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WYOMING

Western Interstate Commission
for Higher Education

www.wiche.edu

Agenda

WICHE Commission Meeting
November 12-13, 2012
Salt Lake City, Utah

Monday, November 12, 2012 Schedule at a Glance

7:45 - 8:45 am [Tab 1]
Alpine Conference Room

Executive Committee Meeting (Open and Closed)

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of September 6, 2012 1-3



Approval of a process for the evaluation
of the president of WICHE 1-5

Discussion Items:

November 2012 meeting schedule

Legislative Advisory Committee terms and guidelines

Other business

Agenda (Closed)

Discussion Item: Informal review of the president's performance
and travel during 2012 1-7

8:45 - 9:15 am [Tab 2]
Douglas Ballroom

Committee of the Whole – Call to Order/Introductions

Call to order: Bonnie Jean Beesley, WICHE chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of May 21-22, 2012 2-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on selection of 2013 committee members

Recess until November 13, 2012, at 8:30 am

9:15 - 9:45 am [Tab 3]
Douglas Ballroom

**Plenary Session I:
The Financial Returns on Investment in Higher
Education for Individuals and Society**

Speakers: Patrick Kelly, senior associate, National Center for Higher Education Management Systems; and Gabriel Rench, Western representative, Economic Modeling Specialists Intl.

9:45 - 10:45 am [Tab 3]
Douglas Ballroom

**Facilitated Discussion on the Financial Returns on
Investment in Higher Education for Individuals
and Society**

Facilitator: Mike Rush, executive director, Idaho State Board of Education

10:45 - 11:00 am

Break

11:00 am - noon [Tab 4]
Douglas Ballroom

Programs and Services Committee Meeting

4-1

Agenda

Presiding: Patricia Sullivan, chair

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



Approval of the Programs and Services Committee teleconference minutes of September 17, 2012

4-3

Information Items:

Updates on WICHE's Student Exchange Program –
Margo Colalancia

4-7

Programs and Services regional initiatives:	4-10
Creating friction-free transfers through WICHE's Interstate Passport Project – Pat Shea	4-13
Western state interest in the Midwestern Higher Education Compact/WICHE MHECare student health insurance initiative – Jere Mock	4-17
Discussion of suggested issues for future committee meetings	

Other business

11:00 am - noon [Tab 5]
Alpine Conference Room

Issue Analysis and Research Committee Meeting 5-1

Agenda

Presiding: Jeanne Kohl-Welles, committee chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Peace Bransberger, research analyst



Approval of the Issue Analysis and Research Committee meeting minutes of May 21, 2012 5-3



Approval of the Issue Analysis and Research Committee teleconference minutes of September 27, 2012 5-6

Information Items:

Legislative brief 2012

Legislative Advisory Committee vacancies

*Tuition and Fees in Public Higher Education in the West:
2012-2013*

Discussion Items:

Annual update to *Benchmarks: WICHE Region 2012*

Priorities for 2013 legislative sessions

Other business

11:00 am - noon [Tab 6]
Bonneville Conference Room

Self-funded Units Committee Meeting

6-1

Agenda

Presiding: Jim Hansen, committee chair

Staff: Mollie McGill, deputy director for programs, membership,
and operations, WCET
Dennis Mohatt, vice president for behavioral health



Approval of the Self-funded Units Committee
teleconference minutes of September 25, 2012

6-3

Information Items – Mental Health:

Budget update

Report on new Health Resources and Services Administration
grant and efforts around psychology internship
development

Building Campus Behavioral Health initiative with Nevada
State College

Selection of commissioners for Mental Health Oversight
Committee

Information Items – WCET:

WCET update: Annual meeting, leadership summits, Transparency
by Design, PAR Framework

6-5

State Authorization Reciprocity Agreement: A commissioner's
perspective on the leadership by WICHE and WCET –
Chris Bustamante

Other business

12:15 - 1:30 pm [Tab 7]
Douglas Ballroom

**Lunch and Presentation:
The Future of State Financial Aid**

Speaker: Sandy Baum, senior fellow, George Washington
University Graduate School of Education and Human
Development, and professor of economics, emerita,
Skidmore College

2:00 - 2:30 pm [Tab 8]
Douglas Ballroom

**Plenary Session III:
The Nonfinancial Returns on Investment in Higher
Education for Individuals and Society**

Speaker: Susan Madsen, Orin R. Woodbury Professor of
Leadership and Ethics, Woodbury School of Business
at Utah Valley University, and senior advisor, Utah
Women and Education Initiative

2:30 - 3:30 pm [Tab 8]
Douglas Ballroom

**Facilitated Discussion on the Nonfinancial Returns
on Investment in Higher Education for Individuals
and Society**

Facilitator: Bonnie Jean Beesley, chair, Utah Board of Regents

3:30 - 4:00 pm

Break

4:00 pm [Tab 9]

**Transportation to the Natural History Museum
of Utah**

4:15 - 5:00 pm

Tour of the Natural History Museum of Utah

5:00 - 7:00 pm
Swaner Forum

**Reception, Dinner, and Presentation: "Utah on
Student Learning: Tuning, Passporting, and
Profiling – You Name It, Utah's Got It"**

Speakers: Dave Buhler, commissioner, Utah System of Higher
Education; and Phyllis (Teddi) Safman, assistant
commissioner for academic affairs, Utah System of Higher
Education

