



ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

Western Interstate
Commission for Higher
Education

www.wiche.edu

Agenda

WICHE Commission Meeting
November 10-11, 2008
Phoenix, Arizona

Monday, November 10, 2008

Schedule at a Glance

7.00 - 9.00 am

Salon ABC

Breakfast provided

7.30 - 9.00 am [Tab 1]

Courtroom K

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

1-1

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of September 9, 2008

1-3

Discussion Items:

November 2008 meeting schedule

Legislative Advisory Committee

1-6

Agenda (Closed)

Discussion Items:

Informal review of the president's performance and
travel during 2008

1-7

Ken Mortimer's report on the WICHE evaluation

13-7

9.00 - 9.15 am

Break

9.15 - 9:30 am [Tab 2]

Salon ABC

Committee of the Whole

2-1

Agenda

Call to order: Roy Ogawa, chair

Welcome

Introduction of new commissioners and guests

2-3



Approval of the Committee of the Whole
meeting minutes of May 19-20, 2008

2-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on selection of 2009 committee members

Recess until November 11 at 10.45 am

9.30 - 10.45 am [Tab 3]
Salon ABC

Plenary Session I: Arizona State University's Journey to Sustainability

3-1

Speaker: Jim Buizer, science policy advisor to the president and director for strategic institutional advancement, Office of the President, Arizona State University

Background: "It's Not Easy Being Green" (separate document)

10.45 - 11.00 am

Break

11.00 am - 12.15 pm [Tab 4]
Salon ABC

Plenary Session II: Factors Affecting Student Learning

4-1

Speaker: Richard Arum, program director, educational research, Social Science Research Council, and professor, New York University

12.15 - 1.45 pm [Tab 5]
Courtroom MN

Lunch and Arizona Presentation

5-1

Speakers: Fred Duval, regent, Arizona Board of Regents; and Joel Sideman, executive director, Arizona Board of Regents

1.45 - 2.00 pm

Break

2.00 - 3.15 pm [Tab 6]
Salon ABC

Plenary Session III: What's Up in the West? Making Opportunity Affordable (MOA) in Arizona, California, Colorado, and Montana

6-1

Moderator: David Longanecker, president, WICHE

Panelists: Keith O. Boyum, associate vice chancellor, academic affairs, the California State University; Mary Sheehy Moe, deputy commissioner for two-year education, Montana Office of the Commissioner of Higher Education; Joel Sideman, executive director, Arizona Board of Regents; David Skaggs, executive director, Colorado Department of Higher Education

3.15 - 3.30 pm

Break

3.30 - 5.30 pm [Tab 7]

Salon ABC

Programs and Services Committee Meeting

7-1

Agenda



Approval of the Programs and Services Committee meeting minutes of May 19, 2008

7-3

Discussion Items:

Student Exchange Programs: Focusing in on new developments in medical and dental education and related workforce trends in the West, and program updates – Margo Schultz

7-9

The State Scholars Initiative: A closer look at successful state implementation strategies, and program updates – Terese Rainwater

7-12

Strategies to foster institutional participation in the WICHE Internet Course Exchange (ICE): Findings from the business and marketing plan development process, and program updates – Pat Shea

7-16

Other unit updates

7-16

3.30 - 5.30 pm [Tab 8]

Courtroom K

Issue Analysis and Research Committee Meeting

8-1

Agenda



Approval of the Issue Analysis and Research Committee meeting minutes of May 19, 2008

8-3



Approval of changes to FY 2009 Policy Analysis and Research workplan

8-7



Approval to receive and expend funds to host a meeting on expanding the pipeline of students of color in the health professions

8-8

Discussion Items:

Proposed project on select Western states' participation in the Organisation for Economic Co-operation and Development's education data collection and analysis

Proposed project with the Association for the Study of Higher Education's Institute on Equity and Critical Policy Analysis to focus greater attention on race and equity in the study of higher education

Information Items:

New hires (biographies as a separate handout)

Inequality and Productivity in Higher Education – Patrick Kelly,
National Center for Higher Education Management Systems
(two papers as separate documents) 8-10

Unit updates – Brian Prescott

3.30 - 5.30 pm [Tab 9]
Courtroom L

Ad Hoc Committee for Self-funded Units 9-1

Agenda



Approval of the Ad Hoc Committee for
Self-funded Units meeting minutes of
May 19, 2008 9-3

Discussion Items:

Funding for Transparency By Design project 9-5

Fall 2008 WICHE Mental Health Program and budget update 9-7

Discussion leader: Dennis Mohatt, director, Mental Health Program,
and vice president, Behavioral Health

Fall 2008 WICHE Technology and Innovation and WCET
program and budget update

Discussion leader: Louis Fox, vice president, WICHE Technology
and Innovation, and executive director, WCET

6.30 pm [Tab 10]

Reception at A Different Pointe of View Restaurant 10-1

Dinner on your own

Tuesday, November 11, 2008

7.00 - 8.00 am

Salon ABC

Breakfast provided

8.00 - 9.15 am [Tab 11]

Salon ABC

Plenary Session IV: What's Up at WICHE? Updates on the Student Exchange Programs and Transparency By Design

11-1

Speakers: Louis Fox, vice president, WICHE Technology and Innovation, and executive director, WCET; Jere Mock, vice president, Programs and Services; Margo Schultz, Student Exchange Programs coordinator; and Pat Shea, program director, WICHE ICE and Northwest Academic Forum

Student Exchange Programs

11-3

Transparency By Design

11-4

Lumina letter of inquiry

11-5

9.15 - 9.30 am

Break and hotel check-out

9.30 - 10.45 am [Tab 12]

Salon ABC

Plenary Session V: The New Federalism: Reauthorization of the Higher Education Act, the G.I. Bill, the Budget, and a New President

12-1

Speaker: To be announced

10.45 am - 12.00 noon

[Tab 13]

Salon ABC

Committee of the Whole – Business Session

13-1

Agenda

Reconvene Committee of the Whole: Roy Ogawa, chair

Report and recommended action of the Audit Committee, Cam Preus, committee chair



FY 2008 audit report (separate document)

Report and recommended action of the Executive Committee, Roy T. Ogawa, WICHE chair

Report and recommended action of the Programs and Services Committee, Marshall Lind, committee vice chair

Report and recommended action of the Issue Analysis and Research Committee, Jane Nichols, committee chair



Approval of changes to the FY 2009
Policy Analysis and Research workplan 8-7



Approval to receive and expend funds to host a
meeting on expanding the pipeline of students of
color in the health professions 8-8

Report and recommended action of the Ad Hoc Committee for Self-
funded Units, Roy Ogawa, committee chair

Discussion Items:

Update on WICHE’s budget 13-3

Ken Mortimer’s report on the WICHE evaluation 13-7



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

Remarks of outgoing chair

Remarks of the new chair

Selection of 2009 committee members

Meeting evaluation (electronic)

Other business

Noon

Adjournment

Box lunches available

ACTION ITEM

Executive Committee Teleconference Minutes Tuesday, September 9, 2008

Committee Members Present

Roy Ogawa (HI), chair
Jane Nichols (NV), vice chair
Camille Preus (OR), immediate past chair
Diane Barrans (AK)
Joel Sideman (AZ)
David Skaggs (CO)
Helene Sokugawa (HI)
Mike Rush for Bob Kustra (ID)
Mary Sheehy Moe (MT)
Carl Shaff (NV)
Dave Nething (ND)
Robert Burns for Tad Perry (SD)
Ann Daley (WA)
Tom Buchanan (WY)

Committee Members Absent

Robert Kustra (ID)
Patricia Sullivan (NM)
James Sager (OR)
Tad Perry (SD)
William Sederburg (UT)

Staff and Guests Present

David Longanecker, WICHE president
Craig Milburn, chief financial officer
Demarée Michelau, director of policy analysis,
Policy Analysis and Research
Ken Mortimer, senior consultant, NCHEMS
Brian Prescott, director of policy research,
Policy Analysis and Research
Terese Rainwater, program director, State Scholars Initiative
Erin Barber, assistant to the president

Chair Roy Ogawa 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 August 13, 2008

Chair Ogawa asked for a motion on the approval of the Executive Committee teleconference minutes of August 13, 2008. COMMISSIONER MOE MOVED TO APPROVE THE MINUTES OF THE AUGUST 13, 2008, EXECUTIVE COMMITTEE TELECONFERENCE. COMMISSIONER DALEY SECONDED THE MOTION. The minutes were approved unanimously.

DISCUSSION ITEM

Preliminary Agenda for November 2008 Meeting

David Longanecker proposed having Jim Buizer, science policy advisor to the president and director for strategic institutional advancement with Arizona State University (ASU), present on ASU's sustainability efforts during the first plenary session at the November meeting. Due to a scheduling conflict, ASU President Michael Crow is unable to attend the meeting. Longanecker also recommended moving the plenary session on broadband to the May 2009 meeting, since the proposed speaker is also unable to attend the November meeting. In place of the broadband session, Longanecker proposed inviting Richard Arum from the Social Science Research Council to present on their new study on factors affecting student learning. The Executive Committee approved these recommendations to the preliminary agenda for the November meeting.

DISCUSSION ITEM

Location of May 2009 Meeting in Las Vegas, NV

Longanecker explained to the committee that WICHE had received a very attractive proposal from Green Valley Ranch Resort in Las Vegas, NV. Longanecker said that the resort was very close to the airport and the strip. He explained

concerns about holding the meeting in Lake Tahoe, including ground transportation issues and limited flights in and out of Reno. Commissioner Nichols emphasized the problem of limited flights out of Reno and explained that Green Valley Ranch Resort would be close to the airport and shopping and also offered many attractive amenities. Commissioner Shaff said that he would have loved to have had the meeting take place in northern Nevada but given the good proposal we've received from Green Valley Ranch and the lack of flights out of Reno it seemed best to hold the meeting in Las Vegas. The committee agreed with Longanecker's recommendation to move forward with the proposal from Green Valley Ranch Resort.

INFORMATION ITEM

Additional Funding for *Non-traditional No More* Project

Longanecker announced to the committee that WICHE had received an additional \$412,000 to fund additional states over two years in the *Non-traditional No More* project. He said that they would be working to start selecting the states for the project.

ACTION ITEM

Approval to Seek Funding for Project on Articulation and Transfer

Longanecker told the committee that Lumina Foundation for Education invited WICHE and Hezel Associates to submit a formal proposal to seek \$350,000 for a two-year project on articulation and transfer. The project would produce several deliverables and would also provide funds for updating EduTools and SPIDO. Longanecker explained that the project would be national in scope and would enable WICHE staff to provide specific counsel to Western states on these issues.

Commissioner Nething asked if the Native American community colleges would be included in the study. Longanecker explained that these community colleges don't typically utilize the technology involved in articulation and transfer but they would make sure to investigate this area.

Commissioner Sokugawa asked if the funding will provide for additional staff, or will this simply be added as an additional responsibility for existing staff. Longanecker explained that the Policy unit is currently seeking to fill two full-time positions, one of which will likely help with this project. Commissioner Sokugawa asked how current workload will be affected by this project, and Longanecker said that current staff salaries and time are budgeted into these projects.

Chair Ogawa asked what the fiscal impact would be on the organization. Longanecker explained that normally WICHE receives 15 percent in indirect costs for projects, but Lumina limits indirect recovery to 10 percent or \$10,000, whichever is lower. However, Lumina allows WICHE to charge off other costs, such as staff time (Longanecker's included) to recoup some of the costs.

COMMISSIONER MOE MOVED APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS TO SUPPORT A PROJECT TO EXAMINE STATE TRANSFER AND ARTICULATION PROCESSES TO ENABLE COMMUNITY COLLEGE STUDENTS TO SUCCEED IN THEIR TRANSITION TO A FOUR-YEAR COLLEGE. COMMISSIONER SOKUGAWA SECONDED THE MOTION. The motion was approved unanimously.

Other Business

Chair Ogawa announced that members of the Nominating Committee will include Cam Preus (OR), Tad Perry (SD), and Jeanne Kohl-Welles (WA). Commissioner Preus said that the nominating committee will soon be contacting commissioners to solicit nominations for vice chair elect, chair, and immediate past chair.

Longanecker announced to the committee that Lumina Foundation for Education had invited WCET to submit a formal proposal for funding of the *Transparency By Design* project.

Longanecker also announced that *Measuring Up* would be released sometime in December. Typically, the commission invites Pat Callan to attend the November meeting to present on the findings. Due to the timing of this year's release of the report, Longanecker proposed offering a Webinar for commissioners to hear about the findings. The committee felt this would be the best way for commissioners to hear from Callan.

COMMISSIONER NETHING MOVED TO ADJOURN THE SEPTEMBER 11, 2008, EXECUTIVE COMMITTEE TELECONFERENCE. COMMISSIONER BARRANS SECONDED THE MOTION. The motion was approved unanimously.

DISCUSSION ITEM

WICHE's Legislative Advisory Committee

WICHE created the Legislative Advisory Committee (LAC) in 1995 to inform the WICHE Commission's Executive Committee and staff about significant legislative issues related to higher education; provide input on WICHE initiatives; and advise staff on program and participant considerations related to WICHE's policy workshops. In addition, WICHE staff serves the LAC by informing members about emerging policy issues in the West. The LAC meets annually, and members are invited to various WICHE activities, such as regional and national policy forums.

Committee Members

Alaska

Senator Johnny Ellis, *Anchorage*
Senator Gary Stevens, *Kodiak*

Arizona

Senator Bob Burns, *Phoenix*
Representative Phil Lopes, *Tucson*

California

Assembly Member Anthony Portantino, *Pasadena*
Senator Jack Scott, *Pasadena*

Colorado

Representative Tom Massey, *Poncha Springs*²
Senator John Morse, *Colorado Springs*²

Hawaii

Senator Norman Sakamoto, *Honolulu*
Senator Brian Taniguchi, *Honolulu*

Idaho

Representative Mack Shirley, *Rexburg*¹

Montana

Senator Dan Harrington, *Butte*^{1,2}
Senator Bob Hawks, *Bozeman*

Nevada

Assembly Member Mo Denis, *Las Vegas*
Assembly Member Heidi Gansert, *Reno*
Senator Warren Hardy, *Las Vegas*

New Mexico

Senator Pete Campos, *Las Vegas*
Senator Dede Feldman, *Albuquerque*
Representative Danice Picraux, *Albuquerque*

North Dakota

Senator Ray Holmberg, *Grand Forks*²
Representative Bob Martinson, *Bismarck*¹
Senator Dave Nething, *Jamestown*^{1,2}

Oregon

Senator Richard Devlin, *Tualatin*^{1,2}
Representative Linda Flores, *Clackamas*

South Dakota

Senator Ed Olson, *Mitchell*^{1,2}
Representative Jim Putnam, *Armour*

Utah

Senator Peter Knudson, *Brigham City*

Washington

Representative Phyllis Gutierrez Kenney, *Seattle*²
Senator Jeanne Kohl-Welles, *Seattle*²
Representative Timm Ormsby, *Spokane*

Wyoming

Senator Jim Anderson, *Glenrock*
Representative Debbie Hammons, *Worland*
Representative Tom Lockhart, *Casper*

¹Attended the LAC Meeting in 2007.

²Attended the LAC Meeting in 2008.

INFORMATION ITEM

President's Travel – Calendar Year 2008

January

- 9 Bridges to Opportunity Initiative Winter Meeting..... Washington, D.C.
- 10 Financial Aid Advisory Committee to the Texas Higher Education Coordinating Board Austin, TX
- 17 Working session with the Washington House Committee on Higher Education,
meetings with HECB agency staff, meeting with WA commissioners Olympia, WA
- 19 Mt. Hood Community College Board retreat..... Portland, OR
- 22-23 President's Forum, meeting with Kathryn Young, Sen. Patty Murray's higher education
legislative staff member Washington, D.C.
- 28-29 Ford *Escalating Engagement* Sub-Regional Forum, meeting with Margie Lowe and
James Sager, OR Governor's Office Portland, OR

February

- 1-3 WICHE Officers' Retreat Las Vegas, NV
- 6-8 National Student Clearinghouse Board Meeting, meeting with Joel Sideman Phoenix, AZ
- 13-14 Oregon House Joint Committee meeting, meeting with Cam Preus, meeting with
James Sager and Margie Lowe, OR Governor's Office Salem, OR
- 26 Testified to Select Committee on Higher and Public Education Financing..... Austin, TX

March

- 10 Meeting with North Dakota Interim Committee on Higher Education Bismarck, ND
- 19 *Knocking at the College Door* release Washington, D.C.
- 24 MOA site visit in Montana..... Helena, MT
- 28 Louisiana Board of Regents' National Advisory Panel Baton Rouge, LA

April

- 3-4 NWAFA Annual Meeting Boise, ID
- 8 Meeting at Lumina Foundation for Education..... Indianapolis, IN
- 9 MOA partner meeting..... Boston, MA
- 22 Presentation to SAT Committee and various meetings at College Board, meeting
with Greg Anderson, Ford Foundation New York, NY
- 29-30 SSI National Summit Boston, MA

May

- 1 Meetings with Michael Thomas and Dan Meyers Boston, MA
- 2 Teacher education presentation..... Albuquerque, NM
- 15 MOA meeting..... Phoenix, AZ
- 16-20 WICHE Commission Meeting..... Rapid City, SD

June

- 1-3 MOA Opportunity Grant Academy Raleigh, NC
- 4 *Non-traditional No More* WICHE-facilitated meeting..... Las Vegas, NV
- 11-13 Ford *Escalating Engagement* Workforce Certification Summit Lake Tahoe, CA
- 16-17 National Student Clearinghouse Board meeting..... Chicago, IL
- 24 Workforce Committee joint meeting with Higher Education Committee and
Education Committee Bismarck, ND
- 25 *Non-traditional No More* WICHE-facilitated meeting..... Little Rock, AR
- 27 Louisiana Board of Regents' National Advisory Panel Baton Rouge, LA

July

2	Lumina Research Advisory Committee	Indianapolis, IN
15-18	Annual SHEEO Meeting	Boston, MA
21	WICHE LAC Annual Meeting	New Orleans, LA
30-31	Gates Foundation PSE data meeting	Seattle, WA

August

4	Wyoming P-16 Education Council retreat	Centennial, WY
6-7	Colorado Department of Higher Education retreat.....	Breckenridge, CO
14-15	SHEEO Higher Education policy meeting, meeting with Holly Zanville, Lumina Foundation for Education	San Diego, CA

September

11-12	Community College Fellowship meeting, meeting with Frank Mayadas, Sloan Foundation.....	New York, NY
14-16	IA HERO meeting	Portland, OR
19	Meeting with NSHE staff.....	Reno, NV
22-23	National Student Clearinghouse International Opportunity Working Group	Herndon, VA
30	Washington State meeting for Ford <i>Escalating Engagement</i>	Seattle, WA

October

8-10	CONAHEC Annual Conference	Monterrey, Mexico
12	LAEF meeting	Keystone, CO
14	Meeting with William Sederburg, commissioner for USHE , and Utah SSI staff.....	Salt Lake City, UT
16-17	<i>Non-traditional No More</i> state team leader meeting.....	Denver, CO
20-21	National Student Clearinghouse board meeting	Reston, VA
24	Panelist for nationally televised town hall forum: "A Promise in Jeopardy"	Chicago, IL
29	Lumina Research Advisory Committee	Indianapolis, IN

November

8	WCET Annual Conference	Phoenix, AZ
9-11	WICHE Commission Meeting.....	Phoenix, AZ
14	Capitol Beat meeting	Raleigh, NC
18	Meeting with Dennis Jones and Texas Select Commission on Higher Education Competitiveness.....	Austin, TX
20-21	NCSL Legislative Institute.....	Denver, CO
22	Oregon Community College Association meeting	Gleneden, OR

December

1-3	Wellington Group meeting	Sydney, Australia
5-6	Hechinger Institute meeting	Atlanta, GA
11-12	Utah Higher Education Summit.....	Salt Lake City, UT

Monday, November 10, 2008

7.30 - 9.00 am
Courtroom K

Executive Committee Meeting (Open and Closed Sessions)

Roy Ogawa (HI), chair
Jane Nichols (NV), vice chair
Camille Preus (OR), immediate past chair

Diane Barrans (AK)
Joel Sideman (AZ)
Position vacant (CA)
David Skaggs (CO)
Helene Sokugawa (HI)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
Dave Nething (ND)
James Sager (OR)
Tad Perry (SD)
William Sederburg (UT)
Ann Daley (WA)
Tom Buchanan (WY)

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of September 9, 2008 1-3

Discussion Items:

November 2008 meeting schedule

Legislative Advisory Committee 1-6

Other business

Agenda (Closed)

Discussion Items:

Informal review of the president's performance and
travel during 2008 1-7

Ken Mortimer's report on the WICHE evaluation 13-7

Other business

Other*

*Please note: Article III of Bylaws states:

Section 7. Executive Sessions
Executive sessions of the commission may be held at the discretion

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

Section 8. Special Executive Sessions

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

Monday, November 10, 2008

9.15 - 9.30 am

Salon ABC

Committee of the Whole, Call to Order/Introductions

Call to order: Roy Ogawa, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of May 19-20, 2008 2-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on selection of committee members

Recess until November 11, 2008, at 10.45 am

NEW COMMISSIONERS

Kerra Melvin was appointed to the commission by Montana Governor Brian Schweitzer in June. Melvin is a Butte native and graduated from Butte Central Catholic High School in 2005. She currently attends Montana Tech of the University of Montana in Butte and will graduate in May 2009 with an undergraduate degree in business and information technology – accounting and management options. While attending Montana Tech, Melvin worked as a legislative intern during the 2007 Montana State Legislature. She was appointed by Governor Schweitzer as the student regent on the Montana Board of Regents in April 2007 and served in that capacity until June 2008, serving on a variety of boards and oversight committees. She continues to serve on the board of directors for the Student Assistance Foundation, a nonprofit student loan servicer, and is involved with Lumina Foundation for Education's Making Opportunity Affordable grant program in Montana.

William A. Sederburg began serving as Utah's commissioner of higher education in August 2008. Prior to this he was president of Utah Valley University (formerly Utah Valley State College), beginning in 2003. As president he received approval for the institution's mission and name change; reorganized the college's administration; and instituted a planning, budget, and accountability process, among other accomplishments. Previously, he taught and lectured at several colleges in Michigan before becoming the 16th president of Ferris State University in Big Rapids in 1994. In addition, he served in the Michigan State Senate, where he tackled education issues with various state initiatives. He involved academic administrators in statewide economic, employment, and technological issues. He also served as chair of the Midwest Higher Education Commission, where he worked to increase educational opportunities in the Midwestern states. Born in Nebraska, Sederburg grew up in Minnesota, earned a bachelor's degree from Mankato State University and a master's degree and a doctorate (both in political science) from Michigan State University.

ACTION ITEM
Committee of the Whole Meeting Minutes
First Session: Call to Order
Monday, May 19, 2008

Commissioners Present

Roy Ogawa (HI), chair
Jane Nichols (NV), vice chair
Camille Preus (OR), immediate past chair
Diane Barrans (AK)
Patricia Brown Heller (AK)
Marshall Lind (AK)
David Lorenz (AZ)
Joel Sideman (AZ)
Joseph Garcia (CO)
Kaye Howe (CO)
David Skaggs (CO)
Roberta Richards (HI)
Helene Sokugawa (HI)
Robert Kustra (ID)
Mike Rush (ID)
Dan Harrington (MT)
Ed Jasmin (MT)
William Goetz (ND)
Pamela Kostelecky (ND)
Reed Dasenbrock (NM)
Patricia Sullivan (NM)
Carl Shaff (NV)
James Sager (OR)
Robert Burns (SD)
James Hansen (SD)
Tad Perry (SD)
David Buhler (UT)
Peter Knudson (UT)
Ann Daley (WA)
Jeanne Kohl-Welles (WA)
Thomas Buchanan (WY)
Klaus Hanson (WY)

Commissioners Absent

John Haeger (AZ)
Arthur Vailas (ID)
Mary Sheehy Moe (MT)
Warren Hardy (NV)
Dede Feldman (NM)
Ryan Deckert (OR)
Bonnie Jean Beesley (UT)
Debbie Hammons (WY)

Guests/Speakers

Peter Ewell, vice president, National Center for Higher Education Management Systems (NCHEMS)
Jeff Haverly, state representative, South Dakota
David Iha, certifying officer, University of Hawaii
Dennis Jones, president, NCHEMS
Richard Kazis, senior vice president, Jobs for the Future
Louise Lynch, certifying officer, Arizona Board of Regents
Tashina Banks Moore, certifying officer, New Mexico Higher Education Department
Ken Mortimer, senior consultant, NCHEMS
Michael Offerman, vice chairman, Capella University
Charles Ruch, president, South Dakota School of Mines and Technology
Kay Schallenkamp, president, Black Hills State University
Lisa Shipley, certifying officer, University of Wyoming
Liza Sizer, senior budget analyst, Bureau of Finance and Management
Laurie Tobol, certifying officer, Office of the Commissioner of Higher Education
Janelle Toman, director of information and institutional research, South Dakota Board of Regents
Peggy Wipf, certifying officer, North Dakota University System

WICHE Staff

Erin Barber, executive assistant to the president and to the Commission
Louis Fox, executive director, WCET, and vice president, technology and innovation
David Longanecker, president
Demarée Michelau, senior policy associate and director of special projects, Public Policy and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health, and director, Mental Health Program
Jeanette Porter, special assistant to the vice president, Public Policy and Research
Brian Prescott, senior research analyst, Public Policy and Research
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs

Chair Roy Ogawa called the meeting to order and welcomed the commissioners to the meeting. He introduced three newly appointed commissioners:

- David Buhler, interim commissioner, Utah System of Higher Education.
- Debbie Hammons, state representative, Wyoming House of Representatives.
- Mike Rush, interim executive director, Idaho State Board of Education.

Chair Ogawa recognized Bill Goetz (ND), who was attending his first commission meeting, and named commissioners who have left or who will likely be leaving the commission: Tex Boggs (WY) and Ed Jasmin (MT). He asked the guests in attendance to stand and introduce themselves.

ACTION ITEM
Approval of the Minutes of November 5-6, 2008

COMMISSIONER NETHING MOVED TO APPROVE THE COMMITTEE OF THE WHOLE MINUTES FROM NOVEMBER 5-6, 2008. COMMISSIONER PREUS SECONDED THE MOTION. The motion was approved unanimously.

Report of the Chair
Roy Ogawa, Committee Chair

Chair Ogawa reported that the budget goals over the past six months had been met and that the organization was running smoothly.

Report of the President
David Longanecker, President

Longanecker introduced WICHE staff in attendance and also recognized new staff members.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, May 20, 2008, at 11:15 a.m.

Committee of the Whole, Second Session

Tuesday, May 20, 2008

Commissioners Present

Roy Ogawa (HI), chair
Jane Nichols (NV), vice chair
Camille Preus (OR), immediate past chair
Patricia Brown Heller (AK)
Marshall Lind (AK)
Joel Sideman (AZ)
Joseph Garcia (CO)
Kaye Howe (CO)
David Skaggs (CO)
Helene Sokugawa (HI)
Robert Kustra (ID)
Mike Rush (ID)
Dan Harrington (MT)
William Goetz (ND)
Reed Dasenbrock (NM)
Carl Shaff (NV)
James Sager (OR)
Robert Burns (SD)
James Hansen (SD)
Tad Perry (SD)
Ann Daley (WA)
Phyllis Gutierrez Kenney (WA), by phone

Commissioners Absent

Diane Barrans (AK)
John Haeger (AZ)
David Lorenz (AZ)
Roberta Richards (HI)
Arthur Vailas (ID)
Ed Jasmin (MT)
Mary Sheehy Moe (MT)
Warren Hardy (NV)
Dede Feldman (NM)
Patricia Sullivan (NM)

Ryan Deckert (OR)
David Buhler (UT)
Bonnie Jean Beesley (UT)
Jeanne Kohl-Welles (WA)
Tom Buchanan (WY)
Debbie Hammons (WY)
Klaus Hanson (WY)

Guests/Speakers

David Iha, certifying officer, University of Hawaii
Ken Mortimer, senior consultant, National Center for Higher Education Management Systems
Janelle Toman, director of information and institutional research, South Dakota Board of Regents

WICHE Staff

Erin Barber, executive assistant to the president and to the WICHE commission
Louis Fox, executive director, WCET, vice president, Technology and Innovation
David Longanecker, president
Demarée Michelau, senior policy associate and director of special projects, Public Policy and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health, director, Mental Health Program
Jeanette Porter, special assistant to the vice president, Public Policy and Research
Brian Prescott, senior research analyst, Public Policy and Research
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs

Chair Ogawa reconvened the Committee of the Whole at 11:15 a.m.

Report and Recommended Action of the Audit Committee Camille Preus, Committee Chair

Commissioner Preus gave the report of the Audit Committee, which reviewed the last two meetings of the committee, on November 6, 2007, and May 5, 2008. Commissioner Preus also reported that the cost of this year's audit had increased by roughly 20 percent, due to new risk assessment standards being implemented in response to Sarbanes-Oxley. Commissioner Skaggs asked how the Sarbanes-Oxley legislation applies to the organization. Craig Milburn responded that WICHE is abiding by the legislation now even though it doesn't officially apply because it may end up affecting the organization in the future. Commissioner Skaggs asked if the cost to abide by the legislation was worthwhile to the organization. Milburn said that the increase in the cost of the audit due to the new standards was about 20 percent. Commissioner Howe and Chair Ogawa agreed that it was a prudent decision and worthwhile for the organization to abide by Sarbanes-Oxley legislation.

Commissioner Preus reported that the President's Code of Ethics and the Commissioners' Code of Ethics were reviewed and updated as necessary (references to the executive director were updated with the new title of president in the President's Code of Ethics). She reported that no modifications were needed and that David Longanecker had agreed to sign the President's Code of Ethics. All of the commissioners attending the meeting received a copy of the Commissioners' Code of Ethics. The Audit Committee will meet in late September or early October to review the audit report.

Report and Recommended Action of the Executive Committee Roy Ogawa, Chair and Committee Chair

Chair Roy Ogawa gave the report of the Executive Committee. He commented on the upcoming WICHE evaluation and introduced Ken Mortimer, the evaluator. He reported that the cost of the evaluation will be \$30,000 and the evaluation will be presented at the November 2008 meeting.

Chair Ogawa also presented to the Committee of the Whole an action item to fund the Legislative Advisory Committee's annual meeting out of reserves for this year. The amount to be taken out of reserves for the meeting will be \$25,000.

COMMISSIONER PERRY MOVED TO APPROVE FUNDING THE LEGISLATIVE ADVISORY COMMITTEE'S ANNUAL MEETING OUT OF RESERVES FOR \$25,000. COMMISSIONER SHAFF SECONDED THE MOTION. Commissioner Rush asked how much money is in the reserves. Longanecker said there was approximately \$1 million. The motion was approved unanimously.

Chair Ogawa reported that Longanecker's self-evaluation and performance objectives for FY 2009 were accepted by the Executive Committee.

Report and Recommended Action of the Programs and Services Committee Carl Shaff, Committee Chair

Commissioner Shaff reported on the updates from the Programs and Services Committee. He asked for a motion to accept the FY 2009 workplan for Programs and Services and another to accept an increase in the Professional Student Exchange Program support fees.

COMMISSIONER LIND MOVED TO APPROVE THE FY 2009 WORKPLAN FOR PROGRAMS AND SERVICES. COMMISSIONER HANSEN SECONDED THE MOTION. The motion was approved unanimously.

COMMISSIONER SHAFF MOVED TO ACCEPT A 3.4 PERCENT INCREASE IN FY 2010 AND FY 2011 SUPPORT FEES FOR COST ADJUSTMENTS. COMMISSIONER SIDEMAN SECONDED THE MOTION. The motion was approved unanimously.

Report and Recommended Action of the Issue Analysis and Research Committee Jane Nichols, Vice Chair and Committee Chair

Commissioner Nichols reported on the updates from the Issue Analysis and Research Committee and asked for approval of the Public Policy and Research unit's workplan.

COMMISSIONER BURNS MOVED TO APPROVE THE FY 2009 WORKPLAN FOR THE PUBLIC POLICY AND RESEARCH UNIT. COMMISSIONER SKAGGS SECONDED THE MOTION. The motion was approved unanimously.

Report and Recommended Action of the Ad Hoc Committee for Self-funded Units Roy Ogawa, Chair and Committee Chair

Chair Ogawa reported on the updates in the Ad Hoc Committee for Self-funded Units.

He reported one amendment to the proposed parameters, which would allow them to include a committee review of the budgets and workplan for WCET and the Technology and Innovation initiative.

COMMISSIONER PERRY MOVED TO ACCEPT THE PROPOSED PARAMETERS AS AMENDED. COMMISSIONER DALEY SECONDED THE MOTION. The motion was approved unanimously.

