchange (Mental Health)
- Building partnerships for competency: public behavioral health workforce development (Mental Health)
- Behavioral health training initiatives to expand the rural workforce capacity (Mental Health)
- Increasing knowledge of the state behavioral/health workforce capacity (Mental Health)
- Suicide prevention toolkit for rural primary care providers (Mental Health)
- Increasing health and behavioral health provider knowledge of returning veterans’ service needs (Mental Health)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- *Electronic Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Launching the next phase of Transparency By Design’s College Choices for Adults Website, to educate adult students to become better-informed consumers of online education (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (Technology and Innovation)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- Creating a new regionwide academic forum for community college administrators (member dues)

Technology & Innovation

- Conducting a national survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education survey, in partnership with the Campus Computing Project (WCET)
- Develop action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network (UCAN) project (National Telecommunications and Information Administration, pending funding)
- Creation of an “eScience Institute” for WICHE states’ commissioners, higher education leaders, and other public policy leaders (Technology and Innovation)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (WCET, Technology and Innovation)
- Technology and Innovation and Mental Health partnership to expand research and education networks (state, regional, and national) for health and mental health services and educational outreach (WCET, Technology and Innovation, Mental Health)
- Developing a regional learning center for State Higher Education Policy Center
- Expansion of ICE (member dues)
- Development of a new WALF forum to support academic leaders of two-year institutions, systems, and state agencies (member dues)
- Facilitating Development of a Multistate Longitudinal Data Exchange program (Bill & Melinda Gates Foundation)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools’ rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (member dues)

Accountability

- Launching comparison functionality on Transparency By Design’s College Choices for Adults Website, to allow potential adult learners to compare institutions and programs side by side (WCET)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expansion of the State Scholars Initiative with new funding and a focus on rural and inner city students' college readiness (in partnership with the Colorado GEAR UP program and Gallup, pending funding)
- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Serving Student Soldiers of the West: Policy and Practice Solutions

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective Web portals
- Development of WALF toolkit, a Web-based repository of strategic-planning and decision-making tools for academic leaders (membership dues)
- Broaden access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Programs
- Seek funding to convene an energy summit for Western states involving higher education, relevant state agencies, and the private sector

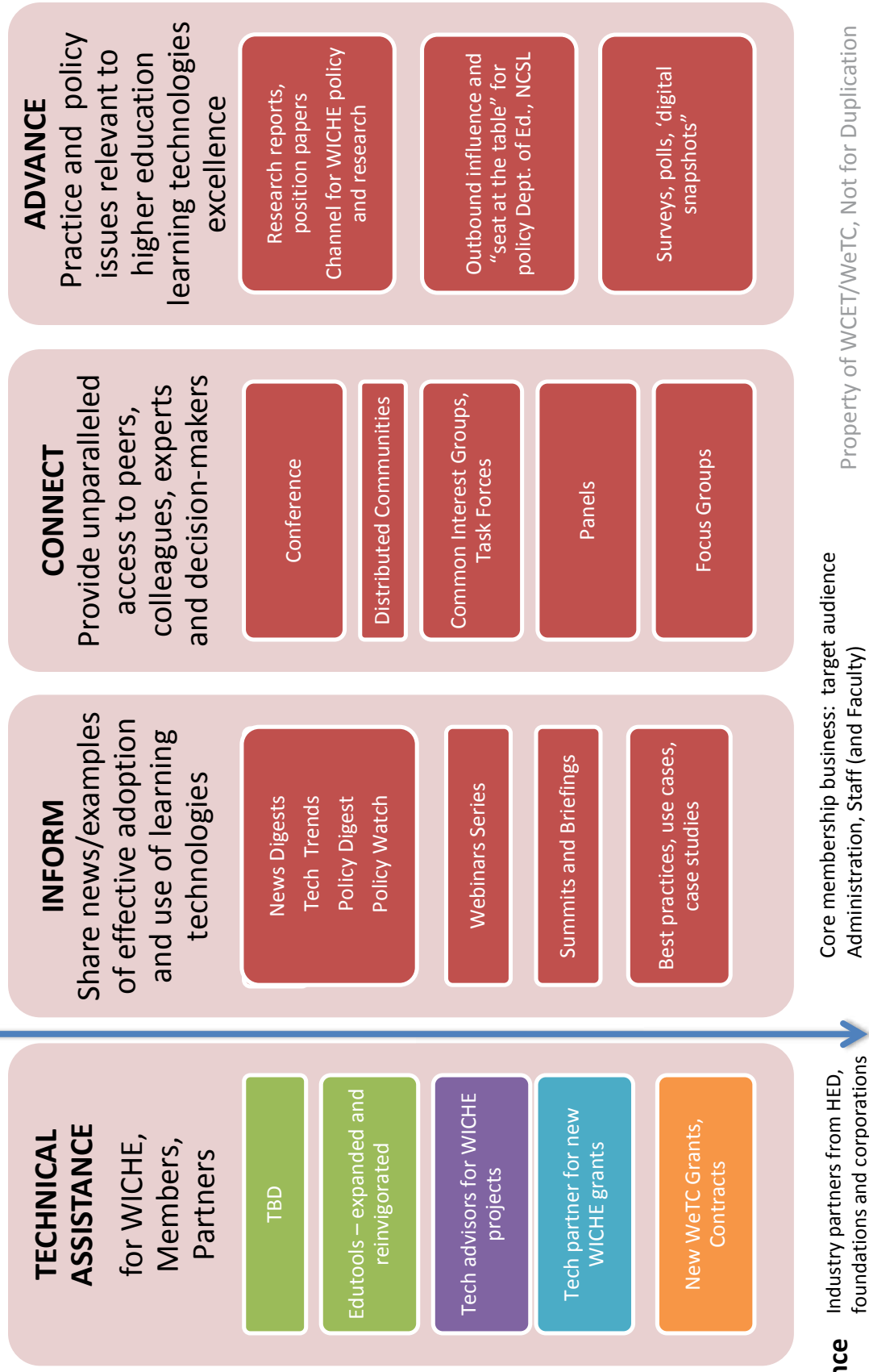
Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce

Accountability

- Assessing the landscape for state policy on student-learning outcomes
- Research and analysis of outcomes-based funding approaches
- Continued development of Transparency By Design's College Choices for Adults Website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners

WeTC Activities/Lines of Business



Core membership business: target audience Administration, Staff (and Faculty)

Audience Industry partners from HED, foundations and corporations

Property of WCET/WeTC, Not for Duplication

WICHE



Visit to Sokol Blosser Winery

Monday, May 17, 2010
5.00 - 7.30 pm

Dinner on your own

Western Interstate
Commission
for Higher Education

www.wiche.edu

9 Monday 5.00-7.30 pm

Monday, May 17, 2010

5.00 - 7.30 pm

Please meet in the Paramount Hotel lobby at 5 pm for transportation to the Sokol Blosser Winery

Wine Tasting and Tour at Sokol Blosser Winery

The Sokol Blosser Winery opened in 1971 on 18 acres in the Dundee Hills as one of the pioneer wineries in Oregon. Today, the family-owned and -run winery is comprised of a 72-acre estate of vineyards and is considered a leader in producing high-quality Oregon Pinot Noir. Sokol Blosser's farming and production uses methods that are sustainable and environmentally friendly. The vineyards are farmed organically, and the estate has received "salmon-safe" certification; it was the first winery in the country to earn LEED certification for its underground barrel cellar.

In addition to the winery tour and tasting, guests will hear a short presentation by D. Craig Anderson on Chemeketa Community College's Vineyard Management/Winemaking Program.

Speaker: D. Craig Anderson, associate dean of the Department of Natural Resources, Chemeketa Community College

Biographical Information on the Speaker

D. Craig Anderson is the associate dean of the Department of Natural Resources at Chemeketa Community College in Salem, OR. His duties include the supervision of the Vineyard Management/Winemaking (VMW) Program and the Northwest Viticulture Center (NWVC). He has had a pivotal role in the planning, organization, and implementation of the program and the design and construction of the center. His leadership has been essential to the significant growth and development of the program and center during the 11 years of their existence.

The VMW Program was launched in 1999 in response to a request from the Oregon wine grape industry for a more locally trained workforce. NWVC, its physical home, was dedicated in 2003. Chemeketa was the first college in the Northwest to offer training in this area. The NWVC is a leading wine industry resource that provides continuing education and degree programs in all aspects of viticulture and enology – from the growing of the grape to selling of the wine. The center emphasizes strong alliances with the Northwest wine industry, associated educational institutions, and the community.

The VMW Program is the major supplier of trained workforce for the Oregon wine grape industry. A student can earn an associate of applied science degree in vineyard management, winemaking, or wine marketing or a certificate in vineyard operations. Hands-on training is facilitated by an eight-acre teaching vineyard and a 1,400-square-foot teaching winery. On-the-job work experience is provided through Chemeketa's Cooperative Work Experience Program at commercial vineyards and wineries. The teaching winery is licensed and bonded with its own label, and the wine is available for sale.

Since its inception there have been about 6,000 student enrollments in the program, which equates to 3,000 individual students, and between 80 and 90 graduates. Approximately, 80 students, who come from a wide variety of U. S. and international locations, are currently pursuing one of the three degrees or the certificate. For more detailed information, go to eola.chemeketa.edu.

WICHE



Committee of the Whole Business Session

Tuesday, May 18, 2010

8.00 - 9.15 am

Smith Memorial Student Union

Room 327-329

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 18, 2010

8.00 - 9:15 am
SMSU Room 327-329

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Tom Buchanan, WICHE chair

Report and recommended action of the Audit Committee:
Jane Nichols, committee chair

Report and recommended action of the Executive Committee:
Tom Buchanan, WICHE chair

Report and recommended action of the Programs and Services
Committee: Carl Shaff, committee chair



Approval of the FY 2011 workplan sections
pertaining to the Programs and Services unit's
activities [Tab 6]



Approval of the Professional Student Exchange
Program support fees for FY 2011-12 and
FY 2012-13 [Tab 6]



Approval of the Western Scholars Program [Tab 6]

Report and recommended action of the Issue Analysis and
Research Committee: Robert Burns, committee vice chair



Approval of the FY 2011 workplan sections
pertaining to the Policy Analysis and Research
unit's activities [Tab 7]



Approval of *Facilitating Development of a
Multistate Longitudinal Data Exchange* project
[Tab 7]



Approval of *Serving Student Soldiers of the West:
Policy and Practice Solutions* project [Tab 7]

Report and recommended action of the Self-funded Units
Committee: Kaye Howe, committee chair



Approval of the FY 2011 workplan sections
pertaining to the self-funded units' activities [Tab 8]

Committee of the Whole Action Items:



Approval of the FY 2011 annual operating budget – general fund and non-general fund budgets 10-3



Approval of salary and benefit recommendations for FY 2011 10-11



Approval of WICHE dues for FY 2012 and FY 2013 10-12



Approval of the FY 2011 workplan 10-15

Meeting evaluation

electronic: www.surveymonkey.com/s/9JJSRT8

Other business

Adjourn Committee of the Whole business session

ACTION ITEM

FY 2011 Annual Operating Budget

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

Background

The general fund budget proposed for FY 2011 (see page 10-4) is the staff recommendation for a WICHE program that provides service to member states, as well as 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 five tables following the general fund table (pp. 10-5 through 10-10) reflect the projected non-general fund budgets for each of the four operating units and self-supporting services within WICHE. Non-general funded activities include all projects and programs supported by fees, grants, or contracts.

Action Requested

Approval of the FY 2011 general fund budget and the FY 2011 non-general fund budgets.

Western Interstate Commission for Higher Education
General Fund Budget

Mar 2010

Comparing FY 2010 with FY 2011

Revenue and Expenditures

	FY 2010				FY 2011				
	FY 2010 Budget	FY 2010 Projection	Projection Higher or (Lower) than Budget		FY 2011 Budget	FY 2011 Budget Higher or (Lower) than FY 2010 Budget		FY 2011 Budget Higher or (Lower) than FY 2010 Projection	
Revenue									
4102 Indirect Cost Reimbursements	\$230,000	\$282,845	\$52,845	23.0%	\$260,000	\$30,000	13.0%	(\$22,845)	-8.1%
4104 Indirect Cost Sharing-WICHE	(\$30,000)	(\$63,418)	(\$33,418)	111.4%	(\$60,000)	(\$30,000)	100.0%	\$3,418	-5.4%
4201 Members/Fees States/Institutions	\$1,875,000	\$1,875,000	\$0	0.0%	\$1,875,000	\$0	0.0%	\$0	0.0%
4202 California Delinquent Dues	\$87,000	\$0	(\$87,000)	100.0%	\$87,000	\$0	0.0%	\$87,000	
4300 Interest	\$60,000	\$14,247	(\$45,753)	-76.3%	\$20,000	(\$40,000)	-66.7%	\$5,753	40.4%
4400 Publication Sales & Refunds	\$100	\$37	(\$63)	-63.0%	\$50	(\$50)	-50.0%	\$13	35.0%
4600 Other Income	\$12,000	\$9,343	(\$2,657)	-22.1%	\$10,000	(\$2,000)	-16.7%	\$657	7.0%
4850 Credit Card Transaction Rev. / Units	\$3,500	\$875	(\$2,625)	-75.0%	\$1,000	(\$2,500)	-71.4%	\$125	14.3%
Total Revenue	\$2,237,600	\$2,118,930	(\$118,670)	-5.3%	\$2,193,050	(\$44,550)	-2.0%	\$74,120	3.5%
Expenditures									
0102 Student Exchange Program	\$300,907	\$296,596	(\$4,311)	-1.4%	\$300,092	(\$816)	-0.3%	\$3,496	1.2%
0104 Policy Analysis & Research	\$308,075	\$288,051	(\$20,024)	-6.5%	\$308,146	\$72	0.0%	\$20,095	7.0%
0105 Communications & Public Affairs	\$435,644	\$397,939	(\$37,705)	-8.7%	\$435,605	(\$39)	0.0%	\$37,665	9.5%
0107 Technology & Innovation	\$57,009	\$44,450	(\$12,559)	-22.0%	\$29,686	(\$27,323)	-47.9%	(\$14,764)	-33.2%
0110 President's Office	\$366,654	\$353,311	(\$13,343)	-3.6%	\$355,120	(\$11,534)	-3.1%	\$1,809	0.5%
0111 Commission Meeting Expense	\$139,414	\$126,738	(\$12,676)	-9.1%	\$129,975	(\$9,439)	-6.8%	\$3,237	2.6%
0112 Administrative Services	\$435,459	\$429,120	(\$6,339)	-1.5%	\$435,923	\$464	0.1%	\$6,804	1.6%
0115 Miscellaneous Gen. Fund	\$167,597	\$149,722	(\$17,876)	-10.7%	\$160,001	(\$7,596)	-4.5%	\$10,279	6.9%
0116 Program Development	\$25,750	\$25,750	\$0	0.0%	\$13,502	(\$12,248)	-47.6%	(\$12,248)	-47.6%
0131 LAC Meeting	\$0	\$0	\$0		\$25,000	\$25,000		\$25,000	
Total Expenditures	\$2,236,509	\$2,111,677	(\$124,832)	-5.6%	\$2,193,050	(\$43,459)	-1.9%	\$81,373	3.9%
Surplus (Deficit) for the Fiscal Year	\$1,091	\$7,252	\$6,161		\$0	(\$88,009)		\$155,494	
Reserves at Beginning of Year									
1 Minimum Reserve	\$268,381	\$268,381	\$0	0.0%	\$263,166	(\$5,215)	-1.9%	(\$5,215)	-1.9%
2 Reserve for Facility Payments	\$198,000	\$198,000	\$0	0.0%	\$194,000	(\$4,000)	-2.0%	(\$4,000)	-2.0%
3 Reserve for Unexpected Shortfall	\$223,651	\$223,651	\$0	0.0%	\$219,305	(\$4,346)	-1.9%	(\$4,346)	-1.9%
4 Reserve required for CECFA Bond.	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 Reserve Available for Dedication	\$577,601	\$577,601	\$0	0.0%	\$448,414	(\$129,187)	-22.4%	(\$129,187)	-22.4%
Reserves at Beginning of Year	\$1,337,633	\$1,337,633	\$0	0.0%	\$1,194,885	(\$142,748)	-28.3%	(\$142,748)	-28.3%
Reserves Dedicated during Year									
6 Reserved for Louis Fox.	\$50,000	\$50,000	\$0	0.0%					
7 Reserved for WCET.	\$100,000	\$100,000	\$0	0.0%					
8 Deficit (Surplus) for the Fiscal Year above	(\$1,091)	(\$7,252)	\$6,161	-564.8%	\$0	(\$1,091)	100.0%	(\$7,253)	100.0%
Reserves Dedicated during the Fiscal Year	\$148,909	\$142,748	\$6,161	-564.8%	\$0	(\$1,091)	100.0%	(\$7,253)	100.0%
Reserves at End of Year	\$1,188,724	\$1,194,885	\$6,161		\$1,194,885	(\$143,839)		(\$150,000)	

- (a) In May 2008, Commission set dues for FY 2010 at \$125,000 and for FY 2011 at \$130,000. In May 2009, Commission reduced FY 2011 dues to \$125,000.
- (b) California unpaid Dues.
- (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) Allocation from Reserves for Louis Fox only if necessary. Set by Executive Committee at Nov 2009 meeting.
- (h) Allocation from Reserves for WCET only if necessary. Set by Executive Committee at Nov 2009 meeting.

