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Western Interstate  
Commission for Higher  
Education

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# Agenda

WICHE Commission Meeting  
May 19-20, 2008  
Rapid City, South Dakota

Photo by South Dakota Tourism

Monday, May 19, 2008

8.00 - 9.00 am  
Montana Room

**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)  
Appointment pending (CA)  
David Skaggs (CO)  
Helene Sokugawa (HI)  
Robert Kustra (ID)  
Ed Jasmin (MT)  
Dave Nething (ND)  
Patricia Sullivan (NM)  
Carl Shaff (NV)  
James Sager (OR)  
Tad Perry (SD)  
David Buhler (UT)  
Ann Daley (WA)  
Tom Buchanan (WY)

**Agenda (Open)**



Approval of the Executive Committee meeting minutes of March 24, 2008

1-3

**Discussion Items:**

May 2008 meeting schedule

Upcoming WICHE evaluation

Legislative Advisory Committee: Plan for the Future

**Agenda (Closed)**



FY 2008 evaluation of the president and adoption of performance objectives for FY 2009

1-7

Other business

Other\*

\*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

Executive sessions of the commission may be held at the discretion

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

Section 8. Special Executive Sessions

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

# ACTION ITEM

## Executive Committee Conference Call Minutes Monday, March 24, 2008

### **Committee Members Present**

Roy Ogawa (HI), chair  
Jane Nichols (NV), vice chair  
Diane Barrans (AK)  
Joel Sideman (AZ)  
David Skaggs (CO)  
Ed Jasmin (MT)  
Dave Nething (ND)  
Patricia Sullivan (NM)  
Tad Perry (SD)  
Bonnie Jean Beesley (UT)  
Ann Daley (WA)  
Tom Buchanan (WY)

### **Other Commissioners Present**

Mary Sheehy Moe (MT)

### **Committee Members Absent**

Robert Kustra (ID)  
Carl Shaff (NV)  
Camille Preus (OR)  
James Sager (OR)

### **Staff Present**

David Longanecker, WICHE president  
Craig Milburn, chief financial officer  
Jere Mock, vice president, Programs and Services  
Margo Schultz, program coordinator, Student Exchange Programs  
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 February 25, 2008**

Chair Ogawa asked for a motion on the approval of the Executive Committee meeting minutes of February 25, 2008. Commissioner Nething asked for clarification on two items under the review of the budget information item from the last meeting. He asked David Longanecker to clarify the last sentence in the first paragraph, discussing indirect cost sharing. Longanecker said the last sentence should read, "Chair Ogawa asked Longanecker to explain what indirect cost sharing was, and Longanecker explained that it is what the organization pays back to WCET and the Mental Health Program as a share of the dollars they have attracted." Commissioner Nething also asked for clarification on the second paragraph under review of the budget, regarding the dates listed in the paragraph. Longanecker said that the second sentence should read, "If the California arrears dues are received in 2008, it will leave a slight deficit in the 2009 budget."

Commissioner Nichols moved to APPROVE THE MINUTES OF THE FEBRUARY 25, 2008, TELECONFERENCE OF THE EXECUTIVE COMMITTEE AS AMENDED. Commissioner Daley seconded the motion. The minutes were approved unanimously.

## INFORMATION ITEM

### **Review of the Budget**

Longanecker reported that a surplus of \$44,118 is projected for FY 2008. In FY 2009 the surplus projected is \$2,457. Longanecker said he is still working on this budget, incorporating other additions, such as a help desk staff member for IT; but he promised to bring a balanced budget to the May commission meeting. The overall revenue stream is not expected to grow in FY 2009, due to reductions in indirects and interest rates, which will mean that WICHE will have a tight budget for the coming year.

Commissioner Nichols asked what the cost of the new phone system will be. Longanecker estimated the cost to be between \$65,000 and \$70,000. He also reported that he may be able to finance the new phone system without having to go to the reserves.

### **INFORMATION ITEM**

#### **State Dues for FY 2010 and 2011**

Longanecker reviewed the information item on the proposed 4 percent increase in state dues for FY 2010 and 2011. This proposal will be presented as an action item at the May commission meeting. Commissioner Nichols responded that the increase in dues seemed very reasonable and appropriate. Longanecker pointed out where the other regional organizations stand with their dues. The New England Board of Higher Education's (NEBHE's) rate is not listed because the states pay dues proportional to their population. Commissioner Nichols suggested adding NEBHE's range to the action item when it is presented in May.

### **INFORMATION ITEM**

#### **Support Fees for FY 2010 and 2011**

Longanecker explained that WICHE staff is proposing a 3.4 percent increase in support fees for the Professional Student Exchange Program (PSEP), based on the Higher Education Cost Adjustment (HECA) index. The increase is essentially based on inflation. Longanecker reported that there is a chance that the University of Colorado may reduce its commitment to WICHE PSEP students in the field of dentistry due to the current rate of the support fee. Staff concluded that this concern did not warrant substantial increases to the support fees. Commissioner Sideman thanked the staff for the opportunity to comment on and review the recommendation. He also said it was good to see the overall financial impact for each program.

Chair Ogawa asked Margo Schultz if there was any further information on moving pharmacy to the Group A field. Schultz explained that the states have recommended keeping pharmacy where it is (as a Group B field) for the time being.

### **DISCUSSION ITEM**

#### **2009 Workplan Priority Lists**

Longanecker presented the projects and activities that staff tentatively will propose in the 2009 workplan. He highlighted several projects and possibilities, including the recently released updated edition of *Knocking at the College Door* and new work to contemporize this project; continuing work on the *Changing Direction* project with Lumina, which would include producing products for journalists and legislators; competition to be the national evaluator for the GEAR-UP program; and the *College Access Challenge Grant* project, presented at the February 25, 2008, teleconference. Longanecker asked the committee to review the projects and provide him with feedback. The 2009 workplan will be presented at the May meeting.

Chair Ogawa asked about the status of the *College Access Challenge Grant* program. Longanecker reported that Utah, Idaho, and Wyoming had expressed interested in being part of the program. Nevada, Hawaii, and South Dakota were also possibly interested in being partners. He said that one more state would be needed in order to put the program together.

### **DISCUSSION ITEM**

#### **Preliminary Agenda for the May Commission Meeting**

Longanecker reported that Michael Rush of Idaho was recently appointed to the commission but said that we would not have a new commissioner orientation at the May meeting. Rush would be invited to visit the WICHE offices for an orientation or staff would have him participate in the orientation in November.

Commissioner Nichols suggested keeping the session on "What's Up at WICHE? *Knocking at the College Door* 2008" rather than having a session on "What's Up in the West?" Longanecker agreed that a session on *Knocking at the College Door* may provide a richer experience. Commissioner Skaggs suggested adding a session on student loan

financing. Commissioner Sullivan also expressed interest in a session on this topic. Longanecker agreed to put a presentation together on student loan financing for the "What's Up in the West?" session.

### **DISCUSSION ITEM** **Third Standing Committee**

Longanecker reported that the bylaws do not make reference to the committee structure of the organization and that Chair Ogawa has the authority to establish additional committees at any point. He suggested that Ogawa designate the current Executive Committee as a third committee (at this point on an ad hoc basis) that will meet with Louis Fox and Dennis Mohatt at the May meeting. At the November 2008 meeting, when committee members are established, one of the three commissioners from each state would be assigned to this new committee, if it is sustained as a standing committee. Chair Ogawa asked if the Executive Committee could remain as the third committee and wondered what the drawbacks to this would be. Longanecker said that the third committee would have a somewhat privileged position, compared to the other two committees. Commissioner Sheehy Moe added that the Executive Committee would also not benefit from the knowledge from the other committees.

Chair Ogawa asked Longanecker to provide parameters regarding the functions of the commissioners on this new committee. The self-funded units have their own advisory committees, but the new committee would be from WICHE. Longanecker felt this was important, since the commissioners have ultimate fiduciary responsibility for the self-funded units. Ogawa felt it was important to establish parameters since many are not familiar with the structure of these units. Longanecker said that the parameters would be the first item on the agenda for the new committee.

Chair Ogawa asked if there was any other business.

Commissioner Perry moved to ADJOURN THE TELECONFERENCE OF THE EXECUTIVE COMMITTEE. Commissioner Nething seconded the motion. The motion was approved unanimously.



# Monday, May 19, 2008

**9.00 - 9.15 am**  
Salon D

## **Committee of the Whole, Call to Order**

### **Agenda**

Call to Order: Roy Ogawa, chair

Welcome and introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole  
meeting minutes of November 5-6, 2007 2-5

Report of the chair

Report of the president





## NEW COMMISSIONERS

**David L. Buhler** was appointed Utah's interim commissioner of higher education in December 2007. He had served as associate commissioner for public affairs since 2000, handling media and government relations and working closely with the Utah State Board of Regents, the commissioner, and Utah System of Higher Education institutions on policy issues. Commissioner Buhler served on the Salt Lake City Council from 2000 through 2007, including two terms as chair. He served in the Utah Senate from 1995 to 1999, where he was chair of the Administrative Services and Capital Facilities Appropriations Subcommittee and vice chair of the Executive Appropriations Committee. From 1989 to 1992, he served as executive director of the Utah Department of Commerce, supervising seven divisions and 200 employees. He was appointed to that position by former Governor Norman H. Bangert, having served as a member of his staff from 1985 to 1989. Prior to his appointment in the commissioner's office, he was vice president of Experior Assessments, a private testing firm that provides licensure and certification examinations in more than 40 states. Buhler has also been active in community affairs, chairing the Governor's Task Force on Workers' Compensation Reform and serving on numerous boards, including the University of Utah Board of Trustees. He earned a bachelor of science degree in political science and history from the University of Utah and a master of public administration degree from Brigham Young University. He taught in the University of Utah's Department of Political Science as an adjunct instructor from 1990 to 2006.

**Debbie Hammons** grew up in northwest Wyoming, where her family has been involved in livestock production since 1892. A graduate of Stanford University, she returned to Wyoming to help run the family ranch in 1978, just in time for \$1.10 cattle prices and a record-breaking 50-degrees-below winter. Elected to the Wyoming State House of Representatives in 2004, Minority Whip Hammons currently serves on the following committees: Minerals, Business and Economic Development, Transportation and Military Affairs, House Rules, and Local Government Funding. A member of the Worland Rotary Club, she previously served on the University of Wyoming Board of Trustees for 12 years, with two terms as president, and the Pacific Power Wyoming Advisory Board. Hammons and her husband, Greg, operate Cloud Peak Productions, a video production company specializing in Wyoming business and history.

**Mike Rush** is the interim executive director of the Idaho State Board of Education and is also the administrator of the Division of Professional-Technical Education (PTE) for the State of Idaho. As executive director he is charged with supporting a board with oversight of the majority of Idaho's budget. The Division of PTE has an annual budget of over \$60 million and is responsible for coordinating and funding secondary, college-level, and adult professional-technical education in the state. Rush has taught high school and also held faculty positions at the University of Idaho, Virginia Tech, and Penn State University. He held adjunct faculty status at Boise State University and was director of research for the Division of PTE. Rush received his master's degree from the University of Idaho and his doctorate from Virginia Tech. He has published research articles and written curriculum guides. He has extensive experience at both the state and national level in educational research and accountability and has conducted a number of workshops on leadership. Rush has served as president for the National Career and Technical Education Director's Association and has authored a national publication defining the key principles of career-technical education.



# ACTION ITEM

## Committee of the Whole Meeting Minutes

### November 5-6, 2007

#### **Commissioners Present**

Camille Preus (OR), chair  
Roy Ogawa (HI), vice chair  
Dave Nething (ND), immediate past chair  
Diane Barrans (AK)  
Patricia Brown Heller (AK)  
Marshall Lind (AK)  
John Haeger (AZ)  
David Lorenz (AZ)  
Joel Sideman (AZ)  
Joseph Garcia (CO)  
David Skaggs (CO)  
Roberta Richards (HI)  
Helene Sokugawa (HI)  
Robert Kustra (ID)  
Dan Harrington (MT)

Ed Jasmin (MT)  
Mary Sheehy Moe (MT)  
Pamela Kostelecky (ND)  
Reed Dasenbrock (NM)  
Dede Feldman (NM)  
Patricia Sullivan (NM)  
Carl Shaff (NV)  
Ryan Deckert (OR)  
Robert Burns (SD)  
James Hansen (SD)  
Bonnie Jean Beesley (UT)  
Peter Knudson (UT)  
Phyllis Gutierrez Kenney (WA)  
Jeanne Kohl-Welles (WA)  
Thomas Buchanan (WY)  
Klaus Hanson (WY)

#### **Committee Members Absent**

Kaye Howe (CO)  
Arthur Vailas (ID)  
Bill Goetz (ND)  
Warren Hardy (NV)  
Jane Nichols (NV)  
James Sager (OR)  
Tad Perry (SD)  
Richard Kendell (UT)  
Ann Daley (WA)  
Tex Boggs (WY)

#### **Guests/Speakers**

Steven Adelsheim: Professor of Psychiatry, University of New Mexico  
Phyllis Brecher: Coordinator of College Affairs, University of Wyoming  
Ned Calonge: Chief Medical Officer, Colorado Department of Public Health and Environment  
Sue Carparelli: President and CEO, Colorado Center for Nursing Excellence  
Adam Darkins: Chief Consultant, Department of Veterans Affairs Central Office, VHA/Patient Care Services, Office of Care Coordination  
B. Robert Franza: Seattle Science Foundation  
Linda Hyman: Vice Provost for Health Science and Director, WWAMI Medical Education Program, Montana State University  
Robert Kelley: Dean, Health Sciences, University of Wyoming

Virgilio Licon: Associate Medical Services Director, Salud Family Health Centers-Fort Lupton  
Jerry Saunders: Interim Director of Medical Education, University of Wyoming  
Lisa Shipley: Manager of Student Affairs, University of Wyoming  
Vickie Ybarra: Director, Planning and Development, Yakima Valley Farm Workers Clinic

#### **WICHE Staff**

Erin Barber: Assistant to the Executive Director  
Annie Finnigan: Communications Manager, Programs and Services  
Louis Fox: Executive Director, WCET  
Tara Hickey: Human Resources Coordinator  
David Longanecker: Executive Director  
Susan Vermeer Lopez: Project Coordinator, Programs and Services  
Mimi McFaul: Associate Director, Mental Health Program

Michelle Médal: Administrative Coordinator, State Scholars Initiative  
Demarée Michelau: Policy Associate, Policy Analysis and Research  
Craig Milburn: Chief Financial Officer  
Dolores Mize: Director, Public Policy and Research  
Jere Mock: Senior Program Director, Programs and Services  
Dennis Mohatt: Director, Mental Health Program  
Jeanette Porter: Administrative Assistant, Policy Analysis and Research  
Brian Prescott: Research Associate, Policy Analysis and Research  
Terese Rainwater: Program Director, State Scholars Initiative  
Margo Schultz: Program Coordinator, Student Exchange Programs  
Jenny Shaw: Administrative and Project Coordinator, Mental Health Program

## **Committee of the Whole First Session Monday, November 5, 2007**

Vice Chair Roy Ogawa called the meeting to order and welcomed the commissioners to the meeting.

Ogawa introduced two newly appointed commissioners:

- Reed Dasenbrock, cabinet secretary of the New Mexico Higher Education Department.
- Joseph Garcia, president of Colorado State University–Pueblo.

He also mentioned two other new commissioners who couldn't be present:

- Bill Goetz, chancellor of the North Dakota University System.
- Kaye Howe, executive director of the National Science Digital Library.

Ogawa named the commissioners who had left the commission: Bill Byers (CO), Bill Hybl (CO), and Richard Kendell (UT), who is retiring in December. He also introduced guests attending the meeting from the University of Wyoming.

### **ACTION ITEM Approval of the Minutes of May 21-22, 2007**

COMMISSIONER SHEEHY MOE MADE A MOTION TO APPROVE THE MINUTES OF THE COMMITTEE OF THE WHOLE MEETING OF MAY 21-22, 2007. COMMISSIONER LORENZ SECONDED THE MOTION. The motion was approved unanimously.

#### **Report of the Executive Director David Longanecker, Executive Director**

David Longanecker announced new WICHE staff members and staff changes:

- Mollie McGill, associate director, WCET.
- Mimi McFaul, associate director, Mental Health Program.
- Kyle Sargent, consultant, Mental Health Program.
- Christa Smith, postdoctoral fellow, Mental Health Program.
- Tara Hickey, human resources coordinator.
- Robin Berlin, senior accounting specialist.
- Kay Hulstrom, administrative assistant, Programs and Services.

#### **Report of the Nominating Committee Dave Nething, Committee Chair**

Commissioner Nething introduced the members of the Nominating Committee: himself (chair), Commissioner Sideman, and Commissioner Jasmin. The committee was appointed by Chair Camille Preus. The Nominating Committee nominated Commissioner Preus for immediate past chair, Commissioner Ogawa for incoming chair, and Commissioner Jane Nichols for vice chair.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, November 6, 2007 at 10:00 am.

## **Committee of the Whole Business Session Tuesday, November 6, 2007**

Chair Preus reconvened the Committee of the Whole at 10 a.m.

### **Report and Recommended Action of the Audit Committee Ed Jasmin, Committee Member**

Commissioner Jasmin highlighted the procedural adjustments WICHE staff are making in response to the audit's report of internal control deficiencies. Craig Milburn, chief financial officer, will receive annual training to remain up to date on audit notes relevant to WICHE's financial statements. David Longanecker has agreed to conduct a monthly review of bank reconciliations. Commissioner Jasmin also noted changes in the terms used to reflect control deficiencies.

COMMISSIONER JASMIN MOVED ACCEPTANCE OF THE AUDIT REPORT. COMMISSIONER SHAFF SECONDED THE MOTION. The motion was approved unanimously.

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

Commissioner Ogawa reported that the committee will look into the scope and cost of the five-year review of WICHE and its executive director and will bring back a recommendation for the Committee of the Whole in May 2008. The committee also reviewed the executive director and his travel.

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

Commissioner Shaff reported on the updates in the Programs and Services Committee.

COMMISSIONER SHAFF MOVED A CHANGE IN POLICY TO ALLOW HAWAII STUDENTS TO ENROLL IN PARTICIPATING COMMUNITY COLLEGES IN THE WESTERN UNDERGRADUATE EXCHANGE PROGRAM. COMMISSIONER BARRANS SECONDED THE MOTION. The motion was approved unanimously.

### **Report and Recommended Action of the Issue Analysis and Research Committee Roberta Richards, Committee Member**

Commissioner Richards reported on the updates in the Issue Analysis and Research Committee.

#### **ACTION ITEM**

#### **Change in 2008 Meeting Dates, Proposed Locations, and Dates for Future Meetings**

Longanecker reported that he was proposing changes to the May 2008 and November 2008 meeting dates so as to avoid conflicts with Mother's Day and Election Day. The newly proposed dates for the meetings are May 19-20, 2008, and November 10-11, 2008. He reviewed the proposed dates and locations for subsequent meetings. On the recommendation of the officers, it was also proposed that the commission meet in Colorado every third meeting, rather than every other meeting.

COMMISSIONER BARRANS MOVED TO ACCEPT THE PROPOSED MEETING DATES AND LOCATIONS. COMMISSIONER DASENBROCK SECONDED THE MOTION. The motion was approved unanimously.

## **ACTION ITEM**

### **Proposed Change to WICHE Chief Executive Officer's Title**

Longanecker reported that 32 references to "executive director" in the bylaws would need to be switched to "president" to officially change this title, as the commission had indicated it wanted to do at the May 2007 meeting. Notice of this proposed change to the bylaws was given in the call to the meeting sent out on September 5, 2007, approximately 60 days prior to the November meeting, as required by the bylaws.

COMMISSIONER JASMIN MOVED TO CHANGE THE EXECUTIVE DIRECTOR'S TITLE TO PRESIDENT IN THE BYLAWS. COMMISSIONER HANSEN SECONDED THE MOTION. The motion was approved unanimously.

## **DISCUSSION ITEM**

### **Update on WICHE's Budget**

Longanecker pointed out that this was the first budget report to reflect the areas of dedicated reserves approved at the May 2007 commission meeting. He said the budget is in good shape and shows that there is approximately \$205,000 of undedicated funds remaining in the reserves.

Longanecker mentioned that the potential cost of the organization's five-year evaluation is not currently reflected in the budget. He also mentioned that if the reserves continue to accumulate, it may be of value to the organization to retire the two debts associated with building, which are a loan from the Ford Foundation and the Colorado Educational and Cultural Facilities Authority (CECFA) bond.

