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WYOMING

Western Interstate Commission
for Higher Education

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Agenda

WICHE Commission Meeting
May 21-22, 2012
Fort Collins, Colorado

Monday, May 21, 2012

Schedule at a Glance

7:00 am

Hilton Fort Collins West Entrance

7:15 am

Ballroom North

7:45 - 8:45 am [Tab 1]

Grey Rock

8:00 am

Hilton Fort Collins West Entrance

8:15 am

Ballroom North

8:45 - 9:00 am [Tab 2]

Ballroom North

Transportation to CSU for Executive Committee members

Breakfast for Executive Committee members

Executive Committee Meeting (Open and Closed)

Agenda (Open)



Approval of the Executive Committee teleconference minutes of March 27, 2012 1-3

Discussion Item: May 2012 meeting schedule

Other business

Agenda (Closed)

Discussion Item: FY 2012 evaluation of the president and adoption of performance objectives for FY 2013 1-5

Transportation to CSU for commissioners, guests, and staff

Breakfast for commissioners, speakers, guests, and staff

Committee of the Whole – Call to Order/Introductions

Call to order: Bonnie Jean Beesley, WICHE chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole meeting minutes of October 31-November 1, 2011 2-4

Report of the chair

Report of the president

Recess until May 22, 2012, at 8:45 am

9:00 - 10:00 am [Tab 3]
Ballroom North

**Plenary Session I:
NANSLO – Putting Science Labs Online** 3-1

Speakers: Dan Branan, NANSLO project manager and physical sciences program chair, Colorado Community College System; Rhonda Epper, assistant provost, Colorado Community College System; Pat Shea, director, WICHE ICE, the Forum, and the Alliance; Paul Stacey, director, curriculum development, BCcampus; Catherine Weldon, NANSLO project coordinator

10:00 - 10:15 am

Break

10:15 - 11:15 am [Tab 4]
Ballroom North

Programs and Services Committee Meeting 4-1

Agenda

Presiding: Patricia Sullivan, chair

Staff: Jere Mock, vice president, Programs and Services
Margo Colalancia, director, Student Exchange Program
Pat Shea, director, WICHE ICE, the Forum, and the Alliance



Approval of the Programs and Services Committee teleconference minutes of April 9, 2012 4-3



Approval of the Professional Student Exchange Program support fees for 2013-14 and 2014-15 4-8



Approval of the Midwestern Higher Education Compact/WICHE agreement to offer the MHECare student health insurance program to institutions in the WICHE region 4-29

Discussion Item:

Suggested issues and programs for future committee meetings

Information Items for Reference:

Developing a state authorization reciprocity agreement 4-32

Student Exchange Program update 4-34

10:15 - 11:15 am [Tab 5]
Room 213-5

Programs and Services regional initiatives	4-36
North American Network of Science Labs Online Pedagogy and Design Project (approved during the April 9 committee teleconference)	4-43
2013 workplan section pertaining to the Programs and Services unit (approved during the April 9 committee teleconference)	4-45

Other business

Issue Analysis and Research Committee Meeting 5-1

Agenda

Presiding: Jeanne Kohl-Welles, committee chair

Staff: Demarée Michelau, director of policy analysis
 Brian Prescott, director of policy research
 Cheryl Graves, administrative assistant
 Carl Krueger, project coordinator
 Patrick Lane, project coordinator



Approval of the Issue Analysis and Research Committee meeting minutes of October 31, 2011, and teleconference minutes of April 10, 2012 (two sets of minutes, due to the lack of a quorum during the teleconference) 5-3



Discussion and approval of the FY 2013 workplan sections pertaining to the Policy Analysis and Research unit's activities 5-10

Information Items:

Legislative Advisory Committee

WICHE Policy Analysis and Research unit internship program

Other business

10:15 - 11:15 am [Tab 6]
Room 214-6

Self-funded Units Committee Meeting 6-1

Agenda

Presiding: Jim Hansen, committee chair

Staff: Ellen Wagner, executive director, WCET
 Mollie McGill, deputy director, WCET
 Russ Poulin, deputy director, WCET
 Dennis Mohatt, vice president for behavioral health
 and director, Mental Health Program
 Mimi McFaul, associate director, Mental Health Program



Approval of the Self-funded Units Committee meeting minutes of October 31, 2011, and teleconference minutes of March 15, 2012 (two sets of minutes, due to the lack of a quorum during the teleconference) 6-3



Discussion and approval of the FY 2013 workplan sections pertaining to the Mental Health Program 6-7



Discussion and approval of the FY 2013 workplan sections pertaining to WCET 6-13

Other business

11:15 am - 12:15 pm [Tab 7]
 Ballroom North

**Plenary Session II: What's Up at WICHE?
 Integration of Student Health and Behavioral Health Services – Trends in Addressing Whole Health on College Campuses**

Speakers: Mimi McFaul, associate director, Mental Health Program; Jeremy Vogt, postdoctoral fellow, Mental Health Program

12:15 - 1:30 pm [Tab 8]
 Cherokee Ballroom

**Lunch and Presentation:
 Excelencia's Report on Equity Gaps in the West**

Speaker: Deborah Santiago, vice president of policy and research, Excelencia in Education

1:30 - 2:00 pm

Break/Transportation to Veterinary Teaching Hospital Tour and Hotel

2:00 - 4:30 pm [Tab 9]
 College of Veterinary Medicine and Biomedical Sciences, Colorado State University

Tour of Veterinary Teaching Hospital

Speakers: Dean Hendrickson, director, James L. Voss Veterinary Teaching Hospital; Wayne McIlwraith, distinguished professor and director, Colorado State University Orthopaedic Research Center; and Barbara Powers, director, Colorado State University Veterinary Diagnostic Laboratories

5:00 pm

Dinner on your own in downtown Fort Collins

Tuesday, May 22, 2012

Schedule at a Glance

8:00 am
Hilton Fort Collins West Entrance

8:15 am
Ballroom North

8:45 - 10:15 am [Tab 10]
Ballroom North

Transportation to CSU

Breakfast

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Bonnie Jean Beesley, WICHE chair

Report and recommended action of the Executive Committee: Bonnie Jean Beesley, WICHE chair

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



Approval of the Professional Student Exchange Program support fees for 2013-14 and 2014-15 [Tab 4]



Approval of the Midwestern Higher Education Compact/WICHE agreement to offer the MHECare student health insurance program to institutions in the WICHE region [Tab 4]

Report and recommended action of the Issue Analysis and Research Committee: Jeanne Kohl-Welles, committee chair

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

Committee of the Whole Action and Discussion Items



Approval of the FY 2013 annual operating budget – general and non-general fund budgets 10-3



Approval of salary and benefit recommendations for FY 2013 10-10



Approval of the WICHE dues for FY 2014 and FY 2015 10-12



Discussion and approval of the FY 2013 workplan 10-13

Information Items:

Update on developing a state authorization reciprocity agreement 10-41

Update on WICHE membership for the Pacific Islands

Review Commissioners' Code of Ethics 10-43

Meeting evaluation (electronic)
www.surveymonkey.com/s/6ZYJBQF

Other business

10:15 - 10:30 am

Break

10:30 - 11:00 am [Tab 11]
Ballroom North

**Plenary Session III: What's Up in the West?
Highlights from the 2012 Legislative Session**

Speaker: Julie Davis Bell, director, NCSL Education Program

11:00 am - noon [Tab 11]
Ballroom North

Facilitated Discussion on the 2012 Legislative Session

Facilitator: David Longanecker, president, WICHE

Noon

Adjournment



Executive Committee Meeting (Open/Closed)

Monday, May 21, 2012

7:45 – 8:45 am

Grey Rock

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 21, 2012

7:45 - 8:45 am

Grey Rock

Executive Committee Meeting (Open and Closed Sessions)

Bonnie Jean Beesley (UT), chair
Leah Bornstein (AZ), vice chair
Joe Garcia (CO), immediate past chair

Diane Barrans (AK)
Tom Anderes (AZ)
Dianne Harrison (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
Mike Rush (ID)
Clayton Christian (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
Camille Preus (OR)
Jim Hansen (SD)
Bill Sederburg (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of March 27, 2012 1-3

Discussion Item: May 2012 meeting schedule

Other business

Agenda (Closed)

Discussion Item: FY 2012 evaluation of the president and
adoption of performance objectives for FY 2013 1-5

Other business

Other*

*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

Executive sessions of the commission may be held at the discretion of the chairman or at the request of any three commissioners present and voting. The president shall be present at all executive

sessions. The chairman, with the approval of a majority of the commissioners present and voting, may invite other individuals to attend.

Section 8. Special Executive Sessions

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

ACTION ITEM

Executive Committee Teleconference Minutes Tuesday, March 27, 2012

Committee Members Present

Bonnie Jean Beesley (UT), chair
Joe Garcia (CO), immediate past chair

Diane Barrans (AK)
Tom Anderes (AZ)
Christopher Cabaldon for Dianne Harrison (CA)
D. Rico Munn (CO)
Mike Rush (ID)
Clayton Christian (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Vic Redding for Carl Shaff (NV)
Camille Preus (OR)
Jim Hansen (SD)
Don Bennett (WA)
Tom Buchanan (WY)

Committee Members Absent

Leah Bornstein (AZ), vice chair
Steven Wheelwright (HI)
Bill Sederburg (UT)

Other Commissioners Present

Dene Thomas (CO)
José Garcia (NM)

Staff Present

David Longanecker, president
Erin Barber, executive assistant to the president
and to the commission
Jere Mock, vice president, Programs and Services

Chair Bonnie Jean Beesley 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 21, 2012

Chair Beesley asked for a motion to approve the Executive Committee teleconference minutes of February 21, 2012. Commissioner Nething moved TO APPROVE THE MINUTES OF THE FEBRUARY 21, 2012, EXECUTIVE COMMITTEE TELECONFERENCE. Commissioner Hansen seconded the motion. The minutes were approved unanimously.

DISCUSSION ITEM

Budget Update

Chair Beesley asked David Longanecker to discuss the budget with the committee. Longanecker said that \$188,038 is projected to be added to the reserves at the end of FY 2012. The budget for FY 2013 is currently projected with a surplus of \$26,912 but is actually still in process. It will, however, be a balanced budget. Longanecker noted that the unit budgets (on general fund) will be frozen in FY 2013 and will not receive the 3 percent increase reflected in the draft budget shared at the February Executive Committee meeting. While expenses in these budgets will undoubtedly increase due to inflation, staff will work to maintain next year's budgets at current levels. Longanecker noted that the President's Office and commission meeting budgets are the only two places in the general fund where the budgets will increase. The commission budget is increasing to accommodate two out-of-state meetings (one in Salt Lake City and one in Washington State). The president's budget is higher because the deferred compensation plan contribution from the general fund is increasing. Also, Longanecker noted that his salary is not projected to be distributed among grant-funded projects as much in the next fiscal year as it has been in the current year (FY 2012). The FY 2013 budget presented to the committee does not include a salary increase for staff. Longanecker said he hopes to provide a 3 percent salary increase for staff, contingent upon sufficient revenues in May or subsequent months. Currently, 40 percent of WICHE salaries come from the general fund, while 60 percent come from soft funding. Longanecker noted there would need to be sufficient revenue in the general fund to give staff raises.

Commissioner Nething asked if the minutes from the February 21 teleconference need to be corrected to reflect whether or not the budget presented in February did include an increase for staff salaries. It was agreed to make this change in the minutes. Longanecker said he was optimistic that WCET would receive another round of funding for their Predictive Analytics Reporting (PAR) project by May, though such funding is certainly not assured at this time. Should this grant be provided, the indirect received would help with WICHE's revenue stream. Commissioner Nething suggested two possible scenarios for staff salary increases: WCET receives the new PAR grant from the Gates Foundation; and unit budgets are kept frozen to possibly allow for enough revenue for raises. Longanecker agreed and indicated that at the May meeting in Fort Collins, he would be asking the commission for discretionary authority to provide salary increases, should the funding become available to do so within a balanced budget. Commissioner Rush asked if salary increases are for July 1 and if salary increases could be approved at the May meeting when more is known about available funds. Longanecker agreed and said he wanted to give the committee a preview of what would be presented in May. Commissioner Rush mentioned that Idaho approved a 2 percent raise for staff salaries.

DISCUSSION ITEM

Update on WICHE Membership for the Pacific Islands

Longanecker told the committee that he has been exploring how other membership organizations handle membership with the Pacific islands. The Western Governors' Association (WGA) has active participation from the islands, and they pay a modest dues amount. Council of State Governments (CSG)-West didn't know if the islands participated in their programs, and National Conference of State Legislatures (NSCL) has had occasional participation from the islands. Longanecker participated in a teleconference in March with the Pacific Post-secondary Education Council (PPEC) about possible membership in WICHE. There was a lot of interest from the Northern Marianas and the Governor of Guam about membership. However, most of the other islands were not active in the discussion, except Micronesia, whose representatives indicated they are not interested in membership in WICHE. One possibility presented during the discussion with PPEC would allow students to participate in WUE through Hawai'i's membership (Hawai'i is currently the secretariat for PPEC). Longanecker indicated that Doris Ching was no longer a commissioner because she was appointed to another commission by the governor. Former commissioners Francisco Hernandez and Reed Dasenbrock will likely continue to help with this project.

DISCUSSION ITEM

Update on State Authorization Work

Longanecker told the committee that the steering committee for the state authorization work was a great group and was providing valuable feedback. They met in February to review work done by a national group out of CSG working in this area. Longanecker attended a meeting with CSG and Lumina to express concerns about the creation of a new national compact. Longanecker and the steering committee believe that we should rely on current regional compacts to work out reciprocity agreements for state authorization instead of creating a new national compact. Leadership from the other regional compacts will be attending the next steering committee meeting in May to observe. Leaders from the drafting group out of CSG came to Denver for a meeting to discuss the regional compacts and were very responsive. Commissioner Barrans asked if there was an opportunity for agency staff to participate in the May meeting by teleconference. Longanecker said he would be in touch with her to discuss the possibilities.

DISCUSSION ITEM

2012 May Commission Meeting Preliminary Agenda

Chair Beesley asked Longanecker to go over the preliminary agenda for the May commission meeting. He discussed logistics and went through the plenary sessions on the agenda. Longanecker also indicated that the committee meetings would be shorter and focused mainly on the workplan. Other committee business will be discussed during teleconferences prior to the May meeting. The committee reports to the Committee of the Whole will also be substantially shorter, and leadership in the committees has also changed. Commissioner Preus said the agenda sounded good. Commissioner Barrans asked about transportation to downtown Fort Collins for dinner on Monday evening. Longanecker indicated that transportation will be provided, and Commissioner Garcia indicated that downtown is a walkable distance from the campus. Commissioner Nething asked about ground transportation, and Longanecker noted the shuttle service for transportation to Fort Collins and also said that group transportation will be provided after the meeting adjourns on Tuesday.

Chair Beesley asked for any other business from the committee and, hearing none, adjourned the meeting.

ACTION ITEM

FY 2012 Self-Evaluation of the WICHE President and Adoption of Performance Objectives for FY 2013

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 2012-13 WICHE workplan, which you will be adopting at this meeting. Significant changes to the draft workplan may require adjustments to the performance objectives provided here.

- 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 (2012-2013).

This past year was one of the most demanding years of my tenure as president of WICHE but was also very rewarding, both to me personally and to WICHE, at least from my perspective. While the year has been quite good overall, there are areas of my performance that did not go as well as I expected or as you should expect, and I will reflect those less-than-adequate levels of performance in this self-evaluation.

Administering the WICHE Organization:

- **Objectives for “maintaining” the organization**

Internal management

1. **Maintain a balanced budget for fiscal year 2013 and beyond.**

Accomplished. The “balanced budget” portion of this objective has been accomplished. Overall, we are projected to end fiscal year 2012 with a surplus of \$188,083 (8.7 percent) over the commission-approved general fund budget. This surplus results from \$104,705 in revenues in excess of expectations and \$83,378 in expenses below expectations. The revenue increases came despite our misfortune, again, in not receiving the \$87,000 in delinquent dues payment owed from the California Community Colleges (CCC) system (2004-2005 arrears). We believe, however, that we have fashioned an agreement with the CCC system to garner these delinquent dues in future years through a surcharge on students participating in the WUE program. All self-supporting units will also end the year with revenues either matching or exceeding their expenses.

2012 Recommendation: Retain this objective, but seek to find a way within a balanced budget to provide modest merit-based salary increases to staff.

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. We continue to improve the alignment of responsibilities among vice presidents and their staff but have experienced some difficulty in changing the IT culture of the organization from a quite decentralized “one-off” IT approach to an enterprise architecture for “One WICHE.” The difficulties in this regard have resulted from my lack of leadership, rather than from any fault within the rest of the staff.

We have also failed to further diversify our staff; in fact, we have lost ground. While the share of minority staff has remained at 10 percent, the same as last year, we no longer have any African American or Hispanic staff. 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 unlikely to be hiring, we must remain exceptionally vigilant regarding this objective. I consider our failure to achieve this as a significant failure in my performance.

2012 Recommendation: Retain this objective with elimination of the phrase “considering the downsizing of staff that lies ahead.”

I have proposed eliminating the phrase that presumes a downsizing of staff. While a downsizing of staff may become necessary, it is not currently foreseen. Including this in my evaluation raises unnecessary anxiety among staff.

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

Not accomplished. While an active staff council continues to help maintain a friendly, cohesive, high-functioning “WICHE team,” staff morale has clearly begun to erode. The difficult financial times facing WICHE and its member states have necessitated no salary increases for three years (four for some staff). This and the prospect of possible cuts in staffing are taking their toll. We currently have an exceptionally talented, productive, and enjoyable staff. In part this is because we have hired well, but the presence of an exceptionally strong human resources specialist, Tara Hickey, has also contributed substantially to our current admirable staff environment.

To date, I do not believe the organization’s financial difficulties have led any staff to leave the organization, though I do know that some have been courted by other organizations and that we could lose some talented and treasured colleagues to other professional opportunities, which will also test our morale as a group.

2013 Recommendation: Retain the 2012 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.

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

2013 Recommendation: Retain the 2012 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, but make sure to visit the four states (Alaska, Hawai’i, South Dakota, and Utah) that I did not visit in 2011.

Not accomplished. During this past year, I visited 11 of the 15 WICHE states, missing Alaska, Montana, South Dakota, and Utah. While this meets the first segment of the objective, to visit more than half of the member states, I did not visit two of the states designated as “must visits” (South Dakota and Utah). These two states have not been visited in two years. I was involved in work on state or institutional policy in all but Arizona, making presentations, leading discussions, or involved in one-on-one meetings.

2013 Recommendation: Retain the 2012 objective, but make sure to visit the states not visited this past year.

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

Accomplished. We conducted perhaps the most successful Legislative Advisory Committee (LAC) meeting in recent history in Seattle in September 2011. The number of legislators participating was higher than in the past, and the engagement of these participants was stellar. Although funding for this had been incorporated into the WICHE general fund budget, we were able to finance the meeting out of an expiring grant. This relieved the general fund budget of that expense and allows the commission to carry those funds forward into the FY 2013 budget.

2013 Recommendation: Retain the 2012 objective.

- **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.**

Accomplished. While my State Higher Education Policy Center (SHEPC) colleagues and I have not been able to secure external funding to fully outfit the learning center/conferencing facility, we accumulated sufficient reserves in the SHEPC accounts to fully outfit the learning center as a state-of-the-art, technology-enhanced learning environment. We also established a temporary enhancement of the Internet band-width available to the learning center via satellite transmission, until we are able to complete the connection with Internet II through an agreement with and cable to the University Center for Academic Research (UCAR), which is located proximate to WICHE’s facility.

2013 Recommendation: Revise this recommendation to refer solely to completion of the UCAR connection to Internet II because the rest of the task has been completed.

- **Commission development and innovation**

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

Accomplished. Of the 10 members appointed to the commission since the May 2011 meeting, three are Hispanic and one is Asian.

2013 Recommendation: Retain the 2012 objective.

- **State relations development and innovation**

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

Accomplished. We have been reasonably successful in working with 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 National Conference of State Legislatures (NCSL). WICHE staff often serves as faculty for its education workshops and seminars.

2013 Recommendation: Retain the 2012 objective.

- 2. Expand partnership relationships, where appropriate, with other organizations, including the addition of the following organizations: Complete College America (CCA), the National**

Governors Association (NGA) and NGA's Complete to Compete Initiative, the various partners in the Common Core Initiative, and Council for Adult and Experiential Learning (CAEL).

Accomplished. We have maintained and expanded strong relationships with almost all of our traditional partners. We continue to have a particularly strong relationship with our most consistent partners – National Center for Higher Education Management Systems (NCHEMS), State Higher Education Executive Officers (SHEEO), and NCSL. We also continue to maintain a strong networking relationship with the other three regional organizations: Southern Regional Education Board (SREB), Midwestern Higher Education Compact (MHEC), and New England Board of Higher Education (NEBHE). And we have developed and sustained strong relationships with all of the specific organizations added to the 2011-2012 objective: CCA, NGA, and those involved with the Common Core.

In addition, we have rekindled our previously very positive relationship with the Council of State Governments–West (CSG-West) and its new executive director and have sustained a cordial but relatively inactive relationship with the Western Governors' Association (WGA). As a number of organizations have evolved around the general theme of college completion, we have engaged virtually all of them in partnership in some way and anticipate continuing to do so. Similarly, as student-learning outcomes have become an increasingly important issue, with respect to the assessment of student learning and the ways to change pedagogy to improve student learning, we have begun to partner more closely with organizations that focus on this issue, including the American Association of Colleges and Universities (AAC&U) and the New Leadership Alliance for Student Learning and Accountability. Unfortunately, our relationship with the national Council of State Governments (CSG) has suffered this year because WICHE's current effort to develop regional reciprocity for state authorization of institutions to operate has been perceived by CSG as competitive with a similar effort they have been pursuing to create a new national interstate compact for this purpose. I continue to believe that working collaboratively makes a lot more sense than working competitively.

2013 Recommendation: Retain 2012 objective, with no specific organizations identified for unique outreach.

Providing Program Services to the Western States:

- **Objectives for "maintaining" the organization**

Student Exchange Program

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

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

Partially accomplished. Participation in PSEP continued to drop modestly (from 693 to 682 students) in the 2011-12 academic year, as we anticipated because of the budget problems facing the Western states. Jere Mock and Margo Colalancia continue working with the states' certifying officers to examine ways in which the needs of sending and receiving states can be more equitably and realistically met in the increasingly market-driven environment of professional education. Particular attention is being given to new fields that might be added to PSEP, as well as to ways that the program can be tailored to specifically address state workforce development needs. In the fiscal environment currently facing the states, however, we will not be able to stem the tide of declines that occur when appropriations for PSEP come up against other state priorities and obligations.

2013 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, and through successful implementation of the WICHE Internet Course Exchange program.

Mostly accomplished. Participation in WUE continues to increase, growing 9 percent this year to 29,077 students. Thanks to the exceptional staff work of Margo Colancia and Laura Ewing, under Jere Mock's direction, we have continued to provide strong customer relationships. We are examining ways in which the WUE and the Western Regional Graduate Program (WRGP) can be enhanced to even better serve the students and institutions that participate. This will become an increasingly important issue as enrollment strains test the efficacy of these programs' current models. In addition to the continued success of these programs, WICHE's Internet Course Exchange (ICE) is providing seat and course exchanges among its member institutions. This program contemporizes our array of exchange options, now taking courses to students, in contrast to our prior expectation that the students would always come to the courses. Unfortunately, participation in this program has not caught on as quickly as we had hoped it would, despite the fact that states are facing a fiscal environment that we thought would heighten both knowledge of and participation in this program.

2013 Recommendation: Retain 2012 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.**

Mostly accomplished. This was a good year for developing possible new programs, with staff continuing to explore fresh areas for program development, consistent with WICHE's mission and workplan, and successfully venturing into quite a few, in order to better serve the future needs of our member states through interstate collaboration. We still have not moved forward on two "interstate" projects included in the workplan (the proposed WICHE service repayment program and the proposed WICHE licensure and credentialing service), but a number of our interstate collaborative ideas have taken off, including development of the regional transfer protocol and "passport," which was just in the planning phase last year at this time, and our efforts to develop interstate reciprocity on state authorization of institutions to operate outside their borders. Through the Lumina-funded but WICHE-managed Adult College Completion Network, we have also become a national leader in the developing network of organizations and states focused on serving adult students optimally. Of particular note, the Western Alliance of Community College Academic Leaders (the Alliance), came into existence this past year as a companion to its university equivalent, the Western Academic Leadership Forum (the Forum). The Alliance's first meeting in April 2012 germinated great interest in and support for the group. Also, after being approved as a preferred contractor for the Department of Education (as we reported last year), we have now been approved as a preferred contractor under the General Services Administration, which allows us preferred status with a number of federal departments, in addition to the Department of Education.

2013 Recommendation: Retain 2012 objective, but explore innovative ways in which WICHE can assist the 15 member states to act together collectively in more ways.

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

Accomplished. At the November commission meeting, the commission charged the WICHE staff with the task of developing a regional reciprocity program for state authorization, which would be available to all states with reasonable processes for approving and overseeing institutions to operate.

2013 Recommendation: Retain 2012 objective.

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

- Objectives for “maintaining” policy, research, and technical assistance services

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

Accomplished. We have been quite active in this arena. In addition to the interstate efforts, we continued to provide technical assistance to a number of states, most notably to California, Idaho, Hawai’i, New Mexico, North Dakota, Nevada, Oregon, and Washington during this past year. Our work with national organizations such as Complete College America, Lumina Foundation, the Gates Foundation, and the College Board also helped us to bring new ideas to the West and share Western successes with others.

2013 Recommendation: Retain 2012 objective.

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

In process. Under Ellen Wagner’s leadership, WCET has transitioned into a more vibrant and vital organization, focusing on technology infrastructure and innovation. It appears that the organization has successfully reached fiscal stability, and prospective grantmaking will likely maintain WCET on strong financial ground for the future. The Mental Health Program has experienced an exceptionally strong and rewarding year, continuing to sustain itself primarily through substantial federal and state contracts and grants.

2013 Recommendation: Retain 2012 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.

Accomplished. This past year we secured the initial funding for the Predictive Analytics Reporting (PAR) Project within WCET; for the North American Network of Science Labs Online (NANSLO) project within the Programs and Services unit; and for a variety of contracts and grants within the Mental Health Program. We continued our work on four previously funded grants within the Policy Analysis and Research unit: the Multistate Data Exchange project, funded by the Bill & Melinda Gates Foundation, which allows four WICHE states (Washington, Oregon, Idaho, and Hawai’i) to pilot the sharing of higher education, secondary education, and workforce databases with each other; management of a grant from Lumina Foundation to administer a national network (the Adult College Completion Network) for states, institutions, and NGOs that are working to better serve adult students who have some college but no degree as they return to college; the next version of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, with funding support from ACT and the College Board; and Transparency By Design, a Lumina-funded grant to develop and manage a database for online institutions that displays their performance on various metrics. Without external funding we continued our work to help institutions and state policymakers better understand the consequences of the Common Core Standards on higher education in the West. We have not, however, been successful in advancing the workforce policy agenda through external funding. Nor have we secured funding for new policy initiatives within the Policy Analysis and Research unit.

2013 Recommendation: Retain 2012 objective.

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

Accomplished. As previously described, my staff and I have continued to provide substantial technical assistance over the past year. California, New Mexico, and Nevada, and North Dakota, along with the four states involved in the Multistate Data Exchange project have received the most substantial technical assistance during this period of time.

2013 Recommendation: Retain 2012 objective.

IN SUM:

This self-evaluation for fiscal year 2012 (2011-2012) and proposed objectives for 2013 (2012-2013) reflect what I would characterize as a good year and an ambitious agenda moving forward. We accomplished much, in fact more than we anticipated we would in a number of areas, despite limited general fund support and a highly competitive external funding environment. And while I continue to consider both my leadership (within the region and nation) and my management of the organization as strong, our strength this past year was due not to me but rather to the exceptional efforts of a remarkably talented and dedicated staff. Despite having accomplished a good bit this year, I nonetheless continue to believe that I can stand substantial improvement and am quite disappointed in the number of objectives not accomplished. I look forward to receiving your reactions to my perceptions and to hearing how you believe I can better serve WICHE in the future.

David Longanecker



2 Monday 8:45-9:00 am

Committee of the Whole Call to Order/Introductions

Monday, May 21, 2012
8:45 – 9:00 am
Ballroom North

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 21, 2012

8:45 - 9:00 am

Ballroom North

Committee of the Whole – Call to Order/Introductions

Call to order: Bonnie Jean Beesley, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of October 31-
November 1, 2011

2-4

Report of the chair

Report of the president

Recess until May 22, 2012, at 8:45 am

New Commissioners

Carol Mon Lee is a lawyer who was an elected member of the Hawai'i State Board of Education. Hawai'i is the only state with a single unified K-12 school system. She served for many years as the associate dean at the University of Hawai'i Richardson School of Law, where she previously taught. Lee was also a senior executive in two financial services companies in Honolulu and practiced law in both Hawai'i and California. She earned her B.A. from Barnard College, M.A. from Columbia University, and J.D. from the University of California Hastings College of Law.

Vic Redding is the assistant vice chancellor of finance for the Nevada System of Higher Education (NSHE) System Administration Office, where he oversees a variety of initiatives in the areas of fiscal policy, capital budgeting, and audit, as well as the day-to-day operations of the NSHE Risk Management Office and System Facilities Office. Prior to joining the System Administration Office in 2005, Redding was the CFO for the University of Nevada School of Medicine. Redding has a bachelor's degree in business management with a minor in accounting from Montana State University and an M.B.A. from the University of Nevada, Reno.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, October 31, 2011

Commissioners Present

Joe Garcia (CO), chair
Tom Buchanan (WY), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Tom Anderes (AZ)
Leah Bornstein (AZ)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
Dianne Harrison (CA)
Michael Kirst (CA)
D. Rico Munn (CO)
Dene Thomas (CO)
Roy Ogawa (HI)
Roberta Richards (HI)
Steven Wheelwright (HI)
M. Duane Nellis (ID)
Mike Rush (ID)
Mack Shirley (ID)
Clayton Christian (MT)
Sheila Stearns (MT)
José Garcia (NM)
Patricia Sullivan (NM)
Joe Hardy (NV)
Jane Nichols (NV)
Carl Shaff (NV)
Duaine Epegard (ND)
Bill Goetz (ND)
Dave Nething (ND)
Robert Burns (SD)
James Hansen (SD)
Jack Warner (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Peter Knudson (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Karla Leach (WY)

Commissioners Absent

James Johnsen (AK)
Kim Gillan (MT)
Susanna Murphy (NM)
Tim Nesbitt (OR)
Bonnie Jean Beesley (UT), vice chair
William Sederburg (UT)
Phyllis Gutierrez Kenney (WA)

Guests/Speakers

Doris Ching, former WICHE commissioner and emeritus vice president for student affairs, University of Hawai'i System
Reed Dasenbrock, former WICHE commissioner and vice chancellor for academic affairs, University of Hawai'i at Manoa
Sharon Hart, president, Northern Marianas College
Francisco Hernandez, former WICHE commissioner and vice chancellor for students, University of Hawai'i at Manoa
Michael Hoge, senior science and policy advisor, Annapolis Coalition
Reyna Iwamoto, WICHE certifying officer and student services specialist, University of Hawai'i System
David Lorenz, former WICHE commissioner and retired vice president of administration and finance, Northern Arizona University
Helene Sokugawa, former WICHE commissioner and former institutional analyst, University of Hawai'i

Staff Present

Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Louis Fox, senior associate, Technology & Innovation
Cheryl Graves, administrative assistant, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health and director, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, WICHE ICE, the Forum, and the Alliance
Ellen Wagner, executive director, WCET

Chair Joe Garcia called the meeting to order and asked Steven Wheelwright, president of Brigham Young University-Hawaii, to welcome the commission and give opening remarks.

Chair Garcia introduced newly appointed commissioners.

Chris Bustamante (AZ)
Dene Thomas (CO)
Mack Shirley (ID)
Joseph Hardy (NV)
Karla Leach (WY)
Sam Krone (WY)

Chair Garcia also introduced guests attending the meeting and listed commissioners whose terms are expiring after the November 2011 meeting.

ACTION ITEM

Approval of the Minutes of the May 16-17, 2011, Committee of the Whole Meeting

Chair Garcia asked for a motion to approve the Committee of the Whole meeting minutes of May 16-17, 2011. Commissioner Shaff moved TO APPROVE THE MINUTES OF THE MAY 16-17, 2011, COMMITTEE OF THE WHOLE MEETING. Commissioner Nething seconded the motion. The minutes were approved unanimously.

Chair Garcia asked David Longanecker to give the report of the Nominating Committee. Longanecker explained that three nominees were being brought to the commission for consideration: Leah Bornstein (AZ), Tom Anderes (AZ), and Dianne Harrison (CA). Typically, only one candidate is brought for consideration. With three candidates the Executive Committee decided that each candidate and the person who nominated them should say a few words. Each state will need to caucus and give their vote to Commissioner Buchanan.

Commissioner Bornstein told the committee that she has been involved in higher education for 28 years and now served as the president of Coconino Community College in Flagstaff. She indicated that it would be an honor to serve as the chair of WICHE. Commissioner Barrans said that she had nominated Commissioner Bornstein because of her engagement at the meetings and felt like she would be a wonderful chair for the organization.

Commissioner Anderes withdrew from the nomination and said that Commissioner Bornstein would be a good choice. Commissioner Burns, who nominated Commissioner Anderes, said he respected Anderes's choice to withdraw; he had nominated him because of his current position as president of the Arizona Board of Regents and his extensive background in higher education.

Commissioner Harrison told the commission that she was in her 37th year in higher education, currently serving as president of California State University (CSU), Monterey Bay. She felt that the delegation from California brought a renewed energy to WICHE. Commissioner Harrison also noted that CSU is current on their dues.

Chair Garcia reminded the commission to caucus about their 2012 committee selections and to give those to Erin Barber. He gave the report of the chair and asked Longanecker for the report of the president. Longanecker introduced staff in attendance and also mentioned newly hired staff at WICHE.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, November 1.

Session II: Business Session

Tuesday, November 1, 2011

Commissioners Present

Joe Garcia (CO), chair
Tom Buchanan (WY), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Tom Anderes (AZ)
Leah Bornstein (AZ)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
Dianne Harrison (CA)
Michael Kirst (CA)
D. Rico Munn (CO)
Dene Thomas (CO)
Roy Ogawa (HI)
Roberta Richards (HI)
Steven Wheelwright (HI)
M. Duane Nellis (ID)
Mike Rush (ID)
Mack Shirley (ID)
Clayton Christian (MT)
Sheila Stearns (MT)
José Garcia (NM)
Patricia Sullivan (NM)
Joe Hardy (NV)
Jane Nichols (NV)
Carl Shaff (NV)
Duaine Epegard (ND)
Bill Goetz (ND)
Dave Nething (ND)
Robert Burns (SD)
James Hansen (SD)
Jack Warner (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Peter Knudson (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Karla Leach (WY)

Commissioners Absent

James Johnsen (AK)
Kim Gillan (MT)
Susanna Murphy (NM)
Tim Nesbitt (OR)
Bonnie Jean Beesley (UT), vice chair
William Sederburg (UT)
Phyllis Gutierrez Kenney (WA)

Guests/Speakers

Doris Ching, former WICHE commissioner and emeritus vice president for student affairs, University of Hawai'i System
Reed Dasenbrock, former WICHE commissioner and vice chancellor for academic affairs, University of Hawai'i at Manoa
Sharon Hart, president, Northern Marianas College
Francisco Hernandez, former WICHE commissioner and vice chancellor for students, University of Hawai'i at Manoa
Pearl Iboshi, director, Institutional Research and Analysis Office, University of Hawai'i System
Reyna Iwamoto, WICHE certifying officer and student services specialist, University of Hawai'i System
Dennis Jones, president, National Center for Higher Education Management Systems
Hae Okimoto, director of academic technologies, University of Hawai'i System
Jill Tokuda, senator, Hawai'i State Senate

Staff Present

Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Louis Fox, senior associate, Technology & Innovation
Cheryl Graves, administrative assistant, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health and director, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, WICHE ICE, the Forum, and the Alliance
Ellen Wagner, executive director, WCET

Chair Joe Garcia called the meeting to order and reconvened the Committee of the Whole.

Report and Recommended Action of the Audit Committee

Chair Garcia called on Commissioner Buchanan for the report of the Audit Committee. Commissioner Buchanan indicated that commissioners were given a copy of the FY 2011 audit report with their meeting materials. The audit was conducted by RubinBrown LLP within standard auditing practices. The report represents the WICHE financial statements fairly, and the auditors issued an unqualified opinion on the financial statements. Commissioner Buchanan said that a report to governance was also issued with suggestions for management. He mentioned that the Audit Committee was quite pleased with RubinBrown's work and recommended approval of the report. Commissioner Buchanan moved TO APPROVE THE FY 2011 AUDIT REPORT. Commissioner Barrans seconded the motion. The motion was approved unanimously.

Report and Recommended Action of the Executive Committee

Chair Garcia reported that the committee heard a presentation from Sharon Hart, president of Northern Marianas College. She reported on her institution, demographics of the population, and funding sources. The Northern Mariana Islands are interested in joining WICHE so they can be included in the Student Exchange Program. The Executive Committee talked about possibilities, including a consortium with other islands who are currently members of the Pacific Post-secondary Education Council. WICHE dues are problematic for small islands with limited funding. WICHE staff will look at other organizations like the National Conference of State Legislatures and Western Governors' Association to see how they handle their memberships with the islands. The committee also discussed the 2012 nominees for vice chair. The committee met with Longanecker in a closed session to discuss his performance and travel.

Longanecker mentioned that he had a senate resolution from the Northern Mariana Islands that he would email out to the commission and that he'd continue to work on this issue.

Report and Recommended Action of the Programs and Services Committee

Committee Chair Carl Shaff reported that the Programs and Services Committee approved the new method for applying Professional Student Exchange Program (PSEP) support fees, which was discussed and supported, in principle, at the May 2011 meeting in San Francisco. The new plan (effective in 2013) would allow public institutions to credit the support fee to the student's full nonresident tuition and have the student pay the balance. Commissioner Shaff moved TO APPROVE THE IMPLEMENTATION PLAN FOR THE NEW METHOD OF APPLYING PROFESSIONAL STUDENT EXCHANGE PROGRAM SUPPORT FEES. Commissioner Ogawa seconded the motion. The motion was approved unanimously.

Commissioner Shaff reported that the committee had also approved the standardization of PSEP support fees for physician assistant and physical therapy programs. This requires a minor administrative change that would involve paying all participating institutions the support fee at a 12-month rate over 24 months. The change would go into effect in 2013. Commissioner Shaff moved TO APPROVE STANDARDIZING PSEP SUPPORT FEES IN PHYSICIAN ASSISTANT AND PHYSICAL THERAPY FIELDS. Commissioner Espeguard seconded the motion. The motion was approved unanimously.

Commissioner Shaff reported that the committee considered a proposal for a proposed project that would revamp Western Undergraduate Exchange (WUE) marketing and outreach strategies. WICHE staff submitted a proposal in response to an RFP from Lumina Foundation in September. The foundation plans to award five planning grants to help nonprofits use technologies to assist low-income students enrolling in higher education. The grant would provide funding for staff and help fund development of mobile applications, social media tools, and improvement to the WUE database. Commissioner Shaff moved TO APPROVE WICHE AS THE ADMINISTRATOR AND FISCAL AGENT FOR THE PROPOSED PROJECT, WHICH WOULD ENHANCE WICHE'S MARKETING AND OUTREACH ACTIVITIES TO EXPAND ACCESS TO HIGHER EDUCATION VIA WUE. Commissioner Nething seconded the motion. The motion was approved unanimously.

Commissioner Shaff reported that the Programs and Services Committee approved the proposed project to implement a state authorization reciprocity program. Each committee heard from David Longanecker on the proposed project, which would involve: creating a review and complaint process to assist states in need; creating an interstate database of approvals, complaints, and actions; and adapting, joining, or creating a reciprocal agreement among the regional states. Commissioner Shaff moved TO APPROVE WICHE STAFF SEEKING FUNDING FOR A FOUR-STAGE EFFORT AND

TO CONSTITUTE A STEERING COMMITTEE TO ASSIST IN DEVELOPING AND IMPLEMENTING A STATE AUTHORIZATION RECIPROCITY PROGRAM. Commissioner Preus seconded the motion.

Commissioner Ogawa asked Longanecker to give a description of the state authorization problem. Longanecker responded that every institution offering online courses now has to be approved to operate in each state where it has enrolled students. Some online programs may have students in all 50 states. As currently regulated the new state authorization requirements will be a significant burden on institutions and states. Longanecker said that a reciprocity agreement would allow that workload to be reduced. Commissioner Harrison clarified that implementation of the regulations will actually go into effect in 2014 instead of 2013, as noted on p. 4-24 in the agenda book. Longanecker said that implementation is going to take time. Commissioner Harrison also asked what California will need to do in order to participate in the proposed program. Longanecker said that it will likely depend on the program. Currently, in California, an online program is only required to have a business license; the state will need more appropriate regulation before it will be able to partner in the program. Commissioner Harrison asked what existing online programs need to do under current state authorization regulations. Longanecker said they need to seek approval from 50 states. Commissioner Bustamante said that the state authorization issue was very complicated and expressed his support for the proposed reciprocity program. He also noted that having a compact with other states would be less burdensome for institutions, and new standards will look after the students' interests. The motion was approved unanimously.

Commissioner Shaff reported that the Programs and Services Committee heard updates on various programs, including the Interstate Passport Initiative. WICHE was awarded a two-year grant from the Carnegie Corporation to support a pilot project with systems and institutions to advance policies and practices supporting "friction-free" transfer for students in the region.

Report and Recommended Action of the Issue Analysis and Research Committee

Committee Chair Bob Burns reported that Longanecker addressed the committee on the project regarding the proposed state authorization reciprocity program. The committee expressed its interest in WICHE moving forward on this. The committee also discussed with Longanecker interest in pursuing a project to examine funding for remedial education. The committee discussed whether current practices for funding remedial education allow for innovation and new approaches being tested for service to those students. It recommended that any study be fitted within the larger scope of outcomes-based performance funding.

Commissioner Burns reported that the committee approved a project on teacher preparation and professional development related to the Common Core Standards. This project comes out of an interest expressed by Western state higher education executive officers (SHEEOs) to Longanecker during the annual SHEEO meeting this past summer. The proposed project is under development by the Policy unit, which asked to further develop the concept and seek funding. Commissioner Burns moved TO APPROVE A PROJECT ON TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT RELATED TO THE COMMON CORE STATE STANDARDS. Commissioner Warner seconded the motion. The motion was approved unanimously.

The committee also approved a project on building capacity to support state college completion goals. This project is a continuation of a partnership with the Center for Urban Education (CUE) at the University of Southern California and will be funded via a subaward from CUE out of a grant they are anticipating from the Ford, Carnegie, and Gates foundations. The project will seek out several states to work with intensively, in order to bridge state-level and institutional policies and practices to address gaps in equity by race/ethnicity. Commissioner Burns moved TO APPROVE A PROJECT ON BUILDING CAPACITY TO SUPPORT STATE COLLEGE COMPLETION GOALS. Commissioner Nellis seconded the motion. The motion was approved unanimously.

Commissioner Burns reported that the committee heard updates on staffing changes and current programs. The committee discussed a new way to format the workplan to provide information on how projects are put together and what the priorities are. The new format will be used for the 2012 workplan, which will be presented to the commission at the May meeting.

Report and Recommended Action of the Self-funded Units Committee

Committee Chair Jim Hansen reported that the Self-funded Units Committee heard updates from WCET, Technology & Innovation, and the Mental Health Program. WCET continues to play a national role on state authorization issues. It also continues to manage the Lumina-funded Transparency By Design project, which operates a website for adult learners to help them in making informed decisions about their college choices. One of WCET's research activities

is a national survey called "Managing Online Education" (MOE). This will be WCET's third survey, conducted in partnership with the Campus Computing Project. The research data from the MOE survey provides benchmarks on the infrastructure, organization, and growth of online programs of institutions from all higher education sectors. WCET's annual conference (held in Denver just prior to the commission meeting) was very successful and drew record attendance.