ACTION ITEM

**Approval of FY 2009 Annual Operating Budget
General Fund Budget and Non-General Fund Budgets**

COMMISSIONER HANSEN MOVED TO APPROVE THE FY 2009 ANNUAL OPERATING BUDGET. COMMISSIONER LIND SECONDED THE MOTION. Commissioner Dasenbrock asked Longanecker how the projection into next year looks, given the tight budget. Longanecker explained that the tight budget was due to revenue constraints related to both lower interest rates and reduced indirect costs. He anticipated that the organization would return to a higher indirect recovery in the upcoming years. Longanecker also explained that the 4 percent increase in the budget was to maintain the organization's current level of activities, adding that it would be a lean budget. Commissioner Dasenbrock also inquired into the status of receiving the past-due amount from the California Community Colleges. Longanecker explained that the newly appointed chancellor for the community colleges, Jack Scott, was a friend of WICHE's and former member of the Legislative Advisory Committee (LAC). Longanecker felt optimistic about working with Scott to bring in the past due amount. Longanecker also explained that we would be taking money out of the reserves to fund the WICHE evaluation and the LAC annual meeting, which probably means not contributing to the reserves in the upcoming year. Longanecker walked the committee through the budgets. The motion was approved unanimously.

ACTION ITEM

Approval of Salary and Benefit Recommendations for FY 2009

COMMISSIONER SHAFF MOVED TO APPROVE THE SALARY AND BENEFIT RECOMMENDATIONS FOR FY 2009. COMMISSIONER DALEY SECONDED THE MOTION. Longanecker commented that the 3 percent proposed salary increase was for merit only and would not cover cost-of-living increases. The proposed increase was necessary to keep current staff levels the same and to keep the budget balanced. Commissioner Nichols requested that a five-year history of salary information be provided each year so that the committee will have a better sense of what the increases have been in the past. Longanecker agreed to provide this information in the future and commented that staff salary increases have generally been kept between 3 and 4 percent. Commissioner Nichols also asked if the organization had a human resources policy of equity and asked that WICHE look into equity adjustments. The motion was approved unanimously.

ACTION ITEM

Approval of the FY 2010 and FY 2011 Biennium State Dues

COMMISSIONER PERRY MOVED TO ACCEPT THE APPROVAL OF A 4.16 PERCENT INCREASE IN BIENNIUM STATE DUES FOR FY 2010 TO \$125,000 AND A 4.0 PERCENT INCREASE IN BIENNIUM STATE DUES FOR FY 2011 TO \$130,000. COMMISSIONER SKAGGS SECONDED THE MOTION. The motion was approved unanimously.

ACTION ITEM

Approval of the Workplan for FY 2009

COMMISSIONER DASENBROCK MOVED TO APPROVE THE FY 2009 WORKPLAN AS AMENDED. COMMISSIONER DALEY SECONDED THE MOTION. The motion was approved unanimously.

Chair Ogawa reminded the committee that the meeting evaluation would be taking place online and that they would receive the link from Erin Barber. He also mentioned the upcoming November meeting and said that WICHE would be meeting at the same location as WCET's annual meeting this year. Chair Ogawa thanked the South Dakota commissioners for their hospitality and for hosting the meeting. He also thanked WICHE staff for their work.

The meeting was adjourned.

Monday, November 10, 2008

9.30 - 10.45 am
Salon ABC

Plenary Session I: Arizona State University's Journey to Sustainability

Sustainability has become the new buzz word in American higher education. At least three national efforts have evolved to rate institutions on their efforts to achieve sustainability. But what does this mean? Why do the various national efforts differ so much in what they consider success in advancing sustainability? And is there anything WICHE could do to progress this progressive agenda?

We all know what it means for something to be sustainable: it means the capacity for a process or state of being to be maintained indefinitely. In current parlance this concept has been exclusively captured by the green movement, so that sustainability is the effort to maintain the planet, and the human condition on the planet, in a fashion that will allow future generations to benefit as much as we do, if not more. This requires that nature's resources only be used at a rate at which they are replaced.

This is not a new area of interest in higher education. For more than a quarter century, environmental science has been a significant field of interest within higher education, for students and faculty alike. Indeed, the knowledge garnered from the field has driven much of the current focus on sustainability because it has become clear from environmental science that we are living today in an unsustainable way: we are consuming more of the earth's resources than nature can replace.

The sustainability effort is affecting higher education in three ways. First, it is infiltrating the research agenda in a variety of ways, building not only on research in the natural sciences but also affecting engineering, architecture, urban planning, and many other disciplines. Second, it is impacting the curriculum, leading to courses within many disciplines addressing environmental concerns, and it has even begun to lead to distinct programs of study. Arizona State University's School of Sustainability, the first such school in the country, offers degrees from the bachelor's to the doctoral level. Third, sustainability is affecting the way colleges and universities are managed as business enterprises, with a number of institutions having signed a pledge to become "carbon neutral" within the next decade.

Arizona State University (ASU) has become highly regarded in the sustainability arena for a variety of reasons – in part because of the leadership role that Michael Crow, ASU's president, has taken on in addressing this issue. ASU, through its Global Institute of Sustainability, sponsored a national summit on sustainability in Washington, D.C., in September 2008, which brought together representatives of government, business, academia, and advocacy to discuss major sustainability issues. This combination of research, outreach, and curricular redesign has no doubt contributed to the recognition of

ASU's efforts. *Princeton Review* included ASU in its 2009 Green Rating Honor Roll. And Valley Forward, a Phoenix-based environmental organization, awarded its Environmental Excellence Award to ASU's School of Sustainability this year.

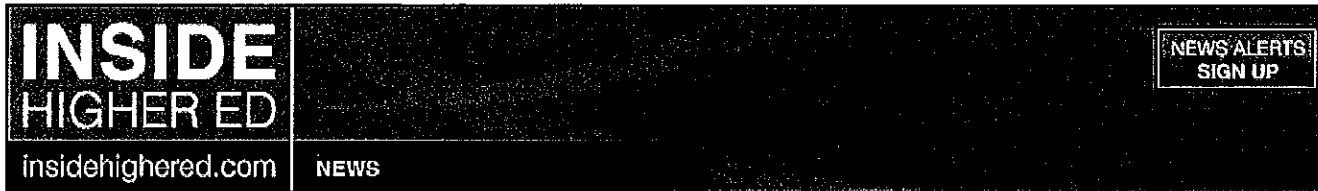
But as *Inside Higher Ed*, an online higher education news source recently said in a headline, "It's Not Easy Being Green" (see article in this agenda book). So many evaluative schemes have arisen that it is difficult to discern between them. *Princeton Review*, in addition to placing ASU on the honor role, also placed 10 other institutions in this category, including two other WICHE region institutions – the University of Oregon and the University of Washington. ASU's sister institution, the University of Arizona, has also been recognized for excellence in this area. It was ranked by the National Wildlife Federation's highly esteemed *Campus Environment 2008: A National Report Card on Sustainability in Higher Education* as having "more exemplary programs than most of the schools surveyed" and was the only PAC 10 program so rated. Yet the Massachusetts-based Sustainable Endowments Institute rated neither Arizona institution on its list of 15 "overall college sustainability leaders."

These different efforts to assess the commitment of campuses to sustainability, though potentially confusing to many, are actually both justified and good news. They are justified because this new area of endeavor is still finding its way; thus, it should be expected that different interest groups will value different efforts toward sustainability in different ways. This is good news because it demonstrates an extremely high level of interest in efforts to make life for future generations as enriched as our lives have been.

Biographical Information on the Speaker

James L. Buizer is special policy advisor to Arizona State University President Michael M. Crow and executive director for strategic institutional advancement in the Office of the President, providing strategic advice and guidance on a broad range of topics to the president and other university leadership. Buizer oversees transformative design efforts and development of new interdisciplinary academic units across the university. Previously, he served as executive director of the Office of Sustainability Initiatives in the Office of the President, where he led the conceptualization, design, and initiation of the universitywide Global Institute of Sustainability and its School of Sustainability, launched fall 2006 as the first of its kind in the world. Prior to this he served as director of the Climate and Societal Interactions Office at the National Oceanic and Atmospheric Administration (NOAA) in Washington, D.C., where he was responsible for providing programmatic vision, design, and leadership of NOAA's integrated, multidisciplinary research and applications program, positioned at the climate and societal interface. Over the years he has also been active in the efforts of the Intergovernmental Panel on

Climate Change, which was awarded the 2007 Nobel Peace Prize. Buizer represents President Crow and ASU on numerous boards and councils throughout the university, nationally, and internationally. In his personal capacity, he serves as vice chairman of the Association for the Advancement of Sustainability in Higher Education Board of Directors and on a number of other boards. He received his degrees in oceanography, marine resource economics, and science policy from the University of Washington in Seattle.



News, Views and Careers for All of Higher Education

Sept. 4

It's Not Easy Being Green

How environmentally friendly is your college or university? Well, it all depends on whom you ask.

As higher education has become more conscious of issues such as sustainability, a number of independent assessments have arisen from both nonprofit and for-profit sources. For better or for worse, they all have different methods of evaluation and serve disparate audiences — and many of these assessments rely on self-reporting. As these green ratings have proliferated, many college officials have said they would prefer a national standard. And some experts think a new environmental rating being created may become one.

The myriad of assessments evaluating college environmental performance and sustainability can be separated into two broad categories. There are those ratings, generally compiled by nonprofit organizations, that strive to be substantial assessments of an institution's commitment to environmental thought and practice. Data are typically self-reported by colleges and rely upon their participation for their inclusion in the study. Some critics argue this self-selection strategy allows under-performing institutions to fly under the radar. Still, there are some studies that attempt to do their own independent research in an effort to ensure greater participation and accuracy by including institutions that do not voluntarily provide data.

In contrast, there are those rankings and listings, usually published by for-profit college guides and magazines, aimed at informing prospective students and their parents of institutions that put environmental concerns at the fore of their mission. These rankings are often less scientific and more anecdotal than their non-profit counterparts, attempting to provide their readers with an easily digestible critique of select institutions. Some critics argue this method has the potential to mislead readers and arbitrarily publicize the efforts of some institutions over others. Nevertheless, even some of these critics contend that these listings generate valuable awareness of environmental issues on college campuses and may drive some readers to seek out more detailed analyses of their institutions of choice.

Striving for Completeness

The Campus Ecology program of the National Wildlife Federation published what it and most others in the field of assessment consider the first study of environmental performance and sustainability in higher education in 2001. Julian Keniry, the NWF's director of campus and community leadership, said the initial report was difficult to compile as there were no existing standards.

The NWF's 2008 report card surveyed 1,068 institutions; Keniry said that all institutions in the country were asked to provide data. This rate of participation constitutes a modest 5 percent growth from that of the initial study, making it what the organization claims is the largest study of its kind. The report card does not grade or rank individual institutions. Rather, it grades all participating colleges collectively on a number of criteria from A to D. Those conservation issues assessed include energy, water, transportation, landscaping, waste reduction and environmental literacy. The survey, Keniry said, was meant to take institutions a relatively short amount of time to complete; between 20 and 30 minutes per component of the survey, which judged management, academics and operations. She added that as the survey is self-reported, it is meant to show

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activity and not to judge performance.

“There is no reason to believe the respondents would be over or under reporting,” Keniry said. “So many campuses were willing to admit to having no program in place for certain areas. You would think, if you were going to exaggerate your program, you would say that you have a lot going on in all areas.”

In addition to collectively judging higher education on its commitment to sustainability, the report card also specifically identified more than 240 institutions as having “exemplary programs.” These are defined by a rigorous set of criteria, and an institution must meet the minimum criteria in at least one area in order to be named. For example, an “exemplary program” in operations must receive more than 80 percent of off-campus energy from a renewable resource. This type of information is also self-reported by the institutions.

“In the listing of exemplary schools, if a school is not on the list it doesn’t mean that they don’t have a particular program, it just might not have been the criteria,” Keniry said, noting that she had received some complaints from institutions who were upset about not being on the list. “It was meant to be more celebrative than punitive. This was just our attempt, based on self-reporting, to recognize these programs as models. Campuses are proud of programs in certain areas. Why not highlight those?”

Another report card is that of the Sustainable Endowments Institute. Following the success of the initial NWF report in 2001, SEI published its first report card in 2007 after publishing an aggregate study similar to that of the NWF in 2006. Mark Orłowski, SEI founder and director, said the first report card was created in response to the numerous requests he received for information on how specific institutions fared in the study. This year, the report card surveyed the institutions with the largest 200 endowments in the United States and Canada. The project included independent research to assess institutions that did not complete surveys. Orłowski argued that, by using institutions with larger endowments, the study is not skewed toward wealthy colleges and universities.

“It is not accurate to say an institution is wealthy by looking at their overall endowment,” Orłowski said. “You have to look at wealthy institutions by looking at the per-student endowment. We’re using overall endowments to create a filter. It’s a way to look at schools that are geographically spread throughout the country. There are public and private schools, although it is skewed a bit to the privates. There is also a nice mix of large and small and in rural and urban areas.”

The report card assess administration, climate change and energy, food and recycling, green building, transportation, endowment transparency, investment priorities and shareholder engagement. Regarding its scoring for institutional investments, the report card states that “points were given to schools that investigated, or currently invest in, renewable energy funds or similar investment vehicles.” Institutions are graded in these different sections individually and then given an overall grade. While the scoring criteria and calculation of the overall grade are transparent and explained by the report card, the methodology behind the individual section grades are kept a secret. Its rating standard is based on “current best practice,” according to its methodology. The average grade for all institutions in 2008 was a C+, up from a C last year. Orłowski says the report’s direct approach to grading and independent assessment of institutions makes it unique.

“We don’t have a profit motive,” Orłowski said. “We’re not trying to sell more of our report cards. This is becoming a top-tier issue right up there with the academic quality of an institution. This has started thousands of conversation on sustainability at these schools. It’s opening eyes as to where a school is and where other schools are. Before this, there wasn’t an approach to compare with peer schools.”

He added that a number of faculty and students at schools earning poor grades from the SEI report card have contacted him to thank the organization for bringing awareness to environmental issues at their institutions. Orłowski said he has seen a number of institutions make constructive changes after receiving poor grades on the report card.

The University of Southern California, for example, earned a D on the 2007 report card. The university, according to the 2008 report card, established a sustainability task force and began two building projects using Leadership in Energy and Environmental Design (LEED) certification. As a result, the college earned a C+. SEI also added another category, in which the university was already excelling, to the report card, said James Grant, USC spokesman. He pointed out that although the addition of a “transportation” category clearly helped the institution’s overall score, “eco-friendly approaches to transportation as ridesharing, incentives for metro passes for students, faculty, and staff; and alternative fuel vehicle use have been in place for several years already.” USC is one of five colleges on this year’s report card that saw an improvement of at least a grade and half.

Orłowski said that about two-thirds of the institutions in the 2008 report card improved their grades from last year. A number of these grade shifts are the result of institutions providing their investors with more explicit opportunities to invest in funds that consider environmental or sustainable factors.

Jumping On The Bandwagon

Given the impact of the report cards by both the NFA and SEI, a number of other less substantial or duplicative rankings of campus environmental sustainability debuted this year. The Princeton Review and Kaplan dedicated sections of their 2009 college guide books to recognize "green" institutions. Also, magazines from Forbes to Sierra, the official publication of the Sierra Club, published environmental rankings of colleges and universities. The lists by Forbes and Kaplan, however, made use of SEI data, said Orlowski. Still, others did come up with their own methodology.

In its recent editions of *The Best 368 Colleges*, *The Best Northeast Colleges* and *The Complete Book of Colleges*, the Princeton Review included new "green ratings" for institutions on its review pages so that readers could "find out if they're environmentally friendly." The 534 institutions rated are judged on a scale from 60 to 99 based on institutional responses on a self-reported survey. The methodology behind this rating, however, was not made available to the institutions before the survey was conducted, said David Soto, the Princeton Review's college ratings director. He added that the survey consisted of 30 questions from which the Princeton Review selected the 10 it found to be most important to determine the rating after having given the survey. This information was self-reported by the institutions. ecoAmerica, a non-profit environmental marketing agency, helped the Princeton Review determine the criteria for this rating.

"Especially with a rating of this nature, it will play a role in a student's college selection," Soto said, though there is no data to suggest that prospective students' college decisions hinge on the issue of sustainability. "We were considering students. They are reacting to, want and need this information. Students are savvy shoppers these days."

Instead of seeking hard data like the NWF and SEI surveys, the Princeton Review asked colleges questions about their efforts to provide what it calls "an environmentally beneficial student experience." For example, one of the questions among those that counted asks, "Does the school offer programs including free bus passes, universal access transit passes, bike sharing/renting, car sharing, carpool parking, vanpooling or guaranteed rides home to encourage alternatives to single-passenger automobile use for students?" As a result, the exact methodology in calculating the ratings is not transparent to the public. Only the 10 questions used by the Princeton Review to calculate the grades have been released, and its scale for judging institutional responses has not been released. The institutions' responses to these questions are not made public either. Only a rating between 60 and 99 is provided in each college's profile. Those institutions that did not provide answers to a "sufficient number" of questions were awarded the lowest score of 60 with an asterisk. Though Soto said the Princeton Review did its best to ensure full reporting from the institutions it surveyed, he noted that colleges and universities can improve their "green rating" each year when a new guide is published.

Joining its competitors on bookstore shelves this fall is Kaplan's *College Guide 2009*, which also includes a list of 25 "environmentally responsible colleges." Instead of ranking the institutions or assessing them in some quantifiable way, Kaplan presents a two-page spread detailing the green aspects of 25 institutions listed in alphabetical order. The list was not compiled in a scientific manner, said Jason Palmer, Kaplan contributing editor, adding that it instead focuses on institutions with a well-documented and long-term commitment to environmental sustainability. The guide entries detail green attitudes and activities "inside the classroom," "around campus" and in "student life."

"Our book is geared towards students," Palmer said. "We shy away from rankings. We were not trying to find the greenest college. Still, we wouldn't consider it definitive. Realistically, college number 26 could have just as easily been included as college 25."

U.S. News and World Report, known for making waves with its annual list of *America's Best Colleges*, does not currently publish "green" rankings of colleges and universities. It is, however, already making plans to join that crowded playing field.

"We think measuring and assessing the differences in campus environmental sustainability is very important and is something that U.S. News wants to begin doing as soon as possible," Robert Morse, the magazine's director of data research, stated in an e-mail. "U.S. News is looking for an environmental organization with expertise who would like to work with U.S. News in order to produce such rankings. We think teaming up with such a known environmental organization would be the best way to produce the most credible green rankings rather than trying to create such rankings on our own."

The Gold Standard?

Even before this recent influx in the number of campus environmental rankings and assessments, some college leaders have been calling for an objective standard by which all colleges and universities could be judged. In 2006, the Higher Education Associations Sustainability Consortium, a network of associations including groups like the Society for College and University Planning, commissioned the Association for the Advancement of Sustainability in Higher Education (AASHE) to create just such a system. Now, the organization has 90 colleges and universities testing a pilot version of its new Sustainability Tracking, Assessment and Rating System (STARS). Julian Dautremont-Smith, associate director of AASHE,

said the goal is to have STARS reach the same accepted standard that LEED certification has achieved in evaluating buildings.

“There was a perception that there was no good way to show how sustainable a campus was and its progress over time,” said Dautremont-Smith of the time period before STARS was introduced. “There needed to be a system like that of LEED but for entire campuses. There have been all these attempts to assess a system, but there is a need for a standardized method because many haven’t been satisfied with the rigor of the others.”

Dautremont-Smith identified a number of key distinctions that set STARS apart from the other assessments on the market. He noted the system’s complete transparency from start to finish. Unlike some of the other assessments, colleges and universities know from the beginning what they must do to garner certain ratings. Additionally, data and documentation are also publicly available. Dautremont-Smith said this adds to the credibility of the system, as institutions can understand what is expected of them in the survey process. For example, each point awarded by the system has a number of qualifications. In one of the initial questions, one point is given if “between 0.0 and 0.1 percent of the institution’s courses are sustainability focused” and six points are given if “4 percent or more of the institution’s courses are sustainability focused.” Specific percentages between these two qualifications warrant different point amounts.

The process of STARS evaluation, however, is meant to be lengthy, he said. Though all data is reported by the institution, the system maintains an objective scoring rubric with solid requirements for gaining points. Though the final rating levels have yet to be determined by AASHE, Dautremont-Smith said it will be a tiered grading system similar to that of LEED certification, in which buildings can earn bronze, silver or gold recognition. After being certified, the STARS rating for a college or university will be valid for three years.

The STARS pilot program ends at the end of the year, at which point AASHE will synthesize the feedback in order to develop the first full-fledged version of the assessment system. Dautremont-Smith said STARS 1.0 will launch in the fall of 2009 and will be the first version of the assessment to offer official certification to institutions.

Some, however, worry that STARS may be too detailed and complicated for all colleges that want to participate to be able to do so. Additional, there will also be a fee for the certification process. Dautremont-Smith dismissed these concerns by stating that only institutions who wish to be assessed by the program need apply.

“We’ve been working to make the process as easy as possible without watering down its comprehensiveness,” Dautremont-Smith said of the certification. “These things do take some amount of time. We hope other systems will start to use the data from STARS, as more folks are starting to use it as the standard. We think it’ll have a pretty big impact over the long term.”

— David Moltz

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Comments

College Stores Often Sustainability Leaders on Campus

A good portion of higher ed’s stellar showing in the NWF report card could be attributed to the practices of college stores, which are often at the forefront of the ‘green movement’ on campuses. This is because the college-aged crowd that makes up their primary customer base has always had a heightened interest in environmentally friendly products and practices.

A NACS Student Watch™ Survey found that 64 percent of college-bound high school females and 57 percent of college-bound males listed “caring about the environment” as being important to them.

Highlights of how stores make operational choices that support the environment include:

- The University of New Mexico Bookstore's dedication to offering eco-friendly pens and clothing made from recycled bottles and organic cotton
- Numerous plastic bag reduction initiatives, including New York University's creative Save-A-Bag program, which has reduced plastic bag use while raising more than \$5,000 for charity
- Increased use of biodegradable bags at the University of Western Ontario (Canada) and the University of Waterloo (Canada)
- UCLA's comprehensive sustainability policy that has helped the store reduce waste, conserve energy and water, and reduce chemical use
- The University of Alaska Anchorage Bookstore's decision to sell biodegradable plates and utensils made from sugarcane fiber and potato starch.

This is in addition to efforts by many stores to reduce their carbon footprints through cutting use of print advertising and Styrofoam packaging, selling rechargeable batteries, use of reusable mugs and utensils in the office, cutting down on printed reports and other documents, and selling used textbooks.

Charles Schmidt, Dir. of Pub. Relations at Natl. Assn. of College Stores, at 9:10 am EDT on September 5, 2008

Green Colleges

I am glad to see your discussion of the various rankings of green colleges. Unhappily for me, you have missed the oldest of all, Making A Difference College Guide — which I have been publishing since 1992, and whose 11th edition will be out before long. So, clearly, there is no jumping on the bandwagon here, this is our purpose and our passion. Clearly, in 1992, or even 2000, many of the criteria being used today didn't exist (green buildings, carbon neutral...) — but my focus has always been and remains primarily on the educational aspects — the campus ethos and culture. After all, you don't choose a college because of where it invests its money. I'm not saying these criteria are irrelevant, not at all, I'm saying they are secondary. If you attend a university that is top ranked because of many external "green" criteria — such as Harvard, you are still attending a college which according to yesterday's NY Times, has 37% of its graduates going into investment banking. Hello? That is not the result of a green education. I invite readers to check us out — we don't rank the colleges, but we do scrutinize them. And what is #1 on the list may be totally unsuitable for the reader. As always, it's the fit that counts.

Miriam Weinstein, at 1:00 pm EDT on September 22, 2008

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Monday, November 10, 2008

11.00 am - 12.15 pm
Salon ABC

**Plenary Session II:
Factors Affecting Student Learning**

Learning to Reason and Communicate in College:

Initial Report of Findings from the CLA Longitudinal Study

This report presents initial research findings on factors associated with learning in higher education institutions. Analysis is based on an original and unique longitudinal data set that includes 2,322 students at 24 colleges and universities (including residential liberal arts colleges, comprehensive universities, large state universities, research universities, and historically black colleges and universities). Students were given the Collegiate Learning Assessment (CLA), a test for reasoning and communication skills, when they first entered higher education (fall 2005) and then again at the end of their sophomore year (spring 2007). In addition, information was collected on students' backgrounds (including high schools attended, AP course-taking, and grades), as well as on their current experiences in college (including college engagement, coursework, grades, and institutional characteristics). Results presented identify a set of individual and institutional factors associated with improvement in CLA performance, patterns of inequality in the rate of learning demonstrated by students from disadvantaged backgrounds, and the extent to which individual and institutional factors can reduce observed gaps in learning.

Biographical Information on the Speaker

Richard Arum is the program director of educational research at the Social Science Research Council; he is also a professor of sociology and education at New York University. He received a master's of education in teaching and curriculum from Harvard University in 1988 and a Ph.D. in sociology from the University of California, Berkeley, in 1996. Arum is editor of *The Structure of Schooling: Readings in the Sociology of Education*, as well as numerous peer-reviewed articles on education appearing in *American Sociological Review*, *Criminology*, *Annual Review of Sociology*, *International Journal of Sociology*, and *Sociology of Education*. His book *Judging School Discipline: The Crisis of Moral Authority* (Harvard University Press, 2003) analyzes variation in court decisions and how these judicial opinions have affected public school disciplinary practices across jurisdictions and over time. He is coeditor with Adam Gamoran and Yossi Shavit of a comparative study on expansion, differentiation, and access to higher education in 15 countries (Stanford University Press, 2007).

Monday, November 10, 2008

12.15 - 1.45 pm
Courtroom MN

Lunch and Arizona Presentation: Arizona's Public Agenda Efforts

Solutions Through Higher Education is a campaign to make Arizona residents aware of the critical role higher education plays in ensuring economic prosperity for our country and our citizens. A quiet crisis is threatening the U.S.'s economic competitiveness. As a nation we are not producing enough educated, highly skilled workers to compete in global markets. This crisis is especially acute in Arizona, which lags the rest of the nation in college completion and other key measures of educational performance.

Recognizing the crisis facing our state and nation, a coalition of statewide community and business leaders, organizations, and concerned citizens has been formed. The Coalition for Solutions Through Higher Education is anchored in the belief that it is imperative to raise the educational level of Arizonans, especially the younger population, and to make citizens aware of the crucial role that higher education plays in ensuring the prosperity of our residents, as well as our state and local economies.

Speakers: Fred DuVal, regent, Arizona Board of Regents, and Joel Sideman, executive director, Arizona Board of Regents

Biographical Information on the Speakers

Fred DuVal is president of the consulting firm DuVal and Associates, which advises clients in Washington, as well as in state capitals across the country. He also serves on the Arizona Board of Regents and has been a regent since August 2006. He served as senior staff to former Arizona Governor Bruce Babbitt, where his portfolio included the regents, and spent seven years in the Clinton Administration in Washington, D.C. DuVal authored a book entitled *Calling Arizona Home*, which examines what brought us all to Arizona and how we relate to this place we call home. He currently serves on the Children's Action Alliance Board and previously served on the boards of Prescott College, Desert Botanical Garden, and Valley Big Brothers/Big Sisters. DuVal grew up in Tucson, attended the University of Arizona as an undergraduate, and secured his law degree at Arizona State University.

Joel Sideman was appointed to the position of executive director for the Arizona Board of Regents in July 2004. He previously served the board in a dual capacity: as deputy executive director (since 1995) and as chief legal advisor to the board (since 1991). Prior to coming to the Arizona Board of Regents, Sideman served as in-house legal counsel for the Roosevelt School District in Phoenix and as project director for the Arizona Statewide Legal Services Project. He received both his B.S. in business administration and his J.D. degree from Northwestern University.

Monday, November 10, 2008

2.00 - 3.15 pm
Salon ABC

**Plenary Session III:
What's Up in the West?
Making Opportunity Affordable (MOA) in Arizona, California,
Colorado, and Montana**

The Lumina Foundation for Education has initiated a project known as Making College Affordable (MOA), which has two simple goals: increasing substantially the number of students from economically disadvantaged backgrounds and communities of color who not only attend college but also succeed in completing their degrees; and doing so by increasing the cost effectiveness of higher education, so that the increase in degree productivity does not result in a substantial increase in costs to either students or taxpayers.

In May 11 states were selected from 38 applicants to receive planning grants of up to \$150,000 to prepare their concept of Making College Affordable for the final grant competition. It is anticipated that next year about five of these 11 will receive awards of \$1 to 3 million to implement their plan. Four of the 11 states selected for planning grants are WICHE states, and they have each been invited to share the essence of their plan with the commission as a whole. A very brief summary of the thrust of each state's plan is provided below.

Arizona: The Arizona proposal, which is being directed by the governor's office, is intended to revise the way in which the state funds higher education, so that Arizona institutions will be rewarded within the state funding formulas for accepting and graduating more students from economically and educationally disadvantaged backgrounds. Although initially envisioned as focusing on the three universities that fall under the Arizona Board of Regents, the proposal's scope has been extended to include the locally controlled Arizona community colleges. Joel Sideman will present the Arizona proposal to the commission.

California: The California proposal was submitted by the California State University (CSU) system and will focus exclusively on the institutions governed within the CSU system. This proposal focuses on reforming the curriculum of the CSU institutions on a systemwide basis; adopting the principles developed by the National Center for Academic Transformation; and using technology-mediated instruction to reduce costs and enhance student learning. Keith Boyum will present California's proposal to the commission.

Colorado: The Colorado proposal, submitted by the Department of Higher Education, has the general theme of "More for More." Colorado currently ranks near the bottom of all states in per student support for higher education. Governor Bill Ritter has indicated that he is committed to increasing the funding for higher education over a multiyear timeframe. But in a higher education summit he sponsored with WICHE last year, he indicated that these increases in funding had

to be accompanied by an increase in productivity within the higher education system. A significant component of this initiative will be to dovetail these productivity initiatives with Colorado's efforts to enhance degree completion of adults who already have some college but not a degree. Colorado is pursuing this specific thrust through WICHE's *Non-Traditional No More* program, another Lumina-funded project. David Skaggs will present the Colorado plan to the commission.

Montana: The Montana proposal, submitted by the Montana University System, will focus on the development of two-year college opportunities in Montana. Today, Montana is greatly underinvested in higher education below the baccalaureate level, and this proposal plans to radically expand access and success within two-year programs and institutions, both at the transfer and the applied degree levels. The first concrete evidence of this thrust was the recent ascension of Commissioner Mary Sheehy Moe to the position of deputy commissioner for two-year education within the Montana System; she will present this proposal to the commission.

Moderator: David A. Longanecker, president, WICHE

Panelists:

Keith O. Boyum, associate vice chancellor, academic affairs, the
California State University

Mary Sheehy Moe, deputy commissioner for two-year education,
Montana Office of the Commissioner of Higher Education

Joel Sideman, executive director, Arizona Board of Regents

David Skaggs, executive director, Colorado Department of Higher
Education

Biographical Information on the Moderator

David A. Longanecker is the president of the Western Interstate Commission for Higher Education in Boulder, CO. 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: access, promoting student and institutional performance, teacher education, finance, the efficient use of educational technologies, and academic collaboration in Canada, the United States, and Mexico. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from the George Washington University, and a B.A. in sociology from Washington State University.

Biographical Information on the Panelists

Keith O. Boyum is associate vice chancellor for academic affairs for

the California State University. In that role he is principal policy advisor to the systemwide executive vice chancellor/chief academic officer and oversees the work of the academic affairs division in the Office of the Chancellor. He works closely with trustees, campus presidents and provosts, systemwide faculty, and others in developing and implementing education policy for more than 400,000 students at 23 university campuses. He previously served as professor of political science and as dean of graduate studies at California State University, Fullerton.

Mary Sheehy Moe became deputy commissioner for two-year education in Montana's Office of the Commissioner of Higher Education in June 2008. The position was newly created in response to interest from regents, legislators, and the governor in making Montana's two-year college "system" more fully subscribed and degree-productive. Moe came to the position after serving as CEO of MSU-Great Falls College of Technology for seven years and as CAO there for the previous two years. Her faculty experience spans 27 years, 18 in the high school setting and nine in the two-year college sector. She was named Montana Teacher of the Year in 1986 for her work as a high school English teacher and received the Governor's Award for Outstanding Educational Leadership in 2004 for her leadership in two-year education advocacy. She has an Ed.D. in educational leadership, an M.A. in curriculum and instruction, and a B.A. in English, all from the University of Montana.

Joel Sideman was appointed to the position of executive director for the Arizona Board of Regents in July 2004. He previously served the board in a dual capacity: as deputy executive director (since 1995) and as chief legal advisor to the board (since 1991). Prior to coming to the Arizona Board of Regents, Sideman served as in-house legal counsel for the Roosevelt School District in Phoenix and as project director for the Arizona Statewide Legal Services Project. He received both his B.S. in business administration and his J.D. degree from Northwestern University.