Western Interstate Commission for Higher Education

Two Year Budget for FY 2010 and FY 2011

Non-General Fund Budget

CPA

Mar 2010

Programs and Services

	FY 2010	FY 2010	FY 2011		
9 months elapsed					
3 months remaining					
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	<i>Variance</i>	<i>%</i>
	<i>Actual > 01-Jul-09 -- 31-Mar-10</i>	<i>01-Jul-09</i>	<i>01-Jul-10</i>	<i>FY 2011 budget higher</i>	<i>or (lower) than FY 10</i>
	<i>Forecast > 01-Apr-10 -- 30-Jun-10</i>	<i>30-Jun-10</i>	<i>30-Jun-11</i>		
11-01 General Student Services	\$0	\$5,382		(\$5,382)	-100.0%
11-20 MHEC Master Property Program	\$52,757	\$13,000	\$42,000	\$29,000	223.1%
11-21 MHEC/WICHE Xerox Program	\$20,386	\$19,453	\$20,037	\$584	3.0%
12-01 Institutional Collaborations	\$16,705			\$0	
12-40 USC Equity Scorecard Project	\$26,413	\$21,130		(\$21,130)	-100.0%
12-41 CDLE Portal Project	\$17,179	\$19,234		(\$19,234)	-100.0%
12-51 USDOL Portal Project	\$24,832	\$25,000		(\$25,000)	-100.0%
13-01 ICE School	\$4,800	\$2,400		(\$2,400)	-100.0%
15-01 Western Academic Leadership F	\$80,623	\$64,000	\$88,361	\$24,361	38.1%
15-15 Internet Course Exchange	\$81,151	\$78,250	\$72,500	(\$5,750)	-7.3%
29-51 WSS - WebAIM	\$26,816	\$16,526	\$0	(\$16,526)	-100.0%
Revenue	\$351,662	\$264,375	\$222,898	(\$41,478)	-15.7%
Total Revenue	\$351,662	\$264,375	\$222,898	(\$41,478)	-15.7%
11-01 General Student Services	\$3,321	\$14,283	\$5,903	(\$8,380)	-58.7%
11-20 MHEC Master Property Program	\$16,986	\$11,476	\$20,622	\$9,146	79.7%
11-21 MHEC/WICHE Xerox Program	\$3,000	\$3,000	\$3,090	\$90	3.0%
12-40 USC Equity Scorecard Project	\$0	\$21,130		(\$21,130)	-100.0%
12-41 CDLE Portal Project	\$4,809	\$19,234		(\$19,234)	-100.0%
12-51 USDOL Portal Project	\$31,702	\$25,000		(\$25,000)	-100.0%
13-01 ICE School	\$2,040			\$0	
15-01 Western Academic Leadership F	\$34,693	\$52,334	\$66,340	\$14,006	26.8%
15-15 Internet Course Exchange	\$57,272	\$78,250	\$73,169	(\$5,081)	-6.5%
29-51 WSS - WebAIM	\$8,882	\$16,526	\$2,350	(\$14,176)	-85.8%
Expense	\$162,705	\$241,233	\$171,474	(\$69,759)	-28.9%
Total Expense	\$162,705	\$241,233	\$171,474	(\$69,759)	-28.9%
Revenue over (under) Expense	\$188,957	\$23,142	\$51,424	(\$111,237)	-22.0%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2010 and FY 2011

Non-General Fund Budget

Policy Analysis & Research

PAR

Mar 2010

	FY 2010	FY 2010	FY 2011		
9 months elapsed					
3 months remaining					
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	<i>Variance</i>	<i>%</i>
	<i>Actual > 01-Jul-09 -- 31-Mar-10</i>	<i>01-Jul-09</i>	<i>01-Jul-10</i>	<i>FY 2011 budget higher</i>	<i>or (lower) than FY 10</i>
	<i>Forecast > 01-Apr-10 -- 30-Jun-10</i>	<i>30-Jun-10</i>	<i>30-Jun-11</i>		
50-01 Policy Transition Funding	\$4,721	\$5,756	\$73,162	\$67,406	1171.1%
50-15 High School Grads : Core Accoun	\$55,116	\$15,013		(\$15,013)	-100.0%
50-18 HSG Methods Review & Expansi	\$0	\$0	\$72,000	\$72,000	#Error
50-31 DQC - Gates 12/08 Mtg	\$16,638	\$25,010		(\$25,010)	-100.0%
50-32 Multi-State Data Exchange	\$0		\$651,000	\$651,000	
50-33 RM Health Professions Collaborat	\$0			\$0	
50-45 Pathways to College Network (TE	\$11,497	\$11,497		(\$11,497)	-100.0%
51-02 CO College Opportunity Fund	\$12,055			\$0	
51-11 Alaska Data Systems Project	\$55,492			\$0	
51-21 CUE Equity Partnership	\$27,000	\$27,000	\$63,000	\$36,000	133.3%
52-13 Lumina - Getting What You Pay F	\$116,534	\$130,000	\$6,598	(\$123,402)	-94.9%
52-22 Non-Traditional No More Y2	\$284,700	\$325,000	\$100,000	(\$225,000)	-69.2%
52-31 Non-Trad No More Expanded Y1	\$25,275	\$55,000		(\$55,000)	-100.0%
52-32 Non-Trad No More Expanded Y2	\$44,825	\$267,389	\$219,137	(\$48,252)	-18.0%
52-41 Best Practices in Articulation & Tr	\$112,613	\$112,454	\$210,154	\$97,700	86.9%
54-51 College Access Challenge Grant (\$154,307	\$205,280	\$42,706	(\$162,573)	-79.2%
Revenue	\$920,773	\$1,179,399	\$1,437,758	\$258,359	21.9%
Total Revenue	\$920,773	\$1,179,399	\$1,437,758	\$258,359	21.9%
50-01 Policy Transition Funding	\$4,327		\$71,964	\$71,964	
50-15 High School Grads : Core Accoun	\$18,412			\$0	
50-18 HSG Methods Review & Expansi	\$0		\$68,000	\$68,000	
50-31 DQC - Gates 12/08 Mtg	\$16,638	\$25,010		(\$25,010)	-100.0%
50-32 Multi-State Data Exchange	\$0		\$568,910	\$568,910	
50-33 RM Health Professions Collaborat	\$0			\$0	
50-45 Pathways to College Network (TE	\$11,497	\$11,497		(\$11,497)	-100.0%
51-02 CO College Opportunity Fund	\$12,055			\$0	
51-11 Alaska Data Systems Project	\$55,492			\$0	
51-21 CUE Equity Partnership	\$26,613	\$26,885	\$59,407	\$32,522	121.0%
52-13 Lumina - Getting What You Pay F	\$109,936	\$128,079	\$6,598	(\$121,481)	-94.8%
52-22 Non-Traditional No More Y2	\$91,048	\$322,074	\$95,130	(\$226,945)	-70.5%
52-31 Non-Trad No More Expanded Y1	\$25,275	\$51,079		(\$51,079)	-100.0%
52-32 Non-Trad No More Expanded Y2	\$75,934	\$296,845	\$215,786	(\$81,059)	-27.3%
52-41 Best Practices in Articulation & Tr	\$200,018	\$151,641	\$101,216	(\$50,425)	-33.3%
54-51 College Access Challenge Grant (\$185,972	\$155,933	\$130,353	(\$25,580)	-16.4%
Expense	\$833,216	\$1,169,043	\$1,317,365	\$148,321	12.7%
Total Expense	\$833,216	\$1,169,043	\$1,317,365	\$148,321	12.7%
Revenue over (under) Expense	\$87,556	\$10,356	\$120,394	\$406,680	17.3%

Western Interstate Commission for Higher Education

Two Year Budget for *FY 2010* and *FY 2011*

Non-General Fund Budget

WCT
Mar 2010

WCET

	FY 2010	FY 2010	FY 2011		
9 months elapsed					
3 months remaining					
	Total	Budget	Budget	Variance	%
<i>Actual ></i> 01-Jul-09 -- 31-Mar-10		01-Jul-09	01-Jul-10	FY 2011 budget higher	
<i>Forecast ></i> 01-Apr-10 -- 30-Jun-10		30-Jun-10	30-Jun-11	or (lower) than	FY 10
20-01 Western Coop for Ed'l Telecomm	\$348,409	\$372,200	\$473,040	\$100,840	27.1%
21-10 WCET - Annual Mtg Fall 2010	\$40,590	\$45,540	\$226,186	\$180,646	396.7%
21-11 WCET - Annual Mtg Fall 2011	\$0		\$20,547	\$20,547	
21-19 WCET - Annual Mtg Fall 2009	\$186,119	\$193,320		(\$193,320)	-100.0%
21-23 WCET - Academic Collaborations	\$0	\$1,529	\$1,529	\$0	0.0%
21-24 WCET - Transparency Dues	\$37,390	\$57,500	\$180,837	\$123,337	214.5%
21-25 WCET - Catalyst Camp	\$5,608	\$8,766		(\$8,766)	-100.0%
21-26 WCET - Webinars	\$4,261	\$10,950		(\$10,950)	-100.0%
21-61 WCET - NEXus 2	\$15,351	\$11,250		(\$11,250)	-100.0%
23-40 WCET - Hewlett EduTools Planni	\$13,144	\$13,153		(\$13,153)	-100.0%
24-01 WCET - Transparency Lumina	\$179,732	\$221,635	\$126,000	(\$95,635)	-43.1%
28-07 WET - IAA Policy	\$8,005	\$11,815	\$3,275	(\$8,540)	-72.3%
Revenue	\$838,608	\$947,658	\$1,031,414	\$83,756	8.8%
Total Revenue	\$838,608	\$947,658	\$1,031,414	\$83,756	8.8%
20-10 WCET - Administration and Gove	\$503,486	\$580,269	\$624,800	\$44,531	7.7%
21-10 WCET - Annual Mtg Fall 2010	\$40,595	\$45,539	\$226,168	\$180,629	396.6%
21-11 WCET - Annual Mtg Fall 2011	\$0		\$20,547	\$20,547	
21-19 WCET - Annual Mtg Fall 2009	\$186,118	\$183,540		(\$183,540)	-100.0%
21-20 WCET Misc. Contracts and Stipe	\$6,764			\$0	
21-24 WCET - Transparency Dues	\$37,389	\$57,500	\$180,838	\$123,338	214.5%
21-25 WCET - Catalyst Camp	\$2,804	\$9,097		(\$9,097)	-100.0%
21-26 WCET - Webinars	\$4,118	\$14,391		(\$14,391)	-100.0%
21-61 WCET - NEXus 2	\$8,511	\$11,700		(\$11,700)	-100.0%
23-40 WCET - Hewlett EduTools Planni	\$13,309	\$13,153		(\$13,153)	-100.0%
24-01 WCET - Transparency Lumina	\$179,670	\$221,705	\$125,401	(\$96,304)	-43.4%
28-07 WET - IAA Policy	\$8,005	\$6,476		(\$6,476)	-100.0%
Expense	\$990,769	\$1,143,370	\$1,177,753	\$34,383	3.0%
Total Expense	\$990,769	\$1,143,370	\$1,177,753	\$34,383	3.0%
Revenue over (under) Expense	(\$152,161)	(\$195,713)	(\$146,339)	\$118,140	5.6%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2010 and FY 2011