Longanecker reported on grants that will be expiring in the future. The States Scholars Initiative (SSI) will most likely remain funded through March 2009. However, the staff is exploring federal and nonfederal funding options to sustain the SSI program past 2009. WICHE will be competing again for funding of the federal Rural Mental Health Research Center at the end of the fiscal year. The *Escalating Engagement* project funded by the Ford Foundation expires at the end of June 2008. The staff may go back to the Ford Foundation for further funding.

Commissioner Dasenbrock asked what is done with the surplus in the budget. Milburn said that the surplus is deposited with the Colorado Surplus Assets Fund Trust, which is 100 percent collateralized. The money is held in treasury funds. Longanecker said that policies on investments have been conservative, but that the commissioners could look into changing the policy if they were interested.

## **DISCUSSION ITEM**

### **The Future of the Legislative Advisory Committee (LAC)**

Longanecker gave a brief history on the LAC and the benefits of the program. Commissioner Barrans asked if there were any written parameters on the length of appointment to the LAC or the legislative attributes of a member. She believed legislators liked being involved but often have trouble keeping commitments due to their full schedules. Commissioner Barrans also pointed out that LAC members are often appointed when they're on an educational committee, but their committee appointments often change over the course of their time in the legislature.

The commissioners discussed the benefits of holding the annual LAC meeting with either the Council of State Governments–West (CSG–West) or the National Conference of State Legislatures (NCSL). Commissioner Kohl-Welles expressed her interest in the LAC and hoped it would continue. She also suggested that WICHE staff might provide a summary of the commission meetings for commissioners to take back to legislatures and their constituents as a way of sharing information and promoting engagement.

Longanecker explained how the LAC is funded and proposed supporting the program out of the general fund, since the organization is strong financially. That would provide the resources to make the program more useful and viable. Longanecker also explained how LAC members are chosen in the states. There are currently no terms or parameters for LAC appointment; members are chosen by the commissioners in each state.

Commissioner Skaggs suggested adding the LAC to the WICHE Bylaws to make a more formalized relationship with the commission and to form standards for terms, appointments, and engagement with the commission. The

commissioners concluded that WICHE staff should work on “rules of engagement” for the LAC and bring back recommendations at the May 2008 commission meeting, along with implications for adding the LAC to the general fund budget.

### **DISCUSSION ITEM**

#### **Should the Agenda Book Go Digital?**

Longanecker presented the idea of going to an electronic agenda book. WICHE staff would provide a schedule-at-a-glance and necessary background material. The commissioners voiced concern over having to print the agenda book themselves. They also expressed concern that they would not read the agenda book if it was only provided online, and some liked being able to write notes on the hard copy. Commissioner Kohl-Welles suggested sending a draft agenda online and then providing the full agenda at the meeting, which would save on mailing costs. Other commissioners, however, indicated that this would make it difficult for them to read the agenda and prepare while traveling to the meeting.

Longanecker asked if the evaluation of the meeting could be put online. Commissioner Sullivan suggested adding a Lickert scale for some of the items. Commissioner Barrans suggested looking into Survey Monkey for the meeting evaluation. The commissioners agreed that the evaluation of the meeting could take place online but were clearly uncomfortable with eliminating the printed copy of the agenda book.

### **ACTION ITEM**

#### **Election of 2008 Chair, Vice Chair, and Immediate Past Chair**

COMMISSIONER SIDEMAN MOVED TO ACCEPT ROY OGAWA AS THE 2008 WICHE CHAIR, JANE NICHOLS AS VICE CHAIR, AND CAMILLE PREUS AS IMMEDIATE PAST CHAIR. COMMISSIONER JASMIN SECONDED THE MOTION. The motion was approved unanimously.

Chair Preus gave remarks as the outgoing chair. Commissioner Ogawa thanked Preus for her leadership, time, and effort. Ogawa said that he looks forward to serving as chair and sees it as an easy job, thanks to the leadership of the prior chair and of Longanecker.

#### **Other Business**

Longanecker thanked Chair Preus for her service as Chair over the past year. He also thanked the WICHE staff for their work in the organization.

The 2008 Executive Committee members were selected:

Diane Barrans (AK)  
Joel Sideman (AZ)  
David Skaggs (CO)  
Helene Sokugawa (HI)  
Robert Kustra (ID)  
Ed Jasmin (MT)  
Dave Nething (ND)  
Patricia Sullivan (NM)  
Carl Shaff (NV)  
Camille Preus (OR)  
Tad Perry (SD)  
Commissioner for UT Higher Education  
Ann Daley (WA)  
Tom Buchanan (WY)

Longanecker reminded the commissioners that the May 2008 meeting will be held May 19-20, 2008, in Rapid City, SD. The meeting was adjourned at 11:45 a.m.





Monday, May 19, 2008

9.15 - 10.45 am  
Salon D

**Plenary Session I: How the West Was Won – A Discussion of How Higher Education Has Responded to Secretary Spellings’s Challenge to Be More Accountable**

When Secretary Spellings’s Commission on the Future of American Higher Education issued its report in September 2006, there was much angst in the higher education community: Did this foretell of increased federal oversight? Would higher education become trapped in a downward accountability spiral, akin to the problems that No Child Left Behind caused for elementary and secondary education? Of particular concern was the focus on student-learning outcomes within the commission report. Many in the higher education community worried that standards might diminish a system that had become great because of its lack of standardization – and believed that the nature of higher education made it essentially impossible to measure its quality anyway.

Others in the higher education community and the broader policy community felt that it was about time; that this industry, which receives such substantial public financial support, has to be held just as publicly accountable as other public services and that student learning is what it was all about and thus must be measured. As Robert Pirsig states in *Zen and the Art of Motorcycle Maintenance*, “If you can’t say what Quality is, how do you know what it is, or how do you know that it even exists? If no one knows what it is, then for all practical purposes it doesn’t exist at all.”

While these debates continued, some within the higher education community decided to accept the commission’s challenge and develop an appropriate accountability system for their particularly unique types of institutions. Perhaps most notable amongst these has been the Voluntary System of Accountability (VSA), developed jointly by the National Association of State University and Land Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU), which represent together most of the public baccalaureate (and beyond) colleges and universities in the U.S. Impressively, a group of nontraditional institutions that specialize in providing technology-mediated distance learning also came together through an organization known as The President’s Forum to develop a system called Transparency By Design, designed to provide comparative information on the quality of services provided by individual institutions (and individual programs within institutions) that operate in this new distance education world. And while the public two-year sector of higher education has not been as aggressive, a group of community colleges that have participated in the Lumina-funded Achieving the Dream initiative have responded to the challenge.

We are fortunate to have representatives of each of these accountability efforts joining us to share their experiences to date. The panel includes David Shulenburg, vice president for academic affairs for NASULGC,

who has been the principal individual responsible for developing the Voluntary System of Accountability; Michael Offerman, vice chairman of Capella Education Company and one of the founding fomenters of Transparency By Design; and Richard Kazis, senior vice president of Jobs for the Future, who has helped guide the accountability components of the Achieving the Dream project. The session will be moderated by Peter Ewell, vice president of the National Center for Higher Education Management Systems and a generally recognized guru of assessment in American higher education, as well as an expert on state policy and accountability.

***Discussion leader:***

Peter Ewell, vice president of the National Center for Higher Education Management Systems

***Speakers:***

Richard Kazis, senior vice president of Jobs for the Future  
Michael Offerman, vice chairman of Capella Education Company  
David Shulenburg, vice president for academic affairs at NASULGC

**Biographical Information on the Discussion Leader and Speakers**

**Peter Ewell** is the vice president at the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. A member of the staff since 1981, Ewell focuses on assessing institutional effectiveness and the outcomes of college. His work involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, the Consortium for the Advancement of Private Higher Education, and the Pew Charitable Trusts, and is currently a principal partner in the Pew Forum on Undergraduate Learning. In addition, he has consulted with over 375 colleges and universities and 24 state systems of higher education on topics including assessment, program review, enrollment management, and student retention. He has also been involved in NCHEMS's work on longitudinal student databases and other academic management information tools. He has been a principal consultant to the National Center for Public Policy and Higher Education on its biennial *Measuring Up* reports, a consultant to the Education Testing Service on its Culture of Evidence project, an architect of the competency-based curriculum of the Western Governors University, and an advisor to the Organisation for Economic Co-operation and Development (OECD) on its international benchmarking efforts. Ewell has authored six books and numerous articles – including *The Self-Regarding Institution: Information for Excellence and Assessing Educational Outcomes* – and has also prepared commissioned papers

for many agencies and spoken at numerous conferences. He received his Ph.D. in political science from Yale University and was on the faculty of the University of Chicago.

**Richard Kazis**, senior vice president of Jobs for the Future (JFF), leads JFF's policy and research efforts. In the early 1990s, he directed the organization's initial multisite initiative on school-to-career models. Since then, he has led projects on local organizations that link schools and employers; community colleges and low-income populations; policies to promote low-wage worker advancement; and the emerging role of labor market intermediaries in workforce development. Kazis directs JFF's contributions to Achieving the Dream: Community Colleges Count, a national initiative that promotes change to improve student success at community colleges. The initiative works on multiple fronts – including efforts at community colleges and in research, public engagement, and public policy – and emphasizes the use of data to drive change. JFF coordinates the initiative's effort to improve policies in seven targeted states. Kazis also directs JFF's Double the Numbers initiative, designed to advance state and national policies that can significantly increase the number of young people who make it to and through college. Kazis is a former teacher at an alternative high school for returning dropouts. He has also supervised a Neighborhood Youth Corps program, helped organize fast food workers, managed a cooperative urban food production wholesaler, built labor-environmental coalitions around jobs, and studied informal experiential learning in Israel. He is president of the board of the Brookline Education Foundation and a graduate of Harvard College and M.I.T.

**Michael Offerman** is president emeritus of Capella University and vice chairman of Capella Education Company. He served as the president of Capella University from 2001 through 2007 and continues to work on external university initiatives in his role as vice chairman of Capella Education Company. Prior to Capella University, he served at the University of Arizona and the University of Wisconsin, where, as dean, he created the University of Wisconsin Learning Innovations Center, which develops, delivers, and supports online degree programs for all 15 University of Wisconsin institutions. He received an Ed.D. in educational policy studies from Northern Illinois University, a master's degree in adult continuing education from the University of Wisconsin–Milwaukee, and a B.A. in history from the University of Iowa.

**David E. Shulenburg** is vice president for academic affairs for the National Association of State Universities and Land-Grant Colleges (NASULGC). Shulenburg's position at NASULGC is a new one for the organization. His immediate areas of concentration are on accountability and assessment in higher education. Before joining NASULGC in 2006, Shulenburg was provost and executive vice chancellor of the University of Kansas. He served there as chief academic officer for 13 years. He came to the university in 1974

as an assistant professor and currently holds the faculty rank of professor in the School of Business. He previously served as a faculty member at Clemson University and as a labor economist for the U.S. Department of Labor. His teaching areas are business economics and labor economics, and his most recent area of research focuses on the economics of scholarly communications. He has been active nationally and internationally as an advocate for reform in the areas of accountability, scholarly communication, and academic accreditation. He was chair of the board of directors of the Center for Research Libraries from 2005-07 and is currently a member of that board and of BioOne's board, a member of the National Commission on Writing, and consulting editor for *Change* magazine. He received his Ph.D. and master's degrees from the University of Illinois and his undergraduate degree from Lenoir Rhyne College.

# Voluntary System of Accountability

The Voluntary System of Accountability (VSA) communicates information on the undergraduate student experience through a common web-reporting template, the College Portrait. The VSA is a voluntary initiative for four-year public colleges and universities. Developed through a partnership between the American Association of State Colleges and Universities (AACSB) and the National Association of State Universities and Land-Grant Colleges (NASULGC), the VSA is designed to help institutions: demonstrate accountability and stewardship to the public; measure educational outcomes to identify effective educational practices; and assemble information that is accessible, understandable, and comparable. Participating institutions are listed below.

## **Alabama**

Alabama A&M University  
Auburn University  
Jacksonville State University  
The University of Alabama in Huntsville  
Troy University

## **Alaska**

University of Alaska Fairbanks

## **Arizona**

Northern Arizona University

## **Arkansas**

University of Arkansas

## **California**

California Maritime Academy  
California Polytechnic State University  
California State Polytechnic University, Pomona  
California State University, Bakersfield  
California State University, Channel Islands  
California State University, Chico  
California State University, Dominguez Hills  
California State University, East Bay  
California State University, Fresno  
California State University, Fullerton  
California State University, Long Beach  
California State University, Los Angeles  
California State University, Monterey Bay  
California State University, Northridge  
California State University, Sacramento  
California State University, San Bernardino  
California State University, San Marcos  
California State University, Stanislaus  
Humboldt State University  
San Diego State University  
San Francisco State University  
San Jose State University  
Sonoma State University

## **Colorado**

Colorado State University  
Colorado State University–Pueblo  
Metropolitan State College of Denver  
University of Colorado Denver  
University of Northern Colorado

Rapid City, South Dakota

## **Connecticut**

Central Connecticut State University  
Eastern Connecticut State University  
Southern Connecticut State University

## **Delaware**

Delaware State University  
University of Delaware

## **Florida**

Florida Gulf Coast University  
Florida International University  
Florida State University  
University of Central Florida  
University of North Florida  
University of South Florida  
University of West Florida

## **Georgia**

Armstrong Atlantic State University  
Fort Valley State University  
Georgia Southern University  
Georgia State University  
University of Georgia

## **Illinois**

Southern Illinois University Edwardsville  
University of Illinois  
Western Illinois University

## **Indiana**

Indiana State University  
Indiana University–Purdue University Fort Wayne  
Indiana University Kokomo  
Purdue University  
Purdue University Calumet  
University of Southern Indiana

## **Iowa**

Iowa State University  
The University of Iowa  
University of Northern Iowa

## **Kansas**

Emporia State University  
Fort Hays State University

Pittsburg State University  
University of Kansas  
Washburn University  
Wichita State University

### **Kentucky**

Kentucky State University  
Morehead State University  
University of Louisville  
Western Kentucky University

### **Louisiana**

Grambling State University  
Louisiana State University in Shreveport  
Louisiana Tech University  
McNeese State University  
Nicholls State University  
Northwestern State University of Louisiana  
Southeastern Louisiana University  
University of Louisiana at Lafayette  
University of Louisiana at Monroe  
University of New Orleans

### **Maine**

University of Maine at Fort Kent  
University of Maine at Presque Isle

### **Maryland**

Coppin State University  
Frostburg State University  
Salisbury University  
Towson University  
University of Baltimore  
University of Maryland Eastern Shore  
University of Maryland–Baltimore County  
University of Maryland–College Park

### **Michigan**

Central Michigan University  
Michigan State University  
Michigan Technological University  
Western Michigan University

### **Minnesota**

Bemidji State University  
Metropolitan State University  
Minnesota State University Moorhead  
Minnesota State University, Mankato  
St. Cloud State University  
University of Minnesota–Twin Cities

### **Missouri**

Missouri Southern State University  
Missouri State University  
Missouri University of Science & Technology  
Southeast Missouri State University  
Truman State University

University of Missouri  
University of Missouri–Kansas City  
University of Missouri–St. Louis

### **Montana**

Montana State University  
Montana State University Billings

### **Nebraska**

University of Nebraska–Lincoln  
University of Nebraska at Kearney  
University of Nebraska at Omaha

### **Nevada**

University of Nevada, Las Vegas  
University of Nevada, Reno

### **New Hampshire**

Keene State College  
Plymouth State University

### **New Jersey**

Montclair State University  
The College of New Jersey  
The Richard Stockton College of New Jersey  
William Paterson University

### **New Mexico**

New Mexico State University  
University of New Mexico–Main Campus  
Western New Mexico University

### **New York**

SUNY Buffalo State College  
SUNY College at Purchase  
SUNY Fredonia  
SUNY Oneonta

### **North Carolina**

Appalachian State University  
Carolinas College of Health Sciences  
East Carolina University  
Elizabeth City State University  
Fayetteville State University  
North Carolina Central University  
The University of North Carolina at Pembroke  
University of North Carolina at Asheville  
University of North Carolina at Charlotte  
University of North Carolina at Greensboro  
University of North Carolina–Chapel Hill  
University of North Carolina–Wilmington  
Western Carolina University  
Winston Salem State University

### **North Dakota**

Minot State University

**Ohio**

Kent State University Stark

**Oklahoma**

Cameron University  
Northeastern State University  
Oklahoma State University  
University of Central Oklahoma

**Pennsylvania**

Bloomsburg University of Pennsylvania  
Clarion University of Pennsylvania  
East Stroudsburg University  
Edinboro University of Pennsylvania  
Indiana University of Pennsylvania  
Kutztown University of Pennsylvania  
Lock Haven University  
Mansfield University of Pennsylvania  
Millersville University  
Shippensburg University  
Slippery Rock University of Pennsylvania  
West Chester University

**Puerto Rico**

University of Puerto Rico–Mayagüez

**Rhode Island**

Rhode Island College

**South Carolina**

Clemson University  
Coastal Carolina University  
University of South Carolina  
University of South Carolina Aiken  
Winthrop University

**South Dakota**

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

**Tennessee**

Tennessee State University  
University of Memphis  
University of Tennessee, Knoxville

**Texas**

Lamar University  
Prairie View A&M University  
Sam Houston State University  
Sul Ross State University  
Tarleton State University  
Texas A&M University  
Texas A&M University–Commerce

Texas A&M University–Corpus Christi  
Texas A&M University–Kingsville  
Texas A&M University–Texarkana  
Texas Tech University  
Texas Woman’s University  
The University of Texas at Arlington  
The University of Texas at Austin  
The University of Texas at San Antonio  
The University of Texas at Tyler  
University of Houston  
University of Houston–Victoria  
University of Houston–Clear Lake  
University of Houston–Downtown  
University of North Texas  
University of Texas at Dallas  
University of Texas at El Paso  
University of Texas of the Permian Basin  
University of Texas–Pan American  
West Texas A&M University

**Utah**

Utah Valley State College

**Vermont**

University of Vermont

**Virginia**

Longwood University  
Virginia Polytechnic Institute and State University

**West Virginia**

Fairmont State University  
Marshall University

**Wisconsin**

University of Wisconsin–Eau Claire  
University of Wisconsin–Green Bay  
University of Wisconsin–La Crosse  
University of Wisconsin–Madison  
University of Wisconsin–Milwaukee  
University of Wisconsin–Oshkosh  
University of Wisconsin–Parkside  
University of Wisconsin–Platteville  
University of Wisconsin–River Falls  
University of Wisconsin–Stevens Point  
University of Wisconsin–Stout  
University of Wisconsin–Superior  
University of Wisconsin–Whitewater



# Transparency By Design

Transparency By Design is a new initiative developed by a consortium of adult-serving higher educational institutions to elevate accountability and transparency in higher education. The initiative is designed to provide access to data that allows adult students to make informed decisions about their education. Transparency By Design was developed by the Presidents' Forum, which was established in 2002 by Excelsior College to provide adult-serving institutions 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. The initial website rollout will include outcomes for select program specializations, allowing prospective students to assess how well a program will prepare them for their professional pursuits. Information on additional program specializations will be added over time.

In 2008 participating institutions are working on standard definitions, defining what data will be reported, and piloting the information with focus groups of adult learners. The institutions 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 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 ongoing process of quality improvement in institutional research methods.

WCET's role is to serve as a neutral third party that will challenge the institutions to meet their stated goals, to audit data submitted for publication, and to publish Transparency By Design information in a format that is accessible and understandable for prospective students. WCET will also coordinate, conduct, and publish research using the data.

## **Charter Institutions**

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

## **First institution to join beyond the charter institutions**

American Intercontinental University Online

# Achieving the Dream

Achieving the Dream: Community Colleges Count is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. Achieving the Dream works on multiple fronts, including efforts at community colleges and in research, public engagement, and public policy. It emphasizes the use of data to drive change.

Community colleges enroll almost half of all U.S. undergraduate students, and the American public appreciates their commitment to providing broad access. But access alone isn't enough. Currently, fewer than half of community college students meet their educational goals. Achieving the Dream is working to help more students earn certificates or degrees that open the door to better jobs, further education, and greater opportunity. The following list shows the colleges that joined Achieving the Dream by year.