David Skaggs is executive director of the Colorado Department of Higher Education (CDHE), which has coordinating and oversight authority for Colorado's public institutions of postsecondary education, licenses and regulates private occupational schools, and manages the state's student loan program and tax-exempt tuition savings plans. Skaggs also serves as chair of the Colorado Higher Education Competitive Research Authority. Prior to his position at CDHE, Skaggs was executive director of the Center for Democracy & Citizenship at the Council for Excellence in Government, of counsel to a Washington-based law firm, and an adjunct professor at the University of Colorado. These positions followed 12 years in Congress (1987-99) as the U.S. Representative from the 2nd Congressional District of Colorado and three terms in the Colorado House (1981-87), the last two terms as

minority leader. Skaggs serves on a number of boards: he is chair of the board of the U. S. House of Representatives' Office of Congressional Ethics and vice chair of the U. S. Public Interest Declassification Board. After earning a B.A. in philosophy from Wesleyan University, he received an LL.B. at the Yale Law School. He served on active duty in the U.S. Marine Corps from 1968 to 1971 and then with a Marine Reserve unit in Colorado, attaining the rank of major.

Monday, November 10, 2008

3.30 - 5.30 pm

Salon ABC

Programs and Services Committee Meeting

Carl Shaff (NV), chair
Marshall Lind (AK), vice chair
Roy Ogawa (HI), ex officio
Jane Nichols (NV), ex officio

Committee vice chair (AK)
John Haeger (AZ)
Position vacant (CA)
Joseph A. Garcia (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Kerra Melvin (MT)
Committee chair (NV)
Dede Feldman (NM)
William Goetz (ND)
James Sager (OR)
James Hansen (SD)
Peter C. Knudson (UT)
Phyllis Gutierrez Kenney (WA)
Tom Buchanan (WY)

Presiding: Marshall Lind, vice chair
Staff: Jere Mock, vice president, Programs and Services
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs
Pat Shea, director, WICHE Internet Course Exchange and Northwest Academic Forum

Agenda



Approval of the Programs and Services
Committee meeting minutes of May 19, 2008 7-3

Discussion Items:

Student Exchange Programs: Focusing in on new developments in medical and dental education and related workforce trends in the West and program updates – Margo Schultz 7-9

The State Scholars Initiative: A closer look at successful state implementation strategies and program updates – Terese Rainwater 7-12

Strategies to foster institutional participation in the WICHE Internet Course Exchange (ICE): Findings from the business and marketing plan development process and program updates – Pat Shea 7-16

Other unit updates

7-16

Other business and adjournment

ACTION ITEM

Programs and Services Committee Minutes

Monday, May 19, 2008

Committee Members Present

Carl Shaff (NV), committee chair
Marshall Lind, committee vice chair (AK)
Joseph Garcia (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Dan Harrington (MT)
William Goetz (ND)
James Sager (OR)
James Hansen (SD)
Peter Knudson (UT)
Klaus Hanson (WY)

Other Commissioners Present

Joel Sideman (AZ)
Patricia Sullivan (NM)

WICHE Staff Present

Jere Mock, vice president, Programs and Services
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs

Guests Present

Tashina Banks-Moore, certifying officer for New Mexico
Dawn Cypriano-McAferly, certifying officer for Washington
Paul Gough, certifying officer for South Dakota
David Iha, certifying officer for Hawaii
Louise Lynch, certifying officer for Arizona
Jeannine Sherrick, program officer for Nevada
Lisa Shipley, manager of student affairs, University of Wyoming
Laurie Tobol, certifying officer for Montana
Peggy Wipf, certifying officer for North Dakota

Commissioner Shaff called the meeting to order.

COMMISSIONER HANSEN MOVED TO APPROVE THE MINUTES OF THE NOVEMBER 5, 2007, PROGRAMS AND SERVICES COMMITTEE MEETING. COMMISSIONER LIND SECONDED THE MOTION. The motion passed unanimously.

ACTION ITEM

Approval of the FY 2009 Programs and Services Workplan

Jere Mock, vice president of Programs and Services, reviewed the proposed workplan by first describing her division's initiatives to assist states and higher education institutions in the West to broaden access, foster innovation and information technology, develop an educated workforce, and achieve cost savings and efficiencies through collaborations. She also reviewed new initiatives that are proposed for commissioner consideration.

WICHE's three regional exchange programs broaden access to higher education for nearly 23,000 students annually. They are: the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP). An initiative that focuses on supporting state business-education partnerships to help students become better prepared for higher education and other pursuits is the national State Scholars Initiative; WICHE received a \$6.6 million grant from the U.S. Department of Education's Office of Adult and Vocational Education in October 2005 to administer the program and fund each of the participating states at \$300,000 over two years (24 states have participated in SSI). WICHE will administer the program until mid 2009. A major outcome during 2008 was the hosting of the State Scholars Initiative National Summit on Academic Rigor and Relevance. The summit brought together over 200 participants: business leaders, policymakers, and educators from 36 states and territories. (More information regarding the Student Exchange Programs and SSI follows in other sections of the minutes.)

In addition, the Programs and Services staff manages several other regional initiatives that foster resource sharing and interinstitutional collaborations across the West, including the WICHE Internet Course Exchange (ICE). An online course and program sharing consortium with 14 initial institutional and system members, WICHE ICE helps institutions to share courses and to develop program exchanges that lead to certificates and degrees. WICHE ICE enables students to receive credit for online courses as though they were offered by their home institution, which

eliminates course transfer barriers; students use the advising, registration, and financial aid services provided at their home campuses.

Mock said WICHE ICE course exchanges are developing in a number of academic disciplines, such as social work, math and science teacher education, and health fields. WICHE staff works with a regional WICHE ICE Steering Board to create policies and procedures for this regional resource. Staff also provides training and technical assistance to ICE member institutions; manages a regional database; and provides other centralized functions. WICHE ICE members pay an annual membership fee to WICHE, and there is a \$20 per student per course fee that also is paid to WICHE to support our involvement. A recent grant from the Sloan Foundation will enable staff to develop business and marketing plans for WICHE ICE.

Programs and Services staff members are also exploring ways to address workforce shortages in several healthcare fields, with particular emphasis on the needs of rural and frontier communities in the West. Staff produces annual workforce briefs, which focus on high-growth professions in each state. This year staff developed briefs on current and anticipated workforce needs in fields including pharmacy, health information technology, and medical education. Staff will develop two additional briefs in the coming months focused on the oral health workforce and veterinary medicine. Mock described another new WICHE resource, a regional inventory of state-level incentives for rural healthcare practitioners that has been disseminated throughout the West and that will be updated as new incentive programs are implemented in our region.

Mock described some other projects that have been added to the WICHE workplan over the past couple of years, including the Master Property Program (MPP). It enables institutions to purchase property insurance through a consortium that was initiated by the Midwest Higher Education Compact. The MPP provides comprehensive property coverage, specifically tailored to the needs of today's college campuses, while reducing insurance costs and improving asset protection for more than 90 campuses (43 primary policies). Institutions in the West that have been recruited by staff for the MPP include Lewis & Clark College in Oregon, the Nevada System of Higher Education, Pima County Community College System in Arizona, Seattle Pacific University in Washington, University of Northern Colorado, Westminster College in Utah, and Willamette University in Oregon. Oregon's Reed College is also exploring participation in the MPP.

Programs and Services' staff uses a variety of resources to communicate with WICHE constituents, including the organization's Website, *NewsCap*, and other print and electronic resources. They also work closely with the Policy unit to inform and involve legislators and governor's offices' staff.

Mock said new initiatives under development, or in the feasibility/planning stages, include efforts to collaborate with state departments of labor and state workforce development councils to expand the number of adults with college degrees through online education using WICHE ICE; to partner with Western states on initiatives designed to recruit and retain healthcare practitioners in rural and underserved communities throughout the West; and to expand and build on the State Scholars Initiative with public and private-sector funding.

Chair Shaff asked for a motion to approve the workplan as presented by Mock. COMMISSIONER LIND MADE A MOTION TO ACCEPT THE FY 2009 PROGRAMS AND SERVICES WORKPLAN. COMMISSIONER GARCIA SECONDED THE MOTION. The motion passed unanimously.

ACTION ITEM

Approval of Support Fees for PSEP for 2009-10 and 2010-11

Carl Shaff introduced Margo Schultz, program coordinator of WICHE's three Student Exchange Programs. Schultz reviewed the fee-setting process for WICHE's Professional Student Exchange Program (PSEP). She explained that the proposed increase is based on the HECA inflation index, which increased by 3.4 percent between 2006 and 2007. Support fee setting is a balancing act; the goal is to keep students' financial burden as low as possible, meet public schools' tuition differentials so that they have sufficient incentive to save seats for WICHE students, and keep support fee rates affordable for states so that they can support as many PSEP students as possible.

In fields where the resident/nonresident tuition differential is not met at several public institutions, staff typically proposes base fee adjustments. However, staff decided not to propose any base fee increases for 2009 or 2010 for reasons outlined below. Feedback on the proposed fees was solicited from the deans of the participating schools and the state higher education offices. Staff then analyzed the feedback, made adjustments, and notified all affected parties of the proposed fees and the timeline for WICHE Commission review.

Schultz explained that the evaluation of support fee levels for this round of fee-setting was problematic in several fields: dentistry, occupational therapy, osteopathic medicine, physical therapy, and physician assistant.

WICHE staff is concerned about not increasing support fees beyond the 3.4 percent for dentistry, given that nonresident differentials are no longer being covered by the support fee at some of the institutions where there is heavy PSEP enrollment (CU Denver, University of Nevada, Las Vegas, and the University of Washington; 30 WICHE students were enrolled at CU Denver in 2007-08). However, the resident/nonresident tuition differentials at these schools are significantly greater than at other public institutions. At two of the institutions, the resident tuition is substantially lower than the average of \$34,600; CU Denver residents pay almost \$5,000 less than the average, and University of Washington residents pay about \$8,400 less than the average resident tuition. The lower-than-average resident tuition contributes to a greater differential.

The University of Colorado Denver's School of Dentistry recently instituted a state policy whereby students who enroll as nonresidents can no longer obtain Colorado residency for their second and subsequent years in school; once a student enrolls at the nonresident rate in their first year, they must remain a nonresident for the duration of their studies. Staff decided not to propose an adjustment increase that would compensate for these large differentials after speaking with some supporting states that send large numbers of dentistry students through the program. Foregoing an adjustment is a calculated risk, as WICHE students could eventually lose access to CU Denver because the institution can obtain the differential from non-WICHE students who are willing to pay the difference. Admission to CU Denver's dental school is very competitive; it received almost 1,400 applications for 50 new seats for its 2008 entering class.

For occupational therapy and physical therapy, the tuition differential is not being met at a few public schools. Because the majority of WICHE students in these fields are enrolled at private institutions or at publics where the differential is being met, staff is not proposing a base increase in these two fields at this time.

Schultz noted a similar situation in the physician assistant field. But in addition there is a national trend towards increasing the length of physician assistant programs, from 24 to 27 months. Only a few WICHE programs have increased their length thus far; therefore, staff recommends forgoing a base increase at this time.

WICHE's osteopathic schools of medicine (all private) have asked for increases because their fees are about \$9,000 lower than support for allopathic medicine. Despite that difference, on average, WICHE osteopathic medicine students are paying about \$2,000 less than their allopathic counterparts. Therefore, staff does not recommend a base increase.

Shaff said that the certifying officers' meeting was held the previous day and that certifying officers made a unanimous recommendation to support the proposed fee increases and encouraged commissioners to support the proposed increases as well.

COMMISSIONER LIND MOVED TO APPROVE THE RECOMMENDED INCREASE OF 3.4 PERCENT FOR SUPPORT FEES FOR THE 2009 AND 2010 ACADEMIC YEARS. COMMISSIONER SIDEMAN SECONDED THE MOTION. The motion passed unanimously. Sideman complimented staff on the thoroughness of their research and recommendations on the proposed fees.

Student Exchange Updates

Schultz continued with an update on the Student Exchange Programs. She reviewed the Western Undergraduate Exchange (WUE) program, whereby students from the WICHE region enroll at participating institutions and pay 150 percent of resident tuition. There are currently 140 participating universities and community colleges, including two new ones that were recently added: California State University, Sacramento, and California State University, San

Bernardino. WUE enables participating institutions to fill empty seats and diversify their student bodies. In the past academic year, some 22,100 WUE students and their families saved an estimated \$137.7 million in tuition.

Schultz thanked commissioners for voting to allow Hawaii residents access to WUE community colleges (November 2007), even though Hawaii community colleges do not currently participate. She met with community college chancellors in November 2007, and some of the underenrolled campuses expressed interest in participating but had concerns about the lack of available student housing.

The Western Regional Graduate Program (WRGP) offers lower-cost access to master's and doctoral degree programs not widely available in the West. To be eligible for WRGP, programs that are not related to health must be "distinctive," meaning they must be offered at no more than five institutions in the WICHE region (outside of California). WICHE staff received a total of 32 nominations for new programs in fall 2007 and conducted a peer review by graduate deans and faculty members from institutions throughout the region. Twenty-eight programs were selected for inclusion in WRGP, and another two programs were recommended, pending provisional accreditation. The remaining two programs did not meet WICHE's criteria for program distinctiveness. The slate of programs was then reviewed by the academic officers in the state governing and coordinating board offices.

The new programs broaden the WRGP's offerings in several areas: communications and journalism; computer sciences; engineering and the sciences; humanities; the social sciences and public affairs; and nursing and public health. WRGP now has a total of 21 nursing programs and five in public health. Of WRGP's 203 programs, 35 are healthcare-related. Arizona State University's professional science master's in nanoscience, New Mexico State University's master's of applied geography with a focus in geospatial science, and Black Hills State University's master's in integrative genomics are some of the new programs. Finally, staff reorganized the WRGP handout by program family classification to help prospective graduate students identify programs in their specialty area more easily.

In the 2007-08 academic year, 779 students were enrolled through PSEP in 10 healthcare fields, with support fees totaling over \$14.6 million. Schultz noted that current return rate data for a WICHE PSEP graduates is now available in WICHE's *2007-08 Student Exchange Program Statistical Report* (pp. 14-16). The average return rate for all reporting WICHE states was 59 percent. Return rates for payback states were the highest, averaging 74 percent and ranging as high as 94 percent, depending on the profession. Return rates for "honor system" states were lower, averaging 39 percent and ranging up to 75 percent, depending on the profession. Return rates were lowest in primarily rural states that do not require a service payback from their residents, including Idaho, Montana, and Wyoming. Schultz pointed out that some of the "honor states" consider PSEP primarily as an access program.

Schultz reported that Western University of Health Sciences will open optometry and dental programs in fall 2009, and Midwestern University will begin its dentistry program in fall 2008, followed by a new optometry program in fall 2009.

Finally, Schultz encouraged commissioners to read WICHE's newest workforce brief on medical education for physicians (released May 2008). The brief is the third in a series that looks specifically at the West's healthcare workforce needs (the first highlighted the health information technology workforce, and the second addressed the pharmacy workforce). The medical education brief highlights three interrelated workforce issues of importance to consumers, physicians, and medical schools that prepare individuals for a career in medicine: the shortage of physicians and the planned expansion of medical school enrollment; medical student indebtedness; and primary care physician service, with emphasis on care delivery in rural areas. WICHE also compiled companion surveys on school of medicine expansion plans and rural track medicine programs available in the West.

DISCUSSION ITEM

Sustaining the State Scholars Initiative

Terese Rainwater, program director for the State Scholars Initiative (SSI), reviewed recent accomplishments in SSI states, presented SSI data, reported on the National Summit on Academic Rigor and Relevance, and discussed sustainability options. Rainwater reported that SSI has two goals: to increase the number of high school students taking a rigorous course of study and to engage the business community in this endeavor. Total funding for the

initiative is \$6.6 million, of which \$2.1 million supports WICHE's administration costs and \$4.5 million supports SSI state implementation efforts. Twenty-four states have received federal SSI funding; of these, 20 are actively implementing the program. WICHE has been granted continuation funding from the U.S. Department of Education through March 31, 2009.

As WICHE concludes its third year of program administration, Rainwater noted that states continue to look for ways reach students and connect their state programs with other policy efforts. She highlighted four WICHE states:

- Arizona: In December 2007 the state board of education approved new graduation requirements, beginning with the graduating classes of 2012 and 2013. Additional emphasis and discussion regarding academic rigor is expected to continue.
- South Dakota: South Dakota Scholars is coordinating statewide efforts with the South Dakota Department of Education regarding career planning, career clusters utilization, and career software availability so that all of these resources are universally available to students in the state. The department of education has expressed interest in sustaining South Dakota Scholars past federal funding. Since the beginning of 2008, five school districts have joined the program.
- Utah: In 2008 Utah Scholars received a state appropriation of nearly \$1 million to create and fund the Regents' Scholarship. The scholarship has two levels. It provides a \$1,000 base scholarship to any student who completes the Utah Scholars Core Course of Study with a minimum GPA, and a scholarship equal to 75 percent of tuition for two years of full-time college enrollment to students who complete the Utah Scholars Core Course of Study with a 3.5 GPA and a 26 score on the ACT.
- Wyoming: Wyoming Scholars hired a new state director, who's working on integrating the SSI Core Course of Study with the Hathaway Scholarship's Success Curriculum. In 2008 Wyoming Scholars collected student outcome data as a result of the collaborative efforts with the Wyoming Department of Education.

Rainwater provided a brief history of SSI's data collection efforts. WICHE began its program administration of SSI in October 2005. At that time WICHE received neither data nor a data collection plan from the previous program administrator. Since then WICHE, in concert with Northern Illinois University (NIU) and the National Center for Higher Education Management Systems (NCHEMS), has created and implemented a robust state performance data collection and evaluation plan. Three types of data are collected to better understand the effect that SSI has in participating states and school districts. These are: qualitative, student course-level, and perception.

First, qualitative data are collected about successful business-education partnerships, the level of business engagement, and promising practices. Findings include:

- Business volunteers found that the personal connection with students is the most effective business role.
- Nine out of 10 business volunteers planned to continue their involvement with the program.
- Business volunteers felt that rigor was important but underscored their need for a definition of rigor.

Rainwater noted that to be responsive to this last point, she, Dolores Mize, vice president for public policy and research, and Nancy Smith Brooks, program officer for the State Scholars Initiatives at the U.S. Department of Education's Office of Vocational and Adult Education, wrote a policy brief, "Education Beyond the Rhetoric: Making 'Rigor' Something Real," on academic rigor and relevance, which provided a definition of rigor.

Second, WICHE works with state business-education partnerships and participating pilot school districts to gather information on the availability of the SSI Core Course of Study to students and student enrollment in these courses. Data has been collected from 47 school districts and 10 SSI states representing 121,417 individual students with enrollments in over 1.3 million courses. She was pleased to report that these data are defensible, parallel, and understandable to experts and laypeople alike.

Third, perception data is collected from SSI constituents (business volunteers, educators, parents, community leaders, and students) to determine whether the initiative is influencing key stakeholder perceptions. Between September 24, 2007, and January 31, 2008, perception surveys were collected from eight states at 42 different SSI events. Rainwater reported that SSI is positively influencing student perceptions. After participating in a SSI-sponsored event, a solid

percentage of students plan to take a rigorous course of study in high school. In addition, SSI has positively influenced all adult stakeholders in their perspectives of the importance of taking rigorous courses in high school.

Both Year One and Year Two evaluation reports are available on the SSI Website (www.wiche.edu/statescholars/).

On April 29 and 30, 2008, SSI hosted the National Summit on Academic Rigor and Relevance. The summit brought together over 200 participants from 36 states. All 20 active SSI states and 16 non-SSI states and territories sent teams. Participants were provided with several resources, including the policy brief on rigor mentioned above. Feedback from participants demonstrated that they found both the plenary speakers and the time allotted for state team discussion valuable. A summit proceedings document will be available later this summer.

Finally, Rainwater outlined four possible options for sustaining SSI. The first option would be that federal funding continues to support the initiative. While WICHE is pursuing all possible opportunities, it is unlikely that federal funding will continue. Since SSI is funded out the secretary's discretionary funding, it is likely that the new administration will have other projects for which it will want to use these funds. The second option is that WICHE secures private funding. WICHE has submitted proposals to two different foundations but the proposals have not generated much interest. A third option is that another organization with a closely aligned mission would assume the program. The fourth option is that the program would shut down completely at the national level. SSI will continue to look for funding opportunities.

Rainwater thanked commissioners for their continued support. In particular, she thanked Marshall Lind and Jane Nichols for their service on the SSI Advisory Board.

Student Exchange Programs: Updates

Western Undergraduate Exchange

WICHE's Western Undergraduate Exchange (WUE) is a regional program that enables students to enroll in designated two- and four-year public institutions elsewhere in the WICHE region at reduced tuition. The WUE rate is 50 percent more than the institutions' regular resident tuition. Now in its 21st year of operation, WUE is the nation's largest program of its kind, with some 22,100 students participating in 2007-08. Last year WICHE staff estimated that students and their parents saved \$137.7 million in tuition costs. Students choose from 138 WUE institutions. A detailed WUE enrollment report will be available in December 2008.

Margo Schultz, Student Exchange Programs coordinator, presented on WUE and student migration at the Pacific Northwest Association for College Admission Counseling's (PNACAC) conference in May 2008. PNACAC serves the WICHE states of Alaska, Idaho, Montana, Oregon, and Washington. Staff will also submit presentation proposals for the other regional association meetings in 2009. These include the Western Association for College Admission Counseling, which serves the states of California and Nevada; the Rocky Mountain Association for College Admission Counseling, which serves the states of Arizona, Colorado, New Mexico, Utah, and Wyoming; and possibly the Hawaii Association for College Admission Counseling, as well as the Dakota Association for College Admission Counseling, which serves North and South Dakota.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP) offers lower-cost access to master's and doctoral degree programs that are not widely available in the West. Students from all WICHE states except California are eligible to participate, and they pay resident tuition. California residents are not eligible at this time because the state's institutions have not offered any of its programs to the network. WRGP programs, with the exception of its healthcare programs, must be "distinctive" – available at no more than five institutions in the WICHE region (outside of California).

WICHE staff received a total of 32 nominations for new programs in fall 2007 and conducted a peer review by graduate deans and faculty member from institutions throughout the region. Twenty-eight programs were selected to be added to WRGP, bringing the total to 199 programs. The new programs broad the academic options in several areas: communications and journalism; computer sciences; engineering and the sciences; humanities; the social sciences and public affairs; and nursing and public health. There are now 35 healthcare-related programs available at the resident rate through WRGP.

Over the past few years there has been increased interest on the part of programs that would like to join the WRGP network. To accommodate this interest, staff will launch a special nominations round in November 2008 (typically nominations are solicited every other year). Staff will target several areas, including professional science master's and healthcare-related programs, but will welcome nominations from all public graduate schools in the WICHE region. We will also invite programs at California institutions to participate. Staff at the Council of Graduate Schools has also offered to notify deans of graduate education about our upcoming round of program nominations.

Professional Student Exchange Program

The Professional Student Exchange Program (PSEP) provides students in 12 Western states (California, Oregon, and South Dakota do not participate) with access to a wide range of professional programs; most of the programs are not offered at public institutions in their home states. PSEP students pay reduced levels of tuition – usually resident tuition in public institutions or reduced tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of the students' education.

In the 2008-09 academic year, 724 students are enrolled through PSEP, with support fees totaling over \$14.6 million. The programs available to students include dentistry, medicine, occupational therapy, optometry, osteopathic medicine, physical therapy, physician assistant, podiatry, and veterinary medicine. Complete details on student enrollment and state and institutional participation will be available in WICHE's *2008-09 Student Exchange Program*

Statistical Report, which will be released in January 2009 and available on our Website. Commissioners will receive copies in the mail. The report will also include enrollment statistics for WUE and WRGP.

North Dakota recently surveyed their professional school graduates who benefitted from reduced tuition through WICHE's PSEP and other bilateral arrangements. If the data is comparable, we will incorporate the results with our fall 2006 PSEP alumni survey data, which provides return rates for PSEP graduates who come back to their home states to work. WICHE certifying officers are scheduled to do another alumni tracking survey in 2009.

New workforce brief on oral healthcare. Staff produces a series of publications, *A Closer Look at Healthcare Workforce Needs in the West*, to help policymakers and educational leaders understand workforce trends and available institutional capacity to educate more students in the healthcare fields. Briefs are available on the medical, pharmacy, and health information technology workforces. The newest brief will examine the West's workforce needs related to oral healthcare. It analyzes the supply and demand of providers and addresses the maldistribution of practitioners and contributing factors, including the degree to which debt load discourages service to rural communities. The brief also discusses strategies to increase the number of providers; examines pipeline programs to boost interest in the profession, as well as rural and public clinic service; and looks at the efficacy of loan repayment and other programs that incent practitioners to work in underserved areas. Other sections address new workforce solutions, including integrated care, new care delivery models, the role of medical practitioners, and how higher education must respond to train new types of providers. A copy of the brief will be distributed to commissioners at the November meeting and will be available for download on WICHE's Website.

Regional feasibility study on loan forgiveness administration. In February 2008 WICHE began conducting a survey of participating states to learn more about the costs and processes involved in administering contractual payback programs and to explore the feasibility and costs of a regional payback service for interested states. Five WICHE states (Idaho, Montana, North Dakota, Utah, and Wyoming) do not currently require their PSEP graduates to return to their home state to practice (several are contemplating doing so); and six participating states require a service payback from their awarded students (Arizona, Colorado, Hawaii – effective AY 2008 – New Mexico, Nevada, and Washington).

Staff released results of the draft survey at the May 2008 certifying officers' meeting. The survey results help WICHE member states better understand issues concerning the costs required to track graduates, including those related to collections processes for delinquent accounts; repayment terms and conditions; options related to where to channel collected monies received in lieu of service paybacks, including the possibility of establishing rural incentive programs with those funds; and agencies capable of administering loan repayment.

WICHE staff will pursue the possibility of arranging regional pricing from ECSI, a loan-servicing company under contract with Nevada and Washington and being considered by New Mexico. States currently working with the company like its services and have found it cost effective. Though the online service facilitates the administrative processes, state agency staff is required to oversee service payback and collections and to manually process annual employment verification for graduates. WICHE is contacting ECSI to arrange for a demonstration of their services via teleconference and the Web.

Enhancing incentives for healthcare professionals to serve in the rural areas. Programs and Services staff has explored state strategies to attract healthcare professionals to the rural West and other underserved areas. This is a challenge confronting all states in the WICHE region. Even with tuition assistance to reduce initial student debt load, low reimbursement rates and lower salaries in underserved and rural areas are major deterrents for healthcare professionals. Lack of employment opportunities for spouses and few urban amenities are also important factors. WICHE completed the *Inventory of Rural Health Practice Incentives in the Western WICHE States* and released it in October 2007. Staff found that, given the severity of the shortages, the current funding levels of incentive programs are insufficient to stem the erosion of rural healthcare in the West. Since the inventory was released, we have witnessed:

- Interest in increasing the amount of funding for incentives that make a return to rural areas financially worthwhile for the recipients (e.g., New Mexico doubled the amount offered in one of its incentive programs; and the Montana Rural Physician Incentive Program also increased its award).

- A move towards consolidation of the administration of these programs, to make it simpler for healthcare professionals to find and use local incentive opportunities.
- New incentive programs, such as the rural vet med program pioneered by North Dakota in 2007, and similar programs now being set up in Washington and Wyoming.

Commissioners received copies of the original inventory at the November 2007 meeting. Staff will post an updated inventory on WICHE's Website in November 2008.

New regional schools and WICHE policy for incorporating programs not yet fully accredited. As reported in the May 2008 agenda book, several professional schools are opening in the region over the next two years. At their May 2008 meeting, certifying officers (state higher education agency staff that help to coordinate WICHE's Student Exchange Programs) discussed whether or not schools should be encouraged to petition the commission for early admission to PSEP, prior to full accreditation. The certifying officers concluded that they appreciated the security that full accreditation offers to the prospective students, as well as the states' investment in education. However, if high workforce needs justify expedited consideration of the programs (particularly in dentistry, osteopathic medicine, and optometry), the commission can vote to admit the new programs to PSEP prior to their full accreditation. The new schools include:

Dentistry:

- Midwestern University in Glendale, AZ (105 students in fall 2008).
- Western University in Pomona, CA (50 students in fall 2009).

Optometry:

- Midwestern University in Glendale, AZ (50 students in fall 2009).
- Western University (70 students in fall 2009).

Osteopathic medicine:

- A.T. Still University School of Osteopathic Medicine in Mesa, AZ (100 students in fall 2007).
- Pacific Northwest University of Health Sciences College of Osteopathic Medicine in Yakima, WA (70 students in fall 2008).
- Rocky Vista University College of Osteopathic Medicine in Parker, CO (150 students in fall 2008).

Podiatry:

- Western University of Health Sciences in Pomona, CA (fall 2009).

Veterinary Medicine Advisory Council (VMAC) representation. The 2008 VMAC meeting was held in June and included several tours of the Colorado State University Veterinary Medicine and Biomedical Sciences facilities. In 2005 WICHE's Veterinary Medicine Advisory Council amended its bylaws to include a state legislator from each of the WICHE states supporting or receiving students in veterinary medicine. Although some legislators have been extremely active and helpful, others have not been able to participate. Members agreed at their June 2008 meeting that the additional positions created in 2005 can be filled by a state legislator or an executive director of the state's veterinary association. WICHE staff will be contacting commissioners to fill empty council seats well in advance of the spring 2009 meeting.

State Scholars Initiative: Updates

WICHE was selected as the program administrator for the State Scholars Initiative (SSI) by the U.S. Department of Education (DOE) on October 1, 2005. WICHE supports 19 state-level business-education partnerships in their implementation of the State Scholars Initiative model. The initiative is funded under the Carl D. Perkins Vocational and Technical Education Act of 1998. In October 2008 WICHE requested a grant extension through September 30, 2009.

The State Scholars Initiative seeks to achieve two primary objectives. First, it encourages students to take a rigorous course of study in high school to prepare them for college or work. Second, it engages business organizations and leaders to promote the importance of a rigorous course of study in high school for later success in life. Patterned after the National Commission on Excellence in Education recommendations, State Scholars requires that students take: four years of English; three years of math (algebra I, geometry, algebra II); three years of basic lab science (biology, chemistry, physics); 3.5 years of social studies (chosen from U.S. and world history, geography, economics, and government); and two years of the same language other than English.

Nineteen states are receiving federal funds and operating SSI projects, or they have completed their SSI projects and remain in the SSI network: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. WICHE is responsible for providing technical assistance, monitoring, oversight, and cost reimbursement to the SSI projects in these states. Five additional states were previously funded, and they created and completed SSI projects: Nebraska, New Jersey, New Mexico, Rhode Island, and Washington.

National Summit on Academic Rigor and Relevance

On April 29-30, 2008, WICHE and the State Scholars Initiative hosted the National Summit on Academic Rigor and Relevance in Boston. The purpose of the summit was twofold: to examine the role and effectiveness of the business community in driving national education reform conversations; and to discuss policy reform efforts to increase academic rigor and to improve academic relevance in high school.

As part of State Scholars' post-summit activities, WICHE created and maintains a summit Web page that provides a video library of all the summit plenary speakers. In addition, all summit materials are posted here. Finally, in September 2008 WICHE released the summit proceedings, "No Longer at Risk: A Nation in Peril."

Evaluation

SSI has a uniquely strong evaluation component, which encompasses WICHE's performance as program administrator and states' performance as participants in the program.

The evaluation of WICHE's performance is conducted by Diana Robinson, associate director at the Center for Governmental Studies of Northern Illinois University (NIU). This evaluation focuses on how well the program is being run at the national level. Findings for Year Three include:

- WICHE continues to use a multifaceted and effective communication process to exchange SSI program and policy information with state contractors and advisory board members and to identify state partnership needs and improvement priorities.
- WICHE has undertaken a variety of activities during Year Three to showcase successful state-level SSI implementation both within and outside of the SSI network. Moreover, the technical assistance support and communication resources that WICHE provides the state-level partnerships have enhanced their effectiveness in disseminating project results.
- Clear, timely, and constructive communication between WICHE and DOE's Office of Vocational and Adult Education continues to occur on virtually a daily basis throughout Year Three.

The evaluation of state performance is split between Diana Robinson and Karen Paulson, senior associate at the National Center for Higher Education Management Systems (NCHEMS). State performance is evaluated on three different measures: the quality and success of business education partnerships; student course enrollment and completion data; and perception data from SSI constituents. Findings for Year Three include:

- The engaged SSI states have involved at least 621 employers at the state and local levels, an overall increase of 15 percent over the previous evaluation period.
- An increase of at least 9.8 percent in participation in the oldest cohort of states suggests that these mature programs continue to recruit employers long after federal funding has ceased.
- Data from both the NIU and the NCHEMS evaluations point to the importance of the personal connection between the business volunteers and the students in influencing students to take more rigorous courses.
- Results of the perception surveys indicate that SSI has had a positive influence on all groups involved – students, parents, businesspeople, teachers, and guidance counselors.

Copies of SSI 2008 annual evaluation report are available in paper and on the SSI Website.

Publications and Products

In preparation for the 2008-2009 school year, SSI released multiple publications to support state programs. In addition to releasing the summit proceedings, WICHE published the September 2008 SSI newsletter, which profiled multiple SSI states and their Scholars recognition events. Also in September WICHE released a short brief, entitled “Why Foreign Language?” At the request of SSI states, WICHE produced the brief, which presents research that underscores the value of studying a language other than English in high school. Finally, in October 2008 WICHE released the SSI Volunteer Management Database (VMD). Created especially for SSI states, the purpose of this online tool is to provide a means by which business leaders, school districts, and state business-education partnerships can more efficiently schedule presentations in schools and provide online training to business volunteers. Every SSI state was provided with a customized VMD for its use.