MHH

Mar 2010

Non-General Fund Budget

Mental Health

	FY 2010	FY 2010	FY 2011		
9 months elapsed					
3 months remaining					
	Total	Budget	Budget	Variance	%
<i>Actual ></i> 01-Jul-09 -- 31-Mar-10		01-Jul-09	01-Jul-10	FY 2011 budget higher	
<i>Forecast ></i> 01-Apr-10 -- 30-Jun-10		30-Jun-10	30-Jun-11	or (lower) than	FY 10
Object / Description					
40-01 MH - State Affiliation Fees	\$539,431	\$461,419	\$419,000	(\$42,419)	-9.2%
40-10 MH - Decision Support Group	\$42,000	\$30,000	\$36,000	\$6,000	20.0%
40-21 MH - Suicide Prevention Toolkits	\$4,480	\$4,355	\$8,000	\$3,645	83.7%
40-22 MH - First Aid Training	\$7,439	\$7,439	\$7,500	\$61	0.8%
41-01 MH - Consulting Main Account	\$42,966	\$42,966		(\$42,966)	-100.0%
41-15 MH - SD COEP Project	\$22,283	\$22,283		(\$22,283)	-100.0%
41-17 MH - Gallup KAT Project	(\$778)	\$0		\$0	#Error
41-22 MH - Colorado Workforce	\$35,000	\$35,000		(\$35,000)	-100.0%
41-41 MH - Univ. of NE Medical Center	\$38,207	\$44,907		(\$44,907)	-100.0%
41-56 MH - SD Suicide Prevention TA	\$23,024	\$23,024	\$57,238	\$34,214	148.6%
41-58 MH - SD Technical Assistance	\$30,258	\$30,258		(\$30,258)	-100.0%
41-61 MH - SD COSIG Project	\$72,847	\$65,478	\$177,720	\$112,242	171.4%
41-62 MH - SD Transformation Transfer	\$110,189	\$110,189		(\$110,189)	-100.0%
41-63 MH - SD Survey 09-10	\$42,000	\$21,000		(\$21,000)	-100.0%
41-64 MH - SD Survey 10-11	\$6,904	\$6,904	\$15,000	\$8,096	117.3%
41-71 MH - AFYA Policy Brief	(\$5,759)	\$0		\$0	#Error
42-59 MH - WY Suicide Prevention TA	(\$67,749)	\$6,721		(\$6,721)	-100.0%
43-72 MH - HRSA Best Practices	\$80,905	\$80,905	\$56,750	(\$24,155)	-29.9%
44-22 MH - AK OISPP Facilitator	\$0	\$0		\$0	-100.0%
44-33 MH - AK Jobs to Careers	\$7,575	\$7,575	\$14,000	\$6,425	84.8%
44-34 MH - AK Intermediate Care Initiati	\$66,825	\$66,825	\$100,506	\$33,681	50.4%
44-64 MH - Rural Health Research Y4	\$9,446	\$9,446		(\$9,446)	-100.0%
44-75 MH - NIMH Challenge Grant Yr 1	\$479,913	\$450,509	\$38,616	(\$411,893)	-91.4%
44-76 MH - NIMH Challenge Grant Yr 2	\$0		\$481,860	\$481,860	
45-01 MH - Anticipated New Funding	\$66,127	\$66,127	\$134,500	\$68,373	103.4%
45-12 MH - OISPP FY10	\$84,500	\$78,000		(\$78,000)	-100.0%
45-22 MH - Alaska Workforce FY10	\$35,000	\$35,000		(\$35,000)	-100.0%
45-23 MH - Alaska Workforce FY11	\$0		\$35,000	\$35,000	
45-32 MH - Alaska Credentialing Project	\$125,000	\$125,000		(\$125,000)	-100.0%
45-33 MH - Alaska Credentialing Project	\$0		\$165,000	\$165,000	
45-42 MH - Alaska Internship FY10	\$105,999	\$106,000		(\$106,000)	-100.0%
45-43 MH - Alaska Internship FY11	\$0		\$87,660	\$87,660	
Revenue	\$2,004,034	\$1,937,332	\$1,834,350	(\$102,982)	-5.3%
Total Revenue	\$2,004,034	\$1,937,332	\$1,834,350	(\$102,982)	-5.3%
40-01 MH - State Affiliation Fees	\$434,584	\$415,487	\$445,012	\$29,525	7.1%
40-10 MH - Decision Support Group	\$40,256	\$40,076	\$47,027	\$6,950	17.3%
40-21 MH - Suicide Prevention Toolkits	\$21,291	\$4,355	\$500	(\$3,855)	-88.5%
40-22 MH - First Aid Training	\$9,554	\$10,814	\$8,938	(\$1,875)	-17.3%
41-01 MH - Consulting Main Account	\$0	\$0		\$0	-100.0%
41-15 MH - SD COEP Project	\$22,283	\$22,283		(\$22,283)	-100.0%
41-22 MH - Colorado Workforce	\$16,145	\$21,018		(\$21,018)	-100.0%
41-41 MH - Univ. of NE Medical Center	\$31,841	\$36,467		(\$36,467)	-100.0%
41-56 MH - SD Suicide Prevention TA	\$22,979	\$23,024	\$34,910	\$11,886	51.6%
41-58 MH - SD Technical Assistance	\$32,465	\$35,137		(\$35,137)	-100.0%
41-61 MH - SD COSIG Project	\$63,889	\$65,478	\$80,324	\$14,846	22.7%
41-62 MH - SD Transformation Transfer	\$85,560	\$110,189		(\$110,189)	-100.0%
41-63 MH - SD Survey 09-10	\$10,697	\$20,141		(\$20,141)	-100.0%
41-64 MH - SD Survey 10-11	\$6,904	\$6,904	\$14,954	\$8,050	116.6%
42-59 MH - WY Suicide Prevention TA	\$6,721	\$6,721		(\$6,721)	-100.0%
43-72 MH - HRSA Best Practices	\$77,773	\$80,905	\$19,209	(\$61,696)	-76.3%

<i>Object / Description</i>	FY 2010		FY 2011		<i>Variance</i>	<i>%</i>
	<i>Total</i>		<i>Budget</i>	<i>Budget</i>		
	<i>Actual ></i> 01-Jul-09 -- 31-Mar-10	<i>Forecast ></i> 01-Apr-10 -- 30-Jun-10	01-Jul-09 30-Jun-10	01-Jul-10 30-Jun-11		
44-33 MH - AK Jobs to Careers	\$5,221		\$7,575	\$6,433	(\$1,143)	-15.1%
44-34 MH - AK Intermediate Care Initiati	\$64,046		\$66,825	\$48,168	(\$18,656)	-27.9%
44-64 MH - Rural Health Research Y4	\$9,446		\$9,447		(\$9,447)	-100.0%
44-75 MH - NIMH Challenge Grant Yr 1	\$449,226		\$450,509	\$38,616	(\$411,893)	-91.4%
44-76 MH - NIMH Challenge Grant Yr 2	\$0			\$481,862	\$481,862	
44-81 MH - DOD MHFA Training	\$0			\$79,603	\$79,603	
45-01 MH - Anticipated New Funding	\$61,762		\$66,127	\$154,031	\$87,904	132.9%
45-12 MH - OISPP FY10	\$65,623		\$66,987		(\$66,987)	-100.0%
45-22 MH - Alaska Workforce FY10	\$41,118		\$30,266		(\$30,266)	-100.0%
45-23 MH - Alaska Workforce FY11	\$0			\$24,509	\$24,509	
45-32 MH - Alaska Credentialing Project	\$126,597		\$135,442		(\$135,442)	-100.0%
45-33 MH - Alaska Credentialing Project	\$0			\$130,546	\$130,546	
45-42 MH - Alaska Internship FY10	\$108,036		\$107,922		(\$107,922)	-100.0%
45-43 MH - Alaska Internship FY11	\$0			\$86,781	\$86,781	
Expense	\$1,814,017		\$1,840,098	\$1,701,424	(\$138,674)	-7.5%
Total Expense	\$1,814,017		\$1,840,098	\$1,701,424	(\$138,674)	-7.5%
Revenue over (under) Expense	\$190,016		\$97,234	\$132,926	(\$241,656)	-6.4%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2010 and FY 2011

Non-General Fund Budget

SSS

Mar 2010

Self-Supporting Services

	FY 2010	FY 2010	FY 2011		
9 months elapsed					
3 months remaining					
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	<i>Variance</i>	<i>%</i>
	<i>Actual > 01-Jul-09 -- 31-Mar-10</i>	<i>01-Jul-09</i>	<i>01-Jul-10</i>	<i>FY 2011 budget higher or (lower) than FY 10</i>	
	<i>Forecast > 01-Apr-10 -- 30-Jun-10</i>	<i>30-Jun-10</i>	<i>30-Jun-11</i>		
03-10 Printing Services	\$19,245	\$27,420	\$30,000	\$2,580	9.4%
03-20 Information Technology Services	\$235,864	\$229,784	\$230,784	\$1,000	0.4%
03-30 Telephone Services	\$35,460	\$34,052	\$35,552	\$1,500	4.4%
05-02 3035 Center Green	\$412,250	\$425,000	\$429,250	\$4,250	1.0%
Revenue	\$702,819	\$716,256	\$725,586	\$9,330	1.3%
Total Revenue	\$702,819	\$716,256	\$725,586	\$9,330	1.3%
03-10 Printing Services	\$30,728	\$27,834	\$27,932	\$98	0.4%
03-20 Information Technology Services	\$244,560	\$229,518	\$229,386	(\$132)	-0.1%
03-30 Telephone Services	\$34,485	\$38,288	\$38,180	(\$108)	-0.3%
05-02 3035 Center Green	\$402,439	\$420,980	\$425,190	\$4,210	1.0%
Expense	\$712,213	\$716,619	\$720,687	\$4,068	0.6%
Total Expense	\$712,213	\$716,619	\$720,687	\$4,068	0.6%
Revenue over (under) Expense	(\$9,393)	(\$363)	\$4,899	\$13,398	0.9%

ACTION ITEM

Salary/Benefit Recommendations for FY 2011

Background

As reflected in the proposed budget agenda item, President David Longanecker recommends no increase in salaries for staff in FY 2011. WICHE does not give staff across-the-board or cost-of-living adjustments in salary; all increases are related to performance. The recommendation for no salary increase is not a reflection of poor performance on the part of staff – indeed, the staff has performed at a very high level. Unfortunately, however, WICHE’s budget circumstance at the moment simply makes it impossible to sustain current staffing levels without freezing salaries at their current level. The proposed budget also includes no increase in those staff benefits directly associated with salary (i.e., agency contributions to the retirement plan, life insurance, workers’ compensation, unemployment compensation, and Social Security).

Longanecker also recommends that no changes to salary ranges for positions within WICHE be made.

Action Requested

Approval of no increase in the performance-based salary for fiscal year 2011 and no increase to the salary grades within the organization.

ACTION ITEM

Establishing Dues for the FY 2012-2013 Biennium

The commission establishes dues in May every other year for the coming biennium. Action on the dues for FY 2012 and FY 2013 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.

Dues for the upcoming fiscal year, FY 2011, were originally set at \$130,000 at the May 2008 commission meeting. Because of the exceptional financial difficulties that states began experiencing last year and that were clearly going to persist for some time, the commission at the May 2009 meeting rolled back the previously established \$130,000 dues level for FY 2011 to the FY 2010 level, which is \$125,000.

The Traditional Rationale for Dues Increases

For the past decade, the commission has followed a general philosophy that it is 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 has made good sense because the costs of doing business for WICHE naturally increase each year. Keeping salaries competitive, meeting the increasing costs of health insurance, paying for services that regularly increase with inflation, and responding to increases in the demand for WICHE services all require additional resources from year to year.

While WICHE receives substantial resources for activities funded by foundations, states, and the federal government, dues provide the revenue that pays for most of WICHE's core activities. These include the Student Exchange Programs and our ongoing policy and research efforts. It also includes maintaining the basic infrastructure of the organization – the president's office, administrative services, accounting and budgeting, information technology, communications, human resources, state relations, etc.

The Current Unique Circumstances

The conditions described above continue to exist today; yet given the current financial difficulties all our states face, the needs of the organization must be balanced against the ability of the member states to meet these needs. Given this environment it is proposed that the commission temporarily deviate from its established philosophy and that dues for the upcoming biennium be adopted as follows:

- FY 2012: Dues remain at \$125,000.
- FY 2013: Dues be increased by 5 percent to \$131,000, contingent upon improved state budgets in at least one-half of the WICHE states. If by the time of the commission's November 2011 meeting the FY 2013 budgets in most of the states are not projected to increase above the budget for FY 2012, the dues would automatically revert back to \$125,000.

This proposed dues structure would require that staff salaries be frozen for a third year or that the size of the staff funded from the general fund be reduced. Either of these scenarios will take a toll on the organization, including the level and quality of services that we can provide. But the tradeoff strikes a reasonable balance between organizational needs and members' financial constraints.

The Executive Committee in its last two meetings has discussed going further than freezing the dues: actually reducing dues for FY 2012. Should the commission choose to reduce dues from the current level of \$125,000, it is recommended that the first \$5,000 reduction come from a combination of reductions in commission meeting expenses, resulting from moving all meetings to the Boulder location, and from reserves. It is recommended that reductions beyond the first \$5,000 should come from the resources identified for the first \$5,000 plus equal amounts from reserves and from cuts in staffing within the organization.

An alternative means for reducing expenditures to cover the revenue loss resulting from reducing dues, recommended for consideration by Commissioner Rush from Idaho, would be to eliminate one of the two commission meetings. Eliminating a meeting planned for Boulder would save approximately \$35,000, whereas eliminating a meeting

planned outside Boulder would save approximately \$50,000 to \$55,000, depending upon the original planned location of the meeting.

Dues for Other Regional Organizations

FY 2011-12 dues for our sister regional organizations are scheduled as follows:

- Midwestern Higher Education Compact: \$95,000.
- New England Board of Higher Education: \$84,000 to \$367,500 (mode: \$147,000).
- Southern Regional Education Board: \$203,350.
- WICHE: \$125,000 (proposed).

Action Requested

Approval of the following WICHE dues schedule for each member state:

- FY 2012: \$125,000.
- FY 2013: \$131,000, contingent upon at least half of the member states projecting revenue increases by the time of the November 2011 commission meeting.

WICHE



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Western Interstate Commission
for Higher Education

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2011 WICHE WORKPLAN

危机

weiji

CRISIS/OPPORTUNITY

转机

zhuanjī

Crisis/Opportunity

Popular wisdom has it that the Chinese word for “crisis,” *weiji* (the first character on our workplan cover) combines two Mandarin characters, one meaning “danger” and the other “opportunity.” It’s a rhetorical device that’s been used by speakers as diverse as John F. Kennedy, Richard Nixon, and Al Gore. And it’s an intriguing notion – the thought that our best chances spring from our worst times, that every cloud has a silver lining. But as far as the Chinese language goes, it’s not quite true. *Weiji* denotes bad times, plain and simple. In other words, in Mandarin Chinese as in English (and in life), a crisis is a crisis.

Public higher education has faced a crisis of massive proportions in the first decade of this millennium: a dramatic downshifting of state and federal funding that began in 2001 – with the September 11 bombings and the collapse of the dot.com bubble – followed by a few years of reprieve and then a deeper downward spiraling in 2007 with a global economic collapse from which the U.S. and the world are still reeling. We are, economists say, “in recovery.” But it’s unlikely that the country’s higher education institutions will “recover” their previous levels of funding, at least not for years to come.

Nevertheless, for higher education, this year represents a turning point (that’s the meaning of the second Chinese term on our workplan cover, *zhuanjī*) and, yes, an opportunity. For one thing sets higher education apart. Even while funding to our colleges and universities has declined, a college degree has retained its value. As a nation, and as individuals, we can’t afford to be poorly educated today. As President Obama said in his state of the union address, “In the 21st century, the best anti-poverty program around is a world-class education.”

The opportunity, then, for the West is one that generations of Americans are familiar with: to do more with less. Dealing with scarcity – whether of institutions or programs or dollars – has been at the heart of WICHE’s mission since the beginning. In fiscal 2011 WICHE’s Policy Analysis and Research unit, Programs and Services unit, Mental Health Program, WCET, and Technology and Innovation initiative will be working hard to make sure that the West’s students don’t get shortchanged on their education and to

help the region’s states and institutions find innovative ways to stretch each educational dollar. Our work will focus on five areas: finance, access and success, workforce and society, technology and innovation, and accountability.

Finance

Finding ways to make higher education more affordable for students and their families – and for states and institutions, as well – is a major piece of WICHE’s mission, and several of our programs and initiatives address it.