Commissioner Hansen reported that the committee received an update on the proof-of-concept phase of the Predictive Analytics Reporting (PAR) Framework initiative, which is nearing completion. The project involves federating over 500,000 anonymized student records and over 3 million course records from six institutions to examine factors that affect student loss and momentum. The committee approved WCET submitting a proposal to the Bill & Melinda Gates Foundation to expand the PAR project to a total of 18 institutions. The anticipated budget to expand the PAR project to more WCET institutions is estimated to be approximately \$5.6 million for a 20-month project. Commissioner Hansen moved TO APPROVE THE REQUEST TO SEEK FUNDING FROM THE BILL & MELINDA GATES FOUNDATION FOR DEVELOPING THE PREDICTIVE ANALYTICS REPORTING FRAMEWORK PROJECT. Commissioner Richards seconded the motion. The motion was approved unanimously.

Commissioner Hansen reported that the committee heard updates from Louis Fox on four initiatives: the Global Environment for Network Innovations (better known as GENI), United States Unified Community Anchor Network (U.S. UCAN), USA Ignite, and GigU. Fox also updated the committee on the Federal Communications Commission's University Services Fund (USF) and Inter-carrier Compensation Reform, which may shift the focus of the \$4.8 billion of USF funds from "rural telephony" to "rural broadband," thereby accelerating access to broadband for many communities in the frontier West.

The committee also heard updates from the Mental Health Program. The program experienced moderate staff turnover the past year, with two staff transitioning out of WICHE employment. The program successfully recruited new staff, focusing on research and technical assistance. The program has been very successful and is looking forward to a number of new projects, including one in Hawai'i, where it is helping to build a doctoral psychology internship consortium for the rural islands, modeled after the work it has done with Alaska. It finished FY 2011 with a \$76,000 positive fund balance and contributed \$107,000 to WICHE indirect revenue. The committee also heard a brief presentation by Michael Hoge and John Morris from the Annapolis Coalition on their work with the Center for Integrated Health Solutions. This initiative is bringing over \$600,000 to the Mental Health Program and the Annapolis Coalition each year for the next four years.

ACTION ITEM

Approval of Endorsement of the New Leadership Alliance for Student Learning and Accountability's Guidelines and Approval of the Proposed WICHE Endorsement Process

Chair Garcia asked Longanecker to update the commission on the proposed endorsement action item. Longanecker said that WICHE is often asked to partner with other organizations or to endorse various initiatives. Longanecker has been making the decisions on who to partner with and what initiatives to endorse, but it has become apparent that this is something that should be brought before the commission for its approval. The current action item came from a request from the New Leadership Alliance for Student Learning and Accountability regarding assessing student-learning outcomes. Longanecker is seeking commission approval for this endorsement. A list of organizations that have already signed on is in the agenda book. It is a credible group and makes a strong case for WICHE to join, as well. Longanecker also hoped to establish a process for bringing future endorsement requests to the commission for approval. Chair Garcia asked if an endorsement of the New Leadership Alliance item means more reporting for institutions. Longanecker said that it is a voluntary activity. Commissioner Cabaldon asked what is different about the New Leadership Alliance's guidelines, compared to other, similar ones. Longanecker said that there is a shift from process to product, as well as a set of standards for measuring student learning. There is voluntary reporting of results and transparency of results. This new focus on student-learning outcomes, emanating from within the higher education community rather than from outside, could be a step toward both the setting of standards and the collection of data consistent with those standards.

Commissioner Shaff moved TO APPROVE THE ENDORSEMENT OF THE NEW LEADERSHIP ALLIANCE FOR STUDENT LEARNING AND ACCOUNTABILITY'S GUIDELINES AND THE PROPOSED WICHE ENDORSEMENT PROCESS. Commissioner Hansen seconded the motion.

Commissioner Cabaldon asked if perhaps approval of all endorsements through the Committee of the Whole would be too time-consuming and wondered if approving them through the committees would be better. Longanecker said that the commission could amend the motion so that the endorsement process goes through the committees and that we could use the Executive Committee in the interim between commission meetings if any endorsement requests come through.

Commissioner Shaff moved TO APPROVE THE ABOVE MOTION AS AMENDED SO THAT APPROVAL OF ENDORSEMENTS BE BROUGHT BEFORE THE COMMITTEES. The motion was approved unanimously.

DISCUSSION ITEM

Update on WICHE's Budget

Longanecker asked Craig Milburn to present an update on WICHE's budget. Milburn reported that the FY 2011 general fund budget report shows how the year ended. Revenues increased by \$58,000, which was more than what was budgeted. WICHE also saw an increase from the Mental Health Program indirects. Milburn reported that expenditures were also less than budgeted for FY 2011. He said the organization did very well in holding down costs and bringing in income. FY 2011 ended \$212,688 ahead of projections. Looking into FY 2012, there are no changes to the budget, and expenditures are decreased by \$27,000 because the Legislative Advisory Committee meeting wasn't paid out of the general fund budget. The budget presented shows the organization with a gain of \$27,000. Commissioner Munn asked about the commission meeting budget for FY 2012 being higher than FY 2011. Milburn responded that the commission approved carrying forward \$10,000 for the commission meetings in FY 2012. Milburn also noted that the auditors removed the California Community Colleges' past-dues amount from the accounts receivable line. It was expensed and leaves a deficit in FY 2012. Commissioner Harrison told the commission that the Programs and Services Committee had presented a plan for having the community colleges repay the past-dues amount.

Milburn presented how each of the program areas did in FY 2011. Commissioner Bornstein asked for clarification on the WCET deficit. Longanecker said that the deficit was anticipated. He mentioned that WICHE had loaned WCET \$100,000 and the remainder came from their reserves. The deficit comes partly from a transition in leadership and some structural deficit from the investment in SalesForce, which is an administrative management system that will enhance WCET's capacity to serve its membership. Longanecker also noted that WCET projections show them moving forward towards a positive fund balance, especially if the second PAR proposal is funded by the Gates Foundation.

Commissioner Anderson asked Milburn about the suggestion in the report to governance that management come up with a clear way to calculate indirect costs on the federal grants to avoid errors that have occurred in the past. Milburn noted that the FY 2011 audit was clean, and the error from last year had been corrected. This year there was a mathematical error, but it wasn't enough to be a reportable condition. Commissioner Anderson asked how such errors will be avoided in the future. Milburn assured her that mechanisms are in place to calculate indirects correctly to avoid repeating the errors. He said that the units were also doublechecking for errors.

DISCUSSION ITEM

Update on WICHE Dues

Chair Garcia asked Longanecker to discuss the WICHE dues. Longanecker said that dues for FY 2012 and 2013 were established at the May 2010 meeting in Portland, OR. The FY 2013 dues were to increase from \$125,000 to \$131,000 only if state budgets showed improvement in FY 2012. According to reports from the Rockefeller Institute for state government, most states increased their revenues, except Wyoming. Longanecker said that the increase in revenues, however, does not actually reflect the whole story for the states, with most of the states still projecting budget deficits for the coming year, despite the increase in tax revenues.

Currently, the WICHE dues are set to increase to \$131,000 without further action from the commission. Longanecker noted that dues have stayed the same for the past three years. There have been no salary increases for WICHE staff, which has taken some toll on staff morale. Commissioner Nichols spoke in favor of the dues increase and agreed that some states are in distress, but that the dues increase of \$6,000 was a modest amount. She said that the services of WICHE have become more important to states now and felt it would be short-sighted not to endorse the increase. Commissioner Warner also spoke in favor of the dues increase and said that South Dakota has dealt with frozen salaries and is losing key staff because of this. Commissioner Kohl-Welles supported the increase but noted that some

states are doing worse than others. Washington is experiencing furloughs, pay cuts, increasing healthcare costs, and a \$2 billion deficit. She hoped that there would be acknowledgement that some states are in dire straits but will try to do what they can to pay the dues. Commissioner Munn said he generally supported the increase but found it difficult to make the decision while at a meeting in Hawai'i and wondered if there was a better time and place for the discussion. Commissioner Hardy expressed a similar view to Commissioner Kohl-Welles and noted that Nevada is a shortfall state, employees are taking pay cuts, and healthcare costs are increasing. He felt there should be a discussion of what would be done with the revenue from a dues increase. Commissioner Ogawa noted that Hawai'i is also experiencing staff cuts, pay cuts, increased healthcare costs, and a liability for unfunded retirement. Longanecker responded that staff understand and appreciate the difficulties the states face.

Commissioner Barrans noted that it was important for the commission to think strategically about the increase, so that in the future they don't need to pay a larger dues increase than states can afford. The commission needs to fund WICHE at the level it needs, in order to get results from staff. Commissioner Cabaldon spoke in favor of freezing the dues at the current level. He said it is important to show what the "value added" would be to WICHE, instead of holding the view that an incremental increase is necessary just because one hasn't been given in awhile. Commissioner Wheelwright said that things may have looked more hopeful when the decision was made in May 2010 to increase the dues than they are now for many states; he was in favor of freezing the dues. Commissioner Bornstein thought the commission might need more information before a decision on increasing dues could be made. She also said that her institution has found ways to keep employees from losing ground on their salaries without doing pay cuts and wondered if WICHE could look into similar measures. Commissioner Bornstein said such measures would value employees while respecting the financial issues. Commissioner Deckert moved TO POSTPONE THE DUES INCREASE FROM \$125,000 TO \$131,000 AND HAVE THE EXECUTIVE COMMITTEE CONTINUE DISCUSSIONS WITH WICHE STAFF TO CONSIDER WHAT VALUE WOULD BE ADDED TO WICHE FROM INCREASING DUES, AND PRESENT THIS TO THE FULL COMMISSION AT THE MAY 2012 MEETING. Commissioner Hardy seconded the motion. Longanecker said that WICHE will move forward with the dues remaining at \$125,000. Commissioner Kohl-Welles supported the motion and felt that Washington might have pulled the dues out of the budget entirely instead of just declining to pay the increase. Commissioner Hardy responded that it would not be in WICHE's favor to have a dues increase come before a legislature. Commissioners Anderes and Bennett abstained from the vote. The motion was approved.

Chair Garcia asked Commissioner Nething for a report on the Legislative Advisory Committee meeting. Commissioner Kohl-Welles noted that it had been an outstanding meeting and suggested that WICHE invite other legislators and higher education leaders from the state in which a meeting is held.

Chair Garcia asked Commissioner Buchanan for an update on the nominations for the 2012 WICHE officers. Commissioner Buchanan moved TO APPROVE THE NOMINATION OF LEAH BORNSTEIN FOR VICE CHAIR, BONNIE JEAN BEESLEY FOR CHAIR, AND JOE GARCIA FOR IMMEDIATE PAST CHAIR AS THE WICHE OFFICERS FOR 2012. Commissioner Munn seconded the motion. Commissioner Cabaldon abstained. The motion was approved.

Chair Garcia thanked WICHE staff for their work and Commissioner Munn for his assistance. Longanecker thanked Chair Garcia for his service over the past year as chair.

The business session was adjourned.



Plenary Session I: NANSLO – Putting Science Labs Online

Monday, May 21, 2012
9:00 – 10:00 am
Ballroom North

3 Monday 9:00-10:00 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 21, 2012

9:00 - 10:00 am

Ballroom North

**Plenary Session I:
NANSLO – Putting Science Labs Online**

Through the North American Network of Science Labs Online (NANSLO), faculty and staff at two- and four-year institutions in Colorado, Montana, Wyoming, and British Columbia are working together to put high-quality lab experiences online for students in introductory online biology, chemistry, and physics courses. Find out how faculty members have shared their expertise in the creation of new open courses available for use worldwide. Learn how their remote students are using new robotic equipment and software interfaces to work in teams as they conduct real (not simulated) experiments over the Internet. Is this the wave of the future? What's ahead for NANSLO?

Speakers: Dan Branan, NANSLO project manager and physical sciences program chair, Colorado Community College System; Rhonda Epper, assistant provost, Colorado Community College System; Pat Shea, director, WICHE ICE, Forum, and Alliance; Paul Stacey, director, curriculum development, BCcampus; Catherine Weldon, NANSLO project coordinator

Biographical Information on the Speakers

Dan Branan is the NANSLO project manager. He provides leadership and coordination for the many subject-area teams that work on this project. Previously, he served at the U.S. Air Force Academy as assistant professor of chemistry, codirector of the Center for Research on Learning and Teaching, and research director for the Institute for Information Technology Applications. Branan received his B.S. in chemistry from the University of South Alabama, M.S. in inorganic chemistry from the Ohio State University, and Ph.D. in analytical chemistry from the University of Denver.

Rhonda M. Epper is assistant provost for the Colorado Community College System, where her responsibilities include development of academic innovations across the system's 13 community colleges; policy direction for online learning; transfer and articulation issues; and development and management of major grants. In addition, she serves as a research fellow with the Educause Center for Applied Research, where she is focusing on immersive and game-based learning in the college classroom. Previously, she managed CCCOnline and other systemwide consortial initiatives, such as the enterprise-learning management system, 24/7 help desk, and digital textbook programs. Epper also served at Community College of Denver, where she led numerous online-learning programs. She has served as a consultant to the California State University, WICHE, WCET, Education Commission of the States, Southern Regional Education Board, and the League for Innovation in the Community College. Epper has published numerous

articles on topics related to the use of technology in higher education, including “Technology Solutions for Developmental Math” (with Elaine Baker), published by the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation.

Patricia (Pat) Shea directs three membership-based academic leadership and innovation organizations for WICHE: the WICHE Internet Course Exchange, the Western Academic Leadership Forum, and the Western Alliance of Community College Academic Leaders. In addition, she serves as the principal investigator for two grants involving multiple institutions in the WICHE region: NANSLO, funded by the Next Generation Learning Challenges Grant, and the Interstate Passport Initiative, funded by the Carnegie Corporation of New York. Formerly, Shea served as the assistant director of WCET. Prior to joining WICHE in 1996, she held several positions in Alexandria, VA, including manager for special projects, technology division, National School Boards Association; director for information services, the Association of Telemessaging Services International; and executive director, the Alexandria Bar Association.

Paul Stacey is the director of curriculum development at BCcampus in Vancouver, British Columbia. BCcampus works to connect the expertise, programs, and resources of all of British Columbia’s postsecondary institutions to promote innovation under a collaborative service delivery framework. Stacey leads initiatives around online curricula and course development, open educational resources, online communities of practice, and professional development for educators across all 25 of BC’s public postsecondary institutions. He has four degrees, including a 100 percent online M.Ed. in adult learning and global change. He received a WCET WOW award in 2008.

Catherine Weldon is the project coordinator for NANSLO. She maintains the project wiki workspace, where biology, chemistry, and physics discipline panels collaborate, while also attending to general management and project timelines. Weldon has a broad, entrepreneurial, business development background in fields such as telecommunications, healthcare, publishing, and energy. She holds a B.A. in cultural anthropology from the University of California, San Diego, and an M.S. in telecommunications engineering from the University of Colorado’s Interdisciplinary Telecommunications Program.



Programs and Services Committee Meeting

Monday, May 21, 2012
10:15 – 11:15 am
Ballroom North

4 Monday 10:15-11:15 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 21, 2012

10:15 - 11:15 am
Ballroom North

Programs and Services Committee Meeting

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

Diane Barrans (AK)
Tom Anderes (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Roy Ogawa (HI)
Mack Shirley (ID)
Committee vice chair (MT)
Joe Hardy (NV)
Carl Shaff (NV)
Committee chair (NM)
Duaine Espegard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Phyllis Gutierrez Kenney (WA)
Karla Leach (WY)

Agenda

Presiding: Patricia Sullivan, committee chair

Staff: Jere Mock, vice president, Programs and Services
Margo Colalancia, director, Student Exchange Program
Pat Shea, director, WICHE ICE, Western Academic Leadership Forum, and Western Alliance of Community College Academic Leaders



Approval of the Programs and Services Committee teleconference minutes of April 9, 2012 4-3



Approval of the Professional Student Exchange Program support fees for 2013-14 and 2014-15 4-8



Approval of the Midwestern Higher Education Compact/WICHE agreement to offer the MHECare student health insurance program to institutions in the WICHE region 4-29

Discussion Item:

Suggested issues and programs for future committee meetings

Information Items for Reference:

Developing a state authorization reciprocity agreement 4-32

Student Exchange Program update 4-34

Programs and Services regional initiatives 4-36

North American Network of Science Labs Online pedagogy and design research project (approved during the April 9 committee teleconference) 4-43

2013 workplan section pertaining to the Programs and Services unit (approved during the April 9 committee teleconference) 4-45

Other business

Adjournment

ACTION ITEM

Programs & Services Committee Teleconference Minutes

Monday, April 9, 2012

Committee Members Present

Patricia Sullivan (NM), chair
Clayton Christian (MT), vice chair
Diane Barrans (AK)
Dianne Harrison (CA)
Dene Thomas (CO)
Joe Hardy (NV)
Jack Warner (SD)
Phyllis Gutierrez Kenney (WA)

Committee Members Absent

Tom Anderes (AZ)
Roy Ogawa (HI)
Mack Shirley (ID)
Duaine Espegard (ND)
Tim Nesbitt (OR)
Bonnie Jean Beesley (UT)
Karla Leach (WY)

Staff Present

Jere Mock, vice president, Programs and Services
Margo Colalancia, director, Student Exchange Program
Pat Shea, director, WICHE ICE, Western Academic Leadership Forum, and Western Alliance of Community College Academic Leaders

Committee Chair Patricia Sullivan called the meeting to order and explained the new committee meeting format for the WICHE Commission meetings. The hour-long meetings will focus on action items and priority issues. The committee will meet by teleconference prior to each commission meeting.

ACTION ITEM

Approval of the Programs & Services Committee Minutes of October 31, 2011

Chair Sullivan noted that a quorum was present. She asked for a motion TO APPROVE THE MINUTES OF THE October 31, 2011, Committee Meeting. Commissioner Barrans motioned TO APPROVE THE MINUTES, and Commissioner Warner seconded the motion. The minutes were approved unanimously.

ACTION ITEM

Approval of the Programs and Services FY 2013 Workplan

Jere Mock presented the Programs and Services portion of the FY 2013 workplan, which is in a new, streamlined format, at the request of the WICHE officers. She said the unit's programs center on several different areas.

1. WICHE's Student Exchange Program expands access to higher education and includes the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP).
2. WICHE's regional initiatives foster collaborations across institutions for a variety of purposes. WICHE supports academic leaders at institutions and system offices by fostering collaborative projects, convening meetings, and sharing information and resources. Existing examples of these collaborations include the Western Academic Leadership Forum and the Western Alliance of Community College Academic Leaders.
3. WICHE's work with institutions fosters innovation and increases students' academic success. WICHE ICE, the Interstate Passport Project, and the North American Network of Science Labs Online (NANSLO) are examples of these initiatives; the state authorization project will also achieve these goals.
4. WICHE also provides a range of cost-savings initiatives to institutions and systems through programs like the Master Property Program and MHECtech.

Mock also noted that the two projects in the "On the Horizon" section of the workplan, the NANSLO Allied Health Project and the MHECare initiative, have not yet been approved by the commission but would be presented for approval within the next few months.

Mock said that a total of 8.4 FTE are working on the unit's current projects, as well as providing support for WICHE's electronic and print communications. This work is supported by an overall budget of some \$1.34 million; \$741,000 of the funding is from the general fund, and \$601,000 is from external funding.

Committee members commented that they liked the new workplan format. Commissioner Barrans asked how commissioners might interpret or use the priority key, as far as criticality of mission. Mock responded that if budgets get tighter, we may need to reevaluate some of the lower-priority projects. Commissioner Thomas questioned the usefulness of the priorities' key, as most of the projects were rated high. Mock responded that the Student Exchange Program has been important to WICHE since its beginning, so it is rated high. In addition, a low number of stars on externally funded projects could send the wrong message to our funders.

Commissioner Harrison asked for more information about the three NANSLO projects. Pat Shea said that WICHE is currently managing the initial NANSLO project, funded by the Next Generation Learning Challenge (NGLC) grant program. It is a 15-month project which is scheduled to end on July 15. Staff will request a no-cost extension because the data on the Colorado Community College Systems' summer students will not be available until September. The evaluator will then need two months to analyze the data and provide the partners with a final evaluation report, which will be submitted to the funders in December.

NANSLO was one of 29 projects funded in the NGLC Wave I competition. The funders set aside \$3 million to \$5 million for a competition to expand some of these projects. Last week, they announced that the projects could submit a proposal for additional funding beginning May 24; however, the projects had to have completed their Wave I work to apply. The funders also announced that they hope to give just a few very large grants. As soon as it completes its Wave I work, NANSLO will submit a request for additional funding to expand the labs on the network; develop the second-semester labs for introductory biology, chemistry, and physics; and create a faculty development lab. The expansion project, if funded, will give other institutions the chance to get involved.

NANSLO has also submitted a proposal to the National Science Foundation (NSF) for a four-year grant to study the most effective use of lab kits, simulations, and remote web-based science labs. The use of online labs is still controversial, and this project could help to answer some of the concerns raised about them. NSF will announce its awards in July 2012.

Commissioner Harrison said that this was very important work that could make a significant contribution to the field. Mock added that there will be a panel discussion on NANSLO at the May 2012 commission meeting.

Commissioner Gutierrez Kenney commented that she would like to see the Rural Healthcare Initiative (a plan to explore externally funding sources to supplement state support for PSEP seats) rated higher, given the insufficient healthcare workforce in rural areas. Mock said staff would do that.

Commissioner Harrison moved TO APPROVE THE FY 2013 PROGRAMS AND SERVICES WORKPLAN. Commissioner Gutierrez Kenney seconded the motion. The workplan was approved unanimously.

ACTION ITEM

North American Network of Science Labs Online Pedagogy and Design Research Project

Pat Shea summarized the content of the proposal submitted to the National Science Foundation for the North American Network of Science Labs Online Pedagogy and Design Research Project, which will focus on the best use of lab kits, simulations, and remote web-based science labs in introductory physics courses. Commissioner Gutierrez Kenney asked if other institutions could participate in NANSLO. Shea explained that the participants in the NSF research project were limited to those named in the proposal, but that the vision for the NANSLO expansion project calls for many shared laboratory nodes on the network. Currently, there are two nodes: one at North Island College in British Columbia and the other at the Colorado Community College System. Some institutions may want to participate in the network by building a lab to share with other participating institutions, while others may only want to be a user

of several existing labs on the network. The NANSLO staff will meet on April 24-25 to discuss details of the expansion plan.

Commissioner Gutierrez Kenney made the motion TO APPROVE THE ACCEPTANCE OF FUNDS FOR THIS PROJECT, SHOULD THEY BE AWARDED BY NSF. Commissioner Harrison seconded the motion. The vote was unanimous.

DISCUSSION ITEM

Professional Student Exchange Program Support Fees for AY 2013-14 and AY 2014-15

Margo Colalancia briefly explained the Professional Student Exchange Program support fees' action item, noting that it would be discussed in greater detail at the May commission meeting and voted on then.

The proposed increase is based on the 2010 to 2011 HECA (Higher Education Cost Adjustment) increase of 2.1 percent. The HECA is a tool developed by the State Higher Education Executive Officers to measure inflation in higher education costs. For comparison, increases for the past few biennia have been 1.5 percent for AY 2011 and AY 2012 and 3.4 percent for AY 2007 through AY 2010. The proposed 2.1 percent increase, which will be applied to all 10 of the PSEP supported fields, is reasonable when compared to 2010 to 2011 tuition increases at WICHE's cooperating institutions, which averaged 5.9 percent. Cooperating programs are anticipating increases of about 4.7 percent on average for 2011 to 2012.

WICHE staff solicited feedback on the proposed increase from deans of participating programs, as well as from certifying officers in each of the states that support PSEP students. States would like to provide more support but can't afford to; they'd rather help more students and give a little less. Programs would like to see higher support fees but understand that states cannot afford it right now.

Colalancia noted that the WICHE support fees are not meeting the differentials at several institutions in occupational therapy, physical therapy, and (at a few schools) dentistry and allopathic medicine. In November 2011 commissioners approved a proposal that allows public institutions whose tuition differential is not met by the support fees to charge the difference back to the PSEP student, instead of continuing to lose revenue and eventually leave WICHE's network, which would dramatically reduce student access to healthcare programs.

Action on PSEP support fees was deferred until the May meeting to allow time for input from state certifying officers.

INFORMATION ITEM

State Authorization Reciprocity Agreement

Mock gave an update on the state authorization project. In November 2011 the commission authorized staff to draft a state authorization reciprocity agreement for the WICHE member states that want to participate. Since then, staff has formed and convened a regional steering committee of key stakeholders to develop the agreement which will streamline the state authorization process for institutions, systems, and states by developing a set of agreed-upon standards that rely on regional and national accrediting agencies to ensure institutions' academic quality and that support the states' role in providing consumer protection. Once the agreement has been approved by each participating state, accredited colleges and universities that have approval to operate within their home state will be approved to operate distance-learning programs within all of the states participating in the agreement. The agreement will enable institutions to be in compliance with existing state regulations and U.S. Department of Education program integrity regulations.

David Longanecker, Mock, and WCET's Russ Poulin are also working with representatives of the Presidents' Forum and the Council of State Governments (CSG) – two organizations that are drafting a model national state authorization agreement, with support from Lumina Foundation. The CSG/Presidents' Forum group was originally proposing to create a new national compact to administer a national reciprocity agreement. Longanecker has met with the leaders of the other three regional higher education compacts – the Midwestern Higher Education Compact (MHEC), New England Board of Higher Education (NEBHE), and Southern Regional Education Board (SREB) – who agree that the four regionals are best-suited to implement the State Authorization Reciprocity Agreement by seeking reciprocity across regions to create a national solution.

WICHE's state authorization steering committee will meet on May 2, July 18, and September 5 to further develop the agreement and an implementation plan. Staff plans to present the steering committee's draft reciprocity agreement for the commission's approval at its November meeting.

INFORMATION ITEM

Western Undergraduate Exchange, Western Regional Graduate Program, and Professional Student Exchange Program

Colalancia gave an update on the Student Exchange Program. The final WUE enrollment number for AY 2011 was 29,100 students, who saved an estimated \$223.8 million in tuition. WUE's newest members are Northland Pioneer College, Colorado Northwestern Community College, University of Hawai'i Maui College, and Eastern Oregon University. California residents are very interested in WUE, given the enrollment caps within the state's higher education systems. An *L.A. Times* reporter is writing an article on WUE, which will be released soon. Colalancia suggested that institutions with capacity in low-growth states, like North Dakota and South Dakota, might want to develop a focused strategy to recruit California residents using WUE and WRGP. A special WUE college fair will be held in California's Orange County in October, and Colalancia has forwarded the invitation information to WUE institutions.

WICHE is also continuing to encourage California community colleges to join WUE; staff has worked out a special rate for them, which is higher than the standard 150 percent of resident tuition because resident community college tuition is so heavily subsidized in the state. Staff hopes to work out an agreement with the chancellor's office that could take effect by fall 2012.

WRGP's final enrollment number for AY 2011 was 850 students, who saved an estimated \$11.5 million. There are 275 WRGP programs at 51 participating institutions; 80 of them are healthcare-related programs in graduate nursing, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, occupational therapy, and dental hygiene. There are four new programs from California institutions: San Francisco State University's professional science master's in biotechnology and stem cell science; San Francisco State University's M.A. in museum studies; California State University, Monterey Bay's master's in coastal and watershed science and policy; and Humboldt State University's M.S. in natural resources.

In 2011-12 682 students enrolled through PSEP, which represented state investment from 12 states of \$14.2 million. Four new programs have joined PSEP: A.T. Still University's osteopathic medical program (Mesa, AZ); Pacific University's pharmacy program; University of Hawai'i Hilo's pharmacy program; and, University of Nevada, Las Vegas's physical therapy program.

Chair Sullivan encouraged PSEP supporting states to periodically review their workforce needs to make sure that they are supporting seats in fields where the need is the greatest and to modify their seat allocation when necessary. She also asked if WICHE could investigate which WUE institutions still have enrollment capacity. Colalancia said she could do a simple survey and report the results to the commission.

INFORMATION ITEM

Regional Initiatives

Pat Shea said that the two-year Interstate Passport Initiative, funded by the Carnegie Corporation of New York, is now in its seventh month. The idea for this project came from members of the Western Alliance of Community College Academic Leaders. Members of the Western Academic Leadership Forum also expressed interest. Together, they asked WICHE to facilitate their work in this collaborative project. To date, a facilitator has been named in each of the five pilot states. Twenty-eight institutions from these states are participating. A train-the-trainer workshop was held for the facilitators at WICHE in February, and they are now working with faculty and other stakeholders in their states to identify the learning outcomes for their lower-division general education core and map them to the LEAP (Liberal Education and America's Promise) essential learning outcomes developed by the Association of American Colleges and Universities. In addition, they will identify the assessments used to ensure that students have achieved the learning outcomes. In October the facilitators and representatives from their states will come together with the results of their work in the form of a "Passport eligibility application." This will kick off the Passport negotiation phase of the project, with the goal of reaching an agreement about the transfer of the lower-division general education core based on learning outcomes (not courses and credits) among participating institutions. This will be a model for further

development. Two webinars are archived on the Passport website (www.wiche.edu/passport) for those interested in more information about how the project works.

Shea reported that the Western Academic Leadership Forum will hold its annual meeting in Phoenix on April 18-20. The theme is "Academic Leadership in the West: Harnessing the Power of Disruptive Innovation." This will be the Forum's largest meeting, with 67 registrants. Several well-known national speakers are on the program. More information is available on the web at www.wiche.edu/forum.

Shea said that the new Western Alliance of Community College Academic Leaders is holding its first annual meeting in Phoenix on April 17-18. For the last two years, WICHE staff has been working with one representative from each WICHE state to design the organization. The idea for creating it came from the Forum, which gave \$10,000 in seed money to get it started. In December 2011 staff launched a membership drive. In the last four months, the Alliance has gone from 15 to 65 members. Sixty leaders have registered for the meeting. The theme is "Change by Design@Edu." A copy of the program is available on the web at www.wiche.edu/alliance.

Chair Sullivan thanked the committee members for participating in the call and asked if there was any other business to be addressed. Commissioner Barrans suggested that staff consider hosting webinars for future committee teleconferences, and other committee members supported her suggestion. Chair Sullivan asked how often the teleconferences/webinars should be held between commission meetings. The consensus was to hold one between commission meetings, with the possibility of convening others if priority issues needed to be addressed.

Chair Sullivan adjourned the meeting.

ACTION ITEM

Professional Student Exchange Program Support Fees for 2013-14 and 2014-15

Every two years the WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for the next biennium. In May 2012 the commission will set support fee levels for academic years 2013-2014 and 2014-2015.

WICHE staff recommends support fee increases of 2.1 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-six percent (655 of 682) PSEP students are enrolled in Group A fields. Group B has traditionally included professional fields where access was not as significant a problem but where states wished to offset high nonresident and private institution tuition for their residents. The only remaining Group B field is pharmacy; only 27 students are enrolled in a cooperating pharmacy program in PSEP this year.

Balancing Diverse Needs

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support students through PSEP face mounting fiscal pressures as they try to provide access to professional education for their residents. The receiving institutions' costs of delivering professional education continue to rise, necessitating greater financial incentives to preserve slots for nonresidents or, at a minimum, meet the resident/nonresident tuition differentials. State support for public institutions is at an all-time low. WICHE's "Tuition and Fees in the West 2011-12" reports that state cuts to higher education funding this year are the worst seen since the start of the Great Recession in late 2007. The end of federal stimulus dollars has exacerbated this trend. Since the Great 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. Undergraduate tuition and fees at four-year public institutions in the WICHE region increased a record 13.7 percent from 2010-11 to 2011-12 (outpacing the national average increase, 8.3 percent). Many professional programs have seen dramatic increases in tuition and fees, as well. WICHE staff compared public resident and private tuition and fee increases among its cooperating PSEP programs from the 2010 and 2011 academic years. The average increases ranged from a high of 8.2 percent (allopathic medicine) to a low of 4.1 percent (occupational therapy), with an average increase of 5.9 percent among all the participating PSEP schools and disciplines.

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

In the 2011-12 academic year, at least one public institution in each Group A field – without exception – did not receive the full nonresident tuition differential at the current support fee level. For occupational therapy and physical therapy, up to seven institutions did not receive the full differential in each field. Double-digit percentage increases in support fees would be needed to reach the full differential in some instances.

To rectify this situation and continue to provide some incentive, or at least a break-even point for programs losing revenue on PSEP students, in November 2011, WICHE commissioners approved a change in the way support fees will be applied. The new method allows public institutions whose differentials are not being met to credit the support fee against full nonresident tuition and have the student pay the balance. The new method will take effect in 2013-14 for newly funded PSEP students. Continuing PSEP students enrolled in public institutions will be grandfathered and continue to pay resident tuition.

For all PSEP fields, WICHE staff proposes to increase the support fees for the next biennium by 2.1 percent, in concert with the 2010-2011 HECA (Higher Education Cost Adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) association. Certifying officers have evaluated the fiscal impact of the proposed increases and have sought input from their SHEEOs. All concur that the proposed increases are necessary and minimal in light of the 5 to 10 percent tuition increases that most professional healthcare programs are anticipating for the coming academic year.

Proposed Support Fees for the Biennium 2013 and 2014				
Field	Approved Fees for AY 2011	Approved Fees for AY 2012	Recommended 2.1% Increase AY 2013	Recommended 2.1% Increase AY 2014
Group A				
Dentistry	\$23,000	\$23,400	\$23,900	\$24,400
Medicine	29,700	30,200	30,800	31,500
Occupational Therapy	12,100	12,300	12,600	12,800
Optometry	15,800	16,100	16,400	16,800
Osteopathic Medicine	19,700	20,000	20,400	20,900
Physical Therapy*	10,900	11,000	11,200	11,500
Physician Assistant**	11,900	12,000	12,300	12,500
Podiatry	13,700	13,900	14,200	14,500
Veterinary Medicine	29,500	30,000	30,600	31,300
Group B				
Pharmacy	\$7,000	\$7,100	\$7,250	\$7,400
<p>* Physical therapy support fees listed above show the nine-month rate. Effective AY 2013 forward, all cooperating programs will be paid a standard annual rate for all three years, which is calculated as the total of the 12-month rate for student years one and two and the nine-month rate for year three, divided by three years. The standard rate proposed for AY2013 is \$13,687; for AY2014 it's \$14,055. Please see the physical therapy section on pp. 4-20 and 4-21 for more detail.</p> <p>** Physician assistant support fees are listed at the nine-month rate. Effective AY2014, all cooperating programs will be paid the 12-month rate in years one and two, and nothing in year three. The 12-month proposed rate is \$16,400 for 2013-14 and \$16,667 for 2014-15.</p>				

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

Enrollment and Support Fees by Profession, 2011-2012

Sending State	Dentistry	Medicine	Occup. Therapy	Optometry	Osteo. Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	4 \$92,000		1 \$0*	1 \$15,800		5 \$35,000	2 \$29,066	0 \$0	1 \$13,700		14 \$185,566
Arizona	42 958,334		20 173,435	20 316,000	49 \$925,900			22 253,872		43 \$1,268,500	196 \$3,896,041
California											0 \$0
Colorado				26 395,000							26 \$395,000
Hawai'i	7 168,667		9 76,634	8 126,400		10 73,500	13 163,499			13 383,500	60 \$992,200
Idaho				3 47,400							3 \$47,400
Montana	9 207,000	26 \$757,350	4 52,434	3 47,400	8 137,900				0 0	36 1,032,500	86 \$2,234,584
Nevada				7 110,600		12 102,664		7 95,202		17 501,500	43 \$809,966
New Mexico	37 850,040									38 1,121,000	75 \$1,971,040
No. Dakota	9 207,000			24 379,200						5 147,500	38 \$733,700
Oregon											0 \$0
So. Dakota											0 \$0
Utah				9 142,200					3 41,100	17 501,500	29 \$684,800
Washington				2 31,600	2 39,400						4 \$71,000
Wyoming	5 115,000	7 163,350	7 116,968	16 252,800	6 118,200		18 237,980	15 222,138	1 13,700	33 973,500	108 \$2,213,636
TOTALS	113 \$2,598,041	33 \$920,700	41 \$419,471	119 \$1,864,400	65 \$1,221,400	27 \$211,164	33 \$430,545	44 \$571,212	5 \$68,500	202 \$5,929,500	682 \$14,234,933

*Third-year occupational therapy students' support is disbursed in the second year.

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2013 and 2014

State	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase AY 2012 to 2013	Projected Fees AY 2014	Projected Increase AY 2013 to 2014
Alaska	14	\$193,400	\$197,450	\$4,050 (2.1%)	\$201,700	\$4,250 (2.2%)
Arizona	196	4,084,800	4,169,800	85,000 (2.1)	4,261,800	92,000 (2.2)
Colorado	26	418,600	426,400	7,800 (1.9)	436,800	10,400 (2.4)
Hawai'i	60	1,007,300	1,027,800	20,500 (2.0)	1,050,800	23,000 (2.2)
Idaho	3	48,300	49,200	900 (1.9)	50,400	1,200 (2.4)
Montana	86	2,333,300	2,380,300	47,000 (2.0)	2,434,200	53,900 (2.3)
Nevada	43	791,900	808,100	16,200 (2.0)	826,000	17,900 (2.2)
New Mexico	75	2,005,800	2,047,100	41,300 (2.1)	2,092,200	45,100 (2.2)
North Dakota	38	747,000	761,700	14,700 (2.0)	779,300	17,600 (2.3)
Utah	29	696,600	710,400	13,800 (2.0)	726,800	16,400 (2.3)
Washington	4	72,200	73,600	1,400 (1.9)	75,400	1,800 (2.4)
Wyoming	108	2,174,000	2,218,200	44,200 (2.0)	2,268,200	50,000 (2.3)
TOTAL	682	\$14,573,200	\$14,870,050	\$296,850 (2.0%)	\$15,203,600	\$333,550 (2.2%)

Note: The numbers presented are estimates; each state must verify its own numbers to account for fee variations at institutions where its students are enrolled. The projected increases are in some instances slightly more or less than the proposed 2.1 percent increase because support fees were rounded to the nearest hundred. The number of students supported in each field also affects the total percentage increase.

Location of Tables Showing Analysis by Field and State Impact Analysis			
Analysis by Field	Page	State Impact Analysis	Page
Dentistry	4-12 & 4-13	Alaska	4-25
Medicine	4-14	Arizona	4-25
Occupational Therapy	4-15	Colorado	4-25
Optometry	4-16 & 4-17	Hawai'i	4-26
Osteopathic Medicine	4-18	Idaho	4-26
Pharmacy	4-19	Montana	4-26
Physical Therapy	4-21	Nevada	4-26
Physician Assistant	4-22	New Mexico	4-27
Podiatry	4-23	North Dakota	4-27
Veterinary Medicine	4-24	Utah	4-27
		Washington	4-27
		Wyoming	4-28

Dentistry

Seven WICHE states are supporting 113 students; some 20 percent are studying at out-of-region schools. Wyoming temporarily suspended support of new students in dentistry from 2008 through 2011 because of funding issues but plans to resume support for new students effective fall 2012. The tables on pp. 4-12 and 4-13 show the distribution by state, type of school, and location. The support fee rate for 2012-13 is \$23,400. The proposed fees are \$23,900 for 2013-14 and \$24,400 for 2014-15, representing a 2.1 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 two public institutions:

- The University of Colorado Anschutz Medical Campus (U.C. Anschutz) – 38 students with \$2,303 per student of unmet tuition differential.
- The University of Nevada, Las Vegas – unmet tuition differential is \$7,945; no PSEP students are currently enrolled at UNLV.

WICHE support exceeds nonresident tuition at the remaining four public institutions. In the four participating private institutions, students must pay an average of 66 percent of the full tuition after the support fee is credited.

WICHE's new policy of allowing public institutions to charge students the unmet tuition differential (approved at the November 2011 commission meeting) will provide some relief to the U.C. Anschutz 's School of Dentistry, which has been consistently losing revenue on PSEP students for at least the last five years.

The dentistry schools that responded to WICHE's survey project a 6 percent increase in tuition rates, on average, for 2012-13. Last year tuition rose an average of 5.4 percent among all of WICHE's cooperating schools of dentistry. Student debt levels continue to rise; the American Dental Education Association (ADEA) estimates the average educational debt of graduating dentists in 2011 was \$203,374 (public and private schools). According to the ADEA, the number of applicants has remained steady the last two years; for every seat available, there were approximately 2.4 unique applicants in both the 2010 and 2011 admissions years.

Dental schools are appreciative of the increase, but it is not keeping pace with rising tuition. Mark Mitchell, associate dean of Oregon Health & Science University (OHSU), remarked that tuition alone has tripled at OHSU in the past 12 years. James Betbeze, director of admissions of University of California, San Francisco's school of dentistry noted that dental students are saddled with significant equipment or "kit" costs, which can average about \$10,000 per year in addition to tuition and fees.

The Bureau of Labor Statistics (BLS) anticipates that 32,200 additional dentists will be needed by 2020, an increase of 21 percent from 2010. (This and all BLS data come from the 2010 *Occupational Outlook Handbook*, which has 2010-20 employment projections and includes 2010 wages from the Occupational Employment Statistics survey.) BLS reports the median annual wages of salaried dentists at \$146,920 in 2010.

Support Fee Analysis AY 2011 - DENTISTRY
Comparison of Tuition and Fees to WICHE Support Levels
WICHE Region Schools

SUPPORT FEES:	Approved		Proposed (2.1% increase):	
	AY 2011	AY 2012	AY 2013	AY 2014
	\$23,000	\$23,400	\$23,900	\$24,400

Supporting states: Alaska, Arizona, Hawai'i, Montana, New Mexico, North Dakota, and Wyoming.
Total (public and private) = 90

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U.C. Los Angeles	1	\$67,972	\$58,772	\$9,200	\$81,772	\$13,800	33.84%
U.C. San Francisco	2	68,055	55,810	12,245	78,810	10,755	33.80
U. Colorado, Anschutz †	38	65,665	40,362	25,303	63,362	-2,303	35.03
U. Nevada, Las Vegas †	0	81,020	50,075	30,945	73,075	-7,945	28.39
Oregon H.S.U.	10	76,540	55,899	20,641	78,899	2,359	30.05
U. Washington *	6	57,972	35,062	22,910	58,062	90	39.67
Total Public	57						
Average		\$69,537	\$49,330	\$20,207	\$72,330	\$2,793	33.46%
Median		68,014	52,943	21,776	75,943	1,225	33.82%

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

* U. Washington charges WICHE students nonresident tuition for the summer quarters of years three and four; WICHE support does not cover additional year-round quarters at this time. The tuition and fees shown in these charts are for year one in the program.

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A.T. Still U., Mesa	17	\$67,587	\$44,587	34.03%
Midwestern U.	6	70,555	47,555	32.60
Loma Linda U.	0	54,516	31,516	42.19
U. of the Pacific *	5	106,399	75,732	28.82
U. So. California	5	86,230	63,230	26.67
Western U. Health Sciences	0	62,751	39,751	36.65
Total Private	33			
Average		\$74,673	\$50,395	33.49%
Median		69,071	46,071	33.31%

*U. of the Pacific operates a three-year accelerated program; the school receives four years of support over a three-year period, thus a higher rate of \$30,667 per year in AY 2011.

Support Fee Analysis AY 2011 - DENTISTRY
Comparison of Tuition and Fees to WICHE Support Levels
Out-of-Region Schools

SUPPORT FEES:	Approved		Proposed (2.1% increase):	
	AY 2011	AY 2012	AY 2013	AY 2014
	\$23,000	\$23,400	\$23,900	\$24,400

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

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U. Nebraska (ND & WY) †	1	75,178	46,130	29,048	98,178	-6,048	30.59
Total Public Average	8		\$38,932	\$26,562	\$88,494	-\$3,562	35.90%

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

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Marquette U. (ND)	1	59,150	36,150	38.88
Total Private Average	15	\$58,139	\$35,139	39.57%

Medicine

Montana currently supports 26 students in this field, and Wyoming supports seven. Because of funding issues, Wyoming temporarily suspended support of new students in medicine for four consecutive years (from 2008 to 2011) but is planning to resume support for new students in the 2012-13 academic year. The support fee rate for 2012-13 will be \$30,200. The proposed fees are \$30,800 for 2013-14 and \$31,500 for 2014-15. See table on p. 4-14.