Sustainability

The State Scholars Initiative is one of a few national initiatives to collect and analyze student course-level data (if not the only one). This data, coupled with SSI constituent perceptions and an in-depth examination of SSI business-education partnerships, provide a wealth of information. As a federal program, however, SSI is funded only through March 2009, with a likely extension through September 2009. Therefore, WICHE has begun approaching corporations and foundations to see if they would be willing to assist in providing funds to transition the federal State Scholars Initiative to nonfederal funding and status.

WICHE’s Federal Funding and Staffing

The total amount of federal funding provided to WICHE for State Scholars is now \$6.6 million: \$2.1 million will fund WICHE’s administrative costs, and \$4.5 million is supporting state programs. WICHE has successfully completed Years One, Two, and Three. In addition, WICHE has received a continuation award of \$600,000 for a third year and will continue as the national SSI program administrator through March 31, 2009. WICHE has requested an extension of its SSI program administration through September 30, 2009.

In December 2005 Terese Rainwater was hired as SSI program director (1.0 FTE). Christian Martinez, hired in January 2006 as SSI program coordinator, tendered his resignation on August 22, 2008, to pursue a job opportunity at the Mid-continent Regional Education Laboratory (McREL). His last day at WICHE was September 5, 2008. In consultation with the SSI program officer, WICHE promoted Michelle Médal, former SSI administrative coordinator, to SSI associate project director. In addition, WICHE promoted Kay Hulstrom, former SSI administrative assistant, to SSI administrative coordinator. Their first day in their new positions was September 8, 2008. Jere Mock oversees the program (.20 FTE on the grant). The grant also covers .65 FTE of the WICHE Communications staff’s FTE for work by Annie Finnigan, Candy Allen, and Deborah Jang.

The SSI State Network

During WICHE's program administration, 10 states have joined the State Scholars Initiative network (see the list of all participating state business education organizations at the end of this discussion item). Each state program receives up to \$300,000 in federal funding over a two-year period and is administered by a state-level business education partnership.

Of the states that joined the State Scholars Initiative during WICHE's program administration, all 10 have launched the program through statewide kickoff events, secured business volunteers and support, presented to students, and submitted both course-level and perception data.

As part of its oversight responsibilities, WICHE has conducted at least one state site-monitoring visit in every state that received federal funds during WICHE's program administration. These visits were designed to ensure the quality of program implementation and provide technical assistance. Monitoring/technical assistance visits have been conducted in the following states: Arizona, Connecticut, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. WICHE also hosts a monthly state directors' conference call, in which state partnerships learn how to address program needs, share promising practices, and seek advice from other state directors.

National SSI Advisory Board

On April 29, 2008, the State Scholars Advisory Board met in Boston for their last in-person meeting. Advisory board members will be consulted on an individual basis during Year Four. The members of the advisory board are: Mike Cohen, president, Achieve; Brian Fitzgerald, executive director, Business-Higher Education Forum; Christine Johnson; Charles Kolb, president, Committee for Economic Development; Marshall Lind, WICHE commissioner and chancellor emeritus, University of Alaska Fairbanks; Leon Lederman, Nobel laureate in physics and resident scholar at the Illinois Math and Science Academy; Barry Munitz, chair of the California P-16 Council, former chancellor of the California State University, and former president of the J. Paul Getty Trust; Jane Nichols, vice chancellor for academic and student affairs, Nevada System of Higher Education; Raymund Paredes, commissioner of higher education, Texas Higher Education Coordinating Board; Suellen Reed, superintendent of public instruction, Indiana Department of Education; Piedad Robertson, president emeritus, Education Commission of the States; Arthur Rothkopf, senior vice president, U.S. Chamber of Commerce; Roger Sampson, president, Education Commission of the States; Janis Somerville, senior associate, K-16 Initiative, NASH/Ed Trust; David Spence, president, Southern Regional Education Board; Susan Traidman, director of education and workforce policy, Business Roundtable; Deborah Wilds, program officer, Bill and Melinda Gates Foundation; and Steve Wing, director of government programs, CVS Pharmacy.

The SSI Network Chronology

WICHE staff oversees the efforts of 10 of the 14 original state-level organizations, most of which began implementing the program in 2003. They include:

- Arkansas Business Education Alliance
- Arizona Business & Education Coalition
- CBIA Education Foundation (an affiliate of the Connecticut Business Industry Association)
- Indiana Chamber of Commerce
- Partnership for Kentucky Schools
- Maryland Business Roundtable for Education
- Michigan Chamber of Commerce
- Public Education Forum of Mississippi
- New Jersey Business Coalition for Educational Excellence (an affiliate of the New Jersey Chamber of Commerce)+
- New Mexico Business Roundtable for Educational Excellence+
- Oklahoma Business Education Coalition
- The Education Partnership of Rhode Island+
- Tennessee Chamber of Commerce and Industry
- Washington Partnership for Learning+

WICHE has overseen the activities of seven of the 10 state business-education partnerships that joined the State Scholars network in March 2006, including:

- The Fund for Colorado's Future*
- Committee for SECURE Louisiana
- Massachusetts Business Alliance for Education
- North Carolina Business Committee for Education*
- Future Force Nebraska
- Utah K-16 Alliance
- Virginia Career Education Foundation
- The Education Alliance of West Virginia

WICHE also oversees the SSI activities of the four state business-education partnerships that joined the State Scholars network in November 2006, including:

- Missouri Chamber of Commerce and Industry
- New Hampshire College & University Council
- South Dakota State Chamber of Commerce and Industry
- The Wyoming P-16 Council

+ These states have concluded their SSI projects.

* In August 2006 two business-education partnerships withdrew from the national State Scholars Initiative network: The Fund for Colorado's Future and the North Carolina Business Committee for Education. After receiving extensive technical assistance, Colorado and North Carolina were not comfortable signing the SSI state contract. Ultimately, the role of business in both states was an accommodation, not the centerpiece of their State Scholars programs.

Programs and Services: Updates on Other Projects

WICHE ICE

WICHE continues to develop the Internet Course Exchange (WICHE ICE), which supports the sharing of electronically delivered courses and programs in the WICHE region. Through WICHE ICE institutions can expand their online offerings in response to students' growing needs. The collaborative model fosters faculty engagement, institutional resource sharing, and innovation.

In recent months the primary focus of WICHE ICE has been on developing a business and marketing plan to sustain and expand its growth. Funded by an officers' grant from the Alfred P. Sloan Foundation, this effort included a survey of 500 education leaders in the West about their current online offerings and future plans, interviews with key leaders in the online arena, development of a new ICE brochure, and additional work on the ICE database infrastructure supporting the exchange of courses. The final plan will be submitted to the Sloan Foundation at the end of November. A subcontract awarded by the Colorado Department of Labor and Employment (CDLE) calls for WICHE ICE to play a role in a U.S. Department of Labor national demonstration project. During this two-year project, WICHE ICE will work with selected Colorado four-year institutions and community colleges to provide online courses in response to CDLE-identified workforce needs. Through ICE the Colorado schools may import courses from ICE members in other states if they do not have appropriate courses or capacity to respond quickly to CDLE's needs. Other states involved in the national project include Maine, Mississippi, and Pennsylvania.

WICHE ICE continues its work in the development of a jointly offered certificate in rural social work at the postgraduate level and in the development of teacher preparation courses in math and science at both the preservice and in-service levels. In addition to these collaborative efforts, WICHE ICE encourages its members and others to bring additional ideas for partnerships and collaborations to its steering board for consideration.

Currently, WICHE ICE has 14 higher education institution and system members. A representative from each serves on the ICE Steering Board, which meets monthly by conference call and will meet face-to-face for its annual meeting in Boulder, CO, from March 30 to April 1, 2009. Members include:

- Arizona Universities Network
- Bismarck State College (ND)
- Boise State University (ID)
- Eastern Washington University
- Idaho State University
- Lewis-Clark State College (ID)
- Montana State University, Bozeman
- North Dakota University System Online
- South Dakota System of Higher Education
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Nevada Reno
- University of Utah
- University of Wyoming

Northwest Academic Forum

Thirty-two master's and doctoral-level institutions and 10 states participate in the Northwest Academic Forum (NWAFF), represented by their provosts, vice presidents of academic affairs, and state academic officers. The 2009 NWAFF Annual Meeting will be held April 22-24 at University of Alaska Anchorage. Program planning is underway, with a theme to be selected in late October. Individual speakers and panels will be invited to provide background and insight on particular topics, and then NWAFF members will respond with their perspectives and present case studies from their institutions for the benefit of their colleagues.

Current members of the Northwest Academic Forum include:

- Alaska Commission on Postsecondary Education
- University of Alaska Anchorage
- University of Alaska System
- Boise State University (ID)
- Colorado State University
- Idaho State Board of Education
- Idaho State University
- Lewis-Clark State College
- University of Idaho
- Montana State University, Bozeman
- Montana State University, Billings
- Montana Office of the Commissioner of Higher Education
- University of Montana, Missoula
- Minot State University (ND)
- North Dakota University System
- North Dakota State University
- University of North Dakota
- Valley City State University (ND)
- University of Nevada, Las Vegas
- University of Nevada, Reno
- Eastern Oregon University
- Oregon State University
- Oregon University System
- Pacific University (OR)
- Portland State University
- Western Oregon University
- South Dakota Board of Regents
- Central Washington University
- Eastern Washington University
- Washington State University
- University of Washington
- University of Wyoming

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's (MHEC's) Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to higher education needs while improving their risk management and asset protection strategies. Members also have the opportunity to earn annual dividends based on the consortium's comprehensive loss ratios. Currently, MPP institutions have total insured values of \$62.3 billion, and \$5.6 billion of those values are in the WICHE region. WICHE and MHEC members together have achieved savings of approximately \$40.1 million in premiums. The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The program is currently underwritten by Lexington AIG and is jointly administered by Marsh, Inc., and Captive Resources, Inc., under the direction of a leadership committee that's representative of the insured institutions.

Five institutions and two systems in the WICHE region are members of the Master Property Program:

- Lewis & Clark College (OR)
- Nevada System of Higher Education (two universities, one state college, four community colleges, and one research institute)
- Pima County Community College system (AZ) (six campuses and four learning and education centers)
- Seattle Pacific University (WA)
- University of Northern Colorado
- Westminster College (UT)
- Willamette University (OR)

WICHE staff continues to work with our program administrators to provide information on the MHEC/WICHE insurance programs to interested institutions. We are also working with the leadership committee to monitor the liquidity status of AIG, as Lexington is an AIG insurance company. In September the U.S. Federal Reserve announced it would make a loan to AIG for \$85 billion; in exchange the government will receive warrants in AIG representing the right to buy as much as 80 percent of its stock under certain conditions. AIG's insurance subsidiaries are separate legal entities and subject to strict oversight and regulation by governmental insurance regulators, which establish: a) capital and surplus requirements; b) restrictions on investments; and c) limitations on dividends and other distributions to, and transactions with, shareholders.

Although AIG's insurance subsidiaries have had their financial strength ratings lowered by major rating agencies, the ratings are still good. S&P now rates the insurance subsidiaries as A+ ("these ratings remain on CreditWatch with negative implications"), and A.M. Best now rates them at A ("all ratings have been placed under review with negative implications"). The AIG insurance subsidiaries continue to meet the MPP program administrator's financial guidelines and are comparable to the ratings of other key insurance carriers.

New Printing and Document Management Program

The Midwestern Higher Education Compact recently invited WICHE to participate in a three-year contract with four possible one-year renewals with Xerox Corp. for printing equipment and document management services. Under the contract all government agencies and institutions or systems of higher education in the MHEC and WICHE regions can use Xerox for their office printing needs. The contract also includes production-level printing services. MHEC first began working with Xerox in 2003 to provide costs savings and printing product improvements to colleges and universities in its region; it later conducted a national RFP process and negotiated a second contract with Xerox that takes advantage of the power of collective purchasing. In addition to hardware, including multifunction devices, laser printers, copiers, and fax machines, the contract covers Xerox services, including those designed to help manage and streamline records and administrative documents.

The full range of Xerox Global Services' offerings will also be available, including Xerox Office Productivity Assessments that will examine copy, print, and fax volumes across an entire organization and identify opportunities to save money by consolidating equipment. Members can also utilize Xerox's Document Advisor Services to help manage the information overload of student records and administrative documents that schools continually face.

An administrative fee will be assessed on all purchases resulting from the MHEC/WICHE contracts. The fees are 2 percent on gross sales of equipment under the small printer contract and 1 percent of gross sales on equipment under the large printer contract. Revenues from the fees will be split evenly between MHEC and WICHE.

Monday, November 10, 2008

3.30 - 5.30 pm

Salon ABC

Programs and Services Committee Meeting

Carl Shaff (NV), chair
Marshall Lind (AK), vice chair
Roy Ogawa (HI), ex officio
Jane Nichols (NV), ex officio

Committee vice chair (AK)
John Haeger (AZ)
Position vacant (CA)
Joseph A. Garcia (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Kerra Melvin (MT)
Committee chair (NV)
Dede Feldman (NM)
William Goetz (ND)
James Sager (OR)
James Hansen (SD)
Peter C. Knudson (UT)
Phyllis Gutierrez Kenney (WA)
Tom Buchanan (WY)

Presiding: Marshall Lind, vice chair
Staff: Jere Mock, vice president, Programs and Services
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs
Pat Shea, director, WICHE Internet Course Exchange and Northwest Academic Forum

Agenda



Approval of the Programs and Services
Committee meeting minutes of May 19, 2008 7-3

Discussion Items:

Student Exchange Programs: Focusing in on new developments in medical and dental education and related workforce trends in the West and program updates – Margo Schultz 7-9

The State Scholars Initiative: A closer look at successful state implementation strategies and program updates – Terese Rainwater 7-12

Strategies to foster institutional participation in the WICHE Internet Course Exchange (ICE): Findings from the business and marketing plan development process and program updates – Pat Shea 7-16

Other unit updates

7-16

Other business and adjournment

ACTION ITEM

Programs and Services Committee Minutes

Monday, May 19, 2008

Committee Members Present

Carl Shaff (NV), committee chair
Marshall Lind, committee vice chair (AK)
Joseph Garcia (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Dan Harrington (MT)
William Goetz (ND)
James Sager (OR)
James Hansen (SD)
Peter Knudson (UT)
Klaus Hanson (WY)

Other Commissioners Present

Joel Sideman (AZ)
Patricia Sullivan (NM)

WICHE Staff Present

Jere Mock, vice president, Programs and Services
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs

Guests Present

Tashina Banks-Moore, certifying officer for New Mexico
Dawn Cypriano-McAferly, certifying officer for Washington
Paul Gough, certifying officer for South Dakota
David Iha, certifying officer for Hawaii
Louise Lynch, certifying officer for Arizona
Jeannine Sherrick, program officer for Nevada
Lisa Shipley, manager of student affairs, University of Wyoming
Laurie Tobol, certifying officer for Montana
Peggy Wipf, certifying officer for North Dakota

Commissioner Shaff called the meeting to order.

COMMISSIONER HANSEN MOVED TO APPROVE THE MINUTES OF THE NOVEMBER 5, 2007, PROGRAMS AND SERVICES COMMITTEE MEETING. COMMISSIONER LIND SECONDED THE MOTION. The motion passed unanimously.

ACTION ITEM

Approval of the FY 2009 Programs and Services Workplan

Jere Mock, vice president of Programs and Services, reviewed the proposed workplan by first describing her division's initiatives to assist states and higher education institutions in the West to broaden access, foster innovation and information technology, develop an educated workforce, and achieve cost savings and efficiencies through collaborations. She also reviewed new initiatives that are proposed for commissioner consideration.

WICHE's three regional exchange programs broaden access to higher education for nearly 23,000 students annually. They are: the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP). An initiative that focuses on supporting state business-education partnerships to help students become better prepared for higher education and other pursuits is the national State Scholars Initiative; WICHE received a \$6.6 million grant from the U.S. Department of Education's Office of Adult and Vocational Education in October 2005 to administer the program and fund each of the participating states at \$300,000 over two years (24 states have participated in SSI). WICHE will administer the program until mid 2009. A major outcome during 2008 was the hosting of the State Scholars Initiative National Summit on Academic Rigor and Relevance. The summit brought together over 200 participants: business leaders, policymakers, and educators from 36 states and territories. (More information regarding the Student Exchange Programs and SSI follows in other sections of the minutes.)

In addition, the Programs and Services staff manages several other regional initiatives that foster resource sharing and interinstitutional collaborations across the West, including the WICHE Internet Course Exchange (ICE). An online course and program sharing consortium with 14 initial institutional and system members, WICHE ICE helps institutions to share courses and to develop program exchanges that lead to certificates and degrees. WICHE ICE enables students to receive credit for online courses as though they were offered by their home institution, which

eliminates course transfer barriers; students use the advising, registration, and financial aid services provided at their home campuses.

Mock said WICHE ICE course exchanges are developing in a number of academic disciplines, such as social work, math and science teacher education, and health fields. WICHE staff works with a regional WICHE ICE Steering Board to create policies and procedures for this regional resource. Staff also provides training and technical assistance to ICE member institutions; manages a regional database; and provides other centralized functions. WICHE ICE members pay an annual membership fee to WICHE, and there is a \$20 per student per course fee that also is paid to WICHE to support our involvement. A recent grant from the Sloan Foundation will enable staff to develop business and marketing plans for WICHE ICE.

Programs and Services staff members are also exploring ways to address workforce shortages in several healthcare fields, with particular emphasis on the needs of rural and frontier communities in the West. Staff produces annual workforce briefs, which focus on high-growth professions in each state. This year staff developed briefs on current and anticipated workforce needs in fields including pharmacy, health information technology, and medical education. Staff will develop two additional briefs in the coming months focused on the oral health workforce and veterinary medicine. Mock described another new WICHE resource, a regional inventory of state-level incentives for rural healthcare practitioners that has been disseminated throughout the West and that will be updated as new incentive programs are implemented in our region.

Mock described some other projects that have been added to the WICHE workplan over the past couple of years, including the Master Property Program (MPP). It enables institutions to purchase property insurance through a consortium that was initiated by the Midwest Higher Education Compact. The MPP provides comprehensive property coverage, specifically tailored to the needs of today's college campuses, while reducing insurance costs and improving asset protection for more than 90 campuses (43 primary policies). Institutions in the West that have been recruited by staff for the MPP include Lewis & Clark College in Oregon, the Nevada System of Higher Education, Pima County Community College System in Arizona, Seattle Pacific University in Washington, University of Northern Colorado, Westminster College in Utah, and Willamette University in Oregon. Oregon's Reed College is also exploring participation in the MPP.

Programs and Services' staff uses a variety of resources to communicate with WICHE constituents, including the organization's Website, *NewsCap*, and other print and electronic resources. They also work closely with the Policy unit to inform and involve legislators and governor's offices' staff.

Mock said new initiatives under development, or in the feasibility/planning stages, include efforts to collaborate with state departments of labor and state workforce development councils to expand the number of adults with college degrees through online education using WICHE ICE; to partner with Western states on initiatives designed to recruit and retain healthcare practitioners in rural and underserved communities throughout the West; and to expand and build on the State Scholars Initiative with public and private-sector funding.

Chair Shaff asked for a motion to approve the workplan as presented by Mock. COMMISSIONER LIND MADE A MOTION TO ACCEPT THE FY 2009 PROGRAMS AND SERVICES WORKPLAN. COMMISSIONER GARCIA SECONDED THE MOTION. The motion passed unanimously.

ACTION ITEM

Approval of Support Fees for PSEP for 2009-10 and 2010-11

Carl Shaff introduced Margo Schultz, program coordinator of WICHE's three Student Exchange Programs. Schultz reviewed the fee-setting process for WICHE's Professional Student Exchange Program (PSEP). She explained that the proposed increase is based on the HECA inflation index, which increased by 3.4 percent between 2006 and 2007. Support fee setting is a balancing act; the goal is to keep students' financial burden as low as possible, meet public schools' tuition differentials so that they have sufficient incentive to save seats for WICHE students, and keep support fee rates affordable for states so that they can support as many PSEP students as possible.

In fields where the resident/nonresident tuition differential is not met at several public institutions, staff typically proposes base fee adjustments. However, staff decided not to propose any base fee increases for 2009 or 2010 for reasons outlined below. Feedback on the proposed fees was solicited from the deans of the participating schools and the state higher education offices. Staff then analyzed the feedback, made adjustments, and notified all affected parties of the proposed fees and the timeline for WICHE Commission review.

Schultz explained that the evaluation of support fee levels for this round of fee-setting was problematic in several fields: dentistry, occupational therapy, osteopathic medicine, physical therapy, and physician assistant.

WICHE staff is concerned about not increasing support fees beyond the 3.4 percent for dentistry, given that nonresident differentials are no longer being covered by the support fee at some of the institutions where there is heavy PSEP enrollment (CU Denver, University of Nevada, Las Vegas, and the University of Washington; 30 WICHE students were enrolled at CU Denver in 2007-08). However, the resident/nonresident tuition differentials at these schools are significantly greater than at other public institutions. At two of the institutions, the resident tuition is substantially lower than the average of \$34,600; CU Denver residents pay almost \$5,000 less than the average, and University of Washington residents pay about \$8,400 less than the average resident tuition. The lower-than-average resident tuition contributes to a greater differential.

The University of Colorado Denver's School of Dentistry recently instituted a state policy whereby students who enroll as nonresidents can no longer obtain Colorado residency for their second and subsequent years in school; once a student enrolls at the nonresident rate in their first year, they must remain a nonresident for the duration of their studies. Staff decided not to propose an adjustment increase that would compensate for these large differentials after speaking with some supporting states that send large numbers of dentistry students through the program. Foregoing an adjustment is a calculated risk, as WICHE students could eventually lose access to CU Denver because the institution can obtain the differential from non-WICHE students who are willing to pay the difference. Admission to CU Denver's dental school is very competitive; it received almost 1,400 applications for 50 new seats for its 2008 entering class.

For occupational therapy and physical therapy, the tuition differential is not being met at a few public schools. Because the majority of WICHE students in these fields are enrolled at private institutions or at publics where the differential is being met, staff is not proposing a base increase in these two fields at this time.

Schultz noted a similar situation in the physician assistant field. But in addition there is a national trend towards increasing the length of physician assistant programs, from 24 to 27 months. Only a few WICHE programs have increased their length thus far; therefore, staff recommends forgoing a base increase at this time.

WICHE's osteopathic schools of medicine (all private) have asked for increases because their fees are about \$9,000 lower than support for allopathic medicine. Despite that difference, on average, WICHE osteopathic medicine students are paying about \$2,000 less than their allopathic counterparts. Therefore, staff does not recommend a base increase.

Shaff said that the certifying officers' meeting was held the previous day and that certifying officers made a unanimous recommendation to support the proposed fee increases and encouraged commissioners to support the proposed increases as well.

COMMISSIONER LIND MOVED TO APPROVE THE RECOMMENDED INCREASE OF 3.4 PERCENT FOR SUPPORT FEES FOR THE 2009 AND 2010 ACADEMIC YEARS. COMMISSIONER SIDEMAN SECONDED THE MOTION. The motion passed unanimously. Sideman complimented staff on the thoroughness of their research and recommendations on the proposed fees.

Student Exchange Updates

Schultz continued with an update on the Student Exchange Programs. She reviewed the Western Undergraduate Exchange (WUE) program, whereby students from the WICHE region enroll at participating institutions and pay 150 percent of resident tuition. There are currently 140 participating universities and community colleges, including two new ones that were recently added: California State University, Sacramento, and California State University, San

Bernardino. WUE enables participating institutions to fill empty seats and diversify their student bodies. In the past academic year, some 22,100 WUE students and their families saved an estimated \$137.7 million in tuition.

Schultz thanked commissioners for voting to allow Hawaii residents access to WUE community colleges (November 2007), even though Hawaii community colleges do not currently participate. She met with community college chancellors in November 2007, and some of the underenrolled campuses expressed interest in participating but had concerns about the lack of available student housing.

The Western Regional Graduate Program (WRGP) offers lower-cost access to master's and doctoral degree programs not widely available in the West. To be eligible for WRGP, programs that are not related to health must be "distinctive," meaning they must be offered at no more than five institutions in the WICHE region (outside of California). WICHE staff received a total of 32 nominations for new programs in fall 2007 and conducted a peer review by graduate deans and faculty members from institutions throughout the region. Twenty-eight programs were selected for inclusion in WRGP, and another two programs were recommended, pending provisional accreditation. The remaining two programs did not meet WICHE's criteria for program distinctiveness. The slate of programs was then reviewed by the academic officers in the state governing and coordinating board offices.

The new programs broaden the WRGP's offerings in several areas: communications and journalism; computer sciences; engineering and the sciences; humanities; the social sciences and public affairs; and nursing and public health. WRGP now has a total of 21 nursing programs and five in public health. Of WRGP's 203 programs, 35 are healthcare-related. Arizona State University's professional science master's in nanoscience, New Mexico State University's master's of applied geography with a focus in geospatial science, and Black Hills State University's master's in integrative genomics are some of the new programs. Finally, staff reorganized the WRGP handout by program family classification to help prospective graduate students identify programs in their specialty area more easily.

In the 2007-08 academic year, 779 students were enrolled through PSEP in 10 healthcare fields, with support fees totaling over \$14.6 million. Schultz noted that current return rate data for a WICHE PSEP graduates is now available in WICHE's *2007-08 Student Exchange Program Statistical Report* (pp. 14-16). The average return rate for all reporting WICHE states was 59 percent. Return rates for payback states were the highest, averaging 74 percent and ranging as high as 94 percent, depending on the profession. Return rates for "honor system" states were lower, averaging 39 percent and ranging up to 75 percent, depending on the profession. Return rates were lowest in primarily rural states that do not require a service payback from their residents, including Idaho, Montana, and Wyoming. Schultz pointed out that some of the "honor states" consider PSEP primarily as an access program.

Schultz reported that Western University of Health Sciences will open optometry and dental programs in fall 2009, and Midwestern University will begin its dentistry program in fall 2008, followed by a new optometry program in fall 2009.

Finally, Schultz encouraged commissioners to read WICHE's newest workforce brief on medical education for physicians (released May 2008). The brief is the third in a series that looks specifically at the West's healthcare workforce needs (the first highlighted the health information technology workforce, and the second addressed the pharmacy workforce). The medical education brief highlights three interrelated workforce issues of importance to consumers, physicians, and medical schools that prepare individuals for a career in medicine: the shortage of physicians and the planned expansion of medical school enrollment; medical student indebtedness; and primary care physician service, with emphasis on care delivery in rural areas. WICHE also compiled companion surveys on school of medicine expansion plans and rural track medicine programs available in the West.

DISCUSSION ITEM

Sustaining the State Scholars Initiative

Terese Rainwater, program director for the State Scholars Initiative (SSI), reviewed recent accomplishments in SSI states, presented SSI data, reported on the National Summit on Academic Rigor and Relevance, and discussed sustainability options. Rainwater reported that SSI has two goals: to increase the number of high school students taking a rigorous course of study and to engage the business community in this endeavor. Total funding for the

initiative is \$6.6 million, of which \$2.1 million supports WICHE's administration costs and \$4.5 million supports SSI state implementation efforts. Twenty-four states have received federal SSI funding; of these, 20 are actively implementing the program. WICHE has been granted continuation funding from the U.S. Department of Education through March 31, 2009.

As WICHE concludes its third year of program administration, Rainwater noted that states continue to look for ways reach students and connect their state programs with other policy efforts. She highlighted four WICHE states:

- Arizona: In December 2007 the state board of education approved new graduation requirements, beginning with the graduating classes of 2012 and 2013. Additional emphasis and discussion regarding academic rigor is expected to continue.
- South Dakota: South Dakota Scholars is coordinating statewide efforts with the South Dakota Department of Education regarding career planning, career clusters utilization, and career software availability so that all of these resources are universally available to students in the state. The department of education has expressed interest in sustaining South Dakota Scholars past federal funding. Since the beginning of 2008, five school districts have joined the program.
- Utah: In 2008 Utah Scholars received a state appropriation of nearly \$1 million to create and fund the Regents' Scholarship. The scholarship has two levels. It provides a \$1,000 base scholarship to any student who completes the Utah Scholars Core Course of Study with a minimum GPA, and a scholarship equal to 75 percent of tuition for two years of full-time college enrollment to students who complete the Utah Scholars Core Course of Study with a 3.5 GPA and a 26 score on the ACT.
- Wyoming: Wyoming Scholars hired a new state director, who's working on integrating the SSI Core Course of Study with the Hathaway Scholarship's Success Curriculum. In 2008 Wyoming Scholars collected student outcome data as a result of the collaborative efforts with the Wyoming Department of Education.

Rainwater provided a brief history of SSI's data collection efforts. WICHE began its program administration of SSI in October 2005. At that time WICHE received neither data nor a data collection plan from the previous program administrator. Since then WICHE, in concert with Northern Illinois University (NIU) and the National Center for Higher Education Management Systems (NCHEMS), has created and implemented a robust state performance data collection and evaluation plan. Three types of data are collected to better understand the effect that SSI has in participating states and school districts. These are: qualitative, student course-level, and perception.

First, qualitative data are collected about successful business-education partnerships, the level of business engagement, and promising practices. Findings include:

- Business volunteers found that the personal connection with students is the most effective business role.
- Nine out of 10 business volunteers planned to continue their involvement with the program.
- Business volunteers felt that rigor was important but underscored their need for a definition of rigor.

Rainwater noted that to be responsive to this last point, she, Dolores Mize, vice president for public policy and research, and Nancy Smith Brooks, program officer for the State Scholars Initiatives at the U.S. Department of Education's Office of Vocational and Adult Education, wrote a policy brief, "Education Beyond the Rhetoric: Making 'Rigor' Something Real," on academic rigor and relevance, which provided a definition of rigor.

Second, WICHE works with state business-education partnerships and participating pilot school districts to gather information on the availability of the SSI Core Course of Study to students and student enrollment in these courses. Data has been collected from 47 school districts and 10 SSI states representing 121,417 individual students with enrollments in over 1.3 million courses. She was pleased to report that these data are defensible, parallel, and understandable to experts and laypeople alike.

Third, perception data is collected from SSI constituents (business volunteers, educators, parents, community leaders, and students) to determine whether the initiative is influencing key stakeholder perceptions. Between September 24, 2007, and January 31, 2008, perception surveys were collected from eight states at 42 different SSI events. Rainwater reported that SSI is positively influencing student perceptions. After participating in a SSI-sponsored event, a solid

percentage of students plan to take a rigorous course of study in high school. In addition, SSI has positively influenced all adult stakeholders in their perspectives of the importance of taking rigorous courses in high school.

Both Year One and Year Two evaluation reports are available on the SSI Website (www.wiche.edu/statescholars/).

On April 29 and 30, 2008, SSI hosted the National Summit on Academic Rigor and Relevance. The summit brought together over 200 participants from 36 states. All 20 active SSI states and 16 non-SSI states and territories sent teams. Participants were provided with several resources, including the policy brief on rigor mentioned above. Feedback from participants demonstrated that they found both the plenary speakers and the time allotted for state team discussion valuable. A summit proceedings document will be available later this summer.

Finally, Rainwater outlined four possible options for sustaining SSI. The first option would be that federal funding continues to support the initiative. While WICHE is pursuing all possible opportunities, it is unlikely that federal funding will continue. Since SSI is funded out the secretary's discretionary funding, it is likely that the new administration will have other projects for which it will want to use these funds. The second option is that WICHE secures private funding. WICHE has submitted proposals to two different foundations but the proposals have not generated much interest. A third option is that another organization with a closely aligned mission would assume the program. The fourth option is that the program would shut down completely at the national level. SSI will continue to look for funding opportunities.

Rainwater thanked commissioners for their continued support. In particular, she thanked Marshall Lind and Jane Nichols for their service on the SSI Advisory Board.

Student Exchange Programs: Updates

Western Undergraduate Exchange

WICHE's Western Undergraduate Exchange (WUE) is a regional program that enables students to enroll in designated two- and four-year public institutions elsewhere in the WICHE region at reduced tuition. The WUE rate is 50 percent more than the institutions' regular resident tuition. Now in its 21st year of operation, WUE is the nation's largest program of its kind, with some 22,100 students participating in 2007-08. Last year WICHE staff estimated that students and their parents saved \$137.7 million in tuition costs. Students choose from 138 WUE institutions. A detailed WUE enrollment report will be available in December 2008.