Tough fiscal times make WICHE’s **Student Exchange Programs** increasingly essential for students, institutions, and states. As many states shrink their higher education budgets, institutions are determining if they can continue to offer a full array of programs or if they must scale back. Students’ access to certain programs may decline in the coming years unless institutional leaders and educational policymakers work together on innovative solutions. WICHE has demonstrated over the past half century that regional collaboration enables institutions to maximize their available capacity, broaden student access, and reduce unnecessary duplication of programs. Our current mix of programs help college students gain access to a wide array of postsecondary offerings at reduced tuition, and WICHE is eager to explore additional exchange mechanisms to preserve vital educational options for students in the West. Our largest exchange program, the **Western Undergraduate Exchange (WUE)** enables students from WICHE states to enroll in participating community colleges and universities at 150 percent of the enrolling institution’s resident tuition. Students also save on tuition expenses by enrolling through our graduate and professional programs, the **Professional Student Exchange Program (PSEP)** and the **Western Regional Graduate Program (WRGP)**. WICHE’s Programs and Services staff direct these programs and will continue to work with our member states to broaden student participation in fiscal 2011 (for more on student exchange, see the Access & Success section).

Enabling institutions to share scarce resources is also the concept behind WICHE’s newest exchange, the **Internet Course Exchange (ICE)**, an alliance

of member institutions and systems that broadens student access to online courses and programs. WICHE ICE is an institutional resource that enables students to seamlessly access other two- and four-year member institutions' courses while using the advising, registration, and financial aid services provided at their home campuses (read more about ICE in the Workforce & Society section).

In 2011 WICHE will continue to provide options for institutions to reduce administrative costs. In collaboration with the Midwestern Higher Education Compact (MHEC), we'll offer the MHEC **Master Property Program (MPP)** to institutions and higher education systems in the West, helping them save money and obtain comprehensive property insurance coverage tailored to higher education needs. Two-year, four-year, public, and private institutions in the MHEC, WICHE, and New England Board of Higher Education regions are eligible to join. Institutions that participate in the program are eligible to receive yearly dividends if the group, collectively, does not have significant property claims and losses. Forty-seven institutions, encompassing more than 100 campuses, are members, and their combined property values, exceeding \$65 billion, provide significant market leverage. This group saved an estimated \$7.6 million in 2009-10; the cumulative savings since the program began (premium and dividends) are approximately \$59 million. Members – whose property values range from \$98 million to \$9.9 billion – must carry a minimum deductible of \$25,000. The MPP also provides engineering and loss control strategies that help institutions protect their assets while saving on their insurance costs. Administrators and facilities managers from participating institutions attend an annual loss control workshop to gain additional risk management expertise. Current WICHE-region members include: the Nevada System of Higher Education (seven colleges and universities and the desert research institute); Lewis & Clark College, Pima Community College District, Reed College, Seattle Pacific University, University of Northern Colorado, University of Wyoming, Westminster College, and Willamette University. The MPP is governed by a leadership committee; WICHE currently has two risk managers from its member institutions serving on the committee.

During 2011 WICHE will continue its partnership with MHEC to provide **discounted purchasing options** to higher education institutions, state agencies, county and municipal governments, and other nonprofit organizations that want to buy computers, software, printers and peripherals, and data and voice networking. The program, called **MHECtech**, invests the time and expense of extensive competitive procurement processes (RFPs), reduces the duplication of procurement processes, helps campuses save money, and increases the range of purchasing options from which institutions can choose. Participating vendors include: Dell, Fujitsu, Sun, and Systemax (also known as CompUSA) computers; Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks. The participating colleges and universities and other entities can purchase a variety of products or services knowing that due diligence in selecting the vendor has already been done; they can also benefit from volume discounts.

In 2011 WICHE will continue working closely with its **Legislative Advisory Committee (LAC)**, a group of state legislators from the West who inform the WICHE Commission and staff about significant legislative issues related to higher education; provide input on WICHE initiatives; and advise staff on program and participant considerations related to WICHE's policy forums. Staff serves the LAC by informing members about emerging policy issues in the West. As in years past, the focus of the annual LAC meeting will be on important higher education issues facing the Western states and their legislatures.

Also in fiscal 2011, the Policy Analysis and Research unit will publish an article in *Change* magazine based on its analysis of the impact of **Colorado's College Opportunity Fund (COF)** legislation. COF is the policy through which the state funds higher education, principally through vouchers. Under a contract with the Colorado Department of Higher Education, Policy conducted an evaluation of COF, which focused on the original intent of the policy, its impact on access, and its implementation and supply-side effects. In addition, the Policy unit tracks trends in pricing at all public institutions in the region. Its ***Tuition and Fees in Public Higher Education in the West*** report is updated and released every fall.

Access & Success

Expanding access to higher education in the West has been WICHE's focus since its creation in the early 1950s. Our three **Student Exchange Programs** are central to this mission; they reduce tuition costs for students and provide them with opportunities to enroll in specialized programs that may not be available within their home state. Institutions have the benefit of diversifying their enrollments while using extra capacity.

This academic year 24,670 students enrolled in public two- and four-year institutions in the West through WICHE's **Western Undergraduate Exchange**.

Out-of-state WUE students pay 150 percent of the enrolling institution's resident tuition. WUE students and their families saved an estimated \$173.4 million in tuition costs in 2009-10. Since WUE's inception in 1988, students have saved on 273,407 annual tuition bills, and in just the last 10 years, WUE has provided \$1.1 billion in tuition savings.

In all, over 145 campuses have opened their doors to WUE students. Colleges and universities can tailor their participation (including admission requirements and available programs of study) to their individual campus needs. WUE recently welcomed Eastern New Mexico University's Portales campus and Arizona State University's West, Polytechnic, and Downtown campuses into the network. WICHE staff will continue to encourage more institutions to join WUE, including some in California, and will increase its outreach efforts by connecting with high school counselors through their regional associations.

The **Professional Student Exchange Program** provides access to 10 professional healthcare fields for students in 12 WICHE states. In 2009-10 almost 700 students enrolled through PSEP to become allopathic or osteopathic doctors, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists. Participating states determine the fields and the numbers of students they will support. Students pay reduced tuition at some 50 out-of-state public and private institutions. Since the program's inception in the early 1950s, more than 14,000 professionals have received their education through PSEP. In addition to providing affordable professional education to

Programs and Services

WICHE's Programs and Services unit expands access to higher education through its three Student Exchange Programs and WICHE ICE (Internet Course Exchange). The staff fosters collaboration and resource sharing in higher education through several regional initiatives; convenes and partners with academic leaders throughout the West; and works to help institutions and states reduce their operating costs through several innovative programs. The unit also develops and disseminates WICHE electronic and print publications, as well as managing the WICHE Website and media relations. Its programs and initiatives include:

- ◆ Western Undergraduate Exchange
- ◆ Western Regional Graduate Program
- ◆ Professional Student Exchange Program
- ◆ WICHE ICE (Internet Course Exchange)
- ◆ Western Academic Leadership Forum
- ◆ A new forum for academic leaders of two-year institutions
- ◆ Western rural healthcare initiatives
- ◆ MHEC/WICHE/NEBHE Master Property Program (an insurance and risk management consortium)
- ◆ Collaborative purchasing: by expanding the MHECtech cost-savings programs to the West
- ◆ Bridges to the Professoriate
- ◆ Coordinating WICHE participation in the U.S. Department of Education's ED-SAT program
- ◆ Electronic and print communications: *NewsCap*, factsheets, Website, annual reports, state briefings, commission agenda books, annual workplan, electronic networking
- ◆ Workforce briefs
- ◆ *Innovations in the WICHE West*, a series of brief reports highlighting new academic and research initiatives, and institutional collaborations

students, the program has spared Western states with limited resources or declining populations the cost of creating new and expensive programs. Programs and Services staff will explore member states' interest in adding additional fields to PSEP or adding new dimensions to this important regional resource.

The **Western Regional Graduate Program** is another exceptional educational resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of the 15 participating states to enroll in some 220 high-quality, distinctive programs at 45 participating institutions on a resident tuition basis. WRGP is a tuition-reciprocity arrangement similar to WUE; students enroll directly in the participating programs. In fall 2009 more than 500 students enrolled through WRGP and saved an estimated \$5 million dollars in tuition (based on full-time enrollment). Enrollment numbers for WRGP programs continue to increase, largely because California residents are now eligible to enroll, thanks to California State University East Bay's offering of two WRGP programs, effective fall 2009. WRGP currently includes more than 50 healthcare-related programs: graduate nursing degrees, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, and more. WRGP also offers a post-professional doctorate in physical therapy, as well as a master's in dental hygiene to train future faculty members. Graduate programs in a range of other disciplines are offered, including the arts, biological and biomedical sciences, business and public administration, engineering and applied sciences, languages, natural resources and conservation, and the social sciences.

Staff will disseminate the next call for nominations for new WRGP programs in fall 2010. Graduate deans at all public institutions in the WICHE region will be notified of the deadline and the process for nominating new programs. To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Given the tremendous needs in the healthcare workforce, programs related to health are not subject to the distinctiveness criteria but must be of high quality.

WICHE directs the **Bridges to the Professoriate** project with funding from the U.S. Department of Health and Human Services. The program provides academic support services to underrepresented minority doctoral students to better prepare them for research and teaching careers. Participating students are predoctoral fellows in the Minority Access to

Research Careers (MARC) program. The fellows benefit by participating in the annual Institute on Teaching and Mentoring, sponsored by the Compact for Faculty Diversity, a partnership of WICHE, the Southern Regional Education Board, and the New England Board of Higher Education. In addition to the institute, the Bridges program monitors the predoctoral fellows' progress toward completion of their degree and provides information pertinent to graduate school issues and biomedical careers.

The **Western Academic Leadership Forum (WALF)** gives academic leaders in the WICHE states – provosts, academic vice presidents at bachelor's, master's and doctoral-level institutions, and chief executives and chief academic officers for system and state governing boards – a forum for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. The 2010 annual meeting, hosted by the South Dakota Board of Regents and the South Dakota School of Mines and Technology in April, was themed "Academic Leadership: Charting the Future in a Sea of National and International Initiatives." Attendees shared approaches they are taking to integrate state, national, and international initiatives into their institutions and systems so that they support and enhance their organization's mission. Topics of special focus included postsecondary readiness, the Bologna Process, and accreditation.

Making its debut at the annual meeting was a prototype for a new Web-based strategic-planning toolkit. This WALF member service will be a repository of descriptions about processes and links to tools and other resources used by academic leaders in decision making. The toolkit will address a wide range of issues, such as retention, program elimination, and faculty workload. Members will contribute profiles about approaches and tools they have used to address specific issues with information about the goals, outcomes, lessons learned and costs. As other members use the tools, they will add reviews and ratings so that an even stronger knowledge pool emerges for future users. During fiscal 2011 the focus will be on building a working version of the WALF toolkit and developing its initial collection. The 2011 annual meeting will be held in April at Colorado State University.

A **new forum for academic leaders** of two-year institutions, systems, and state agencies will be established in 2011. Modeled after the Western Academic Leadership Forum, the members of this new organization will share information, resources, and expertise as they address issues of common concern across the region and work on innovative solutions. Fifteen academic leaders – one from each WICHE state – will serve on the executive committee. During this charter year, the committee will focus on shaping the organization to provide the services most needed by their peers in the region. This work will culminate in building awareness for the services provided by this new organization, promoting membership, and hosting its first annual meeting.

The Policy Analysis and Research unit oversees several projects related to access and success. It has formalized a partnership with the Center for Urban Education (CUE) at the University of Southern California, funded by the Ford Foundation. CUE researchers have been involved in groundbreaking work addressing educational equity. Our partnership is taking two forms. The first is a series of institutes, called the Association for the Study of Higher Education (ASHE) Institutes on Equity and Critical Policy Analysis, which will bring together promising early-career policy analysts, advanced doctoral students, and junior faculty to learn new tools and skills to become more equity-minded in their work and research. The second is a two-year project called **Education Equity and Postsecondary Student Success: A CUE and WICHE Partnership for Policy Research and Analysis**, which will explore how students from different racial/ethnic backgrounds progress differently through college, with a focus on gateway courses or experiences, such as remediation. This venture will allow WICHE and CUE to complement and build on one another's strengths in helping policymakers better attend to concerns related to equity and will feature some state-level data analysis. It will also feature an affiliate program to provide a more in-depth experience to a select group of the ASHE Institutes' attendees (or similarly situated individuals).

Another Policy project, **Non-traditional No More: Policy Solutions for Adult Learners**, is a comprehensive effort to stimulate and guide policy and practice changes to create a more navigable

path to degree attainment for “ready adults” – those who are just shy of having enough credits to obtain a degree but have not yet returned to college. Funded by Lumina Foundation for Education, Non-traditional No More focuses on removing barriers related to data, academic affairs, financial aid and financing, student support services, and communications. Having met the grant obligations with some project funds remaining, WICHE was granted a no-cost extension by Lumina Foundation to continue working on these important issues. In addition, staff continue to guide policy and practice change in South Dakota, which is part of the project's expansion.

In addition the Policy unit collaborates with the **Pathways to College Network**, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Department of Education. Pathways, which includes researchers, policy analysts, educators, K-12 administrators, and representatives from government, business, foundations, and community organizations, uses research-based knowledge to improve postsecondary education access and success for the nation's underserved students. These include underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities. WICHE staff helps determine Pathways' overall focus and policy components through representation on its policy committee.

The Policy unit manages the **College Access Challenge Grant (CACG) Consortium and Network** to assist the Western states with program implementation and administration related to CACG, a federal program that fosters partnerships among national, state, and local governments and philanthropic organizations through matching grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Through the CACG Consortium, WICHE is working closely with state leaders in Alaska and Nevada to successfully implement their CACG programs. Simultaneously, the CACG Network, composed of the two consortium states plus North Dakota and Washington, provides a forum in which staff involved in developing, implementing, and maintaining state CACG efforts can discuss issues related to the administration of

Policy Analysis and Research

The Policy Analysis and Research unit furnishes accurate and timely information and expertise that advance WICHE's mission of expanding educational access and excellence. It does so by providing analysis of relevant data related to K-12 and postsecondary education, demography, labor market information, and higher education finances; by supplying assistance with policy design and implementation; and by developing and managing projects that serve the needs of policymakers in the West and throughout the nation. Among its externally funded activities are:

- ◆ Non-traditional No More: Policy Solutions for Adult Learners
- ◆ College Access Challenge Grant Consortium and Network
- ◆ Best Practices in Statewide Articulation and Transfer Systems
- ◆ State and regional longitudinal data systems development
- ◆ Evaluation of Colorado's College Opportunity Fund

Additional ongoing activities and services include:

- ◆ *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*
- ◆ SPIDO (State Policy Inventory Database Online)
- ◆ *Tuition and Fees in Public Higher Education in the West*
- ◆ *Policy Alerts and Stat Alerts*
- ◆ *Policy Insights*, a series of brief papers addressing issues in higher education
- ◆ Policy Publications Clearinghouse
- ◆ *Benchmarks and a Web-based Fact Book of Policy Indicators for Higher Education in the West*
- ◆ Legislative Advisory Committee
- ◆ State-specific technical assistance on a variety of topics, including financial aid

their programs. Through this network state leaders and policymakers share promising practices, lessons learned, common challenges, and the latest research. Under the recently passed Student Aid and Fiscal Responsibility Act, we hope to expand this effort to other WICHE states.