## Colleges that Joined in 2004

### Florida

Broward Community College, Fort Lauderdale  
Hillsborough Community College, Tampa  
Tallahassee Community College, Tallahassee  
Valencia Community College, Orlando

### New Mexico

Central New Mexico Community College, Albuquerque  
New Mexico State University–Doña Ana, Las Cruces  
Santa Fe Community College, Santa Fe  
Southwestern Indian Polytechnic Institute, Albuquerque  
University of New Mexico–Gallup, Gallup

### North Carolina

Durham Technical Community College, Durham  
Guilford Technical Community College, Jamestown  
Martin Community College, Williamston  
Wayne Community College, Goldsboro

### Texas

Alamo Community College District, San Antonio  
(Northwest Vista College, Palo Alto College,  
San Antonio College, St. Philip's College.)  
Brookhaven College, Dallas  
Coastal Bend College, Beeville  
El Paso Community College District, El Paso  
Galveston College, Galveston  
Houston Community College System, Houston  
South Texas College, McAllen  
Southwest Texas Junior College, Uvalde

### Virginia

Danville Community College, Danville  
Mountain Empire Community College, Big Stone Gap  
Patrick Henry Community College, Martinsville  
Paul D. Camp Community College, Franklin  
Tidewater Community College, Norfolk

## Colleges that Joined in 2005

### Connecticut

Capital Community College, Hartford  
Housatonic Community College, Bridgeport  
Norwalk Community College, Norwalk

### Ohio

Cuyahoga Community College, Cleveland  
Jefferson Community College, Steubenville  
North Central State College, Mansfield  
Sinclair Community College, Dayton  
Zane State College, Zanesville

## Colleges that Joined in 2006

### Pennsylvania

Community College of Allegheny County, Pittsburgh  
Community College of Beaver County, Monaca  
Delaware County Community College, Media  
Montgomery County Community College, Blue Bell  
Northampton Community College, Bethlehem  
Community College of Philadelphia, Philadelphia  
Westmoreland County Community College, Youngwood

### Washington

Big Bend Community College, Moses Lake  
Yakima Valley Community College, Yakima  
Highline Community College, Des Moines

### Texas

Alvin Community College, Alvin  
Brazosport College, Lake Jackson  
College of the Mainland, Texas City  
Lee College, Baytown  
North Harris Montgomery Community College District,  
The Woodlands  
San Jacinto College, Pasadena  
Wharton County Junior College, Wharton  
Prairie View A&M University, Prairie View  
Texas Southern University, Houston  
University of Houston–Downtown, Houston

Tacoma Community College, Tacoma  
Renton Technical College, Renton  
Seattle Central Community College, Seattle

### Colleges that Joined in 2007

#### **Arkansas**

National Park Community College, Hot Springs  
Ouachita Technical College, Malvern  
Phillips Community College, Helena  
Pulaski Technical College, North Little Rock

#### **Hawaii**

The University of Hawaii Community Colleges, Honolulu

#### **Massachusetts**

Bunker Hill Community College, Boston  
Northern Essex Community College, Lawrence  
Roxbury Community College, Roxbury  
Springfield Technical Community College, Springfield

#### **Michigan**

Bay de Noc Community College, Escanaba  
Henry Ford Community College, Dearborn  
Jackson Community College, Jackson  
Lake Michigan College, Benton Harbor  
North Central Michigan College, Petoskey  
Wayne County Community College District, Detroit

#### **Oklahoma**

Oklahoma City Community College, Oklahoma City  
Rose State College, Midwest City  
Tulsa Community College, Tulsa

#### **South Carolina**

Aiken Technical College, Aiken  
Orangeburg-Calhoun Technical College, Orangeburg  
Technical College of the Lowcountry, Beaufort  
Trident Technical College, Charleston

#### **Texas**

Paris Junior College, Paris  
The Victoria College, Victoria  
University of Houston, Houston

#### **Virginia**

Northern Virginia Community College, Annandale

# Monday, May 19, 2008

**11.00 am - 12.00 noon**  
Salon D

## **Plenary Session II: The Implications of the Accountability Thrust for the West**

Peter Ewell will facilitate a discussion amongst commissioners about the implications of what they heard in the first plenary session. What are the implications for the West? And what should WICHE be doing to progress a positive agenda in this arena?

### **Biographical Information on the Discussion Leader**

**Peter Ewell** is the vice president at the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. A member of the staff since 1981, Ewell focuses on assessing institutional effectiveness and the outcomes of college. His work involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, the Consortium for the Advancement of Private Higher Education, and the Pew Charitable Trusts, and is currently a principal partner in the Pew Forum on Undergraduate Learning. In addition, he has consulted with over 375 colleges and universities and 24 state systems of higher education on topics including assessment, program review, enrollment management, and student retention. He has also been involved in NCHEMS's work on longitudinal student databases and other academic management information tools. He has been a principal consultant to the National Center for Public Policy and Higher Education on its biennial *Measuring Up* reports, a consultant to the Education Testing Service on its Culture of Evidence project, an architect of the competency-based curriculum of the Western Governors University, and an advisor to the Organisation for Economic Co-operation and Development (OECD) on its international benchmarking efforts. Ewell has authored six books and numerous articles – including *The Self-Regarding Institution: Information for Excellence and Assessing Educational Outcomes* – and has also prepared commissioned papers for many agencies and spoken at numerous conferences. He received his Ph.D. in political science from Yale University and was on the faculty of the University of Chicago.



# Monday, May 19, 2008

**12.00 noon - 1.30 pm**

Salon E

## **Lunch and South Dakota Presentation**

Tad Perry will discuss current issues in South Dakota higher education, including policy goals and Governor Mike Rounds's 2010E initiative. Perry will also provide information on the Deep Underground Science and Engineering Laboratory (DUSEL), which will be built on the site of the Homestake gold mine in Lead, SD. In addition, we'll hear from Jose Alonso, director of the Sanford Underground Laboratory at Homestake, which will function as an "interim DUSEL" until that lab is up and running.

### **Biographical Information on the Speakers**

**Jose R. Alonso** is the director of the Sanford Underground Laboratory at Homestake in Lead, SD. Previously, he was a senior physicist at Lawrence Berkeley National Laboratory, where he managed or participated in numerous groundbreaking projects related to nuclear science and other areas over the course of three decades. He received his S.B. in physics and his Ph.D. in nuclear physics from Massachusetts Institute of Technology.

**Robert T. (Tad) Perry** was named executive director of the South Dakota Board of Regents in 1994. Perry previously served as the chief operating officer of Indiana's Partnership for Statewide Education. In his 23-year career at Ball State University, he served as a professor of political science and associate vice president. Perry graduated from Central Methodist University (MO), where he serves as a member of the board of trustees. He received an M.A. and Ph.D. from the University of Missouri-Columbia. Currently, he serves as chair of the State Higher Education Executive Officers, as treasurer of the National Association of System Heads, on the steering committee of the Education Commission of the States, as chair of the Policies and Purpose Committee of the American Association of State Colleges and Universities, and as a member of the Research Advisory Committee for Lumina Foundation for Education. He is a former chair of the Western Interstate Commission for Higher Education.



# Monday, May 19, 2008

2.00 - 4.00 pm  
Salon D

## 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)  
Robert Kustra (ID)  
Dan Harrington (MT)  
Committee chair (NV)  
Dede Feldman (NM)  
William Goetz (ND)  
James Sager (OR)  
James Hansen (SD)  
Peter C. Knudson (UT)  
Phyllis Gutierrez Kenney (WA)  
Klaus Hanson (WY)

## Agenda

Presiding: Carl Shaff, chair  
Staff: Jere Mock, vice president, Programs and Services  
Terese Rainwater, program director,  
State Scholars Initiative  
Margo Schultz, program coordinator,  
Student Exchange Programs



Approval of the Programs and Services  
Committee meeting minutes of  
November 5, 2007 6-3



Approval of the FY 2009 Programs and  
Services workplan 6-6



Approval of support fees for the Professional  
Student Exchange Program (PSEP) for  
2009-10 and 2010-11 6-10

**Discussion Item:** Sustaining the State Scholars Initiative and  
overview of WICHE paper on rigor and P-16 policy  
implications, by Terese Rainwater and  
Dolores Mize (paper as separate document) 6-36



**Information Items:**

Student Exchange Program update 6-41

WICHE ICE (Internet Course Exchange) update 6-45

Other business

Adjournment

Monday, May 19, 2008

2.00 - 4.00 pm  
Boardroom

**Issue Analysis and Research Committee Meeting**

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

Patricia Brown Heller (AK)  
David Lorenz (AZ)  
Position vacant (CA)  
Kaye Howe (CO)  
Roberta Richards (HI)  
Arthur Vailas (ID)  
Mary Sheehy Moe (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-Wells (WA)  
Debbie Hammons (WY)

**Agenda**

Presiding: Jane Nichols (NV), chair

Staff: Dolores Mize, vice president, Public Policy  
and Research  
Demarée Michelau, senior policy analyst and  
director of special projects, Public Policy  
and Research  
Brian Prescott, senior research analyst, Public  
Policy and Research  
Terese Rainwater, Director of State Scholars Initiative,  
Programs and Services



Approval of the Issue Analysis and  
Research Committee meeting minutes  
of November 5, 2007

7-3

**Information Item:** Presentation of paper cowritten by  
Terese Rainwater and Dolores Mize on rigor and P-16  
policy implications (paper as separate document)



Approval of the FY 2009 Public Policy and  
Research workplan

7-5

**Information Item:** Benchmarks report (separate document)

**Unit Update:** Public Policy and Research – Dolores Mize,  
Demareé Michelau, and Brian Prescott  
(PowerPoint on CD)

# ACTION ITEM

## Issue Analysis and Research Committee Meeting

### November 5, 2007

#### **Commissioners Present**

Ryan Deckert (OR), vice chair  
Patricia Brown Heller (AK)  
Dave Lorenz (AZ)  
Roberta Richards (HI)  
Mary Sheehy Moe (MT)  
Reed Dasenbrock (NM)  
Pamela Kostelecky (ND)  
Robert Burns (SD)  
Bonnie Jean Beesley (UT)  
Jeanne Kohl-Welles (WA)

#### **Committee Members Absent**

Jane Nichols (NV), committee chair  
Camille Preus (OR), ex officio  
Roy Ogawa (HI), ex officio  
Kaye Howe (CO)  
Arthur Vailas (ID)  
Warren Hardy (NV)  
Tex Boggs (WY)

#### **Other Commissioners Present**

Patricia Sullivan (NM)  
Klaus Hanson (WY)

#### **Staff Present**

Louis Fox, executive director, WCET  
Paul Lingenfelter, president, SHEEO  
David Longanecker, president, WICHE  
Mimi McFaul, senior program director, Mental Health  
Mollie McGill, associate director, WCET  
Demarée Michelau, senior policy analyst, Public Policy and Research  
Dolores Mize, vice president, Public Policy and Research  
Dennis Mohatt, vice president, Mental Health  
Jeanette Porter, special assistant to the vice president, Public Policy and Research  
Brian Prescott, senior research analyst, Public Policy and Research

Vice Chair Ryan Deckert convened the Issue Analysis and Research Committee on November 5, 2007, and a quorum was established.

Commissioner Burns motioned to APPROVE THE MINUTES OF THE MAY 21, 2007, ISSUE ANALYSIS AND RESEARCH COMMITTEE. Commissioner Sullivan seconded the motion, and the minutes were approved unanimously by the committee.

Deckert excused Chair Nichols from the meeting before turning over the time to Dolores Mize. Mize noted that the meeting would not follow the agenda exactly and introduced Paul Lingenfelter, president of the State Higher Education Executive Officers, as the first speaker. He reviewed the highlights from his new publication, "More Student Success."

Klaus Hanson mentioned that Wyoming has the Hathaway Scholarship, a merit-based scholarship, and it was recently reported that only 60 percent of students retained their scholarship after the first year of college. Hanson noted that there is a myth that seat time equals achievement time. He feels that there is still a disconnect between the two, and that something needs to be done to fix the disparity.

Lingenfelter replied that it helps to calibrate incentives at a level that is attainable and progressively challenges students. Using GPA as the key standard (and setting it high) encourages students to take easier classes. A better approach is the one used by the Oklahoma Promise Scholarship, where students are eligible for the scholarship with a C plus average, if they are taking harder classes. Lingenfelter suggested that if 40 percent of the students are losing their scholarship, it is set up wrong.

Mary Sheehy Moe added that Montana is doing a good job at establishing what proficiencies are needed for college. The state currently has an English placement test, which determines whether a student is college ready. Deckert asked how a state could go about acting on these ideas and how it could improve outreach to low-income students.

Lingenfelter replied that states need scholarship programs that are clearly visible to the public and to students when they are in middle school or the early years of high school. Clear academic standards are needed at every transition point, and this clarity must be shared by K-12 and postsecondary educators.

Dolores Mize explained that the higher education systems in a number of states are looking at using ACT's EPAS (Educational Planning and Assessment System), where students take the rigorous courses, are issued tests which determine where small gaps in learning have occurred, and are corrected. Mize saw this program work in Oklahoma and would recommend it.

Bonnie Jean Beesley asked if there is a list of potential grants states could apply for to help with the implementation of these programs. Lingenfelter replied that individuals within each state can easily develop the expertise needed to find these grants. But grants will never be enough to do the job. The most important money is what states already have; it is important to mobilize the resources that are already available in individual states more effectively. Mize added that in Oklahoma EPSCoR funded one person who specifically searched for grants. She feels that it is more beneficial to have someone within the state searching than to pay WICHE to do it.

Dolores Mize next described WICHE's new grant, *Non-traditional No More: Policy Solutions for Adult Learners*, funded by Lumina Foundation for Education, which seeks to increase college access and success among adult learners. WICHE has received \$755,100 to work with three states over the next two years to assist "ready adults" (those adults who are just shy of having enough credits to obtain a degree but have not yet returned to college) in completing their degrees. WICHE will issue a call for participation in the next couple of months, and all WICHE commissioners will be notified upon its release. Questions about the grant can be directed to Mize by phone or email.

Dennis Mohatt reviewed the Mental Health Program's workforce development contracts in seven states. He described the associated challenges of and strategies for addressing behavioral health workforce issues in rural communities.

Louis Fox, executive director of WCET, introduced his new staff person, Mollie McGill, who is working for both WCET and the WICHE Science, Technology, and Innovation initiative. Fox went on to discuss the prospective agenda for WCET and the Science, Technology, and Innovation initiative, including extending the broadband network to all universities in the West and in the healthcare sector, as well as six main themes that have come up in the area of science and technology.

Dolores Mize touched on two new externally funded projects, totaling \$130,000, to conduct updates and major upgrades of the SPIDO database. The work is supported by the Pathways to College Network and the Lumina Foundation Making Opportunity Affordable initiative.

Vice Chair Decker adjourned the committee meeting.

# WICHE WORKPLAN 2009

## EXISTING ACTIVITIES

### Finance

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- Annual *Tuition and Fees* report (GF)
- *Non-Traditional No More*: the first cohort of states – Arkansas, Colorado, and Nevada – will spend the year creating a comprehensive strategy for identifying “ready adults” and promoting their college success
- Property insurance and risk consortium (self-funding)
- Performance measurement improvement in the Western states public mental health programs
- *Making Opportunity Affordable* (national partnership led by Jobs for the Future and funded by Lumina)
- Legislative Advisory Committee: revamping the committee, examining the membership, stimulating attendance by members, and convening an annual meeting
- SPIDO: upgrading and updating the comprehensive database of state-level higher education policies (GF, Lumina, Jobs for the Future, Pathways)

### Access & Success

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- Student Exchange Programs: Professional Student Exchange Program (PSEP); Western Regional Exchange Program (WRGP); Western Undergraduate Exchange (WUE) (state-funded)
- Internet Course Exchange (ICE) (Sloan Foundation and membership dues)
- State Scholars Initiative (OVAE)
- Bridges to the Professoriate (NSF)
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- *Knocking at the College Door*, local, state, regional, and national presentations
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina Foundation, matched by first cohort of states: Nevada, Arkansas, and Colorado)
- College access marketing (single-state support as needed; collaboration with Pathways; embedded in the *Non-Traditional No More* program for adult students)
- Children’s mental health improvement projects in Wyoming and South Dakota
- Education Advisory Board for ACT
- Advisory commissioner for National Community and Education Partnerships
- Colorado ACT Council
- Pathways to College Strategic Communications Subcommittee
- Pathways to College Policy Committee
- U.S. Department of Education Technical Working Group, Office of Elementary and Secondary Education
- Supportive participation in the Access and Success Initiative, National Association of System Heads
- College Access Challenge Grant Program Network (support for Western states applying for and implementing plans for the federal grant program; additional support through Western network)
- Projecting financial aid program funding to increase access for low-income students (single-state support, as requested; existing efforts in Oregon and Arizona, in partnership with National Center for Higher Education Management Systems)
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## Technology & Innovation

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- Development of best practices in online student services, audits of institutions' online student services via CENTSS (Center for Transforming Student Services), and related consulting services (WCET)
- EduTools: Provides comparisons of electronic-learning software and online course evaluations (WCET)
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- Northwest Academic Forum (membership dues)
- *Non-Traditional No More* program will involve distance-learning education policies and practices with respect to providing access to e-learning for adult learners (Lumina)
- Policy analysis on the funding of academic collaborations in technology

## Workforce

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- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas
- Regional Veterinary Medicine Advisory Council
- Western Consortium for Rural Social Work
- *Escalating Engagement* (Ford) – will propose a next phase of this program to support ongoing state activities following the June 2008 summit on workforce certification systems
- Reformatting the *Workforce Briefs*, to be published electronically by the Policy unit and to focus more on workforce education and policy “big picture” issues, employment, and education data (GF)
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- Building partnerships for competency: public mental health workforce development
- Rural mental health training initiatives

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- State Higher Education Executive Officers (SHEEO)-IPEDS data collaborative (funded by SHEEO)
- SPIDO (GF, Lumina, Jobs for the Future, Pathways)
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- Establishing a knowledge base of existing research and best practices about academic integrity and student verification in online learning in anticipation of Congressional reauthorization of the Higher Education Act (WCET)
- Facilitation of the Western States Decision Support Group for Public Mental Health (Substance Abuse and Mental Health Services Administration)

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(proposals approved by the commission)

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- Multiyear policy project on higher ed finance and financial aid: an extension of the *Changing Direction* initiative (Lumina Foundation for Education, in partnership with National Conference of State Legislatures and the Hechinger Institute)

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- Initiatives to expand educational equity for underrepresented ethnic students
- College Access Challenge Grant Program Network
- Expand access to cyber-infrastructure, research and education networks, and applications for geographically remote and/or underserved institutions, including minority-serving institutions in the West (Science, Technology and Innovation)

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- Transition EduTools to a new model focused on community contributions of knowledge (WCET)
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- Expand the availability and use of research and education networks (state, regional, and national) for health and mental health services and related educational outreach (Science, Technology and Innovation, and Mental Health)
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- Developing a regional learning center for State Higher Education Policy Center (SHEPC)
- Expansion of ICE (Sloan)

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- Surveying PSEP medical and dental schools' rural track and pipeline programs to identify best practices
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- Expanding adult degree completion through online education via ICE
- Expansion of the State Scholars Initiative with private funding
- Student mobility
- Portable financial aid
- Public Policy and Research unit plans to bid for the federal GEAR UP program national evaluation contract (expected announcement in 2009 fiscal year)
- Project with National Council for Community and Education Partnerships and NCSL to examine the impact of college access programs on state policy (project in development)

### Technology & Innovation

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- Research on strategies and best practices that promote use of open educational resources in higher education (WCET)

### Workforce

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- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)
- Assisting states in identifying academic program development needs
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Policy and Mental Health collaboration on recidivism reduction in the prison population

### Accountability

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- Creation of *Research Insights* series for education and policy researchers
- Presentations on the new SPIDO features at national meetings (GF, Lumina, Jobs for the Future, Pathways)
- Mine federal databases, databases from the EdTrust, and other national-level databases to create Western state-specific research and policy briefs on timely and relevant topics

Monday, May 19, 2008

2.00 - 4.00 pm  
Montana Room

**Ad Hoc Committee for Self-Funded Units Meeting**

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)  
Ed Jasmin (MT)  
Dave Nething (ND)  
Patricia Sullivan (NM)  
Carl Shaff (NV)  
James Sager (OR)  
Tad Perry (SD)  
David Buhler (UT)  
Ann Daley (WA)  
Tom Buchanan (WY)

**Agenda**

Presiding: Roy Ogawa (HI), chair

Staff: Louis Fox, executive director of WCET and vice president for WICHE technology and innovation  
Dennis Mohatt, vice president for behavioral health and director, WICHE Mental Health Program



Parameters for the Ad Hoc Committee for Self-Funded Units

8-3

**Discussion Items:**

Review of the FY 2009 Mental Health Program workplan

8-4

Review of the FY 2009 WCET workplan

8-8

“Mental Health on Campus: The Need for Action”

*Discussion leader:* Dennis Mohatt, vice president for behavioral health

“Making Online Learning Visible: The Transparency By Design Project”

*Discussion leader:* Louis Fox, executive director of WCET and vice president, WICHE technology and innovation

**Unit Updates:**

Mental Health – Dennis Mohatt

WCET and WICHE Science, Technology, and Innovation  
initiative – Louis Fox

# ACTION ITEM

## Proposed New Standing Committee for Self-Funded Entities within WICHE

### **Context**

WCET and the Mental Health Program operate quite differently than the other units within WICHE, in that they receive no direct financial support from WICHE's general fund and each has a separate quasi-governance structure (the WCET Executive Council and Mental Health Oversight Committee). Because of their more independent nature, the commission over the years has reduced the amount of oversight provided to these two areas. WCET has generally been asked to provide a report to the Issue Analysis and Research Committee, but there has been little direct engagement of the commission with its operations or activities. The Mental Health Program has provided a report at the end of each Executive Committee meeting, held in conjunction with the semiannual commission meetings, yet again by tradition, there has been little commission engagement beyond receiving a report. This situation has not been unique to these two units. The Consortium on North American Higher Education Collaboration (CONAHEC), which spun off from WICHE in 1999, had a similar relationship, as did the Western Institute of Nursing (WIN) and the National Center for Higher Education Management Systems (NCHEMS), which spun off from WICHE in the 1970s and 1980s.