Margo Schultz, Student Exchange Programs coordinator, presented on WUE and student migration at the Pacific Northwest Association for College Admission Counseling's (PNACAC) conference in May 2008. PNACAC serves the WICHE states of Alaska, Idaho, Montana, Oregon, and Washington. Staff will also submit presentation proposals for the other regional association meetings in 2009. These include the Western Association for College Admission Counseling, which serves the states of California and Nevada; the Rocky Mountain Association for College Admission Counseling, which serves the states of Arizona, Colorado, New Mexico, Utah, and Wyoming; and possibly the Hawaii Association for College Admission Counseling, as well as the Dakota Association for College Admission Counseling, which serves North and South Dakota.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP) offers lower-cost access to master's and doctoral degree programs that are not widely available in the West. Students from all WICHE states except California are eligible to participate, and they pay resident tuition. California residents are not eligible at this time because the state's institutions have not offered any of its programs to the network. WRGP programs, with the exception of its healthcare programs, must be "distinctive" – available at no more than five institutions in the WICHE region (outside of California).

WICHE staff received a total of 32 nominations for new programs in fall 2007 and conducted a peer review by graduate deans and faculty member from institutions throughout the region. Twenty-eight programs were selected to be added to WRGP, bringing the total to 199 programs. The new programs broad the academic options in several areas: communications and journalism; computer sciences; engineering and the sciences; humanities; the social sciences and public affairs; and nursing and public health. There are now 35 healthcare-related programs available at the resident rate through WRGP.

Over the past few years there has been increased interest on the part of programs that would like to join the WRGP network. To accommodate this interest, staff will launch a special nominations round in November 2008 (typically nominations are solicited every other year). Staff will target several areas, including professional science master's and healthcare-related programs, but will welcome nominations from all public graduate schools in the WICHE region. We will also invite programs at California institutions to participate. Staff at the Council of Graduate Schools has also offered to notify deans of graduate education about our upcoming round of program nominations.

Professional Student Exchange Program

The Professional Student Exchange Program (PSEP) provides students in 12 Western states (California, Oregon, and South Dakota do not participate) with access to a wide range of professional programs; most of the programs are not offered at public institutions in their home states. PSEP students pay reduced levels of tuition – usually resident tuition in public institutions or reduced tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of the students' education.

In the 2008-09 academic year, 724 students are enrolled through PSEP, with support fees totaling over \$14.6 million. The programs available to students include dentistry, medicine, occupational therapy, optometry, osteopathic medicine, physical therapy, physician assistant, podiatry, and veterinary medicine. Complete details on student enrollment and state and institutional participation will be available in WICHE's *2008-09 Student Exchange Program*

Statistical Report, which will be released in January 2009 and available on our Website. Commissioners will receive copies in the mail. The report will also include enrollment statistics for WUE and WRGP.

North Dakota recently surveyed their professional school graduates who benefitted from reduced tuition through WICHE's PSEP and other bilateral arrangements. If the data is comparable, we will incorporate the results with our fall 2006 PSEP alumni survey data, which provides return rates for PSEP graduates who come back to their home states to work. WICHE certifying officers are scheduled to do another alumni tracking survey in 2009.

New workforce brief on oral healthcare. Staff produces a series of publications, *A Closer Look at Healthcare Workforce Needs in the West*, to help policymakers and educational leaders understand workforce trends and available institutional capacity to educate more students in the healthcare fields. Briefs are available on the medical, pharmacy, and health information technology workforces. The newest brief will examine the West's workforce needs related to oral healthcare. It analyzes the supply and demand of providers and addresses the maldistribution of practitioners and contributing factors, including the degree to which debt load discourages service to rural communities. The brief also discusses strategies to increase the number of providers; examines pipeline programs to boost interest in the profession, as well as rural and public clinic service; and looks at the efficacy of loan repayment and other programs that incent practitioners to work in underserved areas. Other sections address new workforce solutions, including integrated care, new care delivery models, the role of medical practitioners, and how higher education must respond to train new types of providers. A copy of the brief will be distributed to commissioners at the November meeting and will be available for download on WICHE's Website.

Regional feasibility study on loan forgiveness administration. In February 2008 WICHE began conducting a survey of participating states to learn more about the costs and processes involved in administering contractual payback programs and to explore the feasibility and costs of a regional payback service for interested states. Five WICHE states (Idaho, Montana, North Dakota, Utah, and Wyoming) do not currently require their PSEP graduates to return to their home state to practice (several are contemplating doing so); and six participating states require a service payback from their awarded students (Arizona, Colorado, Hawaii – effective AY 2008 – New Mexico, Nevada, and Washington).

Staff released results of the draft survey at the May 2008 certifying officers' meeting. The survey results help WICHE member states better understand issues concerning the costs required to track graduates, including those related to collections processes for delinquent accounts; repayment terms and conditions; options related to where to channel collected monies received in lieu of service paybacks, including the possibility of establishing rural incentive programs with those funds; and agencies capable of administering loan repayment.

WICHE staff will pursue the possibility of arranging regional pricing from ECSI, a loan-servicing company under contract with Nevada and Washington and being considered by New Mexico. States currently working with the company like its services and have found it cost effective. Though the online service facilitates the administrative processes, state agency staff is required to oversee service payback and collections and to manually process annual employment verification for graduates. WICHE is contacting ECSI to arrange for a demonstration of their services via teleconference and the Web.

Enhancing incentives for healthcare professionals to serve in the rural areas. Programs and Services staff has explored state strategies to attract healthcare professionals to the rural West and other underserved areas. This is a challenge confronting all states in the WICHE region. Even with tuition assistance to reduce initial student debt load, low reimbursement rates and lower salaries in underserved and rural areas are major deterrents for healthcare professionals. Lack of employment opportunities for spouses and few urban amenities are also important factors. WICHE completed the *Inventory of Rural Health Practice Incentives in the Western WICHE States* and released it in October 2007. Staff found that, given the severity of the shortages, the current funding levels of incentive programs are insufficient to stem the erosion of rural healthcare in the West. Since the inventory was released, we have witnessed:

- Interest in increasing the amount of funding for incentives that make a return to rural areas financially worthwhile for the recipients (e.g., New Mexico doubled the amount offered in one of its incentive programs; and the Montana Rural Physician Incentive Program also increased its award).

- A move towards consolidation of the administration of these programs, to make it simpler for healthcare professionals to find and use local incentive opportunities.
- New incentive programs, such as the rural vet med program pioneered by North Dakota in 2007, and similar programs now being set up in Washington and Wyoming.

Commissioners received copies of the original inventory at the November 2007 meeting. Staff will post an updated inventory on WICHE's Website in November 2008.

New regional schools and WICHE policy for incorporating programs not yet fully accredited. As reported in the May 2008 agenda book, several professional schools are opening in the region over the next two years. At their May 2008 meeting, certifying officers (state higher education agency staff that help to coordinate WICHE's Student Exchange Programs) discussed whether or not schools should be encouraged to petition the commission for early admission to PSEP, prior to full accreditation. The certifying officers concluded that they appreciated the security that full accreditation offers to the prospective students, as well as the states' investment in education. However, if high workforce needs justify expedited consideration of the programs (particularly in dentistry, osteopathic medicine, and optometry), the commission can vote to admit the new programs to PSEP prior to their full accreditation. The new schools include:

Dentistry:

- Midwestern University in Glendale, AZ (105 students in fall 2008).
- Western University in Pomona, CA (50 students in fall 2009).

Optometry:

- Midwestern University in Glendale, AZ (50 students in fall 2009).
- Western University (70 students in fall 2009).

Osteopathic medicine:

- A.T. Still University School of Osteopathic Medicine in Mesa, AZ (100 students in fall 2007).
- Pacific Northwest University of Health Sciences College of Osteopathic Medicine in Yakima, WA (70 students in fall 2008).
- Rocky Vista University College of Osteopathic Medicine in Parker, CO (150 students in fall 2008).

Podiatry:

- Western University of Health Sciences in Pomona, CA (fall 2009).

Veterinary Medicine Advisory Council (VMAC) representation. The 2008 VMAC meeting was held in June and included several tours of the Colorado State University Veterinary Medicine and Biomedical Sciences facilities. In 2005 WICHE's Veterinary Medicine Advisory Council amended its bylaws to include a state legislator from each of the WICHE states supporting or receiving students in veterinary medicine. Although some legislators have been extremely active and helpful, others have not been able to participate. Members agreed at their June 2008 meeting that the additional positions created in 2005 can be filled by a state legislator or an executive director of the state's veterinary association. WICHE staff will be contacting commissioners to fill empty council seats well in advance of the spring 2009 meeting.

State Scholars Initiative: Updates

WICHE was selected as the program administrator for the State Scholars Initiative (SSI) by the U.S. Department of Education (DOE) on October 1, 2005. WICHE supports 19 state-level business-education partnerships in their implementation of the State Scholars Initiative model. The initiative is funded under the Carl D. Perkins Vocational and Technical Education Act of 1998. In October 2008 WICHE requested a grant extension through September 30, 2009.

The State Scholars Initiative seeks to achieve two primary objectives. First, it encourages students to take a rigorous course of study in high school to prepare them for college or work. Second, it engages business organizations and leaders to promote the importance of a rigorous course of study in high school for later success in life. Patterned after the National Commission on Excellence in Education recommendations, State Scholars requires that students take: four years of English; three years of math (algebra I, geometry, algebra II); three years of basic lab science (biology, chemistry, physics); 3.5 years of social studies (chosen from U.S. and world history, geography, economics, and government); and two years of the same language other than English.

Nineteen states are receiving federal funds and operating SSI projects, or they have completed their SSI projects and remain in the SSI network: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. WICHE is responsible for providing technical assistance, monitoring, oversight, and cost reimbursement to the SSI projects in these states. Five additional states were previously funded, and they created and completed SSI projects: Nebraska, New Jersey, New Mexico, Rhode Island, and Washington.

National Summit on Academic Rigor and Relevance

On April 29-30, 2008, WICHE and the State Scholars Initiative hosted the National Summit on Academic Rigor and Relevance in Boston. The purpose of the summit was twofold: to examine the role and effectiveness of the business community in driving national education reform conversations; and to discuss policy reform efforts to increase academic rigor and to improve academic relevance in high school.

As part of State Scholars' post-summit activities, WICHE created and maintains a summit Web page that provides a video library of all the summit plenary speakers. In addition, all summit materials are posted here. Finally, in September 2008 WICHE released the summit proceedings, "No Longer at Risk: A Nation in Peril."

Evaluation

SSI has a uniquely strong evaluation component, which encompasses WICHE's performance as program administrator and states' performance as participants in the program.

The evaluation of WICHE's performance is conducted by Diana Robinson, associate director at the Center for Governmental Studies of Northern Illinois University (NIU). This evaluation focuses on how well the program is being run at the national level. Findings for Year Three include:

- WICHE continues to use a multifaceted and effective communication process to exchange SSI program and policy information with state contractors and advisory board members and to identify state partnership needs and improvement priorities.
- WICHE has undertaken a variety of activities during Year Three to showcase successful state-level SSI implementation both within and outside of the SSI network. Moreover, the technical assistance support and communication resources that WICHE provides the state-level partnerships have enhanced their effectiveness in disseminating project results.
- Clear, timely, and constructive communication between WICHE and DOE's Office of Vocational and Adult Education continues to occur on virtually a daily basis throughout Year Three.

The evaluation of state performance is split between Diana Robinson and Karen Paulson, senior associate at the National Center for Higher Education Management Systems (NCHEMS). State performance is evaluated on three different measures: the quality and success of business education partnerships; student course enrollment and completion data; and perception data from SSI constituents. Findings for Year Three include:

- The engaged SSI states have involved at least 621 employers at the state and local levels, an overall increase of 15 percent over the previous evaluation period.
- An increase of at least 9.8 percent in participation in the oldest cohort of states suggests that these mature programs continue to recruit employers long after federal funding has ceased.
- Data from both the NIU and the NCHEMS evaluations point to the importance of the personal connection between the business volunteers and the students in influencing students to take more rigorous courses.
- Results of the perception surveys indicate that SSI has had a positive influence on all groups involved – students, parents, businesspeople, teachers, and guidance counselors.

Copies of SSI 2008 annual evaluation report are available in paper and on the SSI Website.

Publications and Products

In preparation for the 2008-2009 school year, SSI released multiple publications to support state programs. In addition to releasing the summit proceedings, WICHE published the September 2008 SSI newsletter, which profiled multiple SSI states and their Scholars recognition events. Also in September WICHE released a short brief, entitled “Why Foreign Language?” At the request of SSI states, WICHE produced the brief, which presents research that underscores the value of studying a language other than English in high school. Finally, in October 2008 WICHE released the SSI Volunteer Management Database (VMD). Created especially for SSI states, the purpose of this online tool is to provide a means by which business leaders, school districts, and state business-education partnerships can more efficiently schedule presentations in schools and provide online training to business volunteers. Every SSI state was provided with a customized VMD for its use.

Sustainability

The State Scholars Initiative is one of a few national initiatives to collect and analyze student course-level data (if not the only one). This data, coupled with SSI constituent perceptions and an in-depth examination of SSI business-education partnerships, provide a wealth of information. As a federal program, however, SSI is funded only through March 2009, with a likely extension through September 2009. Therefore, WICHE has begun approaching corporations and foundations to see if they would be willing to assist in providing funds to transition the federal State Scholars Initiative to nonfederal funding and status.

WICHE’s Federal Funding and Staffing

The total amount of federal funding provided to WICHE for State Scholars is now \$6.6 million: \$2.1 million will fund WICHE’s administrative costs, and \$4.5 million is supporting state programs. WICHE has successfully completed Years One, Two, and Three. In addition, WICHE has received a continuation award of \$600,000 for a third year and will continue as the national SSI program administrator through March 31, 2009. WICHE has requested an extension of its SSI program administration through September 30, 2009.

In December 2005 Terese Rainwater was hired as SSI program director (1.0 FTE). Christian Martinez, hired in January 2006 as SSI program coordinator, tendered his resignation on August 22, 2008, to pursue a job opportunity at the Mid-continent Regional Education Laboratory (McREL). His last day at WICHE was September 5, 2008. In consultation with the SSI program officer, WICHE promoted Michelle Médal, former SSI administrative coordinator, to SSI associate project director. In addition, WICHE promoted Kay Hulstrom, former SSI administrative assistant, to SSI administrative coordinator. Their first day in their new positions was September 8, 2008. Jere Mock oversees the program (.20 FTE on the grant). The grant also covers .65 FTE of the WICHE Communications staff’s FTE for work by Annie Finnigan, Candy Allen, and Deborah Jang.

The SSI State Network

During WICHE's program administration, 10 states have joined the State Scholars Initiative network (see the list of all participating state business education organizations at the end of this discussion item). Each state program receives up to \$300,000 in federal funding over a two-year period and is administered by a state-level business education partnership.

Of the states that joined the State Scholars Initiative during WICHE's program administration, all 10 have launched the program through statewide kickoff events, secured business volunteers and support, presented to students, and submitted both course-level and perception data.

As part of its oversight responsibilities, WICHE has conducted at least one state site-monitoring visit in every state that received federal funds during WICHE's program administration. These visits were designed to ensure the quality of program implementation and provide technical assistance. Monitoring/technical assistance visits have been conducted in the following states: Arizona, Connecticut, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. WICHE also hosts a monthly state directors' conference call, in which state partnerships learn how to address program needs, share promising practices, and seek advice from other state directors.

National SSI Advisory Board

On April 29, 2008, the State Scholars Advisory Board met in Boston for their last in-person meeting. Advisory board members will be consulted on an individual basis during Year Four. The members of the advisory board are: Mike Cohen, president, Achieve; Brian Fitzgerald, executive director, Business-Higher Education Forum; Christine Johnson; Charles Kolb, president, Committee for Economic Development; Marshall Lind, WICHE commissioner and chancellor emeritus, University of Alaska Fairbanks; Leon Lederman, Nobel laureate in physics and resident scholar at the Illinois Math and Science Academy; Barry Munitz, chair of the California P-16 Council, former chancellor of the California State University, and former president of the J. Paul Getty Trust; Jane Nichols, vice chancellor for academic and student affairs, Nevada System of Higher Education; Raymund Paredes, commissioner of higher education, Texas Higher Education Coordinating Board; Suellen Reed, superintendent of public instruction, Indiana Department of Education; Piedad Robertson, president emeritus, Education Commission of the States; Arthur Rothkopf, senior vice president, U.S. Chamber of Commerce; Roger Sampson, president, Education Commission of the States; Janis Somerville, senior associate, K-16 Initiative, NASH/Ed Trust; David Spence, president, Southern Regional Education Board; Susan Traidman, director of education and workforce policy, Business Roundtable; Deborah Wilds, program officer, Bill and Melinda Gates Foundation; and Steve Wing, director of government programs, CVS Pharmacy.

The SSI Network Chronology

WICHE staff oversees the efforts of 10 of the 14 original state-level organizations, most of which began implementing the program in 2003. They include:

- Arkansas Business Education Alliance
- Arizona Business & Education Coalition
- CBIA Education Foundation (an affiliate of the Connecticut Business Industry Association)
- Indiana Chamber of Commerce
- Partnership for Kentucky Schools
- Maryland Business Roundtable for Education
- Michigan Chamber of Commerce
- Public Education Forum of Mississippi
- New Jersey Business Coalition for Educational Excellence (an affiliate of the New Jersey Chamber of Commerce)+
- New Mexico Business Roundtable for Educational Excellence+
- Oklahoma Business Education Coalition
- The Education Partnership of Rhode Island+
- Tennessee Chamber of Commerce and Industry
- Washington Partnership for Learning+

WICHE has overseen the activities of seven of the 10 state business-education partnerships that joined the State Scholars network in March 2006, including:

- The Fund for Colorado's Future*
- Committee for SECURE Louisiana
- Massachusetts Business Alliance for Education
- North Carolina Business Committee for Education*
- Future Force Nebraska
- Utah K-16 Alliance
- Virginia Career Education Foundation
- The Education Alliance of West Virginia

WICHE also oversees the SSI activities of the four state business-education partnerships that joined the State Scholars network in November 2006, including:

- Missouri Chamber of Commerce and Industry
- New Hampshire College & University Council
- South Dakota State Chamber of Commerce and Industry
- The Wyoming P-16 Council

+ These states have concluded their SSI projects.

* In August 2006 two business-education partnerships withdrew from the national State Scholars Initiative network: The Fund for Colorado's Future and the North Carolina Business Committee for Education. After receiving extensive technical assistance, Colorado and North Carolina were not comfortable signing the SSI state contract. Ultimately, the role of business in both states was an accommodation, not the centerpiece of their State Scholars programs.

Programs and Services: Updates on Other Projects

WICHE ICE

WICHE continues to develop the Internet Course Exchange (WICHE ICE), which supports the sharing of electronically delivered courses and programs in the WICHE region. Through WICHE ICE institutions can expand their online offerings in response to students' growing needs. The collaborative model fosters faculty engagement, institutional resource sharing, and innovation.

In recent months the primary focus of WICHE ICE has been on developing a business and marketing plan to sustain and expand its growth. Funded by an officers' grant from the Alfred P. Sloan Foundation, this effort included a survey of 500 education leaders in the West about their current online offerings and future plans, interviews with key leaders in the online arena, development of a new ICE brochure, and additional work on the ICE database infrastructure supporting the exchange of courses. The final plan will be submitted to the Sloan Foundation at the end of November. A subcontract awarded by the Colorado Department of Labor and Employment (CDLE) calls for WICHE ICE to play a role in a U.S. Department of Labor national demonstration project. During this two-year project, WICHE ICE will work with selected Colorado four-year institutions and community colleges to provide online courses in response to CDLE-identified workforce needs. Through ICE the Colorado schools may import courses from ICE members in other states if they do not have appropriate courses or capacity to respond quickly to CDLE's needs. Other states involved in the national project include Maine, Mississippi, and Pennsylvania.

WICHE ICE continues its work in the development of a jointly offered certificate in rural social work at the postgraduate level and in the development of teacher preparation courses in math and science at both the preservice and in-service levels. In addition to these collaborative efforts, WICHE ICE encourages its members and others to bring additional ideas for partnerships and collaborations to its steering board for consideration.

Currently, WICHE ICE has 14 higher education institution and system members. A representative from each serves on the ICE Steering Board, which meets monthly by conference call and will meet face-to-face for its annual meeting in Boulder, CO, from March 30 to April 1, 2009. Members include:

- Arizona Universities Network
- Bismarck State College (ND)
- Boise State University (ID)
- Eastern Washington University
- Idaho State University
- Lewis-Clark State College (ID)
- Montana State University, Bozeman
- North Dakota University System Online
- South Dakota System of Higher Education
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Nevada Reno
- University of Utah
- University of Wyoming

Northwest Academic Forum

Thirty-two master's and doctoral-level institutions and 10 states participate in the Northwest Academic Forum (NWAFF), represented by their provosts, vice presidents of academic affairs, and state academic officers. The 2009 NWAFF Annual Meeting will be held April 22-24 at University of Alaska Anchorage. Program planning is underway, with a theme to be selected in late October. Individual speakers and panels will be invited to provide background and insight on particular topics, and then NWAFF members will respond with their perspectives and present case studies from their institutions for the benefit of their colleagues.

Current members of the Northwest Academic Forum include:

- Alaska Commission on Postsecondary Education
- University of Alaska Anchorage
- University of Alaska System
- Boise State University (ID)
- Colorado State University
- Idaho State Board of Education
- Idaho State University
- Lewis-Clark State College
- University of Idaho
- Montana State University, Bozeman
- Montana State University, Billings
- Montana Office of the Commissioner of Higher Education
- University of Montana, Missoula
- Minot State University (ND)
- North Dakota University System
- North Dakota State University
- University of North Dakota
- Valley City State University (ND)
- University of Nevada, Las Vegas
- University of Nevada, Reno
- Eastern Oregon University
- Oregon State University
- Oregon University System
- Pacific University (OR)
- Portland State University
- Western Oregon University
- South Dakota Board of Regents
- Central Washington University
- Eastern Washington University
- Washington State University
- University of Washington
- University of Wyoming

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's (MHEC's) Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to higher education needs while improving their risk management and asset protection strategies. Members also have the opportunity to earn annual dividends based on the consortium's comprehensive loss ratios. Currently, MPP institutions have total insured values of \$62.3 billion, and \$5.6 billion of those values are in the WICHE region. WICHE and MHEC members together have achieved savings of approximately \$40.1 million in premiums. The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The program is currently underwritten by Lexington AIG and is jointly administered by Marsh, Inc., and Captive Resources, Inc., under the direction of a leadership committee that's representative of the insured institutions.

Five institutions and two systems in the WICHE region are members of the Master Property Program:

- Lewis & Clark College (OR)
- Nevada System of Higher Education (two universities, one state college, four community colleges, and one research institute)
- Pima County Community College system (AZ) (six campuses and four learning and education centers)
- Seattle Pacific University (WA)
- University of Northern Colorado
- Westminster College (UT)
- Willamette University (OR)

WICHE staff continues to work with our program administrators to provide information on the MHEC/WICHE insurance programs to interested institutions. We are also working with the leadership committee to monitor the liquidity status of AIG, as Lexington is an AIG insurance company. In September the U.S. Federal Reserve announced it would make a loan to AIG for \$85 billion; in exchange the government will receive warrants in AIG representing the right to buy as much as 80 percent of its stock under certain conditions. AIG's insurance subsidiaries are separate legal entities and subject to strict oversight and regulation by governmental insurance regulators, which establish: a) capital and surplus requirements; b) restrictions on investments; and c) limitations on dividends and other distributions to, and transactions with, shareholders.

Although AIG's insurance subsidiaries have had their financial strength ratings lowered by major rating agencies, the ratings are still good. S&P now rates the insurance subsidiaries as A+ ("these ratings remain on CreditWatch with negative implications"), and A.M. Best now rates them at A ("all ratings have been placed under review with negative implications"). The AIG insurance subsidiaries continue to meet the MPP program administrator's financial guidelines and are comparable to the ratings of other key insurance carriers.

New Printing and Document Management Program

The Midwestern Higher Education Compact recently invited WICHE to participate in a three-year contract with four possible one-year renewals with Xerox Corp. for printing equipment and document management services. Under the contract all government agencies and institutions or systems of higher education in the MHEC and WICHE regions can use Xerox for their office printing needs. The contract also includes production-level printing services. MHEC first began working with Xerox in 2003 to provide costs savings and printing product improvements to colleges and universities in its region; it later conducted a national RFP process and negotiated a second contract with Xerox that takes advantage of the power of collective purchasing. In addition to hardware, including multifunction devices, laser printers, copiers, and fax machines, the contract covers Xerox services, including those designed to help manage and streamline records and administrative documents.

The full range of Xerox Global Services' offerings will also be available, including Xerox Office Productivity Assessments that will examine copy, print, and fax volumes across an entire organization and identify opportunities to save money by consolidating equipment. Members can also utilize Xerox's Document Advisor Services to help manage the information overload of student records and administrative documents that schools continually face.

An administrative fee will be assessed on all purchases resulting from the MHEC/WICHE contracts. The fees are 2 percent on gross sales of equipment under the small printer contract and 1 percent of gross sales on equipment under the large printer contract. Revenues from the fees will be split evenly between MHEC and WICHE.

Monday, November 10, 2008

3.30 - 5.30 pm
Courtroom K

Issue Analysis and Research Committee Meeting

Jane Nichols (NV), committee chair
Ryan Deckert (OR), committee vice chair
Roy Ogawa (HI), ex officio
Camille Preus (OR), ex officio

Patricia Brown Heller (AK)
David Lorenz (AZ)
Position vacant (CA)
Kaye Howe (CO)
Roberta Richards (HI)
Arthur Vailas (ID)
Dan Harrington (MT)
Warren Hardy (NV)
Committee chair (NV)
Reed Dasenbrock (NM)
Pamela Kostelecky (ND)
Committee vice chair (OR)
Robert Burns (SD)
Bonnie Jean Beesley (UT)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)

Agenda

Presiding: Jane Nichols, chair

Staff: Brian Prescott, director of policy research,
Policy Analysis and Research
Demarée Michelau, director of policy analysis,
Policy Analysis and Research (unable to attend)

Guest: Patrick Kelly, senior associate, National Center
for Higher Education Management Systems



Approval of the Issue Analysis and
Research Committee meeting minutes
of May 19, 2008

8-3



Approval of changes to the FY 2009
Policy Analysis and Research workplan

8-7



Approval to receive and expend funds to host a
meeting on expanding the pipeline of students of
color in the health professions

8-8

Discussion Items:

Proposed project on select Western states' participation in the Organisation for Economic Co-operation and Development's education data collection and analysis

Proposed project with the Association for the Study of Higher Education's Institute on Equity and Critical Policy Analysis to focus greater attention on race and equity in the study of higher education.

Information Items:

New hires (biographies as a separate handout)

Inequality and Productivity in Higher Education – Patrick Kelly, National Center for Higher Education Management Systems (two papers – “Beyond Social Justice: The Threat of Inequality to Workforce Development in the Western United States” – as separate documents)

8-10

Unit update – Brian Prescott

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Meeting Minutes

Monday, May 19, 2008

Committee Members Present

Jane Nichols (NV), committee chair
Patricia Brown Heller (AK)
David Lorenz (AZ)
Kaye Howe (CO)
Roberta Richards (HI)
Reed Dasenbrock (NM)
Pamela Kostelecky (ND)
Robert Burns (SD)
Jeanne Kohl-Welles (WA)

Committee Members Absent

Arthur Vailas (ID)
Mary Sheehy Moe (MT)
Warren Hardy (NV)
Ryan Deckert (OR), committee vice chair
Bonnie Jean Beesley (UT)
Debbie Hammonds (WY)

Staff and Guests Present

David Longanecker, WICHE president
Ken Mortimer, senior consultant, National Center for Higher Education Management Systems
Demarée Michelau, senior policy analyst and director of special projects, Public Policy and Research
Brian Prescott, senior research analyst, Public Policy and Research
Jeanette Porter, special assistant to the vice president, Public Policy and Research
Terese Rainwater, program director, State Scholars Initiative

Chair Jane Nichols convened the Issue Analysis and Research Committee on May 19, 2008, and a quorum was established.

COMMISSIONER DASENBROCK MOTIONED TO APPROVE THE MINUTES OF THE NOVEMBER 5, 2007, ISSUE ANALYSIS AND RESEARCH COMMITTEE MEETING. COMMISSIONER BURNS SECONDED THE MOTION. The minutes were approved unanimously.

Nichols introduced Terese Rainwater from the State Scholars Initiative, here to talk about the policy brief she cowrote with Dolores Mize, titled "Education Beyond the Rhetoric: Making 'Rigor' Something Real." Rainwater explained that this brief aligns with WICHE's efforts to improve access and success to higher education. The State Scholars Initiative (SSI) also works toward this goal through its involvement with the business community, as well as by looking at student outcome data and state policy efforts to see whether students have an opportunity to take a rigorous course of study in high school. She noted that this paper flows out of those efforts and served as the foundation for the SSI National Summit on Academic Rigor and Relevance.

Rainwater and Mize decided to write the paper – originally intended as a meta-analysis – on the definition of academic rigor because they could find very little agreement on this. They started by looking at ACT's definition of academic rigor: the content and quality of courses available. The paper expands on that definition by adding a standard/measure of rigor that can be used at any level (school, state, national).

The summit gave the 36 participating states an opportunity to think about rigor and to plan how to carry out their ideas. The goal of rigor is not to make kids work harder just for hardness's sake but to improve the quality of courses and connect them with their future endeavors. Rainwater found that states which have moved to a default curriculum may not be as rigorous as expected. For example, some states require three years of math, which includes one year of algebra 1A and one year of algebra 1B. She stated that this takes students to their junior year of high school before geometry and algebra 2 are taken. Rainwater noted that the publications "Answers in the Toolbox" and "The Toolbox Revisited" provide evidence of the need for all students to complete algebra 2 before they graduate from high

school. The purpose of SSI is to encourage and support students who could benefit from completing a more rigorous course of study, those students in the middle 50 percent who we know can learn but who do not see themselves as “scholars.”

Kay Howe asked if there was a pedagogical aspect of the proposed curriculum. Rainwater answered yes, quality matters. She noted that the curriculum that is being suggested is just 15.5 credits a year. This provides a solid knowledge and skills base while allowing about 15 credits that a student can use to take other courses. Howe wondered what their definition of rigor was. Rainwater explained that they went back several years in the literature and determined that rigor should be measured by the content and quality of the courses. To gauge if we are successful, she suggested a new standard. This standard comes from Roy Romer’s initiative “Strong American Schools,” which suggests that we benchmark the achievement to the top 10 best-performing countries in the world.

Pamela Kostelecky asked if this rigorous curriculum is preparing students for the workforce. Reed Dasenbrock responded that the core of the ACT discussion is that the skills are the same. Rainwater explained that career and technical education and the academic path are perceived as far apart, but they are not. The Office of Vocational and Adult Education has an interest in demonstrating that these two areas are not as far apart as they may seem. Kostelecky asked how North Dakota could present a program of rigor through the secondary schools so that the community colleges do not seem like they are turning people away. Rainwater explained that there is a long-standing conflict between rigor and access and that there is a need to reframe the discussion to see those two as working together. She pointed out that K-12 schools really take their cues from higher education; and in states that define rigor strictly, K-12 follows suit; but it may not match what other states are doing. At the summit Roy Romer offered his experience in Los Angeles, in which he oversaw a \$22 billion process of building the necessary schools and classrooms and hiring teachers. He defined rigor as one specific course of study for all students and was able to increase student scores. Rainwater explained that they ended their paper with a choice: either the United States can get embroiled in the details of why “rigor” is not the right word, or it can decide to set a goal – to become one of the top 10 performing countries in the world. Howe questioned how to make a rigorous course of study available for all kinds of kids. She added that there is a report that sends a message that mathematics does not have to do with being good at mathematics but with the effort that one puts into math. She sees this as a subtle shift from previous thinking. Rainwater stated that if you don’t tell kids what to take, they won’t take it.

Jane Nichols added that the impact is not on the children of college graduates. Different projects are trying to make the high school degree show that the student has certain skills that we can count on, which is what the business community wants to see. The SSI project is starting to find data that is indicative of this need. Rainwater added that there is both qualitative and quantitative data from SSI pilot school districts and states—perception data and student-level outcome data—summarized for them in the agenda book. However, they found that data is largely used for administrative purposes, rather than for educational purposes. For example, it is not possible to find out how many kids are taking a give class.

Nichols asked what is going to happen when the funding for the project runs out. Rainwater answered that it is a daily activity to determine how to sustain the project. Currently, SSI has been extended from a two-year project to an almost four-year project. Given the change of administration at the federal level, SSI is probably not going to get federal funding past April 2009. Nichols asked if they will try to continue, with private funding. Rainwater answered that WICHE staff were exploring different options.

David Longanecker added that it is a good time to talk about the options for sustainability. One option is to see if SSI can continue its funding federally. This is not likely because it has been funded by the secretary of education’s discretionary funds, which are limited. He stated that we could align with the new president’s priorities, but the new president rarely chooses the priorities of the previous president. There is a possibility that we can find somebody in Congress to try to get to the vice president, who can add earmarks for funding. Both Wyoming senators are former WICHE commissioners. The other option, which is more likely, is a transition to private funding. SSI currently has two proposals out. There would be some benefits of not being under the government’s control. Maybe WICHE should not shoot for long-term funding but look for two-year funding to test the longevity of the program and to be able to make the case for the future (or not).