Building on our earlier Changing Direction project, the Policy unit is partnering with the National Conference of State Legislatures (NCSL) to promote informed decision making and the alignment of higher education appropriations, tuition, and financial aid by educating state legislators, news media (especially state house and higher education reporters), and others about these issues, in an effort to increase student access and success. This project, funded by Lumina Foundation for Education and called **Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid**, will wind down in 2011. WICHE and NCSL collaborated with the Hechinger Institute on Education and the Media to produce eight policy briefs about important issues related to policy integration, which were disseminated to every state legislator in the country. WICHE staff will continue to provide targeted assistance to states on these issues.

Best Practices in Statewide Articulation and Transfer Systems, a joint project of WICHE, WCET, and Hezel Associates, with funding from Lumina Foundation for Education, seeks to develop a deeper understanding of how states coordinate their articulation and transfer programs for students who move from two-year to four-year institutions. In addition to surveying all 50 states and developing in-depth case studies of selected state systems, WICHE's Policy unit and WCET are examining how state colleges and universities use Web portals in the articulation and transfer process to determine the characteristics that make them effective, as well as whether similar models can be used in other states. Upon completion of the initial research and case studies, WICHE and Hezel Associates will disseminate key findings and policy recommendations through a promising practices guide and 50 state profiles, as well as a policy brief on the findings of the Web portal research, providing a valuable resource to SHEEOs and other policymakers as they deal with issues related to postsecondary access and affordability.

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity (7th edition), released in March 2008, is widely used by politicians, policymakers, librarians, researchers, the media, businesses, state agencies (including SHEEO offices and education departments), postsecondary institutions, school districts, and individual public and private schools. Policy will be working with our traditional partners on the project, ACT and the College Board, to begin preparing the next edition of the publication. That effort will include a review of the methodology behind the projections, which has changed little since WICHE published the first edition of the projections in 1979, and an investigation into ways to incorporate additional analyses sought by our constituents, such as income-based projections. Finally, Policy will modernize the content and delivery of the data through an interactive and dynamic Web application, allowing users to develop meaningful, real-time reports for their specific needs.

In 2011 Policy will continue to update **SPIDO** (State Policy Inventory Database Online, at <http://wiche.edu/SPIDO>), the nation's only online searchable database of higher education policies. Staff will conduct presentations about SPIDO at national meetings to highlight how the database can be used to support college access and success and other higher education efforts in the states.

Technology & Innovation

WICHE's work in technology and innovation is pursued by two arms of the organizations: the membership organization **WCET** and the **Technology and Innovation** initiative.

In November WICHE announced the appointment of Ellen Wagner as WCET's new executive director. Wagner is an internationally known expert on learning technologies who possesses broad experience with technology companies and commercial partners, as well as a solid understanding of state and federal policy as it relates to learning and technology. WICHE established a one-year agreement with Sage Road Solutions, where Wagner is the principal analyst (she will continue in this role). The terms of the contract also give WCET access to the business development

expertise of Beth Davis, managing director of Sage Road Solutions.

Under the new executive leadership, WCET completed a competitive analysis of its membership composition and trends, a needs assessment of WCET members, and an environmental scan of other associations and organizations in the e-learning market space. In February the results of this internal audit were presented to WCET's Executive Council. Some of the findings:

- ◆ Growth in new membership has been coming from outside the Western region and from the non-public higher education sector.
- ◆ With technology-enabled learning now an integral component of traditional learning formats, the technology and course design expertise found in online/distance education programs has relevance campuswide.
- ◆ Based on member feedback, WCET's programmatic agenda excels in these areas: tracking learning technology trends; policy research and advocacy (federal, state); technology implementation and integration; faculty development; research and good practices; and networking among peers.
- ◆ WCET members often represent key decision makers in their institution/organization, making WCET a desirable organization for corporate involvement and support.
- ◆ WCET's bond to WICHE places it in a unique and strong position in the higher education policy arena that distinguishes it from other e-learning organizations.

In fiscal 2011 WCET will continue to provide the suite of services that are valued by its member institutions and organizations, such as the annual conference, the Catalyst Camp professional development program, the popular biweekly digest of news about technology in higher education, and best practice strategies for compliance with new federal distance education requirements. It will also undertake a number of new efforts. During the first quarter of 2010, WCET was engaged in redefining and realigning its services/program plan, business plan, and messaging/leadership campaign plan. These plans require the implementation of new communications tools, such

as a WCET blog and fully redesigned Website, and this work is underway. Another priority is to strengthen the membership base, in terms of financial resources as well as the ideas and innovation that additional members can contribute.

WCET

WCET accelerates the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. A cooperative association of like-minded institutions, vendors, and stakeholders who support excellence in technology-enabled, distributed, distance, and e-learning initiatives, it provides a level playing field, where all members can collaborate and share ideas, information, and solutions for improving teaching and learning with technology. It actively supports communities of interest that promote the accelerated adoption of learning technologies innovations.

WCET informs stakeholders about emerging learning technology innovations; offers techniques for predicting relevance and value; and shares tactics for accelerating adoption of learning technology innovation in your institution. It connects members to peers, colleagues, experts, and decision makers, giving them unparalleled access to trusted advisors, and advances practices and policies that accelerate the effective adoption of learning technologies while supporting teaching and learning excellence. Some of WCET's projects and areas of interest include the following.

- ◆ National higher ed technology conference
- ◆ Transparency By Design/College Choices for Adults
- ◆ Catalyst Camp professional development
- ◆ Case studies of learning technologies innovations
- ◆ News and analysis on academics, students, technology, and policy
- ◆ Interventions to promote student retention in online learning
- ◆ E-learning consortia strategies
- ◆ Academic integrity and student authentication good practices
- ◆ Evaluation and ownership of learning management systems
- ◆ Recruitment and retention of quality online faculty

In fiscal 2011 WCET will also begin to expand its scope beyond online and distance education to a broader set of technology adoption challenges in higher education. Initially, WCET's agenda will address mobile learning, open content, use of social media, innovations to improve math/science education, and adjunct faculty policies and practices, among others. Specifically, the organization plans to:

- ◆ Launch a **new electronic publication series** on best practices, technology adoption trends, and policy developments. These resources will draw from innovative work by WCET institutions, corporations, and other organizational members.
- ◆ **Collaborate with WICHE units**, such as the Policy unit, to extend its research and policy work (such as that on state policies and practices to better serve adult learners) by disseminating it more broadly to institutional leaders who are engaged with WCET.
- ◆ Build upon WCET's recent **partnership with the Campus Computing Project** to conduct more surveys to better understand the adoption and management of educational technologies in higher education. Other surveys may be done independently or with other organizational partners.
- ◆ Redesign the highly successful **EduTools** Website to take advantage of more contemporary Web 2.0 models and practices. Initial plans are to launch the product category of identity verification or authentication solutions. The higher education community will be able to comment on these products and discuss implementation issues from a user perspective, not a vendor perspective.
- ◆ Continue to support the **development of resources and shared practices**, an effort led by common interest groups on e-learning consortia, student retention, ownership of learning management systems, and institutional practices concerning adjunct faculty.
- ◆ Convene **invitational summits** of higher education leaders, educational technology innovators, and corporate and other stakeholders to strategize on hot topics, future opportunities, research needs, and partnerships. WCET's membership includes some of the country's leaders in the adoption of technology learning

innovations, an informed and influential group from whom corporations and funders seek advice.

- ◆ Expand WCET's capacity to provide **technical assistance** in grants management and oversight. WCET will work with institutions, foundations, and other partners to identify ways in which the organization – an experienced third-party project manager – can advance complex projects in the arena of learning technology innovations.

The primary focus of the **Technology and Innovation initiative** is **providing access to research and education (R&E) networks** – including regional optical networks (RONs), Internet2, National Lambda Rail, Department of Energy's ESNet, and international networks – and **e-science**. Aside from research universities in the WICHE West, very few other institutions have adequate access to advanced R&E networks in the Asia Pacific and beyond. These networks are the foundation for much of contemporary science, or e-science.

For centuries, there were only two modes of scientific discovery: theory and experiment. In the past several decades, a third mode has risen to equal status: simulation. Like simulation, e-science relies on the power of the digital computer, but in e-science, the focus is on data rather than computation. The data comes from real-time sensors that can be located virtually anywhere and on anything we want to learn about: from the sea floor to buildings and roadways, telescopes, gene sequencers, and living organisms. The volume of data is overwhelming, and the challenge is to store, organize, mine, visualize, and interpret it in order to extract knowledge. This data explosion, layered with the fundamental challenge of understanding massively complex systems in general, lies at the heart of 21st century discovery and education. At present our research universities have access to the R&E networks and necessary applications to support e-science. Our goal is to ensure that all WICHE institutions have similar access and opportunities.

Our ability to offer rich forms of education has the potential to increase tenfold through the adoption of various new technologies and to provide access to expertise, tools, experiences, and communities in ways that have, to date, not been possible. There are now

Technology and Innovation

Access to research and education (R&E) networks for all higher education institutions in the West and e-science are the twin foci of the Technology and Innovation initiative, whose projects and interests include the following.

- ◆ Programs helping underserved and unserved institutions connect to R&E networks and participate in e-science
- ◆ HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals
- ◆ An e-science institute for WICHE commissioners, higher education leaders, and other public policy leaders
- ◆ Health sciences education, telehealth, and telemedicine
- ◆ Open educational resources
- ◆ Global education and IT
- ◆ Science, technology, engineering and math education (STEM)

70,000 institutions in 40 states that are connected to regional optical networks (and national networks like Internet2 and National Lambda Rail), but educational applications lag behind research applications. WICHE, in partnership the technology organizations like Internet2, could have a significant impact here.

In fiscal 2011 Technology and Innovation will continue to partner with Department of Congress National Telecommunications and Information Administration (NTIA) program staff (and Secretary Locke), Internet2, and the Pacific Northwest Gigapop to **develop workshops and programs to support underserved and unserved institutions**, with a particular focus on minority-serving institutions, connectivity to R&E networks, and participation in e-science. Where possible, we'll help shape grant programs and RFPs with the NTIA, the National Science Foundation, and others.

The initiative will also pursue its ongoing work on **HealthNet, LibraryNet, JusticeNet, and K20Net** concepts and proposals. To date, workshops for the library, health, and courts/justice system have been held across Washington – and they are potential models for what can be done in other WICHE states.

We will continue to work with states to help develop these networks, in partnership with Internet2 and regional networks.

Technology and Innovation will plan an **e-science institute** for WICHE commissioners, higher education leaders, and other public policy leaders.

Technology and Innovation will continue its work on **health sciences education, telehealth, and telemedicine**. Partnering with the Mental Health Program, we have begun leveraging our expertise in mental health and IT-supported clinical services and education, beginning with a modest project in California and now working with the University of Nebraska Medical Center and the State of Nebraska. Opportunities abound in the health information technology arena, and WICHE is uniquely positioned to bring value to this area of work.

Other areas of prospective work, depending upon time and resources, may include the following:

Open educational resources (OER) is another area of interest. OER has the potential to have numerous impacts on teaching and learning. What if OER went beyond course content and included things like access to data, remote instruments, and expertise in the national and international research and education communities? There is a strong community built around OER, but no one is working across the higher education community to move it to broad practice. WICHE can serve this role. There are several foundations eager to see us do so, and there may be opportunities to work with the U.S. Department of Education in this arena.

Global education and IT. IT has helped “internationalize” education – for all students, regardless of whether they have the resources or time to travel. No organization has its arms around this issue – innovation abounds, but little has been done to leverage these activities. This is another area where WICHE could have an impact.

IT also offers the opportunity to **change the educational model**, where time is the constant and learning the variable, to a model where learning is the constant and time is the variable, and where we can tailor the education to the student. A fertile area for more work and research is in the chasm

between secondary and postsecondary education in science, technology, engineering, and math education (STEM), where there is significant experimentation and opportunity – though little of it is systematized. California, New Mexico, and Washington are developing STEM consortiums to engage and train secondary students in STEM fields and assist with the transition to postsecondary education, with support from the Gates Foundation. WICHE has been involved in the initial effort to bring these groups together and share best practices.

Workforce & Society

WICHE was founded in the early 1950s to help the region’s states affordably educate healthcare practitioners. Since the creation of the Professional Student Exchange Program 57 years ago, more than 14,000 professionals have graduated through the program, most of them in the healthcare professions. Despite these efforts, persistent workforce shortages across the West continue to affect rural and underserved areas.

Programs and Services staff will continue to explore partnerships with federal and state agencies and private funders, seeking support for regional strategies to alleviate healthcare workforce shortages and to prepare more professionals to practice in rural and underserved areas of the West. WICHE staff will seek out participation of additional **nurse practitioner** programs in WRGP during the upcoming nominations round in September, as midlevel providers play a crucial role in healthcare services to the West’s rural residents. Staff also continues to work with member states to **promote rural track programs** among PSEP’s cooperating schools of medicine and will encourage cooperating schools of dentistry to develop similar programs. WICHE staff is also monitoring the development of state loan repayment programs (WICHE published a regional inventory of these programs in 2007); the programs generally have proved very successful in attracting graduates to underserved rural areas.

Staff also is exploring creating **new student exchange models** in emerging career fields. These programs could allow our member states’ institutions to collaborate on offerings and share faculty, as well

Mental Health

The WICHE Mental Health Program seeks to enhance the public systems of care for persons with mental illnesses, children with serious emotional disturbances, and their families. The program approaches this mission through partnerships with state mental health authorities, advocacy and consumer groups, federal agencies, and higher education institutions. Activities focus upon 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. Current projects include the following.

National Institute of Mental Health Challenge Grant. The WICHE Mental Health Program is partnering with the University of Michigan School of Public Health to test whether a community mental health intervention program reduces some of the barriers that keep college students from seeking mental health services. This is the first multicampus, randomized study of a college mental health intervention.

Mental health first aid training. The Mental Health Program continues to offer mental health first aid training opportunities in the Western states. Mental health first aid is a 12-hour training course designed to give members of the public key skills to help someone who is developing a mental health problem or experiencing a mental health crisis.

Mental health first aid training for military communities. The program submitted a proposal to work with the Department of Defense on adapting mental health first aid training for military communities.

Suicide prevention. The program has two initiatives in this area.

- ◆ A suicide prevention toolkit for rural primary care providers offers important tools and information to be used in primary care practices that will enable identification of patients at risk for suicide, assure appropriate planning to establish safety for these patients and strengthen integration with behavioral health.

- ◆ Mental Health Program staff members are currently the evaluators for a federally funded suicide prevention grant in South Dakota.

Promising practices in rural behavioral health. In collaboration with the Health Resources and Services Administration's Office of Rural Health Policy and the Nakamoto Group, the program is working to identify promising practices and evidence-based practices in rural behavioral health.

WICHE Center for Rural Mental Health Research. Initially funded by the Office of Rural Health Policy of the Health Resources and Services Administration (HRSA), this research institute conducts studies that help inform rural behavioral health services and policy at multiple levels of decision making. For the first four years, the center focused on research to expand knowledge around supporting adoption of evidence-based practices in primary care and the potential impact of such adoption on health outcomes for the consumer. Recently, the center expanded its focus beyond rural primary care to include all rural behavioral health research and evaluation science projects that Mental Health Program staff are engaged in.