The WICHE support fee and the resident tuition paid by PSEP students equals or exceeds nonresident tuition at 13 out of 15 public medical schools. The exceptions are the University of New Mexico, where two students are enrolled, and the University of Hawai'i, where one student is enrolled.

Seven medical schools provided feedback on the proposed support fees and estimated an average increase of 5 percent in tuition for the coming year. All appreciate the increase, and although they understand why it cannot be greater, it will not keep pace with rising tuition costs. Between 2010 and 2011, tuitions at cooperating programs rose an average of 8.2 percent – the highest of all the PSEP fields.

Nationally, 43,919 applicants applied for 19,230 seats in academic year 2011, with about a 44 percent chance of being admitted to medical school (Association of American Medical Colleges, AAMC). According to the AAMC, the average student debt load of medical graduates in 2011 was \$162,000. The West and the nation have experienced a maldistribution of physicians, with scarcity in rural and underserved areas for some time. The passage of the Affordable Care Act will likely increase demand for primary healthcare services; pent-up need for services by people who did not have access to them prior to passage of the new law and were delaying treatment will further exacerbate

demand. The BLS anticipates that 168,300 additional physicians and surgeons will be needed by 2020 (an increase of 24 percent from 2010); the median annual salary for physicians in primary care is \$202,392, and physicians who specialize earn an average of \$356,885.

Support Fee Analysis AY 2011 - ALLOPATHIC MEDICINE
Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (2.1% increase):				
	AY 2011	AY 2012	AY 2013	AY 2014			
	\$29,700	\$30,200	\$30,800	\$31,500			
Supporting states: Montana, Wyoming.							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U. Arizona/Tucson	2	\$45,466	\$27,624	\$17,842	\$57,324	\$11,858	65.32%
U. Arizona/ASU Phoenix	1	45,466	27,624	17,842	57,324	11,858	65.32
U.C. Berkeley/UCSF	0	45,867	33,622	12,245	63,322	17,455	64.75
U.C. Davis	0	50,265	38,020	12,245	67,720	17,455	59.09
U.C. Irvine	0	45,915	33,670	12,245	63,370	17,455	64.68
U.C. Los Angeles	0	44,492	32,247	12,245	61,947	17,455	66.75
U.C. San Diego	0	45,323	33,078	12,245	62,778	17,455	65.53
U.C. San Francisco	1	45,867	33,622	12,245	63,322	17,455	64.75
U. Colorado, Anschutz	12	57,984	32,029	25,955	61,729	3,745	51.22
U. Hawai'i †	1	62,114	29,834	32,280	59,534	-2,580	47.82
U. Nevada, Reno †	2	49,293	22,070	27,223	51,770	2,477	60.25
U. New Mexico	2	51,968	21,790	30,178	51,490	-478	57.15
U. North Dakota	3	47,383	26,345	21,038	56,045	8,662	62.68
Oregon H.S.U.	8	57,021	42,792	14,229	72,492	15,471	52.09
U. Utah	0	56,237	29,653	26,584	59,353	3,116	52.81
Total Public	32						
Average		\$50,044	\$30,935	\$19,109	\$60,635	\$10,591	60.01%
Median		47,383	32,029	17,842	61,729	11,858	62.68%
† The WICHE support fee does not cover the resident/nonresident tuition differential.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
Loma Linda U.	1	\$49,012			\$19,312	60.60%	
Stanford U.	0	49,997			20,297	59.40	
U. So. California	0	53,665			23,965	55.34	
Total Private	1						
Average		\$50,891			\$21,191	58.45%	
Median		\$49,997			\$20,297	59.40%	

Occupational Therapy

Five WICHE states (Alaska, Arizona, Hawai'i, Montana, and Wyoming) are supporting 41 students in this field. The 2012-13 support fee will be \$12,300. The proposed 2.1 percent increase will bring the 2013-14 fee to \$12,600 and the 2014-15 fee to \$12,800. See table on p. 4-15.

The full nonresident tuition differential is not being covered at six out of eight of the participating public schools. However, 88 percent of enrollment – 36 students – is at private institutions; only five students are enrolled at public institutions. The seven WICHE schools that responded to our survey collectively estimate an average tuition increase

of 3.8 percent. Between 2010 and 2011, tuitions at cooperating programs rose an average of 4.1 percent, the lowest tuition increase among all the PSEP fields.

John White, director of Pacific University's occupational therapy program, noted that the university will be phasing out its master's of occupational therapy and phasing in a doctorate of occupational therapy (OTD), effective fall 2012. This will be the first on-campus OTD program in the WICHE region; most occupational therapy programs offer master's degrees. However, there are four doctoral programs offered online in the West. The American Occupational Therapy Association supports maintaining master's programs but is also promoting the new doctoral standard to address the national shortage of faculty.

The BLS projects employment of occupational therapists and their assistants will increase by 26 percent between 2010 and 2020, adding 14,800 new jobs. The median annual income reported to BLS was \$47,490 in 2010. Occupational therapy made *U.S. News and World Report's* 2012 list of best jobs.

Support Fee Analysis AY 2011 - OCCUPATIONAL THERAPY							
Comparison of Tuition and Fees to WICHE Support Levels							
SUPPORT FEES:	Approved			Proposed (2.1% increase):			
	AY 2011	AY 2012	AY 2013	AY 2014			
	\$12,100	\$12,300	\$12,600	\$12,800			
Supporting states: Alaska, Arizona, Hawai'i, Montana, and Wyoming.							
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident & Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Idaho State U. †	0	\$29,439	\$13,385	\$16,054	\$25,485	-\$3,954	41.10%
U. New Mexico †	0	28,318	10,121	18,197	22,221	-6,097	42.73
Western New Mexico †	2	39,012	14,442	24,570	26,542	-12,470	31.02
U. North Dakota	0	19,905	14,691	5,214	26,791	6,886	60.79
U. South Dakota	0	26,801	15,680	11,121	27,780	979	45.15
U. Utah †	0	36,228	18,430	17,798	30,530	-5,698	33.40
Eastern Washington U. †	3	31,073	15,473	15,600	27,573	-3,500	38.94
U. Washington †	0	36,752	19,436	17,316	31,536	-5,216	32.92
Total Public	5						
Average		\$30,941	\$15,207	\$15,734	\$27,307	-\$3,634	40.76%
Median		30,256	15,082	16,685	27,182	-4,585	40.02%
† The WICHE support fee does not cover the resident/nonresident tuition differential.							
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
A. T. Still U.	13	\$30,730			\$18,630	39.38%	
Midwestern U.	7	31,429			19,329	38.50	
Loma Linda U.	1	35,020			22,920	34.55	
Samuel Merritt Col.	0	38,127			26,027	31.74	
U. So. California	1	55,496			43,396	21.80	
Pacific U.	9	33,962			21,862	35.63	
Touro University - NV	1	34,601			22,501	34.97	
U. Puget Sound	4	40,045			27,945	30.22	
Total Private	36						
Average		\$37,426			\$25,326	33.35%	
Median		34,811			22,711	34.76%	

Optometry

Eleven states are supporting 119 students in optometry (Alaska, Arizona, Colorado, Idaho, Hawai'i, Montana, Nevada, North Dakota, Utah, Washington, and Wyoming). The 2012-13 support fee will be \$16,100. The proposed rates are \$16,400 for 2013-14 and \$16,800 for 2014-15. See tables below and on p. 4-17.

The support fee covers, on average, 46.9 percent of the students' tuition and fees at the cooperating colleges of optometry, all of which are private. The majority of WICHE students (60) are studying at Pacific University (PACU), and the remainder study at Southern California College of Optometry (29), Midwestern University (20), Western University of Health Sciences (1), and various out-of-region programs (9).

From 2010 to 2011, tuition increased on average 6 percent at all of WICHE's cooperating institutions. PACU responded that it anticipates a 4 percent increase in tuition next year, and it appreciates the 2.1 percent increase in light of the many challenges that WICHE state legislators are currently facing. PACU also noted that in 2009 it opened an interprofessional clinic that serves primarily the Latino/Latina population. It's staffed by practitioners and students from optometry, dental hygiene, psychology, physician assistant, physical therapy, occupational therapy, and pharmacy.

Admission to optometry school is relatively competitive; for the 2011-12 academic year, there were approximately 2,600 applicants for 1,750 slots nationally.

Support Fee Analysis AY 2011 - OPTOMETRY				
Comparison of Tuition and Fees to WICHE Support Levels				
WICHE Region Schools				
SUPPORT FEES:	Approved		Proposed (2.1% increase):	
	AY 2011	AY 2012	AY 2013	AY 2014
	\$15,800	\$16,100	\$16,400	\$16,800
Supporting states: Alaska, Arizona, Colorado, Hawai'i, Idaho, Montana, Nevada, North Dakota, Utah, Washington, and Wyoming.				
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U.	20	\$36,265	\$20,465	43.57%
Southern California College of Optometry	29	30,615	14,815	51.61
Western U. Health Sciences	1	30,415	14,615	51.95
Pacific U.	60	39,023	23,223	40.49
Total Private	110			
Average		\$34,080	\$18,280	46.90%
Median		\$33,440	\$17,640	47.59%

Support Fee Analysis AY 2011 - OPTOMETRY
 Comparison of Tuition and Fees to WICHE Support Levels
Out-of-Region Schools

SUPPORT FEES:	Approved		Proposed (2.1% increase):		
	AY 2011	AY 2012	AY 2013	AY 2014	
	\$15,800	\$16,100	\$16,400	\$16,800	
Supporting states (out of region): Colorado and 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
Northeastern State U. (CO)	1	\$27,108	(credit support fee)	\$11,308	58.29%
Total Public	1	\$27,108		\$11,308	58.29%
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 Optometry (CO, ND)	4	\$32,764		\$16,964	48.22%
New England College of Optometry (CO)	1	36,591		20,791	43.18
Nova Southeastern U. (CO)	2	35,125		19,325	44.98
Southern College of Opt. (CO)	1	30,177		14,377	52.36
Total Private Average	8	\$33,664		\$17,864	47.19%

According to the BLS, job opportunities for optometrists will be very good. The need for optometrists is projected to increase by 33 percent between 2010 and 2020 (an increase of 11,300 professionals). The median annual income reported for salaried optometrists was \$94,990 as of 2010. Self-employed optometrists earn much more: an average of \$175,300 in 2007, according to the American Optometric Association. Last year the association announced it will be conducting a workforce study with the Association of Schools and Colleges of Optometry, which should be done later this year.

Osteopathic Medicine

Four states support 65 students in this field: Arizona, Montana, Washington, and Wyoming. The 2012-13 support fee will be \$20,000. The proposed fees are \$20,400 for 2013-14 and \$20,900 for 2014-15. See table on p. 4-18.

There are no public institutions in the WICHE region that offer osteopathic medicine. PSEP students are enrolled in five private institutions in the region and one private institution out of the region. A.T. Still University's (ATSU's) Mesa Campus program is now fully accredited and eligible to receive PSEP students. The support fee currently covers an average of about 39.5 percent of tuition at cooperating programs.

Three of WICHE's five cooperating programs responded to our survey. They anticipate an average tuition increase of 4.25 percent for the coming academic year.

Thomas McWilliams, interim dean of ATSU's School of Osteopathic Medicine of Arizona (SOMA), expressed concern that the support fees for osteopathic medicine are much lower than they are for allopathic medicine (\$19,700, compared to \$29,700 for the 2011-12 academic year). WICHE staff analyzed this difference in the past three support-fee setting years (2006, 2008, and 2010); we compared the student tuition expense after the support fee and found that at the current rates, students bore a similar tuition burden in both branches of medicine. This still holds true in 2012. PSEP osteopathic medical students are left to pay an average of \$31,200 after the support fee; and allopathic

medical students at public institutions (where the majority of our PSEP students enroll) pay an average of \$30,900 after the support fee. Osteopathic medical schools typically do not operate their own teaching hospitals (as most allopathic medical schools do), and this may be a factor in keeping osteopathic medical education more affordable. Staff will continue to monitor this situation, but for the time being, we do not believe an adjustment in the support fee is warranted.

Competition for seats in osteopathic medicine programs continues to rise. The American Association of Colleges of Osteopathic Medicine reports that 14,087 individuals applied for the 5,428 seats available in fall 2010.

Fortunately, we have seen an increase in osteopathic medical seats in the WICHE region, with one to three new schools or campuses opening each year over the past five years. Two additional institutions will be eligible to enroll PSEP students as soon as they graduate their first class and receive full accreditation. Rocky Vista University in Parker, CO, will graduate its first class in May 2012. Pacific Northwest University of Health Sciences in Yakima, WA, will graduate its first class in May 2013. Finally, the College of Osteopathic Medicine of the Pacific in Lebanon, OR, constructed its own new campus and enrolled its first class in 2011. It is part of Western University of Health Sciences and shares Western's full professional and regional accreditation. It recently expressed interest in PSEP, and we hope to welcome them as a cooperating school in the near future.

Support Fee Analysis AY 2011 - OSTEOPATHIC MEDICINE				
Comparison of Tuition and Fees to WICHE Support Levels				
SUPPORT FEES:	Approved		Proposed (2.1% increase):	
	AY 2011	AY 2012	AY 2013	AY 2014
	\$19,700	\$20,000	\$20,400	\$20,900
Supporting states: Arizona, Montana, Washington, and Wyoming.				
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A. T. Still U., Mesa (new)	0	\$49,204	\$29,504	40.04%
Midwestern U.	47	50,641	30,941	38.90
Touro U. - California	2	52,546	32,846	37.49
Touro U. - Nevada	6	49,046	29,346	40.17
Western U. Health Sci.	7	47,555	27,855	41.43
A. T. Still U., MO, KCOM (out-of-region, AZ)*	3	49,742	30,042	39.60
Total	62			
Average		\$49,789	\$30,089	39.60%
Median		49,473	29,773	39.82%
*ATSU's KCOM out-of-region campus will not be receiving new Arizona students as of fall 2012. However, students from all states supporting in osteopathic medicine are now eligible to use WICHE support at ATSU's newly accredited campus in Mesa, AZ.				

Pharmacy

Twenty-seven students are being supported in pharmacy (a Group B field) from Alaska, Hawai'i, and Nevada. The 2012-13 support fee for nine-month programs will be \$7,100. The proposed fees are \$7,250 for 2013-14 and \$7,400 for 2014-15. WICHE support covers an average of 20 percent of the student's tuition at public institutions and 18 percent at cooperating private institutions; the support fee is credited to the student's account, and the student is responsible for the balance. Sixteen students are enrolled at public institutions, and 11 are enrolled at private schools. See table on p. 4-19.

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. Furthermore, the University of Hawai'i Hilo's College of Pharmacy became

fully accredited in 2011; therefore, the State of Hawai'i no longer supports new pharmacy students. Only Alaska and Nevada continue to support students in pharmacy.

Responses to our survey were received from nine cooperating pharmacy schools. They anticipate an average increase of 5.4 percent in tuition and fees for 2012-13. Last year, WICHE's cooperating schools of pharmacy increased their tuition an average of 6.2 percent. The American Association of Colleges of Pharmacy (AACP) reported that the average pharmacy graduate borrowed almost \$114,500 to finance their Pharm.D. education.

AACP, the University of Colorado, and the University of the Pacific noted that the softening in graduate placement opportunities, first reported at the May 2010 commission meeting, continues. It can be attributed to a number of factors: the opening of new schools, the weak economy, and older pharmacists delaying retirement. The schools anticipate the job market will improve once the economy rebounds and that healthcare reform and increasingly complex medication therapies will also boost demand for graduates and industry growth. The BLS projects 25 percent employment growth for pharmacists between 2010 and 2020, with 69,700 additional openings for pharmacists by 2020; their median annual salary is \$111,570. Pharmacists rank third on the *U.S. News and World Report's* "best jobs of 2012" list.

Support Fee Analysis AY 2011 - PHARMACY						
Comparison of Tuition and Fees to WICHE Support Levels						
SUPPORT FEES:	Approved		Proposed (2.1% increase):			
	AY 2011	AY 2012	AY 2013	AY 2014		
	\$7,000	\$7,100	\$7,250	\$7,400		
Supporting states: Alaska, Hawai'i (continuing students only), and Nevada.						
PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Support Fee	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
U. Arizona	0	\$37,601	\$7,000	\$22,639	\$30,601	18.62%
U.C. San Diego	0	43,914	7,000	31,666	36,914	15.94
U.C. San Francisco	1	45,765	7,000	33,520	38,765	15.30
U. Colorado, Anschutz	0	38,955	7,000	24,904	31,955	17.97
U. Hawai'i, Hilo (new)	0	35,033	7,000	17,668	28,033	19.98
Idaho St. U.	0	32,566	7,000	16,802	25,566	21.49
U. Montana	4	26,438	7,000	11,110	19,438	26.48
U. New Mexico	0	39,494	7,000	18,091	32,494	17.72
North Dakota St. U.	0	25,733	7,000	14,206	18,733	27.20
Oregon St. U.	6	34,295	7,000	20,699	27,295	20.41
U. Washington	2	40,823	7,000	23,723	33,823	17.15
Washington St. U.	2	36,608	7,000	19,884	29,608	19.12
U. Wyoming	1	25,986	7,000	13,236	18,986	26.94
Total Public	16					
Average		\$35,632			\$28,632	20.33%
Median		36,608			29,608	19.12%
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Support Fee		Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U. *	1	\$43,881	\$9,333		\$34,548	21.27%
U. of the Pacific *	3	63,064	10,500		52,564	16.65
U. So. California	0	45,356	7,000		38,356	15.43
Western U. Health Sci.	0	43,520	7,000		36,520	16.08
Pacific University (new)	0	41,853	7,000		34,853	16.73
Roseman University *	7	44,890	9,333		35,557	20.79
Total Private	11					
Average		\$47,094			\$38,733	17.83%
Median		44,386			36,039	16.69%

* Accelerated three-year programs.

Physical Therapy

Three states are supporting 33 physical therapy students: Alaska, Hawai'i, and Wyoming. The 2012-13 support fee (nine-month rate) will be \$11,000. The proposed fees (at nine-month rates) are \$11,200 for 2013-14 and \$11,500 for 2014-15. As approved by the commission in November 2011, WICHE will standardize the support fee beginning in 2013 for both new and continuing students. Most of WICHE's cooperating programs have gone to 12-month programs in years one and two, so the adjusted standardized rates for 2013-14 and 2014-15 will be as follows.

2013-14:

Year 1: \$14,933 (12-month rate)

Year 2: 14,933 (12-month rate)

Year 3: 11,200 (9-month rate)

TOTAL: \$41,066 divided by 3 = \$13,689 per year

2014-15:

Year 1: \$15,333 (12-month rate)

Year 2: 15,333 (12-month rate)

Year 3: 11,500 (9-month rate)

TOTAL: \$42,166 divided by 3 = \$14,055 per year.

Programs will receive a standard rate for all three years, no matter what their structure, effective AY 2013. The final increased cost to the sending states will be minimal and will depend on where students are enrolled. Certifying officers and WICHE staff concurred that the change will reduce the confusion for participating programs and PSEP students; state budgeting will be easier, too.

All of WICHE's cooperating schools now have doctoral physical therapy programs, except California State University, Fresno, which still has a master's program (it has not enrolled a PSEP student in many years). See table on p. 4-21.

As of 2011 the support fee no longer covers the nonresident tuition differential at seven out of nine public institutions; see table on p. 4-21 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 (15 students) or at the University of North Dakota (nine students), where the support fee covers the tuition differential and still offers some incentive for the institution to enroll PSEP students.

Six schools responded to our survey; they project an average tuition increase of 4.1 percent for the coming academic year. While all appreciate PSEP support for their students, it is not keeping pace with costs. From 2010 to 2011, our cooperating schools showed an average 5.6 percent increase in tuition and fees.

Demand for physical therapists is high, despite the economy. The BLS predicts an increase of 39 percent, or 77,400 positions, between 2010 and 2020; physical therapists' median annual salary was \$76,310 in 2010. Physical therapy made *U.S. News and World Report's* 2012 list of best careers and CNNMoney.com's 2010 list of the "100 Best Jobs in America."

Support Fee Analysis AY 2011 - PHYSICAL THERAPY

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (2.1% increase):	
	AY 2011	AY 2012	AY 2013	AY 2014
	\$10,900	\$11,000	\$11,200	\$11,500

Supporting states: Alaska, Hawai'i, and Wyoming.

Note: Through AY 2012 support fees for physical therapy vary, depending on length and intensity of program. Nine-month base rate is \$10,900; year-round fee is \$14,533; accelerated fee is \$16,350. Effective AY 2013, the rate will be standardized for all programs. Standard rate for all three years is as follows: AY 2013 is \$13,687 and AY 2014 is \$14,055.

PUBLIC	Number of WICHE Students	Nonresident Tuition and Fees	Support Fee	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident and Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Ca. St. U. Fresno †	0	\$22,450	\$10,900	\$11,290	\$11,160	\$22,190	-\$260	48.55%
U. Colorado, Anschutz †	1	42,680	14,533	22,312	20,368	36,845	-5,835	34.05
Idaho St. U. †	2	31,594	10,900	15,052	16,542	25,952	-5,642	34.50
U. Montana †	1	32,455	14,533	14,058	18,397	28,591	-3,864	44.78
U. New Mexico	0	27,853	14,533	13,765	14,088	28,298	445	52.18
U. North Dakota	9	21,601	14,533	16,122	5,479	30,655	9,054	67.28
U. Utah †	3	47,817	14,533	22,093	25,724	36,626	-11,191	30.39
E. Washington U. †	1	29,404	10,900	17,592	11,812	28,492	-912	37.07
U. Washington †	1	41,195	14,533	21,535	19,660	36,068	-5,127	26.46
Total Public	18							
Average		\$33,005		\$17,091	\$15,914	\$30,413	(\$2,592)	41.70%
Median		31,594		16,122	16,542	28,591	(3,864)	37.07%

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

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Support Fee	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A. T. Still University	0	\$33,695	\$14,533	\$19,162	43.13%
Chapman Univ.	1	33,005	14,533	18,472	44.03
Loma Linda U.	0	41,272	14,533	26,739	35.21
Mt. St. Mary's Col.	0	37,117	14,533	22,584	39.15
Samuel Merritt Col.	0	39,033	14,533	24,500	37.23
U. So. California	4	56,447	14,533	41,914	25.75
U. of the Pacific (accelerated)	3	54,510	16,350	38,160	29.99
Regis University	2	36,091	10,900	5,191	30.20
Western U. Health Sciences	0	33,595	14,533	19,062	43.26
Pacific U.	5	32,127	10,900	1,227	33.93
U. Puget Sound	0	29,160	10,900	18,260	37.38
Total Private	15				
Average		\$38,732		\$25,025	36.30%
Median		36,091		22,584	37.23%

Physician Assistant

Four states (Alaska, Arizona, Nevada, and Wyoming) are supporting 44 students in 11 institutions. The 2012-13 support fees will be \$12,000 (the nine-month rate); the corresponding 12-month rate, which the majority of our programs receive, is \$16,000, to cover the additional term. The proposed fees (nine-month rates) are \$12,300 for 2013-14 and \$12,500 for 2014-15. As approved at the November 2011 commission meeting, all of our physician assistant programs will now receive the 12-month rate in years one and two and nothing in year three. All of WICHE's programs except two are 12-month programs: the exceptions have nine-month programs in year one, 12 months in year two, and three months in year three. From 2013 forward we will quote physician assistant support fees only at the standard 12-month rate, which will be \$16,400 for 2013-14 and \$16,667 for 2014-15.

The full nonresident tuition differential is not being covered at two of the nine public schools: U.C. Anschutz and Idaho State University. The majority of our students (33) are enrolled in private institutions and pay about 56 percent of tuition on average, with the support fee covering the remaining 44 percent. See table below.

WICHE received feedback from five cooperating programs. Several remarked that while they appreciate the proposed 2.1 increase, it does not keep pace with their projected increases. School officials reported that the average projected tuition increase for the 2012-13 academic year will be 5.2 percent. From 2010 to 2011, tuition of cooperating physician assistant schools rose an average of 6.6 percent.

In 2011 the National Commission on Certification of Physician Assistants began a voluntary specialty certification program for physician assistants in emergency medicine, orthopedic surgery, cardiovascular surgery, nephrology, and psychiatry. This is a very new program, and only a handful of physician assistants have been certified thus far.

Physician assistants are increasingly recognized as cost-effective, and the need for their services is projected to grow 30 percent from 2010 to 2020, according to the BLS; this translates into 24,700 additional positions. 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 physician assistants was \$86,410 in 2010.

Support Fee Analysis AY 2011 - PHYSICIAN ASSISTANT								
Comparison of Tuition and Fees to WICHE Support Levels								
		Approved		Proposed (2.1% increase):				
SUPPORT FEES:		AY 2011	AY 2012	AY 2013	AY 2014			
		\$11,900	\$12,000	\$12,300	\$12,500			
Supporting states: Alaska, Arizona, Nevada, and Wyoming.								
Note: The support fee was \$11,900 for a nine-month program and \$15,876 for a 12-month program in AY 2011.								
PUBLIC	Number of WICHE Students	Nonresident Tuition and Fees	Support Fee	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident and Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Red Rocks Comm. College	1	\$24,206	\$15,876	\$20,430	\$3,776	\$36,306	\$12,100	65.59%
U. Colorado, Anschutz †	4	46,221	15,876	24,254	21,967	40,130	-6,091	34.35
Idaho State U. †	1	53,231	15,876	34,370	18,861	50,246	-2,985	29.82
Oregon Health Sciences U.*	0	38,536	15,876	38,536	0	54,412	15,876	41.20
U. Utah HSC	1	37,161	15,876	23,708	13,453	39,584	2,423	42.72
U. Washington *	4	33,311	15,876	33,311	0	49,187	15,876	47.66
Total Public	11							
Average		\$38,778		\$29,102	\$9,676	\$44,978	\$6,200	43.56%
Median		37,849		28,783	8,615	44,659	7,262	41.96%
† The WICHE support fee does not cover the resident/nonresident tuition differential.								
* Oregon Health & Science U. and U. Washington do not differentiate between residents and nonresidents; the support fee is credited, and the student pays the balance, as with private institutions.								
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Support Fee			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee	
A. T. Still U.	10	\$32,512	15,876			\$16,636	48.83%	
Midwestern U.	14	36,574	15,876			20,698	43.41	
Loma Linda U.	0	36,667	11,900			24,767	32.45	
Samuel Merritt College	1	39,273	15,876			23,397	40.42	
U. So. California	0	44,917	11,900			33,017	26.49	
Western U. Health Sciences	1	32,410	15,876			16,534	48.98	
Pacific U.	2	38,774	15,876			22,898	40.94	
Touro U. - Nevada	5	37,231	15,876			21,355	42.64	
Total Private	33							
Average		\$37,295				\$22,416	40.52%	

Podiatry

Four states support students in podiatry: Alaska, Montana, Utah, and Wyoming. The 2012-13 support fee will be \$13,900. The proposed fees are \$14,200 for 2013-14 and \$14,500 for 2014-15. The current support fee covers an average of 40.7 percent of tuition, and WICHE students pay the balance. See table below.

Currently, only five students are receiving WICHE support; two are enrolled at Samuel Merritt University's California School of Podiatric Medicine, and three are enrolled in Midwestern University's program, which received full accreditation about two years ago. Tuition rose an average of 5.7 percent among WICHE's two colleges of podiatry from 2010 to 2011.

According to the American Association of Colleges of Podiatric Medicine, 888 applicants applied for 671 first-year student positions available at the eight schools of podiatric medicine in the nation in the 2010-11 academic year. This represents a decrease of 103 applications from the year prior (991 applicants).

Workforce data show that 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 to an increasing number of injuries due to exercise. The BLS estimates that the need for podiatrists will increase by 20 percent (2,600 positions) from 2010 to 2020, slightly faster than the average for all occupations. The median salary for podiatrists was \$118,030 in 2010.

Support Fee Analysis AY 2011 - PODIATRY				
Comparison of Tuition and Fees to WICHE Support Levels				
SUPPORT FEES:	Approved		Proposed (2.1% increase):	
	AY 2011	AY 2012	AY 2013	AY 2014
	\$13,700	\$13,900	\$14,200	\$14,500
Supporting states: Alaska, Montana, Utah, and Wyoming.				
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Samuel Merritt U. (Calif. Sch. of Pod. Med.)	2	\$35,211	\$21,511	38.91%
Midwestern U.	3	32,143	18,443	42.62
Total Private Average	5	\$33,677	\$19,977	40.77%

Veterinary Medicine

Veterinary medicine continues to be the largest PSEP field: 202 students are supported by eight states – Arizona, Hawai'i, Montana, Nevada, New Mexico, North Dakota, Utah, and Wyoming. Starting this year Utah will no longer support new students because it will begin enrolling students in its own "2 + 2 program" with Utah State University and Washington State University. The 2012-13 support fee will be \$30,000. The proposed fees are \$30,600 for 2013-14 and \$31,300 for 2014-15. See the table on p. 4-24.

Colorado State University (CSU) receives the most WICHE students (119), followed by Washington State University (WSU) with 73 and Oregon State University (OSU) with 10. The support fee and resident tuition covers the differential at CSU and OSU, but it falls \$464 short at WSU. Although the colleges appreciate any increase, it is minimal compared to the escalating costs of veterinary education. Tuitions rose an average of 6.5 percent last year at WICHE's cooperating colleges, and deans predict an average increase of about 5 percent in 2012-13.

Admissions to WICHE's participating schools continue to be competitive. Nationally, the Association of American Veterinary Medical Colleges (AAVMC) counted 6,265 unique applicants for some 2,700 seats for the 2011-12 academic year. However, with the increase in new veterinary schools, as well as the high cost of veterinary education,

which is causing some prospective students to reconsider their choice, AAVMC projects the competition will lessen in the next five years. In the West, in addition to Utah's new 2+2 program (designed to serve primarily the state's residents), Midwestern University in Glendale, AZ, just announced that it will open a new program and enroll its first class in fall 2014.

According to the BLS, the need for veterinarians is expected to increase by 36 percent (22,000 positions) from 2010 to 2020, a rate that's faster than the average for all occupations. Job prospects for all graduates are good, but generally they're better for veterinarians specializing in food animals who also have some small animal experience, who can operate in a "mixed practice." Such 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. We are hearing more reports of a softening of the job market since the Great Recession but hope the situation will improve when the economy recovers.

The median annual earnings for a veterinarian in 2010 were \$82,040. These earnings are low, considering that in 2011, the average debt load of new D.V.M. graduates was \$133,900 (American Veterinary Medical Association, 2012; <http://news.vin.com/apputil/image/handler.ashx?imgid=1433657>). Historically, veterinary medicine has been a male-dominated profession, but now the majority of graduates are female (about 80 percent).

Support Fee Analysis AY 2011 - VETERINARY MEDICINE

WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (2.1% increase):	
	AY 2011	AY 2012	AY 2013	AY 2014
	\$29,500	\$30,000	\$30,600	\$31,300

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

PUBLIC	Number of WICHE Students	Nonresident Tuition and Fees	Resident Tuition & Fees (Currently Paid by WICHE Students)	Difference between Nonresident and Resident Tuition	Revenues Currently Received by Institution with Support Fee	Current Unmet Differential (that New Students May Have to Pay) or Incentive	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Colorado State U.	119	\$53,179	\$23,679	\$29,500	\$53,179	\$0	55.47%
Oregon State U.	10	38,985	20,247	18,738	49,747	10,762	75.67
Washington State U. †	73	51,730	21,766	29,964	51,266	-464	57.03
Total Public	202						
Average		\$47,965	\$21,897	\$26,067	\$51,397	\$3,433	62.72%
Median		51,730	21,766	29,500	51,266		57.03%

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

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2013 and 2014

Alaska

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	4	\$93,600	\$95,600	\$2,000	\$97,600	\$2,000
Occupational Therapy	1	12,300	12,600	300	12,800	200
Optometry	1	16,100	16,400	300	16,800	400
Physical Therapy	2	22,000	22,400	400	23,000	600
Physician Assistant	0	0	0	0	0	0
Podiatry	1	13,900	14,200	300	14,500	300
Pharmacy	5	35,500	36,250	750	37,000	750
Total	14	\$193,400	\$197,450	\$4,050	\$201,700	\$4,250
Percent Change				2.1%		2.2%

Arizona

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	42	\$982,800	\$1,003,800	\$21,000	\$1,024,800	\$21,000
Occupational Therapy	20	246,000	252,000	6,000	256,000	4,000
Optometry	20	322,000	328,000	6,000	336,000	8,000
Osteopathic Medicine	49	980,000	999,600	19,600	1,024,100	24,500
Physician Assistant	13	152,100	154,700	2,600	156,000	1,300
Veterinary Medicine	43	1,290,000	1,315,800	25,800	1,345,900	30,100
Total	196	\$4,084,800	\$4,169,800	\$85,000	\$4,261,800	\$92,000
Percent Change				2.1%		2.2%

Colorado

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Optometry	26	\$418,600	\$426,400	\$7,800	\$436,800	\$10,400
Total	26	\$418,600	\$426,400	\$7,800	\$436,800	\$10,400
Percent Change				1.9%		2.4%

Hawai'i

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	7	\$163,800	\$167,300	\$3,500	\$170,800	\$3,500
Occupational Therapy	9	110,700	113,400	2,700	115,200	1,800
Optometry	8	128,800	131,200	2,400	134,400	3,200
Physical Therapy	13	143,000	145,600	2,600	149,500	3,900
Veterinary Medicine	13	390,000	397,800	7,800	406,900	9,100
Pharmacy	10	71,000	72,500	1,500	74,000	1,500
Total	60	\$1,007,300	\$1,027,800	\$20,500	\$1,050,800	\$23,000
Percent Change				2.0%		2.2%

Idaho

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Optometry	3	\$48,300	\$49,200	\$900	\$50,400	\$1,200
Total	3	\$48,300	\$49,200	\$900	\$50,400	\$1,200
Percent Change				1.9%		2.4%

Montana

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	9	\$210,600	\$215,100	\$4,500	\$219,600	\$4,500
Medicine	26	785,200	800,800	15,600	819,000	18,200
Occupational Therapy	4	49,200	50,400	1,200	51,200	800
Optometry	3	48,300	49,200	900	50,400	1,200
Osteopathic Medicine	8	160,000	163,200	3,200	167,200	4,000
Podiatry	0	0	0	0	0	0
Veterinary Medicine	36	1,080,000	1,101,600	21,600	1,126,800	25,200
Total	86	\$2,333,300	\$2,380,300	\$47,000	\$2,434,200	\$53,900
Percent Change				2.0%		2.3%

Nevada

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Optometry	7	\$112,700	\$114,800	\$2,100	\$117,600	\$2,800
Physician Assistant	7	84,000	86,100	2,100	87,500	1,400
Veterinary Medicine	17	510,000	520,200	10,200	532,100	11,900
Pharmacy	12	85,200	87,000	1,800	88,800	1,800
Total	43	\$791,900	\$808,100	\$16,200	\$826,000	\$17,900
Percent Change				2.0%		2.2%

New Mexico

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	37	\$865,800	\$884,300	\$18,500	\$902,800	\$18,500
Veterinary Medicine	38	1,140,000	1,162,800	22,800	1,189,400	26,600
Total	75	\$2,005,800	\$2,047,100	\$41,300	\$2,092,200	\$45,100
Percent Change				2.1%		2.2%

North Dakota

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	9	\$210,600	\$215,100	\$4,500	\$219,600	\$4,500
Optometry	24	386,400	393,600	7,200	403,200	9,600
Veterinary Medicine	5	150,000	153,000	3,000	156,500	3,500
Total	38	\$747,000	\$761,700	\$14,700	\$779,300	\$17,600
Percent Change				2.0%		2.3%

Utah

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Optometry	9	\$144,900	\$147,600	\$2,700	\$151,200	\$3,600
Podiatry	3	41,700	42,600	900	43,500	900
Veterinary Medicine	17	510,000	520,200	10,200	532,100	11,900
Total	29	\$696,600	\$710,400	\$13,800	\$726,800	\$16,400
Percent Change				1.9%		2.4%

Washington

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Optometry	2	\$32,200	\$32,800	\$600	\$33,600	\$800
Osteopathic Medicine	2	40,000	40,800	800	41,800	1,000
Total	4	\$72,200	\$73,600	\$1,400	\$75,400	\$1,800
Percent Change				1.9%		2.4%

Wyoming

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	5	\$117,000	\$119,500	\$2,500	\$122,000	\$2,500
Medicine	7	211,400	215,600	4,200	220,500	4,900
Occupational Therapy	7	86,100	88,200	2,100	89,600	1,400
Optometry	16	257,600	262,400	4,800	268,800	6,400
Osteopathic Medicine	6	120,000	122,400	2,400	125,400	3,000
Physical Therapy	18	198,000	201,600	3,600	207,000	5,400
Physician Assistant	15	180,000	184,500	4,500	187,500	3,000
Podiatry	1	13,900	14,200	300	14,500	300
Veterinary Medicine	33	990,000	1,009,800	19,800	1,032,900	23,100
Total	108	\$2,174,000	\$2,218,200	\$44,200	\$2,268,200	\$50,000
Percent Change				2.0%		2.3%

Totals by Academic Field

FIELD	No. of Students AY 2011	Approved Fees AY 2012	Projected Fees AY 2013	Projected Increase from AY 2012 to 2013	Projected Fees AY 2014	Projected Increase from AY 2013 to 2014
Dentistry	113	\$2,644,200	\$2,700,700	\$56,500	\$2,757,200	\$56,500
Medicine	33	996,600	1,016,400	19,800	1,039,500	23,100
Occupational Therapy	41	504,300	516,600	12,300	524,800	8,200
Optometry	119	1,915,900	1,951,600	35,700	1,999,200	47,600
Osteopathic Medicine	65	1,300,000	1,326,000	26,000	1,358,500	32,500
Physical Therapy	33	363,000	369,600	6,600	379,500	9,900
Physician Assistant	24	280,800	285,600	4,800	288,000	2,400
Podiatry	5	69,500	71,000	1,500	72,500	1,500
Veterinary Medicine	202	6,060,000	6,181,200	121,200	6,322,600	141,400
Pharmacy	27	191,700	195,750	4,050	199,800	4,050
Total	682	\$14,573,200	\$14,870,050	\$296,850	\$15,203,600	\$333,550
Percent Change				1.4%		2.0%

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

Action Requested

Approval of the proposed 2.1 percent increase in support fees for all PSEP fields for the 2013 and 2014 biennium.

ACTION ITEM

WICHE and MHECare: A Student Health Collaborative

Staff requests approval to sign an agreement with the Midwestern Higher Education Compact (MHEC) to expand the MHECare student health collaborative to public and private institutions in the WICHE region. MHEC, with a grant from Lumina Foundation, has been working for the past four years to create a mechanism to provide its colleges and universities with health insurance for their students with cost savings that could only be achieved by working collaboratively. WICHE's agreement with MHECare will be effective for plan years beginning in fall 2012; it will include medical benefits only (not vision or dental insurance) at this time. An administrative fee will be assessed on the premiums paid by each student, and MHEC and WICHE will evenly split the .005 percent administrative fee; WICHE will receive its share of the fees (.0025 percent) annually. A representative number of participating institutions from the WICHE region will be invited to participate in the MHECare leadership committees; WICHE will fund travel and expense reimbursements for institutional representatives from its region serving on the committees. Either MHEC or WICHE may terminate the agreement, with or without cause, by providing the other party with 30 days written notice.

Relationship to WICHE Mission

The program directly supports WICHE's mission to expand educational access and excellence in the West by helping institutions to attain cost savings and expand their range of services. Institutions in the West will have the opportunity to take advantage of the MHECare economies of scale that provide greater purchasing power for lower premiums, more efficient administration, and richer health-reform-compliant benefits for students.

Project Description

WICHE currently partners with MHEC on two other cost-saving initiatives: the Master Property Program, which provides property insurance to colleges and universities; and the MHECTech program, which enables colleges and universities in the Midwest and West to buy equipment and other products off competitively bid purchasing agreements to contain or reduce their costs. MHEC is now inviting WICHE to partner on its new MHECare initiative. In addition, MHEC is having conversations with the New England Board of Higher Education (NEBHE) to extend MHECare to Eastern states.

MHEC conducted competitive bid processes prior to entering into contracts with Mercer Health & Benefits (Mercer), an independent human resource and benefits consulting firm that will serve as the program administrator for MHECare. Working with its MHEC Student Benefits Advisory Committee and Mercer staff, MHEC staff conducted another competitive bid process to select UnitedHealthcare StudentResources (UHCSR), a national healthcare carrier, to underwrite the program. UHCSR specializes in student health insurance plans, has a large national network of providers, offers web-based enrollment and support tools, and quotes competitive rates. It is a division of the national healthcare carrier UnitedHealthcare.

Each participating school can choose either a high PPO (preferred provider organization) or a low PPO option in the MHECare plan. The standard plans have been reviewed by the MHEC Student Health Benefits Advisory Committee and include general provisions and exclusions that are appropriate for a student population. For small plans (those with fewer than 300 students enrolled) premiums will be community-rated and blended with UHCSR's book of business claim data – not based on the individual school's claims experience. For schools with 300 or more students enrolled in their current plan (defined as large plans), premiums will be based on the individual school's claims experience. In addition to the high and low PPO options, large plans have two other options – keeping their current plan (if they have one) or developing a customized plan with any changes that are required by the Patient Protection and Affordable Care Act (PPACA).

To receive a quote, an institution must agree that if it decides to offer MHECare, it will be the only plan offered to all eligible populations. As more institutions decide to offer MHECare, rates will be more stable over time due to the spread of risk. This will reduce the impact of large claims, which are unpredictable and can cause big fluctuations in rates for an individual member institution. Since MHEC has already completed its due diligence in selecting UHCSR as the carrier for MHECare, it may not be necessary for institutions to conduct a formal request for proposal, saving both time and resources.

UHCSR staff will work with institutions that want to seek a quote and coordinate the institution's transition to MHECare if the quote is accepted. Institutions will complete a request-for-quote form and a MHEC confidentiality statement. Once all of the required information is received, UHCSR will send the quote in approximately 10 working days. After an institution joins the plan, the UHCSR staff will provide a thorough review of the plan's features, help coordinate enrollment and waivers, and provide materials for students.

The chart below presents some of the key provisions of the two options and shows the student's out-of-pocket costs.

Benefit	Low Option		High Option	
	In-network	Non-network	In-network	Non-network
Maximum benefit each policy year	\$100,000		\$500,000	
Deductible	\$300	\$600	\$100	\$200
Out-of-pocket maximum	\$5,000	\$10,000	\$2,500	\$5,000
Student coinsurance for most services, after deductible	20%	40%	20%	40%
Preventive care	100%	No benefit	100%	No benefit
Hospitalization	20%	40%	20%	40%
Surgery	20%	40%	20%	40%
Emergency room	\$150 copay per visit	\$150 deductible per visit	\$150 copay per visit	\$150 deductible per visit
Physician office visits, including preventive care	\$25 copay per visit	40%	\$20 copay per visit	40%
Lab and x-ray	20%	40%	20%	40%
Prescription drug copays, 31-day supply: UnitedHealthcare network pharmacy	\$15, tier 1 \$30, tier 2 \$50, tier 3	No benefit	\$10, tier 1 \$30, tier 2 \$50, tier 3	No benefit
Mental health outpatient visits	20% up to 50 visits each year	40% up to 50 visits each year	20% up to 50 visits each year	40% up to 50 visits each year
Student health center charges	Plan pays 100%, deductible waived			
Medical evacuation & repatriation	Benefits provided by Scholastic Emergency Services			
Accidental death & dismemberment	\$1,250 - \$5,000 maximum			
Pre-existing conditions, in excess of \$1,000*	Not covered, except for individuals who have been continuously insured under the school's student insurance policy for at least six consecutive months. The pre-existing condition exclusionary period will be reduced by the total number of months for which the student provides documentation of continuous coverage under a prior health insurance policy with similar benefits to this policy.			

* A pre-existing condition is one for which the student has had treatment within six months prior to the effective date. Pre-existing conditions do not apply to students under age 19.

The chart above reflects only key plan elements. See the UHCSR Schedule of Benefits posted on MHEC's website (www.mhec.org) for details.