Nichols proposed to change the order of the agenda to approve the 2009 workplan after it has been introduced. David Longanecker explained that the unit is very busy and that there is not much room with current employee

capacity to expand the workplan. If the commission has any ideas beyond what is currently proposed, the unit would have to get new funding to add staff.

Brian Prescott discussed several ongoing projects, beginning with the annual *Tuition and Fees* report. WICHE has been collecting this data for two decades, and this year was no different than before, with one minor addition. The last survey asked institutions if they charged differential tuition, based on upper/lower division or academic program. Prescott added that we are always looking for ways to improve the publication.

Prescott described a second ongoing project, *Benchmarks*, a series of reports which are intended to show how the West is progressing in improving access to, success in, and financing of higher education. This year, the publication shows some improvement for racial/ethnic groups. These groups are receiving an increased amount of need-based help. This is happening at a time when college has become more expensive and the nation has gotten wealthier.

The *Fact Book* was another project described by Prescott: an online publication which contains 61 different data tables that present regional as well as state-by-state data, with analyses on several fiscal, demographic, economic, and social indicators important to policymakers, educators, and researchers in the West. These indicators are updated periodically as new data become available. If other kinds of data are wanted, it should be brought to our attention, and we will work to provide that information.

Prescott moved on to a substantial activity that the unit has just completed, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022*. Many of the projections that were made in the 2003 edition of the publication were reasonably accurate, but as we move forward, he would like to make the publication more useful to states. Prescott sees an interest in breaking down the data by metropolitan areas (he has been speaking about this publication at a lot of meetings). Longanecker added that there is a proposed study in the workplan to bring in national demographers to evaluate our methods and data and to make sure we are using the best possible solutions for our projections. He would also like to make the data more dynamic, so states are able to see to see "what would happen if" This would involve creating an online database, where states could simulate or manipulate the data. WICHE currently has a proposal out to the Bill & Melinda Gates Foundation on this.

Prescott commented on the conclusion of the *Escalating Engagement* project, funded by the Ford Foundation: a three-year grant scheduled to close at the end of June but given a short extension through September 2008. This project works to improve access for historically underrepresented groups and to sharpen the role of higher education in state workforce development and economic development. WICHE recently held a large meeting in Lake Tahoe to learn more about workforce certification systems in higher education. As the grant wraps up, the unit is trying to think of ways to sustain the effort around workforce development by seeking additional funding.

Over the past couple of years, Prescott has worked alongside Longanecker on a project with Oregon to redesign their financial aid program and implement the redesign. Reed Dasenbrock mentioned that New Mexico is having problems with data reporting on merit-based financial aid. The central piece of the aid is the merit-based lottery scholarship. He questioned if there is any possibility of addressing merit- versus need-based aid. Prescott answered yes, but it is hard to do. States are not collecting data annually, which makes it difficult to compare one state to another.

Nichols next turned the time over to Demi Michelau. Michelau reminded commissioners about a project that was brought to their attention in November, *Non-Traditional No More*, which has been funded by a grant from Lumina Foundation for Education. The goal of this project is to identify adults who are close to completing a degree and help them return to college. The project is national in scope, and there has been a competitive application process. Ten states applied, and WICHE was able to choose three states: Arkansas, Colorado, and Nevada. The unit is currently talking with Lumina about funding two more states in six months, after we have learned from the initial process with the first three states. Longanecker added that there is not going to be another RFP process for the new states, but that he would like to be able to choose from the three "good" states that were not funded. Michelau said that there were two states who were interested in buying their way into the program. The unit is working with the three current states on five different areas: data, academic affairs, financial aid/financing, student support services, and communications. Each state is going to hold its own meeting to figure out how they are going to get the work done; and then in October, WICHE will convene state team leaders to discuss challenges and strategies for success. Longanecker said one challenge is that most states want to find alumni and bring them back because most of the people in the state are not the ones who went to school in that state. Dasenbrock asked if they could use WICHE ICE

to track a student's course background. Longnecker said that would work and that they may also team with some lead institutions who could go to creditors and see where students have moved.

Michelau described a current partnership with the Pathways to College Network. WICHE has recently received money from them and Jobs for the Future as part of the Making Opportunity Affordable initiative, which will be used to make major improvements to the SPIDO database. WICHE hopes to make the Website more interactive and user-friendly and to give it a better interface. The unit will also work to combine it with the Policy Publications Clearinghouse, a compiled list of studies, reports, surveys, and policy briefs published by various research and public policy organizations. Howe asked if it's currently possible to search across the documents; Michelau said not yet, but that should be addressed in the upgrades. Nichols remarked that it would be a great idea to do a grand unveiling of the database once it is finished to the different higher education groups. Longanecker added that the unit has had a hard time informing people about the database. He knows that people who use it are true believers, but he is surprised that many people don't know about it. Michelau noted that she is already scheduled to speak at some meetings about this topic.

Nichols turned the time over to Longanecker. He discussed the Making Opportunity Affordable grant, which is a \$25 million grant from Lumina to work with five states on three different areas, looking at ways to radically increase the productivity of students and the access and success of students. Thirty-seven states competed to participate, and they have currently narrowed it down to 11. Four of the states are Western states: Arizona, Colorado, Montana, and Nevada.

Longanecker described another current grant, the College Access Challenge Grant. This is a new federal grant, where each state gets money if they make a proposal. WICHE will help manage the grant and the proposal process, reserving a bulk of the funds for grant management. Four states were needed to make it viable: Utah, Idaho, South Dakota, and Wyoming. WICHE expects that these four states will pay WICHE \$60,000 to help write their grant applications and administer their programs.

Longanecker described some work with the Mental Health Program that is not currently on the workplan but is on the horizon, related to working with correctional facilities on education. Nichols added that she thinks it is a great idea, but they would have a hard time convincing policymakers in Nevada that the prison population needed to be talked to.

Nichols asked if there are any questions for the staff or suggestions for the workplan. Dasenbrock asked if Longnecker is worried about staff burnout and if there is enough clear prioritization. Longanecker answered that he is comfortable with what has been presented. He agrees that it is aggressive, but it is really focused in five areas of the WICHE mission. If anything is added to the agenda, however, the unit will need to increase staff, and funding would be needed for that.

DAVE LORENZ MOVED TO ACCEPT THE WORKPLAN AS PROPOSED. ROBERTA ROBERTS SECONDED THE MOTION. It was approved unanimously.

Nichols adjourned the meeting.

ACTION ITEM

Changes to the FY 2009 Policy Analysis and Research Workplan

Summary

The Policy Analysis and Research unit proposes to make several changes to the FY 2009 Policy Analysis and Research workplan, corresponding with a staffing change in the unit.

Relationship to WICHE Mission

This project directly relates to the activities WICHE will pursue in its efforts to fulfill its mission.

Background

Several activities that became a part of the workplan were related to specific interests Dolores Mize brought to the Policy Analysis and Research unit. Now that Mize has moved on, the time has come to adjust the workplan to remove those activities that WICHE no longer plans to pursue.

Project Description

The Policy Analysis and Research unit proposes the following changes to the FY 2009 Policy Analysis and Research workplan:

- Under Access & Success, delete the plan to bid on the federal GEAR UP program national evaluation contract.
- Under Access & Success, delete the plan to examine the impact of college access programs on state policy (which was in partnership with the National Council for Community and Education Partnerships and the National Conference of State Legislatures).
- Under Accountability, delete the plan to create a *Research Insights* series.
- Delete references to departed staff member's involvement on external advisory boards.

Staff and Fiscal Impact

These proposed deletions will better align the workplan with available staff resources.

Action Requested

Approval to make the changes specified above to the FY 2009 Policy Analysis and Research workplan.

ACTION ITEM

Expanding the Pipeline of Students of Color in the Health Professions

Summary

WICHE proposes to convene a meeting in an effort to expand the pipeline of students of color into the health professions. The meeting will bring together representatives from the two- and four-year sectors in eight WICHE states: Colorado, Idaho, Montana, New Mexico, North Dakota, South Dakota, Utah, and Wyoming. Also involved in the meeting will be representatives from the health sciences centers that are located in those states. The meeting will be designed to stimulate the creation of partnerships and agreements to smooth the pathways into a pre-health curriculum at a community college and on through a four-year institution and into a postgraduate training program at one of the health sciences centers. Since not all states have academic health sciences centers, the approach will be regional.

The meeting will also have two cosponsors: the University of Colorado Health Sciences Center, which will provide the meeting facilities at the Anschutz Medical Campus; and the Sullivan Alliance to Transform America's Health Professions. Located in Washington, D.C., the Sullivan Alliance is led by Louis Sullivan, former U.S. secretary of health and human services, and Lonnie Bristow, former president of the American Medical Association; it works to promote racial and ethnic diversity among health professionals and to reduce racial/ethnic-based gaps in access to healthcare.

Relationship to WICHE Mission

This project directly supports WICHE's mission to promote access to high-skill, high-wage jobs among underrepresented populations and to meet the demand for a skilled workforce.

Background

The meeting was proposed as part of a larger national effort to promote greater diversity in the health professions workforce. As our population becomes ever more diverse, it has become increasingly important that the health professions better reflect that diversity in order to provide better service to those in need of healthcare, as well as to open the well-paying jobs available through the health professions to the wider population.

The Sullivan Alliance was founded to work toward diversifying the health professions, and it has been responsible for building one model for success in this effort: the Virginia-Nebraska Alliance. That project has created partnerships among the historically black colleges and universities of Virginia and other institutions and the health sciences centers in Virginia and Nebraska through a variety of innovative programs. This meeting will offer to participating states and institutions the lessons provided by the Virginia-Nebraska Alliance, as well as an opportunity to craft other solutions to the problem of widening the pipeline of students of color into fields leading to employment in the health professions. In particular, WICHE hopes one outcome of the meeting will be to build partnerships among two-year colleges, four-year institutions, and health sciences centers that have at their core a clearly articulated pathway for students of color to follow through all three sectors. This would provide students with a roadmap for how they could embark upon a career in the health professions.

WICHE hopes that this meeting will provide a promising model for training a more diverse health professions workforce that could be exported to other geographic regions. If so, WICHE will likely look ahead to hosting similar meetings in WICHE states not represented at this meeting.

Project Description

The primary goal of the proposed meeting is to engage the sectors of higher education in an effort to diversify the health professions. Should this meeting successfully improve policies and practices in this regard, WICHE will likely seek to develop similar efforts involving its other member states.

Staff and Fiscal Impact

Most of the meeting costs will be met through the fundraising efforts of the Sullivan Alliance. The staff effort for this initial meeting will be provided as a service to the participating states, if funds are not available to cover those costs. Staff from multiple units within WICHE will be involved in several aspects of the meeting, including planning for logistics and meeting content and facilitating during the meeting.

Action Requested

Approval to receive and expend funds to support WICHE's involvement in the coordination and convening of a meeting to advance policies and practices that help to expand the pipeline of students of color into the health professions workforce.

INFORMATION ITEM

Inequality and Productivity in Higher Education

Patrick Kelly of the National Center for Higher Education Management Systems will speak on two papers: "Beyond Social Justice: The Threat of Inequality to Workforce Development in the Western United States" and "The Dreaded 'P' Word: An Examination of Productivity in Public Postsecondary Education" (papers as separate documents).

Biographical Information on the Speaker

Patrick Kelly is a senior associate at the National Center for Higher Education Management Systems (NCHEMS). He also serves as director of the NCHEMS Information Center for State Higher Education Policymaking and Analysis (located at www.higheredinfo.org) and works on many projects, applying research and policy analysis to link higher education with the critical needs of states and their residents. He presents his work to a variety of audiences, including higher education researchers and policy analysts, state higher education executive officers and their staffs, and other state policymakers.

Monday, November 10, 2008

3.30 - 5.30 pm
Courtroom L

Ad Hoc Committee for Self-funded Units

Roy Ogawa (HI), chair
Jane Nichols (NV), ex officio
Camille Preus (OR), ex officio

Diane Barrans (AK)
Joel Sideman (AZ)
Appointment pending (CA)
David Skaggs (CO)
Helene Sokugawa (HI)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
David Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
James Sager (OR)
Tad Perry (SD)
William Sederburg (UT)
Ann Daley (WA)
Tom Buchanan (WY)

Presiding: Roy Ogawa, chair

Staff: Louis Fox, vice president, WICHE Technology and Innovation,
and executive director, WCET
Dennis Mohatt, vice president, Behavioral Health, and director,
WICHE Mental Health Program

Agenda



Approval of the Ad Hoc Committee for Self-funded Units meeting minutes of May 19, 2008 9-3

Discussion Items:

Funding for Transparency By Design 9-5

Fall 2008 WICHE Mental Health Program and budget update – Dennis Mohatt 9-7

Fall 2008 WICHE Technology and Innovation and WCET program and budget update – Louis Fox

ACTION ITEM

Ad Hoc Committee for Self-funded Units

Monday, May 19, 2008

Committee Members Present

Roy Ogawa (HI), chair
Camille Preus (OR), immediate past chair
Diane Barrans (AK)
David Skaggs (CO)
Robert Kustra (ID)
Ed Jasmin (MT)
David Nething (ND)
James Sager (OR)
Tad Perry (SD)
David Buhler (UT)
Ann Daley (WA)
Tom Buchanan (WY)

WICHE Staff Present

David Longanecker, president
Louis Fox, executive director, WCET, and vice president,
WICHE Technology and Innovation
Dennis Mohatt, director, Mental Health Program, and vice
president, Behavioral Health

Chair Roy Ogawa called the Ad Hoc Committee for Self-Funded Units to order and asked David Longanecker to review the charge to the committee. Discussion of the committee charge followed President Longanecker's overview.

A MOTION AND SECOND WERE GIVEN TO SEND THE RECOMMENDATION TO ADOPT A STANDING COMMITTEE FOCUSED ON THE ACTIVITIES OF WICHE'S SELF-SUSTAINED ENTITIES (CURRENTLY, THE MENTAL HEALTH PROGRAM AND WCET) TO THE FULL COMMISSION. The motion passed unanimously.

Mohatt provided an update on Mental Health Program activities, including a year-end report. He discussed future focus areas around improving services for returning OIF/OEF (Operation Iraqi Freedom/Operation Enduring Freedom) veterans and mental health services on campuses. Discussion followed among committee members, with strong support for the idea of focusing on campus mental health services.

Fox reviewed the activities of the Technology and Innovation initiative and efforts to enhance the WICHE footprint in this area. He reviewed the evolving status of WCET within WICHE and in the external marketplace, which should be examined further by the committee in the future. Fox also presented the new reserve policy for WCET, which will be seeking to establish a reserve amounting to 25 percent of the operating budget. In the interim, pending adequate reserves, Fox plans to establish a reserve equal to three months of operating costs, plus \$25,000. The Mental Health Program is examining a similar policy. Fox discussed the tenuous financial health of WCET and predicted continued difficulty through FY 2009.

The committee adjourned.

DISCUSSION ITEM

Transparency By Design

Transparency By Design is a consortium of adult-serving higher education institutions whose leaders wish to transcend simple accountability reporting. The project will create a Website that openly shares and interprets student outcomes information. Adult students and policymakers will be enabled to make more informed decisions about online, adult-serving higher education options. Transparency By Design was developed by The Presidents' Forum, which was established in 2002 by Excelsior College to provide adult-serving institutions with the opportunity to exchange knowledge and perceptions of current models and tools.

Michael Offerman, leader of the working group that developed the initiative observed: "The members of Transparency By Design are united in the belief that students should be well-informed about their education options – what they will learn and how well other students have performed at a specific institution. To meet the education needs of adult students, we as an industry must provide them with trustworthy and transparent ways to choose among many available options and to gauge the potential of each one to further their careers and achieve their dreams."

In the first quarter of 2009, Transparency By Design will unveil its Website, displaying information on student demographics, completion rates, costs, student satisfaction or engagement, and alumni experiences. Future versions of the Website will include outcomes for academic programs and program specializations, allowing prospective students to assess how well a program will prepare them for their professional pursuits.

The Presidents' Forum selected WCET to serve as a neutral third party that will challenge the institutions to meet their stated goals, audit data submitted for publication, create text that will inform students on important questions they should ask, and publish the information on the Website. WCET is leading the development and design of the WebSpace hosting this information. WCET will also coordinate, conduct, and publish research using the data.

Transparency By Design member institutions (see chart below) each paid a fee to underwrite the initiative's initial planning and implementation. At the request of Lumina Foundation for Education, WICHE and WCET recently submitted a full proposal, requesting \$629,000 over 3.5 years to fund project research and development. The project is also seeking ties to the Bill and Melinda Gates Foundation and additional member institutions to join the project.

Transparency By Design Member Institutions

American Intercontinental University Online	Franklin University
American Public University System	Kaplan University
Capella University	Regis University
Charter Oak State College	Rio Salado College
Colorado Technical University	Southwestern College
Excelsior College	Union Institute & University
Fielding Graduate University	Western Governors University

DISCUSSION ITEM

Mental Health Program and Budget Update: Fall 2008

Overall Picture

The Mental Health Program continues to be very active, with projects in multiple WICHE states. Several states have notified the program they will not be able to remit affiliation fees for FY 2009, including Arizona, Utah, and Washington. The program was not successful in obtaining a new four-year cycle of funding from the Health Resources and Services Administration (HRSA) for its Rural Mental Health Research Center. HRSA decreased the number of centers from eight to six, and our center application did not make the new cut, although our score was equal to that awarded during the previous review cycle. New opportunities will help us financially offset this loss; however, some specialized research staff may not be retained.

Staffing

The program currently employs nine full-time staff and two part-time staff. We also have long-term agreements with several project-specific consultants to the program.

Budget

The program ended FY 2008 with a \$4,000 negative fund balance. This was due to the late payment of invoices by several states. Had outstanding invoices been remitted prior to the year-end close, the program would have shown a \$23,000 positive fund balance. The reserve picture also was impacted by the no-cost extension of several contracts into FY 2009, which had initially been expected to be completed in FY '08.

Major Projects

Alaska

- Supporting various aspects of the behavioral health workforce initiative.
- Ongoing support of the Division of Behavioral Health data improvement initiative.
- Development of an American Psychological Association–accredited psychology internship consortium.

Colorado

- Population in need of public behavioral services study and analysis.

Hawaii

- Supporting workforce development re: transformation.

Idaho

- Conducting behavioral health redesign study for legislature.

South Dakota

- Supporting children's system of care pilot in Rapid City.
- Suicide prevention grant evaluation.
- Co-occurring state incentive grant evaluation.

Wyoming

- Suicide prevention grant evaluation.

New Projects on Horizon

1. Invited to submit a proposal to study the use of mental health first aid (MHFA) in military populations, including adaptation of manual and clinical trials.
2. Training of higher education residence life staff in MHFA.
3. Consultation to the new Veteran's Administration Rural Resource Center for the Intermountain Region (CO, UT, MT, WY).

4. VA expansion of Rural Resource Centers; WICHE is partnered with the South Central mental illness research educational and clinical center.
5. Continued projects in Hawaii, Idaho, South Dakota, and Alaska.

Challenges and Opportunities

The current economic meltdown will pose great challenges to our region. It also could be an opportunity for us to finally discuss how to use WICHE's interstate compact to possibly operate multistate functions (e.g., data warehouse, needs assessment, program evaluation, certification, and quality assurance). Many states will be forced to curtail operations, yet some activities and functions might be able to be operated through the compact, with shared administration, fiscal support, and governance.

Monday, November 10, 2008

6.30 - 8.00 pm

A Different Pointe
of View Restaurant

Reception

With generous sponsorship from Midwestern University, WICHE commissioners and guests will enjoy an evening reception at A Different Pointe of View restaurant, located atop North Mountain on the resort campus. Guests will not only enjoy delectable hors d'oeuvres and drinks but will also take in breathtaking views of the valley and the Phoenix city lights.

During the reception commissioners and guests will hear from our partners at Midwestern University about their involvement in the Professional Student Exchange Program (PSEP). WICHE's PSEP partnership with Midwestern University has grown steadily since 2000. Midwestern is now one of WICHE's leading institutions, enrolling 66 students through PSEP in the 2008-09 academic year in the fields of osteopathic medicine, physician assistant, occupational therapy, and pharmacy. Midwestern's newest accredited program – podiatry – is also eligible to receive PSEP students. The university, located on 135 acres in Glendale, AZ, was founded in 1995 and has buildings that provide for academic classrooms, state-of-the-art laboratories, student housing, and an on-campus osteopathic clinic. In the future students from the WICHE region will have opportunities to study dentistry and optometry at Midwestern, once these new programs are fully accredited. We wish to thank Midwestern University for sponsoring the reception!

Dinner on your own.

Tuesday, November 11, 2008

8.00 - 9.15 am
Salon ABC

Plenary Session IV: What's Up at WICHE?

In this plenary session, commissioners will get an update on WICHE's Student Exchange Programs and WCET's work with the Transparency By Design consortium.

Student Exchange Programs 11-3

Transparency By Design 11-4

Letter of inquiry 11-5

Speakers:

Louis Fox, vice president, WICHE Technology and Innovation,
and executive director, WCET

Jere Mock, vice president, Programs and Services

Margo Schultz, program coordinator, Student Exchange Programs

Patricia (Pat) Shea, program director, WICHE ICE and Northwest
Academic Forum

Biographical Information on the Speakers

Louis Fox is the executive director of WCET and associate vice president of Computing & Communications at the University of Washington (UW). He is also a research professor in the UW's Information School. Prior to taking his post at WCET, he was vice provost at the UW, where he was responsible for the Office of UW-Community Partnerships, which expands and makes visible the ways in which the university works with diverse communities, and the Office of Learning Technologies, which develops and supports user-inspired, reliable, and inventive technologies to help UW students, faculty, researchers, and staff achieve their learning, research, and work goals. He has served the UW in many other roles, including special assistant to the president and associate vice provost for undergraduate education. In addition, he was the founding CEO and president of the Digital Learning Commons.

Jere Mock is WICHE's vice president of Programs and Services. On the WICHE staff since 1988, she oversees several regional and national initiatives, including the Student Exchange Programs, the State Scholars Initiative, WICHE ICE, the Northwest Academic Forum, and the Master Property Program. In addition, Mock directs WICHE's print and electronic communications. Previously, Mock was executive director of the Mountain Bell Foundation.

Margo Schultz is WICHE's Student Exchange Programs coordinator, managing the Professional Student Exchange Program, the Western Regional Graduate Program, and the Western Undergraduate Exchange. Previously, she was the associate director of CONAHEC (Consortium for North American Higher Education Collaboration) from 1994 to 2003. Schultz spent seven years in

Gabon, Central Africa, teaching English as a foreign language with the Peace Corps and the Gabonese Ministry of Education.

Patricia (Pat) Shea is director of the WICHE Internet Course Exchange (ICE) – a consortium of regionally accredited institutions of higher education exchanging high quality e-learning courses and programs in response to student, state, and workforce needs – and the Northwest Academic Forum, whose member institutions from nine states exchange information on common issues and undertake shared projects. Earlier, Shea was assistant director of WCET, a WICHE initiative representing colleges and universities involved in online learning. Before coming to WICHE in 1996, Shea managed special projects for the technology division of the National School Boards Association, directed information services for the Association of Telemessaging Services International, and was the executive director of the Alexandria Bar Association (VA).

Student Exchange Programs

A central element of WICHE's mission is broadening access to higher education and helping states improve and share their educational resources. WICHE's Student Exchange Programs provide a range of academic and financial support options for students throughout the West and help institutions and states to better utilize existing capacity.

For nearly 55 years, the Professional Student Exchange Program (PSEP) has provided students with access to graduate and professional programs at reduced tuition rates – originally in medicine, dentistry, and veterinary medicine and now in 10 healthcare fields – that are unavailable in their home states. Our Western Regional Graduate Program (WRGP) offers access to nearly 200 master's and doctoral degree programs not widely available in the West; WRGP students pay resident tuition. Another important regional exchange is our Western Undergraduate Exchange (WUE), the nation's largest program of its kind, with more than 22,000 students participating.

Our newest exchange, the WICHE Internet Course Exchange (WICHE 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. WICHE ICE provides a way for colleges and universities to provide more online offerings for students by sharing courses and programs with other Western institutions.

WICHE Vice President Jere Mock, along with Student Exchange Programs Coordinator Margo Schultz and ICE Program Director Pat Shea, will describe the exchanges' central features and future directions.

Transparency By Design

Transparency By Design is a consortium of adult-serving higher education institutions, partnering to make higher education more open and accessible to adult learners. Project leaders firmly believe that openly sharing accountability measures will lead to better decisions by both students and policymakers. To meet this need, early in 2009 the project will begin by publishing information on student and institutional outcomes in an easy-to-use Web format and by making this information widely accessible to adult learners. WCET Executive Director Louis Fox will discuss the initiative.

Lumina Foundation for Education

Letter of Inquiry – May 29, 2008

Transparency By Design

Western Interstate Commission for Higher Education
Presidents' Forum of Excelsior College

Introduction

Higher education must be more “open” in reporting outcomes. The Commission on the Future of Higher¹ observed the “remarkable shortage of clear, accessible information about crucial aspects of American colleges and universities, from financial aid to graduation rates...this lack of useful data and accountability hinders policymakers and the public from making informed decisions.”

Higher education must serve more adults. A report funded by the Lumina Foundation for Education states that the United States is “losing its historic world dominance with respect to higher levels of educational attainment for its citizens.” Adults must be part of the solution as “focusing only on K-12 programs and traditional-aged college students, while important, will not be sufficient in meeting the workforce needs of the 21st century.”²

Transparency By Design is a consortium of adult-serving higher education institutions partnering to make higher education more open and accessible to adult learners. Project leaders firmly believe that openly sharing accountability measures will lead to better decisions by both students and policy makers. To meet this need, early in 2009, the project will begin by publishing information on student and institutional outcomes in an easy-to-use web format, and by making this information widely accessible to adult learners.

What are the project's goals?

Transparency by Design will publicly share and display student and institutional information to meet the project's three main goals:

- Transparency – By displaying and interpreting student outcomes information in an understandable format, adult learners are empowered to make informed decisions about their educational investment.
- Accountability – By openly displaying and sharing comparable or similar information, accreditors and policymakers gain accountability measures on costs, price, and student success outcomes as called for by Commission on the Future of Higher Education³.
- Quality – By working together, Transparency By Design institutions are already benchmarking against each other and improving their practices.

Since late 2007, representatives from participating institutions have been analyzing the availability and comparability of data. The information will be publicly published on the web during the first quarter of 2009 and it will be updated, at least, annually thereafter. Information under consideration includes student demographics, success rates, time to completion, costs, engagement with the school and faculty, and program effectiveness. In addition, the project will report outcomes at the program specialization level, allowing prospective students to assess how well a program will prepare them for their professional pursuits.

¹ U.S. Department of Education, *A Test of Leadership: Charting the Future of U.S. Higher Education*, September 2006, p. 4. <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

² Lumina Foundation for Education, Press Release for: *Adult Learning in Focus: National and State-by-State Data*, http://www.cael.org/pdf/StateIndicators_PressRelease.pdf.

³ U.S. Department of Education, *ibid.*

This initiative will grow to include an increasing variety of different types of institutions over the next four years. With the Lumina Foundation assistance, the project will become self-sustaining by July 2012. By resolving the measurement issues for the unique set of institutions piloting this project, we will ease the burden for “traditional” institutions in adapting to these measures and joining the project.

What is the sponsoring organization?

The [Presidents' Forum](#) of Excelsior College created Transparency By Design. Established in 2002, the Presidents' Forum provides adult-serving institutions the opportunity cooperate on research, projects, and information-sharing that will benefit adult learners. The Presidents' Forum annually attracts the presidents and senior staff of most of the major online education institutions in the United States. In January 2008, the Western Interstate Commission for Higher Education's WCET⁴ partnered with the Presidents' Forum, assuming the role of a neutral third-party in collecting and displaying Transparency By Design information. WCET will also challenge the institutions to meet their stated goals, audit information prior to publication, and publish information in a web-based format that is accessible and understandable for prospective adult students. WCET will also coordinate, conduct, and publish research using the data collected. On behalf of the Presidents' Forum and as WCET's parent organization, WICHE will serve as the sponsoring organization and fiscal agent for this grant.

What special qualifications do the organizations bring to this project?

The Presidents' Forum, a collaboration of most of the major adult-serving education providers in the United States, created the Transparency By Design initiative. While some Presidents' Forum members elected not to participate in the pilot effort, they will provide feedback on the project's progress and will be a pool for recruiting future member institutions into the initiative.

WCET is a cooperative network of institutions and organizations dedicated to advancing access and excellence in higher education through the innovative use of technology. With more than half of its membership outside of the WICHE region, WCET's membership includes many of the top technology innovators from colleges, universities, non-profit organizations, and companies around the country-- and the world. WCET develops research projects that focus on integrating technology into the teaching and learning processes, consults with higher education institutions, holds professional development conferences for practitioners, and supports its members in the planning and implementation of e-learning. WCET has worked with the regional accrediting agencies to create the "Best Practices for Electronically Offered Degree and Certificate Programs," a distance learners' guide for adult students, an audit tool for institutions to evaluate the effectiveness of their online student services, and measures to evaluate the quality of online courses.

Staff from WICHE's Public Policy and Research unit will supplement WCET's expertise, especially in the analysis of the needs of the adult learner population. WICHE staff have conducted numerous studies on higher education policy, student costs, and student demographics. WICHE has undertaken Lumina Foundation for Education funded projects, including: Accelerated Learning Options: Moving the Needle on Access and Success, Changing Direction: Integrating Higher Education Financial Aid and Financial Policy, and Non-Traditional No-More: Policy Solutions for Adult Learners.

⁴ WCET (<http://www.wcet.info>) is a unit of WICHE and was formerly known as the Western Cooperative for Educational Telecommunications.

What other organizations are involved? How will they contribute to the work?

Twelve institutions (see chart) comprise the “charter” membership of the Transparency By Design project and have recently been joined by two additional members. Representatives from each institution have been deeply engaged in the project planning process since late last year. A

representative from each institution serves on a Leadership Team, which advises on project policy issues. The Data Working Group researches and proposes the set of information that will reported in 2009. The Working Group reviewed the work of other accountability projects ([College Portrait](#) and [U-CAN](#)) and determined similarities and differences in measures collected by those initiative. The Working Group will pilot an initial set of information with focus groups of adult learners. For reporting in subsequent years, the Working Group will examine standard student measures (e.g., Adult Learning Inventory, Priorities Survey for Online Learners, National Survey of Student Engagement) for their suitability to be adopted by all Transparency By Design

Charter Institutions
American Public University System (www.apus.edu)
Capella University (www.capella.edu)
Charter Oak State College (www.charteroak.edu)
Excelsior College (www.excelsior.edu)
Fielding Graduate University (www.fielding.edu)
Franklin University (www.franklin.edu)
Kaplan University (www.kaplan.edu)
Regis University (www.regis.edu)
Rio Salado College (www.riosalado.edu)
Southwestern College (www.sckans.edu)
Union Institute & University (www.tui.edu)
Western Governors University (www.wgu.edu)
Non-charter members: American Intercontinental University Online (www.aiuniv.edu) and Colorado Technical University (www.coloradotech.edu)

institutions. By employing the measures selected, information will become more comparable over time. As a side benefit to this project, participating institutions are finding the initiative to be the start of an on-going quality improvement process in both instructional and institutional research methods.

The National Center for Higher Education Management Systems (www.nchems.org) will serve as the project evaluator. NCHEMS has deep expertise in student assessment measures, evaluating distance learning projects, and in higher education policy issues. NCHEMS’ broad knowledge in these fields will be invaluable in assuring that information on the website meets the project goals.

How does the proposed project relate to the applicant organization’s mission?

The missions of the three organizations developing Transparency By Design are:

- The Presidents' Forum was established to provide adult-serving institutions the opportunity to exchange knowledge and perceptions of current models and tools, to discuss issues of common concern, and to foster change to benefit adult learners through the formation of new partnerships and learning networks.
- WCET’s mission is to leverage technology to improve instruction and student learning and to increase access to quality higher education.
- WICHE’s mission is for the member states to “work collaboratively to expand educational access and excellence for all citizens of the West. “

Each of these organizations shares the theme of using collaboration to serve learner needs. The Presidents’ Forum and WCET have long-standing interests in addressing the unique needs of the adult and distance learning communities. The Transparency By Design initiative is clearly at the intersection of interests of these organizations.

Whom will this project serve?

The two primary audiences for Transparency By Design are: adult learners and the policy-making community. Adult learners will benefit from additional and more transparent information about their educational options. Already daunted by the thought of returning to school, adult learners are often wary of online learning, which blossomed in the years since they attended school. Transparency By Design will empower adult learners to make informed decisions about their educational investments.

The policy-making audience includes accreditors, lawmakers, State Higher Education Executive Officers, and government officials. The accountability measures envisioned will better inform those involved in the oversight and regulation of higher education adult-serving institutions. Beyond the information displayed for adult learners, Transparency By Design will undertake research projects to analyze cross-institutional and longitudinal outcomes with the intent of informing policy decisions regarding adult and online learners.

What are the intended outcomes, and how will the project achieve them?