For a couple of reasons, both the commission's current officers and the executive staff team have come to believe that there should be a more formal and substantial level of commission engagement with these two units.

First and foremost, while these units do indeed operate quite independently, they are nonetheless integral components of WICHE, and the commission is as responsible for them as for any other WICHE activity. The commission has both legal and fiduciary responsibility for these areas, and thus has a responsibility to have full knowledge of their activities. Furthermore, while "independent," each of these units are also interdependent upon WICHE – and vice versa, WICHE is dependent on them. They both benefit from and contribute to the financial stability and viability of the overall organization. And the quality of their work redounds to the reputation of the organization as a whole.

Second, the current leaders of both entities are significant leaders within WICHE and want to contribute to what they term "one WICHE." They believe that their units can contribute to WICHE's overall agenda in significant ways, beyond the usual bounds of their mission-centered activities.

For this reason Chair Ogawa has created on an ad hoc basis a committee to focus on these self-funded but wholly owned subsidiary units of WICHE, with the presumption that this committee will become a standing committee, if accepted by the commission as a whole.

### **Charge of the Proposed Committee**

A proposed charge for the committee is as follows:

This committee shall review the work of the WCET and the Mental Health Program, including a review of the budget and workplans of these units, on a regular basis. The committee will provide suggestions to the staff in charge of these units and will engage with staff in discussions of the vision and activities being conducted and to be conducted by these units. The committee will designate individual commissioners to represent the commission on the WCET Executive Council (an elected position by the WCET membership) and on the Mental Health Oversight Committee (an appointed position). The committee will keep the commission apprised of the most significant activities and issues facing these self-funded portions of the WICHE organization.

### **Action Requested**

Acceptance of creating a standing committee on self-funded units.

# WICHE WORKPLAN 2009 – Mental Health

## EXISTING ACTIVITIES

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- Legislative Advisory Committee: revamping the committee, examining the membership, stimulating attendance by members, and convening an annual meeting
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### Access & Success

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- Student Exchange Programs: Professional Student Exchange Program (PSEP); Western Regional Exchange Program (WRGP); Western Undergraduate Exchange (WUE) (state-funded)
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- Regional Veterinary Medicine Advisory Council
- Western Consortium for Rural Social Work
- *Escalating Engagement* (Ford) – will propose a next phase of this program to support ongoing state activities following the June 2008 summit on workforce certification systems
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(proposals approved by the commission)

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- Expanding professional advisory councils (health professions)
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- Transparency By Design: collaboration with The President's Forum to develop outcome and quality measures for leading online education institutions (WCET)

# ON THE HORIZON

(proposals not yet submitted to the commission or past proposals that are being recast)

## Finance

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### Access & Success

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- Expanding adult degree completion through online education via ICE
- Expansion of the State Scholars Initiative with private funding
- Student mobility
- Portable financial aid
- Public Policy and Research unit plans to bid for the federal GEAR UP program national evaluation contract (expected announcement in 2009 fiscal year)
- Project with National Council for Community and Education Partnerships and NCSL to examine the impact of college access programs on state policy (project in development)

### Technology & Innovation

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- Research on strategies and best practices that promote use of open educational resources in higher education (WCET)

### Workforce

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- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)
- Assisting states in identifying academic program development needs
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Policy and Mental Health collaboration on recidivism reduction in the prison population

### Accountability

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- Creation of *Research Insights* series for education and policy researchers
- Presentations on the new SPIDO features at national meetings (GF, Lumina, Jobs for the Future, Pathways)
- Mine federal databases, databases from the EdTrust, and other national-level databases to create Western state-specific research and policy briefs on timely and relevant topics



# Monday, May 19, 2008

## 4.30/5.00 - 9.30 pm

Mount Rushmore - Carver's  
Cafe

## Dinner at Mount Rushmore

- 4.30 pm **First departure to Mount Rushmore** (travel time is approximately one hour): Grayline bus will be parked outside of hotel lobby
- 5.00 pm **Second departure to Mount Rushmore:** Grayline bus will be parked outside of hotel lobby
- 5.30 pm First arrival from Rushmore Plaza Holiday Inn  
Drinks and light appetizers
- 6.00 pm Second arrival from Rushmore Plaza Holiday Inn
- 6.15 pm Dinner
- 6.45 pm Presentation by Gerard Baker, park superintendent
- 7.30-8.00 pm Lighting of the memorial  
(approx.)
- 9.00-9.30 pm Departure from Mount Rushmore

Under the direction of sculptor Gutzon Borglum, nearly 400 men worked to create Mount Rushmore National Memorial from October 4, 1927, to October 31, 1941. Ninety percent of the carving on the mountain was completed using dynamite, and though the work was extremely dangerous, there were no fatalities during the creation of the memorial. Borglum chose Mount Rushmore as the site of the memorial for its 5,725-foot wall of granite and southeast exposure, which provided direct sunlight for most of the day. The Washington figure was dedicated in 1930, followed by President Jefferson in 1936, President Lincoln in 1937, and President Roosevelt in 1939.

Enjoy an evening on the memorial grounds with dinner and a presentation by Gerard Baker, Mount Rushmore park superintendent. The evening will conclude with the lighting of the memorial.

## Biographical Information on the Speaker

**Gerard A. Baker** is the superintendent of Mount Rushmore National Memorial, responsible for over 1,200 acres and a monument that hosts some 3 million visitors per year. He has been with the federal government for 30 years: 27 with the National Park Service and three with the United States Forest Service. Baker is a full blood member of the Mandan-Hidatsa Tribe of the Fort Berthold Indian Reservation in Mandaree, ND. He grew up on the reservation, on his father's cattle ranch in western North Dakota. Baker received his doctorate degree of public service from the South Dakota School of Mines and Technology. He is a graduate of Southern Oregon State University in Ashland, with degrees in criminology and sociology. Baker began his National Park Service (NPS) career in 1979 as a park technician at Knife River Indian Villages National Historic Site in North Dakota. He served as the historian at Fort Union Trading Post National Historic Site for two years before assuming the north unit district ranger job

at Theodore Roosevelt National Park. In 1990 Baker transferred to the U.S. Forest Service as assistant district ranger for the Little Missouri National Grasslands in North Dakota. He spent the following year as assistant district ranger for the Beartooth District in Red Lodge, MT, and acting district ranger on the Ashland District in Ashland, MT, before returning to the NPS as superintendent of Little Big Horn Battlefield National Monument, Crow Agency, MT. In 1997 Baker received the NPS Intermountain Regional Director's Award for Cultural Resource Management and a team performance award for this work with the Indian Memorial at Little Bighorn Battlefield. In 1998 he became superintendent of Chickasaw National Recreation Area in Oklahoma and received the U.S. Department of the Interior's Honor Award for Superior Service. As Superintendent of Lewis and Clark National Historic Trail from 2000 to 2004, he was responsible for trail management and the establishment of the traveling exhibit, "Corps of Discovery II: 200 Years to the Future," which follows the Lewis and Clark National Historic Trail.

Tuesday, May 20, 2008

8.30 - 10.00 am

Salon D

**Plenary Session III: Woe Is Us – The Implications of Demography, Economy, and International Competition on the Demand for and Supply of Highly Trained Workers in the West, Today and Tomorrow**

Dennis Jones, president of the National Center for Higher Education Management Systems, will share information on the gaps between workforce demand and workforce supply, given the demographic, economic, and competitive forces facing the West, both today and tomorrow. Be prepared for a sobering experience. The U.S. faces challenges unlike anything it has faced in modern history, but the West faces perhaps the most significant challenges within the country as a whole. Higher education is without doubt the major tool available for addressing this challenge, but it is not clear that this is either universally recognized within the public arena or financially palatable within the current political environment. Nor is it apparent that American higher education itself is prepared or preparing to respond adequately to meet the nation's needs.

**Biographical Information on the Speaker**

**Dennis Jones** is president of the National Center for Higher Education Management Systems (NCHEMS), a nonprofit research and development center founded to improve strategic decision making in institutions and agencies of higher education. A member of the staff since 1969, Jones is widely recognized for his work in such areas as the changing environment for postsecondary education; the formulation of state and institutional policy in response to this change; and strategic planning for postsecondary education. Previously, Jones served as an administrator at Rensselaer Polytechnic Institute. He received his graduate and undergraduate degrees from that institution in the field of engineering management.





Tuesday, May 20, 2008

10.15 - 11.15 am  
Salon D

**Plenary Session IV – Part A: What’s Up at WICHE?  
*Knocking at the College Door 2008***

The nation and many states are undergoing sweeping shifts of demography, driven in large part by explosive growth among Hispanic/Latino populations. This session will provide information from the newest edition in WICHE’s widely respected series of projections of high school graduates by state and race/ethnicity, *Knocking at the College Door*, published in early 2008. The projections provide a better understanding of the scope of the demographic shifts in each state and how will they relate to the demand for postsecondary education in the years to come, both in terms of its overall size and its racial/ethnic composition.

**Biographical Information on the Speakers**

**Dolores Mize** is vice president for public policy and research for the Western Interstate Commission for Higher Education. Mize had a successful first year at WICHE, redesigning and refocusing some of the work of the organization, raising approximately a million dollars and speaking at numerous state, regional, and national events. Before joining WICHE, Mize spent 10 years with the Oklahoma State Regents for Higher Education, where she accepted several roles, serving most recently as associate vice chancellor and special assistant to the chancellor. From 1999-2007 Mize raised close to \$90 million for the state system through federal and foundation discretionary grants. She additionally administered federal formulaic grants and, in partnership with the state’s EPSCoR program, developed a complete grantsmanship support system for all of the state’s public and private colleges and universities. Mize worked in numerous P-16 venues; administered a statewide assessment program in Oklahoma, designed to help prepare students in middle and high school for college; and led the first ever statewide college access marketing campaign aimed at this population. Mize’s work and the efforts of her staff earned numerous awards and recognition from business, state government, public relations, and national groups. Mize just received a grant from Lumina Foundation for Education, entitled *Non-Traditional No More: Policy Solutions for Adult Learners*, in which three pilot states will undergo comprehensive policy reform to support adult learners in the areas of academic affairs, student affairs, financing and financial aid, and marketing and communications. A key piece of this project is also to help states put their data system houses in order, so they can identify “ready adults” – those who are close to obtaining a degree but who’ve never completed their education. Mize is a well-known advocate for students of all ages and serves on several national boards related to her personal devotion to student success in college.

**Brian T. Prescott** is the senior research analyst in the Public Policy and Research unit at the Western Interstate Commission for Higher

Education. In this role he has primary responsibility for obtaining and analyzing quantitative data with public policy relevance. As part of this work, he is the author of the 7<sup>th</sup> edition of *Knocking at the College Door*, WICHE's widely used projections of high school graduates by state and race/ethnicity. Additionally, he oversees an annual report on tuition and fees charges at public higher education institutions in the West, annually prepares a regional benchmarks report, maintains a web-based fact book, and authors occasional policy briefs. Prescott also has experience working with states on issues of access, success, affordability, accountability, workforce development, and accelerated-learning options. Prior to joining WICHE in 2004, Prescott worked in the Office of State Governmental Relations at the University of Virginia, where he earned a Ph.D. in higher education. He also holds an M.A. in student development in postsecondary education from the University of Iowa and a B.A. from the College of William and Mary.

#### **Plenary Session IV – Part B: What's Up in the West? The Impending Loan Crisis (or Not)**

In the budget reconciliation package of 2007, Congress reduced substantially the student loan subsidies provided to banks and other lending institutions, both public and private. These substantial subsidies had traditionally been provided to ensure that lenders would continue to provide adequate loan capital to meet the demand from students for federally insured student loans within the federal family of education loans (FFEL) program. These cuts produced \$12 billion in savings, which were used to help reduce the budget deficit, with a portion of the funds actually being used to provide increased funding for the federal need-based grant initiative known as the Pell Grant program.

At the time that these subsidies were proposed and subsequently passed, there was much hue and cry that the cuts were so severe that they would force lenders out of the FFEL program and create a catastrophic credit crunch for students seeking federal student loans. The response from Congress and the Department of Education was that they believed subsidies remained sufficient to provide efficient banks with an adequate return on investment and that any slack could be picked up by the federal Direct Loan Program, which obviously doesn't share the private sector's profit orientation.

At least initially, there was no apparent impact on lender participation in the program. Beginning in early spring 2008, however, coincident with the credit crunch experienced as a result of the collapse of the subprime mortgage market and the concomitant difficulties lenders were experiencing due to their bundling of low- and high-risk debt, many lenders began reducing their commitment to student lending. Initially this withdrawal began with non-federally-insured private loans, which had become popular in recent years as a way to supplement

federally insured loans when the latter did not meet all of a student's perceived borrowing needs. These non-federal loans, lacking the federal guarantee against default, were of much higher risk to lenders; thus, they reduced their availability when this type of credit became a more risky investment.

Within a couple of months, however, a number of lenders also withdrew from offering the federal loans. Why, however, is not clear. The lenders contend that the subsidy cuts were too severe and that the slim profit margins simply don't make it worthwhile to stay in this line of business. Yet many lenders, particularly large lenders, have remained in the program. Furthermore, it appears that many of the lenders have withdrawn simply because the credit markets have become extremely tight and they have been unable to market the bonds necessary to provide the loan capital they need to stay in this business.

Without doubt, the current environment has created a crisis for student loan lenders. But has it created a crisis for students who wish to borrow? The Department of Education has provided a mechanism for lenders of last resort to step up their participation in the programs. Major lenders, including Sallie Mae, which was established as a secondary market to ensure access to student loan capital and has expanded into the largest national lender, remain active in the program. And a number of colleges and universities have joined the Direct Loan Program, which seems capable of expanding to meet whatever demand comes its way.

These circumstances provide a ripe opportunity for a discussion of what is best for students, institutions, states, and the federal government. Your president, Dave Longanecker, managed these programs as assistant secretary for postsecondary education throughout most of the 1990s and can assure you that this is one of those policy areas in which "where you stand often depends upon where you sit." Longanecker will lead a discussion in which he hopes to shed a little knowledge and receive a little knowledge, as well.

### **Biographical Information on the Speaker**

**David A. Longanecker** is the president of the Western Interstate Commission for Higher Education in Boulder, CO. WICHE is a regional compact between 15 Western states created to assure access and excellence in higher education through collaboration and resource sharing among the higher education systems of the West. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that, he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written

extensively on a range of higher education issues. His primary interests in higher education are: 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.

Tuesday, May 20, 2008

11.15 am - 12.30 pm  
Salon D

## 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

Report and recommended action of the Executive Committee,  
Roy T. Ogawa, WICHE chair [tab 1]

Report and recommended action of the Programs and Services  
Committee, Carl Shaff, committee chair [tab 6]



Approval of the FY 2009 workplan sections  
pertaining to the Programs and Services  
unit's activities [tab 6]



Approval of support fees for the Professional  
Student Exchange Program (PSEP) for  
FY 2010 and FY 2011 [tab 6]

Report and recommended action of the Issue Analysis  
and Research Committee, Jane Nichols, committee chair [tab 7]



Approval of the FY 2009 workplan sections  
pertaining to the Public Policy and Research  
unit's activities [tab 7]

Report and recommended action of the Ad Hoc Committee  
for Self-funded Units, Roy Ogawa, chair [tab 8]

### Committee of the Whole Action Items



Approval of FY 2009 annual operating budget –  
general fund budget and non-general-fund  
budgets 12-3



Approval of salary and benefit  
recommendations for FY 2009 12-11



Approval of the FY 2010 and FY 2011  
biennium state dues 12-12



Approval of the workplan for FY 2009 12-13

Meeting evaluation (electronic)

Go to [www.surveymonkey.com/s.aspx?sm=QJRXLs0y7WtEp94m1DI9Jg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=QJRXLs0y7WtEp94m1DI9Jg_3d_3d) to complete the meeting evaluation. The link will also be sent out to commissioners via email.

Other business

**Adjournment**

Box lunches available

**ACTION ITEM**  
**FY 2009 Annual Operating Budget**  
**(Including General Fund Budget and Non-General-Fund Budgets)**

The general fund budget proposed for FY 2009 (see following table) is the staff recommendation for a WICHE program that provides service to member states, as well as a wide range of highly significant projects. General fund income not only provides the funds for basic WICHE program activities, such as the Student Exchange Program and the Public Policy and Research unit, it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by non-state dollars.

**Action Requested**

Approval of the FY 2009 general fund budget and the FY 2009 non-general-fund budgets.