MHEC and WICHE staff will provide general oversight of the program to ensure that Mercer and UHCSR provide effective and timely administrative services to participating institutions. Staff, in conjunction with Mercer, will develop marketing materials and strategies to ensure that institutions in the West are informed of this student health plan option. Staff will also stay informed about healthcare reform and the impact on student plans so that the MHECare plans offered are in compliance with federal regulations. Mercer staff will review the pricing options of the annual

underwriting quotes and will assist during the plan renewal process each year. They will conduct ongoing monitoring of the claims experience of MHECare member institutions by developing a customized reporting package.

Staff and Fiscal Impact

Jere Mock will provide initial staff support for this project until we can better assess how many institutions want to participate in the MHECare student health collaborative. If the administrative fee arrangement with MHEC generates sufficient revenues, other staff may be assigned to the initiative. At this stage it is difficult to predict what potential revenues will be until we begin marketing the program to institutions. Preliminary conversations with several institutions indicate that many of them plan to seek quotes if WICHE partners with MHEC to offer MHECare.

Costs of administering the program will include travel for Mock to attend MHECare advisory committee meetings and reimbursement of future travel for one or more representatives of WICHE member institutions who are selected to serve on the advisory committees. Resources will also be needed to market the program to institutions, but much of the marketing and outreach will be handled by UHCRS and Mercer. Initially, staff proposes to use revenues generated from the administrative fees WICHE receives from the MHECtech program to cover these costs, until sufficient revenues have been received from the administrative fees from MHECare/WICHE institutions who join MHECare. Under the agreement with MHEC, WICHE will receive approximately \$2.50 per student participating in the low option PPO and \$3.00 per student in the high option PPO.

Action Requested

Authorization to sign an agreement with the Midwestern Higher Education Compact that will enable WICHE to partner with MHEC to serve Western institutions through MHECare.

INFORMATION ITEM

Developing a State Authorization Reciprocity Agreement

The WICHE Commission authorized staff in November 2011 to draft a state authorization reciprocity agreement for the WICHE member states that want to participate. Once the agreement has been approved by each participating state, accredited colleges and universities that have approval to operate within their home states will be approved to operate distance-learning programs within all of the states participating in the reciprocity agreement. The Western Academic Leadership Forum, the WICHE Legislative Advisory Committee, and WCET encouraged the commission to pursue reciprocity.

WICHE's intent is to streamline the state authorization process for institutions, systems, and states by developing a set of agreed-upon standards that strengthen the existing efforts of states, accrediting bodies, and the federal government to facilitate expanded access to high-quality education. The agreement will establish common, high-quality, and consistently applied processes and standards (endorsed by participating states), which are efficient and cost-effective. It will rely on regional and national accreditation to ensure institutions' academic quality and will support states' roles in providing consumer protection and a complaint resolution process. The regional agreement will enable institutions to be in compliance with existing state regulations and U.S. Department of Education program integrity regulations. It will facilitate expanded access to high-quality e-learning opportunities for students by improving the policy and operational mechanisms in the state regulatory environments and will reduce barriers to innovation in educational delivery.

WICHE is working with a regional state authorization steering committee to develop the agreement. Committee members represent the following entities and organizations.

- An accrediting association (Teri Cannon, executive vice president, Western Association of Schools and Colleges).
- A community college system (Rhonda Epper, assistant provost, Colorado Community College System; and Chris Bustamante, president, Rio Salado College).
- A for-profit institution (John Lopez, vice president for state government affairs, Apollo Group).
- An independent college group (Toni Larson, executive director, Independent Higher Education of Colorado).
- A state legislative body (California Senator Carol Liu, a member of WICHE's Legislative Advisory Committee).
- A public university system (Sona Karentz Andrews, vice chancellor for academic strategies, Oregon University System).
- A state regulatory department that handles state authorization (Heather DeLange, academic policy officer, Colorado Department of Higher Education).
- The Western Academic Leadership Forum (Sona Andrews from Oregon University System; and Jane Sherman, vice provost for academic policy and evaluation, Washington State University, who formerly handled state authorization for the Higher Education Coordinating Board in Washington).
- The WICHE Commission (Chris Bustamante, WICHE commissioner representing Arizona, and president, Rio Salado College).

The Presidents' Forum at Excelsior College and the Council of State Governments (CSG), with support from Lumina Foundation, have been working for nearly a year to draft a national model for reciprocal authorization across states. WICHE received a draft of their model in early February and was asked to provide feedback on it for a February 22 meeting at Lumina in Indianapolis. David Longanecker and the presidents of the other three regional higher education compacts – the Midwestern Higher Education Compact (MHEC), New England Board of Higher Education (NEBHE), and Southern Regional Education Board (SREB) – were invited to attend to comment on the draft. During his presentation Longanecker said that WICHE agrees with much of the substance of the model but disagrees with its proposal to create an entirely new interstate commission to administer state authorization. The proposed new entity would coordinate with state higher education and regulatory agencies and handle dispute resolution related to state authorization. The initial proposal was for the commission to collect fees from institutions operating in the member states to cover its annual operating costs. WICHE staff discussed this approach with the members of the regional state authorization steering committee prior to the February meeting, and their unanimous opinion was that this function would duplicate what the four regional higher education compacts can do in relation to state authorization.

Following the meeting in Indianapolis, the leaders of the CSG/Presidents' Forum initiative asked WICHE to convene a meeting to resolve the issues around what entity or entities should have responsibility for state authorization going forward. That meeting was held on March 22 in Denver. David Longanecker, Jere Mock, WICHE's vice president of Programs and Services, and Russ Poulin, WCET's deputy director of research and analysis (and a member of the President's Forum/CSG drafting team), took part. The outcome: The Presidents' Forum, CSG, and WICHE will work collaboratively on developing a state authorization reciprocity agreement (SARA) that provides a national solution. In addition, the four regional higher education compacts will collaborate to implement the agreement and provide a national umbrella. The four compacts' membership covers 47 states (New Jersey, New York, and Pennsylvania do not belong to a regional compact, but they could affiliate with one if they wanted to participate in the reciprocity agreement).

The agreement will:

- Cover all sectors of higher education (public, private, and for-profit).
- Retain authorization authority with an institution's home state; other states that sign on to the compact agree to accept that authorization.
- Grant reciprocity to institutions with regional or national accreditation to avoid duplicating the quality assurance function provided by the accreditors.
- Encourage the accrediting agencies to be more transparent by making their reports related to institutions' distance-learning programs public and sharing complaints regarding any of those programs.
- Assist states that may need to pass enabling legislation to participate in the agreement.
- Offer enhanced protection for consumers and complaint-handling channels.
- Be sustainable going forward.

Longanecker, Mock, and Poulin also participated in an April 10 meeting hosted by CSG and the Presidents' Forum along with representatives from several of the national and regional accrediting associations to seek the accreditors' input and to further develop the principles and criteria of the model agreement. Staff will also participate in another CSG/Presidents' Forum meeting in late June to continue to working on the national model.

WICHE's state authorization steering committee will meet on May 2, July 18, and September 5, 2012, to further develop the regional agreement and an implementation plan. Representatives from CSG, the Presidents' Forum, MHEC, NEBHE, and SREB will attend the WICHE steering committee meetings. Staff plans to present the steering committee's draft reciprocity agreement for the WICHE Commission's approval at its November 12-13, 2012, meeting.

INFORMATION ITEM

Student Exchange Program Update

Western Undergraduate Exchange. Almost 29,100 students enrolled in public two- and four-year institutions in the West through the Western Undergraduate Exchange (WUE) in 2011-12, saving an estimated \$223.8 million in tuition. Out-of-state WUE students pay 150 percent of the enrolling institution's resident tuition. Since WUE's inception in 1988, students have saved on 300,118 annual tuition bills; in the last 10 years alone, their savings amounted to \$1.2 billion. One hundred and fifty institutions have opened their doors to WUE students. Since the beginning of the current academic year, WUE welcomed four additional institutions into the network: Northland Pioneer College in Arizona's Navajo and Apache Counties, Colorado Northwestern Community College in Rangely, University of Hawai'i Maui College, and Eastern Oregon University in La Grande.

Staff continues to encourage more institutions to join, including the community colleges in California, which have not previously participated. Because of the poor economy, Nevada repealed its good neighbor tuition policy in fall 2011; California then reciprocated. WUE could replace those good neighbor policies and serve as an effective recruiting tool for rural California community colleges near the Nevada border, especially those with athletic programs. Feather River College and Lassen Community College have expressed interest in joining WUE as "California pioneers." The president of Feather River College is seeking additional rural colleges that might be interested. WICHE staff is hopeful that once a few California community colleges join, others might follow when they see the recruiting and diversity benefits.

To improve outreach to students, parents, and high school counselors, WICHE staff will present at a multiregional high school counseling association meeting (the Rocky Mountain, Pacific Northwest, and California/Nevada regions), to be held in Reno in May 2012, and at the national high school counseling association meeting, to be held in Fort Collins in October 2012. We are also working with AVID (Advancement Via Individual Determination), a nonprofit that prepares more than 425,000 underserved students for college across the U.S. WICHE is also assisting counselors in Orange County, CA, who are organizing a first-time college fair of WUE institutions, to be held at La Verne University in October 2012.

Staff will also begin strengthening WICHE's presence on social media channels, including Facebook and Twitter, to build prospective students' awareness of our programs. Over the next year, staff will upgrade the database of participating institution profiles to include additional information on each campus, as well as adding webinars for counselors and students, PowerPoints, and eventually YouTube videos to the WUE website.

Western Regional Graduate Program. The Western Regional Graduate Program (WRGP) allows master's, graduate certificate, and doctoral students who are residents of the 15 participating states to enroll in 275 high-quality programs at 51 participating institutions on a resident tuition basis. In fall 2011 more than 850 students enrolled through WRGP and saved an estimated \$11.5 million in tuition. Enrollments continue to increase, and a growing number of programs are now offered fully or partially online. WRGP now includes 80 healthcare-related programs, including those in graduate nursing, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, occupational therapy, and dental hygiene. The 29 new programs that will begin to enroll students in fall 2012 include San Francisco State University's professional science master's in biotechnology and stem cell science; University of Colorado Denver's Anschutz Medical Campus's doctorate in computational bioscience; California State University Monterey Bay's master's in coastal and watershed science and policy; New Mexico State University's master's in physics with a space physics concentration; University of Hawai'i Manoa's master's in Pacific Islands studies; and Montana State University Billings's master's of health administration. Staff will disseminate the next call for nominations for new WRGP programs in fall 2013.

Professional Student Exchange Program. The Professional Student Exchange Program (PSEP) provides access to 10 professional healthcare fields for students in 12 WICHE states. In 2011-12 682 students enrolled through PSEP to become allopathic or osteopathic doctors, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists. States invested \$14.2 million in their future healthcare providers' education in the current academic year.

Four new programs have joined WICHE's PSEP network. They include A.T. Still University's recently accredited osteopathic medical program (Mesa, AZ); Pacific University's pharmacy program; and University of Hawai'i Hilo's

recently accredited pharmacy program; University of Nevada, Las Vegas's physical therapy program is becoming a partner as well.

Program staff members are working with WICHE's software development programmers on a major upgrade of the PSEP database, which is used daily by WICHE staff, certifying officers, and administrators from WICHE's cooperating PSEP programs. The process began in March and is scheduled for completion in summer 2012.

Certifying officers meeting. Certifying officers from several WICHE states will meet on May 20, 2012, to discuss WICHE's Student Exchange Program. It's likely that travel freezes will prohibit some certifying officers from participating again this year. The certifying 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.

Veterinary Medicine Advisory Council. Jere Mock and Margo Colalancia will meet with state, legislative, and institutional representatives of WICHE's Veterinary Medicine Advisory Council on June 20-22, 2012, in Santa Fe, NM. The council meets annually to review policies regarding PSEP support in veterinary medicine, the largest PSEP field. In 2011-12 eight states provided almost \$6 million in support for 202 students studying in veterinary medicine.

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 11 members: eight are institutions and three are consortia, giving ICE an overall impact on more than 30 institutions. Both two-year and four-year institutions may participate.

ICE members include:

- Bismarck State College (ND)
- Boise State University (ID)
- Lewis-Clark State College (ID)
- Montana State University, Bozeman
- Montana University System
- Northern Arizona University
- North Dakota University System Online
- Regis University (CO)
- South Dakota System of Higher Education
- University of Alaska Anchorage
- University of Wyoming

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

- **Seat exchange:** Members with excess capacity in online courses may offer 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 also 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 (the price one institution charges another institution for a seat) and a common retail price (the price institutions charge a student for a seat) for enrolling in courses in the program.

ICE also continues to pursue opportunities to support existing and newly developing online programs that are struggling because of declining budgets. By partnering across institutions, the participants ensure the financial viability of certain online courses and programs. This is especially true for niche subject areas, where a single institution's enrollment in a certain course or program is low. Aggregating enrollment across two or more institutions can make these courses or programs sustainable. During the annual ICE meeting held in March, the members of the steering

board selected the following areas for special focus during the coming year: Native American Studies, gerontology and rural health, renewable energy, sustainability, and courses/programs responding to needs of park service volunteers and staff. The Nursing Education Xchange (NEXus) continues to use ICE to make more online doctoral nursing courses available to students at their home institutions.

ICE and the Online Consortium of Independent Colleges and Universities (OCICU) have entered into a one-year agreement to pilot test a course exchange among the members of the two organizations. More than 80 independent nonprofit institutions participate in OCICU. Most are very small and cannot offer the wide selection of online courses available through larger state schools. At the same time, the OCICU schools offer some unique courses in specialty areas not available at state schools. If the pilot is successful, ICE and OCICU will discuss expanding the relationship to more of their members

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

North American Network of Science Labs Online. In March 2011 staff was notified that our consortium proposal to create the North American Network of Science Labs Online (NANSLO) was one of 29 proposals selected for funding under the Next Generation Learning Challenges (NGLC) competition. NGLC, with funding from the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation, gave NANSLO a 15-month grant of \$749,994 (the maximum grant was \$750,000). WICHE is the fiscal agent for the grant, and WICHE ICE is the coordinating partner, with Pat Shea, director of WICHE ICE, serving as the principal investigator for the grant and Catherine Weldon serving as project coordinator.

NANSLO provides a technological solution that will address many of the barriers that prevent low-income, first-generation college students who are at risk of dropping out (due to challenges such as work and family obligations or living in rural areas that limit their access to traditional classes) to complete their degrees or pursue science-based careers. The project builds on the success of the open educational science courseware and a remote web-based science laboratory (RWSL) developed by members of BCcampus, a consortium of 25 postsecondary institutions, located in British Columbia, Canada. BCcampus and the Colorado Community College System (CCCS) are WICHE's major partners for this work. BCcampus has lent its expertise to guide the partners in the selection of web-based science lab equipment and the development of the Colorado lab servicing CCCS's 13 community colleges in this pilot project.

NANSLO supports the integration of RWSL technology and open science courseware in three gatekeeper first semester courses: biology, physics, and chemistry. The lab experiments for these courses at the Colorado campuses were modeled after those developed by BCcampus institutions, with additional recommendations from faculty of the five other NANSLO partners: Colorado School of Mines, Laramie County Community College (WY), University of Wyoming, MSU-Great Falls College of Technology, and Montana State University Bozeman. Through the participation of faculty serving on the multicampus discipline panels – one for each subject – the open courses were revised and enhanced to produce adaptable open versions, ready for use by anyone, as well as localized versions specific to BC's and CCCS's needs. The RWSL lab in BC will be replicated in Colorado, and a system put in place that allows students at all participating institutions to use both RWSLs for their labs. Faculty and enrolled students will be trained in the use of RWSL.

The initiative incorporates online learning and RWSL, which uses open source software and a robotic interface to allow students to use their Internet browser to access and control actual lab equipment and perform lab exercises in real time while obtaining real-world data that is as valid as data collected in a traditional laboratory. The labs are not virtual or simulated; students will log onto the website of a remotely located science lab and request control of remote instruments through an interface, including instrument and camera controls. Through the use of structured instructor-student and student-student interaction, RWSL technology and real data, lab kits, and other delivery strategies, NANSLO enables learners to practice scientific observation, experimentation, data analysis, and logical thinking. The physics course was launched by CCCS in spring 2012, and the biology and chemistry courses will be launched in summer 2012. The staggered start has allowed CCCS to get the equipment in place, test it, and train faculty on how to use RWSL experiments in support of their curriculum.

Faculty and academic administrators from all partner institutions serve as members of NANSLO's advisory board and discipline panels, and their campuses may be future sites for expansion of NANSLO as future funding

becomes available. The advisory board will oversee a robust evaluation of the courses, including student-learning outcomes, faculty use, and articulation and transfer. The board will review and approve all deliverables, including an environmental scan of remote science labs in the U.S. and Canada, with a description of their tools and scalability; plans to ensure NANSLO is sustainable beyond the immediate scale, with a how-to adoption manual with case studies about the implementation of these courses; and a template for scaling the use of the remote labs across all institutions collaborating in NANSLO. All courses, software, manuals, and other deliverables developed by NANSLO will be openly licensed to encourage the widespread adoption of these courses and RWSL.

In January 2012 the NANSLO partners submitted a grant to the National Science Foundation's (NSF's) competition Cyberlearning: Transforming Education (www.nsf.gov/pubs/2011/nsf11587/nsf11587.htm) in the Design and Implementation Projects (DIP) category. The grant, North American Network of Science Labs Online Pedagogy and Design Research Project, seeks \$1,321,076 over four years. Of that amount \$479,348 would be a subaward to the Colorado Community College System. NSF will announce awards by July 1, 2012. This four-year research study will be focused on students enrolled in online physics courses offered by the Colorado Community College System. For more information see the NANSLO information item in this tab.

Western Academic Leadership Forum

The Western Academic Leadership Forum (the Forum) gives academic leaders in the WICHE states a venue for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. This 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 primarily via membership dues, with additional funding provided by sponsors of the annual meeting. The Forum held this year's annual meeting on April 18-20 in Phoenix. The theme was "Academic Leadership in the West: Harnessing the Power of Disruptive Innovation." Topics included an update on higher education's role in the Common Core State Standards and the status of assessments related to them; the new American university, shared governance, new learning strategies, and recent federal decisions and their implications for higher education; new financial models for institutions; and student success. Copies of the presentations are available at www.wiche.edu/forum/meetings. More information about the Forum can be found at www.wiche.edu/forum.

Current Forum members include:

Alaska

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

Arizona

Arizona Board of Regents

California

California State Polytechnic University, Pomona
California State University system

Colorado

Metropolitan State College of Denver
Colorado State University, Fort Collins
Colorado State University, Pueblo

Idaho

Boise State University
Lewis-Clark State College
University of Idaho

Montana

Montana State University, Bozeman
The University of Montana
Montana University 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

South Dakota

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

Utah

Utah State Board of Regents

Washington

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

Wyoming

University of Wyoming

Western Alliance of Community College Academic Leaders

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

The Alliance held its first annual membership meeting in Phoenix in April 2012, partially in conjunction with the Forum's annual meeting. This year's theme is "Change by Design @ EDU." Topics included successful grant writing; the role of community colleges in the nation's agenda of change; perspectives from innovative presidents of two-year institutions; promising practices in transfer; innovative practices in performance-based funding; predictive analytics; program reform; and updates from the accrediting agencies. For a copy of the presentations, go to www.wiche.edu/alliance/meetings. More information about the organization can be found at www.wiche.edu/alliance.

Current members include:

Alaska

University of Alaska Fairbanks
University of Alaska Anchorage
Community and Technical College
University of Alaska, Fairbanks, Bristol Bay

Arizona

Maricopa Community Colleges
Arizona Western College
Eastern Arizona College
Chandler-Gilbert Community College
Estrella Mountain Community College
Glendale Community College
GateWay Community College
Mesa Community College
Phoenix College
Paradise Valley Community College
Rio Salado College
Scottsdale Community College
South Mountain Community College
Yavapi College

California

California Community Colleges System
College of the Sequoias

Colorado

Colorado Community College System
Arapahoe Community College
Colorado Northwestern Community College
Community College of Aurora

Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

Hawai'i

University of Hawai'i System
Honolulu Community College
Leeward Community College
Hawai'i Community College
Windward Community College
University of Hawai'i Maui College
Kauai Community College
Kapiolani Community College

Idaho

College of Southern Idaho

Montana

Montana University System
The University of Montana College of Technology
University of Montana Helena College of Technology
MSU Billings College of Technology
Montana Tech College of Technology
Flathead Valley Community College

Miles Community College
Dawson Community College
MSU Great Falls College of Technology

Nevada

Great Basin College

New Mexico

Santa Fe Community College
New Mexico State University
Alamogordo

North Dakota

North Dakota University System
Bismarck State College
Dakota College-Bottineau
Lake Region State College
North Dakota State College of Science
Williston State College

Oregon

Oregon Board of Education

South Dakota

Lake Area Technical Institute

Utah

Salt Lake Community College
Snow College

Wyoming

Laramie County Community College

Academic Leaders Toolkit.

The toolkit, which debuted in spring 2011, is a joint project of the Forum and the Western Alliance of Community College Academic Leaders (the Alliance). This web-based repository (<http://alt.wiche.edu>) contains profiles of successful decision-making tools and processes used by academic leaders. Tools in a broad range of categories – such as program evaluation, creation, and elimination; faculty recruitment and retention; and student outcomes assessment – help academic leaders better address their increasing range of responsibilities. The toolkit is searchable by category, state, and type of institution or organization.

Gaining Online Accessible Learning through Self-Study

WICHE is a partner in a three-year grant effort (January 2011-December 2013) sponsored by the Fund for the Improvement of Postsecondary Education. The project, Gaining Online Accessible Learning through Self-Study (GOALS), capitalizes on the products of an existing GOALS project and focuses on motivations of top administrators to choose to engage in self-study and continuous improvement on web accessibility. GOALS partners are creating a set of blueprints that will help promote adoption of institutional web accessibility in higher education.

One set of blueprints will focus on aligning institutional web accessibility with regional accreditation. The GOALS Consortium is identifying ways in which web accessibility is, or could be, expressed in regional accreditation materials; creating new materials with consortium partner Southern Association of Colleges and Schools-Commission on Colleges; and developing materials and processes to assist accreditation review committees in assessing institutional web accessibility.

A second set of blueprints will help support institutional adoption of web accessibility and those who wish to engage in the GOALS self-study process. These materials will focus on developing workshops, training materials, and templates that institutions can use to evaluate and improve web accessibility across their web presence. A cost and economic resource analysis of web accessibility is also underway to assist institutions in understanding the costs and benefits associated with including web accessibility in initial project development versus retrofitting existing websites.

The GOALS six-member consortium is led by the National Center on Disability and Access to Education at Utah State University and includes: Michigan Community College Virtual Learning Collaborative; Southern Association of Colleges and Schools-Commission on Colleges; Southern Regional Education Board; Western Interstate Commission for Higher Education; and WebAIM-Keeping Web Accessibility in Mind.

In this project WICHE is working with its consortium partners in the development and dissemination of materials and information as well as in the recruitment of 45 field test and case study sites.

Interstate Passport Initiative

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

In October 2011 staff was notified that WICHE and participating institutions in its five partner states (California, Hawai'i, North Dakota, Oregon, and Utah) had been awarded a grant from the Carnegie Corporation of New York in the amount of \$550,000 for work to be conducted over a two-year period. That work focuses on three primary goals.

- Goal 1: Provide data and information to understand the status of the general education core and its relationship to state transfer policies and patterns in the 15 WICHE states; the numbers of students who transfer among the WICHE states; the role of outcomes in defining the core; the process by which change in policy occurs in each pilot state; and other matters important to understanding the baseline circumstances relevant to this project.
- Goal 2: Conduct a pilot project in five WICHE states to establish block transfer agreements within and among those states for the lower-division general education core, based on successful integration of LEAP's (Liberal Education and America's Promise's) essential learning outcomes, developed by the American Association of Colleges and Universities.
- Goal 3: Identify the implications for institutional and state policy for a transfer framework based on learning outcomes for further research and projects.

A regional committee representing the participating entities and subject matter experts in transfer and articulation oversees this project. Ultimately, the board will approve "Interstate Passport status" for those successfully aligning with the agreed-upon outcomes. Students who complete the general education requirements at one participating institution with this status would then be free to take their "passport" to any other participating institution for friction-free acceptance. This new student-centric model will facilitate transfer and articulation among institutions across the region, giving students more freedom to choose where to finish their degrees.

The current list of participating institutions from the pilot states includes:

- California: California State University, Sacramento and Cosumnes River College.
- Hawai'i: Leeward Community College and University of Hawai'i West Oahu.
- North Dakota: Bismarck State College, Dakota College at Bottineau, Dickinson State University, Lake Region State College, Mayville State University, Minot State University, North Dakota State University, North Dakota State College of Science, University of North Dakota, Valley City State University, Williston State College.
- Oregon: Eastern Oregon University, Columbia Gorge Community College, University of Oregon, and Lane Community College.
- Utah: Dixie State College of Utah, Salt Lake Community College, Snow College, Southern Utah University, University of Utah, Utah State University, Utah Valley University, and Weber State University.

Pat Shea serves as the PI for the project. Two consultants supported by the grant play key roles in the project's organization. One serves as the project coordinator and researcher, while the other is the pilot state coordinator. The grant also supports six other part-time positions: five are filled by individuals in the pilot states who act as facilitators plus a project evaluator.

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to their specific needs, while improving their risk management and asset protection strategies. The program is available to two-year, four-year, public, and private institutions of higher education, subject to approval by the MPP leadership committee. The base program rates are typically below industry averages, which helps members to reduce their insurance costs while improving their asset protection. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. Currently, 50 MPP institutions have total insured values of \$79 billion.

MPP members collectively have achieved savings of approximately \$65 million in premiums and dividends (the estimated savings for the 2010-11 period is \$9.9 million). The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The New England Board of Higher Education (NEBHE) joined the MPP in 2009. The program is currently underwritten by Lexington and is jointly administered by Marsh and Captive Resources under the direction of a leadership committee representative of the participating insured institutions. Craig Kispert, associate vice president for business and planning at Seattle Pacific University, and Laura Peterson, risk manager at the University of Wyoming, represent WICHE member institutions on the MPP leadership committee.

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

- Colorado College
- Lewis and Clark College (OR)
- Nevada System of Higher Education:
 - Community College of Southern Nevada
 - Desert Research Institute
 - Great Basin College
 - Nevada State College at Henderson
 - Truckee Meadows Community College

- University of Nevada, Las Vegas
- University of Nevada, Reno
- Western Nevada Community College
- Pima County Community College system – six campuses and four learning and education centers (AZ)
- Reed College (OR)
- Seattle Pacific University (WA)
- Westminster College (UT)
- Willamette University (OR)
- University of Wyoming

Representatives of the member institutions, including risk managers and facilities managers, attended the Master Property Program's annual all-insureds meeting and loss control workshop on March 6-8, 2012, in St. Louis. The workshop focused on facilities and risk management issues relevant to higher education. Speakers included national experts in insurance, construction, facilities management, energy conservation, engineering, fire and disaster prevention, property inspections, appraisals, claims handling, and loss prevention. Jere Mock represented WICHE at the meetings.

WICHE staff continues to work with the program administrators to provide information on the MHEC/ WICHE/NEBHE insurance programs to interested institutions.

MHECTech

WICHE also partners with the Midwestern Higher Education Compact on its MHECTech program, which enables colleges and universities in the Midwest and West to purchase off competitively bid purchasing agreements to contain or reduce their purchasing costs. WICHE-region institutions are eligible to purchase computers at discounted rates under the MHECTech contracts with Dell, Fujitsu, Oracle (Sun), Systemax Computers (also known as Global, GovED and CompUSA); Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks.

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

INFORMATION ITEM

North American Network of Science Labs Online Pedagogy and Design Research Project

(approved during the April 9 committee teleconference)

Online learning is one of the fastest-growing areas in higher education, and effective teaching in science, technology, engineering, and math (STEM) is increasingly needed, if U.S. college graduates are to compete internationally for high-demand, high-paying jobs. Among the most pressing needs in online STEM education is for effective, engaging and challenging laboratory experiences. WICHE and its partners – the Colorado Community College System (CCCS), BCcampus, and other two- and four-year institutions from Colorado, Montana, and Wyoming – will advance knowledge of online education through the North American Network of Science Labs Online Pedagogy and Design Research project (NANSLO P&D), which will contribute to the research on student-learning outcomes in lower-division physics courses when content is conveyed via remote web-based science labs (RWSLs), simulations, and lab kits. This project will build upon the successful collaborative work of the existing NANSLO consortium (www.wiche.edu/nanslo), based at WICHE.

Relationship to WICHE Mission

The project directly supports WICHE's mission to expand educational access and excellence in the West by researching the most effective use of lab kits, simulations, and RWSLs for student learning in introductory online physics courses, both algebra- and calculus-based.

Background

WICHE, CCCS, and their partners in Canada and the Western region of the U.S. have developed cutting-edge innovations to online science course delivery. NANSLO P&D builds on the success of the collaborative NANSLO project, which uses open educational science courseware (physics, biology, and chemistry) and remote web-based science labs developed by members of BCcampus, a consortium of 25 postsecondary institutions, located in British Columbia, Canada, and replicated in Colorado with a \$749,994 grant from the Next Generation Learning Challenge (funded by the Bill & Melinda Gates and William and Flora Hewlett foundations). While the NANSLO project has focused on the RWSL modality to date, there is sufficient interest among the NANSLO members in the use of simulations and lab kits to warrant investigation into these modalities.

This project proposes a study of the optimal mix of modalities for delivering an online physics laboratory experience: RWSLs, lab kits, and simulations. It will generate a set of research-based guidelines for instructional designers and physics instructors on the optimal pedagogical use and combination of remote web-based science labs, simulations, and home-based lab kits. Guidelines will be transferable and relevant to designers and faculty involved in the development and delivery of online physics and other science courses everywhere.

Program Description

This four-year research study will be focused on students enrolled in online physics courses offered by the Colorado Community College System. The proposed labs – all of which will use an RWSL, simulations, and kits for the physics 111/112 course, designed for nonmajors at CCCS – will teach students about kinematics, force, circular motion, energy, momentum, torque, rotational dynamics, simple harmonic motion, temperature, heat, and thermodynamics. A second course, 211/212, is also a first-year course, designed for CCCS physics majors and calculus-based. These courses follow Colorado's mandates for transferable science courses. These requirements include that the laboratory (either a combined lecture and laboratory, or a separate laboratory tied to a science lecture course) develop concepts of accuracy, precision and the role of repeatability in the acquisition of scientific data; be predominately hands-on and inquiry-based, with demonstration components playing a secondary role; emphasize a student's formulation and testing of hypotheses with scientific rigor; stress student generation and analysis of actual data, the use of abstract reasoning to interpret these data, and communication of the results of experimentation; develop modern laboratory skills; and emphasize procedures for laboratory safety.

Tony Bates, an internationally recognized researcher in the use of technology in education, will research answers to the following questions during a three-iteration refinement of the physics courses by a multicampus discipline panel of physics instructors from partner institutions.

1. What kinds of learning outcomes are best suited to development through RWSLs, compared to simulations, home-based lab kits, or campus-based labs, and under what circumstances? (The corollary is: What kinds of learning outcomes or learning conditions are not suited to RWSLs?)
2. Can online lab-based science courses meet the requirements of different learning theories (e.g., constructivist, inquiry-based learning, situated learning, and social learning) or different pedagogical approaches or learning objectives; and if so under what conditions? Or is there a specific pedagogy that works best for online lab-based science courses?
3. What design principles are associated with the successful use of online lab-based science courses? Are there design principles specific to or more essential for RWSLs, compared with design principles for other forms of science teaching?

Although the focus is on the three questions above, the research plan is also designed to identify and assess unintended consequences that may indicate further areas for research. The overall aim of the research is to identify the strengths and weaknesses of lab-based physics courses taught at a distance and to develop guidelines for instructors that will support successful applications of the lab components of online courses. The research plan also aims to provide data on the short-term efficacy of using RWSLs in online teaching.

The NANSLO P&D research plan focuses on five intended outcomes:

1. A set of criteria for deciding when it is more (or less) appropriate to use RWSLs compared with simulations or home-based lab kits.
2. A set of guidelines for instructors on the most effective combination of RWSLs, simulations, and lab kits. This might include different pedagogical approaches to the design of online lab work; conditions necessary for successful use of RWSLs; and possible situations to avoid when using RWSLs.
3. Improved design of the online lab course components through three iterative refinements.
4. Identification of unintended consequences, and unforeseen advantages or disadvantages, of RWSLs, simulations and lab kits, which will identify areas for further research.
5. A comprehensive bibliography of research on the use of RWSLs, lab kits, and lab simulations.

In addition to the research on learning associated with the different modalities, at least four cohorts of students (majors and nonmajors taking the courses online and majors and nonmajors taking traditional classroom courses) will be followed through their college course progressions in fall 2012, 2013, and 2014. For the project a cohort is defined as a group starting in the fall of each year and taking both courses in the sequence (nonmajors, 111/112; majors, 211/212). This will allow the project to track the learning outcomes of participating students, including their performance and continuation in upper-division science courses. The Colorado Department of Higher Education (CDHE), which conducted a similar study of CCCS students from 2004-2010, will conduct this long-term efficacy study.

Partner institutions with representatives on the advisory board or physics discipline panel from the WICHE states include: Colorado Community College System, Colorado School of Mines, Laramie County Community College, Montana State University Bozeman, MSU-Great Falls College of Technology, and the University of Wyoming.

Staff and Fiscal Impact

The proposal, submitted to the National Science Foundation's (NSF's) Cyberlearning: Transforming Education competition (www.nsf.gov/pubs/2011/nsf11587/nsf11587.htm) on January 18 in the Design and Implementation Projects (DIP) category, seeks \$1,321,076 over four years. Of that amount \$479,348 would be a subaward to the Colorado Community College System. If awarded, the grant will support a portion of the salaries and benefits for two current employees (totaling .45 FTE in years 1 and 4; and totaling .35 FTE in years 2 and 3); and WICHE will recruit staff for one new research assistant position at .33 FTE in year 1 increasing to .40 FTE in years 2-4. A substantial portion of the grant funds will support the senior researcher; faculty participating on the physics discipline panels; experts in open education resources and the use of the RWSLs; lab kits; and simulations in science courses. WICHE will earn \$81,229 in rent, telephone, and IT costs supporting the staff positions and indirect of \$87,796 over the four-year period. Awards will be announced by NSF by July 1, 2012.

INFORMATION ITEM

Programs and Services 2013 Workplan

(approved during the April 9 committee teleconference)

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

EXISTING ACTIVITIES

*Priorities key:

★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high

Western Undergraduate Exchange (www.wiche.edu/wue). WUE, WICHE’s signature undergraduate tuition reciprocity program, enables almost 29,100 students to enroll in 150 public two- and four-year institutions in 15 states and save an estimated \$223.8 million by paying 150 percent of resident tuition instead of full nonresident tuition. Colleges and universities can tailor their participation, including admission requirements and available programs of study, to individual campus needs.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Undergraduate Exchange	Access & success	★★★	General fund for WICHE staff FTE	1.05 FTE WICHE	Ongoing since 1988	150 institutions in all WICHE states	All WICHE member states

Professional Student Exchange Program (www.wiche.edu/psep). PSEP provides affordable access to 10 professional healthcare fields for students in 12 WICHE states. In 2011-12 states invested \$14.2 million in their future healthcare providers’ education; almost 700 students enrolled through PSEP.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Professional Student Exchange Program	Access & success; workforce & society	★★★	Support fees, funded by sending states; general fund for WICHE staff	1.05 FTE	Ongoing since 1953	12 states (supporting students) and institutions receiving students earning professional healthcare degrees	12 sending states (AK, AZ, CO, HI, ID, MT, NV, NM, ND, UT, WA, WY) 14 receiving states (AZ, CA, CO, HI, ID, MT, NV, NM, ND, OR, SD, UT, WA, WY)

Western Regional Graduate Program (www.wiche.edu/wrgp). WRGP allows master’s, graduate certificate, and doctoral students who are WICHE state residents to enroll in 275 programs at 51 participating institutions on a resident tuition basis. In fall 2011 more than 850 students enrolled through WRGP and saved an estimated \$11.5 million in tuition.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Regional Graduate Program	Access & success; workforce & society	***	General fund for WICHE staff	.30 FTE	Ongoing since 1981	275 graduate programs in all the WICHE states	All WICHE member states

Workforce Briefs (www.wiche.edu/pub). *A Closer Look at Healthcare Workforce Needs in the West* is a series of reports informing policymakers and higher education decision makers about education and employment trends in the West. The most recent briefs focus on oral healthcare, the primary care physician workforce, health information technology, and pharmacy.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Workforce Briefs	Workforce & society	*	General fund as available for consultants or grant funding	.05 FTE WICHE & consultants	Ongoing since 2007	N/A	All WICHE member states

WICHE Internet Course Exchange (www.wiche.edu/ice). ICE enables students, through their home institutions, to seamlessly access high-quality online courses and programs offered by other four-year and two-year ICE member institutions. The collaborative model fosters faculty engagement, resource sharing, and innovation.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
WICHE Internet Course Exchange	Access & success; technology & innovation	***	Membership dues, general fund	.65 FTE	Ongoing: dues year 7/1-6/30		11 institutions & 3 systems

North American Network of Science Labs Online (www.wiche.edu/nanslo). NANSLO provides a consortium approach to the development and deployment of high-quality, modular, openly licensed courseware integrating learner-centered and immersive web-based labs, using software, video, and robotics for the study of biology, chemistry, and physics. WICHE is the coordinating partner and fiscal agent.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
North American Network of Science Labs Online	Access & success; technology & innovation	***	Next Generation Learning Challenge (NGLC) grant, (\$749,994), general fund	1.44 FTE	4/2011-7/2012		BCampus, Colorado Community College System, & 5 other institutions

Western Academic Leadership Forum (www.wiche.edu/forum). The Forum brings together academic leaders at bachelor’s, master’s, and doctoral institutions and chief executives and chief academic officers for systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. Members are involved in the Academic Leaders Toolkit and the Interstate Passport Initiative.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Academic Leadership Forum	Access & success; accountability	***	Membership dues (\$52,875), sponsorships (\$8,000), general fund	.40 FTE	Ongoing: dues year 7/1-6/30		40 institutions, 9 systems

Western Alliance of Community College Academic Leaders (www.wiche.edu/alliance). The Alliance convenes academic leaders at community colleges, technical schools, systems, and state governing and coordinating boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. Projects in which its members play key roles are the Academic Leaders Toolkit, the North American Network of Science Labs Online, and the Interstate Passport Initiative.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Alliance of Community College Academic Leaders	Access & success; accountability	***	Membership dues (\$35,652), sponsorships (\$3,000), general fund	.30 FTE	Ongoing: dues year 7/1-6/30		59 institutions, 6 systems

Academic Leaders Toolkit (<http://alt.wiche.edu>). A joint project of the Alliance and the Forum, the toolkit is a searchable, web-based depository and resource of useful decision-making tools, contributed by academic leaders. The toolkit highlights best practice cases on a variety of academic issues to assist in decision making and advancing institutions’ missions and operations, as well as allowing for the exchange of ideas.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Academic Leaders Toolkit	Access & success	***	Forum & Alliance	Forum/ Alliance (included in above)	Ongoing	Forum & Alliance	

Gaining Online Accessible Learning through Self-study (www.wiche.edu/goals). GOALS develops tools related to web accessibility for institutions to use during the continuous improvement process for reaffirmation by the regional accrediting agencies. WICHE is a partner in this three-year collaborative project, funded by the Fund for the Improvement of Postsecondary Education (FIPSE).

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Gaining Online Accessible Learning through Self-study	Access & success	***	U.S. Dept. of Education, FIPSE (WICHE share: \$36,000)	.05 FTE	1/2011-12/13	National Center on Disability and Access to Education (lead), 3 other partners	

Interstate Passport Initiative: Focusing on Learning Outcomes to Streamline Transfer Pathways to Graduation (www.wiche.edu/passport). The Passport project is creating a new transfer framework, one based on student-learning outcomes rather than seat time or credits. In this two-year pilot project under WICHE’s direction, 28 institutions in five partner states will forge transfer agreements based on a set of essential learning outcomes.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Interstate Passport Initiative	Access & success	***	Carnegie Corporation of New York grant (\$550,000), general fund	1.15 FTE	10/2011-9/2013		28 institutions in 5 states (CA, HI, ND, OR, UT)

Master Property Program (www.wiche.edu/mpp). WICHE offers participation in the Midwestern Higher Education Compact's (MHEC'S) MPP to colleges and universities in the West that want to benefit from comprehensive property insurance coverage at rates that are typically below industry averages, while improving their risk management and asset protection strategies. Available to two- and four-year public and private institutions of higher education, the program currently has 50 member institutions (100 campuses) with total insured values of \$80 billion; seven institutions and two systems (with 14 campuses) in the WICHE region are members.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Master Property Program	Finance	***	Member fees	.10 FTE & consultant	Ongoing	MHEC and New England Board of Higher Education	21 institutions in 7 states (AZ, CO, NV, OR, UT, WA, WY)

MHECTech (www.wiche.edu/costSavingPurchasing). WICHE partners with the Midwestern Higher Education Compact on MHECTech, a program enabling colleges and universities in the Midwest and West to buy a variety of goods off competitively bid purchasing agreements to contain or reduce their costs. WICHE region institutions are eligible to purchase computers at discounted rates under contracts with Dell, Fujitsu, Oracle (Sun), Systemax Computers; Dell and Xerox printers and peripherals; and data networking by Juniper Networks.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
MHECTech	Finance	***	Administrative fees	.10 FTE	Ongoing	MHEC & vendors	K-12, colleges, universities, government agencies in WICHE region

NEW DIRECTIONS

*Priorities key:

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

State Authorization Project. Staff is working with a regional steering committee of stakeholders to create reciprocity agreements among WICHE states for the authorization of distance education programs operated by colleges and universities in each state where a student is enrolled. The agreements will outline review standards and processes in order to enable institutions to be in compliance with new federal regulations, as well as state regulations regarding authorization; staff will also work with the three other regional higher education compacts, the Presidents' Forum, and the Council of State Governments to seek interregional agreements.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
State Authorization Project	Access & success	★★★ ●● ■■■	TBD	WICHE member states who agree to participate	Regional steering committee & staff are developing a draft regional agreement; options for interregional agreements

NANSLO Pedagogy and Design Research Project. Building on our current North American Network of Science Labs Online initiative, this project will identify the strengths and weaknesses of lab-based physics courses taught online and develop guidelines for instructors that will support successful applications of three lab experiment methodologies: home-based kits, remote web-based labs, and interactive simulations. The four-year project, with WICHE serving as the coordinating partner and fiscal agent, will take two physics courses through a three-iteration cycle of continuous improvement.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
NANSLO Pedagogy and Design Research Project	Access & success	★★★ ●●● ■■■	.75-.85 FTE	BCcampus, Colorado Community College System, and 5 other institutions	Proposal submitted to National Science Foundation (NSF) for \$1,349,000 (awards to be announced 7/1/2012)

NANSLO Expansion Project. Also building on our current NANSLO work, this project will focus in three areas: developing the second semester of the introductory biology, chemistry, and physics courses as openly licensed, online courses containing remote web-based science lab (RWSL) experiments; creating and staffing a RWSL development lab for shared use by faculty of NANSLO member institutions, in order to develop and test new RWSL experiments; and expanding the use of the three NANSLO labs (North Island College, Colorado Community College System, and a new development lab) to all partner institutions.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
NANSLO Expansion Project	Access & success	★★★ ●●● ■ ■ ■	~ 1 FTE	BCcampus, Colorado Community College System, and 5 other institutions	NGLC competition TBD (anticipate fall)

Rural Healthcare Initiative. Programs and Services staff will explore partnerships with federal and state agencies and private funders (such as foundations and professional state associations), as well as working to develop a PSEP Alumni Scholarship Fund, 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.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Rural Healthcare Initiative	Access & success	★★ ● ■	.20 FTE	PSEP sending states	In development

ON THE HORIZON

*Priorities key:

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

NANSLO Allied Health Project. Institutions in six WICHE states plan to submit a proposal for a collaborative project, *Building 21st Century Learning Models for Allied Health Programs in the West*, to the U.S. Department of Labor’s Trade Adjustment and Community College and Career Training Grant competition. The proposal will ask for support to: transform face-to-face courses in selected allied health programs to online or hybrid environments; expand NANSLO to support the use of remote web-based science labs, enabling students to take online lab courses for these programs; and create a regional allied healthcare portal, supporting students from when they’re in school to when they transition to jobs in their field.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
NANSLO Allied Health Project	Access & success	★★★ ●●● ■ ■ ■	~ 1 FTE	Members of the Alliance	Dept. of Labor proposals due May 24

MHECare. WICHE is exploring the feasibility of partnering with the Midwestern Higher Education Compact in offering MHECare, to help institutions in the region reduce the costs and improve the coverage of their student health insurance. MHEC has completed a competitive RFP and recently selected Mercer as the program administrator and UnitedHealthcare as the provider for the program, which will offer a national PPO network with flexible access for students and help colleges and universities to lower their administrative costs.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
MHECare	Finance	*** ●● ■■	TBD	MHEC	Staff are drafting a participation agreement with MHEC



Issue Analysis and Research Committee Meeting

Monday, May 21, 2012
10:15 – 11:15 am
Room 213-5

Western Interstate
Commission
for Higher Education

www.wiche.edu

5 Monday 10:15 - 11:15am

Monday, May 21, 2012

10:15 - 11:15 am
Room 213-5

Issue Analysis and Research Committee Meeting

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

Susan Anderson (AK)
Leah Bornstein (AZ)
Committee vice chair (CA)
Joe Garcia (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
Kim Gillan (MT)
TBD (NV)
José Garcia (NM)
Bill Goetz (ND)
Ryan Deckert (OR)
Robert Burns (SD)
William Sederburg (UT)
Committee chair (WA)
Sam Krone (WY)

Agenda

Presiding: Jeanne Kohl-Welles, committee chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Cheryl Graves, administrative assistant
Carl Krueger, project coordinator
Patrick Lane, project coordinator



Approval of the Issue Analysis and Research Committee meeting minutes of October 31, 2011, and teleconference minutes of April 10, 2012 (two sets of minutes, due to the lack of a quorum during the teleconference)

5-3



Discussion and approval of the FY 2013 workplan sections pertaining to the Policy Analysis and Research unit's activities

5-10

Information Items:

Legislative Advisory Committee

WICHE Policy Analysis and Research unit internship program

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, October 31, 2011

Committee Members Present

Robert Burns (SD), chair
Jeanne Kohl-Welles (WA), vice chair

Susan Anderson (AK)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
William Goetz (ND)
José Garcia (NM)
Ryan Deckert (OR)
Jane Nichols (NV)

Committee Members Absent

Kim Gillan (MT)
William Sederburg (UT)

Staff Present

David Longanecker, president
Brian Prescott, director of policy research,
Policy Analysis and Research
Cheryl Graves, administrative assistant III,
Policy Analysis and Research

Guests Present

Francisco Hernandez, vice chancellor for students,
University of Hawai'i at Manoa
David Lorenz, former WICHE commissioner (AZ)

Chair Burns convened the Issue Analysis and Research Committee on October 31, 2011. Roll was called, and a quorum was established.