Transparency By Design will better inform the public about key characteristics of the participating institutions. To accomplish this vision, a website will display the information in an easy-to-understand and easy-to-navigate format. Beginning in the first quarter of 2009, Transparency By Design’s website will display information on student and institutional outcomes measures. An aspect of Transparency By Design that is not found in U-CAN or College Portrait is the focus on outcomes data for program specializations, which will enable students to assess how well a program will prepare them for their chosen careers. Program-specific data will be piloted in 2009 with additional program specializations added over time. The following table describes the main outcomes of the grant.

Outcomes	Steps and Effectiveness Measures	Timeline
An Initial Template of Display Information	Test data items with institutions	May-July 2008
	Test data items with adult focus groups	July-Sept 2008
The Transparency By Design Website	Test mock-up designs w/TBD institutions	May-July 2008
	Perform programming / testing	July–Nov 2008
	Test beta website with focus groups	Oct-Dec 2008
	Release website to public	1 st Quarter 2009
An Ongoing Structure to Measure Results and Implement Improvements	Test feedback and effectiveness measures in beta site	Oct-Dec 2008
	Conduct research with Data Working Group on next set of measures to implement	Jan-July each year
	Collect and analyze feedback and usage data	Jan 2008 on
Research Analysis on Data Collected	Identify key research issues and develop research agenda	Jan each year
	Conduct research studies	Mar–Dec each year
	Report results at Presidents Forum and WCET meetings	Jan each year
		Nov each year

What is the geographic scope of the proposed project?

The current 14 member institutions serve about 150,000 students spread throughout the United States. The main offices of these institutions are located in 12 different states (AZ, CA, CO, CT, GA, KS, IA, MN, NY, OH, UT, WV) spanning the continent. All regional accrediting agencies are represented by these institutions.

Why is the project important to pursue at this time?

The Transparency By Design institutions are committed to serving adult learners. In initial interactions with the other accountability projects (NASULGC and AASCU's College Portrait, Association of American Universities, and NAICU's University and College Accountability Network), the adult learning community clearly was not well-served by those projects' focus on 18-22 year old students. For institutions serving non-traditional students with non-traditional means, the measures simply did not work.

"The members of Transparency By Design are united in the belief that students should be well-informed about their education options - what they will learn and how well other students have performed at a specific institution. To meet the education needs of adult students, we as an industry must provide them with trustworthy and transparent ways to choose among many available options and to gauge the potential of each one to further their careers and achieve their dreams."
 -- Dr. Michael Offerman, Capella University

At a time when higher education has been criticized for its lack of information to guide student and policy making decisions, Transparency by Design's focus on program-specific information will provide more granular data not found elsewhere. Another key differentiator for Transparency By Design is its focus on websites rather than reports. Websites provide the ability to more fully explain the information presented, to create direct comparisons, and to enable user feedback and interaction. While there are key differences with the other accountability projects, Transparency by Design will seek to coordinate with those projects in an attempt to lessen any confusion that could be caused by multiple sets of measures. As the Voluntary System of Accountability chose the more marketable name of "College Portrait" for its data template, Transparency By Design will develop a more marketable moniker for its website.

What is the total cost of the project? What amount do you seek from Lumina Foundation, for what period of time? What resources will others provide?

By the end of June 2012, overall project costs are estimated to be \$1,500,000. Of that amount \$549,000 is requested from the Lumina Foundation and the remainder (\$951,000) is projected to be collected from member dues. To accomplish self-sufficiency by June 2012, a total of 125 institutions will be dues-paying members of Transparency By Design. The following table depicts the dues schedule and the expected membership growth:

No. of Members	Dues	2008	2009	2010	2011	2012
On-going Members						
Greater than 10,000 FTE	\$4,500	--	5	8	11	14
Less than 10,000 FTE	\$2,500	--	9	17	42	72
New Members						
Greater than 10,000 FTE	\$5,500	5	3	3	3	3
Less than 10,000 FTE	\$3,500	9	8	25	30	36
TOTAL		14	25	53	85	125

Aside from paying dues, Transparency By Design institutions are investing considerable time in researching accountability measures to report and in describing those measures in ways that will be understandable to target audiences. They will also be involved in collecting the data, testing the data, and conducting research that will inform future practice.

Tuesday, November 11, 2008

9.30 - 10.45 am

Salon ABC

**Plenary Session V:
The New Federalism:
Reauthorization of the Higher Education Act, the New G.I.
Bill, the Budget, and the New President**

Changes at the federal level may have a significant impact on state higher education policy. Or will they? The recent passage of the 2008 amendments to the Higher Education Act (HEA) will have impacts, both positive and not so much, for higher education, from both a state and institutional perspective. The recently passed changes to the G.I. Bill will also have a significant impact, providing substantially greater financial support for veterans, though doing little to address the mental and physical health issues that many will bring to campus. Although both the HEA amendments and the G.I. Bill provide more resources in theory, it is not clear that future budgets will reflect these increases. In fact the continuing resolution under which the Congress is operating for federal fiscal year 2009, which began October 1, provides the same level of dollars as last year – but this may not be enough to sustain the increased demand for Pell Grants and student loans, let alone fund the increases imbedded in the new legislation. In addition, regardless of who is elected president and what they may hope to do to make the U.S. better, it will be hard to do more than “improve government” with the fiscal hangover that will result from our nation’s current economic malaise.

The speaker (to be announced) will present their perceptions and discuss these issues with you. Don’t be surprised, however, if this session suggests that states won’t be able to count on the federal government for much more than they are getting now – except, of course, in the area of oversight and regulation.

Tuesday, November 11, 2008

10.45 am - Noon
Salon ABC

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Roy Ogawa, chair

Report and recommended action of the Audit Committee:
Cam Preus, committee chair



FY 2008 audit report (separate document)

Report and recommended action of the Executive Committee:
Roy Ogawa, WICHE chair

Report and recommended action of the Programs and Services
Committee: Marshall Lind, committee vice chair

Report and recommended action of the Issue Analysis and Research
Committee: Jane Nichols, committee chair



Approval of changes to the FY 2009
Policy Analysis and Research workplan 8-3



Approval to receive and expend funds to
host a meeting on expanding the pipeline
of students of color in the health professions 8-7

Report and recommended action of the Ad Hoc Committee
for Self-funded Units: Roy Ogawa, WICHE chair

Discussion Items:

Update on WICHE's budget 13-3

Ken Mortimer's report on the WICHE evaluation 13-7



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

Remarks from the new chair

Selection of 2009 committee members

Meeting evaluation
(www.surveymonkey.com/s.aspx?sm=ogOoCtHMk4T8USK_2f9n6hFQ_3d_3d)

Other business

Noon

Adjournment
(box lunches available)

DISCUSSION ITEM

Update on WICHE's Budget

WICHE did not budget for any deficits for FY 2008 but did end up in a deficit position at year's end nonetheless. Overall, WICHE lost \$91,088, which is reflected at the bottom of the total column in the report, titled "WICHE Revenue and Expense Summary for FY 2008."

Not all of the program areas realized a loss last year. As can be seen in the first column of the above-mentioned report, the general fund realized a gain of \$155,146 for FY 2008. Programs and Services neither lost nor gained; the Policy Analysis area lost \$17,629; WCET lost \$81,298; and the Mental Health area lost \$271,570.

David Longanecker promised the Policy Analysis area transition funding of \$100,000, which is part of the gain shown in the general fund. That gain should be seen as Policy Analysis funding, so that the general fund's gain is reduced to \$55,146 and Policy Analysis shows a gain of \$82,371 rather than a loss.

Since the projects in the Programs and Services area were not completed during FY 2008, any gains or losses they would have realized have been pushed forward into FY 2009 or later, when those projects will end.

WCET began the year with \$320,542 in reserves. Applying their loss of \$81,298 leaves them with a reserve of \$239,244 at the beginning of FY 2009.

Mental Health began the year with \$268,212 in reserves. Applying their loss of \$271,570 leaves them a reserve of negative \$3,358 at the beginning of FY 2009.

The general fund began the year with a reserve of \$1,099,869 and ended the year with a reserve of \$1,164,097, due to the gain above, as well as to spending of \$87,418 for the telephone system and \$3,500 to begin the WICHE performance evaluation a month early. These figures are seen in the section called "Reserves Dedicated during the Year" on the report titled "General Fund Budget."

Looking Ahead to Fiscal Year 2009

Again, WICHE has not budgeted a deficit for FY 2009. However, due to the difficulties experienced in the banking/mortgage industry and with the consequential losses in money market funds, WICHE will experience an even greater reduction in the interest earned as a portion of FY 2009 revenue. Less revenue will require downward adjustments in expenditures if losses are to be avoided.

WICHE has not lost any portion of its funds due to the bankruptcies in the financial industry. However, some of WICHE's funds are unavailable due to investments made by the Colorado Surplus Assets Funds Trust (CSAFE), where WICHE invests its surplus cash. CSAFE was created by the State of Colorado to invest surplus cash assets for local governments. On the positive side, the CSAFE investments are relatively secure; on the negative side, the investments do not earn a lot of interest. However, CSAFE did invest a portion of our assets in securities that are not currently available. Sixty-three percent (63 percent) of the cash WICHE had with CSAFE on September 20, 2008, is now liquid and available. This is up from the 43 percent which was originally available. (WICHE had \$6.2M in CSAFE on September 20, of which 63 percent is \$3.9M). Additionally, there is a 5 percent daily limit for withdrawals, up to the limit of liquidity.

Further deposits by WICHE are made into segregated accounts, which up until now have had no liquidity barriers. It is anticipated that these restrictions will be resolved prior to the liquidity barrier becoming a problem for WICHE.

WICHE Revenue and Expense Summary

FY 2008

	General Fund	Programs & Services	Policy Analysis	Mental Health	WCET	Other (SSS, SHEPC, etc)	Total
Revenue							
Membership Dues and Fees	\$ 1,740,000	\$ 72,481		\$ 216,140	\$ 369,760		\$ 2,398,381
Conference Registration Fees					\$ 247,036		\$ 247,036
Grants and Contracts		\$ 2,118,295	\$ 504,540	\$ 1,263,409	\$ 175,468		\$ 4,061,712
Indirect Cost Recovery	\$ 273,603						\$ 273,603
Indirect Cost Sharing	\$ (19,257)			\$ 55,659	\$ 9,038		\$ 45,440
Interest	\$ 332,313		\$ 10,032		\$ 1,908		\$ 344,253
Miscellaneous Income	\$ 16,631	\$ 68,710	\$ 21,208	\$ 1,392	\$ 14,141	\$ (140,793)	\$ (18,711)
PSEP Collections						\$ 14,848,702	\$ 14,848,702
Total Revenue	\$ 2,343,290	\$ 2,259,486	\$ 535,780	\$ 1,536,600	\$ 817,351	\$ 14,707,909	\$ 22,200,416
Expenses							
Salaries	\$ 1,009,136	\$ 296,240	\$ 115,082	\$ 563,802	\$ 344,051	\$ 96,014	\$ 2,424,325
Benefits	\$ 371,458	\$ 90,569	\$ 37,985	\$ 185,431	\$ 112,497	\$ 9,314	\$ 807,254
Consulting and Subcontracts	\$ 89,742	\$ 214,416	\$ 169,000	\$ 542,303	\$ 87,534	\$ 21,990	\$ 1,124,985
State Programs		\$ 1,137,296				\$ -	\$ 1,137,296
Travel	\$ 191,673	\$ 300,516	\$ 145,365	\$ 202,443	\$ 179,460	\$ 76,132	\$ 1,095,589
Printing and Copying	\$ 21,286	\$ 26,635	\$ 24,377	\$ 18,397	\$ 23,560	\$ 7,776	\$ 122,031
Marketing	\$ 348	\$ 32,941	\$ -	\$ 348	\$ 3,161	\$ (36,798)	\$ -
Research and Development	\$ 7		\$ -			\$ (7)	\$ -
Rent	\$ 239,572	\$ 33,768	\$ 9,965	\$ 68,500	\$ 45,340	\$ (20,637)	\$ 376,508
Communications	\$ 19,729	\$ 8,774	\$ 9,015	\$ 16,045	\$ 10,586	\$ 18,086	\$ 82,235
Supplies and Expense	\$ 245,193	\$ 31,008	\$ 8,423	\$ 68,360	\$ 47,798	\$ (436,702)	\$ (35,920)
Indirect Costs		\$ 87,323	\$ 34,197	\$ 142,541	\$ 44,662	\$ -	\$ 308,723
PSEP Payments						\$ 14,848,478	\$ 14,848,478
Total Expenses	\$ 2,188,144	\$ 2,259,486	\$ 553,409	\$ 1,808,170	\$ 898,649	\$ 14,583,646	\$ 22,291,504
Excess Revenue (Loss)	\$ 155,146	\$ -	\$ (17,629)	\$ (271,570)	\$ (81,298)	\$ 124,263	\$ (91,088)

WICHE General Fund Budget

Comparing FY 2008 with FY 2009 Revenue and Expenditures

	FY 2008				FY 2009				
	FY 2008 Budget	FY 2008 Actual	Actual Better or (Worse) than Budget		FY 2009 Budget	FY 2009 Budget Better or (Worse) than FY 2008 Budget		FY 2009 Budget Better or (Worse) than FY 2008 Actual	
Revenue									
4102 Indirect Cost Reimbursements	\$280,485	\$273,603	(\$6,883)	-2.5%	\$230,000	(\$50,485)	-18.0%	(\$43,603)	-15.9%
4104 Indirect Cost Sharing-WICHE		(\$19,257)	(\$19,257)		(\$30,000)	(\$30,000)		(\$10,743)	55.8%
4201 Members/Fees States/Institutions a	\$1,740,000	\$1,740,000	\$0	0.0%	\$1,800,000	\$60,000	3.4%	\$60,000	3.4%
4202 California Delinquent Dues b	\$87,000	\$0	(\$87,000)	100.0%	\$87,000	\$0	0.0%	\$87,000	
4300 Interest	\$290,000	\$332,313	\$42,313	14.6%	\$180,000	\$110,000)	-37.9%	(\$152,313)	-45.8%
4400 Publication Sales & Refunds	\$103	\$412	\$309	299.8%	\$100	(\$3)	-2.9%	(\$312)	-75.7%
4600 Other Income	\$13,352	\$10,729	(\$2,623)	-19.6%	\$14,000	\$648	4.9%	\$3,271	30.5%
4850 Credit Card Transaction Rev. / Units	\$8,250	\$0	(\$8,250)	100.0%	\$3,500	(\$4,750)	-57.6%	\$3,500	
4900 Interfund Transfers		\$5,490	\$5,490			\$0		(\$5,490)	-100.0%
Total Revenue	\$2,419,190	\$2,343,289	(\$75,901)	-3.1%	\$2,284,600	(\$134,590)	-5.6%	(\$58,689)	-2.5%
Expenditures									
0102 Student Exchange Program	\$281,301	\$275,513	\$5,788	2.1%	\$306,746	(\$25,444)	-9.0%	(\$31,232)	-11.3%
0104 Policy Analysis & Research	\$361,816	\$365,527	(\$3,710)	-1.0%	\$326,954	\$34,862	9.6%	\$38,572	10.6%
0105 Communications & Public Affairs	\$361,626	\$314,618	\$47,009	13.0%	\$379,689	(\$18,062)	-5.0%	(\$65,071)	-20.7%
0107 Science and Technology	\$100,000	\$94,102	\$5,898	5.9%	\$102,483	(\$2,483)	-2.5%	(\$8,381)	-8.9%
0110 President's Office	\$412,088	\$347,263	\$64,825	15.7%	\$431,354	(\$19,267)	-4.7%	(\$84,091)	-24.2%
0111 Commission Meeting Expense	\$130,387	\$149,998	(\$19,611)	-15.0%	\$134,299	(\$3,912)	-3.0%	\$15,699	10.5%
0112 Administrative Services	\$402,217	\$377,062	\$25,155	6.3%	\$430,155	(\$27,938)	-6.9%	(\$53,093)	-14.1%
0114 Indirect Cost Sharing Expense	\$75,000	\$0	\$75,000	100.0%		\$75,000	100.0%	\$0	
0115 Miscellaneous Gen. Fund	\$142,205	\$132,013	\$10,192	7.2%	\$146,471	(\$4,266)	-3.0%	(\$14,458)	-11.0%
0116 Program Development	\$25,000	\$32,049	(\$7,049)	-28.2%	\$25,000	\$0	0.0%	\$7,049	22.0%
0117 Transition Funding for Policy	\$100,000	\$100,000	\$0	0.0%		\$100,000	100.0%	\$100,000	100.0%
Total Expenditures	\$2,391,641	\$2,188,144	\$203,497	8.5%	\$2,283,151	\$108,490	4.5%	(\$95,007)	-4.3%
Surplus (Deficit) for the Fiscal Year	\$27,549	\$155,146	\$127,596		\$1,449	(\$26,100)		(\$153,696)	
Reserves at Beginning of Year									
1 Minimum Reserve c	\$286,997	\$286,997	\$0	0.0%	\$273,978	(\$13,019)	-4.5%	(\$13,019)	-4.5%
2 * Reserve for Facility Payments d	\$212,000	\$212,000	\$0	0.0%	\$202,000	(\$10,000)	-4.7%	(\$10,000)	-4.7%
3 * Reserve for Unexpected Shortfall e	\$239,164	\$239,164	\$0	0.0%	\$228,315	(\$10,849)	-4.5%	(\$10,849)	-4.5%
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	\$291,708	\$291,708	\$0	0.0%	\$389,804	\$98,096	33.6%	\$98,096	33.6%
Reserves at Beginning of Year	\$1,099,869	\$1,099,869	\$0	0.0%	\$1,164,097	\$64,228	19.8%	\$64,228	19.8%
Reserves Dedicated during Year									
6 LAC Meeting g	\$0	\$0	\$0		\$25,000	(\$25,000)		(\$25,000)	
7 WICHE Performance Evaluation h	\$0	\$3,500	(\$3,500)		\$30,000	(\$30,000)		(\$26,500)	757.1%
8 Telephone System i	\$100,000	\$87,418	\$12,582	12.6%	\$0	\$100,000	100.0%	\$87,418	100.0%
9 Deficit (Surplus) for the Fiscal Year above	(\$27,549)	(\$155,146)	\$127,596	-463.2%	(\$1,449)	(\$26,100)	94.7%	(\$153,696)	99.1%
Reserves Dedicated during the Fiscal Year	\$72,451	(\$64,228)	\$136,678	-450.6%	\$53,551	\$18,900	194.7%	(\$117,778)	558.1%
Reserves at End of Year	\$1,027,418	\$1,164,097	\$136,678		\$1,110,546	\$83,128		(\$53,551)	

- (a) Dues for FY 2008 are \$116,000 and for FY 2009 they are \$120,000. Commission to set dues in May for FY 2010 and FY 2011.
 (b) California unpaid Dues.
 (c) Minimum reserve set by the commission is 12% of Budgeted Expenses.
 (d) * Adopted at May 07 meeting: Equal to 6 months of Facility Cost.
 (e) * Adopted at May 07 meeting: Equal to 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize.
 (f) CECFA Bond requires a reserve set aside.
 (g) Legislative Advisory Committee (LAC) meeting.
 (h) WICHE Evaluation by NCHEMS.
 (i) Replacement Telephone System requested at February 2008 meeting of Executive Committee.

2008 Evaluation of WICHE

Conducted by NCHEMS for the Commission

By Dr. Kenneth P. Mortimer

Senior Consultant and President Emeritus of the University of Hawai'i
and Western Washington University

October 2008

INTRODUCTION

Early in 2008 the WICHE Commission took action to conduct its routine five year evaluation of the organization. Since a comprehensive evaluation had been conducted in 2003, the Commission agreed that a more limited effort was in order for 2008.

Dr. Kenneth P. Mortimer, President Emeritus of the University of Hawai'i and Western Washington University, and a Senior Consultant at the National Center for Higher Education Management Systems (NCHEMS), was asked to conduct the evaluation. Dr. Mortimer agreed to attend the May 2008 Commission meeting to outline the effort and to discuss the final report at the November 2008 Commission meeting in Phoenix, Arizona.

The activities conducted to complete this effort were outlined in a formal proposal and discussed with the Commission in May 2008. The activities are detailed below.

First, Dr. Mortimer attended the May Commission meeting in Rapid City, South Dakota and participated in two additional executive committee telephone conferences. Second, two separate visits of three to four days each were made to the WICHE offices in Boulder, Colorado, where past agenda materials, committee reports, WICHE reports and publications were reviewed and interviews with the President and senior staff were conducted. Third, a web-based questionnaire was developed, vetted with the President and Commission Officers, and sent to all commissioners who served between 2003 and 2008 (the response rate of the web survey was about 60%). Fourth, over 30 face-to-face and telephone interviews were conducted with WICHE staff, certifying officers, leaders of national associations, foundation officers, Commission chairs, heads of regional compacts and officials at agencies with whom WICHE collaborates (NCHEMS, SHEEO, NCSL, etc.). Thanks go to WICHE staff, and particularly Erin Barber, in making all the arrangements and for agreeing to contact participants. I would also like to thank Karen Paulson and Marianne Boeke of NCHEMS, both of whom assisted in development and analysis of the questionnaire.

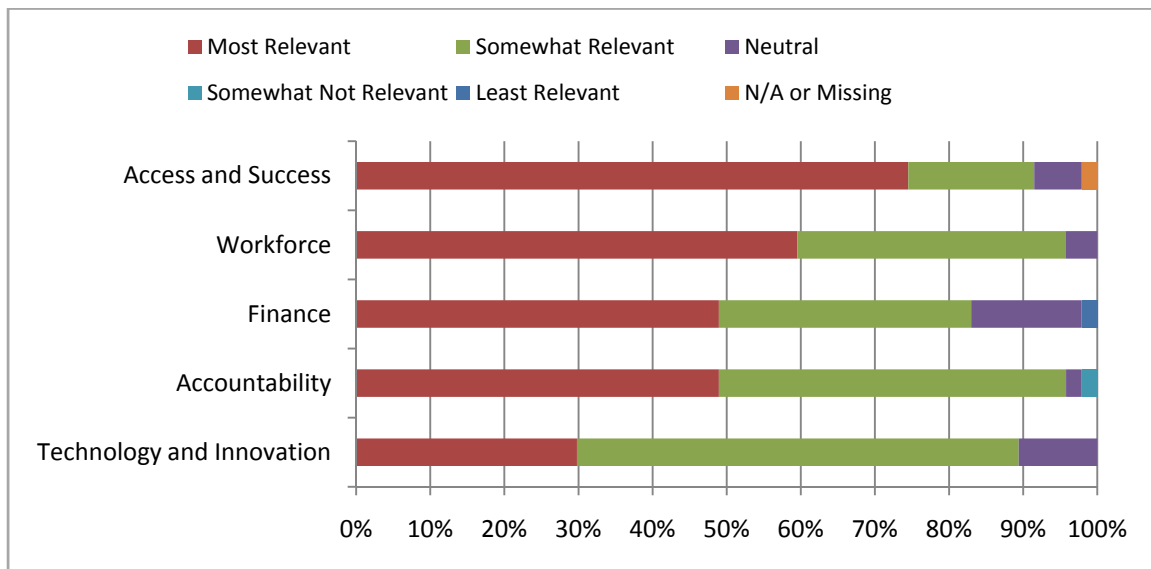
ORGANIZATION OF THE REPORT

The report starts with a brief summary of the results of the questionnaire. This section confirms that WICHE’s work plan is generally well understood and has broad support from Commission members. The next section offers a synopsis of the open ended comments from the questionnaire that add some “flavor” to the raw data in the questionnaire responses. The final section synthesizes all data – reports, agendas, questionnaires, and interviews into a series of observations which, in Dr. Mortimer’s judgment, require the Commission’s attention. The focus of this evaluation is on matters the Commission needs to discuss, in concert with the President, and not on administrative matters which have been delegated to the President.

SURVEY RESULTS

The first three questions asked Commissioners how satisfied they were that WICHE’s current work plan is relevant to issues facing higher education in the West and in their particular states, and which of the five components are most relevant to their particular state. Almost 96% are satisfied or very satisfied about the work plan’s relevance. The graph in Figure 1 shows that relevance levels for all elements are satisfactory or better; reaching at least the 90% level for all topics but finance (this lower relevance level is probably due to the higher number who are “neutral” on this topic).

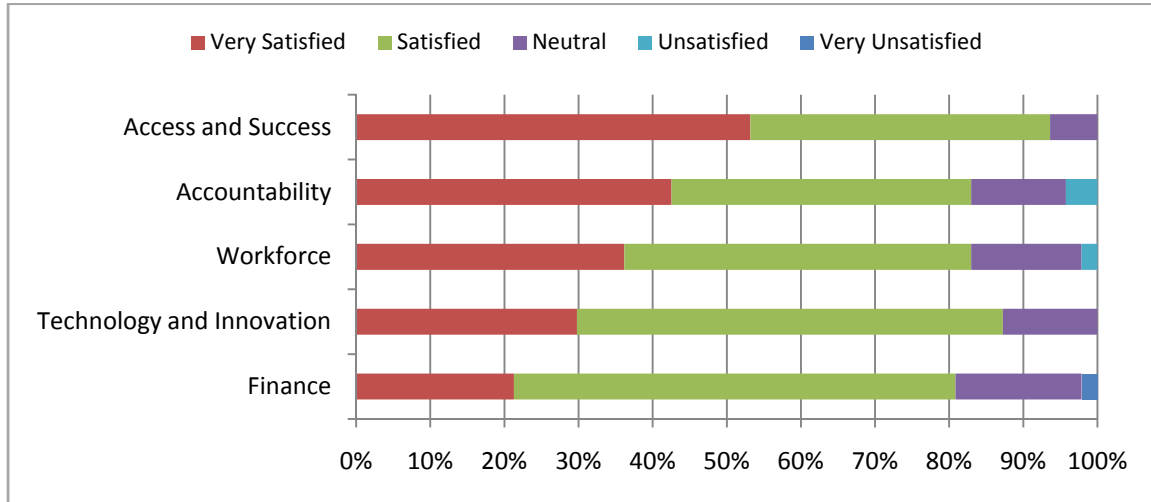
Figure 1. Relevance of WICHE Work Plan Components (sorted)



Questions 4 through 8 asked how satisfied Commissioners were that WICHE’s current activities effectively meet the organization’s program and policy goals and objectives in the five separate topics of the work plan. Figure 2 shows

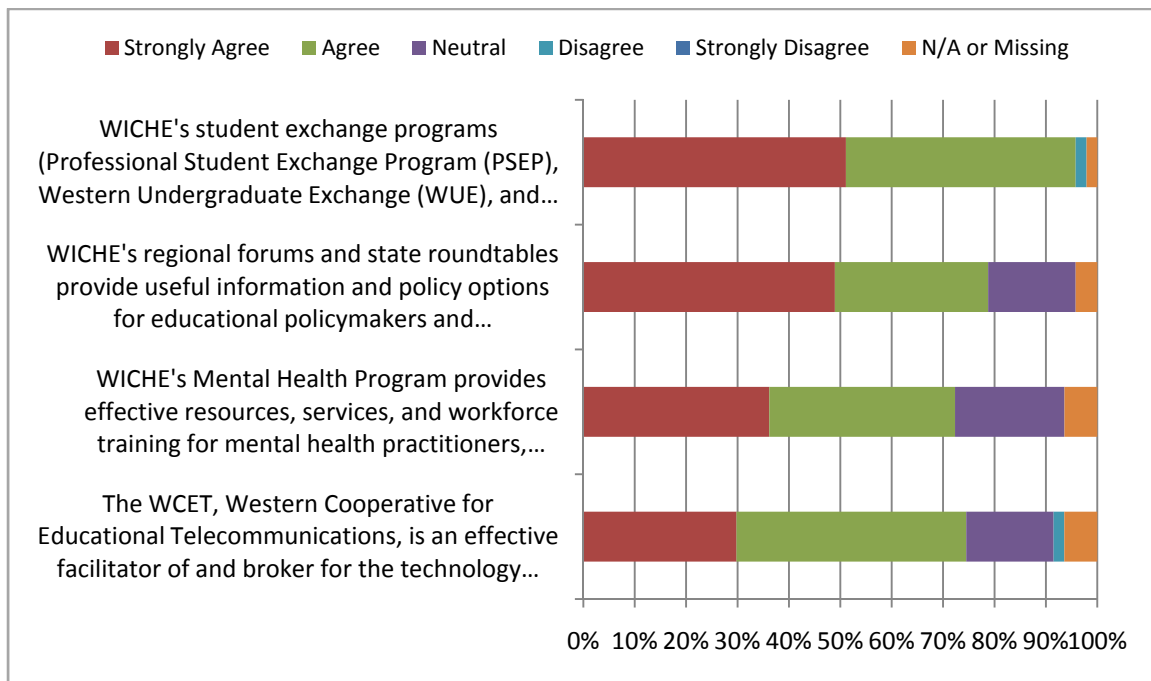
that satisfaction levels are 80% or above for all areas, while access and success satisfaction is highest.

Figure 2. Satisfaction with WICHE Work Plan Components (sorted)



Question 9 asked similar questions about Student Exchange Programs, WCET, WICHE’s regional forums and the Mental Health Program. Figure 3 shows that the Student Exchange Programs are regarded as most effective even though all activities are highly rated.

Figure 3. Response to Various WICHE Activities (sorted)

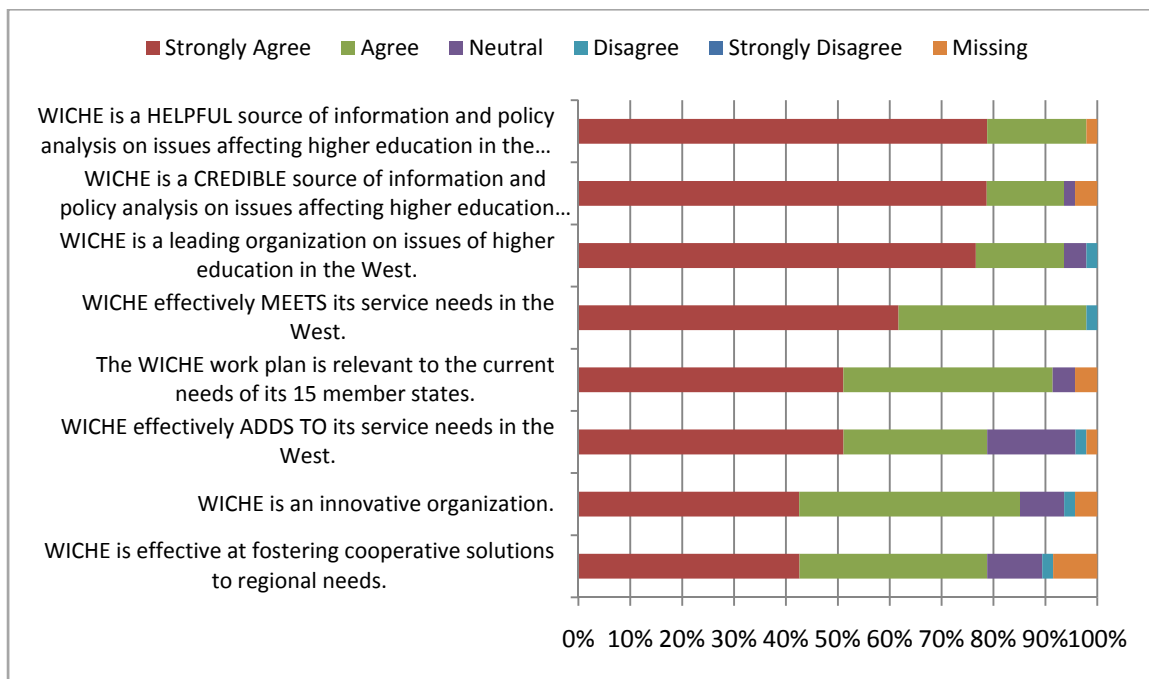


Questions 10 and 11 gave Commissioners the opportunity to comment on these programs in an open ended way. Specifically, Question 10 asked Commissioners “Do you have any suggestions about the four programs mentioned above?” Most respondents indicated that all four programs were “relevant to the higher education agenda in our state” and that the “people who are in charge of those programs... are valuable.” However, participants noted that more “visibility” was needed for both the Mental Health and WCET programs. Another respondent added that the Student Exchange Program seemed “inadequate” in that “insufficient numbers of students are involved.” Finally, several participants noted that more information on all four of the programs would be beneficial.

Question 11 asked Commissioners “Do you have any suggestions for how WICHE can be of greater relevance to your state in the future?” Suggestions centered primarily on general relevance of WICHE to the states with less emphasis on how to be more relevant. For example, one participant noted that “we need more WICHE awareness in our state.” Another participant indicated that their state (and most likely others) did not take “full advantage of WICHE programs.” Other participants noted that a continued focus on access and success within higher education was appropriate and that “WICHE’s work is extremely helpful in our state. They have greatly assisted our Board and other state level policy leaders.”

Question 12 asked a series of questions as to whether Commissioners agree about WICHE’s effectiveness in meeting its responsibilities to serve the West. As shown in Figure 4 agreement levels in all areas are 80% or better and reach at least 90% in five of eight areas.