**Western Interstate Commission for Higher Education**  
**General Fund Budget**

Mar 2008

Comparing FY 2008 with FY 2009

**Revenue and Expenditures**

	FY 2008				FY 2009				
	FY 2008 Budget	FY 2008 Projection	Projection 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 Projection	
<b>Revenue</b>									
4102 Indirect Cost Reimbursements	\$280,485	\$241,979	(\$38,506)	-13.7%	\$230,000	(\$50,485)	-18.0%	(\$11,979)	-5.0%
4104 Indirect Cost Sharing-WICHE		(\$32,157)			(\$30,000)			\$2,157	-6.7%
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	\$322,306	\$32,306	11.1%	\$180,000	\$110,000)	-37.9%	(\$142,306)	-44.2%
4400 Publication Sales & Refunds	\$103	\$438	\$335	324.8%	\$100	(\$3)	-2.9%	(\$338)	-77.1%
4600 Other Income	\$13,352	\$10,893	(\$2,459)	-18.4%	\$14,000	\$648	4.9%	\$3,107	28.5%
4850 Credit Card Transaction Rev. / Units	\$8,250	\$150	(\$8,100)	-98.2%	\$3,500	(\$4,750)	-57.6%	\$3,350	2233.3%
4900 Interfund Transfers		\$5,425							
<b>Total Revenue</b>	<b>\$2,419,190</b>	<b>\$2,289,034</b>	<b>(\$103,424)</b>	<b>-4.3%</b>	<b>\$2,284,600</b>	<b>(\$104,590)</b>	<b>-4.3%</b>	<b>\$991</b>	<b>0.0%</b>
<b>Expenditures</b>									
0102 Student Exchange Program	\$281,301	\$281,534	(\$233)	-0.1%	\$306,746	(\$25,444)	-9.0%	(\$25,211)	-9.0%
0104 Policy Analysis & Research	\$361,816	\$352,447	\$9,370	2.6%	\$326,954	\$34,862	9.6%	\$25,492	7.2%
0105 Communications & Public Affairs	\$361,626	\$337,713	\$23,913	6.6%	\$379,689	(\$18,062)	-5.0%	(\$41,975)	-12.4%
0107 Science and Technology	\$100,000	\$94,956	\$5,044	5.0%	\$102,483	(\$2,483)	-2.5%	(\$7,527)	-7.9%
0110 President's Office	\$412,088	\$367,161	\$44,927	10.9%	\$431,354	(\$19,267)	-4.7%	(\$64,193)	-17.5%
0111 Commission Meeting Expense	\$130,387	\$124,559	\$5,828	4.5%	\$134,299	(\$3,912)	-3.0%	(\$9,740)	-7.8%
0112 Administrative Services	\$402,217	\$396,947	\$5,270	1.3%	\$430,155	(\$27,938)	-6.9%	(\$33,208)	-8.4%
0114 Indirect Cost Sharing Expense	\$75,000	\$0	\$75,000	100.0%					
0115 Miscellaneous Gen. Fund	\$142,205	\$127,711	\$14,494	10.2%	\$146,471	(\$4,266)	-3.0%	(\$18,760)	-14.7%
0116 Program Development	\$25,000	\$29,259	(\$4,259)	-17.0%	\$25,000	\$0	0.0%	\$4,259	14.6%
0117 Transition Funding for Policy	\$100,000	\$100,000	\$0	0.0%					
<b>Total Expenditures</b>	<b>\$2,391,641</b>	<b>\$2,212,287</b>	<b>\$179,354</b>	<b>7.5%</b>	<b>\$2,283,151</b>	<b>(\$66,510)</b>	<b>-2.8%</b>	<b>(\$170,863)</b>	<b>-7.7%</b>
<b>Surplus (Deficit) for the Fiscal Year</b>	<b>\$27,549</b>	<b>\$76,747</b>	<b>\$49,198</b>		<b>\$1,449</b>	<b>(\$171,100)</b>		<b>(\$169,872)</b>	
<b>Reserves at Beginning of Year</b>									
1 Minimum Reserve	\$286,997	\$286,997	\$0	0.0%	\$273,978	(\$13,019)	-4.5%	(\$13,019)	-4.5%
2 * Reserve for Facility Payments	c \$212,000	\$212,000	\$0	0.0%	\$202,000	(\$10,000)	-4.7%	(\$10,000)	-4.7%
3 * Reserve for Unexpected Shortfall	d \$239,164	\$239,164	\$0	0.0%	\$228,315	(\$10,849)	-4.5%	(\$10,849)	-4.5%
4 Reserve required for CECFA Bond	e \$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%	\$302,323	\$10,615	3.6%	\$10,615	3.6%
<b>Reserves at Beginning of Year</b>	<b>\$1,099,869</b>	<b>\$1,099,869</b>	<b>\$0</b>	<b>0.0%</b>	<b>\$1,076,616</b>	<b>(\$23,253)</b>	<b>-10.2%</b>	<b>(\$23,253)</b>	<b>-10.2%</b>
<b>Reserves Dedicated during Year</b>									
6 Telephone System	f \$0	\$100,000	(\$100,000)		\$0	\$0		\$100,000	100.0%
7 Deficit (Surplus) for the Fiscal Year above	(\$27,549)	(\$76,747)	\$49,198	-178.6%	(\$1,449)	(\$26,100)	94.7%	(\$75,297)	98.1%
<b>Reserves Dedicated during the Fiscal Year</b>	<b>(\$27,549)</b>	<b>\$23,253</b>	<b>(\$50,802)</b>	<b>-178.6%</b>	<b>(\$1,449)</b>	<b>(\$26,100)</b>	<b>94.7%</b>	<b>\$24,703</b>	<b>198.1%</b>
<b>Reserves at End of Year</b>	<b>\$1,127,418</b>	<b>\$1,076,616</b>	<b>(\$50,802)</b>		<b>\$1,078,065</b>	<b>(\$49,353)</b>		<b>\$1,449</b>	

(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) \* Adopted at May 07 meeting: Equal to 6 months of Facility Cost.

(d) \* Adopted at May 07 meeting: Equal to 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize.

(e) CECFA Bond requires a reserve set aside.

(f) Replacement Telephone System requested at February 2008 meeting of Executive Committee.

**Western Interstate Commission for Higher Education**  
*Two Year Forecast for FY 2008 and FY 2009*

**Selection**  
**Mar 2008**

**Programs and Services**

9 months elapsed 3 months remaining	FY 2008	FY 2008	FY 2009	Variance	%
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	FY 2009 budget higher or (lower) than	FY 08
	<i>Actual &gt; 01-Jul-07 -- 31-Mar-08</i>	<i>01-Jul-07</i>	<i>01-Jul-08</i>		
	<i>Forecast &gt; 01-Apr-08 -- 30-Jun-08</i>	<i>30-Jun-08</i>	<i>30-Jun-09</i>		
11-20 MHEC Master Property Program	\$37,810	\$14,163	\$31,000	\$16,837	118.9%
12-30 AT Alliance	\$32,663	\$1,350	\$0	(\$1,350)	-100.0%
12-40 USC Equity Scorecard Project	\$21,130	\$12,600	\$12,600	\$0	0.0%
14-58 Bridges to Professorate 8	\$138,965	\$131,969		(\$131,969)	-100.0%
14-59 Bridges to Professorate 9	\$0		\$135,928	\$135,928	
15-01 NorthWest Academic Forum	\$51,066	\$51,066	\$52,598	\$1,532	3.0%
15-15 Internet Course Exchange	\$47,811	\$44,600	\$140,000	\$95,400	213.9%
15-16 ICE Sloan	\$45,000			\$0	
16-61 OHSU NEXUS Project	\$26,059	\$996	\$0	(\$996)	-100.0%
19-50 Prior State Scholars	\$36,695	\$188,252	\$181,150	(\$7,102)	-3.8%
19-51 SSI - Program Administration	\$2,402,739	\$789,807	\$518,027	(\$271,780)	-34.4%
19-52 SSI - State Reimbursements	(\$278,800)	\$926,087	\$156,522	(\$769,565)	-83.1%
<b>Revenue</b>	<b>\$2,561,138</b>	<b>\$2,160,891</b>	<b>\$1,227,825</b>	<b>(\$933,065)</b>	<b>-43.2%</b>
<b>Total Revenue</b>	<b>\$2,561,138</b>	<b>\$2,160,891</b>	<b>\$1,227,825</b>	<b>(\$933,065)</b>	<b>-43.2%</b>
11-20 MHEC Master Property Program	\$8,530	\$17,625	\$22,000	\$4,375	24.8%
12-30 AT Alliance	\$0	\$1,350	\$0	(\$1,350)	-100.0%
12-40 USC Equity Scorecard Project	\$0	\$12,600	\$12,600	\$0	0.0%
14-58 Bridges to Professorate 8	\$135,421	\$131,930		(\$131,930)	-100.0%
14-59 Bridges to Professorate 9	\$0		\$135,928	\$135,928	
15-01 NorthWest Academic Forum	\$43,773	\$39,678	\$40,868	\$1,190	3.0%
15-15 Internet Course Exchange	\$15,675	\$44,600	\$100,000	\$55,400	124.2%
15-16 ICE Sloan	\$0		\$8,344	\$8,344	
16-61 OHSU NEXUS Project	\$9,618	\$996	\$1,057	\$61	6.1%
19-50 Prior State Scholars	\$40,363	\$188,253	\$181,150	(\$7,102)	-3.8%
19-51 SSI - Program Administration	\$661,717	\$730,946	\$517,552	(\$213,394)	-29.2%
19-52 SSI - State Reimbursements	\$883,289	\$926,087	\$156,522	(\$769,565)	-83.1%
<b>Expense</b>	<b>\$1,798,387</b>	<b>\$2,094,064</b>	<b>\$1,176,021</b>	<b>(\$918,043)</b>	<b>-43.8%</b>
<b>Total Expense</b>	<b>\$1,798,387</b>	<b>\$2,094,064</b>	<b>\$1,176,021</b>	<b>(\$918,043)</b>	<b>-43.8%</b>
<b>Revenue over (under) Expense</b>	<b>\$762,751</b>	<b>\$66,826</b>	<b>\$51,804</b>	<b>(\$1,851,108)</b>	<b>-43.5%</b>

**Western Interstate Commission for Higher Education**  
Two Year Forecast for FY 2008 and FY 2009

**MHH**  
Mar 2008

**Mental Health**

<i>9 months elapsed</i> <i>3 months remaining</i>	<i>Actual &gt; 01-Jul-07 -- 31-Mar-08</i> <i>Forecast &gt; 01-Apr-08 -- 30-Jun-08</i>	FY 2008	FY 2008	FY 2009	<i>Variance</i>	<i>%</i> FY 2009 budget higher or (lower) than FY 08
		<i>Total</i>	<i>Budget</i>	<i>Budget</i>		
		<i>Object / Description</i>	01-Jul-07	01-Jul-08		
		30-Jun-08	30-Jun-08	30-Jun-09		
40-01	MH - State Affiliation Fees	\$493,185	\$487,048	\$392,000	(\$95,048)	-19.5%
40-10	MH - Decision Support Group	\$78,140	\$78,140	\$78,000	(\$140)	-0.2%
41-01	MH - Consulting Main Account	\$154,541	\$154,541	\$155,000	\$459	0.3%
41-12	MH - HSRI Roundtable Evaluatio	\$16,712	\$16,712		(\$16,712)	-100.0%
41-13	MH - ValueOptions Consultation	\$1,851	\$1,851		(\$1,851)	-100.0%
41-14	MH - CA Inst. MH Workplan	\$9,358	\$9,358		(\$9,358)	-100.0%
41-15	MH - SD COEP Project	\$125,500	\$125,500	\$125,500	\$0	0.0%
41-16	MH - SD Primary Healthcare TA	\$53,674	\$53,674	\$50,000	(\$3,674)	-6.8%
41-17	MH - Gallup KAT Project	\$33,334	\$33,334	\$16,666	(\$16,668)	-50.0%
41-58	MH - SD Technical Assistance	\$23,434	\$23,434	\$23,434	\$0	0.0%
41-59	MH - SD Survey 07-08	\$21,000	\$21,000	\$21,000	\$0	0.0%
41-61	MH - SD COSIG Project	\$88,662	\$88,662	\$88,662	\$0	0.0%
42-58	MH - WY Survey 06-07	\$3,974	\$3,974		(\$3,974)	-100.0%
42-59	MH - WY Suicide Prevention TA	\$38,000	\$38,000	\$38,000	\$0	0.0%
42-92	MH - ID Implementation Plan	\$171,087	\$171,087	\$50,000	(\$121,087)	-70.8%
43-93	MH - Rural Grand Rounds Y3	\$6,914	\$6,913		(\$6,913)	-100.0%
44-22	MH - AK OISPP Facilitator	\$91,471	\$91,471	\$45,000	(\$46,471)	-50.8%
44-23	MH - AK Workforce Development	\$9,498	\$9,498		(\$9,498)	-100.0%
44-24	MH - AK Workforce Development	\$62,356	\$62,356	\$60,000	(\$2,356)	-3.8%
44-30	MH - AK Behavioral Health Revie	\$64,940	\$64,940		(\$64,940)	-100.0%
44-31	MH - NM Needs Assessment 200	\$24,000	\$24,000		(\$24,000)	-100.0%
44-32	MH - AK Credentialing	\$116,000	\$116,000	\$125,000	\$9,000	7.8%
44-33	MH - AK Jobs to Careers.	\$11,000	\$11,000	\$11,000	\$0	0.0%
44-63	MH - Rural Health Research Y3	\$244,475	\$244,476		(\$244,476)	-100.0%
44-64	MH - Rural Health Research Y4	\$361,611	\$361,611	\$785,264	\$423,653	117.2%
45-01	MH - Anticipated New Funding	\$143,200	\$143,200	\$620,800	\$477,600	333.5%
	<b>Revenue</b>	<b>\$2,447,916</b>	<b>\$2,441,780</b>	<b>\$2,685,326</b>	<b>\$243,546</b>	<b>10.0%</b>
	<b>Total Revenue</b>	<b>\$2,447,916</b>	<b>\$2,441,780</b>	<b>\$2,685,326</b>	<b>\$243,546</b>	<b>10.0%</b>
40-01	MH - State Affiliation Fees	\$743,528	\$746,912	\$775,742	\$28,830	3.9%
40-10	MH - Decision Support Group	\$44,546	\$44,678	\$60,075	\$15,397	34.5%
41-14	MH - CA Inst. MH Workplan	\$1	\$0		\$0	#Error
41-15	MH - SD COEP Project	\$90,576	\$93,978	\$94,175	\$197	0.2%
41-16	MH - SD Primary Healthcare TA	\$12,497	\$12,499	\$49,187	\$36,688	293.5%
41-17	MH - Gallup KAT Project	\$26,858	\$26,747	\$23,254	(\$3,493)	-13.1%
41-58	MH - SD Technical Assistance	\$8,452	\$9,194	\$10,515	\$1,321	14.4%
41-61	MH - SD COSIG Project	\$44,727	\$49,292	\$58,405	\$9,113	18.5%
42-58	MH - WY Survey 06-07	\$3,974	\$3,976		(\$3,976)	-100.0%
42-59	MH - WY Suicide Prevention TA	\$9,347	\$10,904	\$37,294	\$26,390	242.0%
42-92	MH - ID Implementation Plan	\$85,894	\$105,827	\$49,984	(\$55,843)	-52.8%
43-93	MH - Rural Grand Rounds Y3	\$6,914	\$6,914		(\$6,914)	-100.0%
44-22	MH - AK OISPP Facilitator	\$52,289	\$52,013	\$45,000	(\$7,013)	-13.5%
44-23	MH - AK Workforce Development	\$9,498	\$9,497		(\$9,497)	-100.0%
44-24	MH - AK Workforce Development	\$37,110	\$48,986	\$58,039	\$9,053	18.5%
44-30	MH - AK Behavioral Health Revie	\$15,466	\$16,062		(\$16,062)	-100.0%
44-31	MH - NM Needs Assessment 200	\$6,688	\$7,359		(\$7,359)	-100.0%
44-32	MH - AK Credentialing	\$66,588	\$65,841	\$121,040	\$55,199	83.8%
44-33	MH - AK Jobs to Careers.	\$11,000	\$11,000	\$11,000	\$0	0.0%
44-63	MH - Rural Health Research Y3	\$244,475	\$244,475		(\$244,475)	-100.0%
44-64	MH - Rural Health Research Y4	\$354,128	\$356,343	\$211,220	(\$145,123)	-40.7%
45-01	MH - Anticipated New Funding	\$143,199	\$143,199	\$612,434	\$469,235	327.7%

	FY 2008	FY 2008	FY 2009		
9 months elapsed					
3 months remaining					
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	<i>Variance</i>	<i>%</i>
	<i>Actual &gt; 01-Jul-07 -- 31-Mar-08</i>	<i>01-Jul-07</i>	<i>01-Jul-08</i>	<i>FY 2009 budget higher</i>	
	<i>Forecast &gt; 01-Apr-08 -- 30-Jun-08</i>	<i>30-Jun-08</i>	<i>30-Jun-09</i>	<i>or (lower) than FY 08</i>	
<b>Expense</b>	<b>\$2,017,754</b>	<b>\$2,065,697</b>	<b>\$2,217,364</b>	<b>\$151,667</b>	<b>7.3%</b>
<b>Total Expense</b>	<b>\$2,017,754</b>	<b>\$2,065,697</b>	<b>\$2,217,364</b>	<b>\$151,667</b>	<b>7.3%</b>
<b>Revenue over (under) Expense</b>	<b>\$430,162</b>	<b>\$376,084</b>	<b>\$467,962</b>	<b>\$395,213</b>	<b>8.8%</b>

**Western Interstate Commission for Higher Education**  
*Two Year Forecast for FY 2008 and FY 2009*

SSS  
 Mar 2008

**Self Supporting Services**

<i>Object / Description</i>	FY 2008		FY 2008	FY 2009	<i>Variance</i>	<i>%</i>
	<i>Total</i>		<i>Budget</i>	<i>Budget</i>		
	<i>Actual &gt;</i>	<i>Forecast &gt;</i>	01-Jul-07 30-Jun-08	01-Jul-08 30-Jun-09		
9 months elapsed 3 months remaining						
					FY 2009 budget higher or (lower) than FY 08	
03-10 Printing Services	\$10,012		\$10,370	\$11,000	\$630	6.1%
03-20 Information Technology Services	\$218,725		\$198,427	\$211,200	\$12,773	6.4%
03-30 Telephone Services	\$30,144		\$28,873	\$27,120	(\$1,753)	-6.1%
05-02 3035 Center Green	\$412,453		\$425,813	\$425,000	(\$813)	-0.2%
<b>Revenue</b>	<b>\$671,335</b>		<b>\$663,483</b>	<b>\$674,320</b>	<b>\$10,837</b>	<b>1.6%</b>
<b>Total Revenue</b>	<b>\$671,335</b>		<b>\$663,483</b>	<b>\$674,320</b>	<b>\$10,837</b>	<b>1.6%</b>
03-10 Printing Services	\$13,733		\$14,927	\$26,083	\$11,156	74.7%
03-20 Information Technology Services	\$168,654		\$201,189	\$169,675	(\$31,513)	-15.7%
03-30 Telephone Services	\$16,724		\$24,682	\$33,572	\$8,890	36.0%
05-02 3035 Center Green	\$411,251		\$411,842	\$420,980	\$9,138	2.2%
<b>Expense</b>	<b>\$610,362</b>		<b>\$652,640</b>	<b>\$650,311</b>	<b>(\$2,329)</b>	<b>-0.4%</b>
<b>Total Expense</b>	<b>\$610,362</b>		<b>\$652,640</b>	<b>\$650,311</b>	<b>(\$2,329)</b>	<b>-0.4%</b>
<b>Revenue over (under) Expense</b>	<b>\$60,973</b>		<b>\$10,843</b>	<b>\$24,009</b>	<b>\$8,508</b>	<b>0.6%</b>

**Western Interstate Commission for Higher Education**  
Two Year Forecast for FY 2008 and FY 2009

Selection  
Mar 2008

**Policy Analysis & Research**

Object / Description	FY 2008		FY 2008		FY 2009	
	<i>Total</i>		<i>Budget</i>		<i>Budget</i>	
	<i>Actual &gt;</i> <i>Forecast &gt;</i>	01-Jul-07 -- 31-Mar-08 01-Apr-08 -- 30-Jun-08	01-Jul-07 30-Jun-08	01-Jul-08 30-Jun-09	<i>Variance</i>	<i>%</i>
08-12 Oregon Shared Responsibility		\$1,794			\$0	
50-01 Policy Transition Funding		\$1,500		\$60,000	\$60,000	
50-15 High School Grads : Core Accoun		\$15,068			\$0	
50-17 High School Grads : 7th Edition		\$170,862	\$85,000		(\$85,000)	-100.0%
50-45 Pathways to College Network (TE		\$23,182	\$13,636	\$16,364	\$2,727	20.0%
51-01 KnowledgeWorks		\$9,663			\$0	
51-41 Jobs for the Future SPIDO/MOA		\$27,273	\$81,818	\$18,182	(\$63,636)	-77.8%
51-42 Making Opportunity Affordable		\$0		\$100,000	\$100,000	
52-12 Lumina - Phase 2 Changing Direc		\$22,747			\$0	
52-13 Lumina - Changing Direction Revi		\$0		\$100,000	\$100,000	
52-21 Non-Traditional No More Y1		\$397,001	\$389,100	(\$29,444)	(\$418,544)	-107.6%
52-22 Non-Traditional No More Y2		\$0		\$395,444	\$395,444	
53-12 Escalating Engagement		\$240,688			\$0	
54-51 College Access College Grant (C		\$0		\$1,002,000	\$1,002,000	
55-01 Anticipated New Funding		\$25,000	\$100,000		(\$100,000)	-100.0%
<b>Revenue</b>		<b>\$934,778</b>	<b>\$669,555</b>	<b>\$1,662,545</b>	<b>\$992,991</b>	<b>148.3%</b>
<b>Total Revenue</b>		<b>\$934,778</b>	<b>\$669,555</b>	<b>\$1,662,545</b>	<b>\$992,991</b>	<b>148.3%</b>
50-01 Policy Transition Funding		\$0		\$11,345	\$11,345	
50-15 High School Grads : Core Accoun		\$55			\$0	
50-17 High School Grads : 7th Edition		\$75,584	\$64,000	\$32,922	(\$31,078)	-48.6%
50-45 Pathways to College Network (TE		\$0		\$4,730	\$4,730	
51-01 KnowledgeWorks		\$5,810	\$9,663		(\$9,663)	-100.0%
51-41 Jobs for the Future SPIDO/MOA		\$917	\$2,935	\$11,268	\$8,333	283.9%
51-42 Making Opportunity Affordable		\$0		\$28,398	\$28,398	
52-12 Lumina - Phase 2 Changing Direc		\$22,747			\$0	
52-13 Lumina - Changing Direction Revi		\$0		\$20,114	\$20,114	
52-21 Non-Traditional No More Y1		\$119,633	\$239,771	\$173,938	(\$65,833)	-27.5%
52-22 Non-Traditional No More Y2		\$0		\$329,496	\$329,496	
53-12 Escalating Engagement		\$110,556	\$162,035		(\$162,035)	-100.0%
54-51 College Access College Grant (C		\$0		\$41,572	\$41,572	
55-01 Anticipated New Funding		\$42,012	\$84,877	\$45,929	(\$38,948)	-45.9%
<b>Expense</b>		<b>\$377,314</b>	<b>\$563,280</b>	<b>\$699,711</b>	<b>\$136,431</b>	<b>24.2%</b>
<b>Total Expense</b>		<b>\$377,314</b>	<b>\$563,280</b>	<b>\$699,711</b>	<b>\$136,431</b>	<b>24.2%</b>
<b>Revenue over (under) Expense</b>		<b>\$557,464</b>	<b>\$106,274</b>	<b>\$962,834</b>	<b>\$1,129,422</b>	<b>91.6%</b>