ACTION ITEM

Approval of the Minutes of the May 17, 2011, Issue Analysis and Research Committee Meeting

Chair Burns asked members to review the minutes from the May 17, 2011, committee meeting. Commissioner Cabaldon motioned TO APPROVE THE MINUTES OF THE MAY 11, 2011, ISSUE ANALYSIS AND RESEARCH COMMITTEE MEETING. Commissioner Nellis seconded the motion. The minutes were approved unanimously.

ACTION ITEM

Approval of a Project on Teacher Preparation and Professional Development Related to the Common Core Standards

Brian Prescott requested that the commission put this project on the workplan. The project comes out of an interest expressed by Western SHEEOs to David Longanecker at SHEEO's national meeting this summer. They recommended that WICHE assist in the adoption and implementation of the Common Core State Standards, through (for example) teacher preparation and professional development to help those who want to become teachers, as well as to help existing teachers learn about the new standards. WICHE will work to build a curriculum to help both types of teachers. The proposed project is under development; the approved action is to permit the Policy unit to further develop the project concept and seek funding.

Commissioner Munn asked where the project would fit into workplan in terms of priority. Prescott said that an updated presentation of the workplan would provide more information about priorities and resources devoted to projects and should be available for the upcoming May meeting. Commissioner Deckert asked how WICHE avoids duplicating the efforts of other organizations, such as initiatives related to the Common Core State Standards. Prescott responded that WICHE has to find a niche related to what is important in the West and complementary to what others are doing on a national level. Internal conversations have suggested that a focus on teacher education and teacher professional development would be appropriate for WICHE's role.

Commissioner Nichols moved TO APPROVE THE NEW PROJECT AND ALLOW THE POLICY UNIT TO SEEK FUNDING. Commissioner Goetz seconded the motion. The project was approved unanimously.

ACTION ITEM

Approval of a Project on Building Capacity to Support State College Completion Goals

This project is a continuation of a partnership with the Center for Urban Education (CUE) at the University of Southern California and will be funded via a subaward from CUE out of a grant they are anticipating receiving from the Ford, Carnegie, and Gates foundations. The project will seek out several states to work intensively with, in order to bridge state-level and institutional policies and practices designed to address gaps in equity by race/ethnicity. The first WICHE partnership with CUE wrapped up in September. That project was used to examine longitudinally linked data at the state level in Nevada, to address equity at several milestones in student progress.

Commissioner Cabaldon mentioned that he was not sure what the CUE deliverable was and expressed concern that CUE's impact in California has been modest. Prescott responded that the CUE partnership provides WICHE with a way to promote issues of equity at the state and institutional levels. Both CUE and WICHE have learned lessons from their first experience. The two organizations bring complementary strengths to the partnership – WICHE through its experience working with the states and CUE through its background working with faculty at the institutional level. Commissioner Kohl-Welles asked whether the project will address issues involving undocumented individuals. Prescott replied that it is not yet clear if data could be disaggregated for undocumented students, given the difficulty of correctly identifying them.

Commissioner Garcia moved TO APPROVE THE NEW PROJECT. Commissioner Kohl-Welles seconded the motion. The project was approved unanimously.

INFORMATION AND DISCUSSION ITEMS

Prescott mentioned that the unit recently hired a new research analyst, Peace Bransberger, and presented a brief biographical sketch.

Prescott then updated the committee with news that a new project on Colorado's College Opportunity Fund (a response to an RFP from the state auditor's office, approved by commissioners last May), which would've conducted a second, more audit-oriented analysis of the fund, was not selected. Unfortunately, the contract went to a more traditional auditing firm.

Prescott then discussed a project, approved by the Executive Committee during its September conference call, on Washington's Opportunity Scholarship Program. This scholarship represents a unique public/private partnership to provide aid to students who intend to seek baccalaureate degrees in STEM (science, technology, engineering, and math) fields. WICHE will be partnering with NCHEMS, and together they will provide Washington with a framework for policy and assessment, particularly with respect to design and implementation, ensuring that they meet the scholarship's intent while also complementing other finance policies.

The annual update to the WICHE *Benchmarks* publication was distributed at the commission meeting (it is available as well as on the WICHE website). It addresses how the region is doing on issues of access and success and finance. The current issue reflects the impact that difficult economic conditions are having on those issues.

The annual *Tuition and Fees* publication is also complete and available in hard copy, as well as on the WICHE website. Prescott stated that he has hard copies available at the meeting and is happy to provide one to any commissioner who desires it.

In response to the committee's interests, a policy brief focused on issues related to undocumented students was developed and was close to completion. Carl Krueger is the principle author of this brief, which clarifies the array of challenges that policymakers face when trying to address these issues and provides a nonpartisan update on where the policy discussion around undocumented students currently rests. Prescott briefly discussed expanding the scope of this work.

The committee heard an update on *Knocking at the College Door*. The next edition is planned for release in December 2012; like past editions it will be supported by the College Board and ACT, which also provided funding to conduct a review of the methodological approach WICHE has historically taken. WICHE has commissioned a report and hosted a technical review panel of experts from around the country. Both confirmed that the cohort-survival ratio WICHE has been using remains the most appropriate methodology, but WICHE should analyze whether some tweaks would improve accuracy. WICHE is also examining ways in which the projections could be extended to provide greater utility, by breaking out the projections by such characteristics as urban areas, immigration status, and income, as well as investigating how best to disseminate the findings beyond the report WICHE produces. Prescott stated that he hopes to release some of the aforementioned reports in the interim between editions of the full report, which is updated every four to five years. Commissioner Nichols commented that she was anxious to see the next report, as Nevada's projections are probably skewed due to the particularly heavy impacts of the foreclosure crisis. She asked Prescott if there was any available research on the West and the recession. Prescott replied that the Student Clearinghouse published a report this fall on this topic.

At various points during the meeting, the committee raised two points key to discharging its duties in reviewing and approving proposed projects. First, it asked that WICHE always seek to find ways in which its particular expertise can best be brought to bear on a topic of policymaker interest and scan the activities of similar organizations to avoid duplicating work. Second, the committee expressed its desire for a means through which its decisions about proposed activities can be informed by a sense of how they are prioritized against other existing and planned projects for the Policy unit. With respect to the latter, Prescott said that WICHE is considering a new format for the workplan that will provide commissioners with a better sense of how activities fit together and are prioritized; the new workplan format should be in use by this coming May.

Finally, commissioners interested in the projects the Policy unit is addressing or has planned are encouraged to review the brief descriptions supplied in Tab 5 of the agenda book.

Commissioner Cabaldon moved for adjournment. Chair Burns adjourned the meeting.

ACTION ITEM

Issue Analysis and Research Committee Teleconference Minutes Tuesday, April 10, 2012

Committee Members Present

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

Joe Garcia (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
Bill Goetz (ND)
Ryan Deckert (OR)

Committee Members Absent

Susan Anderson (AK)
Leah Bornstein (AZ)
Kim Gillan (MT)
José Garcia (NM)
Robert Burns (SD)
William Sederburg (UT)
Sam Krone (WY)

Staff Present

Brian Prescott, director of policy research
Demarée Michelau, director of policy analysis
Carl Krueger, project coordinator
Peace Bransberger, research analyst
Cheryl Graves, administrative assistant III

Agenda

Presiding: Jeanne Kohl-Welles, chair

Chair Kohl-Welles convened the Issue Analysis and Research Committee by teleconference on April 10, 2012. The committee was meeting via teleconference, per the request of the Executive Committee; Demarée Michelau and Brian Prescott would be the primary speakers and go over the agenda discussion items. Chair Kohl-Welles commended former Chair Robert Burns for a job well done and stated his work on the committee was much appreciated. Kohl-Welles spoke to the committee from the Senate floor as she awaited a key vote; she indicated it might be necessary for Vice Chair Cabaldon to eventually take over the meeting.

Following Kohl-Welles's introduction, Michelau called roll. Since a quorum was not established, the committee was not able to take the only action item on the agenda: approving the committee's minutes from its October 31, 2011, session at the commission meeting in Hawai'i.

Chair Kohl-Welles asked Michelau and Prescott to describe the items on the agenda for the committee's consideration. She referred to the Policy section of the draft FY 2013 workplan (a new format will be available in May), suggesting that call participants refer to this document as projects are being discussed.

Prescott provided an update on the next edition of *Knocking at the College Door*. He introduced Peace Bransberger and informed the group that she has taken on the lion's share of preparatory work for the upcoming publication. The Policy Analysis and Research unit has conducted a methodological review and sought the counsel of advisory panels. Prescott shared a few of the findings, including the interest in adding disaggregation by gender and by metropolitan statistical area. Prescott shared plans to undertake analyses between releases of new editions of the "core" publication. Chair Kohl-Welles pointed out that the College Board and ACT continue to provide funding for *Knocking*.

Prescott said that events had forced a significant delay in the publication of the *Policy Insights' Tuition and Fees* brief this year, but that the delay allowed him to incorporate data into the brief on state appropriations and financial aid. This resulted in a more comprehensive ATFA (appropriations, tuition and fees, and financial aid) report. Prescott said that he and David Longanecker thought this may have resulted in a better *Policy Insights* and determined to seek the commissioners' feedback about whether to adopt a new timeline for *Tuition and Fees*, with the full data report being released in time for the November commission meeting (as has been traditional) and the *Policy Insights* brief published the following year, in order to incorporate more current appropriations and financial aid data.

Commissioner Goetz responded that the report this year was timely and that it will be used on Thursday by the North Dakota board. He complimented Prescott on a job well done; as for the timing itself, he had no particular thoughts on that. Commissioner Wheelwright asked for clarification on the timing. Prescott responded that there were two releases. The first contains data and very little narrative analysis; its publication coincides with the November commission meeting, and he was not putting this on the table for modification. The second was the *Policy Insights* brief, intended to provide more narrative while putting the tuition price changes into a broader policy context. In the proposed scenario, the *Policy Insights* would likely be released within the first two or three months of the calendar year.

Prescott updated the committee on progress with the *Multistate Data Exchange* project. The next meeting is set for May 23-24, 2012, in Eugene, OR; but more importantly, WICHE has received signed agreements from several state agencies that are partners on the grant, including the Oregon Department of Community Colleges and Workforce Development, the Oregon University System, and the Idaho State Board of Education. Prescott expects the Hawai'i agreements to be signed very soon, while Washington's agreement is awaiting the blessing of two of the state's four-year institutions. Additionally, Prescott said the subcontract with the National Student Clearinghouse would be executed within a day or two of this conference call. These are major milestones in the project, but getting to this point has taken far longer than anticipated. As a result, the timeline for completing the project's activities is extremely tight.

Chair Kohl-Welles asked who will be participating in the upcoming Eugene meeting. Prescott responded that he relies on a group of key individuals within each relevant state agency. They include representatives from the K-12, postsecondary, and workforce/labor market information agencies from each of the states.

Chair Kohl-Welles next asked Michelau to update the committee on the work she oversees. Michelau provided a synopsis of the Adult College Completion Network project. Lumina Foundation funds the project, which spans four years and has a budget of just over \$1.1 million. Membership is continuing to grow: as of April 2012, there were 317 members, up from 220 in August 2011. Some members are funded by Lumina Foundation, but the network's intention is to expand to anyone working in this area. Members include representatives from four-year institutions, two-year institutions, state agencies, workforce initiatives, and others. The next annual meeting, on October 17-19, will be held in Chicago, due to the project's national focus; additionally, representatives from a number of Chicago-based projects will be participating in this meeting. Chair Kohl-Welles pointed out that the website is listed in the draft FY13 workplan that was distributed prior to the teleconference. Commissioner Nellis asked if membership included for-profit institutions. Michelau answered the network does not limit membership and that there is for-profit involvement.

Michelau updated the committee on the State Higher Education Policy Database and Policy Publications Clearinghouse, adding that the database has been completely revamped. Agency policy and statutes content is being updated and redesigned to be more user-friendly. The new website is undergoing external review and will be launched in the next couple months. Committee members can look at the website now but should understand that it is not quite complete. Michelau also explained that the clearinghouse, which is also being updated, is integrated into the database.

Michelau stated that WICHE's efforts to interest the Bill & Melinda Gates Foundation in a project called *Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale* had not resulted in an invitation for a full proposal. Prescott said that although this attempt was unsuccessful, the Policy unit will continue to work with Longanecker to refine the project and seek funding.

Prescott then provided a synopsis of the *Developing the Predictive Analytics Reporting (PAR) Framework* project, managed by WCET (Ellen Wagner). Though it is outside this committee's purview, David Longanecker wanted to keep the committee informed, given its relevance to policy work. The PAR project originally included six institutions in a six-month pilot effort funded by the Gates Foundation, but the group of institutions has since expanded. WCET is currently working under a "bridge" grant from Gates and is likely to receive another award, equal to \$3 million for 18 months of further development work. Prescott suggested that any project-related questions be sent to WCET. Commissioner Cabaldon asked if there were any community colleges among the institutions involved. Prescott said that a number of two-year institutions are participating, including Rio Salado, the University of Hawai'i System two-year campuses, and the Colorado Community College System. Commissioner Cabaldon asked if staff was building "an affirmative crosswalk" between this PAR effort and the *Multistate Data Exchange* project. Prescott replied that both units are trying to keep each other apprised to see how linkages will be made between the two projects. There are

key differences between the two projects; PAR relies on transactional data to identify patterns of student behavior; whereas the data exchange uses frozen data to track the stock and flow of human capital, with a clear focus on workforce outcomes.

Michelau briefed the committee on the *Interstate Passport Initiative* project. This project is being led by the Programs and Services unit, but the Policy Analysis and Research unit participates in the policy portion, largely in an advisory role. The project is creating a general education core, mapped to the Liberal Education and America's Promise (LEAP) outcomes, that can transfer across state lines. Five states are working with WICHE on the project, and it is being funded by Carnegie Corporation of New York. Jere Mock can answer more detailed questions.

With updates to existing projects complete, Chair Kohl-Welles asked the committee to turn its attention to the preliminary workplan for FY13. She brought everyone's attention to the change in format and asked Prescott to explain the changes.

Prescott stated that the Issue Analysis and Research Committee can claim some credit for the changes in the workplan format; the committee had requested more project information, particularly on how staff viewed the relative importance of each project. The committee was receiving a preview of the format they will be asked to approve at the May commission meeting; any feedback on the new format should go to Erin Barber. Commissioner Cabaldon stated that he and Commissioner Munn had been the leading voices requesting a more useful document; the new format was a significant improvement. He offered a couple of suggestions for further refinement. Observing that externally funded projects were more likely to have received the highest priority rating while general fund-supported activities were less likely to be high priorities, he suggested that staff consider the implications of how it assigns priority and what it communicates to WICHE states; adding additional appropriate criteria to the "Existing Activities" section could provide more information and partially decouple the link between priority and funding source. Second, he suggested that another dimension worth setting down is how distinctively or specifically "Western" a project or activity is. Prescott and Michelau stated that those were excellent suggestions that they would take back to Longanecker and Barber.

Chair Kohl-Welles asked who worked on the new format. Prescott replied that all units within WICHE were involved in suggesting and evaluating proposed changes, and that he and Michelau did their best to represent the concerns the Issue Analysis and Research Committee had raised about the old format; but that ultimately Longanecker, Barber, and the Communications staff were responsible for the results.

Next on the agenda was the policy and assessment framework project for Washington's Opportunity Scholarship program. Prescott stated that this was inadvertently left on the agenda after already having been approved by the commission, so wasn't necessary to discuss it. Prescott informed the committee that WICHE and the National Center for Higher Education Management Systems were jointly working on a new proposal to the Gates Foundation. This project is not on the workplan yet, as it's evolving. So far, the two organizations plan to look at the Pell Grant and how it fits within broader state finance policies to support higher education institutions and students through appropriations, tuition policy, and financial aid programs.

Prescott encouraged the committee to offer feedback on another embryonic project idea that will be on the workplan, tentatively titled *Fostering Institutional Fidelity to State Performance Funding Policies*. The goals of this project are to examine how the intent of state policies sometimes gets lost under implementation at institutions and to assist states and institutions in ensuring that state and institutional policies are aligned to best ensure that emerging performance-based funding approaches are able to create the changes being sought.

Prescott informed the committee that Commissioner Rush of Idaho had asked David Longanecker to consider adding a project to the FY13 workplan that would focus on providing guidance to the commission (and others) concerning succession-planning issues, such as when institutional presidents or high-level executives within SHEEO offices turn over. Commissioner Cabaldon asked why the project was prioritized as medium. Prescott responded that staff tend to prioritize highly any activities being requested by commissioners, but that not much work had been done on how the project would look, whether any funding could be identified, or whether there was sufficient expertise on staff or if a consultant would need to be employed. Michelau requested feedback from the committee as to whether they think it is important.

The meeting was turned over to Vice Chair Cabaldon, as Chair Kohl-Welles had to return to the Senate floor. Michelau stated that the *Non-traditional No More* project had run its course and would be removed from the workplan.

Funding would end this fiscal year, and she is just tying up loose ends. Finally, Prescott reminded the committee that the Policy unit produced a brief in December on undocumented students; without further direction from the committee, he requested removing that item from the workplan. Removing the item from the workplan should not signify that it is no longer of any importance, simply that the unit doesn't have a specific activity in mind to follow up on that topic but welcomes feedback from commissioners. Prescott recognized Carl Krueger for his work on the project and said he would continue to be the unit's point person on the topic.

Commissioner Cabaldon moved for adjournment.

Policy Analysis and Research 2013 Workplan

The Policy Analysis and Research unit offers a variety of policy and information resources that support better-informed decision making at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion; transfer and articulation; adult learners; multistate data sharing to support educational planning and workforce development; and other critical areas. Its publication series, including *Policy Insights* and *Western Policy Exchanges*, explore a wide range of significant policy issues. It also publishes in-depth works such as *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* and the *Regional Fact Book for Higher Education in the West*, which include data and analyses on fiscal, demographic, economic, and social indicators.

EXISTING ACTIVITIES

*Priorities key:

★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high

Tuition and Fees (www.wiche.edu/pub/15595). This annual report shows the current-year published tuition and fees prices charged by each public higher education institution in the West, along with selected historical information.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Tuition and Fees	Finance	★★★	General fund	.025 FTE	Ongoing	N/A	All WICHE states respond

Legislative Advisory Committee (www.wiche.edu/lac). The LAC informs the WICHE Commission and staff about significant legislative issues related to higher education; at the same time, WICHE staff serves the LAC by informing members about emerging policy issues in the West. LAC members are appointed by the commission and meet annually.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Legislative Advisory Committee	Finance	★★★	General fund set-aside: \$25,000	.10 FTE	Ongoing	N/A	All WICHE states

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

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Policy and Assessment Framework for Washington's Opportunity Scholarship Program	Finance	***	Microsoft Corporation via subcontract from NCHEMS: total revenue, \$30,000 FY13 expenditures: \$10,000	.15 FTE	3/12-9/13	NCHEMS	Washington

Adult College Completion Network (www.adultcollegecompletion.org). WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college completion by adults with prior college credits but no degree.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Adult College Completion Network	Access & success	***	Lumina Foundation: total revenue, \$1,133,800 FY13 expenditures: \$250,000	1.65 FTE	10/10-9/14	N/A	N/A

Knocking at the College Door (www.wiche.edu/pub/11556). With support from its traditional partners, ACT and the College Board, the Policy Analysis and Research unit has been reviewing the methodology WICHE has historically used to make its widely used projections of high school graduates, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*. The project will also examine how our analyses could be extended to be of greater use to the education and policy communities that depend upon them and to prepare the next edition of the publication.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Knocking at the College Door (with methodological review and expansion)	Access & success	***	ACT/College Board: total revenue, \$441,000 FY13 expenditures, \$80,000	1.65 FTE	10/10-9/14 (release of 8th edition planned for 12/2012)	N/A	N/A

State Higher Education Policy Database (www.higheredpolicies.wiche.edu). The nation’s only online searchable database of higher education policies provides state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key policy issue areas related to access and success in higher education.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
State Higher Education Policy Database	Access & success	★ ★	General fund/Lumina Foundation: FY13 expenditures, \$40,000	.20 FTE	Ongoing	National Conference of State Legislatures	N/A

College Access Challenge Grant Consortium and Network (www.wiche.edu/cacg). CACG is a federally funded formula grant program designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. States can participate in WICHE’s activities through the CACG Consortium, which involves WICHE administering the state program, or through the CACG Network, which is a collaborative council composed of designated staff from each of the states.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
College Access Challenge Grant Consortium and Network	Access & success	★ ★ ★	State memoranda of agreement/U.S. Dept. of Education: FY12 revenues, \$240,000; FY13 expenditures, \$240,000	1.40 FTE	08/14/12-08/13/13 (memo-randa of agreement negotiated annually)	N/A	2 consortium states (AK, ID) & 8 network states (AK, ID, NV, ND, TX, UT, WA, WY)

State-level Articulation and Transfer Systems (www.wiche.edu/stas). Having completed the Lumina Foundation-funded project titled *Best Practices in Statewide Articulation and Transfer Systems*, WICHE staff continue to serve as resource experts on this issue.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
State-level Articulation and Transfer Systems	Access & success	★ ★	General fund	N/A	FY13	N/A	Varies

College Completion Initiative. Within the WICHE states, at least eight major college completion initiatives are in play, and a number of Western states are actively engaged with them. To keep regional higher education leaders informed and active in these efforts, staff works closely with the different efforts.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
College Completion Initiative	Access & success	***	General fund	N/A	FY13	Complete College America, National Governors Association, Lumina Foundation, Completion by Design, Excellencia, National College Access Network	Varies

Facilitating Development of a Multistate Longitudinal Data Exchange (www.wiche.edu/longitudinalDataExchange). The principal objective of this project is to develop a pilot data exchange among several states, allowing for more comprehensive analyses of the production, stock, and flows of human capital through a regional, multistate approach. Working initially with four member states – Idaho, Hawai’i, Oregon and Washington – WICHE is coordinating efforts to develop the necessary architecture for the exchange of data, effectively govern the exchange, produce standard reports, and ensure the protection of privacy.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Facilitating Development of a Multistate Longitudinal Data Exchange	Technology & innovation	***	Bill & Melinda Gates Foundation: total revenue, \$1,500,000; FY13 expenditures, \$500,000	.80 FTE	6/10-5/14	NCHEMS, State Higher Education Executive Officers (SHEEO), National Student Clearinghouse	Educational & workforce agencies in 4 states (HI, ID, OR, WA)

Benchmarks: WICHE Region (www.wiche.edu/pub/15325). This annual document tracks 15 indicators of progress toward improving access and success, affordability, and higher education finance from a regional perspective.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Benchmarks	Accountability	**	General fund	.025 FTE	Ongoing	N/A	N/A

Regional Fact Book: Policy Indicators for Higher Education (www.wiche.edu/factbook). The Policy Analysis and Research unit maintains an online repository of data relevant for higher education policymaking. Data are provided at the state level for all WICHE states and may be downloaded in Excel tables.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Regional Fact Book	Account-ability	★ ★	General fund	.025 FTE	Ongoing	N/A	N/A

Policy Insights (www.wiche.edu/policy_insights). This short report series covers a wide array of timely higher education policy issues. Recent editions have focused on undocumented students and on tuition and fee prices and other finance policies.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Policy Insights	Account-ability	★ ★	General fund	.05 FTE	Ongoing	N/A	N/A

Western Policy Exchanges (www.wiche.edu/policy_exchanges). These reports cover WICHE-sponsored meetings and discussions among the West’s key leaders in higher education policy issues.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Policy Exchanges	Account-ability	★ ★	Various sources, depending on the project	.05 FTE	Ongoing	N/A	N/A

Policy Publications Clearinghouse (www.wiche.edu/clearinghouse). The clearinghouse is a repository of publications, reports, and briefs related to higher education.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Policy Publications Clearinghouse	Account-ability	★ ★	General fund	.025 FTE	Ongoing	N/A	N/A

Assessing the Landscape on State Policy on Student Learning Outcomes. As the focus on graduation rates and numbers continues to grow and evidence suggesting that students don't always learn much in college mounts, states and institutions must guard against a reduction in educational quality. WICHE staff is tracking major initiatives like "tuning," the National Institute for Learning Outcomes Assessment, and the Lumina Foundation's Degree Qualifications Profile to ensure that member states have a resource adequately versed in how to thoughtfully incorporate learning outcomes assessment into appropriate policy and practice.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Assessing State Policy on Student Learning Outcomes	Account-ability	★★	General fund	.025 FTE	Ongoing	N/A	N/A

NEW DIRECTIONS

*Priorities key:

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

Technical Assistance with State Financial Aid Program Design and Funding. Staff has become recognized its expertise on grant aid programs funded by states. Staff occasionally receives requests to assist states with rethinking their program design; such projects are typically done on a contract basis, depending on how well they fit in with existing workload.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
State Financial Aid Programs: Technical Assistance	Finance	★★★ ● ■■■	Variable	Variable	Providing assistance as requested

Serving Student Soldiers of the West. With many veterans returning from Afghanistan and Iraq, states and postsecondary institutions are faced with how to best serve them at a time of increased demand for higher education and tight budgets. WICHE is proposing a project that will work to increase access to and success in higher education for military students and their families in the Western region.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Serving Student Soldiers of the West	Access & success	★★ ● ■■	1.35 FTE	TBD	In development

Building Capacity to Support State College Completion Plans. This proposed project will build off a prior effort supported by the Ford Foundation, in which WICHE collaborated with the Center for Urban Education at the University of Southern California to examine higher education data in Nevada to identify where along the educational pathway students from underrepresented populations were more likely to leak out and to use that information to spark conversations about policies and practices that could close such gaps. The new project aims to extend that work to additional WICHE states.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Building Capacity to Support State College Completion Plans	Access & success	★★★ ● ■■■	TBD	Center for Urban Education	Potential subcontract from CUE; negotiating WICHE's role

Race against the Clock: Preparing Our Teachers to Teach to the Common Core State Standards. WICHE is proposing a project that will work with Western states to prepare preservice and veteran teachers to teach to the Common Core State Standards (CCSS) in English/language arts and mathematics. This project will assist interested states in the WICHE region to prepare teachers at varying stages in their careers to teach to the CCSS, in an effort to prepare all students for college and careers.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Race against the Clock	Access & success	★★★ ●● ■	.90 FTE	Smarter Balanced Assessment Consortium	In development

ON THE HORIZON

*Priorities key:

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

Outcomes-based Funding Approaches: Research and Analysis. States are recognizing that enrollment-based funding formulas do not create powerful incentives for institutions to prioritize degree/certificate completion; several states are making adjustments (or considering doing so) in their financing strategies to reward institutions for retaining and graduating students, particularly those from low-income backgrounds. Staff is interested in researching how such policies have impacted educational attainment, as data allow.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Outcomes-based Funding Approaches: Research & Analysis	Finance & accountability	★★★ ● ■■■	TBD	TBD	In development

Fostering Institutional Fidelity to State Performance Funding Policies. The success of outcomes-based performance-funding policies that states are debating and enacting will hinge in part on how well institutions act on the incentives and the intent of those policies. This project will seek to engage states and institutions on how they can work collaboratively to best ensure those policies create the desired changes in student outcomes.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Fostering Institutional Fidelity to State Performance Funding Policies	Finance & accountability	★★★ ●● ■	TBD	TBD	In development

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education. Remedial education is very expensive for states and institutions, and the results are unsatisfactory. WICHE intends to develop a project that would build on current emerging practices in the field to help states more effectively and efficiently target remedial education to students, particularly adult learners.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Exploring Strategies for Improving the Delivery of Remedial and Developmental Education	Access & success	★★ ● ■	TBD	TBD	In development

Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale. Despite evidence that initiatives aimed at improving college success rates can work, higher education has been slow to adopt proven strategies. WICHE is seeking funding to launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Identifying Effective College Persistence & Success Projects and Working to Bring Them to Scale	Access & success	★★ ●● ■	TBD	TBD	In development

Developing More Effective Web Portals. WICHE and WCET have examined state web portals designed to help students navigate the transfer process. Future work will build on this effort.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Developing More Effective Web Portals	Technology & innovation	★ ● ■ ■	TBD	TBD	In development

Recidivism Reduction in the Prison Population through Higher Education. In this collaboration between Policy and the Mental Health Program, WICHE would explore whether higher education can be used to reduce recidivism among prisoners. The end goal would be to develop more effective and sustainable policy that reduces pressure on state budgets and crime, as well as creating potential economic development strategies.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Recidivism Reduction in the Prison Population through Higher Education	Workforce & society	★★ ● ■ ■ ■	TBD	TBD	In development

Addressing Workforce Needs with the Emerging Majority-Minority. Staff has worked with states to strengthen the connection between the activities of their higher education institutions and their workforce development training programs. This project’s goal is to build on that work by promoting a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Addressing Workforce Needs with the Emerging Majority-Minority	Workforce & society	★★ ● ■ ■ ■	TBD	TBD	In development

Considerations for Succession Planning in Postsecondary Leadership. State higher education executive officers occasionally are faced with turnover in key leadership positions on their own staffs or at institutions they govern; replacing these leaders is a sensitive and critical task. This project will provide a brief canvass of the best guidance for how to manage the process for a period of transition and the eventual hire.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Considerations for Succession Planning in Postsecondary Leadership	Accountability	★★ ● ■ ■	TBD	TBD	In development



Self-funded Units Committee Meeting

Monday, May 21, 2012

10:15 – 11:15 am

Room 214-6

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 21, 2012

10:15 - 11:15 am
Room 214-6

Self-funded Units Committee Meeting

Jim Hansen (SD), chair
Mike Rush (ID), vice chair

Jim Johnsen (AK)
Chris Bustamante (AZ)
Michael Kirst (CA)
D. Rico Munn (CO)
TBD (HI)
Committee vice chair (ID)
Sheila Stearns (MT)
TBD (NV)
TBD (NM)
Dave Nething (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Agenda

Presiding: Jim Hansen, chair

Staff: Ellen Wagner, executive director, WCET
Mollie McGill, deputy director, WCET
Russ Poulin, deputy director, WCET
Dennis Mohatt, vice president for behavioral health
and director, Mental Health Program
Mimi McFaul, associate director, Mental Health Program



Approval of the Self-funded Units Committee meeting minutes of October 31, 2011, and teleconference minutes of March 15, 2012 (two sets of minutes, due to the lack of a quorum during the teleconference) 6-3



Discussion and approval of the FY 2013 workplan sections pertaining to the Mental Health Program 6-7



Discussion and approval of the FY 2013 workplan sections pertaining to WCET 6-13

Other business

Adjournment

ACTION ITEM

Self-Funded Units Committee Meeting Minutes

October 31, 2011

Commissioners Present

Leah Bornstein (AZ)
Michael Kirst (CA)
Dene Thomas (CO)
Roberta Richards (HI)
Mike Rush (ID)
Sheila Stearns (MT)
Joseph Hardy (NV)
Patricia Sullivan (NM)
Dave Nething (ND)
Peter Knudson (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Commissioners Absent

Jim Johnson (AK)
Camille Preus (OR)

Staff Present

Erin Barber, executive assistant to the president and to the commission
Louis Fox, senior associate, Technology & Innovation
David Longanecker, president
Mollie McGill, deputy director, WCET
Dennis Mohatt, vice president for behavioral health and director, Mental Health Program
Ellen Wagner, executive director, WCET

Commissioner Nething moved TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM MAY 17, 2011. Commissioner Buchanan seconded the motion. The motion was approved unanimously.

Ellen Wagner kicked off with several updates on programs and membership for WCET. WCET continues to play a national leadership role on the state authorization of distance education regulation. WCET joined the national continuing education association in conducting an institutional survey to determine how institutions are responding to this mandate. Through WCET's blog, *Frontiers*, and the State Authorization Network, WCET is helping institutions across the country to better understand the nuances of this complicated requirement.

WCET continues to manage the Lumina-funded project called Transparency By Design, which operates a website for adult learners to help them in making informed decisions about their college choices. Recently, several of the institutional members published data on "learner progress," which includes relevant data for adult part-time and transfer students.

One of WCET's research activities is a national survey, Managing Online Education (MOE). This will be WCET's third survey, conducted in partnership with the Campus Computing Project. The research data from the MOE survey provides benchmarks on the infrastructure, organization, and growth of online programs of institutions from all higher education sectors.

Mollie McGill reported on WCET's very successful annual membership conference, which was held in late October in Denver. The conference drew a record attendance and was reported to be one of the most informative conferences in recent years. It included sessions addressing accreditation, uses of social media in higher education, and data analytics, as well as a one-day workshop that addressed the question of what a \$10,000 baccalaureate degree would look like and how could it be reached.

WCET has attracted more than 40 new institutional members this year. This national cooperative of almost 300 institutional members is revising the focus areas for its 2012 work agenda to cover these topics: analytics, emerging technologies, student success in online education, managing e-learning, and regulations and policies that impact online education.

Wagner shared a press release about the proof of concept phase of the Predictive Analytics Reporting (PAR) Framework project, which is nearing completion. Six very diverse institutions participated in this initial pilot, and it's proving to be exceptionally successful. The project involves federating over 500,000 anonymized student records and over 3 million course records to examine factors that affect student loss and momentum. One of the interesting tests of this project was its success in gathering this amount of data from six institutions in five to six months. As a proof of concept, it's been hugely successful.

WCET sought commission approval to proceed with a proposal to the Bill & Melinda Gates Foundation to expand the PAR project to a total of 18 institutions. The anticipated budget is estimated to be approximately \$5.6 million for a 20-month project.

A motion TO APPROVE THE REQUEST TO SEEK FUNDING FROM THE BILL & MELINDA GATES FOUNDATION FOR DEVELOPING THE PAR FRAMEWORK PROJECT was made by Commissioner Buchanan and seconded by Commissioner Bornstein. The motion was approved unanimously.

Technology & Innovation Report

Louis Fox reported on four national broadband-related initiatives.

1. The Global Environment for Network Innovations (GENI), which aims to be a virtual laboratory where new possibilities for future internets are created.
2. The United States Unified Community Anchor Network (U.S. UCAN), a new national project dedicated to connecting community anchor institutions – including public libraries, schools, community colleges, research parks, public safety, and healthcare institutions – with advanced broadband capabilities.
3. U.S. Ignite, the goal of which is the creation of gigabit applications and the gigabit infrastructure that would be needed to support them, extending campus networks to partner communities and developing applications across all arenas relevant to those communities.
4. Gig.U, which is intended to accelerate the deployment of next-generation networks in the United States by building infrastructure out from research university campuses into surrounding communities through university and community collaborations with commercial partners.

Fox also noted that the FCC's University Services Fund (USF) and Inter-carrier Compensation Reform may shift the focus of the \$4.8 billion of USF funds from "rural telephony" to "rural broadband," thereby accelerating access to broadband for many communities in the frontier West.

Mental Health Program Report

Dennis Mohatt reported on the Mental Health Program. The program experienced moderate staff turnover during the past year, with two staff transitioning out of WICHE employment. The program successfully recruited new staff, focusing on research and technical assistance.

Mariah Coe comes to the program from Vanderbilt but worked in Alaska for nearly 30 years prior to her tenure at Vanderbilt. She will focus on program evaluation and needs assessment with member states.

Neil Gowensmith comes to WICHE after over a decade of work with the State of Hawai'i's mental health system, where he served as the director of forensic mental health. He splits his time between WICHE and the University of Denver. He will focus on guiding new efforts with other partners in WICHE, to engage with corrections to promote mental health and higher education strategies.

Jeremy Vogt is completing a 12-month postdoctoral fellowship with the Mental Health Program. He is from South Dakota, where he received his undergraduate and graduate training. He is focusing on work with integrated health and mental health care.

The program has been very successful and is looking forward to a number of new projects, including one in Hawai'i, where it is helping to build a doctoral psychology internship consortium for the rural islands, modeled after the work it has done with Alaska.

South Dakota is planning a replication also, with work to begin toward the end of FY12.

The program finished the fiscal year with a \$76,000 positive fund balance and contributed \$107,000 to WICHE's indirect revenue.

Mohatt highlighted the program's long-standing partnership with the Annapolis Coalition for the Behavioral Health Workforce. Coalition leaders Michael Hoge and John Morris gave a brief presentation, discussing their joint leadership around workforce training and education for the federally funded Center for Integrated Health Solutions. This initiative is bringing over \$600,000 to the two organizations each year for the next four years.

ACTION ITEM

Self-Funded Units Committee Teleconference Minutes

March 15, 2012

Commissioners Present

James Hansen (SD), chair
Janie Potter for Mike Rush (ID)
Dave Nething (ND)
Don Bennett (WA)

Staff Present

Mollie McGill, deputy director, WCET
Dennis Mohatt, vice president for behavioral health and director, Mental Health Program
Ellen Wagner, executive director, WCET

Commissioners Absent

Jim Johnsen (AK)
Chris Bustamante (AZ)
Michael Kirst (CA)
D. Rico Munn (CO)
Sheila Stearns (MT)
Cam Preus (OR)
Peter Knudson (UT)
Tom Buchanan (WY)

Agenda

Presiding: James Hansen, chair

Chair Hansen called the meeting to order. Erin Barber read the roll call.

Dennis Mohatt discussed the Southwest Rural Health Research Center. The Health Resources and Services Administration's (HRSA's) Rural Health Research Center Cooperative Agreement solicitation will be a partnership between the Mental Health Program (MHP) and the University of New Mexico (UNM) School of Medicine's Center for Rural and Community Behavioral Health. A grant proposal will be submitted to the HRSA's Office of Rural Health Policy through their Rural Health Policy Research Center Grant Program. If funded, this will be a \$650,000 annual grant for four years, with a start date of October 1, 2012. Notification of the grant is expected by August. The MHP had successfully competed for this funding in the past; it operated the center from 2004-2008, with a no-cost extension through 2009. Its 2008 recompetition was unsuccessful, due to a weakness in the area of working with large data sets. The partnership with UNM will bring that expertise to this new application.

Mohatt told the committee about the Psychology Internship Collaborative initiative. Nationally, over 800 doctoral candidates in psychology fail to match for an approved internship each year, due to a shortage of internships. In many Western states, doctoral programs at our public (and private) institutions are producing more doctoral psychologists than the internships available in their states. As a result most doctoral psychologists prepared in a state leave that state for an internship, which increases the chance they will not return. At the same time, every Western state has a shortage of mental health professionals, especially highly trained, doctoral-level psychologists. A major obstacle to operating an internship is the administrative burden. MHP's vision is to establish multiple internships in the West. WICHE will provide the administrative support, allowing the sites to concentrate their limited clinical/administrative resources on training and supervision of the interns. WICHE has successfully supported the development of an internship consortium for Alaska, now nearing the final stage of development – accreditation by the American Psychological Association. It has just launched a planning effort to develop a similar model for Hawai'i and has a proposal for grant funding pending for efforts in South Dakota and Montana.

Mohatt said that WICHE is also working with the Red Rock Community College to better understand its Gateway Program, which links ex-offenders with higher education. WICHE hopes to submit a proposal to the Public Welfare Foundation soon, proposing to look at best practices around such programs. MHP will be working with Demi Michelau of the Policy unit on this effort.

Next, Ellen Wagner discussed the WCET Leadership Summit: New Directions for Digital Learning Content. From ebooks and etexts to open education resources and self-generated content produced by faculty and students, campus leaders face new opportunities and challenges related to digital-learning content creation, publication, maintenance, and adoption. Some of the issues include state legislative mandates addressing high textbook costs, faculty adoption of open-learning content, copyright and licensing, potential on-campus bookstore operations, and management of open content within institutional learning platforms. WCET is hosting a leadership summit on the topic on May 9-10 in Salt Lake City: an invitational event for senior academic decision makers and forward-thinking commercial and government partners to explore the evolving digital-learning content landscape, with an eye on creating action agendas for our institutions.

Wagner reported that Transparency By Design, managed by WCET, celebrated the successful implementation of its learner progress metric, related to learner retention and learner completion. The significance of these metrics is the new capability to capture and report data on progress for part-time and transfer students. Learning from this initiative is being utilized by Lumina Foundation in an effort to inform future directions in higher education accountability and transparency. WCET has been invited to join Lumina and leaders from other learning-outcomes-reporting initiatives in this dialogue.

Wagner said that the Predictive Analytics Reporting (PAR) Framework project successfully completed its proof-of-concept phase in November. The initial phase involved the aggregation of more than 640,000 student records and 3.1 million course records from six WCET member institutions to conduct large-scale analyses of federated data sets to better understand student progression and completion. In February WCET received a bridge grant from the Bill & Melinda Gates Foundation to support ongoing research and analysis, leading up to a major grant submission to Gates to expand the PAR project to a total of 18 institutions. At the Hawai'i meeting, the committee approved an action item allowing WCET to proceed with the phase two proposal, with an anticipated budget of \$5.6 million or more for a multiyear project. WCET has been invited by the Gates Foundation to submit the proposal in mid-April, but the funding cycle will likely be on a per-year basis. This change to a single-year grant award will have a significant impact on the WICHE budget, due to the reduced indirect cost recovery.

Wagner next discussed the *Badges for Learning* initiative. Badge programs are emerging as a new credential for documenting competency within a specified field of study. WCET will develop a badge program to train instructional designers and others in alternative credential design and development. The U.S. Education and Labor departments both are launching interesting pilot programs using badges as evidence of competence, in lieu of more traditional types of certification. WCET's project will provide first-hand knowledge on the development of a badge program and expose members to this new trend, which focuses on recognizing specific learning outcomes and competencies.