Figure 4. Responses to Statements About WICHE (sorted)



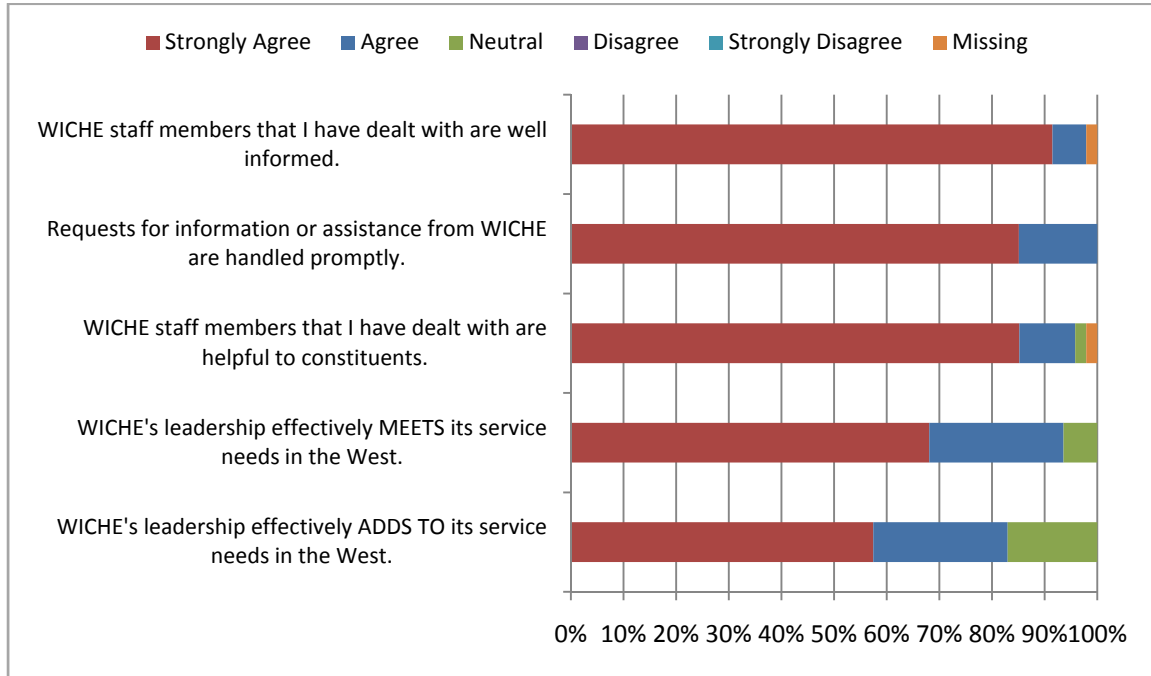
The open-ended Questions 14 and 15 gave respondents an opportunity to be more discursive. Question 14 asked Commissioners, "Do you have any suggestions about how WICHE can support your state's interstate or inter-regional collaboration efforts - either by developing opportunities or removing barriers?" Most Commissioners answered this particular question as "none" or "no." However, some participants again noted that there is a need for general WICHE awareness at both the state and college level. One participant noted that a continued effort with regard to providing on-line instructional programs would be helpful. Another participant wrote that "cooperative scholarship opportunities" would help their state's interstate or inter-regional collaboration efforts. A few comments were more negative in nature, indicating that this is what WICHE should be working on, not the Commissioners.

Question 15 asked Commissioners, "Do you have any suggestions about how WICHE can meet your state's future needs for information on higher education policy issues?" Several participants noted that WICHE should just "continue to do what is currently being done" such as tracking dual-credit, high school to college transitions, persistence, effective remediation practices, and how to attract and retain working adults. The following are participant's suggestions about how WICHE can meet their state's future needs for information on higher education policy issues:

- Provide additional research and information on high school-university partnerships that increase access and success for minority students.
- Continue its work related to identifying and assisting states with successful practices to increase adult learner success in postsecondary education.
- Disseminate broadly pertinent and telling information.
- Provide more information about new state policies - what state policies in other states are the most effective.
- Contact state legislatures more regularly.
- Provide more information and research on data tracking of public education and higher education students.

Figure 5 shows a high degree of Commissioner satisfaction with the staff’s abilities and effectiveness in response to Question 16.

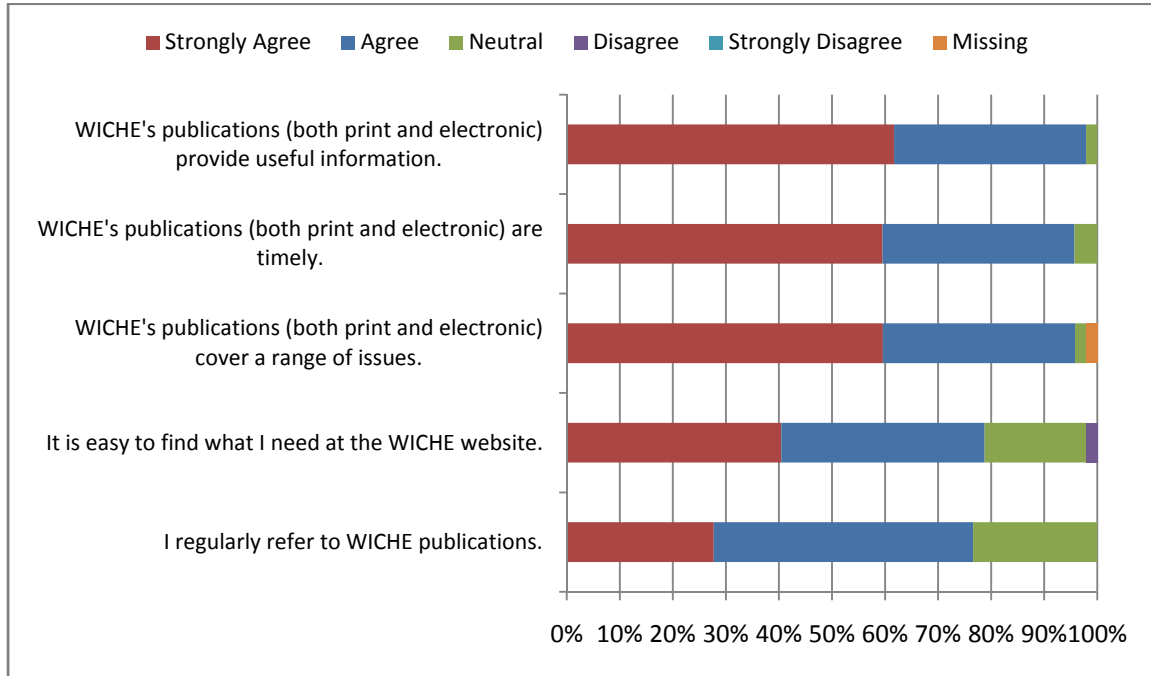
Figure 5. Agreement with Statements About WICHE Leadership and Staff (sorted)



In response to the open-ended question, “Do you have any suggestions about how WICHE leadership and staff can be more helpful?” The overwhelming majority of participant responses indicated that WICHE leadership and staff were “doing a great job!” In fact, a respondent noted that the staff was “outstanding;” another participant stated, “They are a great group of professionals.” Finally, one Commissioner noted that “David Longanecker's leadership has been instrumental to a number of policy initiatives currently underway in our state.”

Figure 6 provides data on the utility of WICHE’s publications and an open-ended Question (19) provided additional insight.

Figure 6. Agreement with Statements About WICHE Publications (sorted)



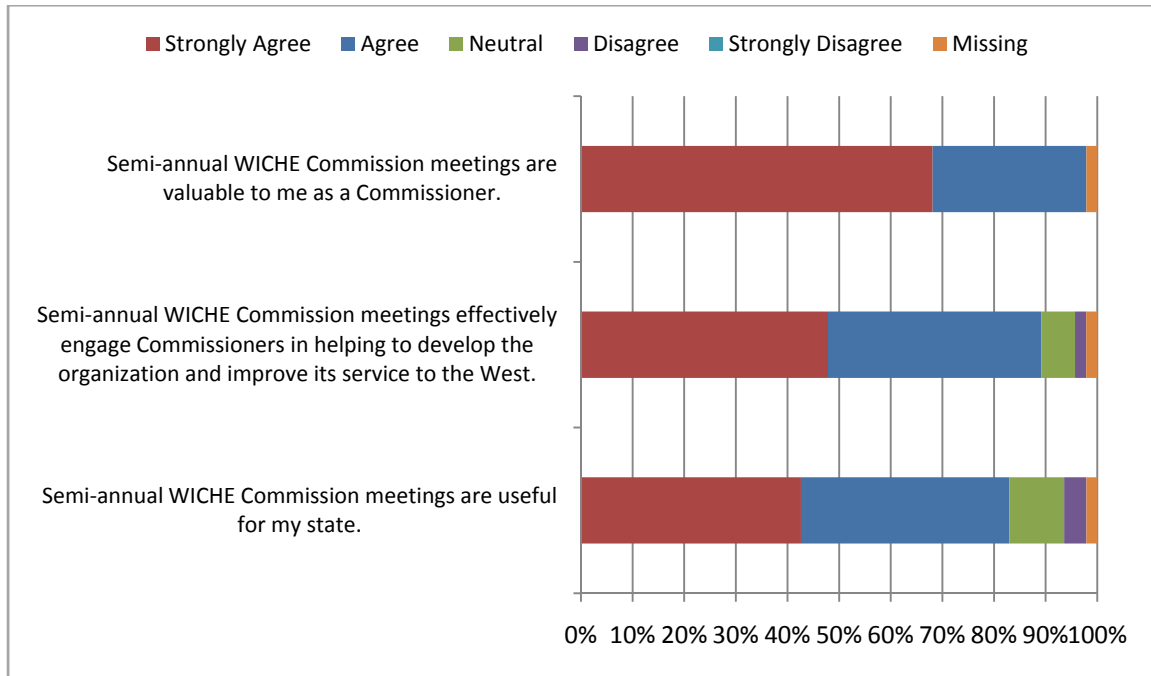
The most useful publications are listed (in no particular order) below. However, it is worth mentioning that several participants indicated that the (various) written reports, authored by WICHE staff were the most useful. Additionally, respondents noted that many publications were useful because, “I route them to people within my state that would benefit from their content.” Finally, four participants indicated that the “electronic” publications were the most useful. This may be a general statement of all electronic publications, or it may be that they had a specific electronic publication in mind, but without more detail, we are unable to determine which publication they may have been referencing. Specifically, the following documents were highlighted as being the most useful WICHE publication:

- Knocking at the Door
- WICHE ALERTS/Policy Alerts
- Workforce Briefs
- Policy Issues (electronic)
- Email Updates
- The Fact Book
- WUE enrollment report

- Moving the Needle
- The STAT e-bulletin
- Print Documents

Figure 7 and the responses to Question 21 indicate that meetings are valuable and useful and offer suggestions about some potential improvements.

Figure 7. Agreement with Statements About WICHE Commission Meetings (sorted)



Commissioners were asked, “Do you have any suggestions about how WICHE Commission meetings could be made more effective?” One participant noted that “the most recent meetings have been organized better to allow input from the various states on issues impacting us. Future meetings need to continue to incorporate time for discussion about emerging issues rather than just listening to presentations.”

Several participants indicated that meeting logistics needed to be revamped. Specifically, meetings need to be scheduled in places that are more accessible and less costly. Additionally, several participants thought that the meeting time should be increased to two full days, thus allowing time for subcommittees to meet and/or more small-group discussion. Another participant suggested incorporating “Telecommunications Conferences” for a select few of the meetings.

Questions 22-25 inquired about the satisfaction of Commissioners with WICHE’s services and benefits to their states and whether the value of WICHE has changed in the last five years. Over 90% are satisfied with services and benefits. No

respondent believes WICHE's value has decreased, although one respondent thinks its relevance has decreased.

Open ended responses to Questions 26 are also illustrative. The majority of respondents indicated that over the last five years, their states have increased their interactions with WICHE. The value and relevance of WICHE has increased and state representatives are utilizing more of the resources and services that WICHE offers (e.g., workshops, research, and policy work). The value of WICHE leadership has also increased, as noted by several participants, "WICHE leadership has directly interacted more with my state higher education leaders and policymakers over the past five years." Other participants noted that the higher value of WICHE was a direct result of "David Longanecker's very able leadership."

Questions 27, 28, 29, and 30 provide some suggestions on improvements and or additions to services. For example, in Question 27, Commissioners were asked, "What services should WICHE consider offering to states?" Participants indicated that WICHE should "continue to provide technical expertise and facilitation when appropriate." However, several participants offered suggestions as to what services WICHE might consider offering to the states:

- More emphasis on higher education facility insurance.
- More information filtered down to K-12 education.
- More work with legislators.
- More consultants-problem solvers that give a third party perspective.
- More evaluation of higher education activities in the state.

Question 28 asked "As a WICHE Commissioner, you are well informed about WICHE's mission, priorities, and current programs. Do you have comments on how WICHE could improve the information and/or resources it provides to WICHE Commissioners and other constituents?" Participants most often cited a need for more concise and relevant information on WICHE programs and activities. For example, one participant noted, "WCET seems to have enormous potential but we don't often see concrete examples of its programs and offerings." Another issue participants noted was how to effectively provide relevant information and resources to the states. One participant noted that she routinely "sends publications to legislators and people who might be interested in WICHE resources."

Finally, Question 30 asked Commissioners, "What are the two or three most significant higher education problems or challenges your state will face in the next two or three years?" The top five categories, suggested by respondents, are listed below:

Funding of higher education

- Revising our state funding model
- Tying funding to student success not just defined as earning a degree
- Achieving a competitive level of state funding relative to neighboring states
- Providing more financial aid
- Developing accountability systems that ensure cost-effective, efficient operations

Increasing access to and success in post-secondary education

- Increasing the number of minorities and first generation students entering and graduating from institutions of higher education
- Providing access to four-year institutions for state residents

Increase college going rates/retention rates/graduation rates

- Shortening time to degree
- Growing dual enrollment with high schools
- Increasing the number of adults with degrees, GED's, high school diplomas, two-year and four-year

Workforce issues

- Articulating the relevance of a college education to the workforce and economy
- Meeting workforce demands in a shrinking population
- Providing more technical training
- Putting more emphasis on workforce development

P-20 collaboration

- Thinking differently, as a member of a PK-20 team
- Establishing key linkages with K-12 to increase access, improve articulation of the curriculum, and create best practices to improve K-12 instruction
- Creating a transparent and connected transition from secondary to postsecondary education

Input gathered from Commissioners using a confidential websurvey as well as face-to-face interviews with Commissioners and other concerned individuals confirm that WICHE is doing a good job.

SUGGESTIONS FOR THE COMMISSION

Dr. Mortimer calls attention to the following suggestions for the Commission's attention. They are based on multiple sources: thorough review of Commission agendas, reports and minutes from 2003-2008; review of policy manuals and orientation materials and; personal and telephone interviews with senior staff, foundation officers, other regional presidents, SHEEO and NCHEMS executives and national leaders in Washington, D.C. and California.

Commission Activities

While the Commission has conducted periodic evaluation of WICHE, it has not conducted an evaluation of itself. Such an evaluation would involve systematic discussion of at least the following issues:

- What actions will be taken should the WICHE President suddenly become incapacitated?
- Are the Commissioner's ethics, whistle-blower and other policies consistent with new and emerging pressure on the non-profit sector to match the corporate Sarbanes-Oxley standards?
- What can be done to improve the engagement of all Commissioners?
- What should be the balance between WICHE's services to its members and its reliance on soft money for many of its programs?
- What are the advantages and/or disadvantages of employing senior staff who do not reside in Boulder?
- What are the emerging technology needs of WICHE and how should they be addressed?

WICHE Programs

While this evaluation has not been program specific, it is clear that certain major programs will undergo substantial change. It is probable that the President will be discussing such issues as the following in the coming months and years:

- What is the plan for phasing out the State Scholars Initiative when the funding ends in March 2009?
- Has WCET evolved to such an extent that it is no longer a regional program? If yes, how can it remain at WICHE and be consistent with WICHE's basic focus? The same question should be asked about the Mental Health Programs.
- How can the legislators be engage/involved and/or become more knowledgeable about WICHE and its programs?

CONCLUDING COMMENTS

WICHE scope and mission have evolved over more than half a century of debate and discussion about its basic purposes. The early pre-occupation with exchange programs and direct services to states paid for by dues has evolved into a plethora of programs and services, some paid by dues, but many which are partially or fully self supporting. WICHE has shown remarkable resilience in its historical evolution. At one point in its history WICHE down sized rapidly from over 200 to 80 employees. In the last ten years a deficit in reserves has been turned into a surplus.

In 2008, national leaders, foundation officials, and the general policy community identify WICHE as the “best of the regionals.” The President of WICHE is regarded as “one of the top strategic policy thinkers in the country.” WICHE’s staff received high marks for their energy, reliability and commitment to service. National and regional leaders know and appreciate WICHE.

The Commission’s principle challenge in the coming years is to monitor continually its evolving mission and assure itself that newly conceived activities are consistent with its basic mission and purpose. The appropriate balance between direct services to the states and activities funded by others will require constant attention.

Reference

- WICHE Commission 14-3
- Commission committees 2008 14-4
- WICHE staff 14-5
- Future commission meeting dates 14-5
- Higher education acronyms 14-6

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. Roy T. Ogawa, attorney at law at Oliver, Lau, Lawhn, Ogawa & Nakamura, is the 2008 chair of the WICHE Commission; Jane Nichols, vice chancellor for academic and student affairs at the Nevada System of Higher Education, is vice chair.

ALASKA

*Diane M. Barrans (WICHE Chair, 2005), Executive Director, Alaska Commission on Postsecondary Education
Patricia Brown Heller, retired State Director, U.S. Senate
Marshall L. Lind, former Chancellor of Higher Education, University of Alaska Fairbanks

ARIZONA

John Haeger, President, Northern Arizona University
David Lorenz, retired Vice President of Administration and Finance, Northern Arizona University
*Joel Sideman, Executive Director, Arizona Board of Regents

CALIFORNIA

Appointments pending.

COLORADO

Joseph Garcia, President, Colorado State University–Pueblo
Kaye Howe, Executive Director, National Science Digital Library
*David E. Skaggs, Executive Director, Colorado Department of Higher Education

HAWAII

*Roy T. Ogawa (WICHE Chair), Attorney at Law, Oliver, Lau, Lawhn, Ogawa & Nakamura
Robert M. Richards, State Officer, Hawaii Department of Education
*Helene I. Sokugawa, Institutional Analyst, University of Hawaii, Manoa

IDAHO

*Robert W. Kustra, President, Boise State University
Michael Rush, Executive Director, Idaho State Board of Education
Arthur Vailas, President, Idaho State University

MONTANA

Dan W. Harrington, State Senator
Kerra Melvin, Former Student Regent, Student, Montana Tech
*Mary Sheehy Moe, Deputy Commissioner for Two-Year Education, Montana University System

NEVADA

Warren Hardy, State Senator
*Jane A. Nichols (WICHE Vice Chair), Vice Chancellor for Academic and Student Affairs, Nevada System of Higher Education
*Carl Shaff, Educational Consultant

NEW MEXICO

Reed Dasenbrock, Secretary, New Mexico Higher Education Department, Santa Fe
Dede Feldman, State Senator
*Patricia Sullivan, Assistant Dean, College of Engineering, New Mexico State University, Las Cruces

NORTH DAKOTA

Bill Goetz, Chancellor, North Dakota University System
Pamela J. Kostelecky, Member, State Board of Higher Education
*David E. Nething (WICHE Chair, 2006), State Senator

OREGON

Ryan P. Deckert, President, Oregon Business Association
*Camille Preus (Immediate Past Chair), Commissioner, Oregon Department of Community Colleges and Workforce Development
*James K. Sager, Senior Education Policy Advisor, Education and Workforce Policy Office

SOUTH DAKOTA

Robert Burns, Distinguished Professor Emeritus, Political Science Department, South Dakota State University, and Dean Emeritus, SDSU Honors College
James O. Hansen, Regent, South Dakota Board of Regents
*Robert T. (Tad) Perry (WICHE Chair, 2002), Executive Director, South Dakota Board of Regents

UTAH

Bonnie Jean Beesley, Vice Chair, Utah Board of Regents
Peter C. Knudson, State Senator
*William Sederburg, Commissioner, Utah System of Higher Education

WASHINGTON

*Ann Daley, Executive Director, Higher Education Coordinating Board
Phyllis Gutierrez Kenney, State Representative
Jeanne Kohl-Welles, State Senator

WYOMING

*Thomas Buchanan, President, University of Wyoming
Debbie Hammons, State Representative
Klaus Hanson, Emeritus Professor of German, University of Wyoming

*Executive Committee member

COMMISSION COMMITTEES 2008

Executive Committee and Ad Hoc Committee for Self-funded Units

Roy Ogawa (HI), chair
Jane Nichols (NV), vice chair
Camille Preus (OR), immediate past chair

Diane Barrans (AK)
Joel Sideman (AZ)
Position vacant (CA)
David Skaggs (CO)
Helene Sokugawa (HI)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
James Sager (OR)
Tad Perry (SD)
William Sederburg (UT)
Ann Daley (WA)
Tom Buchanan (WY)

Issue Analysis and Research

Jane Nichols (NV), chair
Ryan Deckert (OR), vice chair
Roy Ogawa (HI), ex officio
Camille Preus (OR), ex officio

Patricia Brown Heller (AK)
David Lorenz (AZ)
Position vacant (CA)
Kaye Howe (CO)
Roberta Richards (HI)
Arthur Vailas (ID)
Dan Harrington (MT)
Committee chair (NV)
Warren Hardy (NV)
Reed Dasenbrock (NM)
Pamela Kostelecky (ND)
Committee vice chair (OR)
Robert Burns (SD)
Bonnie Jean Beesley (UT)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)

Programs and Services

Carl Shaff (NV), chair
Marshall Lind (AK), vice chair
Jane Nichols (NV), ex officio
Roy Ogawa (HI), ex officio

Committee vice chair (AK)
John Haeger (AZ)
Position vacant (CA)
Joseph A. Garcia (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Kerra Melvin (MT)
Committee chair (NV)
Dede Feldman (NM)
Bill Goetz (ND)
James Sager (OR)
Jim Hansen (SD)
Peter C. Knudson (UT)
Phyllis Gutierrez Kenney (WA)
Klaus Hanson (WY)

Audit Committee

Camille Preus (OR), chair and immediate past
WICHE chair
Linda Blessing (AZ), former WICHE commissioner
Reed Dasenbrock (NM)
David Lorenz (AZ)
Jane Nichols (NV)

Disaster Recovery Planning Committee

Diane Barrans (AK), committee chair
Camille Preus (OR)
Bill Kuepper (CO), consultant and former WICHE
commissioner
Roy Ogawa (HI)
Ed Jasmin (MT)

WICHE STAFF

President's Office

David Longanecker, president
Erin Barber, executive assistant to the president and to the commission

Accounting and Administrative Services

Robin Berlin, senior accounting specialist
Peggy Green, accounting specialist
Craig Milburn, chief financial officer

Human Resources

Tara Hickey, human resources coordinator

IT Services

Paul Huntsberger, Web/database developer
Penne Siedenburg, help desk technician
Jerry Worley, chief technology officer

Mental Health

Dennis Mohatt, director and vice president, Behavioral Health
Tamara DeHay, postdoctoral fellow
Fran Dong, statistical analyst
Maurene Flory, research and technical assistance associate
Debra Kupfer, mental health consultant
Mimi McFaul, associate director
Chuck McGee, project director
Gabriela Montoya, rural mental health policy fellow
Jenny Shaw, administrative and project coordinator
Lillian Smith, administrative assistant
Nicole Speer, research and technical assistance associate
Jessica Tomasko, research and technical assistance associate

Policy Analysis and Research

Cheryl Graves, administrative assistant
Demarée K. Michelau, director of policy analysis
Jeanette Porter, administrative assistant
Brian T. Prescott, director of policy research

Programs and Services and Communications and Public Affairs

Jere Mock, vice president
Candy Allen, graphic designer
Laura Ewing, administrative assistant
Annie Finnigan, communications manager
Kay Hulstrom, administrative coordinator
Deborah Jang, Web design manager
Michelle Médal, associate project director, State Scholars Initiative
Ken Pepion, director, Bridges to the Professoriate
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs
Pat Shea, program director, WICHE ICE and Northwest Academic Forum

Technology and Innovation

Louis Fox, vice president
Sherri Artz Gilbert, administrative coordinator
Mollie McGill, associate director

WCET

Louis Fox, executive director
Sherri Artz Gilbert, administrative/budget coordinator
Peggy Green, administrative specialist
Mollie McGill, associate director
Russell Poulin, associate director
Megan Raymond, events coordinator

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

Future Commission Meeting Dates

2009	2010	2011	2012
May 18-19, Las Vegas, NV	May 17-18, OR*	May 16-17, CA*	TBD
November 2-3, Boulder, CO	November 8-9, HI*	October 31-November 1, CO*	

* City to be decided.

HIGHER EDUCATION ACRONYMS

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

AACC	American Association of Community Colleges	www.aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	www.aacte.org
AAC&U	Association of American Colleges and Universities	www.aacu-edu.org
AASCU	American Association of State Colleges and Universities	www.aascu.org
AAU	Association of American Universities	www.aau.edu
ABOR	Arizona Board of Regents	www.abor.asu.edu/
ACE	American Council on Education	www.acenet.edu
ACT	(college admission testing program)	www.act.org
ACUTA	Association of College & University Telecommunications Administrators	www.acuta.org
AED	Academy for Educational Development	www.aed.org
AERA	American Educational Research Association	www.aera.net
AGB	Association of Governing Boards of Universities and Colleges <i>and its</i> Center for Public Higher Education Trusteeship & Governance	www.agb.org www.agb.org/center/
AIHEC	American Indian Higher Education Consortium	www.aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	www.highereducation.org/reports/aiheps/
AIR	Association for Institutional Research	www.airweb.org
ASPIRA	(an association to empower Latino youth)	www.aspira.org
ASHE	Association for the Study of Higher Education	www.ashe.missouri.edu
ATA	American TelEdCommunications Alliance	www.atalliance.org
CAE	Council for Aid to Education	www.cae.org
CAEL	Council for Adult and Experiential Learning	www.cael.org
CASE	Council for Advancement and Support of Education	www.case.org
CDHE	Colorado Department of Higher Education	www.highered.colorado.gov
CGS	Council of Graduate Schools	www.cgsnet.org
CHEA	Council for Higher Education Accreditation	www.chea.org
CHEPS	Center for Higher Education Policy Studies	www.utwente.nl/cheps
CIC	Council of Independent Colleges	www.cic.org
CLA	Collegiate Learning Assessment	www.cae.org/content/pro_collegiate.htm
COE	Council for Opportunity in Education	www.trioprogams.org
CONAHEC	Consortium for Higher Education Collaboration	www.conahec.org
CONASEP	CONAHEC's Student Exchange Program	www.conahec.org
CPEC	California Postsecondary Education Commission	www.cpec.ca.gov/
CSG-WEST	Council of State Governments – West	www.westtrends.org
CSHE	Center for the Study of Higher Education	www.ed.psu.edu/cshe
CSPN	College Savings Plan Network	www.collegesavings.org
DQC	Data Quality Campaign	www.dataqualitycampaign.org/
ECS	Education Commission of the States	www.ecs.org
ED	U.S. Dept. of Education links:	
ED-FSA	Federal Student Aid	www.ed.gov/about/offices/list/fsa/index.html
ED-IES	Institute of Education Sciences	www.ed.gov/about/offices/list/ies/index.html?src=mr

ED-NCES	National Center for Education Statistics	http://nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	www.ed.gov/about/offices/list/oesse/index.html?src=mr
ED-OPE	Office of Postsecondary Education	www.ed.gov/about/offices/list/ope/index.html?src=mr
ED-OSERS	Office of Special Education & Rehabilitative Services	www.ed.gov/about/offices/list/osers/index.html?src=mr
ED-OVAE	Office of Vocational and Adult Education	www.ed.gov/about/offices/list/ovae/index.html?src=mr
FIPSE	Fund for the Improvement of Postsecondary Education	www.ed.gov/about/offices/list/ope/fipse/index.html
EDUCAUSE	(An association fostering higher ed change via technology and information resources)	www.educause.edu
ETS	Educational Testing Service	www.ets.org
GHEE	Global Higher Education Exchange	www.ghee.org
HACU	Hispanic Association of Colleges and Universities	www.whes.org/members/hacu.html
HEA	Higher Education Abstracts	www.cgu.edu/inst/hea/hea.html
ICE	Internet Course Exchange (WICHE)	www.wiche.edu/ice
IHEP	Institute for Higher Education Policy	www.ihep.com
IIE	Institute of International Education	www.iie.org
IPEDS	Integrated Postsecondary Education Data System	www.nces.ed.gov/ipeds
JFF	Jobs for the Future	www.jff.org/
McCrel	Mid-continent Research for Education and Learning	www.mcrel.org
MHEC	Midwestern Higher Education Compact	www.mhec.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	www.middlestates.org
NAAL	National Assessment of Adult Literacy	http://nces.ed.gov/naal/
NACOL	North American Council for Online Learning	www.nacol.org
NACUBO	National Association of College and University Business Officers	www.nacubo.org
NAEP	National Assessment of Educational Progress	www.nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	www.nafeo.org
NAFSA	(an association of international educators)	www.nafsa.org
NAICU	National Association of Independent Colleges and Universities	www.naicu.edu
NASC	Northwest Association of Schools and Colleges, Commission on Colleges	www.cocnasc.org
NASFAA	National Association of Student Financial Aid Administrators	www.nasfaa.org
NASPA	National Association of Student Personnel Administrators	www.naspa.org
NASULGC	National Association of State Universities and Land-Grant Colleges	www.nasulgc.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	www.ncacasi.org
NCHEMS	National Center for Higher Education Management Systems	www.nchems.org
NCLB	No Child Left Behind	www.ed.gov/nclb/landing.jhtml
NCPPHE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	www.postsecondaryresearch.org
NCSL	National Conference of State Legislatures	www.ncsl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	www.neasc.org
NEBHE	New England Board of Higher Education	www.nebhe.org
NEON	Northwest Educational Outreach Network	www.wiche.edu/NWAF/NEON
NGA	National Governors Association	www.nga.org
NPEC	National Postsecondary Education Cooperative	www.nces.ed.gov/npec
NRHA	National Rural Health Association	www.nrharural.org
NSC	National Student Clearinghouse	www.studentclearinghouse.org
NUCEA	National University Continuing Education Association	www.nucea.edu

NWAF	Northwest Academic Forum	www.wiche.edu/NWAF
OECD	Organisation for Economic Co-operation and Development	www.oecd.org
PISA	Program for International Student Assessment	www.pisa.oecd.org
PESC	Postsecondary Electronic Standards Council	www.pesc.org
RMAIR	Rocky Mountain Association for Institutional Research	www.unlv.edu/PAIR/rmair
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	www.sacscoc.org
SFARN	Student Financial Aid Research Network	www.pellinstitute.org/SFARN
SHEEO	State Higher Education Executive Officers	www.sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SONA	Student Organization of North America	www.conahec.org/sona
SREB	Southern Regional Education Board	www.sreb.org
SREC	Southern Regional Electronic Campus	www.electroniccampus.org
SSI	State Scholars Initiative	www.wiche.edu/statescholars
SURA	Southeastern Universities Research Association	www.sura.org/home/index.html
UNCF	United Negro College Fund	www.uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	www.unesco.org/
VSA	Voluntary System of Accountability	www.voluntarysystem.org
WAGS	Western Association of Graduate Schools	www.wiche.edu/wags/index.htm
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	www.accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	www.wascweb.org/senior/wascsr.html
WCET	WICHE unit, an organization focused on education and technology	www.wcet.info
WGA	Western Governors' Association	www.westgov.org
WICHE	Western Interstate Commission for Higher Education	www.wiche.edu
WIN	Western Institute of Nursing	www.ohsu.edu.son.win

SHEEO Offices in the West, by State:

Alaska	ACPE	Alaska Commission on Postsecondary Education	www.alaskaadvantage.state.ak.us
	UAS	University of Alaska System	www.alaska.edu
Arizona	ABOR	Arizona Board of Regents	www.abor.asu.edu
California	CPEC	California Postsecondary Education Commission	www.cpec.ca.gov
Colorado	CDHE	Colorado Department of Higher Education	www.highered.colorado.gov
Hawai'i	UH	University of Hawai'i	www.hawaii.edu
Idaho	ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
Montana	MUS	Montana University System	www.mus.edu
New Mexico	NMHED	New Mexico Higher Education Department	www.hed.state.nm.us
Nevada	NSHE	Nevada System of Higher Education	www.nevada.edu
North Dakota	NDUS	North Dakota University System	www.ndus.nodak.edu
Oregon	OUS	Oregon University System	www.ous.edu
South Dakota	SDBOR	South Dakota Board of Regents	www.ris.sdbor.edu
Utah	USBR	Utah State Board of Regents	www.utahsbr.edu
Washington	HECB	Higher Education Coordinating Board	www.hecb.wa.gov
Wyoming	WCCC	Wyoming Community College Commission	www.commission.wcc.edu
	UW	University of Wyoming	www.uwyo.edu