**Western Interstate Commission for Higher Education**  
Two Year Forecast for FY 2008 and FY 2009

**WCT**  
**Mar 2008**

**Western Coop for Ed Telecom**

<i>Object / Description</i>	FY 2008		FY 2009		<i>Variance</i>	<i>%</i>
	<i>Total</i>		<i>Budget</i>			
	<i>Actual &gt; 01-Jul-07 -- 31-Mar-08</i>	<i>Forecast &gt; 01-Apr-08 -- 30-Jun-08</i>	<i>01-Jul-07</i>	<i>01-Jul-08</i>		
9 months elapsed						
3 months remaining						
					<i>FY 2009 budget higher or (lower) than FY 08</i>	
20-01 Western Coop for Ed'l Telecomm	\$369,650		\$381,000	\$394,500	\$13,500	3.5%
20-17 WCET - Annual Mtg Fall 2007	\$235,633		\$250,423		(\$250,423)	-100.0%
21-18 WCET - Annual Mtg Fall 2008	\$49,820		\$50,000	\$315,191	\$265,191	530.4%
21-19 WCET - Annual Mtg Fall 2009	\$0			\$35,000	\$35,000	
21-20 WCET Misc. Contracts and Stipe	\$1,500		\$2,500	\$1,500	(\$1,000)	-40.0%
21-22 WCET - Fall 2007 Webcast Serie	\$0		\$14,500		(\$14,500)	-100.0%
21-23 WCET - Academic Collaborations	\$4,257				\$0	
21-24 WCET - Transparency By Design	\$19,000				\$0	
22-01 WCC-Consulting Main Account	\$498				\$0	
22-39 WCC - OBHE Benchmarking	\$5,533		\$6,000		(\$6,000)	-100.0%
23-40 WCET - Hewlett EduTools Planni	\$23,468		\$37,811	\$20,000	(\$17,811)	-47.1%
23-41 WCET - Hewlett Travels	\$10,975		\$9,980		(\$9,980)	-100.0%
27-50 Anticipated New WCET Funding	\$19,485		\$44,485	\$67,728	\$23,243	52.2%
28-01 WET - Core Account	\$3,123		\$1,200	\$0	(\$1,200)	-100.0%
28-07 WET - IAA Policy	\$5,062		\$6,000		(\$6,000)	-100.0%
29-01 WSS - Core Account	\$50,092		\$61,608		(\$61,608)	-100.0%
29-06 WSS - HLC Meeting	\$1,216		\$31,410		(\$31,410)	-100.0%
29-08 WSS - CENTSS	\$4,114		\$8,500	\$17,996	\$9,496	111.7%
29-09 WSS - Chemeketa Online Evalua	\$25,103		\$33,000		(\$33,000)	-100.0%
29-11 WSS - Louisiana Region 6 Pilot	\$15,000				\$0	
29-51 WSS - WebAIM	\$7,500			\$1,500	\$1,500	
<b>Revenue</b>	<b>\$851,027</b>		<b>\$938,418</b>	<b>\$853,415</b>	<b>(\$85,003)</b>	<b>-9.1%</b>
<b>Total Revenue</b>	<b>\$851,027</b>		<b>\$938,418</b>	<b>\$853,415</b>	<b>(\$85,003)</b>	<b>-9.1%</b>
20-10 WCET - Administration and Gove	\$259,241		\$229,460	\$237,521	\$8,061	3.5%
20-17 WCET - Annual Mtg Fall 2007	\$228,183		\$229,359		(\$229,359)	-100.0%
20-30 WCET Communications and Res	\$175,454		\$185,897	\$132,174	(\$53,723)	-28.9%
21-01 WCET - Membership and Dues	\$35,029		\$51,089	\$37,415	(\$13,674)	-26.8%
21-18 WCET - Annual Mtg Fall 2008	\$58,309		\$49,140	\$269,799	\$220,660	449.0%
21-20 WCET Misc. Contracts and Stipe	\$15,351		\$13,037	\$60,927	\$47,890	367.3%
21-22 WCET - Fall 2007 Webcast Serie	\$1,426		\$7,402		(\$7,402)	-100.0%
21-23 WCET - Academic Collaborations	\$2,403				\$0	
21-24 WCET - Transparency By Design	\$18,813			\$12,302	\$12,302	
22-01 WCC-Consulting Main Account	\$490		\$79	\$100	\$21	26.3%
22-39 WCC - OBHE Benchmarking	\$5,533		\$3,925		(\$3,925)	-100.0%
23-40 WCET - Hewlett EduTools Planni	\$23,067		\$32,614	\$20,000	(\$12,614)	-38.7%
23-41 WCET - Hewlett Travels	\$9,965		\$9,900		(\$9,900)	-100.0%
28-01 WET - Core Account	\$13,813		\$35,075	\$7,856	(\$27,218)	-77.6%
28-07 WET - IAA Policy	\$7,703		\$6,498	\$5,661	(\$836)	-12.9%
29-01 WSS - Core Account	\$33,292		\$66,223	\$21,706	(\$44,517)	-67.2%
29-06 WSS - HLC Meeting	\$1,216		\$99		(\$99)	-100.0%
29-08 WSS - CENTSS	\$4,261		\$1,680		(\$1,680)	-100.0%
29-09 WSS - Chemeketa Online Evalua	\$25,103		\$25,388		(\$25,388)	-100.0%
29-11 WSS - Louisiana Region 6 Pilot	\$7,130				\$0	
29-51 WSS - WebAIM	\$6,188		\$400	\$20,807	\$20,407	5101.8%
<b>Expense</b>	<b>\$931,969</b>		<b>\$947,264</b>	<b>\$826,270</b>	<b>(\$120,995)</b>	<b>-12.8%</b>
<b>Total Expense</b>	<b>\$931,969</b>		<b>\$947,264</b>	<b>\$826,270</b>	<b>(\$120,995)</b>	<b>-12.8%</b>
<b>Revenue over (under) Expense</b>	<b>(\$80,942)</b>		<b>(\$8,847)</b>	<b>\$27,145</b>	<b>(\$205,997)</b>	<b>-10.9%</b>

## **ACTION ITEM**

### **Salary/Benefit Recommendations for FY 2009**

#### **Background**

As reflected in the proposed budget agenda item, President Longanecker recommends an overall increase in salaries for staff of 3.5 percent, 3.0 percent for performance-based increases and 0.5 percent for one-time bonuses to staff who have performed at exceptionally high levels over the past year. This request is .5 percent less than the percentage increases requested and granted for the past two years. WICHE does not give staff across-the-board or cost-of-living adjustments in salary; all increases are related to performance. The proposed budget also includes a 3.0 percent increase in benefits for staff, all of which are related either to benefits directly associated with salary (i.e., agency contributions to the retirement plan, life insurance, workers' compensation, unemployment compensation, and Social Security) or to projected changes in the costs of general benefits (i.e., health/dental insurance premiums, Social Security, and workers' compensation). Staff members continue to pay for a portion of their benefits, including a share of health insurance premiums for dependent coverage and their share of Social Security and retirement contributions.

Longanecker also recommends that salary ranges for positions within WICHE be increased by 3 percent to remain consistent with the proposed increases in salary.

#### **Actions Requested**

Approval of an overall increase in the performance-based salary pool of 3.5 percent, including 0.5 percent for one-time bonuses for exceptional performance.

Approval of an increase of 3 percent in each salary grade within the organization.



# ACTION ITEM

## Establishing Dues for the FY 2010-2011 Biennium

The commission establishes dues in May every other year for the coming biennium. Action on the dues for the FY 2010 and FY 2011 is needed at this meeting. The reason the dues are set for two years is because a number of states operate on biennial budgets. In those states once the budget item is set for the two years, it is difficult to change it in the second year. The establishment of dues at the May 2008 commission meeting is necessary because states begin preparing budgets for the following year or biennium in late summer or early fall.

Dues for FY 2009 have already been established at \$120,000 per member state. The staff recommendation is to increase the dues by \$5,000 in FY 2010 and \$5,000 in FY 2011. The dues would be as follows:

	<b>Amount</b>	<b>% Increase</b>
FY 2009, approved May 2006	\$120,000	
FY 2010	\$125,000	4.16%
FY 2011	\$130,000	4.00%

The ratio of WICHE's total expenditures to dues was 3.7 to 1 during FY 2006 and 3.9 to 1 for FY 2007, the most recent years for our audited financial statement.

### **Why Is a Dues Increase Needed?**

The total revenue provided by the dues increases would be \$75,000 in FY 2010 and FY 2011. There would not be any significant change or expansion in programming as a result of this increase. It is needed for the increased cost of doing business. Salaries are increased in order to keep quality staff. Health insurance costs continue to significantly escalate. Facility costs continue to rise because of increases in building operating expenses.

The state dues provide the core support for WICHE. These funds are used for basic WICHE program activities, such as the Student Exchange Program and Public Policy and Research, but they also are used to provide an organizational structure that allows WICHE to become involved, as determined by the commission, in numerous activities in regional resource sharing.

In a separate information item, the FY 2009 budget will be reviewed. Staff believes the budget reflects the priorities that have been established by the commission in ongoing discussions over the last several years. As evidenced by the total budget, many of these projects are funded in part by sources other than the state dues. State dues represented 24 percent of WICHE's total revenue for FY 2007.

### **Dues for the Other Organizations**

With the proposed increases for FY 2010 and FY 2011, the WICHE dues would remain below the FY dues for SREB (Southern Regional Education Board), which are \$193,550 for FY 2008 and \$199,360 for FY 2009. SREB is asking for 3.5 percent increases in their upcoming July meeting. NEBHE (New England Board of Higher Education) has proportional dues for their states. For FY 2008, they ranged from a low of \$84,000 to a high of \$350,000, with a mode of \$147,000. They experienced a 5 percent increase in FY 2008 and will be requesting a 5 percent increase for FY 2010 and a 2.5 percent increase for FY 2011. MHEC (Midwestern Higher Education Compact) is the newest regional higher education organization and began operating in FY 1991. Their last increase was 9 percent in FY 2005, and their dues are currently \$90,000. They are increasing their dues \$5,000 (5.6 percent) to \$95,000 for FY 2009.

### **Action Requested**

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

FY 2010	\$125,000
FY 2011	\$130,000

WICHE



ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

Western Interstate Commission  
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[www.wiche.edu](http://www.wiche.edu)

# Higher Education: The Engine of Economic Opportunity

2009  
WICHE  
Workplan

## Higher Education: The Engine of Economic Opportunity

From its beginning over a half century ago, WICHE has viewed higher education as a powerful driver of economic opportunity – for individuals, communities, states, and the region. Its original initiative, the Professional Student Exchange Program, was created to provide students with better access to medical, dental, and veterinary programs and to boost the number of working professionals in Western communities.

For the West and its citizens to prosper in today's global economy, we need an educational "engine" that's more powerful, more efficient – and much more effective. According to "The Missing Middle: Aligning Education and the Knowledge Economy," a report prepared for the U.S. Department of Education's Office of Vocational and Adult Education, if we don't improve educational opportunity for all students, shortages of workers with postsecondary training could range as high as 12 million by 2020.

To meet the now and future needs of our country and our economy, we need to get our students off to a strong start, not just by improving access to college but by making sure they're prepared to succeed once they get there. While WICHE's high school graduates report, *Knocking at the College Door*, shows that U.S. graduation numbers are peaking this year and next, many of those students aren't ready for college or work. In addition, not enough of them even make it to graduation: a 2007 study published by the Organisation for Economic Co-operation and Development (OECD) showed that the U.S. high school graduation rate is one of the lowest in the OECD – 76 percent, compared to 82 percent for OECD nations overall and 87 percent for the EU.

In fiscal 2009 WICHE and its four units – Public Policy and Research, Programs and Services, WCET, and Mental Health – will work to build a better educational engine via our efforts in our five areas: finance, access and success, workforce and social issues, technology and innovation, and accountability.

## Finance

At a time when tuition and fees are skyrocketing, making it hard for students and their families to cover the college bill, WICHE's four **Student Exchange Programs** (SEP), managed by the Programs and Services unit, offer college students in the West affordable access to an array of postsecondary offerings. Students enroll in participating institutions in the region at reduced costs, ranging from resident tuition to 150 percent of that rate. The West's colleges and universities also benefit, as SEP allows them to fill undersubscribed programs and reduce duplication of programs. In 2007-08 some 23,000 students – a record number – saved almost \$138 million in reduced tuition by enrolling at institutions through the Western Undergraduate Exchange, the Professional Student Exchange Program, the Western Regional Graduate Program, and the WICHE Internet Course Exchange (WICHE ICE), our newest offering. WICHE's Programs and Services staff will continue to work with our member states to broaden student participation in each program in fiscal 2009 (for more on student exchange, see the access section).

WICHE will continue to offer the **Master Property Program** (MPP), a cost-saving initiative, to Western institutions, in collaboration with the Midwestern Higher Education Compact (MHEC). MPP members in the WICHE and MHEC regions purchase property insurance as a group and benefit from comprehensive property coverage tailored to higher education needs. The MPP also provides engineering and loss control strategies that help institutions protect their assets while saving on their premium costs. Since 1994 the MPP has generated more than \$40 million in savings for participating institutions. MPP members also have the opportunity to earn dividends based on annual loss ratios. There are currently 47 members of the MPP, including 100 campuses with total insured values of nearly \$58.2 billion. In 2004 the Nevada System of Higher Education was the first system in the WICHE region to participate in the Master Property Program. Since July 2007 an additional six institutions have joined: Lewis & Clark College, Pima Community College, Seattle Pacific University, University of Northern Colorado, Westminster College, and Willamette University.

## Programs and Services

The Programs and Services unit oversees WICHE's original mission: improving access to higher education for students in the West via student exchange. In 2007-08 the WICHE Student Exchange Programs – the Professional Student Exchange Program, Western Regional Graduate Program, and Western Undergraduate Exchange, and our newest program, the WICHE Internet Course Exchange (WICHE ICE) – enrolled more than 23,000 students. Through WUE alone, students and their families saved nearly \$138 million last year.

But Programs and Services' work has expanded beyond these exchanges to include a number of other projects that improve access for students, help states and institutions to better manage resources, and inform policymakers in the West. Our programs include:

- ◆ State Scholars Initiative (programs in 20 states)
- ◆ Northwest Academic Forum
- ◆ Western Rural Health Care Initiatives
- ◆ Western Consortium for Rural Social Work
- ◆ Master Property Program (insurance and risk management consortium)
- ◆ Communications activities: *NewsCap*, SSI reports and newsletter, factsheets, websites, annual reports, state briefings, commission agenda books, WICHE annual workplan
- ◆ Workforce briefs (by state and profession)
- ◆ Bridges to the Professoriate

For smaller institutions (those with enrollments averaging around 7,500 students), the **Property and Casualty Program** (P&CP), introduced in 2004, offers a package program and lower deductibles. During fiscal year 2009, WICHE will inform more institutions in our region about both MPP and P&CP. We are currently working with institutions in Arizona, Colorado, Hawaii, Oregon, New Mexico, and Wyoming to determine if participation in either of these programs can help them to reduce their insurance costs, while broadening their coverage and improving their asset protection strategies.

## Access & Success

WICHE's four Student Exchange Programs serve a growing number of students each year. More than 22,000 students are enrolled in public two- and four-year institutions in the West through WICHE's **Western Undergraduate Exchange (WUE)**. Out-of-state WUE students pay 150 percent of resident tuition, enabling them to save an estimated \$137.7 million in tuition costs in 2007-08. WUE, celebrating its 20th year of operation, is now the largest program of its kind in the nation, with students from all 15 WICHE states eligible to participate. In all, more than 140 campuses have opened their doors to WUE students; colleges and universities can tailor their participation (including admission requirements and available programs of study) to their individual campus needs. Last year WUE welcomed California State University East Bay into the network and several other CSU campuses are preparing to sign on. As of January 2008, residents of Hawaii are now eligible to enroll at two-year WUE institutions. In 2009 WICHE staff will continue to encourage more institutions to join WUE and will increase their outreach efforts with high school counselors by presenting at regional and national meetings and through professional discussion lists, so that more students and their families are aware of this valuable program.

The **Professional Student Exchange Program** (PSEP) broadens access in 10 professional healthcare fields to students in 12 WICHE states. In 2007-08 almost 780 students were enrolled in programs in medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, and pharmacy in some 58 public and private institutions. Participating states determine the fields and the numbers of students they will support.

The **Western Regional Graduate Program** (WRGP) enables students to enroll in more than 200 distinctive graduate programs and pay resident tuition. Twenty-eight new programs joined the exchange in May 2008, following a regional peer review process. In addition to the distinctive programs offered in a wide range of fields, WRGP now caters to future health professionals, offering several master's and a doctorate of public health program, as well as some two dozen specialized graduate degrees in nursing, including psychiatric nursing and healthcare informatics, as

well as a doctorate in nursing practice. Other new, cutting-edge graduate programs offered through the network focus on nanoscience, integrative genomics, forensic science, and applied geography with a focus on geospatial intelligence. Over 40 institutions in 14 WICHE states participate. California students cannot enroll via WRGP because no institutions in the state are reciprocating by offering their programs through WRGP. We hope to attract programs from California in the future so that California residents may also benefit.

Another way Programs and Services is working to increase access to higher education is through the **WICHE Internet Course Exchange (ICE)**, which fosters partnerships among institutions to expand the availability of certain online courses, graduate certificates, and degree programs (for more information, see the section on innovation and information technology).

The **State Scholars Initiative (SSI)** brings business leaders into middle and high schools and motivates students to complete a rigorous course of study to meet the demands of the global economy. In 2005 WICHE was selected through a national competition to direct SSI, which is funded by the U.S. Department of Education's Office of Vocational and Adult Education. State Scholars Initiative funding totals \$6.6 million. WICHE has successfully completed year two and received a continuation award of \$600,000 for year three. For fiscal 2009 WICHE has received an additional continuation award, through March 2009.

In 2009 SSI will work with up to 20 state-level business/education partnerships and some 400 school districts to support the next generation of student Scholars. Four WICHE states – Arizona, South Dakota, Utah, and Wyoming – are currently participating in SSI, and two others – New Mexico and Washington – have completed projects. Also currently participating in SSI are: Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, Oklahoma, Rhode Island, Tennessee, Virginia, and West Virginia. Two additional states – Nebraska and New Jersey – were previously funded and created and completed SSI projects.

Over the past three years, WICHE has worked to produce SSI data that are defensible, comparable across states, and understandable to experts and lay

people alike. In 2009 WICHE will continue to work with SSI states and school districts to collect data to determine the impact of State Scholars on student course-taking patterns and achievement. In addition, WICHE will disseminate these results at state and national conferences throughout the year. WICHE will also disseminate the findings and recommendations from SSI's National Summit on Academic Rigor and Relevance (held on April 29-30, 2008). Finally, WICHE will pursue sustainability options designed to expand the national network and transition SSI from a federally funded initiative to a privately funded program.

WICHE's Public Policy and Research unit manages several projects related to access and success. One of the most exciting initiatives on the unit's agenda for this coming year is the new **Non-traditional No More: Policy Solutions for Adult Learners**. Funded by Lumina Foundation for Education, the project will stimulate and guide policy and practice changes to create a more navigable path to degree attainment for ready adults – those who are just shy of having enough credits to obtain a degree but have not yet returned to college. Through a competitive process, WICHE selected three states – Arkansas, Colorado, and Nevada – to participate in a comprehensive effort focused on data, academic policies, financial aid and financing, student support services, and communications, including marketing and information sharing, designed to reach out to the "ready adult" population. This project, which has taken much staff time in development, is set to launch in the states in May. There also exists a possibility of gaining more funding to include more states in a separate cohort.