Lastly, Wagner reported on state authorization of distance education and WICHE's reciprocity efforts. WCET has served as a national leader in helping system and institutional personnel comprehend the complexities and nuances of every state's regulatory requirements for postsecondary distance education providers. The commission asked David Longanecker to assemble a task force to explore the development of a reciprocal agreement to streamline the process. With the reciprocal model, once an institution is approved by its home state, it would be allowed to teach students at a distance in states that are part of the agreement. Russ Poulin of WCET is supporting WICHE's efforts to gain buy-in from all the regional compacts for a national reciprocal solution to this problem. The agreement would have to be finalized, marketed to states, and passed into law in many of the states. The first institutions could benefit from reciprocity by spring or summer of 2013.

The meeting was adjourned.

Mental Health 2013 Workplan

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

EXISTING ACTIVITIES

*Priorities key:

★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high

South Dakota Co-occurring System Improvement Grant. WICHE MHP is the lead evaluator on South Dakota's statewide project to improve services for persons with co-occurring mental health and substance abuse issues.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Co-occurring System Improvement Grant	Workforce & society	★	SD, Substance Abuse and Mental Health Services Administration (SAMHSA): \$139,000	1.15 FTE	07/12-06/13		South Dakota Division of Behavioral Health

South Dakota Suicide Prevention Grant. WICHE MHP is the lead evaluator on this suicide prevention project in 10 communities across South Dakota. Through this project staff developed and tested a community-level suicide prevention assessment tool.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Suicide Prevention Grant	Workforce & society	★★	SD, SAMHSA: \$69,999	.45 FTE	07/12-06/13	N/A	South Dakota Division of Behavioral Health

South Dakota Consumer Survey. WICHE MHP annually supports a survey of consumers of mental health services in the South Dakota public mental health system. Staff analyzes the data and provides a summary report to the Division of Behavioral Health.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Consumer Survey	Workforce & society	★★★	SD, Western States Decision Support Group user group: \$37,000	.10 FTE WICHE; .50 FTE consultant	07/12-06/13		South Dakota Division of Behavioral Health

South Dakota Psychology Internship Project. WICHE MHP will develop a rural psychology internship program in South Dakota. The first year will focus on identifying community training site partners and developing a training philosophy and plan.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Psychology Internship Project	Access; workforce & society	★ ★	Health Resources and Services Administration (HRSA), Office of Rural Health Policy: \$87,000	.40 FTE	07/12-06/13		South Dakota Division of Behavioral Health

Alaska Psychology Intern Funds. WICHE MHP coordinates all the training activities of the psychology intern training directors and the psychology interns. This gives trainers and trainees an enhanced training experience by bringing them together across vast geographic distances for learning opportunities, group supervision, and career development.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Psychology Intern Funds	Access, workforce & society	★ ★ ★	State of Alaska: \$100,000 (indirect only for MHP)	0 FTE (indirect only)	10/12-06/13		Alaska Division of Behavioral Health

Alaska Psychology Internship Program. WICHE MHP continues to provide technical assistance to the rural psychology internship program in Alaska; staff was instrumental in creating this unique program and supporting the training of psychologists in rural states. This program is on the path to be an American Psychological Association-accredited internship program.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Psychology Internship Program	Access, workforce & society	★ ★ ★	Alaska Mental Health Trust: \$40,000	.30 FTE	07/12-06/13		Alaska Division of Behavioral Health

Alaska Behavioral Health System Evaluation. WICHE MHP will provide an evaluation of the Alaska Behavioral Health System in preparation for health reform on behavioral health service delivery.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Behavioral Health System Evaluation	Workforce & society	★ ★	State of Alaska: \$100,000	.30 FTE WICHE; .50 FTE consultant	07/12-06/13		Alaska Division of Behavioral Health

Alaska Data-planning Project. WICHE MHP will continue to provide technical assistance to the Alaska Division of Behavioral Health in its movement to performance-based planning initiatives.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Data-planning Project	Workforce & society; technology	***	State of Alaska: \$100,000	.50 FTE	07/12-06/13		Alaska Division of Behavioral Health

Alaska Forensic Judicial Diversion Program. WICHE MHP will assist in the development of a diversion program that allows persons involved in the criminal justice system alternatives to incarceration when community treatment is warranted.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Forensic Judicial Diversion Program	Workforce & society	*	Alaska Mental Health Trust: \$100,000	.30 FTE WICHE; .25 FTE consultant	07/12-06/13		Alaska Psychiatric Institute

Center for Integrated Health Solutions. WICHE MHP will provide suicide prevention trainings in rural primary care sites across the country. Staff will also lead the national pilot of the mental health first aid program in Spanish.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Center for Integrated Health Solutions	Workforce & society	***	SAMHSA, HRSA: \$150,000	.75 FTE	03/12-09/12		National Council for Community Behavioral Health, SAMHSA, HRSA

Colorado Supported-employment Project. WICHE MHP will provide training and technical assistance to community mental health centers in Colorado around fidelity to the supported-employment model for persons with serious mental illness.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Colorado Supported-employment Project	Workforce & society	**	State of Colorado: \$60,000	.50 FTE	10/12-09/13		Colorado Division of Behavioral Health

Dept. of Defense Mental Health First Aid Research Study. WICHE MHP will investigate the impact of a mental health literacy program, modified for the military, across rural and urban communities in the Kansas National Guard.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Dept. of Defense Mental Health First Aid Research Study	Account-ability	***	Dept. of Defense Telemedicine and Advanced Technology Research: \$200,000	.50 FTE WICHE; .40 FTE consultant	10/10-09/12		Dept. of Defense Telemedicine and Advanced Technology Research

Hawai'i Psychology Internship Program. WICHE MHP will develop a rural psychology internship program in Hawai'i. This first year will focus on identifying community training site partners and developing a training philosophy and plan.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Hawai'i Psychology Internship Program	Access; workforce & society	***	Maui Youth and Family Services: \$47,000	.26 FTE	10/12-09/13		Maui Youth and Family Services

NEW DIRECTIONS

*Priorities key:

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

HRSA Rural Health Research Center. WICHE MHP, in a partnership with the University of New Mexico's Center for Rural and Community Behavioral Health, proposes to create a research center focused on improving services for persons with behavioral health issues in rural communities.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Rural Research Center	Workforce & society	★★★ ●●● ■■■	1.50 FTE	University of New Mexico, HRSA	Submitted

ON THE HORIZON

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Alaska/WICHE Joint Research Center. WICHE MHP will partner with the University of Alaska to share faculty and research interests in a center focused on rural and indigenous workforce issues in behavioral health.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Alaska/WICHE Joint Research Center	Workforce & society; access	** ● ■■■	.50 FTE		In discussion

Forensic Evaluation Project: National Survey. WICHE MHP proposes to conduct a national survey of state forensic directors to identify similarities and differences in state-mandated criteria and training for individuals conducting competency evaluations.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Forensic Evaluation Project: National Survey	Workforce & society	*** ● ■	.20 FTE	Public Welfare Foundation	Letter of intent submitted

College Integrated Care Project. WICHE MHP proposes to identify best practices in integrated-care models of care on college campuses.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
College Integrated Care Project	Workforce & society; access	*** ●●● ■■■	.60 FTE	Aetna Foundation	Pending submission

Psychology Internship Development Center. WICHE MHP proposes to develop an administrative center for the creation of rural psychology internships across the WICHE West.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Psychology Internship Development Center	Workforce & society; access	*** ●● ■■■	.50 FTE	Various states	Pending appropriate funder

Quality-of-life Outcome Study. WICHE is developing a model using quality-of-life measures reported by clients receiving behavioral health treatment. The model would be built using existing data to identify outcome measures showing meaningful change; generate performance measures to equitably compare provider outcomes; and expand adult analyses to adolescent and child populations.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Quality-of-life Outcome Study	Workforce & society	★★ ● ■ ■ ■	.25 FTE WICHE, .30 FTE consultant	Centers for Disease Control	Pending appropriate funder

WCET 2013 Workplan

The WICHE Cooperative for Educational Technologies (WCET) was established by WICHE in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET's mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. It provides colleges and universities with solutions, interventions, good practices, and access to valuable resources on a wide array of important issues in higher education through working groups, special interest groups, discussion lists, social media, content curation, research activities, and its acclaimed annual meeting. The WCET community includes many leading innovators in e-learning from institutions across the United States. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Its membership includes 280 institutions, higher education agencies, nonprofit organizations, and corporations in North America, with over 1,500 active WCET users.

EXISTING ACTIVITIES

*Priorities key:

★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high

National Membership Cooperative. WCET (www.wcet.wiche.edu), like any membership-based service organization, has at its core the coordination and production of relevant programs, services, support, and communications. WCET will continue to retain and grow its membership base while conducting work in a number of areas of importance to its members, the changing regulatory environment, academic integrity and identity verification, e-textbooks and digital content, and the use of data analytics to impact student success.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
WCET National Membership Cooperative	Technology & innovation; access & success	★★★	Annual dues and sponsorships	4.3 FTE	Ongoing	Sage Road Solutions	280 colleges, universities, state systems, nonprofits, corporations

Transparency By Design (wcet.wiche.edu/advance/transparency-by-design). During FY13 Transparency By Design, managed by WCET, will build on its work on a learner progress metric measuring completion and retention for part-time and transfer students, in addition to first-time, full-time students. Learning from this initiative is being utilized by Lumina Foundation to inform future directions in higher education accountability and transparency.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Transparency By Design	Accountability; access & success	★	Lumina Foundation grant (\$629,000); membership dues (varied) FY13 budget: \$134,000	.85 FTE	Lumina grant ends April 30, 2012; member dues will sustain through FY13	Presidents' Forum	18 institutional members

State Authorization Network (wcet.wiche.edu/advance/state-approval). SAN, now in its second year, is a fee-for-service opportunity for WCET member institutions, systems, and consortia. SAN members receive regular advisements from WCET staff and guest experts; share their experiences in seeking state regulators' approval of distance education programs; and create resources to help the needs of the participating SAN members. The service was deemed so valuable during its inaugural year that participants recommended continuation into a second year.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
State Authorization Network	Access & success	★ ★	Member dues: \$145,000	.25 FTE	Ends 3/31/13	None	15 systems or consortia and 14 institutional partners

Predictive Analytics Reporting Framework Bridge Grant (wcet.wiche.edu/advance/par-framework). In February 2012 WCET received a bridge grant from the Bill & Melinda Gates Foundation to retain the core data team and to support additional institutional analyses of the pilot project data.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
PAR Bridge Grant	Technology & Innovation; access & success	★ ★ ★	Bill & Melinda Gates Foundation: \$198,000	.5 FTE	2/1/12 - 6/30/12	Sage Road Solutions, IBM, Tableau, iData	

Digital Learning Content Summit (wcet.wiche.edu/connect/digital-content-summit). The WCET Leadership Summit: New Directions for Digital Learning Content is an invitation-only gathering of senior decision makers and forward-thinking commercial and government partners to explore the evolving digital-learning content landscape with an eye on creating action agendas for our institutions. The summit will be held on May 9-10, 2012, in Salt Lake City. From e-books and e-texts to open education resources and self-generated content produced by faculty and students, the WCET Leadership Summit is designed to help campus leaders address new opportunities and challenges that today's digital-learning content creation, publication, maintenance, and adoption bring to academic stakeholders across the higher education landscape.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Digital Learning Content Summit	Technology & Innovation	★ ★	Summit sponsors: \$45,000	.10 FTE	5/10/2012	CourseSmart, Pearson, Blackboard, Flat World Knowledge	

NEW DIRECTIONS

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|------------------------------------|----------------------------------|
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Predictive Analytics Reporting (PAR) Framework Implementation (wcet.wiche.edu/advance/par-framework). The PAR implementation project will enable WCET and its 16 institutional partners (public and private postsecondary institutions) to refine the data models, expand the number of variables, and grow the knowledge base related to how institutions can retool their student records for participation in a federated data aggregation effort. Most importantly, the project – approved by the commission and invited to request funding from the Gates Foundation (decision pending) – will continue to look for information that identifies points of student loss and student momentum. This will be an 18-month project with a total estimated budget of over \$3 million.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
PAR Framework Implementation	Technology & innovation; access & success	★★★ ●●● ■■■	4.0 FTE	Sage Road Solutions, IBM, Tableau	Outcome of Gates Foundation grant request reported at the May commission meeting

Game-based Learning Badge Initiative. Badge programs are emerging as a new credential for documenting competency within a specified field of study. Building off a March 2012 webcast on the topic, WCET will develop a badge program to train instructional designers and others in the development of game-based learning theory and design.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Game-based Learning Badge Initiative	Technology & innovation	★ ●● ■■■	TBD	Sage Road Solutions	Scheduled for launch October 2012

ON THE HORIZON

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Data-driven Decision Support for Student Success. One goal of the second phase of the PAR project is to develop a self-sustaining operation with which institutions can contract to improve their data-driven strategic interventions in order to minimize student loss and support student momentum in online learning.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Data-driven Decision Support for Student Success	Technology & innovation; access & success	★ ● ■	TBD	Sage Road Solutions, Gates Foundation	TBD once PAR phase 2 underway

Learning Innovations through More Broadband Applications. Opportunity exists to bridge the expertise of distance education leaders with the technology innovators of broadband to bring more authentic and resource-rich learning into the physical classroom, as well as the virtual classroom. WCET membership includes many leading universities that are active in the deployment of broadband networks.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Learning Innovations through More Broadband Apps	Technology & innovation; access & success	★ ● ■	TBD	Select WCET member institutions with broadband capability and desire to bring applications to the classroom	TBD

Progress on Digital-learning Content Adoption. The adoption, maintenance, and support of digital-learning content options will pose an enormous challenge to institutions. This work will build upon the WCET Leadership Summit: New Directions for Digital Learning Content, held on May 9-10, 2012.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Progress on Digital-learning Content Adoption	Technology & innovation; access & success	★ ● ■	TBD	Potential support from publishing and learning management system companies	TBD



Plenary Session II: Integration of Student Health and Behavioral Health Services – Trends in Addressing Whole Health on College Campuses

Monday, May 21, 2012
11:15 am – 12:15 pm
Ballroom North

7 Monday 11:15 am-12:15 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 21, 2012

11:15 am - 12:15 pm

Ballroom North

**Plenary Session II:
What's Up at WICHE?
Integration of Student Health and Behavioral Health
Services – Trends in Addressing Whole Health on College
Campuses**

This presentation will focus on the trend toward integrating health and behavioral health services and how this may be a cost-effective approach to increasing student access to care. Presenters will share the rationale for integrating care to promote a focus on the importance of emotional health to student success. Some data will be presented on current integrated models of care and the WICHE Mental Health Program's plans for next steps for a national study on this topic.

Speakers: Mimi McFaul, associate director, Mental Health Program;
Jeremy Vogt, postdoctoral fellow, Mental Health Program

Biographical Information on the Speakers

Mimi McFaul is the associate director of the Mental Health Program, where she coordinates and manages program staff and operations. McFaul has experience in public mental health policy, research and program evaluation, and administrative psychology. She is a licensed clinical psychologist and behavioral health services researcher whose primary areas of expertise are rural behavioral health and the integration of primary care and behavioral health. McFaul has significant experience working with state public behavioral health entities and local communities to develop sustainable infrastructures that support robust behavioral health service delivery. She earned a Psy.D. degree from the California School of Professional Psychology in San Francisco.

Jeremy Vogt received his doctorate of philosophy degree in clinical psychology from the University of South Dakota in August 2011. He completed his clinical internship at the University of Colorado Denver School of Medicine, with an emphasis in primary care psychology. He has received training and experience in integrated healthcare in both primary care and oncology settings. Vogt is a certified mental health first aid instructor. Additionally, during his time with the Mental Health Program, he has copresented Suicide Prevention Toolkit trainings for rural primary care providers.



Lunch and Presentation: Excelencia's Report on Equity Gaps in the West

Monday, May 21, 2012
12:15 – 1:30 pm
Cherokee Ballroom

8 Monday 12:15-1:30 pm

Western Interstate
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for Higher Education

www.wiche.edu

Monday, May 21, 2012

12:15 - 1:30 pm

Cherokee Ballroom

**Lunch and Presentation:
Excelencia's Report on Equity Gaps in the West**

(Executive Summary follows agenda)

We are very fortunate to have Deborah Santiago as our luncheon speaker at this commission meeting. Santiago is the cofounder and vice president for research and policy at Excelencia in Education, an organization dedicated to enhancing the success of Latino students in higher education through both research and action. WICHE is one of Excelencia's partners. David Longanecker had the great pleasure of working with Santiago at the U.S. Department of Education during his tenure as the assistant secretary for postsecondary education and came to appreciate her passion for increasing equity within higher education – and doing so by using evidence-based research and practice.

In April Excelencia released new research on Latino college completion in each of the 50 states (www.edexcelencia.org/eaf/50states). Each state fact sheet includes data on the population, representation of Latino students at each link in the educational pipeline, various metrics for assessing equity gaps in degree attainment, and promising practices around the nation that appear to have fostered exceptional Latino student success.

Knowing Santiago well, Longanecker assures commissioners that this will be a provocative and engaging presentation. But be prepared: The story for the West isn't pretty. Colorado has the largest gap in educational attainment in the West. While 46 percent of adults in Colorado have a college degree, only 18 percent of Latino adults do, leaving a 28 percent gap. (Thank God for Nebraska, whose 29 percent gap saves Colorado from having the largest equity gap regarding Latinos in the nation.) Six other WICHE states also have gaps exceeding 20 percent (Washington at 25 percent; Utah at 24 percent; California, Idaho, and Oregon at 23 percent; and North Dakota at 22 percent). While every WICHE state has a sizeable gap, some look quite good, at least in comparison with the nation as a whole (Alaska at 11 percent and Hawai'i and New Mexico at 12 percent).

Of course, one can argue that these percentage gaps are influenced by the overall percentage of a state's adult population with a college degree, which may skew the results. For example, Colorado has the largest gap, but it also has the highest overall adult educational attainment rate in the West at 46 percent. Another metric that helps shed light on the differences in equitable academic success is to look at which states have an overall college attainment rate that is more than twice the achievement of Latinos. More than half of the WICHE states show up on this ignominious list, including (in order of the magnitude

of the difference) Idaho, Colorado, Utah, California, Oregon, Washington, Nevada, Arizona, and Wyoming.

If the West doesn't find effective ways to reduce these gaps, there is no way that we can meet the president's degree completion goals or, for that matter, remain economically competitive in the global economy of the future.

Speaker: Deborah Santiago, vice president of policy and research, Excelencia in Education

Biographical Information on the Speaker

Deborah Santiago is cofounder and vice president for policy and research at Excelencia in Education and has spent more than 15 years leading research and policy efforts, from the community level to the national, to improve educational opportunities and success for all students. Santiago has worked in federal government as a policy analyst at the Congressional Research Service and the U.S. Department of Education, addressing issues in higher education. She also served as the deputy director of the White House Initiative on Educational Excellence for Hispanic Americans to improve awareness and education opportunities for Latinos. In her community work, she has provided program design and implementation for the Aspira Association and translated data for community engagement as the vice president for research and data at the Los Angeles Alliance for Student Achievement. Her current research focuses on state and federal policy, financial aid, Hispanic-serving institutions, effective institutional practices, and student success in higher education. She has been cited for her work in numerous publications, including *The Economist*, *New York Times*, *Washington Post*, *The Chronicle of Higher Education*, *Inside Higher Ed*, and *Diverse Issues in Higher Education*. Santiago serves on the board of the Fund for the Improvement of Postsecondary Education, National Student Clearinghouse, the Latin American Youth Center, and the National Association for College Admission Counseling.

ENSURING AMERICA'S FUTURE
BY INCREASING LATINO
COLLEGE COMPLETION

LATINO COLLEGE COMPLETION IN 50 STATES

EXECUTIVE SUMMARY

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The authors are solely responsible for any errors in content.

The report does not necessarily represent the views of the Bill & Melinda Gates Foundation, the Lumina Foundation for Education, their officers or employees.



Excelencia in Education accelerates higher education success for Latino students by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy’s need for a highly educated workforce and for civic leadership. In addition, *Excelencia* in Education is recognized as a leading information source on Latinos in higher education. For more information, please visit www.EdExcelencia.org.

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Introduction

The United States has an ambitious national goal to substantially increase postsecondary degree attainment. Meeting this goal requires increasing Latino degree attainment. While all groups will have to increase degree attainment to meet this goal, increasing Latino educational attainment is essential for the U.S. to meet its future societal and workforce needs. Consider the following:

- In 2011, 21 percent of Hispanics had an associate degree or higher, compared to 57 percent of Asians, 44 percent of Whites, and 30 percent of Blacks.¹
- By 2020, Latinos are projected to represent about 20 percent of the 18-64 year-old and close to 25 percent of the U.S. 18-29 year-old population.²
- Economically competitive jobs in the U.S. will require education beyond a high school degree.

In 2009, *Excelencia* in Education launched the Ensuring America's Future initiative to inform, organize, and engage leaders from seven sectors in a tactical plan to increase Latino college completion. This initiative included the release of a benchmarking guide³ for projections of degree attainment disaggregated by race/ethnicity that offered multiple metrics to track national progress. However, the initiative recognizes the majority of policy and program changes in education take place at state and local levels.

This executive summary of Latino College Completion in 50 states synthesizes information on 50 state factsheets and builds on the national benchmarking guide. Each factsheet provides state level snapshots about Latinos in the educational pipeline, the equity gap between Latinos and whites in achievement, and examples of evidence-based practices increasing Latino degree attainment to inform more intentional efforts to increase degree attainment.

Data-driven snapshots of Latino degree attainment for each state with metrics and promising programs across the country improving Latino degree attainment are all tools to inform policy and practice. However, data are only as good as they are used. *Excelencia* in Education is working with partners across the country to increase degree attainment overall and ensure Latino student success is included in the policy and practice intended to improve degree attainment for all.

Summary of 50 state factsheets

Each factsheet includes state level data on the population, representation in K-12, educational attainment of adults, multiple measures of equity gaps in degree attainment, and examples of promising practices across the country with evidence of effectiveness in improving Latino college completion at institutions of higher education. To access the factsheets, visit: <http://www.edexcelencia.org/eaf/50states/>.

¹ U.S. Census Bureau, Current Population Survey, 2011 Annual Social and Economic Supplement.

² *Ensuring America's Future: Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* (September 2010). (<http://www.edexcelencia.org/research/EAF/Benchmarking>)

³ Ibid.

The state-level data on Latino college completion show today's investment, or lack thereof, in Latino academic preparation and degree attainment can have a compounding effect on state populations, economies, and communities in the near future. State policymakers as well as institutional and community leaders have opportunities to improve their educational attainment, economic strength, and community engagement by investing now in the academic preparation and achievement of Latinos. Consider the following:

Latinos are much younger than the national and state populations overall.

- Nationally, the median age for Latinos was 27 compared to a median age of 40 for White, non-Hispanics in 2010. An age gap between Latinos and White-non-Hispanics is consistent within all states.
- The states with the lowest median age for Latinos (22 years) are Iowa, North Dakota and South Dakota. Closely following these states with a median age for Latinos of 23 years are Arkansas, Idaho, Kansas, Maine, Montana, Nebraska and Oklahoma.
- Only five states had a median age for Latinos higher than 27 years—Florida (33 years), New Jersey (30 years), New York (30 years), Louisiana (29 years), and Maryland (28 years).
- Florida has the highest median age overall—for Hispanics (33 years) as well as White, non-Hispanics (44 years).

Latinos' are a larger share of the K-12 public school population than they are of national and state populations overall.

- Nationally, Latino youth represented 22 percent of the K-12 public school population and 15 percent of the U.S. population overall in 2010.
- In two states—California and Texas—Latino youth represented 50 percent of the K-12 public school population in 2010. In New Mexico, Latinos represented 60 percent of the K-12 population.
- Nine states have a K-12 public school population that was greater than 20 percent Latino in 2010; in addition to New Mexico, California, and Texas, this includes Arizona (41 percent), Nevada (38 percent), Colorado (28 percent), Florida (26 percent), Illinois (21 percent), and New York (21 percent).

Latino adults have lower degree attainment levels than other groups.

- Nationally, about 20 percent of Latino adults had a postsecondary degree compared to over 35 percent of all adults in the U.S. in 2010.
- Nine states had more than 25 percent of Latino adults with postsecondary attainment in 2010—Alaska (26 percent), Florida (31 percent), Hawaii (30 percent), Maine (36 percent), New Hampshire (33 percent), South Dakota (26 percent), Vermont (41 percent), Virginia (28 percent), and West Virginia (28 percent).
- West Virginia is the only state where a higher percentage of Latino adults (28 percent) have earned credentials than others in the state overall (26 percent).

The graduation rates for Latinos are lower than that of White, non-Hispanics.

Graduation rates are computed as the number of first-time, full-time freshman who complete a degree, either an associate's or bachelor's, within 150 percent of program time (six years for a bachelor's degree and three years for an associate's degree). This

metric is commonly used in public policy but only presents the picture of a limited number of students in college today. Graduation rates provide a useful snapshot of traditional students enrolling in traditional pathways. However, the metric does not include part-time, transfer, or returning students and thus shows a limited snapshot of Latino students' degree completion.

- Nationally, the gap in degree attainment between Latino and White, non-Hispanic cohorts of first-time, full-time students was about 14 percent.
- More than half of states have lower equity gaps in graduation rates between Latinos and White, non-Hispanics than the national gap.
- The widest gaps in graduation rates between Latinos and White, non-Hispanics was in Connecticut (19 percent), Delaware (15 percent), Illinois (15 percent), Iowa (18 percent), and Washington (16 percent).
- In Louisiana, there is a minimal equity gap in graduation rates between Latinos and White, non-Hispanics. In Maine, the graduation rates of Latinos are higher than that of White, non-Hispanics.

The gap in undergraduate credentials per 100 FTE between Latinos and White, non-Hispanics is smaller than other completion metrics.

The number of certificates, degrees and diplomas awarded per 100 full-time equivalent students (FTEs) gauges the degrees awarded relative to the number of students enrolled. The amount of degrees awarded is divided by 100 FTEs—part-time students are aggregated to the full-time count of students to determine the combined metric.

- The gap in degree attainment between the Latino and White, non-Hispanic cohorts per 100 FTEs was about four percent nationally.
- Five states had negligible gaps in degree attainment as measured by credentials per 100 FTE—Alaska, Arizona, Hawaii, Maine, and Wyoming.
- Oregon was the only state showing Latino adults had a higher level of undergraduate credentials per 100 FTE than White, non-Hispanics.
- The states with the highest equity gaps in degree attainment between Latinos and White, non-Hispanics using this metric were Arkansas (15 percent) and Iowa (11 percent).

The equity gap in degree attainment between Latinos and White, non-Hispanics was highest for undergraduate credentials per 1,000 adults with no college degree.

The number of degrees produced per 1,000 residents with no degree measures the credentials earned relative to the population in need.

- The gap in degree attainment between the Latino and white cohorts per 1,000 adults with no college degree was about 25 percent.
- There were 11 states with equity gaps between Latinos and White, non-Hispanics for this metric higher than the national gap—California (27 percent), Arizona (31 percent), Colorado (35 percent), Delaware (29 percent), Georgia (31 percent), Illinois (36 percent), Iowa (38 percent), Kansas (36 percent), Kentucky (30 percent), Utah (36 percent), and Wisconsin (34 percent).

- Latino adults in two states—Vermont (11 percent) and West Virginia (3 percent)—had higher rates of degree attainment than White, non-Hispanic adults using this metric.

Data sources: For the population data, the main source was the U.S. Census Bureau, American Community Survey (ACS) and ACS Public Use Microdata Sample (PUMS) File. For enrollment and degree attainment data, the main source of data was the National Center for Education Statistics (NCES), Integrated Postsecondary Data Survey (IPEDS), Completions Files, Month Unduplicated Headcount Enrollment File.

Using data to inform action

In the varied analysis to set, track and attain national goals of increased degree attainment, one conclusion is clear—increasing Latino degree attainment in states is critical to meeting the national goal. This requires a tactical plan of awareness, analysis, and action that does not exclude other groups, but intentionally includes Latinos in the policies and practices put forward.

Excelencia in Education created the *Ensuring America's Future by Increasing Latino College Completion* (EAF) initiative in 2009 to respond to this national challenge. With support from the Bill & Melinda Gates Foundation, Lumina Foundation for Education, Ford Foundation, Kresge Foundation, and the W.K. Kellogg Foundation, the EAF initiative brings together national and regional partners across a variety of sectors to bring the issue of Latino college degree completion to the forefront of public attention, and equip higher education stakeholders with strategies to accelerate Latino college degree completion.

This initiative advances three strategies in concert with other college completion efforts: 1) informing the broader public on efforts to increase Latino degree attainment; 2) increasing engagement and collaboration focused on Latino degree attainment; and 3) increasing knowledge of tactics to increase degree attainment for Latinos and others.

Inform the broader public on efforts

Building on a national benchmarking guide and this compendium of state factsheets on Latino college completion, the *Roadmap for Ensuring America's Future* (March 2011) is a tool developed in collaboration with 60 national and regional partners to activate and facilitate dialogue in communities across the country about the actions needed to increase degree attainment generally, and Latino degree attainment specifically. For more information, visit <http://www.edexcelencia.org/initiatives/EAF/Roadmap>.

Over the last two years, *Excelencia* and the Ensuring America's Future partners have brought Latino college completion to prominence in the broader public discourse about America's human capital and civic leadership. Coupled with *Excelencia's* hallmark strategy of identifying tactics and programs for increasing Latino college completion there is now a solid foundation for the next phase of work.

Further, *Excelencia* is supporting the Lumina Foundation for Education's focus on Latino Student Success and their investment in selected established and emerging communities across the country. While this new and important effort by the Lumina Foundation is in an early state, it is exemplary of the intentional actions to support, establish and deploy the collective impact of community partnerships to increase Latino and other students' degree attainment. For more information visit: www.luminafoundation.org/newsroom/news_releases/2011-11-07.html.

Increase engagement and collaboration

Today, the Ensuring America's Future initiative represents a coalition of 65 national and regional organizations in seven sectors committed to increasing college completion and working together to make a collective difference. Through meetings, conferences, and events convened by *Excelencia* and partner organizations, we have put the Latino community and Latino college completion front and center. Grounded by data, EAF has examined barriers and opportunities for engaging the Latino community, and, most importantly, examples of effective practices to better serve the Latino community.

The *Compendium of Practices to Increase Latino College Completion 2012* profiles the current 65 partners and their organizational efforts to increase Latino college completion. For more information, visit <http://www.edexcelencia.org/EAF>. The following are three examples of the many partner efforts to improve Latino degree attainment.

Univision: Univision Communications Inc. is the premier Spanish-language media company in the United States with an unprecedented reach among Hispanics. In February 2010, Univision launched a multi-year, comprehensive, corporate education initiative called *Es El Momento (EEM - The Moment is Now)* in partnership with the Bill & Melinda Gates Foundation, the U.S. Department of Education, educators and civic and community leaders from around the country. The EEM campaign is aimed at improving academic achievement among K-12 Hispanic students-- focusing on college readiness, high school and college completion (<http://vidayfamilia.univision.com/es-el-momento/>).

National Association of Latino Elected & Appointed Officials (NALEO)

Educational Fund: The NALEO Educational Fund provides policymakers with the tools and information necessary to champion a multi-faceted policy approach to raise the number of students who enter and complete postsecondary degrees with inherent marketplace value. Their governance and leadership trainings focus on best practices and effective policies for accelerating Latino student access and success in higher education, such as need-based student aid targeted for first generation college students, dual/concurrent enrollment, early college schools, alignment of K-12 and higher education systems, and institutional funding incentives for increased retention and graduation of historically underserved students in science, technology, engineering and mathematics (<http://www.naleo.org/naleoeducationalfund.html>)

The Edwin Gould Foundation: The Foundation invests in programs that inspire young people to achieve their personal best while contributing to a stronger, more

compassionate society. The Foundation's mission is to reduce the achievement gap by empowering motivated yet underserved students through support of programs that provide academic remediation, enrichment, and leadership life skills resulting in their entrance to and graduation from college. For example, the Foundation supports The Bronx Institute, which is a program created by the ENgaging LATino Communities for Education (ENLACE) as a multi-year, out-of-school program working to improve the educational outcomes of promising Latino students from low-income families in the Bronx. ENLACE's goals are improving college readiness, access, retention, and graduation rates. ENLACE is part of The Bronx Institute located on the campus of Lehman College (<http://www.thebronxinstitute.org/>).

Increase knowledge of effective tactics

Identifying what works for Latino students in higher education is an important step to reach our national goals of degree completion, a highly competitive workforce, and civic leadership. *Excelencia* in Education created Examples of *Excelencia* in 2005 as an annual campaign to recognize programs or departments at institutions of higher education across the country with evidence-based practices improving Latino student college preparation, access, retention, transfer and degree completion. In 2011 alone, more than 190 programs were nominated representing more than 20 states, DC and Puerto Rico. To share this information with the public, the Growing What Works database was created to provide practical information on promising practices at the associate, baccalaureate, and graduate levels. For more information, visit <http://www.edexcelencia.org/examples>. The following are three examples of the programs included in the Growing What Works database.

The Puente Project – University of California, CA

Goal/Mission: The mission of the Puente Project is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. This program is an inter-segmental academic preparation program founded in 1981 as a grassroots initiative to address the low rate of academic achievement among Mexican American and Latino students. Open to all students, there are presently 56 Puente community college sites. The Puente Project serves over 9,500 community college students directly each year, and Latinos comprise the majority (over 75 percent) of program participants.

Outcome: Participating Latino students persist at greater rates than other Latinos, transfer to four-year institutions at higher rates than other underrepresented students and graduate at rates similar to students of ethnic groups with well-established patterns of academic achievement. For example, in one student cohort, 52% had transferred to 4-year colleges and universities, compared to 39% for community college students and 29% for educationally-disadvantaged students statewide. Further, 86% of a student cohort who transferred to the University of California (UC) graduated within 4 years. The graduation rates for all CCC Asian and all CCC white students who transferred to UC in 2002 are 85% and 84% respectively. For more information, visit, <http://www.puente.net/>.

Achieving a College Education (ACE) Program – Maricopa Community Colleges, AZ
Goal/Mission: The Achieving a College Education Program (ACE) targets students who may not consider going to college and attaining a baccalaureate degree to be an achievable goal. Upon graduation from high school an ACE student may earn up to 24 transferable college credits. ACE's three goals are 1) to increase the number of students graduating from high school, 2) to increase the number of students continuing on to college, and 3) to increase the number of students earning a degree or certificate.

Outcome: From 1988-2009 ACE has served over 11,000 students and has been scaled up to serve 89 high schools. Over 85 percent of participants have graduated from high school, and over 80 percent of ACE graduates enrolled in college. ACE graduates also outperform the general college student population. The average ACE college grade point average (GPA) is 3.1 while the general student population average GPA is 2.81. In addition, many ACE students have earned one or more certificates or degrees to date. For more information, visit: <http://www.maricopa.edu/studentaffairs/ACE.php>.

Dual Enrollment Program – Eastern Connecticut State University (ECSU), CT
Goal/Mission: With assistance from the educators from Hartford Public High School, ECSU and its community college partner, Quinebaug Valley Community College, developed the Dual Enrollment transfer initiative to recruit, retain, and graduate underrepresented students from disadvantaged backgrounds in Hartford's inner-city, especially Latinos/Hispanics.

Outcome: Implementation of the dual enrollment initiative showed effectiveness in the transition for students who had not thought of going to college. Of the students selected to enroll in the Dual Enrollment Initiative in fall 2009, 90 percent returned to ECSU as second year students. This 90 percent first to second year retention rate is higher than the 78 percent for other incoming full time freshmen. Moreover, more than half of students successfully matriculated full-time to ECSU in the spring after just one semester of developmental work; the others in the cohort spent one full year enrolled at the community college. The key to helping these students succeed is “to take them out of the environment,” thus having them live in university housing is an essential component of the dual enrollment program. ECSU encouraged students to stay during the summer and take courses to increase amount of credits earned. For more information, visit: <http://www.easternct.edu/interculturalcenter/>.

Additional analysis on college completion

This state compilation guide is intended to complement more detailed metrics developed by other leading national organizations, such as the Lumina Foundation, Complete College America, and the College Board. The metrics these organizations have shared are important in guiding both statewide and national efforts to increase college completion.

Lumina Foundation for Education: To support its goal for increasing college completion to 60 percent by 2025, the Lumina Foundation for Education has released an annual update on college completion. The analysis includes completion nationally, and by state, race/ethnicity, and metropolitan area. Access Lumina Foundation's *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States* at:

www.luminafoundation.org/states_landing/a_stronger_nation_through_education/

Complete College America: Complete College America is a partner in Ensuring America's Future and has disseminated college completion data for 2011 by 33 participating states with a focus on the following metrics: Total degrees and certificates, graduation rates, time to degree, credits to degree, remediation enrollment and graduation, and transfers (these metrics are part of the Complete College America/National Governors Association Common Completion Metrics). To view Complete College America's 2011 College Completion Data, visit

http://www.completecollege.org/state_data/

College Board: The College Board is a partner in Ensuring America's Future and has a College Completion Agenda with 10 recommendations to improve college completion by addressing critical issues along the educational pipeline. Among the College Board's recommendations is #9: "Dramatically increase college completion rates." To measure this recommendation, the College Board provides graduation rates by state for Latino students by institutional type (two- or four-year) and control (public, private non-profit, private for-profit). *Excelencia* in Education collaborated with the College Board to develop a Latino edition of the College Completion Agenda and State Policy Guide. The College Board's College Completion Agenda: Latino Edition is available at:

<http://completionagenda.collegeboard.org/latino/state-performance>

Ensuring America's Future by Increasing Latino College Completion

About The Initiative

An emphasis on college degree attainment by the Obama Administration, and major foundations including the Bill & Melinda Gates Foundation and the Lumina Foundation for Education, reflects the growing recognition that increasing college completion is key to future prosperity. Given current educational attainment levels for Latinos, demands for economic competitiveness, and projected Latino demographic growth in the United States, increasing American college degree attainment is vital.

According to the U.S. Census, only 20 percent of Hispanics in the United States had earned an associate degree or higher in 2010. In comparison, 39 percent of whites, 28 percent of blacks, and 59 percent of Asians had earned an associate or higher in 2010. Further, demographic predictions show Latinos will represent 22 percent of the U.S. population by 2025. In combination, these facts create a compelling call to action.

To meet this challenge, *Excelencia* in Education is shaping a policy strategy with measures, tactics, and strategies focused on young adults generally, and Latino students specifically. The initiative, *Ensuring America's Future by Increasing Latino College Completion* (EAF) brings to the forefront of public attention the role Latinos play in meeting the country's college degree completion goal. With 65 national and community based partner organizations representing seven sectors—business and workforce, educational associations and policy groups, government and elected officials, institutions and systems of higher education, Latino advocacy, media and philanthropy—the coalition is actively collaborating for collective impact to increase Latino college completion.

Excelencia in Education is uniquely positioned nationally to tackle this challenge in several ways. By using its voice and convening power, *Excelencia* makes the case for the importance of getting Latino students to and through college. It is prepared to expand its information role to track progress towards Latino college degree completion, as well as engage stakeholders at national, state, and institutional levels in purposeful deliberations to develop and deploy a policy roadmap to accelerate Latino college degree completion.

Accelerating Latino college degree completion requires: (1) intentionality in serving this group of students; (2) delineation of degree completion goals and measures of progress; (3) commitment to practices and policies that produce positive results; and, (4) clarity about the federal, state and institutional policy environments that affect Latino student success. There is a role for all stakeholders committed to increasing U.S. college degree completion.

For more information please visit: www.edexcelencia.org/initiatives/EAF/full



Tour of Veterinary Teaching Hospital

Monday, May 21, 2012

2:00 – 4:30 pm

College of Veterinary Medicine and
Biomedical Sciences

9 Monday 2:00-4:30 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 21, 2012

2:00 - 4:30 pm

College of Veterinary Medicine and
Biomedical Sciences, Colorado State
University

Tour of Veterinarian Teaching Hospital

The partnership between WICHE and the Colorado State University (CSU) College of Veterinary Medicine and Biomedical Sciences is a close and long-standing one. CSU was one of WICHE's first cooperating PSEP programs, enrolling 14 PSEP students in 1953. Since then, more than 3,400 doctors of veterinary medicine enrolled through PSEP have graduated from CSU, and 121 WICHE PSEP students are currently enrolled in the program. In the mid 1970s, CSU sought funds to build a new teaching hospital and expand its class size. The federal government and the Colorado Legislature appropriated funds to cover approximately two-thirds of the cost. WICHE worked with CSU to develop formal agreements with eight other WICHE states to borrow the remaining one-third of the cost. CSU admitted its first enlarged class in 1976; the expansion provided space for 65 WICHE students.

CSU's College of Veterinary Medicine and Biomedical Sciences is ranked high in the nation (#3 in 2011) by *U.S. News & World Report*. It has 210 faculty positions. Its undergraduate and graduate degree programs reflect a comprehensive research program, with scientists working in the fields of cancer research (the veterinary teaching hospital houses the world's largest animal cancer center), infectious disease, radiological sciences, biomedical sciences, environmental health, orthopedics, reproduction, and neurobiology. In addition, CSU has programs of research and scholarly excellence focused on animal reproduction and biotechnology; musculoskeletal research; molecular, cellular, and integrative neurosciences; and prion diseases.

Speakers: Dean Hendrickson, director; James L. Voss Veterinary Teaching Hospital; Wayne McIlwraith, distinguished professor and director, Colorado State University Orthopaedic Research Center; and Barbara Powers, director, Colorado State University Veterinary Diagnostic Laboratories



Committee of the Whole Business Session

Tuesday, May 22, 2012
8:45 – 10:15 am
Ballroom North

Western Interstate
Commission
for Higher Education

www.wiche.edu

10 Tuesday 8:45-10:15 am

Tuesday, May 22, 2012

8:45 - 10:15 am
Ballroom North

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Bonnie Jean Beesley,
WICHE chair

Report and recommended action of the Executive Committee:
Bonnie Jean Beesley, WICHE chair

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



Approval of the Professional Student Exchange
Program support fees for 2013-14 and
2014-15 [Tab 4]



Approval of the Midwestern Higher Education
Compact/WICHE agreement to offer the
MHECare student health insurance program
to institutions in the WICHE region [Tab 4]

Report and recommended action of the Issue Analysis and
Research Committee: Jeanne Kohl-Welles, committee chair

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

Committee of the Whole Action and Discussion Items



Approval of the FY 2013 annual operating
budget – general fund and non-general fund
budgets 10-3



Approval of salary and benefit
recommendations for FY 2013 10-10



Approval of the WICHE dues for the
FY 2014 and FY 2015 biennium 10-12



Discussion and approval of the
FY 2013 workplan 10-13

Information Items:

Update on developing a state authorization reciprocity
agreement 10-41

Update on WICHE membership for the Pacific Islands

Review of the Commissioner Code of Ethics

10-43

Meeting evaluation (electronic)

www.surveymonkey.com/s/6ZYJBQF

Other business

Adjourn Committee of the Whole business session

ACTION ITEM

FY 2013 Annual Operating Budget

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

Background

The general fund budget proposed for FY 2013 (see p. 10-4) is the staff recommendation for a WICHE program that provides service to member states, as well as supporting a wide range of highly significant projects. General fund income not only supports basic WICHE program activities, such as the work of the Student Exchange Program and the Policy Analysis and Research unit; it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by non-state dollars. The four tables following the general fund table reflect the projected non-general fund budgets for each of the four operating units within WICHE. Non-general fund activities include all projects supported by fees, grants, or contracts.

Action Requested

Approval of the FY 2013 general fund budget and the FY 2013 non-general fund budgets.