Western States Decision Support Group (WSDSG). Through a partnership in funding between the federal Center for Mental Health Services and 15 WICHE states, the Mental Health Program coordinates a regional effort to enhance and coordinate program evaluation and data-driven decision support in the public mental health systems of the WICHE West. WSDSG meets face to face three times yearly to focus on regional issues related to enhancing accountability through sound data management to support quality improvement, policy formation, and administration.

Workforce development. The Mental Health Program is engaged in an array of activities to improve the preparation and continuing education of the public mental health workforce in the WICHE West, including the following:

Mental Health (continued)

- ◆ The program, in partnership with the Annapolis Coalition, developed a set of core competencies for direct care workers in Alaska. The focus of the most recent phase of work is to develop assessment tools and curriculum to assist in the implementation of the competency model.
- ◆ The program is coordinating an effort to establish a new internship consortium in Alaska for doctoral internships in psychology.
- ◆ Mental Health is preparing a status report of the behavioral health workforce in Colorado.

Collaboration in training. The Mental Health Program continues its work with the Western states to improve collaboration in training between state mental health systems and higher education training programs.

Webinars. The program produces Webinars on a variety of topics to enable professionals and policymakers to better understand current issues behavioral health practice in rural and underserved areas.

Technical assistance. The Mental Health Program is routinely called upon by member states and others to offer state-specific technical assistance, facilitating activities focused upon system improvement, planning, and needs assessment.

Care for children and families. The program has an ongoing project in South Dakota related to supporting the development of systems of care for children and families. It's providing technical assistance and conducting surveys of consumers.

Needs assessment and gap analysis. Staff members frequently work with states across the region in areas of needs assessment and gap analysis. An epidemiologist has updated the model estimating the prevalence of serious disorders. New estimates, based on the National Comorbidity Survey Replication Study, include individuals with serious emotional disturbances, serious mental illness, and substance use disorders. Eight Western states have contracted with WICHE for state-specific synthetic estimates of serious disorders at the county level.

as providing more robust educational opportunities for students in high-demand fields, including health information technology, energy development and management, and biotechnologies.

The **WICHE Internet Course Exchange** offers students of its member institutions increased access to online courses and programs while they are enrolled at their home institution. Currently, WICHE ICE has 10 institutional members and four consortia members, totaling some 28 institutions. In fiscal 2011 ICE will focus on expanding membership and enrollments by building awareness about ICE as a cost-effective tool to address institutional budget shortages and to reduce course and program duplication. For example, through ICE institutions can reduce the duplication of low enrollment courses and make the remaining ones more financially viable by aggregating student demand across institutions; institutions can collaborate to offer these programs and take turns teaching the courses. If an institution opts to eliminate a program, it can partner with other ICE institutions to import seats in courses from other institutions so that it fulfills its obligations to its students. Programs and Services staff will work with the ICE Steering Board members to expand the volume of seat and program exchanges in 2010-2011.

In addition, ICE will increase the visibility of its work in developing and supporting **discipline-specific collaborative initiatives in areas of faculty interest and workforce needs**. Currently, ICE supports collaborative initiatives in frontier social work and graduate-level nursing, and this work will be ongoing in the coming year. In 2011 ICE will complete its work with the Colorado Department of Labor and Employment in a U.S. Department of Labor demonstration project to enroll students in high-need workforce areas. In that collaborative initiative, three Colorado institutions have supplied online courses in information technology, healthcare, and energy, mostly at the undergraduate level, to students identified by the state agency. Pending grant funding, ICE will also work with its members to develop and share high-quality online lab courses in math and science for undergraduates; develop and administer a needs assessment for education and training in health information technology (HIT) and telehealth in selected states; and support the exchange of online courses in

HIT, public health, sustainability, and other areas of need in the WICHE states.

WICHE's Policy Analysis and Research unit is seeking funding for a project that will build on its previous Ford Foundation-supported work in helping states **build stronger linkages between their higher education investments and their labor force needs**. The proposed project will more explicitly focus on how well institutions are recruiting, retaining, and preparing students from underrepresented populations in fields for which the state projects a substantial demand.

Accountability

WCET is coordinating the **Transparency By Design** project, which helps prospective adult learners become better consumers of higher education offered at a distance. The project is funded by Lumina Foundation and the member institutions participating in the project. WCET has created the **College Choices for Adults Website** to display data that helps adults select institutions and programs that best meet their needs. In addition, it is assisting in the development of the data to be displayed and will serve as a neutral reviewer of data before it is posted on the site. The site will offer guidance and tools for adult students, including comparisons of participating institutions.

Information Resources

Part of WICHE's mission is to provide state higher education executive officers, legislators, and other decision makers with the data and information they need. In 2011 WICHE will provide the following resources on our Website (www.wiche.edu), in print, and via email.

Policy Alerts and **Stat Alerts** offer weekly e-mail notices of new policy and data-related reports.

Policy Insights, our short report series, covers numerous higher education topics.

Policy Publications Clearinghouse (<http://www.wiche.edu/policy/Clearinghouse>), maintained by the Policy Analysis and Research unit, is a database of policy publications, offered in a continuing effort to provide those in the West with access to the latest studies, reports, surveys, and policy briefs published by various research and public policy organizations.

Regional Fact Book for Higher Education in the West, updated annually by the Policy Analysis and Research unit, provides a wealth of data on access, affordability, finance, faculty, technology, and workforce issues.

Tuition and Fees in Public Higher Education in the West is an annual survey produced by the Policy Analysis and Research unit, with detailed data on tuition and fees at all public institutions in the West. While the data collected for this publication go back in some cases to the mid-1980s, in recent years the unit has sought to improve the reliability of the data through additional accuracy checks and improved survey instructions and definitions. This past year the unit also queried respondents about the degree to which public institutions in the West employ tuition differentiation policies and practices, the first such attempt to gather this information at the institutional level. This annual project supports the development of a *Policy Insights*

on tuition and fees and also provides the vital information on tuition required by the Student Exchange Programs.

Workforce reports make the connection between education and work clear. The Programs and Services unit's workforce-brief series *A Closer Look at Healthcare Workforce Needs in the West*, informs policymakers and higher education decision makers in the Western states about education and employment trends. In fiscal 2011 we will analyze the regional workforce needs in veterinary medicine, with an emphasis on veterinarians who are willing to serve in critical areas, such as public health, food safety, biosecurity, and food/animal practices. Future briefs are planned on mid-level providers (physician assistants and nurse practitioners), telemedicine, public health, and the allied health professions. In addition to providing much needed information, these briefs will help WICHE determine if other fields with significant workforce shortages should be added to PSEP, WRGP or ICE.

Innovations in the WICHE West is a new series of reports by the Programs and Services unit, will describe cutting-edge academic programs and research initiatives, as well as institutional collaborations, that are strengthening the economic, scientific, social and educational systems in the West.

Other publications and services: Our Website (www.wiche.edu) posts a range of reports and newsletters (such as *NewsCap*), as well as hosting the WCET online community and archiving a host of resources, including the Mental Health Grand Rounds Webcasts.

Follow us on Twitter:
www.twitter.com/wicheEDU.

WICHE WORKPLAN 2011 EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (general fund - GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- Performance measurement improvement in the Western states public mental health programs (Mental Health)
- Property insurance and risk consortium (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (NSF)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (Mental Health)
- College Access Challenge Grant Program Consortium and Network (state subcontracts, U.S. Department of Education)
- Best Practices in Statewide Articulation and Transfer Systems (Lumina)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Association for the Study of Higher Education Institutes on Equity and Critical Policy Analysis (Ford)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH, Mental Health)
- Identifying promising practices in rural behavioral health (Mental Health)

Technology & Innovation

- Facilitation of Internet2 connectivity throughout the West (Technology and Innovation)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (Technology and Innovation)
- Providing technical assistance services for creating/managing data-driven Websites (TBD, Hewlett/EduTools)
- Launching new electronic publication series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET)

- Expanding WCET's knowledge base and member resources that can help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems' transitions; and management of e-learning consortia (WCET)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (WCET)
- Providing professional development in e-learning for the higher education community through WCET's signature annual conference event, Catalyst Camp, and invitational summits (WCET)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET)
- Extend the reach of WICHE's policy and research work by leveraging WCET's national network and technical assistance with new media communications (WCET)
- Build out WCET's capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (WCET)
- WALF – Western Academic Leadership Forum (member dues and TIAA-CREF grant)
- Webinar series to enhance information exchange in rural behavioral health (Mental Health)
- Providing technical assistance in a pooled group of experts on health information technology (Mental Health)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Regional Veterinary Medicine Advisory Council (GF)
- Collaboration with the Colorado Department of Labor and Employment in its U.S. Department of Labor-funded demonstration project to address pressing education and workforce training needs through online learning (U.S. Department of Labor and CO Department of Labor and Employment)
- Mental health student exchange (Mental Health)
- Building partnerships for competency: public behavioral health workforce development (Mental Health)
- Behavioral health training initiatives to expand the rural workforce capacity (Mental Health)
- Increasing knowledge of the state behavioral/health workforce capacity (Mental Health)
- Suicide prevention toolkit for rural primary care providers (Mental Health)
- Increasing health and behavioral health provider knowledge of returning veterans' service needs (Mental Health)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- *Electronic Policy Alerts and Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Launching the next phase of Transparency By Design's College Choices for Adults Website, to educate adult students to become better-informed consumers of online education (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (Technology and Innovation)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- Creating a new regionwide academic forum for community college administrators (member dues)

Technology & Innovation

- Conducting a national survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education survey, in partnership with the Campus Computing Project (WCET)
- Develop action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network (UCAN) project (National Telecommunications and Information Administration, pending funding)
- Creation of an “eScience Institute” for WICHE states’ commissioners, higher education leaders, and other public policy leaders (Technology and Innovation)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (WCET, Technology and Innovation)
- Technology and Innovation and Mental Health partnership to expand research and education networks (state, regional, and national) for health and mental health services and educational outreach (WCET, Technology and Innovation, Mental Health)
- Developing a regional learning center for State Higher Education Policy Center
- Expansion of ICE (member dues)
- Development of a new WALF forum to support academic leaders of two-year institutions, systems, and state agencies (member dues)
- Facilitating Development of a Multistate Longitudinal Data Exchange program (Bill & Melinda Gates Foundation)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools’ rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (member dues)

Accountability

- Launching comparison functionality on Transparency By Design’s College Choices for Adults Website, to allow potential adult learners to compare institutions and programs side by side (WCET)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expansion of the State Scholars Initiative with new funding and a focus on rural and inner city students' college readiness (in partnership with the Colorado GEAR UP program and Gallup, pending funding)
- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Serving Student Soldiers of the West: Policy and Practice Solutions

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective Web portals
- Development of WALF toolkit, a Web-based repository of strategic-planning and decision-making tools for academic leaders (membership dues)
- Broaden access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Programs
- Seek funding to convene an energy summit for Western states involving higher education, relevant state agencies, and the private sector

Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce

Accountability

- Assessing the landscape for state policy on student-learning outcomes
- Research and analysis of outcomes-based funding approaches
- Continued development of Transparency By Design's College Choices for Adults Website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners

WICHE COMMISSION

WICHE's 45 commissioners are appointed by their governors from among State Higher Education Executive Officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Thomas Buchanan, president of the University of Wyoming, is the 2010 chair of the WICHE Commission; Joseph Garcia, president of the Colorado State University-Pueblo, is vice chair.

ALASKA

*Diane Barrans (WICHE chair, 2005), executive director,
Alaska Commission on Postsecondary Education
Patricia Brown Heller, retired state director, U.S. Senate

ARIZONA

*Leah Bornstein, president, Coconino Community College
David Lorenz, retired vice president of administration and finance,
Northern Arizona University
Joel Sideman, executive director, Arizona Board of Regents

CALIFORNIA

Roy Ashburn, state senator
Jim Silva, state assemblyman

COLORADO

*Joseph Garcia (WICHE vice chair), president, Colorado State University–
Pueblo
Kaye Howe, executive director, National Science Digital Library
*D. Rico Munn, executive director, Colorado Department of Higher
Education

HAWAII

*Roy Ogawa (WICHE chair, 2008), attorney,
Ogawa, Lau, Nakamura & Jew
Roberta Richards, principal, Pauoa Elementary School
Steven Wheelwright, president, Brigham Young University Hawaii

IDAHO

Robert Kustra, president, Boise State University
*Michael Rush, executive director, Idaho State Board of Education
Arthur Vailas, president, Idaho State University

MONTANA

Dan Harrington, former state senator
*Mary Sheehy Moe, deputy commissioner for two-year education,
Montana University System

NEVADA

Warren Hardy, former state senator
*Jane Nichols (WICHE chair, 2009), vice chancellor for academic
and student affairs, Nevada System of Higher Education
*Carl Shaff, educational consultant

NEW MEXICO

Dede Feldman, state senator
Viola Florez, cabinet secretary, New Mexico Department of Higher
Education
*Patricia Sullivan, assistant dean, College of Engineering, New Mexico
State University

NORTH DAKOTA

Duaine Espegard, member, State Board of Higher Education
Bill Goetz, chancellor, North Dakota University System
*David Nething (WICHE chair, 2006), state senator

OREGON

Ryan Deckert, president, Oregon Business Association
Tim Nesbitt, deputy chief of staff, Office of the Governor
*Camille Preus, commissioner, Oregon Department of Community
Colleges and Workforce Development

SOUTH DAKOTA

Robert Burns, distinguished professor emeritus, Political Science
Department, South Dakota State University, and Dean Emeritus,
SDSU Honors College
*James Hansen, regent, South Dakota Board of Regents
Jack Warner, executive director, South Dakota Board of Regents

UTAH

Bonnie Jean Beesley, vice chair, Utah Board of Regents
Peter Knudson, state senator
*William Sederburg, commissioner, Utah System of Higher Education

WASHINGTON

*Ann Daley, former executive director, Higher Education Coordinating
Board
Phyllis Gutierrez Kenney, state representative
Jeanne Kohl-Welles, state senator

WYOMING

*Thomas Buchanan (WICHE chair), president, University of Wyoming
Debbie Hammons, state representative
*Klaus Hanson, emeritus professor of German, University of Wyoming
*Executive Committee member

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Plenary Session III: What's Up at WICHE? Updates on Broadband Activities and WICHE ICE

Tuesday, May 18, 2010

9.30 - 10.30 am

Smith Memorial Student Union

Room 327-329

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 18, 2010

9.30 - 10.30 am
SMSU Room 327-329**Plenary Session III:
What's Up at WICHE? Updates on Broadband Activities
and WICHE ICE****Part A:****Broadband Update: Geek Corner – Big Pipes and Cool Tools
9.30 - 10.00 am**

Louis Fox will present an overview of recent federal and regional initiatives focused on building broadband infrastructure to regain international competitiveness for the U.S. and providing access to healthcare, education, and economic opportunity, particularly in the unserved and underserved parts of the WICHE West. Fox will also provide a quick look at some new tech tools (including the iPad, Kindle, and Droid phone) that students are tapping for a host of functions – social engagement, consumption of quality content, personal productivity, and uses in the workplace in areas like commerce and health – though not often for education. Web-based resources for this talk include the following.