Another of the unit's endeavors that relates to access and success is its work with the **Pathways to College Network**, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Department of Education. Pathways, which includes a vast array of researchers, policy analysts, educators, K-12 administrators, and representatives from government, business, foundations, and community organizations, is committed to using research-based knowledge to improve postsecondary education access and success for the nation's underserved students. These include underrepresented minorities, low-income students, those who are the first in their families to go to college, and students

## Public Policy and Research

### *What's in a name?*

Earlier this fiscal year, the WICHE commissioners approved a name change of this unit. The name change was not mere semantics; we wanted the name to reflect an *active* group of strategic thinkers who identify problems and solutions in policy at the state and sometimes federal level. We didn't want to be seen as passive analysts, holed up in our offices, making statements about policy in the real world without having the real world experience and context to do so.

Consequently, the vice president purposefully empowered the policy and research analyst staff to lead, to make decisions, to attend conferences, and to contribute to the discussion of education public policy at many different tables. This is a new way of operating, but one that maximizes the abilities and the impact of middle-level staff in the unit. The ultimate goal is to groom the staff to be leaders across the entire education continuum, contributing their unique skills and abilities. The senior policy and research analysts in the unit have excelled within this new approach and will continue to do so.

The work we do and plan to do is always *strategic*. There must be a reason for our work, or it will no longer be a function of the unit. With a small but highly talented staff, we have to perform triage on the multiple opportunities we receive in a given year to participate/help, support/lead, or partner in. When it comes to seeking funding, we can't and don't just chase money because it's there; we must seek funding that makes sense for policy and research priorities in the West. We aim to be as cutting edge and as modern as possible in our new projects; we also continue to maintain projects that are historical in nature and serve a policy purpose for some, though they may not be seen by outsiders as cutting edge. However, even with historical projects, we are working with new partners and having discussions with funders to make the work we do contemporary. This requires some core investment as well, if the services are valued. And we think they are. Once modernized, some of the unit's core functions and activities can help the West – and even the nation as a whole – to be better informed and better supported, as well as to create excellent education leadership in the states.

So the general theme of our work is to be strategic, while identifying tactics that will be high yield with as little effort as possible because of the small size of the unit. We have a great wealth of public policy knowledge, skills, and abilities in the unit and daily share that wealth with others. That, we believe, is what our unit is charged to do and what we do best. No work plan can adequately convey the immense time and effort put forth by the staff in the Public Policy and Research unit.

Having said that, we will articulate the work we do as briefly as possible. The unit contributes a great deal to support the overall goals for WICHE, offering policy analy-

sis, research, and support to constituents on issues related to college access and success, finance and financial aid, accountability, workforce development, and information technology. Current projects include the following:\*

- ◆ Pathways to College Network
- ◆ Escalating Engagement: State Policy to Protect Access to Higher Education
- ◆ Tuition and Fees in Public Education in the West
- ◆ The WICHE Factbook: Policy Indicators for Higher Education
- ◆ Benchmarks: The WICHE Region
- ◆ SPIDO (State Policy Inventory Database Online)
- ◆ Policy Publications Clearinghouse
- ◆ College Access Challenge Grant Program
- ◆ State-specific projects and activities
- ◆ Workforce certification feasibility
- ◆ Non-traditional No More: Policy Solutions for Adult Learners
- ◆ Getting What You Pay For: Seeking the Truth about Higher Education Appropriations, Tuition, and Financial Aid
- ◆ Examination of college-level learning measurements and costs
- ◆ Policy Insights – short reports on major policy issues
- ◆ Exchanges – bulletin on unit activities and initiatives
- ◆ Legislative Advisory Committee – complete support and staffing
- ◆ *Workforce Briefs*
- ◆ Policy Alerts and Stat Alerts
- ◆ Numerous public speaking engagements and presentations on high school graduates, how to talk to legislators, how to use the Educational Planning and Assessment System to its fullest, and many other topics.

\* Additional staff efforts, roles, and responsibilities include: member, ACT Education Advisory Board (Mize); work with the U.S. Education Department, Technical Working Group on Dual Enrollment (Mize); supportive partner, Access and Success Initiative, with the National Association of System Heads as lead organization (Longanecker, Mize); advisory commissioner, National Council for Community and Education Partnerships (Mize); Policy Committee, Pathways to College Network (Michelau); Strategic Communications Committee, Pathways to College Network (Mize); work with Data Quality Campaign (Mize); work on IPEDS with State Higher Education Executive Officers (Prescott); work on the Making Opportunity Affordable Initiative, Jobs for the Future (Longanecker, Mize); work with the Colorado ACT Council (Mize).

with disabilities. The unit's senior policy analyst helps direct the Pathways to College policy component through representation on its policy committee. And the unit's vice president contributes to the network's reach nationally through representation on the strategic communications committee.

A third Public Policy and Research project, **Escalating Engagement: State Policy to Protect Access to Higher Education**, funded by the Ford Foundation, is helping member states make thoughtful and strategic investments in time and resources in order to encourage and support underrepresented students to attend and succeed in college. One of the animating themes of the project is "first dollar for access," which attempts to remind state policymakers to prioritize this agenda even as they face competing demands for scarce resources such as Medicaid and corrections. Recently, the project supported a meeting in Oregon to help that state implement its new financial aid program (WICHE also provided consulting services through a separate contract that helped lead to the adoption of the redesigned program) through effective marketing, data sharing, research and evaluation, and balancing interests in the political process. More intensive technical assistance work with several states has kept the issue of improved access for underrepresented students and adults front and center by proposing innovative funding strategies, accountability metrics, and marketing efforts.

The Public Policy and Research unit has also proposed working with several Western states on the federal government's new **College Access Challenge Grant** (CACG) Program, which is designed to foster partnerships among federal, state, and local governments and philanthropic organizations through matching challenge grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Building on its extensive experience in convening federally funded consortia, such as the Western Consortium for Accelerated Learning Opportunities, WICHE will use a regional approach in which four states will come together to apply for grant funds and to implement the program. While the goals and involvement of participating states may vary, WICHE will assist states in all grant management functions, including the drafting of proposals, budgeting, evaluation, and reporting. As the administrative agency, WICHE will help to alleviate some of the

pressures of grant implementation and at the same time provide states with a network of colleagues through which they could share ideas and strategies for success. WICHE is also preparing a second level of engagement, in which more WICHE states can participate in the networking benefits of WICHE's leadership on this grant program. Ultimately, WICHE would like to engage all WICHE states in some level of the consortium.

Finally, the success of the *Changing Direction* project, which was funded by Lumina Foundation for Education, continues. The Public Policy and Research unit is partnering with the National Conference of State Legislatures (NCSL) to promote informed decision making and the alignment of higher education appropriations, tuition, and financial aid by educating state legislators, news media (especially state house and higher education reporters), and others about these issues in an effort to increase student access and success. This project, called **Getting What You Pay For: Seeking the Truth about Higher Education Appropriations, Tuition, and Financial Aid**, will occur in two phases, with the first phase beginning this summer. First, WICHE and NCSL will collaborate with the Hechinger Institute to produce policy briefs about important issues related to policy integration, targeting them to state legislators and journalists. The second phase will include creating policy briefs for broader audiences, along with an interactive website that will feature links to webinars, presentations, news feeds, relevant reports, blogs, and resource experts. Through the entire project, staff will be seeking opportunities to present the lessons learned from *Changing Direction* to audiences nationwide.

The 7th edition of **Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity** was released nationally in March 2008 at a press conference at the National Press Club in Washington, D.C. This publication is widely used by politicians and policymakers; librarians; researchers; the media; businesses; state agencies (including SHEEO offices and education departments); postsecondary institutions; school districts, and individual public and private schools. In the new edition, the Public Policy and Research unit made some changes that will allow WICHE to update these projections more regularly and conduct additional analyses concerning gender, major metropolitan areas, and income (the income projections from the 6th

edition could not be replicated for the 7th, due to data limitations). Additionally, the Public Policy and Research unit expects to continue to seek funding for a project to examine the methodology behind these projections, which has changed little since WICHE put out its first edition of the projections in 1979. We have also sought funding to help modernize and contemporize the content and delivery of the data and have already had interest from one of our partners to help develop the web-based capabilities to allow users to develop meaningful, real-time reports for their state needs.

WICHE's Mental Health Program also works to improve access, in this case in the area of behavioral health training as well as in service to rural and frontier communities. (For more on this, see the box on p. 8.)

## Technology and Innovation

Nearly a decade ago, WCET began conducting research in best practices in student services online. In fiscal 2009 it will continue to collaborate with institutions and other partners to provide consulting services, workshops, and access to valuable resources through the **Center for Transforming Student Services (CENTSS)**.

The highly successful model for providing comparative reviews of various e-learning products called **EduTools** is being redesigned to take advantage of more contemporary Web 2.0 models and practices. The new EduTools website, which will launch in 2009, will make it easier for higher education administrators and faculty to obtain good information on many of the emerging educational technologies and ideas on they can be used in teaching and learning.

In partnership with Kansas State University's Institute for Academic Alliances, WCET is creating a website to collect resources (policies, studies, articles) to support those creating and operating **academic collaborations** – where institutions partner to share access to technology-mediated courses. Several college and university system-level entities in the U.S. and Canada are active participants in this new project.

To respond to the ongoing needs for professional development by its membership, WCET will launch the WCET Academy for Professional Development this summer. This new initiative will help ensure that the

## WCET

WCET is a cooperative network of member institutions and organizations that provides a leading source of critical thinking and expertise on the evolving role of technology in higher education. WCET's membership includes many of the top technology innovators from colleges, universities, nonprofit 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. Some of WCET's new and ongoing projects include:

- ◆ Transparency by Design
- ◆ WCET Academy for Professional Development
- ◆ New Web 2.0 EduTools
- ◆ Center for Transforming Student Services
- ◆ Best practices for academic integrity in online learning
- ◆ International programs and uses of open educational resources

individuals affiliated with WCET member organizations at every level continue to expand their knowledge and skills. The ultimate mission of the academy is to transform higher education in ways that provide all participants with the highest quality and most engaging learning environments while ensuring that sound policies and practices guide the enterprise toward a bright future increasingly defined by the effective use and integration of new technologies. The academy will use several formats to reach its audience. Some offerings will be free while others will be presented at a discount to WCET members. During its first year, the academy will focus on developing and implementing the following: a leadership institute to train a cohort of new e-learning leaders; a virtual learning program, a series of webcasts, podcasts, and vodcasts (video podcasts) focusing on a wide range of topics for different niche audiences; a book club to discuss current releases and other books with an important relationship to the field and WCET activities; a forum for advanced e-learning leaders to share perspectives on current and future challenges and



## Mental Health

The WICHE Mental Health Program seeks to enhance the public systems of care for persons with mental illnesses, children with serious emotional disturbances, and their families. The program approaches this mission through partnerships with state mental health authorities, advocacy and consumer groups, federal agencies, and higher education institutions. Activities focus upon direct technical assistance to state and local agencies, policy analysis and research, support of state mental health agency data analysis, and liaison activities with higher education to enhance workforce development. Current projects include the following.

### **WICHE Center for Rural Mental Health Research.**

This federally funded research institute conducts studies that help inform health policy at multiple levels of decision making. Focused upon rural mental health, the center is one of seven rural health research centers in the United States funded by the Office of Rural Health Policy of the Health Resources and Services Administration (HRSA). Since most rural Americans obtain their mental health care through primary care providers, rather than specialty mental health providers, the focus of the research seeks to expand knowledge around supporting adoption of evidence-based practices in primary care and the potential impact of such adoption on health outcomes for the consumer.

### **Western States Decision Support Group (WSDSG).**

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

**Workforce Development.** The Mental Health Program is engaged in an array of activities to improve the preparation and continuing education of the public mental health workforce in the WICHE West.

- ◆ The Mental Health Program continues its work with Alaska, Nevada, Hawaii, California, New Mexico, South Dakota, and North Dakota to improve collaboration in training between state mental health systems and higher education training programs.

- ◆ The program produces Rural Mental Health Grand Rounds Webcasts, funded by the federal Center for Mental Health Services (CMHS). These webcasts enable rural professionals to obtain training on current issues in mental health practice and continuing education credit. In the early years of the series, the WICHE Mental Health Program developed three sessions on a number of key topics related to rural mental health services.
- ◆ The program continues to work on improving the behavioral health workforce of the rural West in regards to deaf and hard-of hearing populations.
- ◆ The Mental Health Program is routinely called upon by member states and others to offer state-specific technical assistance, facilitating activities focused upon system improvement, planning, and needs assessment.
- ◆ The program is working with Alaska to identify key competencies for behavioral health workers across the career ladder. Additionally, we are leading an effort to establish a new internship consortium in Alaska for doctoral internships in psychology.
- ◆ The program has an ongoing project in South Dakota related to supporting the development of systems of care for children and families, and is providing technical assistance conducting surveys of consumers.
- ◆ Mental Health Program staff members are currently the evaluators for two federally funded suicide prevention grants – one in Wyoming and one in South Dakota – as well as working with Colorado in updating its suicide prevention plan.
- ◆ Staff members frequently work with states across the region in areas of needs assessment and gap analysis. An epidemiologist has updated the model estimating the prevalence of serious disorders. New estimates are based on the National Comorbidity Survey Replication Study and include estimates of individuals with serious emotional disturbances, serious mental illness, and substance use disorders. Eight Western states have contracted with WICHE for state-specific synthetic estimates of serious disorders at the county level.

opportunities. Members of the academy's advisory board include Hae Okimoto, University of Hawaii (chair); Myk Garn, Southern Regional Education Board; Janet Kendall, Washington State University; David Kendrick, University of Northern Colorado; Darcy Hardy, UT Telecampus; Ritchie Boyd, Montana State University; Deborah Major, Laramie County Community College; and Pat Shea (staff).

Access and connectivity to leading-edge research and education networks are significant challenges for minority-serving institutions, of which there are over 200 in the West. In 2007 WICHE published the white paper, "Can You Hear Us Now? Connecting Minority-Serving Institutions in the West to U.S. Advanced Cyberinfrastructure," which includes recommendations to raise awareness of the critical importance of cyberinfrastructure for the future of research, education and healthcare. In 2009 we'll continue to foster discussion on this critical issue at the state, regional, and national levels.

WCET, the Institute for Academic Alliances, and WICHE's Public Policy and Research unit collaborated on the research and analysis that was the basis for "The Funding of Academic Collaborations: A Policy Brief," which summarized and analyzed findings from a survey of the funding mechanisms for multi-institution distance-learning consortia. This work was the initial focus of WCET's newly formed **Academic Collaboration Common Interest Group** and will serve as the basis of its work in sharing advances in policies and practices in 2009.

In fiscal 2009 WICHE will continue to provide staff support to the 11-state **Northwest Academic Forum** (NWAf) on initiatives related to technology and improving postsecondary education. NWAf – a regional consortium of 32 master's and doctoral-level institutions, represented by their provosts, vice presidents of academic affairs, and state academic officers – fosters interstate and interinstitutional cooperation and advocates technology-based solutions (it helped create WCET, the Northwest Academic Computing Consortium, and NorthWestNet, for instance). Globalization and internationalization, accountability for higher education, and course redesign are some of NWAf's current concerns. These issues were the focus of this year's annual meeting, held in Boise in April and themed "Local to Global: Partnerships and Strategies for Improvement."

During fiscal 2009 WICHE will continue to develop the **WICHE Internet Course Exchange (WICHE ICE)**, which evolved from the WICHE-NWAf initiative NEON (Northwest Educational Outreach Network). Currently, 14 higher education institutions and university systems in the West are members (and several others will join in July 2008), offering their students increased access to online courses and programs at other institutions while they're enrolled at their home campus. A recent officers' grant from the Alfred P. Sloan Foundation will enable WICHE to market the online course exchange to additional institutions.

In addition to providing increased offerings for students, WICHE ICE members have the ability to fill courses with students from other institutions in a coordinated and reliable way and to respond more quickly to workforce demands and offer increased access to higher education. Faculty members have new opportunities for collaboration and course offerings in their areas of expertise. Program exchanges are often offered in specialized disciplines and allow institutions to offer a degree or certificate program with requirements that are met, at least in part, by WICHE ICE member institutions. Current program exchanges in social work, engineering, nursing, and math and science education show the potential for collaboration among WICHE ICE institutions. Additional program exchanges will be developed in fiscal year 2009, based on the needs of WICHE ICE institutions. Also in fiscal year 2009, WICHE staff will continue to support and develop WICHE ICE by recruiting additional members and increasing student participation in course and program exchanges.

WICHE ICE provides ongoing support to two partnerships developed as part of NEON – in supply chain management and Ph.D.-level nursing courses. The fully online supply chain management graduate certificate is jointly offered by the University of Alaska Anchorage and Boise State University. In the area of nursing, WICHE ICE and WCET collaborate with the Western Institute of Nursing to support the **NEXus (Nursing Education Xchange)** partnership among four colleges and schools of nursing, which allows students to share seats in nursing Ph.D. courses, using the WICHE ICE database.

The WICHE Mental Health Program taps technology to provide consultation and facilitated workshops on models of distance learning in behavioral health.

In addition, it offers webcasts that allow rural professionals to obtain training on current issues in mental health practice via distance learning technology. (For a full review of Mental Health's work, see box on p. 8.)

## Workforce & Society

WICHE's Professional Student Exchange Program has enabled WICHE states affordably to "grow their own" healthcare practitioners since the program's inception in the early 1950s. PSEP has served WICHE states well over the years, but persistent labor force shortages across the West continue to affect rural and underserved areas. The West's demographics and its wide expanse of rural counties makes attracting healthcare professionals to rural and underserved areas all the more challenging. Even with tuition assistance to reduce initial student debt load, low Medicare reimbursement rates and lower salaries in many underserved and rural areas are major deterrents for professionals, as are the lack of employment opportunities for spouses.

In 2009, under a multipronged **Healthcare Workforce Issues and the West's Rural Needs** initiative, WICHE will continue to explore partnerships with federal and state agencies and private funders, seeking regional strategies to alleviate these critical healthcare workforce shortages. As a first step toward a better understanding of the recruitment tools currently used throughout our region, staff completed the *Inventory of Rural Health Practice Incentives in the Western WICHE States*. We'll extend this idea in 2009: to build awareness of our region's need to develop programs designed to support rural practice, WICHE staff will develop an inventory of the PSEP cooperating medical schools' rural track programs. The inventory will describe, among other things, how schools recruit rural candidates and the number of students who participate in the rural-focused elements of a curriculum; the mentoring and socialization components; how schools partner to create rotations and residencies in rural areas; and how the programs are funded. Staff will also take a national look at other models and outline promising practices for rural-focused healthcare education for students in the West. WICHE is also looking at the feasibility of developing an inventory of pipeline programs in the Western region.

WICHE is also working with select PSEP schools to develop an enhanced PSEP program in medicine and dentistry designed to **bring students back to their home states** for rotations and residencies. We anticipate this program will also have a strong rural focus to better meet our member states' needs. Related to this, WICHE also plans to convene the residency directors and medical school deans of its cooperating programs to encourage them to put a greater emphasis on rural curriculum and rural rotations and residencies, as well as to examine faculty development issues related to rural residencies.

WICHE continues to work on plans to convene a **Western Health Professionals Advisory Council**, which will include institutional representatives, practicing health professionals, legislators, and state and federal government representatives of programs with a shared vision. The council is modeled after WICHE's Veterinary Medicine Advisory Council, which has been very worthwhile in developing regional partnerships and promoting cooperation in veterinary education. The goal of the new council will be to develop regional strategies related to pipeline issues, curriculum development, and attracting professionals to underserved and rural communities.

WICHE staff continues to evaluate the effectiveness of the **Professional Student Exchange Program's workforce support to our states**. States supporting students through PSEP recently updated the return rates of their PSEP graduates: the overall return rate for returning graduates from 2001 through 2005 was 59 percent, but states that use PSEP as a loan forgiveness program had a 74 percent return rate. One recommendation of this study was that more states consider using PSEP as a loan forgiveness program. To help states evaluate this option, WICHE is analyzing the costs of loan forgiveness program administration via a regionwide survey. The final report, available in fiscal 2009, will outline various state-administered options, as well as assess the feasibility of offering a centralized loan forgiveness administrative resource at WICHE.

The **Escalating Engagement project** also has a workforce component: "preparing your own workforce." Under this theme, the project has sought to help member states see the value of and adjust or enact appropriate policies that better link the activities of their higher education systems to meet

state workforce and economic development goals. In collaboration with the National Center for Higher Education Management Systems and the Council for Adult and Experiential Learning, WICHE selected several member states to receive in-depth technical assistance through a competitive process. These activities have culminated in statewide meetings at which WICHE's analysis of state needs and priorities and its informed, balanced perspective have enabled broad-based and meaningful dialogues among key state leaders. In 2009 this work will continue in North Dakota, Oregon, and Washington (it has been completed in Alaska, Hawaii, and South Dakota).