Western Interstate Commission for Higher Education
General Fund Budget

Mar 2012

Comparing FY 2012 with FY 2013

Revenue and Expenditures

	FY 2012				FY 2013				
	FY 2012 Budget	FY 2012 Projection	Projection Higher or (Lower) than Budget		FY 2013 Budget	FY 2013 Budget Higher or (Lower) than FY 2012 Budget		FY 2013 Budget Higher or (Lower) than FY 2012 Projection	
Revenue									
4102 Indirect Cost Reimbursements	\$260,000	\$450,778	\$190,778	73.4%	\$260,000	\$0	0.0%	(\$190,778)	-42.3%
4104 Indirect Cost Sharing-WICHE	(\$60,000)	(\$121,571)	(\$61,571)	102.6%	(\$60,000)	\$0	0.0%	\$61,571	-50.6%
4201 Members/Fees States/Institutions a	\$1,875,000	\$1,875,000	\$0	0.0%	\$1,875,000	\$0	0.0%	\$0	0.0%
4202 California Delinquent Dues b	\$87,000	\$87,000	\$0	0.0%	\$87,000	\$0	0.0%	\$0	0.0%
4300 Interest	\$20,000	\$12,268	(\$7,732)	-38.7%	\$20,000	\$0	0.0%	\$7,732	63.0%
4400 Publication Sales & Refunds	\$50	\$12	(\$38)	-75.1%	\$50	\$0	0.0%	\$38	301.0%
4600 Other Income	\$10,000	\$4,205	(\$5,795)	-58.0%	\$10,000	\$0	0.0%	\$5,795	137.8%
4850 Credit Card Transaction Rev. / Units	\$1,000	\$250	(\$750)	-75.0%	\$1,000	\$0	0.0%	\$750	300.0%
Total Revenue	\$2,193,050	\$2,307,942	\$114,892	5.2%	\$2,193,050	\$0	0.0%	(\$114,892)	-5.0%
Expenditures									
0102 Student Exchange Program	\$299,657	\$309,365	\$9,708	3.2%	\$299,897	\$240	0.1%	(\$9,468)	-3.1%
0104 Policy Analysis & Research	\$313,609	\$265,603	(\$48,006)	-15.3%	\$313,556	(\$53)	0.0%	\$47,953	18.1%
0105 Communications & Public Affairs	\$428,467	\$405,576	(\$22,891)	-5.3%	\$428,467	\$0	0.0%	\$22,891	5.6%
0107 Technology & Innovation	\$13,800	\$471	(\$13,329)	-96.6%	\$13,800	\$0	0.0%	\$13,329	2827.5%
0110 President's Office	\$351,892	\$338,261	(\$13,631)	-3.9%	\$371,703	\$19,811	5.6%	\$33,442	9.9%
0111 Commission Meeting Expense	\$133,660	\$127,661	(\$5,999)	-4.5%	\$140,965	\$7,305	5.5%	\$13,304	10.4%
0112 Administrative Services	\$444,213	\$444,168	(\$45)	0.0%	\$443,821	(\$392)	-0.1%	(\$347)	-0.1%
0115 Miscellaneous Gen. Fund	\$164,801	\$143,581	(\$21,220)	-12.9%	\$164,801	\$0	0.0%	\$21,220	14.8%
0116 Program Development	\$15,000	\$12,398	(\$2,602)	-17.3%	\$15,000	\$0	0.0%	\$2,602	21.0%
Total Expenditures	\$2,165,098	\$2,047,084	(\$118,014)	-5.5%	\$2,192,010	\$26,912	1.2%	\$144,926	7.1%
Surplus (Deficit) for the Fiscal Year	\$27,952	\$260,858	\$232,906		\$1,040	\$26,912		\$30,034	
Reserves at Beginning of Year									
1 Minimum Reserve c	\$259,812	\$259,812	\$0	0.0%	\$263,041	\$3,229	1.2%	\$3,229	1.2%
2 Reserve for Facility Payments d	\$191,000	\$191,000	\$0	0.0%	\$194,000	\$3,000	1.6%	\$3,000	1.6%
3 Reserve for Unexpected Shortfall e	\$216,510	\$216,510	\$0	0.0%	\$219,201	\$2,691	1.2%	\$2,691	1.2%
4 Reserve required for CECFA Bond. f	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 Reserve Available for Dedication	\$588,499	\$588,499	\$0	0.0%	\$824,243	\$235,744	40.1%	\$235,744	40.1%
Reserves at Beginning of Year	\$1,325,821	\$1,325,821	\$0	0.0%	\$1,570,485	\$244,664	44.1%	\$244,664	44.1%
Reserves Dedicated during Year									
6 Deferred Compensation / President g	\$16,194	\$16,194	\$0	0.0%	\$22,678	(\$6,484)	-40.0%	(\$6,484)	-40.0%
7 Deficit (Surplus) for the Fiscal Year above	(\$27,952)	(\$260,858)	\$232,906	-833.2%	(\$1,040)	(\$26,912)	96.3%	(\$259,818)	99.6%
Reserves Dedicated during the Fiscal Year	(\$11,758)	(\$244,664)	\$232,906	-833.2%	\$21,638	(\$33,396)	56.2%	(\$266,302)	59.6%
Reserves at End of Year	\$1,337,579	\$1,570,485	\$232,906		\$1,548,847	\$211,268		(\$21,638)	

(a) FY 2011 Dues set by Commission to \$130K in May 2008; and reduced by Commission to \$125K in May 2009. In May 2010, Commission set FY 2012 Dues to \$125K and FY 2013 Dues to \$131K. If half of the WICHE states do not project revenue increases by the Nov 2011 meeting, then the FY 2013 dues will remain at \$125K for the fourth straight year.

(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) Deferred compensation plan for President approved by Commission at the November 2010 meeting.

Western Interstate Commission for Higher Education
Two Year Budget for FY 2012 and FY 2013

CPA
Mar 2012

Programs and Services

<i>9 months elapsed</i> <i>3 months remaining</i> Object / Description	FY 2012	FY 2012	FY 2013	Variance	% FY 2013 budget higher or (lower) than FY 12
	Total	Budget	Budget		
	<i>Actual > 01-Jul-11 -- 31-Mar-12</i> <i>Forecast > 01-Apr-12 -- 30-Jun-12</i>	01-Jul-11 30-Jun-12	01-Jul-12 30-Jun-13		
11-20 MHEC Master Property Program	\$36,963	\$37,000	\$26,500	(\$10,500)	-28.4%
11-21 MHEC/WICHE Xerox Program	\$79,862	\$74,000	\$63,000	(\$11,000)	-14.9%
11-32 Design contracts - SHEEO	\$5,586	\$5,000		(\$5,000)	-100.0%
11-33 NANSLO	\$138,051	\$148,797	\$28,773	(\$120,024)	-80.7%
11-40 Interstate Passport Project I	\$408,676	\$408,600	\$280,841	(\$127,759)	-31.3%
11-51 Project GOALS II	\$7,756	\$12,814	\$9,339	(\$3,475)	-27.1%
12-40 USC Equity Scorecard Project	\$8,130	\$8,130	\$8,130	\$0	0.0%
13-01 ICE School	\$23,248	\$6,885		(\$6,885)	-100.0%
15-01 Western Academic Leadership F	\$69,447	\$65,118	\$70,956	\$5,838	9.0%
15-15 Internet Course Exchange	\$92,614	\$70,003	\$58,566	(\$11,437)	-16.3%
15-20 WACCAL--Western Alliance	\$56,386	\$24,522	\$54,942	\$30,420	124.1%
Revenue	\$926,720	\$860,869	\$601,047	(\$259,822)	-30.2%
Total Revenue	\$926,720	\$860,869	\$601,047	(\$259,822)	-30.2%
11-20 MHEC Master Property Program	\$20,859	\$25,320	\$21,610	(\$3,710)	-14.7%
11-21 MHEC/WICHE Xerox Program	\$27,300	\$26,300	\$31,800	\$5,500	20.9%
11-32 Design contracts - SHEEO	\$5,156	\$4,500		(\$4,500)	-100.0%
11-33 NANSLO	\$105,732	\$151,321	\$28,773	(\$122,547)	-81.0%
11-40 Interstate Passport Project I	\$135,066	\$207,250	\$279,453	\$72,204	34.8%
11-51 Project GOALS II	\$6,282	\$10,412	\$10,830	\$418	4.0%
12-40 USC Equity Scorecard Project	\$0	\$3,000	\$3,000	\$0	0.0%
13-01 ICE School	\$11,093	\$6,885		(\$6,885)	-100.0%
15-01 Western Academic Leadership F	\$55,645	\$61,373	\$70,683	\$9,310	15.2%
15-15 Internet Course Exchange	\$49,156	\$65,556	\$53,099	(\$12,457)	-19.0%
15-20 WACCAL--Western Alliance	\$15,000	\$25,233	\$54,303	\$29,070	115.2%
Expense	\$431,289	\$587,150	\$553,551	(\$33,598)	-5.7%
Total Expense	\$431,289	\$587,150	\$553,551	(\$33,598)	-5.7%
Revenue over (under) Expense	\$495,431	\$273,719	\$47,496	(\$293,420)	-20.3%

Western Interstate Commission for Higher Education
Two Year Budget for FY 2012 and FY 2013

MHH
Mar 2012

Mental Health

		FY 2012	FY 2012	FY 2013		
9 months elapsed		Total	Budget	Budget	Variance	%
3 months remaining						
Object / Description	<i>Actual ></i>	01-Jul-11 -- 31-Mar-12	01-Jul-11	01-Jul-12	FY 2013 budget higher or (lower) than FY 12	
	<i>Forecast ></i>	01-Apr-12 -- 30-Jun-12	30-Jun-12	30-Jun-13		
40-01 MH - State Affiliation Fees		\$532,030	\$295,000	\$301,000	\$6,000	2.0%
40-10 MH - Decision Support Group		\$60,000	\$48,000	\$60,000	\$12,000	25.0%
40-21 MH - Suicide Prevention Toolkits		\$4,734	\$5,000		(\$5,000)	-100.0%
40-22 MH - First Aid Training		\$0	\$5,000		(\$5,000)	-100.0%
41-01 MH - Consulting Main Account		\$11,500			\$0	
41-23 S. D. PIN FY 11		\$17,460			\$0	
41-31 MH Oregon Cost Study FY11		\$6,701			\$0	
41-53 MH - AK PIC Web TA		\$1			\$0	
41-65 MH - SD Suicide Prevention TA F		\$39,257	\$40,545		(\$40,545)	-100.0%
41-66 MH - SD Co-Sig FY 11		\$18,011	\$52,149		(\$52,149)	-100.0%
41-67 MH - SD Co-Sig FY 12		\$115,020	\$115,020	\$19,876	(\$95,144)	-82.7%
41-68 MH - SD ADA Abuse Survey FY1		\$11,046	\$2,113		(\$2,113)	-100.0%
41-69 MH - SD Systems of Care FY11		\$17,858	\$10,660		(\$10,660)	-100.0%
41-74 MH - SD 2011 Survey FY11		\$21,528	\$22,039	\$0	(\$22,039)	-100.0%
41-75 MH - SD Suicide Prevention TA F		\$52,971	\$52,051	\$17,350	(\$34,701)	-66.7%
41-76 MH - SD 2012 Survey FY 12		\$26,000	\$20,000		(\$20,000)	-100.0%
41-81 Natl Cncl TA Ctr Yr 1 FY11		\$122,346	\$105,468		(\$105,468)	-100.0%
41-82 Natl Cncl TA Ctr Yr 1 FY12		\$0	\$96,549	\$32,180	(\$64,369)	-66.7%
41-91 NASMHPD-Task Orders FY 11/1		\$2,942			\$0	
42-96 CO SE Training FY 12		\$0	\$57,600		(\$57,600)	-100.0%
44-36 MH - AK API FY 12		\$34,679	\$125,000		(\$125,000)	-100.0%
44-76 MH - NIMH Challenge Grant Yr 2		\$73,686	\$13,025		(\$13,025)	-100.0%
44-81 MH - DOD MHFA Training		\$277,492	\$238,025		(\$238,025)	-100.0%
45-01 MH - Anticipated New Funding		\$100,000	\$267,512	\$1,474,000	\$1,206,488	451.0%
45-13 MH OISSP FY11/FY12		\$7,908			\$0	
45-34 AK Competencies FY 12		\$50,000	\$140,000		(\$140,000)	-100.0%
45-43 MH - AK PIC Interns FY11/FY12/		\$76,473	\$100,000		(\$100,000)	-100.0%
45-45 MH - AK PIC FY12		\$63,500	\$87,000		(\$87,000)	-100.0%
45-51 MH - HI Internship Ops FY 12		\$23,653	\$56,458		(\$56,458)	-100.0%
46-10 MH - Dona Ana County		\$148,176	\$205,240		(\$205,240)	-100.0%
Revenue		\$1,914,973	\$2,159,454	\$1,904,406	(\$255,048)	-11.8%
Total Revenue		\$1,914,973	\$2,159,454	\$1,904,406	(\$255,048)	-11.8%
40-01 MH - State Affiliation Fees		\$492,121	\$421,661	\$298,119	(\$123,542)	-29.3%
40-10 MH - Decision Support Group		\$58,981	\$48,000	\$44,414	(\$3,586)	-7.5%
40-21 MH - Suicide Prevention Toolkits		\$920			\$0	
40-22 MH - First Aid Training		\$2,337			\$0	
41-01 MH - Consulting Main Account		\$3,422			\$0	
41-23 S. D. PIN FY 11		\$17,460			\$0	
41-31 MH Oregon Cost Study FY11		\$6,701			\$0	
41-53 MH - AK PIC Web TA		\$1			\$0	
41-65 MH - SD Suicide Prevention TA F		\$39,257	\$21,955		(\$21,955)	-100.0%
41-66 MH - SD Co-Sig FY 11		\$18,011	\$51,618		(\$51,618)	-100.0%
41-67 MH - SD Co-Sig FY 12		\$97,185	\$112,595	\$19,864	(\$92,730)	-82.4%
41-68 MH - SD ADA Abuse Survey FY1		\$13,201	\$5,633		(\$5,633)	-100.0%
41-69 MH - SD Systems of Care FY11		\$17,858	\$11,491		(\$11,491)	-100.0%
41-74 MH - SD 2011 Survey FY11		\$21,528	\$23,039	\$0	(\$23,039)	-100.0%

<i>Object / Description</i>	FY 2012		FY 2012	FY 2013	<i>Variance</i>	<i>%</i>
	<i>Total</i>		<i>Budget</i>	<i>Budget</i>		
	<i>Actual ></i>	<i>Forecast ></i>	01-Jul-11	01-Jul-12		
		01-Jul-11 -- 31-Mar-12	01-Jul-11	01-Jul-12	FY 2013 budget higher	
		01-Apr-12 -- 30-Jun-12	30-Jun-12	30-Jun-13	or (lower) than	FY 12
41-75 MH - SD Suicide Prevention TA F	\$52,968		\$52,785	\$11,489	(\$41,296)	-78.2%
41-76 MH - SD 2012 Survey FY 12	\$16,029		\$19,640		(\$19,640)	-100.0%
41-81 Natl Cncl TA Ctr Yr 1 FY11	\$122,346		\$105,468		(\$105,468)	-100.0%
41-82 Natl Cncl TA Ctr Yr 1 FY12	\$115,362		\$93,573	\$44,255	(\$49,318)	-52.7%
41-91 NASMHPD-Task Orders FY 11/1	\$2,942				\$0	
42-96 CO SE Training FY 12	\$16,320		\$53,440	\$2,450	(\$50,990)	-95.4%
44-36 MH - AK API FY 12	\$58,940		\$125,000		(\$125,000)	-100.0%
44-76 MH - NIMH Challenge Grant Yr 2	\$73,686		\$7,460		(\$7,460)	-100.0%
44-81 MH - DOD MHFA Training	\$194,314		\$181,180	\$9,717	(\$171,463)	-94.6%
45-01 MH - Anticipated New Funding	\$77,083		\$259,036	\$1,240,111	\$981,075	378.7%
45-13 MH OISSP FY11/FY12	\$2,689				\$0	
45-34 AK Competencies FY 12	\$87,878		\$140,000		(\$140,000)	-100.0%
45-43 MH - AK PIC Interns FY11/FY12/	\$84,004		\$100,000		(\$100,000)	-100.0%
45-44 MH - AK PIC FY11	\$1,260				\$0	
45-45 MH - AK PIC FY12	\$70,502		\$87,000		(\$87,000)	-100.0%
45-51 MH - HI Internship Ops FY 12	\$36,001		\$51,665	\$7,190	(\$44,474)	-86.1%
46-10 MH - Dona Ana County	\$152,392		\$173,771		(\$173,771)	-100.0%
Expense	\$1,953,701		\$2,146,009	\$1,677,609	(\$468,399)	-21.8%
Total Expense	\$1,953,701		\$2,146,009	\$1,677,609	(\$468,399)	-21.8%
Revenue over (under) Expense		(\$38,728)	\$13,446	\$226,797	(\$723,448)	-16.8%

Western Interstate Commission for Higher Education
Two Year Budget for FY 2012 and FY 2013

PAR
Mar 2012

Policy Analysis & Research

9 months elapsed 3 months remaining	FY 2012 <i>Total</i>	FY 2012 <i>Budget</i>	FY 2013 <i>Budget</i>	<i>Variance</i>	<i>%</i>
<i>Object / Description</i>	<i>Actual > 01-Jul-11 -- 31-Mar-12</i> <i>Forecast > 01-Apr-12 -- 30-Jun-12</i>	01-Jul-11 30-Jun-12	01-Jul-12 30-Jun-13	FY 2013 budget higher or (lower) than FY 12	
50-01 Policy Transition Funding	\$46,941			\$0	
50-15 High School Grads : Core Accoun	\$0	\$37,460	\$0	(\$37,460)	-100.0%
50-18 HSG Methods Review & Expansio	\$136,732	\$126,565	\$114,726	(\$11,839)	-9.4%
50-23 Mass Fin Aid Consult	\$30,000	\$30,000		(\$30,000)	-100.0%
50-32 Multi-State Data Exchange	\$479,942	\$479,942	\$496,012	\$16,070	3.3%
51-05 Common Core State Standards	(\$1,491)			\$0	
51-15 WA Opportunity Scholarship	\$15,000	\$15,000	\$15,000	\$0	0.0%
51-21 CUE Equity Partnership	\$14,153	\$20,000		(\$20,000)	-100.0%
52-01 Adult Degree Completion Y1	\$37,665	\$255,000		(\$255,000)	-100.0%
52-02 Adult Degree Completion Y2	\$166,045	\$165,847	\$142,066	(\$23,781)	-14.3%
52-03 Adult Degree Completion Y3	\$0		\$273,218	\$273,218	
52-22 Non-Traditional No More Y2	\$33,717	\$36,000		(\$36,000)	-100.0%
52-32 Non-Trad No More Expanded Y2	\$87,441	\$100,000		(\$100,000)	-100.0%
54-51 College Access Challenge Grant (\$213,740	\$144,435	\$181,974	\$37,539	26.0%
Revenue	\$1,259,887	\$1,410,250	\$1,222,996	(\$187,254)	-13.3%
Total Revenue	\$1,259,887	\$1,410,250	\$1,222,996	(\$187,254)	-13.3%
50-01 Policy Transition Funding	\$24,617		\$4,916	\$4,916	
50-18 HSG Methods Review & Expansio	\$169,481	\$168,900	\$114,726	(\$54,173)	-32.1%
50-23 Mass Fin Aid Consult	\$15,192			\$0	
50-32 Multi-State Data Exchange	\$479,939	\$233,368	\$496,012	\$262,644	112.5%
51-05 Common Core State Standards	(\$1,491)			\$0	
51-15 WA Opportunity Scholarship	\$5,217		\$5,763	\$5,763	
51-21 CUE Equity Partnership	\$14,153	\$16,011		(\$16,011)	-100.0%
52-01 Adult Degree Completion Y1	\$37,665	\$227,298		(\$227,298)	-100.0%
52-02 Adult Degree Completion Y2	\$166,326	\$221,971	\$45,911	(\$176,059)	-79.3%
52-03 Adult Degree Completion Y3	\$0		\$273,218	\$273,218	
52-22 Non-Traditional No More Y2	\$34,062	\$11,750		(\$11,750)	-100.0%
52-32 Non-Trad No More Expanded Y2	\$87,139	\$12,770		(\$12,770)	-100.0%
54-51 College Access Challenge Grant (\$213,740	\$157,274	\$181,974	\$24,700	15.7%
Expense	\$1,246,041	\$1,049,341	\$1,122,521	\$73,181	7.0%
Total Expense	\$1,246,041	\$1,049,341	\$1,122,521	\$73,181	7.0%
Revenue over (under) Expense	\$13,845	\$360,909	\$100,474	(\$114,073)	-4.6%

Western Interstate Commission for Higher Education
Two Year Budget for FY 2012 and FY 2013

WCT
Mar 2012

WCET

<i>9 months elapsed</i> <i>3 months remaining</i> Object / Description	FY 2012	FY 2012	FY 2013	Variance FY 2013 budget higher or (lower) than FY 12	%
	Total	Budget	Budget		
	<i>Actual > 01-Jul-11 -- 31-Mar-12</i> <i>Forecast > 01-Apr-12 -- 30-Jun-12</i>	01-Jul-11 30-Jun-12	01-Jul-12 30-Jun-13		
20-01 Membership Dues	\$650,715	\$548,745	\$531,500	(\$17,245)	-3.1%
21-11 WCET - Annual Mtg Fall 2011	\$166,870	\$226,000		(\$226,000)	-100.0%
21-12 WCET - Annual Mtg Fall 2012	\$24,428	\$23,488	\$288,150	\$264,662	1126.8%
21-13 WCET - Annual Mtg Fall 2013	\$0		\$23,488	\$23,488	
21-23 WCET - Academic Collaborations	\$425	\$971		(\$971)	-100.0%
21-24 WCET - Transparency Dues	\$10,555	\$42,678	\$123,600	\$80,922	189.6%
21-27 WCET - State Authorization Netw	\$64,103	\$100,449	\$121,346	\$20,897	20.8%
21-28 WCET - eContent Summit	\$57,552			\$0	
24-01 WCET - Transparency Lumina	\$97,365	\$112,944	\$15,561	(\$97,383)	-86.2%
24-30 Gates - PAR Framework	\$876,010	\$34,642		(\$34,642)	-100.0%
Revenue	\$1,948,022	\$1,089,917	\$1,103,645	\$13,728	1.3%
Total Revenue	\$1,948,022	\$1,089,917	\$1,103,645	\$13,728	1.3%
20-10 WCET - Administration	\$596,970	\$597,848	\$601,030	\$3,183	0.5%
21-11 WCET - Annual Mtg Fall 2011	\$166,870	\$203,228		(\$203,228)	-100.0%
21-12 WCET - Annual Mtg Fall 2012	\$24,341	\$23,488	\$238,525	\$215,037	915.5%
21-13 WCET - Annual Mtg Fall 2013	\$0		\$23,488	\$23,488	
21-23 WCET - Academic Collaborations	\$437	\$800		(\$800)	-100.0%
21-24 WCET - Transparency Dues	\$10,555	\$42,673	\$123,600	\$80,927	189.6%
21-27 WCET - State Authorization Netw	\$64,102	\$73,217	\$87,323	\$14,106	19.3%
21-28 WCET - eContent Summit	\$44,230			\$0	
24-01 WCET - Transparency Lumina	\$97,365	\$112,944	\$15,615	(\$97,329)	-86.2%
24-30 Gates - PAR Framework	\$876,010	\$34,642		(\$34,642)	-100.0%
Expense	\$1,880,880	\$1,088,840	\$1,089,581	\$741	0.1%
Total Expense	\$1,880,880	\$1,088,840	\$1,089,581	\$741	0.1%
Revenue over (under) Expense	\$67,143	\$1,077	\$14,064	\$14,469	0.7%

ACTION ITEM

Salary/Benefit Recommendations for FY 2013

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

Despite truly exceptional performance by the staff at large over the past few years, budget constraints have not made it possible to increase staff salaries for the past three years, beginning with fiscal year 2010. During this period of time, however, benefit costs, including the staff share of benefit costs, have increased, so in effect staff have seen their pay decline. Compounded with increases in cost of living, the effective value of staff salaries at WICHE has declined by approximately 10 percent since our last salary increase.

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

For each of the past three years, while the original budget accepted by the commission could not support a salary increase, the organization actually finished the year with revenues that would have supported the increases, “had we only known.” Again this year President Longanecker has proposed a budget that is balanced but that is insufficient to sustain staff salary increases. Some have suggested that the reserves are sufficient to cover this cost, but using reserves to cover costs that will be imbedded within the budget in perpetuity is both against existing WICHE budget reserve policy and would be exceptionally poor financial practice.

Benefits. Major benefits to staff include the following.

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

Action Requested

President Longanecker proposes a rather novel approach to allow for possible salary increases for fiscal year 2013. He asks the commission to approve a staff salary increase pool of 3 percent, contingent upon improvements in projected revenues above and beyond those anticipated in the budget currently projected and proposed for adoption by the commission. Release of such contingent funding could occur only by action of the Executive Committee or the Committee of the Whole. This action is proposed because it is quite possible that WICHE’s financial circumstances could improve sufficiently to allow for the proposed 3 percent increase, which would cost the WICHE General fund approximately \$40,000. When this idea was initially discussed at the February 21 Executive Committee meeting, some

concern was expressed about whether building increased salaries into the budget could present a funding dilemma in future years. President Longanecker does not believe this is a serious concern, presuming WICHE returns to modest annual incremental increases in dues in the future, as state budgets recover from their recent difficulties.

ACTION ITEM

Establishing Dues for the Fiscal Year (FY) 2014-2015 Biennium

The commission establishes dues in May every other year for the coming biennium. Action on the dues for FY 2014 and FY 2015 is needed at this meeting. The commission sets the dues two years in advance, so that states that operate on biennial budgets will be able to include WICHE dues in their budget planning for the upcoming biennium. Action is required at this meeting because states will begin the budget planning for future years before the commission meets next in November.

WICHE's Established Rationale for Dues Increases

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

The Unique Circumstances We Face Today

Dues for the upcoming fiscal year, FY 2013, were originally set at \$131,000 at the May 2010 commission meeting. This increase, which would have been the first increase since FY 2010, was to be contingent upon at least half of the member states projecting revenue increases by the time of the November 2011 commission meeting. As most of you will remember, dues for FY 2013 were discussed at the November 2011 meeting. At that time all WICHE states except for Wyoming had experienced increased revenues in FY 2011, and all but three states (California, Nevada, and North Dakota) were expected to have increased revenues in FY 2012. Despite these increases in revenues, however, most WICHE states faced budget deficits in FY 2011 and were projected to face shortfalls in FY 2012, as well. As a result, the commission acted to roll back the proposed increase in dues for FY 2013 to the current level, thus maintaining the same dues level for the fourth year.

The states' economies have begun to recover from the recession. Though they will not return to their previous levels of resources for some years, most states have adjusted to the new normal that they face, have been able to begin reinvesting in valued services this year, and are expected to face slight improvements over the next few years, as well.

As a result staff believes it is appropriate to return to the sound financing policy that preceded the recent difficult time and again begin incremental small increases in dues each year. Staff recommends an increase from \$125,000 to \$131,000 (4.8 percent) for FY 2014. This \$6,000 increase would bring the dues for FY 2014 up to the level originally approved by the commission for FY 2012. Staff recommends another increase of \$6,000, from \$131,000 to \$137,000 (4.4 percent) for FY 2014.

Action Requested

Approval of the following WICHE dues, scheduled for each member state:

FY 2014: \$131,000

FY 2015: \$137,000

WICHE Workplan 2013

WICHE and its 15 member states work to improve access to higher education and ensure student success. Our student exchange programs, regional initiatives, and research and policy work allow us to assist constituents throughout the West and beyond.

In fiscal 2013 WICHE's four units – Programs and Services, Policy Analysis and Research, Mental Health Program, and WCET – will strive to assist the West's institutions and students, focusing on five areas: finance; access and success; workforce and society; technology and innovation; and accountability.

At the commissioners' request, we've redesigned the workplan for FY 2013, using a crisper, more accessible format that includes essential information about each project. In the workplan below, we describe existing activities, as well as initiatives that are new directions or on the horizon, by unit. Along with a brief narrative of each project, we include its focus area/s; priority in terms of WICHE's mission; funding source and amount; staffing level; timeline; organizational partners; and state institutional partners.

Programs and Services

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

EXISTING ACTIVITIES

*Priorities key:

★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high

Western Undergraduate Exchange (www.wiche.edu/wue). WUE, WICHE's signature undergraduate tuition reciprocity program, enables almost 29,100 students to enroll in 150 public two- and four-year institutions in 15 states and save an estimated \$223.8 million by paying 150 percent of resident tuition instead of full nonresident tuition. Colleges and universities can tailor their participation, including admission requirements and available programs of study, to individual campus needs.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Undergraduate Exchange	Access & success	★★★	General fund for WICHE staff FTE	1.05 FTE WICHE	Ongoing since 1988	150 institutions in all WICHE states	All WICHE member states

Professional Student Exchange Program (www.wiche.edu/psep). PSEP provides affordable access to 10 professional healthcare fields for students in 12 WICHE states. In 2011-12 states invested \$14.2 million in their future healthcare providers' education; almost 700 students enrolled through PSEP.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Professional Student Exchange Program	Access & success; workforce & society	***	Support fees, funded by sending states; general fund for WICHE staff	1.05 FTE	Ongoing since 1953	12 states (supporting students) and institutions receiving students earning professional healthcare degrees	12 sending states (AK, AZ, CO, HI, ID, MT, NV, NM, ND, UT, WA, WY) 14 receiving states (AZ, CA, CO, HI, ID, MT, NV, NM, ND, OR, SD, UT, WA, WY)

Western Regional Graduate Program (www.wiche.edu/wrgp). WRGP allows master's, graduate certificate, and doctoral students who are WICHE state residents to enroll in 275 programs at 51 participating institutions on a resident tuition basis. In fall 2011 more than 850 students enrolled through WRGP and saved an estimated \$11.5 million in tuition.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Regional Graduate Program	Access & success; workforce & society	***	General fund for WICHE staff	.30 FTE	Ongoing since 1981	275 graduate programs in all the WICHE states	All WICHE member states

Workforce Briefs (www.wiche.edu/pub). *A Closer Look at Healthcare Workforce Needs in the West* is a series of reports informing policymakers and higher education decision makers about education and employment trends in the West. The most recent briefs focus on oral healthcare, the primary care physician workforce, health information technology, and pharmacy.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Workforce Briefs	Workforce & society	*	General fund as available for consultants or grant funding	.05 FTE WICHE & consultants	Ongoing since 2007	N/A	All WICHE member states

WICHE Internet Course Exchange (www.wiche.edu/ice). ICE enables students, through their home institutions, to seamlessly access high-quality online courses and programs offered by other four-year and two-year ICE member institutions. The collaborative model fosters faculty engagement, resource sharing, and innovation.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
WICHE Internet Course Exchange	Access & success; technology & innovation	***	Membership dues, general fund	.65 FTE	Ongoing: dues year 7/1-6/30		11 institutions & 3 systems

North American Network of Science Labs Online (www.wiche.edu/nanslo). NANSLO provides a consortium approach to the development and deployment of high-quality, modular, openly licensed courseware integrating learner-centered and immersive web-based labs, using software, video, and robotics for the study of biology, chemistry, and physics. WICHE is the coordinating partner and fiscal agent.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
North American Network of Science Labs Online	Access & success; technology & innovation	***	Next Generation Learning Challenge (NGLC) grant, (\$749,994), general fund	1.44 FTE	4/2011-7/2012		BCcampus, Colorado Community College System, & 5 other institutions

Western Academic Leadership Forum (www.wiche.edu/forum). The Forum brings together academic leaders at bachelor's, master's, and doctoral institutions and chief executives and chief academic officers for systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. Members are involved in the Academic Leaders Toolkit and the Interstate Passport Initiative.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Academic Leadership Forum	Access & success; accountability	***	Membership dues (\$52,875), sponsorships (\$8,000), general fund	.40 FTE	Ongoing: dues year 7/1-6/30		40 institutions, 9 systems

Western Alliance of Community College Academic Leaders (www.wiche.edu/alliance). The Alliance convenes academic leaders at community colleges, technical schools, systems, and state governing and coordinating boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. Projects in which its members play key roles are the Academic Leaders Toolkit, the North American Network of Science Labs Online, and the Interstate Passport Initiative.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Alliance of Community College Academic Leaders	Access & success; accountability	***	Membership dues (\$35,652), sponsorships (\$3,000), general fund	.30 FTE	Ongoing: dues year 7/1-6/30		59 institutions, 6 systems

Academic Leaders Toolkit (<http://alt.wiche.edu>). A joint project of the Alliance and the Forum, the toolkit is a searchable, web-based depository and resource of useful decision-making tools, contributed by academic leaders. The toolkit highlights best practice cases on a variety of academic issues to assist in decision making and advancing institutions' missions and operations, as well as allowing for the exchange of ideas.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Academic Leaders Toolkit	Access & success	***	Forum & Alliance	Forum/ Alliance (included in above)	Ongoing	Forum & Alliance	

Gaining Online Accessible Learning through Self-study (www.wiche.edu/goals). GOALS develops tools related to web accessibility for institutions to use during the continuous improvement process for reaffirmation by the regional accrediting agencies. WICHE is a partner in this three-year collaborative project, funded by the Fund for the Improvement of Postsecondary Education (FIPSE).

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Gaining Online Accessible Learning through Self-study	Access & success	***	U.S. Dept. of Education, FIPSE (WICHE share: \$36,000)	.05 FTE	1/2011-12/13	National Center on Disability and Access to Education (lead), 3 other partners	

Interstate Passport Initiative: Focusing on Learning Outcomes to Streamline Transfer Pathways to Graduation (www.wiche.edu/passport). The Passport project is creating a new transfer framework, one based on student-learning outcomes rather than seat time or credits. In this two-year pilot project under WICHE’s direction, 28 institutions in five partner states will forge transfer agreements based on a set of essential learning outcomes.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Interstate Passport Initiative	Access & success	***	Carnegie Corporation of New York grant (\$550,000), general fund	1.15 FTE	10/2011-9/2013		28 institutions in 5 states (CA, HI, ND, OR, UT)

Master Property Program (www.wiche.edu/mpp). WICHE offers participation in the Midwestern Higher Education Compact’s (MHEC’S) MPP to colleges and universities in the West that want to benefit from comprehensive property insurance coverage at rates that are typically below industry averages, while improving their risk management and asset protection strategies. Available to two- and four-year public and private institutions of higher education, the program currently has 50 member institutions (100 campuses) with total insured values of \$80 billion; seven institutions and two systems (with 14 campuses) in the WICHE region are members.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Master Property Program	Finance	***	Member fees	.10 FTE & consultant	Ongoing	MHEC and New England Board of Higher Education	21 institutions in 7 states (AZ, CO, NV, OR, UT, WA, WY)

MHECTech (www.wiche.edu/costSavingPurchasing). WICHE partners with the Midwestern Higher Education Compact on MHECTech, a program enabling colleges and universities in the Midwest and West to buy a variety of goods off competitively bid purchasing agreements to contain or reduce their costs. WICHE region institutions are eligible to purchase computers at discounted rates under contracts with Dell, Fujitsu, Oracle (Sun), Systemax Computers; Dell and Xerox printers and peripherals; and data networking by Juniper Networks.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
MHECTech	Finance	***	Administrative fees	.10 FTE	Ongoing	MHEC & vendors	K-12, colleges, universities, government agencies in WICHE region

NEW DIRECTIONS

*Priorities key:

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

State Authorization Project. Staff is working with a regional steering committee of stakeholders to create reciprocity agreements among WICHE states for the authorization of distance education programs operated by colleges and universities in each state where a student is enrolled. The agreements will outline review standards and processes in order to enable institutions to be in compliance with new federal regulations, as well as state regulations regarding authorization; staff will also work with the three other regional higher education compacts, the Presidents' Forum, and the Council of State Governments to seek interregional agreements.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
State Authorization Project	Access & success	★★★ ●● ■■■	TBD	WICHE member states who agree to participate	Regional steering committee & staff are developing a draft regional agreement; options for interregional agreements

NANSLO Pedagogy and Design Research Project. Building on our current North American Network of Science Labs Online initiative, this project will identify the strengths and weaknesses of lab-based physics courses taught online and develop guidelines for instructors that will support successful applications of three lab experiment methodologies: home-based kits, remote web-based labs, and interactive simulations. The four-year project, with WICHE serving as the coordinating partner and fiscal agent, will take two physics courses through a three-iteration cycle of continuous improvement.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
NANSLO Pedagogy and Design Research Project	Access & success	★★★ ●●● ■■■	.75-.85 FTE	BCcampus, Colorado Community College System, and 5 other institutions	Proposal submitted to the National Science Foundation (NSF) for \$1,349,000 (awards to be announced 7/1/2012)

NANSLO Expansion Project. Also building on our current NANSLO work, this project will focus in three areas: developing the second semester of the introductory biology, chemistry, and physics courses as openly licensed, online courses containing remote web-based science lab (RWSL) experiments; creating and staffing a RWSL development lab for shared use by faculty of NANSLO member institutions, in order to develop and test new RWSL experiments; and expanding the use of the three NANSLO labs (North Island College, Colorado Community College System, and a new development lab) to all partner institutions.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
NANSLO Expansion Project	Access & success	★★★ ●●● ■ ■ ■	~ 1 FTE	BCcampus, Colorado Community College System, and 5 other institutions	NGLC competition TBD (anticipate fall)

Rural Healthcare Initiative. Programs and Services staff will explore partnerships with federal and state agencies and private funders (such as foundations and professional state associations), as well as working to develop a PSEP Alumni Scholarship Fund, 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.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Rural Healthcare Initiative	Access & success	★★ ● ■	.20 FTE	PSEP sending states	In development

ON THE HORIZON

*Priorities key:

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

NANSLO Allied Health Project. Institutions in six WICHE states plan to submit a proposal for a collaborative project, *Building 21st Century Learning Models for Allied Health Programs in the West*, to the U.S. Department of Labor’s Trade Adjustment and Community College and Career Training Grant competition. The proposal will ask for support to: transform face-to-face courses in selected allied health programs to online or hybrid environments; expand NANSLO to support the use of remote web-based science labs, enabling students to take online lab courses for these programs; and create a regional allied healthcare portal, supporting students from when they’re in school to when they transition to jobs in their field.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
NANSLO Allied Health Project	Access & success	★★★ ●●● ■ ■ ■	~ 1 FTE	Members of the Alliance	Dept. of Labor proposals due May 24

MHECare. WICHE is exploring the feasibility of partnering with the Midwestern Higher Education Compact in offering MHECare, to help institutions in the region reduce the costs and improve the coverage of their student health insurance. MHEC has completed a competitive RFP and recently selected Mercer as the program administrator and UnitedHealthcare as the provider for the program, which will offer a national PPO network with flexible access for students and help colleges and universities to lower their administrative costs.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
MHECare	Finance	*** ●● ■■	TBD	MHEC	Staff are drafting a participation agreement with MHEC

Policy Analysis and Research

The Policy Analysis and Research unit offers a variety of policy and information resources that support better-informed decision making at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion; transfer and articulation; adult learners; multistate data sharing to support educational planning and workforce development; and other critical areas. Its publication series, including *Policy Insights* and *Western Policy Exchanges*, explore a wide range of significant policy issues. It also publishes in-depth works such as *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* and the *Regional Fact Book for Higher Education in the West*, which include data and analyses on fiscal, demographic, economic, and social indicators.

EXISTING ACTIVITIES

*Priorities key:

* = Urgency (mission critical) * = low, ** = medium, *** = high

Tuition and Fees (www.wiche.edu/pub/15595). This annual report shows the current-year published tuition and fees prices charged by each public higher education institution in the West, along with selected historical information.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Tuition and Fees	Finance	***	General fund	.025 FTE	Ongoing	N/A	All WICHE states respond

Legislative Advisory Committee (www.wiche.edu/lac). The LAC informs the WICHE Commission and staff about significant legislative issues related to higher education; at the same time, WICHE staff serves the LAC by informing members about emerging policy issues in the West. LAC members are appointed by the commission and meet annually.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Legislative Advisory Committee	Finance	***	General fund set-aside: \$25,000	.10 FTE	Ongoing	N/A	All WICHE states

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

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Policy and Assessment Framework for Washington’s Opportunity Scholarship Program	Finance	***	Microsoft Corporation via subcontract from NCHEMS: total revenue, \$30,000 FY13 expenditures: \$10,000	.15 FTE	3/12-9/13	NCHEMS	Washington

Adult College Completion Network (www.adultcollegecompletion.org). WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college completion by adults with prior college credits but no degree.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Adult College Completion Network	Access & success	***	Lumina Foundation: total revenue, \$1,133,800 FY13 expenditures: \$250,000	1.65 FTE	10/10-9/14	N/A	N/A

Knocking at the College Door (www.wiche.edu/pub/11556). With support from its traditional partners, ACT and the College Board, the Policy Analysis and Research unit has been reviewing the methodology WICHE has historically used to make its widely used projections of high school graduates, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*. The project will also examine how our analyses could be extended to be of greater use to the education and policy communities that depend upon them and to prepare the next edition of the publication.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Knocking at the College Door (with methodological review and expansion)	Access & success	***	ACT/College Board: total revenue, \$441,000 FY13 expenditures, \$80,000	1.65 FTE	10/10-9/14 (release of 8th edition planned for 12/2012)	N/A	N/A

State Higher Education Policy Database (www.higheredpolicies.wiche.edu). The nation’s only online searchable database of higher education policies provides state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key policy issue areas related to access and success in higher education.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
State Higher Education Policy Database	Access & success	★ ★	General fund/Lumina Foundation: FY13 expenditures, \$40,000	.20 FTE	Ongoing	National Conference of State Legislatures	N/A

College Access Challenge Grant Consortium and Network (www.wiche.edu/cacg). CACG is a federally funded formula grant program designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. States can participate in WICHE’s activities through the CACG Consortium, which involves WICHE administering the state program, or through the CACG Network, which is a collaborative council composed of designated staff from each of the states.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
College Access Challenge Grant Consortium and Network	Access & success	★ ★ ★	State memoranda of agreement/U.S. Dept. of Education: FY12 revenues, \$240,000; FY13 expenditures, \$240,000	1.40 FTE	08/14/12-08/13/13 (memo-randa of agreement negotiated annually)	N/A	2 consortium states (AK, ID) & 8 network states (AK, ID, NV, ND, TX, UT, WA, WY)

State-level Articulation and Transfer Systems (www.wiche.edu/stas). Having completed the Lumina Foundation-funded project titled, *Best Practices in Statewide Articulation and Transfer Systems*, WICHE staff continue to serve as resource experts on this issue.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
State-level Articulation and Transfer Systems	Access & success	★ ★	General fund	N/A	FY13	N/A	Varies

College Completion Initiative. Within the WICHE states, at least eight major college completion initiatives are in play, and a number of Western states are actively engaged with them. To keep regional higher education leaders informed and active in these efforts, staff works closely with the different efforts.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
College Completion Initiative	Access & success	***	General fund	N/A	FY13	Complete College America, National Governors Association, Lumina Foundation, Completion by Design, Excelencia, National College Access Network	Varies

Facilitating Development of a Multistate Longitudinal Data Exchange (www.wiche.edu/longitudinalDataExchange).