- National Telecommunications and Information Administration (NTIA) and RUS: www.broadbandusa.gov.
- NTIA: www2.ntia.doc.gov.
- NTIA awards (to date): www2.ntia.doc.gov/awards.
- Federal Communications Commission (FCC) broadband: www.broadband.gov.
- FCC broadband and education: www.broadband.gov/issues/education.html.
- FCC broadband and healthcare: www.broadband.gov/issues/healthcare.html.
- National Science Foundation Office of Cyberinfrastructure: www.nsf.gov/funding/pgm_list.jsp?org=OCI.

Speaker: Louis Fox, WICHE vice president, technology and innovation; Duke University senior advisor for global information technology; and Pacific Northwest Gigapop director of external relations.

Part B:**An Update on WICHE ICE
10:00-10:30 am**

The WICHE Internet Course Exchange (WICHE ICE, www.wiche.edu/ice) is a robust administrative tool designed to support collaboration among institutions offering online courses. Through ICE participating institutions expand their students' access to high-quality online courses

and programs taught by other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. Currently, there are 12 institutional members and four consortia members for an overall impact on more than 30 institutions. Both two-year and four-year institutions may participate.

ICE was founded in 2007 by WICHE and a core group of institutions which had been involved in a Fund for the Improvement of Postsecondary Education (FIPSE) grant to create joint online programs, known as the Northwest Educational Outreach Network (NEON). Based on experience from that project and WICHE's many years running its traditional Student Exchange Programs, it determined that a new type of interstate exchange was needed: one that took courses to students rather than requiring them to come to a campus.

During 2008 group members worked to develop a set of policies and procedures for the exchange of course information and student enrollment data. They also built a secure and encrypted database with a Web interface to host the course catalog and to exchange student enrollment data and grades. In 2009 the group began putting campus procedures in place to participate in the exchange and focused on developing a business and marketing plan, with funding from the Sloan Foundation. Unfortunately, the economic meltdown coincided with the conclusion of that work, which meant that much of it had to be rethought. The result was a new financial model that provides incentives to campuses to both buy and sell seats in online courses in three different types of exchanges: seat exchange, course exchange, and program exchange.

Conceptually, the time could not be better for ICE. It provides a way for institutions to share limited resources and eliminate unnecessary duplication. They can do that with institutions within a state or across the WICHE region. But taking these steps requires a change in mindset for administrators and faculty.

Pat Shea and Jere Mock will examine ICE in the context of the current status of online learning, the challenges we have encountered with it, and the opportunities we see for using ICE in this new era of limited resources and soaring demand from students for more online learning. Then we'll invite you to share your thoughts, concerns, and advice about the use of ICE in your state.

Speakers: Jere Mock, WICHE vice president, Programs and Services;
and Pat Shea, director, WICHE ICE and Western Academic
Leadership Forum

Biographical Information on the Speakers

Louis Fox divides his time among three organizations: at WICHE, he is vice president of technology and innovation; at Duke University, he's senior advisor for global information technology; and at the Pacific Northwest Gigapop, he's director of external relations. Formerly, Fox was a faculty member and administrator at the University of Washington for 22 years. He is also an affiliate professor of health sciences at Montana State University.

Jere J. Mock is vice president of programs and services at WICHE. She develops and directs regional initiatives that foster student access and success, promote collaborations, and provide cost savings options for institutions. Mock and her staff manage programs that serve more than 26,000 students annually and involve more than 200 colleges and universities in 15 states: WICHE's Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), and the Western Undergraduate Exchange (WUE). WICHE administers more than \$14 million annually in state funds for PSEP students; the other two programs provide tuition savings of nearly \$177 million for students. The fourth and newest of the programs, the Internet Course Exchange, is a consortium of regionally accredited institutions and state systems exchanging online courses and programs. Mock also partners with staff of the Midwestern Higher Education Commission (MHEC) to extend the benefits of two MHEC-initiated programs, the Master Property Program, and the MHECtech purchasing collaborative, to colleges and universities in the West. In 1995 Mock received a \$6.6 million, four-year award from the U.S. Department of Education's Office of Adult and Vocational Education and supervised the staff that directed the national State Scholars Initiative, a network of 24 state business-education partnerships (18 are still active) that promote secondary students' rigorous academic preparation. Before coming to WICHE in 1988, Mock was the executive director of the Mountain Bell Foundation, a corporate foundation that distributed \$7 million in grants annually. She received a master's in business administration from Regis University and a master's of public administration and a bachelor's in journalism from the University of Colorado, Boulder. She has served on the boards of several local and state-level nonprofit organizations.

Patricia (Pat) Shea is director of the Western Interstate Commission for Higher Education Internet Course Exchange, a consortium of regionally accredited institutions of higher education exchanging high-quality e-learning courses and programs in response to student, state, and workforce needs. For WICHE she also directs the Western Academic Leadership Forum (www.wiche.edu/walf), providing academic leaders at bachelor's-, master's-, and doctoral-granting institutions in WICHE's

15-member states with the opportunities to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. Prior to 2007 Shea was assistant director of WCET, a WICHE initiative consisting of colleges and universities working together to advance the effective use of technology in higher education. For WCET Shea had responsibility for its annual conference and its research efforts in best practices in student services online. This included directing its FIPSE-funded project to design model Web services, writing about best practices in online services, and codeveloping, with the Minnesota State Colleges and Universities, the Online Student Services Audit Tool, licensed by institutions to benchmark their level of online service to students. Currently, she is an advisor to the FIPSE-funded project Gaining Online Accessible Learning through Self-Study. Before coming to WICHE in 1996, Shea managed special projects for the technology division of the National School Boards Association, directed information services for the Association of Telemessaging Services International, served as the executive director of the Alexandria Bar Association and taught at Woodbridge Senior High School, both in Virginia. She holds a M.A. in educational administration and supervision from George Mason University and an A.B. in art and English education from West Virginia University; she was a Fulbright Scholar in art history.

WICHE



Plenary Session IV: Preserving Equity in Tough Times

Tuesday, May 18, 2010

10.30 am - Noon

Smith Memorial Student Union

Room 327-329

Western Interstate
Commission
for Higher Education

www.wiche.edu

12 Tuesday 10.30 am-Noon

Tuesday, May 18, 2010

10.30 am - noon
SMSU Room 327-329**Plenary Session IV:
Preserving Equity in Tough Times**

The first sentence of WICHE's mission states that our organization's reason for being is "to expand educational access and excellence for all citizens of the West." This remains an unfinished agenda. While it is difficult to judge how well the West is doing on the excellence agenda because we don't measure student learning in ways in which comparisons can be made, we have ample evidence that the equity/access agenda has yet to be adequately addressed. WICHE's publication *Beyond Social Justice* details how young adults from underrepresented communities of color remain much less likely to receive a college education than their Anglo or Asian peers. Only 15 percent of 25- to 34-year-old Hispanic adults in the WICHE states, 16 percent of Native Americans, and 29 percent of African Americans have an associate or higher degree, compared to 45 percent of White adults and 63 percent of Asian adults in the same age range.

Not only do huge disparities in educational attainment persist in the West, these disparities will increase if we don't improve our capacity to serve traditionally underrepresented populations. More than one-half of all the growth in the young adult population in the near future will be Hispanic, a population that today is only one-third as likely to complete college as their White peers. As *Beyond Social Justice* demonstrates, reducing these gaps is not only an equity imperative, it has also become an economic imperative.

But addressing the issue of equity becomes particularly challenging in difficult financial times. In most of the Western states, reducing the gaps in participation and success of students from different racial/ethnic groups will require expansion in enrollments: more students going on to college and higher rates of completion for those who do.

Two natural forces in American higher education make it difficult in tough times to absorb these new students and to do so successfully. First, public higher education in the West has relied greatly on increased state appropriations to fund increased participation and success. But the recent recession has eroded state budgets, and the absence of increased funding – indeed, the reduction of such funding in many states – makes it impossible to expand access and equity within the framework of our traditional way of doing business. Second, the natural incentive within institutions of higher education in an environment of scarce resources is to limit enrollment and increase selectivity, both of which weigh against addressing equity gaps.

But these natural forces need not drive public policy in tough times. Indeed, tough times provide an opportunity to rethink our business

model and to address equity gaps in new ways that hold great promise. Two national experts presenting to the commission in this plenary session are helping pave the way to greater understanding about how this can be done. Estela Bensimon is renowned for her work as codirector of the Center for Urban Education (CUE) at the University of Southern California and more specifically for her work in developing the Equity Scorecard, an evidence-based, applied research effort that helps institutions and states better understand how well they are doing in addressing equity issues, where specifically within the academic enterprise the barriers to success are occurring, and what strategies have succeeded in bringing down those barriers. WICHE has had the pleasure of working with Bensimon and her colleagues for some time and recently joined as a partner with the CUE on a grant from the Ford Foundation to broaden implementation of the Equity Scorecard at the state level within the West. Robert M. Shireman, deputy under secretary at the U.S. Department of Education, has worked with equity and financial aid issues for his entire career, which has included stints with the White House National Economic Council, Aspen Institute, and James Irvine Foundation, among other organizations, as well as the founding of the nonprofit Institute for College Access and Success, which focused on rising student debt and other critical issues.

Equity need not suffer in tough times. In fact, intentional policy and practice can help reverse past trends. But this won't happen naturally. It will require smart, intentional action. Bensimon and Shireman will help the commission envision how WICHE might help bring together federal, state, and institutional efforts to move this agenda forward in the West.

Speakers: Estela Bensimon, codirector, Center for Urban Education, University of Southern California; Robert M. Shireman, deputy under secretary, U.S. Department of Education

Biographical Information on the Speakers

Estela Mara Bensimon is a professor of higher education and codirector of the Center for Urban Education (CUE) at the USC Rossier School of Education. Her current research is on issues of racial equity in higher education from the perspective of organizational learning and sociocultural practice theories. She is particularly interested in place-based, practitioner-driven inquiry as a means of organizational change in higher education. Bensimon's publications about equity, organizational learning, practitioner inquiry and change include: "The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success," "Doing Research that Makes a Difference," "Equality in Fact, Equality in Results: A Matter of Institutional Accountability," and "Measuring the State of Equity in

Public Higher Education and Closing the Achievement Gap in Higher Education: An Organizational Learning Perspective.” Previously, Bensimon conducted research on leadership in higher education and is the author or coauthor of several publications on college presidents, department chairs, and administrative teams. Bensimon’s publications have appeared in *Change*, *Review of Higher Education*, *The Journal of Higher Education*, *Liberal Education*, and *Harvard Education Review*. She is the coauthor of *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education* (with Anna Neumann) and *Working with Junior Faculty: The Role of Department Chairs* (with K. Ward and K. Sanders).

Bensimon has held leadership positions in the Association for the Study of Higher Education (president, 2005-2006) and in the American Education Research Association’s Division on Postsecondary Education (vice president, 1992-1994). She has served on the boards of the American Association for Higher Education and the Association of American Colleges and Universities. Bensimon was associate dean of the USC Rossier School of Education from 1996-2000 and was a Fulbright Scholar to Mexico in 2002. She earned her doctorate in higher education from Teachers College, Columbia University.

Robert M. Shireman is the deputy under secretary at the U.S. Department of Education. The office of the under secretary oversees the agency’s efforts to help Americans pay for college; promotes innovation and improvement in adult, career-technical, and higher education; and supports student preparation and planning for education and training beyond high school. Shireman has played a leading role in the Obama Administration’s efforts to simplify the federal financial aid application process, strengthen program integrity and consumer protection, develop strategies to increase college completion, and improve the reliability and reach of federal grants, loans, and other college aid. Immediately before joining the Department of Education in 2009, Shireman was president of a California-based, nonprofit Institute for College Access and Success, which he built from the ground up. His organization brought public attention to the issue of rising student debt, prompting Congress to adopt income-based repayment for federal loans. Other projects included efforts to reduce waste in the federal student loan program; improve the effectiveness of financial aid at California community colleges; assist colleges in their efforts to support pluralism and diversity on campus; enhance accountability through better use of higher education data; and improve financial aid application processes.

Before founding the institute, Shireman was a senior fellow at the Aspen Institute, where he convened national leaders of high school reform efforts and experts in higher education access for policy strategy

discussions; facilitated state-level strategy sessions of education and business leaders; and helped manage a national coalition of 34 education organizations (Pathways to College Network), coauthoring the Shared Agenda action plan and developing the College Access Marketing toolkit. Prior to Aspen Shireman served as the program director for higher education at the James Irvine Foundation, managing a portfolio of new grants totaling up to \$15 million annually and leading a team that worked with private colleges to assess their needs in terms of improving campus diversity, tailoring support to those needs and encouraging the use of data and evaluation to promote effective implementation of revised strategies. Shireman also developed new lines of support focused on college access and California public policy, leading to the creation of Education Trust-West and to an unprecedented summit of 50 California college presidents on the topic of teacher preparation.

In the 1990s Shireman worked for President Clinton for two years and before that for U.S. Senator Paul Simon (Illinois) for seven years. At the White House National Economic Council, Shireman led the effort to create the GEAR UP college preparation program and coordinated the America Reads campaign. In addition, he developed and successfully pursued a half-billion dollar federal investment plan to address the education needs of Hispanic families; coordinated interagency efforts to implement the new HOPE Scholarship and Lifetime Learning tax credits; and designed and promoted a plan for federal assistance for K-12 school construction and renovation. Shireman earned a bachelor's degree in economics from the University of California at Berkeley and master's degrees from the University of San Francisco (in public administration) and the Harvard Graduate School of Education (in education).

WICHE



Reference

WICHE Commission

2010 Commission committees

WICHE staff

Future commission meeting dates

Higher education acronyms

Western Interstate
Commission
for Higher Education

www.wiche.edu

Reference

- WICHE Commission 13-3
- 2010 Commission committees 13-4
- WICHE staff 13-5
- Future commission meeting dates 13-5
- Higher education acronyms 13-6



WICHE COMMISSION

WICHE's 45 commissioners are appointed by their governors from among State Higher Education Executive Officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Thomas Buchanan, president of the University of Wyoming, is the 2010 chair of the WICHE Commission; Joseph Garcia, president of Colorado State University–Pueblo, is vice chair.