In 2009 WICHE will continue working closely with the **Legislative Advisory Committee (LAC)**, a group of state legislators from the West whose purposes are 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 forums. Staff serves the LAC by informing members about emerging policy issues in the West. Once again, the Public Policy and Research unit will convene an annual meeting of the LAC to discuss the access, preparation, and fiscal challenges states are facing throughout the region, as well as other important higher education issues.

## Accountability

WCET has joined a group of 12 adult-serving higher education institutions in an important initiative, called **Transparency by Design**, to collect and share extensive data on student engagement and performance. WCET will serve as a neutral repository and display of outcomes data from the participating institutions. This work will require that WCET create a website for the display of outcomes data of importance to prospective adult students as they choose or seek to better understand their higher education provider. The website will offer context, guidance, and tools for the prospective adult student users. It is also intended to provide comparisons among the participating institutions, context about the differences in the institutions, and research related to the Transparency by Design initiative.

In anticipation of reauthorization legislation of the Higher Education Act, WCET is spearheading a study

of pedagogical practices and technology systems that can address concerns of **academic integrity and student verification in online learning**. The proposed federal legislation is targeted at accrediting agencies and would apply to distance education program providers.

The Public Policy and Research staff will continue its ongoing support for state accountability efforts, providing assistance as needed and requested by states. Specific efforts in 2009 will include an updating of **SPIDO (State Policy Inventory Database Online)**, at [www.wiche.edu/Policy/SPIDO/index.asp](http://www.wiche.edu/Policy/SPIDO/index.asp). With support from the Pathway to College Network and Jobs for the Future, WICHE will modernize the nation's only online searchable database of higher education policies to make it more user friendly. SPIDO now includes direct links to states' policies according to users' search parameters. Over the next year, as we contemporize this historical WICHE project, SPIDO will adopt a new look, incorporate blogging capabilities, links to current policy publications, video instructional applications, and even more useful resources related to the sites 12 policy domains. In addition, staff will conduct presentations of the new SPIDO features in national meetings to highlight how the database can be used to support accountability efforts in states.

Public Policy and Research will also launch a new project to mine federal databases as well as databases from the EdTrust and others to create Western-specific research and policy briefs on timely and relevant topics. In addition, to complement its *Policy Insights* series (see the information resources sidebar on p. 12), the unit is launching a new **Research Insights** series for education and policy researchers, covering topics that are more technical in nature.

## Information Resources

Serving as an informational hub for decision makers is part of WICHE's mission. In addition to launching new info-resources in 2009 (see main text), WICHE will continue to provide the following resources on our website ([www.wiche.edu](http://www.wiche.edu)), in print, and via email.

**Workforce reports** make the connection between education and work clear. The Programs and Services unit's new workforce-brief series, *A Closer Look at Healthcare Workforce Needs in the West*, informs policymakers and higher education decision makers in the Western states about the education and employment trends (the primary care physician workforce and health information technology were two recent topics). In 2009 the briefs will evaluate the regional workforce needs in oral healthcare, midlevel primary care, and veterinary medicine; additional issues are planned for public health, the allied health professions, optometry, and podiatry. In addition to providing much-needed information, these briefs will help WICHE determine if other fields with significant workforce shortages should be added to PSEP or WRGP. This next year will bring a new look to WICHE's *Workforce Briefs*. Published annually by the Public Policy and Research unit, the briefs will highlight the West's workforce environment, needs, and challenges as well as strategies to address them.

**Tuition and Fees in Public Higher Education in the West** is an annual survey produced by the Public Policy and Research unit with detailed data on tuition and fees at all public institutions in the West. While the data collected for this publication go back in some cases to the mid-1980s, in recent years the unit has sought to improve the reliability of the data through additional accuracy checks

and through improved survey instructions and definitions. This past year the unit also queried respondents about the degree to which public institutions in the West employ tuition differentiation policies and practices, the first such attempt to gather this information at the institutional level. This annual project supports the development of a *Policy Insight* on tuition and fees and also provides the vital information on tuition that the exchange programs run by WICHE's Programs and Services unit needs.

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

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

**Policy Insights**, our short report series, covers numerous higher education topics. (The new *Research Insights* will cover more technical topics.)

**Policy Alerts** and **Stat Alerts** offer weekly e-mail notices of new policy- and data-related reports. *Policy Alerts* will be expanded to include resources related to workforce issues.

**Other publications and services:** Our website ([www.wiche.edu](http://www.wiche.edu)) posts a slew of reports and newsletters (such as *NewsCap* and the SSI newsletter), as well as hosting the WCET Online Community and archiving a host of resources, including the Mental Health Grand Rounds Webcasts.

# WICHE WORKPLAN 2009

## EXISTING ACTIVITIES

### Finance

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- Annual *Tuition and Fees* report (GF)
- *Non-Traditional No More*: the first cohort of states – Arkansas, Colorado, and Nevada – will spend the year creating a comprehensive strategy for identifying “ready adults” and promoting their college success
- Property insurance and risk consortium (self-funding)
- Performance measurement improvement in the Western states public mental health programs
- *Making Opportunity Affordable* (national partnership led by Jobs for the Future and funded by Lumina)
- Legislative Advisory Committee: revamping the committee, examining the membership, stimulating attendance by members, and convening an annual meeting
- SPIDO: upgrading and updating the comprehensive database of state-level higher education policies (GF, Lumina, Jobs for the Future, Pathways)

### Access & Success

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- Student Exchange Programs: Professional Student Exchange Program (PSEP); Western Regional Exchange Program (WRGP); Western Undergraduate Exchange (WUE) (state-funded)
- Internet Course Exchange (ICE) (Sloan Foundation and membership dues)
- State Scholars Initiative (OVAE)
- Bridges to the Professoriate (NSF)
- Multiyear policy project on higher ed finance and financial aid – an extension of the *Changing Direction* initiative (Lumina Foundation, in partnership with NCSL and the Hechinger Institute)
- *Knocking at the College Door*, publication dissemination (ACT, the College Board, and GF)
- *Knocking at the College Door*, local, state, regional, and national presentations
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina Foundation, matched by first cohort of states: Nevada, Arkansas, and Colorado)
- College access marketing (single-state support as needed; collaboration with Pathways; embedded in the *Non-Traditional No More* program for adult students)
- Children’s mental health improvement projects in Wyoming and South Dakota
- Education Advisory Board for ACT
- Advisory commissioner for National Community and Education Partnerships
- Colorado ACT Council
- Pathways to College Strategic Communications Subcommittee
- Pathways to College Policy Committee
- U.S. Department of Education Technical Working Group, Office of Elementary and Secondary Education
- Supportive participation in the Access and Success Initiative, National Association of System Heads
- College Access Challenge Grant Program Network (support for Western states applying for and implementing plans for the federal grant program; additional support through Western network)
- Projecting financial aid program funding to increase access for low-income students (single-state support, as requested; existing efforts in Oregon and Arizona, in partnership with National Center for Higher Education Management Systems)
- Annual *Tuition and Fees* report (GF)

## Technology & Innovation

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- Development of best practices in online student services, audits of institutions' online student services via CENTSS (Center for Transforming Student Services), and related consulting services (WCET)
- EduTools: Provides comparisons of electronic-learning software and online course evaluations (WCET)
- Development and production of annual conference, this year celebrating WCET's 20<sup>th</sup> anniversary (WCET)
- Northwest Academic Forum (membership dues)
- *Non-Traditional No More* program will involve distance-learning education policies and practices with respect to providing access to e-learning for adult learners (Lumina)
- Policy analysis on the funding of academic collaborations in technology

## Workforce

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- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas
- Regional Veterinary Medicine Advisory Council
- Western Consortium for Rural Social Work
- *Escalating Engagement* (Ford) – will propose a next phase of this program to support ongoing state activities following the June 2008 summit on workforce certification systems
- Reformatting the *Workforce Briefs*, to be published electronically by the Policy unit and to focus more on workforce education and policy "big picture" issues, employment, and education data (GF)
- State technical assistance associated with the Legislative Engagement project (Alaska, Oregon, North Dakota, and Washington)
- Mental health student exchange
- Building partnerships for competency: public mental health workforce development
- Rural mental health training initiatives

## Accountability

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- Regional benchmarks (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Data quality campaign (national partnership)
- *Electronic Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- State Higher Education Executive Officers (SHEEO)-IPEDS data collaborative (funded by SHEEO)
- SPIDO (GF, Lumina, Jobs for the Future, Pathways)
- Technical and policy assistance for North Dakota's higher education legislative committee and reauthorization of the North Dakota Roundtable (GF).
- Follow-up initiatives responding to the National Center on Public Policy and Higher Education's report cards and the National Commission on Higher Education's report
- ACT Education Advisory Board
- *Making Opportunity Affordable* (national partnership funded by Lumina and led by Jobs for the Future)
- Establishing a knowledge base of existing research and best practices about academic integrity and student verification in online learning in anticipation of Congressional reauthorization of the Higher Education Act (WCET)
- Facilitation of the Western States Decision Support Group for Public Mental Health (Substance Abuse and Mental Health Services Administration)

# NEW DIRECTIONS

(proposals approved by the commission)

## Finance

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- Multiyear policy project on higher ed finance and financial aid: an extension of the *Changing Direction* initiative (Lumina Foundation for Education, in partnership with National Conference of State Legislatures and the Hechinger Institute)

## Access & Success

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- Initiatives to expand educational equity for underrepresented ethnic students
- College Access Challenge Grant Program Network
- Expand access to cyber-infrastructure, research and education networks, and applications for geographically remote and/or under served institutions, including minority-serving institutions in the West (Technology and Innovation)

## Technology & Innovation

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- Transition EduTools to a new model focused on community contributions of knowledge (WCET)
- Expand utilization of Web 2.0 social networking and new breed of web-based communications tools, serving as a prototype for other WICHE programs (WCET)
- In partnership with Kansas State University's Institute for Academic Alliance, create Academic Collaboration policy website for multi-institution e-learning consortia (WCET)
- Facilitate Internet2 connectivity throughout the West (Technology and Innovation)
- Expand the availability and use of research and education networks (state, regional, and national) for health and mental health services and related educational outreach (Technology and Innovation, and Mental Health)
- Launch of the WCET Academy to provide professional development
- Developing a regional learning center for State Higher Education Policy Center (SHEPC)
- Expansion of ICE (Sloan)

## Workforce

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- Expanding professional advisory councils (health professions)
- Establishing a rural health care advisory council
- Surveying PSEP medical and dental schools' rural track and pipeline programs to identify best practices
- Regional social work consortium
- Development of an R-34 research proposal focused on evidence-based practice in rural mental health with the University of New Mexico Health Sciences Center
- Assessment of Mental Health Program distance-learning opportunities for California's small and frontier counties (Mental Health and WCET)

## Accountability

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- Collaboration with National Center for Higher Education Management Systems and the State Higher Education Executive Officers on three-phase plan to create pre-K–workforce data systems (proposal sent to Gates Foundation)
- Contemporize the *Knocking at the College Door* publication to include web-based state information and information on major MSAs, income, and gender, as well as to update the data more often (proposal sent to Gates Foundation)
- *Transparency by Design*: collaboration with the President's Forum to develop outcome and quality measures for leading online education institutions (WCET)



# ON THE HORIZON

(proposals not yet submitted to the commission or past proposals that are being recast)

## Finance

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### Access & Success

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- Expanding adult degree completion through online education via ICE
- Expansion of the State Scholars Initiative with private funding
- Student mobility
- Portable financial aid
- Public Policy and Research unit plans to bid for the federal GEAR UP program national evaluation contract (expected announcement in 2009 fiscal year)
- Project with National Council for Community and Education Partnerships and NCSL to examine the impact of college access programs on state policy (project in development)

### Technology & Innovation

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- Research on strategies and best practices that promote use of open educational resources in higher education (WCET)

### Workforce

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- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)
- Assisting states in identifying academic program development needs
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Policy and Mental Health collaboration on recidivism reduction in the prison population

### Accountability

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- Creation of *Research Insights* series for education and policy researchers
- Presentations on the new SPIDO features in national meetings (GF, Lumina, Jobs for the Future, Pathways)
- Mine federal databases, databases from the EdTrust, and other national-level databases to create Western state-specific research and policy briefs on timely and relevant topics.

# 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  
Roberta 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, Interim Executive Director, Idaho State Board of Education  
Arthur Vailas, President, Idaho State University

## MONTANA

Dan W. Harrington, State Senator  
\*Ed Jasmin, Montana Board of Regents of Higher Education  
Mary Sheehy Moe, Dean, Montana State University–Great Falls College of Technology

## 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

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\*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, Political Science Department, South Dakota State University, and Dean, 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, Member, Utah Board of Regents  
\*David Buhler, Interim Commissioner of Higher Education  
Peter C. Knudson, State Senator

## 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

## WICHE Staff and Contact Information

**David Longanecker**, president  
**Erin Barber**, executive assistant to the president  
**Louis Fox**, executive director, WCET; vice president  
WICHE Technology and Innovation  
**Dolores Mize**, vice president, Public Policy and Research

**Jere Mock**, vice president, Programs and Services  
**Dennis Mohatt**, vice president for behavioral health; director,  
WICHE Mental Health  
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**For further information, please contact Erin Barber, assistant to the president, 303.541.0204 or ebarber@wiche.edu.**



## Reference

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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)  
Ed Jasmin (MT)  
Carl Shaff (NV)  
Patricia Sullivan (NM)  
Dave Nething (ND)  
James Sager (OR)  
Tad Perry (SD)  
David Buhler (UT)  
Ann Daley (WA)  
Tom Buchanan (WY)

## **Issue Analysis and Research**

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

Patricia Brown Heller (AK)  
David Lorenz (AZ)  
Position vacant (CA)  
Kaye Howe (CO)  
Roberta Richards (HI)  
Arthur Vailas (ID)  
Mary Sheehy Moe (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-Wells (WA)  
Debbie Hammons (WY)

## **Programs and Services**

Carl Shaff (NV), chair  
Marshall Lind (AK), vice chair  
Camille Preus (OR), 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)  
Dan Harrington (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)  
Ed Jasmin (MT)  
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

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## IT Services

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**Penne Siedenburger**, help desk technician  
Jerry Worley, chief technology officer

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Dennis Mohatt, vice president  
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Debra Kupfer, mental health consultant  
Mimi McFaul, associate director  
Chuck McGee, project director  
Kyle Sargent, mental health consultant  
Jenny Shaw, administrative and project coordinator  
Christa Smith, postdoctoral fellow  
**Lillian Smith**, administrative assistant  
**Nicole Speer**, research and technical assistance associate  
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**Jessica Tomasko**, research and technical assistance associate

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**Cheryl Graves**, administrative assistant II  
Demarée K. Michelau, senior policy analyst and director of special projects  
Jeanette Porter, special assistant to the vice president  
Brian T. Prescott, senior research analyst

## Programs and Services

### & Communications and Public Affairs

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Laura Ewing, administrative assistant  
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Kay Hulstrom, administrative assistant  
Deborah Jang, web design manager  
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Michelle Médal, administrative coordinator, State Scholars Initiative  
Ken Pepion, director, Bridges to the Professoriate  
Terese Rainwater, program director, State Scholars Initiative  
Margo Schultz, program coordinator, Student Exchange Programs  
Vacancy, project coordinator, Programs and Services

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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  
Pat Shea, assistant director

Names in **bold** type indicate new employees. The WICHE website, [www.wiche.edu](http://www.wiche.edu), includes a staff directory with phone numbers and e-mail addresses.

## Future Commission Meeting Dates

2008	2009	2010	2011
November 10-11, Phoenix, AZ	May 18-19, NV* November 2-3, Boulder, CO	May 17-18, OR* November 8-9, HI*	May 16-17, CA* 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	<a href="http://www.aacc.nche.edu">www.aacc.nche.edu</a>
AACTE	American Association of Colleges for Teacher Education	<a href="http://www.aacte.org">www.aacte.org</a>
AAC&U	Association of American Colleges and Universities	<a href="http://www.aacu-edu.org">www.aacu-edu.org</a>
AASCU	American Association of State Colleges and Universities	<a href="http://www.aascu.org">www.aascu.org</a>
AAU	Association of American Universities	<a href="http://www.aau.edu">www.aau.edu</a>
ABOR	Arizona Board of Regents	<a href="http://www.abor.asu.edu/">www.abor.asu.edu/</a>
ACE	American Council on Education	<a href="http://www.acenet.edu">www.acenet.edu</a>
ACT	(college admission testing program)	<a href="http://www.act.org">www.act.org</a>
ACUTA	Association of College & University Telecommunications Administrators	<a href="http://www.acuta.org">www.acuta.org</a>
AED	Academy for Educational Development	<a href="http://www.aed.org">www.aed.org</a>
AERA	American Educational Research Association	<a href="http://www.aera.net">www.aera.net</a>
AGB	Association of Governing Boards of Universities and Colleges <i>and its</i> Center for Public Higher Education Trusteeship & Governance	<a href="http://www.agb.org">www.agb.org</a> <a href="http://www.agb.org/center/">www.agb.org/center/</a>
AIHEC	American Indian Higher Education Consortium	<a href="http://www.aihec.org">www.aihec.org</a>
AIHEPS	Alliance for International Higher Education Policy Studies	<a href="http://www.highereducation.org/reports/aiheps/">www.highereducation.org/reports/aiheps/</a>
AIR	Association for Institutional Research	<a href="http://www.airweb.org">www.airweb.org</a>
ASPIRA	(an association to empower Latino youth)	<a href="http://www.aspira.org">www.aspira.org</a>
ASHE	Association for the Study of Higher Education	<a href="http://www.ashe.missouri.edu">www.ashe.missouri.edu</a>
ATA	American TelEdCommunications Alliance	<a href="http://www.atalliance.org">www.atalliance.org</a>
CAE	Council for Aid to Education	<a href="http://www.cae.org">www.cae.org</a>
CAEL	Council for Adult and Experiential Learning	<a href="http://www.cael.org">www.cael.org</a>
CASE	Council for Advancement and Support of Education	<a href="http://www.case.org">www.case.org</a>
CDHE	Colorado Department of Higher Education	<a href="http://www.highered.colorado.gov">www.highered.colorado.gov</a>
CGS	Council of Graduate Schools	<a href="http://www.cgsnet.org">www.cgsnet.org</a>
CHEA	Council for Higher Education Accreditation	<a href="http://www.chea.org">www.chea.org</a>
CHEPS	Center for Higher Education Policy Studies	<a href="http://www.utwente.nl/cheps">www.utwente.nl/cheps</a>
CIC	Council of Independent Colleges	<a href="http://www.cic.org">www.cic.org</a>
CLA	Collegiate Learning Assessment	<a href="http://www.cae.org/content/pro_collegiate.htm">www.cae.org/content/pro_collegiate.htm</a>
COE	Council for Opportunity in Education	<a href="http://www.trioprogams.org">www.trioprogams.org</a>
CONAHEC	Consortium for Higher Education Collaboration	<a href="http://www.conahec.org">www.conahec.org</a>
CONASEP	CONAHEC's Student Exchange Program	<a href="http://www.conahec.org">www.conahec.org</a>
CPEC	California Postsecondary Education Commission	<a href="http://www.cpec.ca.gov/">www.cpec.ca.gov/</a>
CSG-WEST	Council of State Governments – West	<a href="http://www.westtrends.org">www.westtrends.org</a>
CSHE	Center for the Study of Higher Education	<a href="http://www.ed.psu.edu/cshe">www.ed.psu.edu/cshe</a>
CSPN	College Savings Plan Network	<a href="http://www.collegesavings.org">www.collegesavings.org</a>
DQC	Data Quality Campaign	<a href="http://www.dataqualitycampaign.org/">www.dataqualitycampaign.org/</a>
ECS	Education Commission of the States	<a href="http://www.ecs.org">www.ecs.org</a>
ED	U.S. Dept. of Education links:	
ED-FSA	Federal Student Aid	<a href="http://www.ed.gov/about/offices/list/fsa/index.html">www.ed.gov/about/offices/list/fsa/index.html</a>
ED-IES	Institute of Education Sciences	<a href="http://www.ed.gov/about/offices/list/ies/index.html?src=mr">www.ed.gov/about/offices/list/ies/index.html?src=mr</a>

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

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

### **SHEEO Offices in the West, by State:**

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