The principal objective of this project is to develop a pilot data exchange among several states, allowing for more comprehensive analyses of the production, stock, and flows of human capital through a regional, multistate approach. Working initially with four member states – Idaho, Hawai’i, Oregon and Washington – WICHE is coordinating efforts to develop the necessary architecture for the exchange of data, effectively govern the exchange, produce standard reports, and ensure the protection of privacy.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Facilitating Development of a Multistate Longitudinal Data Exchange	Technology & innovation	***	Bill & Melinda Gates Foundation: total revenue, \$1,500,000; FY13 expenditures, \$500,000	.80 FTE	6/10-5/14	NCHEMS, State Higher Education Executive Officers (SHEEO), National Student Clearinghouse	Educational & workforce agencies in 4 states (HI, ID, OR, WA)

Benchmarks: WICHE Region (www.wiche.edu/pub/15325). This annual document tracks 15 indicators of progress toward improving access and success, affordability, and higher education finance from a regional perspective.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Benchmarks	Account-ability	**	General fund	.025 FTE	Ongoing	N/A	N/A

Regional Fact Book: Policy Indicators for Higher Education (www.wiche.edu/factbook). The Policy Analysis and Research unit maintains an online repository of data relevant for higher education policymaking. Data are provided at the state level for all WICHE states and may be downloaded in Excel tables.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Regional Fact Book	Account-ability	★ ★	General fund	.025 FTE	Ongoing	N/A	N/A

Policy Insights (www.wiche.edu/policy_insights). This short report series covers a wide array of timely higher education policy issues. Recent editions have focused on undocumented students and on tuition and fee prices and other finance policies.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Policy Insights	Account-ability	★ ★	General fund	.05 FTE	Ongoing	N/A	N/A

Western Policy Exchanges (www.wiche.edu/policy_exchanges). These reports cover WICHE-sponsored meetings and discussions among the West’s key leaders in higher education policy issues.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Western Policy Exchanges	Account-ability	★ ★	Various sources, depending on the project	.05 FTE	Ongoing	N/A	N/A

Policy Publications Clearinghouse (www.wiche.edu/clearinghouse). The clearinghouse is a repository of publications, reports, and briefs related to higher education.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Policy Publications Clearinghouse	Account-ability	★ ★	General fund	.025 FTE	Ongoing	N/A	N/A

Assessing the Landscape on State Policy on Student Learning Outcomes. As the focus on graduation rates and numbers continues to grow and evidence suggesting that students don't always learn much in college mounts, states and institutions must guard against a reduction in educational quality. WICHE staff is tracking major initiatives like "tuning," the National Institute for Learning Outcomes Assessment, and the Lumina Foundation's Degree Qualifications Profile to ensure that member states have a resource adequately versed in how to thoughtfully incorporate learning outcomes assessment into appropriate policy and practice.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Assessing State Policy on Student Learning Outcomes	Account-ability	★★	General fund	.025 FTE	Ongoing	N/A	N/A

NEW DIRECTIONS

*Priorities key:

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

Technical Assistance with State Financial Aid Program Design and Funding. Staff has become recognized its expertise on grant aid programs funded by states. Staff occasionally receives requests to assist states with rethinking their program design; such projects are typically done on a contract basis, depending on how well they fit in with existing workload.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
State Financial Aid Programs: Technical Assistance	Finance	★★★ ● ■■■	Variable	Variable	Providing assistance as requested

Serving Student Soldiers of the West. With many veterans returning from Afghanistan and Iraq, states and postsecondary institutions are faced with how to best serve them at a time of increased demand for higher education and tight budgets. WICHE is proposing a project that will work to increase access to and success in higher education for military students and their families in the Western region.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Serving Student Soldiers of the West	Access & success	★★ ● ■■	1.35 FTE	TBD	In development

Building Capacity to Support State College Completion Plans. This proposed project will build off a prior effort supported by the Ford Foundation, in which WICHE collaborated with the Center for Urban Education at the University of Southern California to examine higher education data in Nevada to identify where along the educational pathway students from underrepresented populations were more likely to leak out and to use that information to spark conversations about policies and practices that could close such gaps. The new project aims to extend that work to additional WICHE states.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Building Capacity to Support State College Completion Plans	Access & success	★★★ ● ■ ■ ■	TBD	Center for Urban Education	Potential subcontract from CUE; negotiating WICHE's role

Race against the Clock: Preparing Our Teachers to Teach to the Common Core State Standards. WICHE is proposing a project that will work with Western states to prepare preservice and veteran teachers to teach to the Common Core State Standards (CCSS) in English/language arts and mathematics. This project will assist interested states in the WICHE region to prepare teachers at varying stages in their careers to teach to the CCSS, in an effort to prepare all students for college and careers.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Race against the Clock	Access & success	★★★ ● ● ■	.90 FTE	Smarter Balanced Assessment Consortium	In development

ON THE HORIZON

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

Outcomes-based Funding Approaches: Research and Analysis. States are recognizing that enrollment-based funding formulas do not create powerful incentives for institutions to prioritize degree/certificate completion; several states are making adjustments (or considering doing so) in their financing strategies to reward institutions for retaining and graduating students, particularly those from low-income backgrounds. Staff is interested in researching how such policies have impacted educational attainment, as data allow.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Outcomes-based Funding Approaches: Research & Analysis	Finance & accountability	★★★ ● ■ ■	TBD	TBD	In development

Fostering Institutional Fidelity to State Performance Funding Policies. The success of outcomes-based performance-funding policies that states are debating and enacting will hinge in part on how well institutions act on the incentives and the intent of those policies. This project will seek to engage states and institutions on how they can work collaboratively to best ensure those policies create the desired changes in student outcomes.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Fostering Institutional Fidelity to State Performance Funding Policies	Finance & accountability	*** ●● ■	TBD	TBD	In development

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education. Remedial education is very expensive for states and institutions, and the results are unsatisfactory. WICHE intends to develop a project that would build on current emerging practices in the field to help states more effectively and efficiently target remedial education to students, particularly adult learners.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Exploring Strategies for Improving the Delivery of Remedial and Developmental Education	Access & success	** ● ■	TBD	TBD	In development

Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale. Despite evidence that initiatives aimed at improving college success rates can work, higher education has been slow to adopt proven strategies. WICHE is seeking funding to launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Identifying Effective College Persistence & Success Projects and Working to Bring Them to Scale	Access & success	** ●● ■	TBD	TBD	In development

Developing More Effective Web Portals. WICHE and WCET have examined state web portals designed to help students navigate the transfer process. Future work will build on this effort.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Developing More Effective Web Portals	Technology & innovation	★ ● ■ ■	TBD	TBD	In development

Recidivism Reduction in the Prison Population through Higher Education. In this collaboration between Policy and the Mental Health Program, WICHE would explore whether higher education can be used to reduce recidivism among prisoners. The end goal would be to develop more effective and sustainable policy that reduces pressure on state budgets and crime, as well as creating potential economic development strategies.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Recidivism Reduction in the Prison Population through Higher Education	Workforce & society	★★ ● ■ ■ ■	TBD	TBD	In development

Addressing Workforce Needs with the Emerging Majority-Minority. Staff has worked with states to strengthen the connection between the activities of their higher education institutions and their workforce development training programs. This project’s goal is to build on that work by promoting a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Addressing Workforce Needs with the Emerging Majority-Minority	Workforce & society	★★ ● ■ ■ ■	TBD	TBD	In development

Considerations for Succession Planning in Postsecondary Leadership. State higher education executive officers occasionally are faced with turnover in key leadership positions on their own staffs or at institutions they govern; replacing these leaders is a sensitive and critical task. This project will provide a brief canvass of the best guidance for how to manage the process for a period of transition and the eventual hire.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Considerations for Succession Planning in Postsecondary Leadership	Accountability	★★ ● ■ ■	TBD	TBD	In development

Mental Health

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

EXISTING ACTIVITIES

*Priorities key:

★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high

South Dakota Co-occurring System Improvement Grant. WICHE MHP is the lead evaluator on South Dakota’s statewide project to improve services for persons with co-occurring mental health and substance abuse issues.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Co-occurring System Improvement Grant	Workforce & society	★	SD, Substance Abuse and Mental Health Services Administration (SAMHSA): \$139,000	1.15 FTE	07/12-06/13		South Dakota Division of Behavioral Health

South Dakota Suicide Prevention Grant. WICHE MHP is the lead evaluator on this suicide prevention project in 10 communities across South Dakota. Through this project staff developed and tested a community-level suicide prevention assessment tool.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Suicide Prevention Grant	Workforce & society	★★	SD, SAMHSA: \$69,999	.45 FTE	07/12-06/13	N/A	South Dakota Division of Behavioral Health

South Dakota Consumer Survey. WICHE MHP annually supports a survey of consumers of mental health services in the South Dakota public mental health system. Staff analyzes the data and provides a summary report to the Division of Behavioral Health.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Consumer Survey	Workforce & society	***	SD, Western States Decision Support Group user group: \$37,000	.10 FTE WICHE; .50 FTE consultant	07/12-06/13		South Dakota Division of Behavioral Health

South Dakota Psychology Internship Project. WICHE MHP will develop a rural psychology internship program in South Dakota. The first year will focus on identifying community training site partners and developing a training philosophy and plan.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
South Dakota Psychology Internship Project	Access; workforce & society	**	Health Resources and Services Administration (HRSA), Office of Rural Health Policy: \$87,000	.40 FTE	07/12-06/13		South Dakota Division of Behavioral Health

Alaska Psychology Intern Funds. WICHE MHP coordinates all the training activities of the psychology intern training directors and the psychology interns. This gives trainers and trainees an enhanced training experience by bringing them together across vast geographic distances for learning opportunities, group supervision, and career development.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Psychology Intern Funds	Access, workforce & society	***	State of Alaska: \$100,000 (indirect only for MHP)	0 FTE (indirect only)	10/12-06/13		Alaska Division of Behavioral Health

Alaska Psychology Internship Program. WICHE MHP continues to provide technical assistance to the rural psychology internship program in Alaska; staff was instrumental in creating this unique program and supporting the training of psychologists in rural states. This program is on the path to be an American Psychological Association-accredited internship program.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Psychology Internship Program	Access, workforce & society	***	Alaska Mental Health Trust: \$40,000	.30 FTE	07/12-06/13		Alaska Division of Behavioral Health

Alaska Behavioral Health System Evaluation. WICHE MHP will provide an evaluation of the Alaska Behavioral Health System in preparation for health reform on behavioral health service delivery.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Behavioral Health System Evaluation	Workforce & society	★ ★	State of Alaska: \$100,000	.30 FTE WICHE; .50 FTE consultant	07/12-06/13		Alaska Division of Behavioral Health

Alaska Data-planning Project. WICHE MHP will continue to provide technical assistance to the Alaska Division of Behavioral Health in its movement to performance-based planning initiatives.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Data-planning Project	Workforce & society; technology	★ ★ ★	State of Alaska: \$100,000	.50 FTE	07/12-06/13		Alaska Division of Behavioral Health

Alaska Forensic Judicial Diversion Program. WICHE MHP will assist in the development of a diversion program that allows persons involved in the criminal justice system alternatives to incarceration when community treatment is warranted.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Alaska Forensic Judicial Diversion Program	Workforce & society	★	Alaska Mental Health Trust: \$100,000	.30 FTE WICHE; .25 FTE consultant	07/12-06/13		Alaska Psychiatric Institute

Center for Integrated Health Solutions. WICHE MHP will provide suicide prevention trainings in rural primary care sites across the country. Staff will also lead the national pilot of the mental health first aid program in Spanish.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Center for Integrated Health Solutions	Workforce & society	★ ★ ★	SAMHSA, HRSA: \$150,000	.75 FTE	03/12-09/12		National Council for Community Behavioral Health, SAMHSA, HRSA

Colorado Supported-employment Project. WICHE MHP will provide training and technical assistance to community

mental health centers in Colorado around fidelity to the supported-employment model for persons with serious mental illness.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Colorado Supported-employment Project	Workforce & society	★ ★	State of Colorado: \$60,000	.50 FTE	10/12-09/13		Colorado Division of Behavioral Health

Dept. of Defense Mental Health First Aid Research Study. WICHE MHP will investigate the impact of a mental health literacy program, modified for the military, across rural and urban communities in the Kansas National Guard.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Dept. of Defense Mental Health First Aid Research Study	Account-ability	★ ★ ★	Dept. of Defense Telemedicine and Advanced Technology Research: \$200,000	.50 FTE WICHE; .40 FTE consultant	10/10-09/12		Dept. of Defense Telemedicine and Advanced Technology Research

Hawai'i Psychology Internship Program. WICHE MHP will develop a rural psychology internship program in Hawai'i. This first year will focus on identifying community training site partners and developing a training philosophy and plan.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Hawai'i Psychology Internship Program	Access; workforce & society	★ ★ ★	Maui Youth and Family Services: \$47,000	.26 FTE	10/12-09/13		Maui Youth and Family Services

NEW DIRECTIONS

*Priorities key:

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

HRSA Rural Health Research Center. WICHE MHP, in a partnership with the University of New Mexico's Center for Rural and Community Behavioral Health, proposes to create a research center focused on improving services for persons with behavioral health issues in rural communities.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Rural Research Center	Workforce & society	★★★ ●●● ■■■	1.50 FTE	University of New Mexico, HRSA	Submitted

ON THE HORIZON

*Priorities key:

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

Alaska/WICHE Joint Research Center. WICHE MHP will partner with the University of Alaska to share faculty and research interests in a center focused on rural and indigenous workforce issues in behavioral health.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Alaska/WICHE Joint Research Center	Workforce & society; access	★★ ● ■■■	.50 FTE		In discussion

Forensic Evaluation Project: National Survey. WICHE MHP proposes to conduct a national survey of state forensic directors to identify similarities and differences in state-mandated criteria and training for individuals conducting competency evaluations.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Forensic Evaluation Project: National Survey	Workforce & society	★★★ ● ■	.20 FTE	Public Welfare Foundation	Letter of intent submitted

College Integrated Care Project. WICHE MHP proposes to identify best practices in integrated-care models of care on college campuses.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
College Integrated Care Project	Workforce & society; access	★★★ ●●● ■ ■ ■	.60 FTE	Aetna Foundation	Pending submission

Psychology Internship Development Center. WICHE MHP proposes to develop an administrative center for the creation of rural psychology internships across the WICHE West.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Psychology Internship Development Center	Workforce & society; access	★★★ ●● ■ ■ ■	.50 FTE	Various states	Pending appropriate funder

Quality-of-life Outcome Study. WICHE is developing a model using quality-of-life measures reported by clients receiving behavioral health treatment. The model would be built using existing data to identify outcome measures showing meaningful change; generate performance measures to equitably compare provider outcomes; and expand adult analyses to adolescent and child populations.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Quality-of-life Outcome Study	Workforce & society	★★ ● ■ ■ ■	.25 FTE WICHE, .30 FTE consultant	Centers for Disease Control	Pending appropriate funder

WCET

The WICHE Cooperative for Educational Technologies (WCET) was established by WICHE in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET’s mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. It provides colleges and universities with solutions, interventions, good practices, and access to valuable resources on a wide array of important issues in higher education through working groups, special interest groups, discussion lists, social media, content curation, research activities, and its acclaimed annual meeting. The WCET community includes many leading innovators in e-learning from institutions across the United States. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Its membership includes 280 institutions, higher education agencies, nonprofit organizations, and corporations in North America, with over 1,500 active WCET users.

EXISTING ACTIVITIES

*Priorities key:

★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high

National Membership Cooperative. WCET (www.wcet.wiche.edu), like any membership-based service organization, has at its core the coordination and production of relevant programs, services, support, and communications. WCET will continue to retain and grow its membership base while conducting work in a number of areas of importance to its members, the changing regulatory environment, academic integrity and identity verification, e-textbooks and digital content, and the use of data analytics to impact student success.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
WCET National Membership Cooperative	Technology & innovation; access & success	★★★	Annual dues and sponsorships	4.3 FTE	Ongoing	Sage Road Solutions	280 colleges, universities, state systems, nonprofits, corporations

Transparency By Design (wcet.wiche.edu/advance/transparency-by-design). During FY13 Transparency By Design, managed by WCET, will build on its work on a learner progress metric measuring completion and retention for part-time and transfer students, in addition to first-time, full-time students. Learning from this initiative is being utilized by Lumina Foundation to inform future directions in higher education accountability and transparency.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Transparency By Design	Accountability; access & success	★	Lumina Foundation grant (\$629,000); membership dues (varied) FY13 budget: \$134,000	.85 FTE	Lumina grant ends April 30, 2012; member dues will sustain through FY13	Presidents' Forum	18 institutional members

State Authorization Network (wcet.wiche.edu/advance/state-approval). SAN, now in its second year, is a fee-for-service opportunity for WCET member institutions, systems, and consortia. SAN members receive regular advisements from WCET staff and guest experts; share their experiences in seeking state regulators' approval of distance education programs; and create resources to help the needs of the participating SAN members. The service was deemed so valuable during its inaugural year that participants recommended continuation into a second year.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
State Authorization Network	Access & success	★★	Member dues: \$145,000	.25 FTE	Ends 3/31/13	None	15 systems or consortia and 14 institutional partners

Predictive Analytics Reporting Framework Bridge Grant (wcet.wiche.edu/advance/par-framework). In February 2012 WCET received a bridge grant from the Bill & Melinda Gates Foundation to retain the core data team and to support additional institutional analyses of the pilot project data.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
PAR Bridge Grant	Technology & Innovation; access & success	★★★	Bill & Melinda Gates Foundation: \$198,000	.5 FTE	2/1/12 - 6/30/12	Sage Road Solutions, IBM, Tableau, iData	

Digital Learning Content Summit (wcet.wiche.edu/connect/digital-content-summit). The WCET Leadership Summit: New Directions for Digital Learning Content is an invitation-only gathering of senior decision makers and forward-thinking commercial and government partners to explore the evolving digital-learning content landscape with an eye on creating action agendas for our institutions. The summit will be held on May 9-10, 2012, in Salt Lake City. From e-books and e-texts to open education resources and self-generated content produced by faculty and students, the WCET Leadership Summit is designed to help campus leaders address new opportunities and challenges that today's digital-learning content creation, publication, maintenance, and adoption bring to academic stakeholders across the higher education landscape.

Project Title	Focus Area	Priority*	Funding	Staffing	Timeline	Organizational Partners	State/ Institutional Partners
Digital Learning Content Summit	Technology & Innovation	★★	Summit sponsors: \$45,000	.10 FTE	5/10/2012	CourseSmart, Pearson, Blackboard, Flat World Knowledge	

NEW DIRECTIONS

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- = Opportunity (funding) ● = low, ●● = medium, ●●● = high
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Predictive Analytics Reporting (PAR) Framework Implementation (wcet.wiche.edu/advance/par-framework). The PAR implementation project will enable WCET and its 16 institutional partners (public and private postsecondary institutions) to refine the data models, expand the number of variables, and grow the knowledge base related to how institutions can retool their student records for participation in a federated data aggregation effort. Most importantly, the project – approved by the commission and invited to request funding from the Gates Foundation (decision pending) – will continue to look for information that identifies points of student loss and student momentum. This will be a 18-month project with a total estimated budget of over \$3 million.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
PAR Framework Implementation	Technology & innovation; access & success	★★★ ●●● ■■■	4.0 FTE	Sage Road Solutions, IBM, Tableau	Outcome of Gates Foundation grant request and proposed FY13 budget will be reported at the May commission meeting

Game-based Learning Badge Initiative. Badge programs are emerging as a new credential for documenting competency within a specified field of study. Building off a March 2012 webcast on the topic, WCET will develop a badge program to train instructional designers and others in the development of game-based learning theory and design.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Game-based Learning Badge Initiative	Technology & innovation	★ ●● ■■■	TBD	Sage Road Solutions	Scheduled for launch October 2012

ON THE HORIZON

*Priorities key:

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

Data-driven Decision Support for Student Success. One goal of the second phase of the PAR project is to develop a self-sustaining operation with which institutions can contract to improve their data-driven strategic interventions in order to minimize student loss and support student momentum in online learning.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Data-driven Decision Support for Student Success	Technology & innovation; access & success	★ ● ■	TBD	Sage Road Solutions, Gates Foundation	TBD once PAR phase 2 underway

Learning Innovations through More Broadband Applications. Opportunity exists to bridge the expertise of distance education leaders with the technology innovators of broadband to bring more authentic and resource-rich learning into the physical classroom, as well as the virtual classroom. WCET membership includes many leading universities that are active in the deployment of broadband networks.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Learning Innovations through More Broadband Apps	Technology & innovation; access & success	★ ● ■	TBD	Select WCET member institutions with broadband capability and desire to bring applications to the classroom	TBD

Progress on Digital-learning Content Adoption. The adoption, maintenance, and support of digital-learning content options will pose an enormous challenge to institutions. This work will build upon the WCET Leadership Summit: New Directions for Digital Learning Content, held on May 9-10, 2012.

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
Progress on Digital-learning Content Adoption	Technology & innovation; access & success	★ ● ■	TBD	Potential support from publishing and learning management system companies	TBD

INFORMATION ITEM

Developing a State Authorization Reciprocity Agreement

The WICHE Commission authorized staff in November 2011 to draft a state authorization reciprocity agreement for the WICHE member states that want to participate. Once the agreement has been approved by each participating state, accredited colleges and universities that have approval to operate within their home states will be approved to operate distance-learning programs within all of the states participating in the reciprocity agreement. The Western Academic Leadership Forum, the WICHE Legislative Advisory Committee, and WCET encouraged the commission to pursue reciprocity.

WICHE's intent is to streamline the state authorization process for institutions, systems, and states by developing a set of agreed-upon standards that strengthen the existing efforts of states, accrediting bodies, and the federal government to facilitate expanded access to high-quality education. The agreement will establish common, high-quality, and consistently applied processes and standards (endorsed by participating states), which are efficient and cost-effective. It will rely on regional and national accreditation to ensure institutions' academic quality and will support states' roles in providing consumer protection and a complaint resolution process. The regional agreement will enable institutions to be in compliance with existing state regulations and U.S. Department of Education program integrity regulations. It will facilitate expanded access to high-quality e-learning opportunities for students by improving the policy and operational mechanisms in the state regulatory environments and will reduce barriers to innovation in educational delivery.

WICHE is working with a regional state authorization steering committee to develop the agreement. Committee members represent the following entities and organizations.

- An accrediting association (Teri Cannon, executive vice president, Western Association of Schools and Colleges).
- A community college system (Rhonda Epper, assistant provost, Colorado Community College System; and Chris Bustamante, president, Rio Salado College).
- A for-profit institution (John Lopez, vice president for state government affairs, Apollo Group).
- An independent college group (Toni Larson, executive director, Independent Higher Education of Colorado).
- A state legislative body (California Senator Carol Liu, a member of WICHE's Legislative Advisory Committee).
- A public university system (Sona Karentz Andrews, vice chancellor for academic strategies, Oregon University System).
- A state regulatory department that handles state authorization (Heather DeLange, academic policy officer, Colorado Department of Higher Education).
- The Western Academic Leadership Forum (Sona Andrews from Oregon University System; and Jane Sherman, vice provost for academic policy and evaluation, Washington State University, who formerly handled state authorization for the Higher Education Coordinating Board in Washington).
- The WICHE Commission (Chris Bustamante, WICHE commissioner representing Arizona, and president, Rio Salado College).

The Presidents' Forum at Excelsior College and the Council of State Governments (CSG), with support from Lumina Foundation, have been working for nearly a year to draft a national model for reciprocal authorization across states. WICHE received a draft of their model in early February and was asked to provide feedback on it for a February 22 meeting at Lumina in Indianapolis. David Longanecker and the presidents of the other three regional higher education compacts – the Midwestern Higher Education Compact (MHEC), New England Board of Higher Education (NEBHE), and Southern Regional Education Board (SREB) – were invited to attend to comment on the draft. During his presentation Longanecker said that WICHE agrees with much of the substance of the model but disagrees with its proposal to create an entirely new interstate commission to administer state authorization. The proposed new entity would coordinate with state higher education and regulatory agencies and handle dispute resolution related to state authorization. The initial proposal was for the commission to collect fees from institutions operating in the member states to cover its annual operating costs. WICHE staff discussed this approach with the members of the regional state authorization steering committee prior to the February meeting, and their unanimous opinion was that this function would duplicate what the four regional higher education compacts can do in relation to state authorization.

Following the meeting in Indianapolis, the leaders of the CSG/Presidents' Forum initiative asked WICHE to convene a meeting to resolve the issues around what entity or entities should have responsibility for state authorization going forward. That meeting was held on March 22 in Denver. David Longanecker, Jere Mock, WICHE's vice president of Programs and Services, and Russ Poulin, WCET's deputy director of research and analysis (and a member of the President's Forum/CSG drafting team), took part. The outcome: The Presidents' Forum, CSG, and WICHE will work collaboratively on developing a state authorization reciprocity agreement (SARA) that provides a national solution. In addition, the four regional higher education compacts will collaborate to implement the agreement and provide a national umbrella. The four compacts' membership covers 47 states (New Jersey, New York, and Pennsylvania do not belong to a regional compact, but they could affiliate with one if they wanted to participate in the reciprocity agreement).

The agreement will:

- Cover all sectors of higher education (public, private, and for-profit).
- Retain authorization authority with an institution's home state; other states that sign on to the compact agree to accept that authorization.
- Grant reciprocity to institutions with regional or national accreditation to avoid duplicating the quality assurance function provided by the accreditors.
- Encourage the accrediting agencies to be more transparent by making their reports related to institutions' distance-learning programs public and sharing complaints regarding any of those programs.
- Assist states that may need to pass enabling legislation to participate in the agreement.
- Offer enhanced protection for consumers and complaint-handling channels.
- Be sustainable going forward.

Longanecker, Mock, and Poulin also participated in an April 10 meeting hosted by CSG and the Presidents' Forum along with representatives from several of the national and regional accrediting associations to seek the accreditors' input and to further develop the principles and criteria of the model agreement. Staff will also participate in another CSG/Presidents' Forum meeting in late June to continue to working on the national model.

WICHE's state authorization steering committee will meet on May 2, July 18, and September 5, 2012, to further develop the regional agreement and an implementation plan. Representatives from CSG, the Presidents' Forum, MHEC, NEBHE, and SREB will attend the WICHE steering committee meetings. Staff plans to present the steering committee's draft reciprocity agreement for the WICHE Commission's approval at its November 12-13, 2012, meeting.

COMMISSION CODE OF ETHICS

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

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

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

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

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

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

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

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

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

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

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

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



Plenary Session III: What's Up in the West? Highlights from the 2012 Legislative Session

Tuesday, May 22, 2012
10:30 am – noon
Ballroom North

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 22, 2012

10:30 - 11:00 am

Ballroom North

**Plenary Session III:
What's Up in the West?
Highlights from the 2012 Legislative Session**

What an interesting legislative session 2012 has been (at least for the states with legislative sessions – Montana, Nevada, and North Dakota have biennial legislative sessions, and this was their off-year). Though a couple of states are still in session (Arizona's legislative session is slated to end June 22 and California's on August 31), this year fits well the old Chinese proverb (or curse): May you live in interesting times.

Most of the Western states actually experienced increases in general fund revenue this year, compared to the last couple of years. But this was of little solace for many because they continued to face budget deficits, in some cases quite significant deficits, despite the increase in revenues. In part this was due to funding gaps resulting from the absence of the American Recovery and Reinvestment Act (ARRA) largess that had buoyed states' coffers for the previous two years. In other cases it was simply a function of increasing demands for public services, such as healthcare (Medicaid), corrections, transportation, and education. On the other side of the ledger, many states ended their legislative session somewhat better than they entered it: revenue projections in most states have indeed been looking up. In sum, the story on funding for higher education is a mixed bag; it could have been worse but could have been better – and it's still far from what it used to be. And for institutions the "new normal" is to rely much more heavily on tuition revenue than on state revenue.

All state policy is not about finance, however, and a number of trends in policy occurred in the West during this session. Governance remained front and center in Oregon and Washington, with both states refining the governance restructuring that they initially adopted in 2011. The West has clearly caught performance-funding fever, with New Mexico, Nevada, and probably Arizona joining Colorado, Oregon, and Washington with legislative directives or requirements to develop such schemes. (Other WICHE states, like South Dakota, also have performance-funding initiatives, though they were not legislatively initiated.) On much the same theme, many of the states that have joined the Complete College America initiative have legislatively adopted state goals and metrics for higher education completion. Another national initiative, the Common Core for Mathematics and English Language Arts, has is being debated in many legislatures and adopted by some (and intentionally not adopted by others). Other issues have also been addressed legislatively with differing results, including guns on campus, executive compensation, voter ID, and the biggie – the naming or (unnaming) of college mascots.

11:00 am – noon
Ballroom North

Julie Davis Bell of the National Conference of State Legislatures (NCSL) will discuss this recent legislative session from NCSL's perspective and lead a discussion with the commission on perspectives from the different states.

Speaker: Julie Davis Bell, director, NCSL Education Program

Facilitated Discussion on the 2012 Legislative Sessions

Facilitator: David Longanecker, president, WICHE

Biographical Information on the Speaker and Facilitator

Julie Davis Bell is the director of the Education Program of the National Conference of State Legislatures. She has been with NCSL for 20 years and has directed the Education Program for 18 years. In that capacity she oversees a 12-person staff and is responsible for setting program priorities, responding to constituent needs and requests, developing new education projects, and interfacing with other national education policy organizations. She also serves as the program policy specialist for higher education issues. She speaks and writes regularly about education and legislative issues. Davis Bell received her Ph.D. in political science from the University of California, Davis. Prior to joining NCSL she was a policy associate with the Center for Policy Research in Denver and taught political science courses at the University of Colorado.

David A. Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder since 1999. WICHE is a regional compact between 15 Western states created to assure access and excellence in higher education through collaboration and resource sharing among the higher education systems of the West. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.



Reference

WICHE Commission

Commission committees 2012

WICHE staff

Future commission meeting dates

Higher education organizations
and acronyms

Western Interstate
Commission
for Higher Education

www.wiche.edu

Reference

- WICHE Commission 12-3
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- WICHE staff 12-5
- Future commission meeting dates 12-5
- Higher education organizations & acronyms 12-6

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. Bonnie Jean Beesley, chair of the Utah Board of Regents, is the 2012 chair of the WICHE Commission; Leah Bornstein, president of Coconino Community College, is vice chair.

*Executive Committee member

ALASKA

Susan Anderson, president/CEO, The Ciri Foundation
*Diane Barrans (WICHE chair, 2005), executive director,
Alaska Commission on Postsecondary Education
James Johnsen, senior vice president, Alaska
Communications

ARIZONA

*Thomas Anderes, president, Arizona Board of Regents
*Leah Bornstein (WICHE vice chair), president, Coconino
Community College
Chris Bustamante, president, Rio Salado College

CALIFORNIA

Christopher Cabaldon, principal, Capitol Impact, and
mayor, West Sacramento City
*Dianne Harrison, president, California State University,
Northridge
Michael Kirst, president, State Board of Education;
professor emeritus, Stanford University

COLORADO

*Joseph Garcia (WICHE immediate past chair), Colorado
lieutenant governor, and executive director, Colorado
Department of Higher Education
*D. Rico Munn, partner, Baker Hostetler
Dene Kay Thomas, president, Fort Lewis College

HAWAII

Francisco Hernandez, vice chancellor for students,
University of Hawai'i at Manoa
Carol Mon Lee, attorney, retired associate dean, University
of Hawai'i Richardson School of Law, and former
member, Hawai'i State Board of Education (term begins
July 1, 2012)
Roy Ogawa (WICHE chair, 2008), attorney, Ogawa, Lau,
Nakamura & Jew
*Steven Wheelwright, president, Brigham Young
University-Hawaii

IDAHO

M. Duane Nellis, president, University of Idaho
*Michael Rush, executive director, Idaho State Board of
Education
Mack Shirley, state representative

MONTANA

*Clayton Christian, commissioner of higher education,
Montana University System
Kim Gillan, state senator
Sheila Stearns, commissioner of higher education
emeritus, Montana University System

NEVADA

Joseph Hardy, state senator
Vic Redding, assistant vice chancellor for finance, Nevada
System of Higher Education
*Carl Shaff, educational consultant

NEW MEXICO

José Garcia, cabinet secretary, New Mexico Higher
Education Department
Susanna Murphy, lecturer, Department of Educational
Leadership and Organizational Learning, University of
New Mexico, College of Education
*Patricia Sullivan, assistant dean, College of Engineering,
New Mexico State University

NORTH DAKOTA

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

OREGON

Ryan Deckert, president, Oregon Business Association
Tim Nesbitt, former 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 (WICHE chair), chair, Utah Board of
Regents
Peter Knudson, state senator
*William Sederburg, commissioner, Utah System of Higher
Education

WASHINGTON

*Don Bennett, executive director, Higher Education
Coordinating Board
Phyllis Gutierrez Kenney, state representative
Jeanne Kohl-Welles, state senator

WYOMING

*Thomas Buchanan (WICHE chair, 2010), president,
University of Wyoming
Samuel Krone, state representative
Karla Leach, president, Rock Springs Community College

2012 COMMISSION COMMITTEES

Executive Committee

Bonnie Jean Beesley (UT), chair
Leah Bornstein (AZ), vice chair
Joseph Garcia (CO), immediate past chair

Diane Barrans (AK)
Thomas Anderes (AZ)
Dianne Harrison (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
Michael Rush (ID)
Clayton Christian (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
David Nething (ND)
Camille Preus (OR)
James Hansen (SD)
William Sederburg (UT)
Don Bennett (WA)
Thomas Buchanan (WY)

Issue Analysis and Research Committee

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

Susan Anderson (AK)
Leah Bornstein (AZ)
Committee vice chair (CA)
Joseph Garcia (CO)
Steven Wheelwright (HI)
M. Duane Nellis (ID)
Kim Gillan (MT)
TBD (NV)
José Garcia (NM)
William Goetz (ND)
Ryan Deckert (OR)
Robert Burns (SD)
William Sederburg (UT)
Committee chair (WA)
Samuel Krone (WY)

Disaster Recovery Planning Committee

Diane Barrans (AK), chair
Camille Preus (OR)
William Kuepper (CO), consultant and former WICHE
commissioner

Programs and Services Committee

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

Diane Barrans (AK)
Thomas Anderes (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Roy Ogawa (HI)
Mack Shirley (ID)
Committee vice chair (MT)
Joe Hardy (NV)
Carl Shaff (NV)
Committee chair (NM)
Duaine Espesgard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Phyllis Gutierrez Kenney (WA)
Karla Leach (WY)

Self-funded Units Committee

James Hansen (SD), chair
Michael Rush (ID), vice chair

James Johnsen (AK)
Chris Bustamante (AZ)
Michael Kirst (CA)
D. Rico Munn (CO)
TBD (HI)
Committee vice chair (ID)
Sheila Stearns (MT)
TBD (NV)
TBD (NM)
David Nething (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Thomas Buchanan (WY)

Audit Committee

Joseph Garcia (CO), chair
Diane Barrans (AK)
Thomas Anderes (AZ)
Leah Bornstein (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 Stevens, accounting specialist

Human Resources

Tara Hickey, human resources coordinator

IT Services

Jerry Worley, chief technology officer
Renaë Dahiya, web/database developer
Patrick Mitchell, software developer
Penne Siedenburg, help desk technician

Mental Health Program

Dennis Mohatt, vice president, behavioral health, and director, MHP
Mimi McFaul, associate director, MHP
Joanne Brothers, budget coordinator
Mariah Coe, behavioral health research and technical assistance associate
Tamara DeHay, research and technical assistance associate
Neil Gowensmith, behavioral health research and technical assistance associate
Tara Hickey, administrative coordinator
Debra Kupfer, consultant
Chuck McGee, project director
Sabrina Tang, administrative assistant
Jessica Tomasko, research and technical assistance associate
Jeremy Vogt, research assistant

Policy Analysis and Research

Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Peace Bransberger, research analyst
Cheryl Graves, administrative assistant
Carl Krueger, project coordinator
Patrick Lane, project coordinator

Programs and Services and Communications and Public Affairs

Jere Mock, vice president
Candy Allen, graphic designer
Margo Colalancia, director, Student Exchange Program
Laura Ewing, administrative assistant
Annie Finnigan, communications manager
Kay Hulstrom, administrative assistant
Deborah Jang, web design manager
Ken Pepion, director, Bridges to the Professoriate
Pat Shea, director, WICHE ICE, the Forum, and the Alliance
Catherine Weldon, project coordinator, North American Network of Science Labs Online

WCET

Ellen Wagner, executive director
Mollie McGill, deputy director, programs and membership
Russell Poulin, deputy director, research and analysis
Beth Davis, consultant
Sherri Artz Gilbert, manager, operations
Cali Morrison, manager, major grants
Megan Raymond, manager, events and programs
Peggy Stevens, coordinator, web services

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

Future Commission Meeting Dates

2012

November 12-13 – Salt Lake City, UT

2013

May 20-21 – Spokane or Seattle, WA
November 4-5 – Boulder, CO

2014

May 19-20 – New Mexico
November 10-11 – Boulder, CO

HIGHER EDUCATION ORGANIZATIONS & ACRONYMS

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

AACC	American Association of Community Colleges	aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	aacte.org
AAC&U	Association of American Colleges and Universities	aacu.org
AASCU	American Association of State Colleges and Universities	aascu.org
AASHE	Association for the Advancement of Sustainability in Higher Education	aashe.org
AAU	Association of American Universities	aau.edu
ACC NETWORK	Adult College Completion Network	adultcollegecompletion.org
ACE	American Council on Education	acenet.edu
ACT	(college admission testing program)	act.org
ACUTA	Association of College & University Telecommunications Administrators	acuta.org
AED	Academy for Educational Development	aed.org
AEI	American Enterprise Institute for Public Policy Research	aei.org
AERA	American Educational Research Association	era.net
AGB	Association of Governing Boards of Universities and Colleges	agb.org
	Ingram Center for Public Trusteeship and Governance	agb.org/ingram-center-public-trusteeship-and-governance
AIHEC	American Indian Higher Education Consortium	aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	nyu.edu/steinhardt/iesp/aiheps/
AIR	Association for Institutional Research	airweb.org
APLU	Association of Public and Land-grant Universities (formerly NASULGC)	aplu.org
ASPIRA	An association to empower Latino youth	aspira.org
ASHE	Association for the Study of Higher Education	ashe.ws
CAE	Council for Aid to Education	cae.org
CAEL	Council for Adult and Experiential Learning	cael.org
CASE	Council for Advancement and Support of Education	case.org
CBO	Congressional Budget Office	cbo.gov
CCA	Complete College America	completecollege.org
CGS	Council of Graduate Schools	cgsnet.org
CHEA	Council for Higher Education Accreditation	chea.org
CHEPS	Center for Higher Education Policy Studies	utwente.nl/mb/cheps
CIC	Council of Independent Colleges	cic.org
CLA	Collegiate Learning Assessment	cae.org/content/pro_collegiate.htm
COE	Council for Opportunity in Education	coenet.us
CONAHEC	Consortium for Higher Education Collaboration	conahec.org
CONASEP	CONAHEC's Student Exchange Program	conahecstudentexchange.org
CSG-WEST	Council of State Governments - West	csgwest.org
CSHE	Center for the Study of Higher Education	ed.psu.edu/cshe
CSPN	College Savings Plan Network	collegesavings.org
CUE	Center for Urban Education, University of Southern California	cue.usc.edu
DQC	Data Quality Campaign	dataqualitycampaign.org
ECS	Education Commission of the States	ecs.org

ED- U.S. Dept. of Education links:

ED-FSA	Federal Student Aid	ed.gov/about/offices/list/fsa
ED-IES	Institute of Education Sciences	ed.gov/about/offices/list/ies
ED-NCES	National Center for Education Statistics	nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	ed.gov/about/offices/list/oese
ED-OPE	Office of Postsecondary Education	ed.gov/about/offices/list/ope
ED-OSERS	Office of Special Education & Rehabilitative Services	ed.gov/about/offices/list/osers
ED-OVAE	Office of Vocational and Adult Education	ed.gov/about/offices/list/ovae

FIPSE	Fund for the Improvement of Postsecondary Education	ed.gov/about/offices/list/ope/fipse
EdREF	EdRef College Search Reference	EdRef.com
EC	Electronic Campus Initiatives	ecinitiatives.org
EDUCAUSE	An association for higher ed change via technology and info resources	educause.edu
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	ets.org
Excelencia	Excelencia in Education	edexcelencia.org
GHEE	Global Higher Education Exchange	ghee.org
HACU	Hispanic Association of Colleges and Universities	hacu.net
HBLI	Hispanic Border Leadership Institute	asu.edu/educ/hbli
ICE	Internet Course Exchange (WICHE)	wiche.edu/ice
IHELP	Institute for Higher Education Leadership and Policy, California State University Sacramento	csus.edu/ihelp
IHEP	Institute for Higher Education Policy	ihep.org
IIE	Institute of International Education	iie.org
IPEDS	Integrated Postsecondary Education Data System	nces.ed.gov/ipeds
JBC	Joint Budget Committee	
JFF	Jobs for the Future	jff.org
McREL	Mid-continent Research for Education and Learning	mcrel.org
MHEC	Midwestern Higher Education Compact	mhec.org
MOA	Making Opportunity Affordable	makingopportunityaffordable.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	middlestates.org
NAAL	National Assessment of Adult Literacy	nces.ed.gov/naal
NACOL	North American Council for Online Learning	nacol.org
NACUBO	National Association of College and University Business Officers	nacubo.org
NAEP	National Assessment of Educational Progress	nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	nafeo.org
NAFSA	(an association of international educators)	nafsa.org
NAICU	National Association of Independent Colleges and Universities	naicu.edu
NANSLO	North American Network of Science Labs Online	http://wiche.edu/nanslo
NASFAA	National Association of Student Financial Aid Administrators	nasfaa.org
NASH	National Association of System Heads	nashonline.org
NASPA	National Association of Student Personnel Administrators	naspa.org
NASSGAP	National Association of State Student Grant and Aid Programs	nassgap.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	ncacihe.org
NCAT	The National Center for Academic Transformation	thencat.org
NCCC	National Consortium for College Completion	n/a
NCHEMS	National Center for Higher Education Management Systems	nchems.org
NCLB	No Child Left Behind	ed.gov/nclb
NCPPE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	postsecondaryresearch.org
NCSL	National Conference of State Legislatures	ncsl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	neasc.org
NEBHE	New England Board of Higher Education	nebhe.org
NGA	National Governors' Association	nga.org
NILOA	National Institute for Learning Outcomes Assessment	learningoutcomeassessment.org
NLA/SLA	New Leadership Alliance for Student Learning and Accountability	newleadershipalliance.org
NPEC	National Postsecondary Education Cooperative	nces.ed.gov/npec
NRHA	National Rural Health Association	nrharural.org
NSC	National Student Clearinghouse	studentclearinghouse.org
	Pathways to College Network	pathwaystocollege.net
NWCCU	Northwest Commission on Colleges and Universities	www.nwccu.org
OECD	Organisation for Economic Co-operation and Development	www.oecd.org
PISA	Program for International Student Assessment	www.pisa.oecd.org

PESC	Postsecondary Electronic Standards Council	pescc.org
PPIC	Public Policy Institute of California	ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	sacscoc.org
SFARN	Student Financial Aid Research Network	pellinstitute.org/conference_SFARN.html
SHEEO	State Higher Education Executive Officers	sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SHEPD	State Higher Education Policy Database	higheredpolicies.wiche.edu
SONA	Student Organization of North America	conahec.org/conahec/sona
SREB	Southern Regional Education Board	sreb.org
SREC	Southern Regional Electronic Campus	electroniccampus.org
SURA	Southeastern Universities Research Association	sura.org
TBD	Transparency by Design	wcet.wiche.edu/advance/transparency-by-design
UCEA	University Professional & Continuing Education Association (formerly NUCEA)	ucea.org
UNCF	United Negro College Fund	uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	unesco.org
UPCEA	University Professional Continuing Education Association	upcea.edu
VSA	Voluntary System of Accountability	voluntarysystem.org
WACCAL	Western Alliance of Community College Academic Leaders	wiche.edu/waccal
WAGS	Western Association of Graduate Schools	wagsonline.org
WALF	Western Academic Leadership Forum	wiche.edu/walf
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities Washington College Directory Network	wascsenior.org/wasc washington.collegedirectorynetwork.com
WCET	WICHE Cooperative for Educational Technologies	wcet.wiche.edu
WGA	Western Governors' Association	westgov.org
WICHE	Western Interstate Commission for Higher Education	wiche.edu
WIN	Western Institute of Nursing	ohsu.edu.son.win

SHEEO Offices in the West:

ACPE	Alaska Commission on Postsecondary Education	state.ak.us/acpe/acpe.html
UAS	University of Alaska System	alaska.edu
ABOR	Arizona Board of Regents	abor.asu.edu
CCHE	Colorado Commission on Higher Education	highered.colorado.gov/cche.html
CDHE	Colorado Department of Higher Education	highered.colorado.gov
UH	University of Hawai'i	hawaii.edu
ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
MUS	Montana University System	mus.edu
NMHED	New Mexico Higher Education Department	hed.state.nm.us
NSHE	Nevada System of Higher Education	nevada.edu
NDUS	North Dakota University System	ndus.nodak.edu
OUS	Oregon University System	ous.edu
SDBOR	South Dakota Board of Regents	ris.sdbor.edu
USBR	Utah State Board of Regents	utahsbr.edu
HECB	Higher Education Coordinating Board	hecb.wa.gov
WCCC	Wyoming Community College Commission	commission.wcc.edu
UW	University of Wyoming	uwyo.edu