ALASKA

*Diane Barrans (WICHE chair, 2005), executive director, Alaska Commission on Postsecondary Education
Patricia Brown Heller, retired state director, U.S. Senate

ARIZONA

*Leah Bornstein, president, Coconino Community College
David Lorenz, retired vice president of administration and finance, Northern Arizona University
Joel Sideman, executive director, Arizona Board of Regents

CALIFORNIA

Roy Ashburn, state senator
Jim Silva, state assemblyman

COLORADO

*Joseph Garcia (WICHE vice chair), president, Colorado State University–Pueblo
Kaye Howe, executive director, National Science Digital Library
*D. Rico Munn, executive director, Colorado Department of Higher Education

HAWAII

*Roy Ogawa (WICHE chair, 2008), attorney, Ogawa, Lau, Nakamura & Jew
Roberta Richards, principal, Pauoa Elementary School
Steven Wheelwright, president, Brigham Young University–Hawaii

IDAHO

Robert Kustra, president, Boise State University
*Michael Rush, executive director, Idaho State Board of Education
Arthur Vailas, president, Idaho State University

MONTANA

Dan Harrington, former state senator
*Mary Sheehy Moe, deputy commissioner for two-year education, Montana University System

NEVADA

Warren Hardy, president, Associated Builders and Contractors
*Jane Nichols (WICHE chair, 2009), vice chancellor for academic and student affairs, Nevada System of Higher Education
*Carl Shaff, educational consultant

NEW MEXICO

Dede Feldman, state senator
Viola Florez, cabinet secretary, New Mexico Department of Higher Education
*Patricia Sullivan, assistant dean, College of Engineering, New Mexico State University

NORTH DAKOTA

Duaine Espegard, member, State Board of Higher Education
Bill Goetz, chancellor, North Dakota University System
*David Nething (WICHE chair, 2006), state senator

OREGON

Ryan Deckert, president, Oregon Business Association
Tim Nesbitt, deputy chief of staff, Office of the Governor
*Camille Preus, commissioner, Oregon Department of Community Colleges and Workforce Development

SOUTH DAKOTA

Robert Burns, distinguished professor emeritus, Political Science Department, South Dakota State University, and dean emeritus, SDSU Honors College
*James Hansen, regent, South Dakota Board of Regents
Jack Warner, executive director, South Dakota Board of Regents

UTAH

Bonnie Jean Beesley, vice chair, Utah Board of Regents
Peter Knudson, state senator
*William Sederburg, commissioner, Utah System of Higher Education

WASHINGTON

*Ann Daley, former executive director, Higher Education Coordinating Board
Phyllis Gutierrez Kenney, state representative
Jeanne Kohl-Welles, state senator

WYOMING

*Thomas Buchanan (WICHE chair), president, University of Wyoming
Debbie Hammons, state representative
*Klaus Hanson, emeritus professor of German, University of Wyoming

*Executive Committee member

2010 COMMISSION COMMITTEES

Executive Committee

Tom Buchanan (WY), chair
Joe Garcia (CO), vice chair
Jane Nichols (NV), immediate past chair

Diane Barrans (AK)
Leah Bornstein (AZ)
Position open (CA)
D. Rico Munn (CO)
Roy Ogawa (HI)
Mike Rush (ID)
Mary Sheehy Moe (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
Camille Preus (OR)
James Hansen (SD)
William Sederburg (UT)
Ann Daley (WA)
Klaus Hanson (WY)

Issue Analysis and Research Committee

Position open (CO), chair
Robert Burns (SD), vice chair
Tom Buchanan (WY), ex officio
Joe Garcia (CO), ex officio

Patricia Brown Heller (AK)
David Lorenz (AZ)
Position open (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
Arthur Vailas (ID)
Dan Harrington (MT)
Jane Nichols (NV)
Viola Florez (NM)
William Goetz (ND)
Ryan Deckert (OR)
Committee vice chair (SD)
William Sederburg (UT)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)

Disaster Recovery Planning Committee

Diane Barrans (AK), committee chair
Camille Preus (OR)
Bill Kuepper (CO), consultant and former WICHE commissioner
Roy Ogawa (HI)

Programs and Services Committee

Carl Shaff (NV), chair
Joseph Garcia (CO), vice chair
Tom Buchanan (WY), ex officio
Jane Nichols (NV), ex officio

Diane Barrans (AK)
Joel Sideman (AZ)
Roy Ashburn (CA)
Committee vice chair (CO)
Roy Ogawa (HI)
Robert Kustra (ID)
Position open (MT)
Committee chair (NV)
Dede Feldman (NM)
Duaine Espegard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Phyllis Gutierrez Kenney (WA)
Klaus Hanson (WY)

Self-funded Units Committee

Kaye Howe (CO), chair
James Hansen (SD), vice chair
Joe Garcia (CO), ex officio
Jane Nichols (NV), ex officio

Position open (AK)
Leah Bornstein (AZ)
Jim Silva (CA)
Committee chair (CO)
Roberta Richards (HI)
Mike Rush (ID)
Mary Sheehy Moe (MT)
Warren Hardy (NV)
Patricia Sullivan (NM)
Dave Nething (ND)
Camille Preus (OR)
Committee vice chair (SD)
Peter Knudson (UT)
Ann Daley (WA)
Tom Buchanan (WY)

Audit Committee

Jane Nichols (NV), committee chair and immediate past WICHE chair
Diane Barrans (AK)
David Lorenz (AZ)
Roy Ogawa (HI)

WICHE STAFF

President's Office

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

Accounting and Administrative Services

Craig Milburn, chief financial officer
Robin Berlin, senior accounting specialist
Peggy Green, accounting specialist

Human Resources

Tara Hickey, human resources coordinator

IT Services

Jerry Worley, chief technology officer
Renaë Dahiya, web/database developer
Penne Siedenburg, help desk technician

Mental Health

Dennis Mohatt, vice president, behavioral health, and director, Mental Health Program
Mimi McFaul, associate director
Tamara DeHay, research and technical assistance associate
Maurene Flory, research and technical assistance associate
Elisabeth Hahn, research assistant
Debra Kupfer, mental health consultant
Chuck McGee, project director
Nicole Speer, research and technical assistance associate
Jessica Tomasko, research and technical assistance associate

Policy Analysis and Research

Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Cheryl Graves, administrative assistant
Carl Krueger, project coordinator
Patrick Lane, project coordinator
Brandi Van Horn, research analyst

Programs and Services

and Communications and Public Affairs

Jere Mock, vice president
Candy Allen, graphic designer
Laura Ewing, administrative assistant
Annie Finnigan, communications manager
Kay Hulstrom, administrative assistant
Deborah Jang, Web design manager
Ken Pepion, director, Bridges to the Professoriate
Margo Schultz, director, Student Exchange Programs
Pat Shea, director, WICHE ICE and Western Academic Leadership Forum

Technology and Innovation

Louis Fox, vice president
Sherri Artz Gilbert, administration coordinator

WCET

Ellen Wagner, executive director
Mollie McGill, associate director
Russell Poulin, associate director
Beth Davis, business strategist
Sherri Artz Gilbert, administration and membership coordinator
Peggy Green, administrative specialist
Cali Morrison, project coordinator
Megan Raymond, project 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 addresses.

Future Commission Meeting Dates

2010	2011	2012	2013
Nov. 8-9 – Boulder, CO	May 16-17 – California Oct. 31-Nov. 1 – Hawaii	TBD	TBD

HIGHER EDUCATION 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	www.aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	www.aacte.org
AAC&U	Association of American Colleges and Universities	www.aacu-edu.org
AASCU	American Association of State Colleges and Universities	www.aascu.org
AAU	Association of American Universities	www.aau.edu
ACE	American Council on Education	www.acenet.edu
ACT	College admission testing program	www.act.org
ACUTA	Association of College & University Telecommunications Administrators	www.acuta.org
AED	Academy for Educational Development	www.aed.org
AEI	American Enterprise Institute for Public Policy Research	www.aei.org
AERA	American Educational Research Association	www.aera.net
AGB	Association of Governing Boards of Universities and Colleges	www.agb.org
	Center for Public Higher Education Trusteeship & Governance	www.agb.org/center/
AIHEC	American Indian Higher Education Consortium	www.aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	www.highereducation.org/reports/aiheps/
AIR	Association for Institutional Research	www.airweb.org
APLU	Association of Public and Land-grant Universities (formerly NASULGC)	www.aplu.org
ASPIRA	(an association to empower Latino youth)	www.aspira.org
ASHE	Association for the Study of Higher Education	www.ashe.missouri.edu
ATA	American TelEdCommunications Alliance	www.atalliance.org
CAE	Council for Aid to Education	www.cae.org
CAEL	Council for Adult and Experiential Learning	www.cael.org
CASE	Council for Advancement and Support of Education	www.case.org
CBO	Congressional Budget Office	www.cbo.gov
CCA	Complete College America	www.completecollege.org
CGS	Council of Graduate Schools	www.cgsnet.org
CHEA	Council for Higher Education Accreditation	www.chea.org
CHEPS	Center for Higher Education Policy Studies	www.utwente.nl/cheps
CIC	Council of Independent Colleges	www.cic.org
CLA	Collegiate Learning Assessment	www.cae.org/content/pro_collegiate.htm
COE	Council for Opportunity in Education	www.trioprograms.org
CONAHEC	Consortium for Higher Education Collaboration	www.conahec.org
CONASEP	CONAHEC's Student Exchange Program	www.conahec.org
CSG-WEST	Council of State Governments – West	www.westrends.org
CSHE	Center for the Study of Higher Education	www.ed.psu.edu/cshe
CSPN	College Savings Plan Network	www.collegesavings.org
CUE	Center for Urban Education, University of Southern California	cue.usc.edu
DQC	Data Quality Campaign	www.dataqualitycampaign.org/
ECS	Education Commission of the States	www.ecs.org
ED	U.S. Dept. of Education links:	
ED-FSA	Federal Student Aid	www.ed.gov/about/offices/list/fsa/index.html
ED-IES	Institute of Education Sciences	www.ed.gov/about/offices/list/ies/index.html?src=mr
ED-NCES	National Center for Education Statistics	http://nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	www.ed.gov/about/offices/list/oese/index.html?src=mr
ED-OPE	Office of Postsecondary Education	www.ed.gov/about/offices/list/ope/index.html?src=mr

ED-OSERS	Office of Special Education & Rehabilitative Services	www.ed.gov/about/offices/list/osers/index.html?src=mr
ED-OVAE	Office of Vocational and Adult Education	www.ed.gov/about/offices/list/ovae/index.html?src=mr
FIPSE	Fund for the Improvement of Postsecondary Education	www.ed.gov/about/offices/list/ope/fipse/index.html
EDUCAUSE	An association fostering higher ed change via technology and information resources	www.educause.edu
ETS	Educational Testing Service	www.ets.org
Excelencia	Excelencia in Education	www.edexcelencia.org
GHEE	Global Higher Education Exchange	www.ghee.org
HACU	Hispanic Association of Colleges and Universities	www.whes.org/members/hacu.html
HEA	Higher Education Abstracts	www.cgu.edu/inst/hea/hea.html
ICE	Internet Course Exchange (WICHE)	www.wiche.edu/ice
IHELP	Institute for Higher Education Leadership and Policy, California State University Sacramento	www.csus.edu/ihelp/
IHEP	Institute for Higher Education Policy	www.ihep.com
IIE	Institute of International Education	www.iie.org
IPEDS	Integrated Postsecondary Education Data System	www.nces.ed.gov/ipeds
JBC	Joint Budget Committee	
JFF	Jobs for the Future	www.jff.org/
McCrel	Mid-continent Research for Education and Learning	www.mcrel.org
MHEC	Midwestern Higher Education Compact	www.mhec.org
MOA	Making Opportunity Affordable	www.makingopportunityaffordable.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	www.middlestates.org
NAAL	National Assessment of Adult Literacy	http://nces.ed.gov/naal/
NACOL	North American Council for Online Learning	www.nacol.org
NACUBO	National Association of College and University Business Officers	www.nacubo.org
NAEP	National Assessment of Educational Progress	www.nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	www.nafeo.org
NAFSA	(an association of international educators)	www.nafsa.org
NAICU	National Association of Independent Colleges and Universities	www.naicu.edu
NASC	Northwest Association of Schools and Colleges, Commission on Colleges	www.cocnasc.org
NASFAA	National Association of Student Financial Aid Administrators	www.nasfaa.org
NASPA	National Association of Student Personnel Administrators	www.naspa.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	www.ncacasi.org
NCAT	The National Center for Academic Transformation	www.thencat.org
NCCC	National Consortium for College Completion	n/a
NCHEMS	National Center for Higher Education Management Systems	www.nchems.org
NCLB	No Child Left Behind	www.ed.gov/nclb/landing.jhtml
NCPPHE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	www.postsecondaryresearch.org
NCSL	National Conference of State Legislatures	www.ncsl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	www.neasc.org
NEBHE	New England Board of Higher Education	www.nebhe.org
NGA	National Governors Association	www.nga.org
NILOA	National Institute for Learning Outcomes Assessment	www.learningoutcomeassessment.org
NLA/SLA	New Leadership Alliance for Student Learning and Accountability	www.newleadershipalliance.org
NPEC	National Postsecondary Education Cooperative	www.nces.ed.gov/npec
NRHA	National Rural Health Association	www.nrharural.org
NSC	National Student Clearinghouse	www.studentclearinghouse.org
NUCEA	National University Continuing Education Association	www.nucea.edu
OECD	Organisation for Economic Co-operation and Development	www.oecd.org

PISA	Program for International Student Assessment	www.pisa.oecd.org
PESC	Postsecondary Electronic Standards Council	www.pesc.org
PPIC	Public Policy Institute of California	www.ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	www.unlv.edu/PAIR/rmair
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	www.sacscoc.org
SFARN	Student Financial Aid Research Network	www.pellinstitute.org/SFARN
SHEEO	State Higher Education Executive Officers	www.sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SONA	Student Organization of North America	www.conahec.org/sona
SPIDO	State Policy Inventory Database Online	www.wiche.edu/spido
SREB	Southern Regional Education Board	www.sreb.org
SREC	Southern Regional Electronic Campus	www.electroniccampus.org
SSI	State Scholars Initiative	www.wiche.edu/statescholars
SURA	Southeastern Universities Research Association	www.sura.org/home/index.html
TBD	Transparency by Design	www.wcet.info/2.0/index.php?q=TransparencybyDesign
UNCF	United Negro College Fund	www.uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	www.unesco.org/
VSA	Voluntary System of Accountability	www.voluntarysystem.org
WAGS	Western Association of Graduate Schools	www.wiche.edu/wags/index.htm
WALF	Western Academic Leadership Forum	www.wiche.edu/walf
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	www.accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	www.wascweb.org/senior/wascsr.html
WCET	WICHE unit, an organization focused on education and technology	www.wcet.info
WGA	Western Governors' Association	www.westgov.org
WICHE	Western Interstate Commission for Higher Education	www.wiche.edu
WIN	Western Institute of Nursing	www.ohsu.edu.son.win

SHEEO Offices in the West, by State:

Alaska	ACPE	Alaska Commission on Postsecondary Education	www.alaskaadvantage.state.ak.us
	UAS	University of Alaska System	www.alaska.edu
Arizona	ABOR	Arizona Board of Regents	www.abor.asu.edu
California	CPEC	California Postsecondary Education Commission	www.cpec.ca.gov
Colorado	CDHE	Colorado Department of Higher Education	www.highered.colorado.gov
Hawai'i	UH	University of Hawai'i	www.hawaii.edu
Idaho	ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
Montana	MUS	Montana University System	www.mus.edu
New Mexico	NMHED	New Mexico Higher Education Department	www.hed.state.nm.us
Nevada	NSHE	Nevada System of Higher Education	www.nevada.edu
North Dakota	NDUS	North Dakota University System	www.ndus.nodak.edu
Oregon	OUS	Oregon University System	www.ous.edu
South Dakota	SDBOR	South Dakota Board of Regents	www.ris.sdbor.edu
Utah	USBR	Utah State Board of Regents	www.utahsbr.edu
Washington	HECB	Higher Education Coordinating Board	www.hecb.wa.gov
Wyoming	WCCC	Wyoming Community College Commission	www.commission.wcc.edu
	UW	University of Wyoming	www.uwyo.edu