7:00 pm

Transportation to the University Guest House Hotel

Tuesday, November 13, 2012 Schedule at a Glance

8:30 - 10:15 am [Tab 10]
Douglas Ballroom

Greetings from Governor Gary Herbert

Committee of the Whole – Business Session

Agenda

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

Report and recommended action of the Audit Committee:
Joe Garcia, committee chair and immediate past
WICHE chair



FY 2012 audit report (separate document)

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



Approval of a process for the evaluation of the WICHE
president [Tab 1]

Report and recommended action of the Programs and Services
Committee: Patricia Sullivan, committee chair [Tab 4]

Report and recommended action of the Issue Analysis and
Research Committee: Jeanne Kohl-Welles, committee
chair [Tab 5]

Report and recommended action of the Self-funded Units
Committee: Jim Hansen, committee chair [Tab 6]

Committee of the Whole Action Items



Approval of the State Authorization
Reciprocity Agreement

10-3



Approval of accepting Pacific island U.S.
territories and free-standing states into
WICHE membership

10-25



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

Discussion Items

Update on WICHE's budget

10-27

Report on the Legislative Advisory Committee annual meeting: Senator Dave Nething, LAC member

Remarks of outgoing chair

Remarks of new chair

Selection of 2013 committee members

Electronic meeting evaluation

Other business

10:15 - 10:30 am

Break

10:30 - 11:15 am [Tab 11]

Douglas Ballroom

Plenary Session III:

**What's Up at WICHE? An Early Glimpse at
*Knocking at the College Door: Projections
of High School Graduates***

Speaker: Brian T. Prescott, director of policy research, WICHE

11:15 am - noon [Tab 12]

Douglas Ballroom

Plenary Session IV:

Postelection Discussion

Speaker: David Longanecker, president, WICHE

Noon

Adjournment and box lunches



Executive Committee Meeting (Open/Closed)

Monday, November 12, 2012

7:45 – 8:45 am

Alpine Conference Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 12, 2012

7:45 - 8:45 am
Alpine Conference Room

Executive Committee Meeting (Open and Closed Sessions)

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

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

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of September 6, 2012 1-3



Approval of a process for the evaluation of the
president of WICHE 1-5

Discussion Items:

November 2012 meeting schedule

Legislative Advisory Committee terms and guidelines

Other business

Agenda (Closed)

Discussion Item: Informal review of the president's performance
and travel during 2012 1-7

Other business

Other*

*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

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

Section 8. Special Executive Sessions

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

ACTION ITEM

Executive Committee Teleconference Minutes

Tuesday, September 6, 2012

Committee Members Present

Bonnie Jean Beesley (UT), chair

Diane Barrans (AK)
Leah Bornstein (AZ), vice chair
Christopher Cabaldon for Dianne Harrison (CA)
Mike Rush (ID)
Dave Nething (ND)
José Garcia for Patricia Sullivan (NM)
Jim Hansen (SD)
Don Bennett (WA)

Committee Members Absent

Tom Anderes (AZ)
Joe Garcia (CO), immediate past chair
D. Rico Munn (CO)
Clayton Christian (MT)
Carl Shaff (NV)
Camille Preus (OR)
Steven Wheelwright (HI)
Dave Buhler (UT)
Tom Buchanan (WY)

Others Present

Randy Reynaldo, director of administrative operations, California State University, Northridge

Staff Present

David Longanecker, president
Erin Barber, executive assistant to the president
Mollie McGill, deputy director, WCET
Demi Michelau, director of policy analysis, Policy Analysis and Research
Jere Mock, vice president, Programs and Services
Brian Prescott, director of policy research, Policy Analysis and Research
Ellen Wagner, executive director, WCET

Chair Bonnie Beesley called the meeting to order and asked Erin Barber to call roll. There were not enough committee members present to confirm a quorum. Chair Beesley suggested David Longanecker proceed with the discussion items first.

DISCUSSION ITEM

Budget Update

Longanecker said the theme of the November meeting will be the return on investment in higher education. The plenary sessions will focus on both economic and noneconomic returns on investment. He also mentioned that Chair Beesley is arranging several wraparound opportunities for anyone interested in arriving early in Salt Lake City or staying after the meeting. There will be an opportunity to see the Mormon Tabernacle Choir on Sunday morning, and the Family History Library will be open for anyone interested in exploring their genealogy. Commissioners can sign up for these opportunities when they register for the meeting. A new commissioner orientation will be held on Sunday, November 11. Chair Beesley will host the dinner for new commissioners and WICHE officers at her home. Commissioner Bornstein asked if there should be informal time to discuss the presidential candidate's education agenda. Longanecker said it might be premature, since we will only know what they said during the campaign, not what they will really do.

ACTION ITEM

Approval of the Executive Committee Teleconference Minutes of July 26, 2012

Commissioners Dave Nething and José Garcia joined the call, and a quorum was confirmed. Chair Beesley asked for a motion to approve the Executive Committee teleconference minutes of July 26, 2012. Commissioner Garcia moved TO APPROVE THE MINUTES OF THE JULY 26, 2012, EXECUTIVE COMMITTEE TELECONFERENCE. Commissioner Rush seconded the motion. The minutes were approved unanimously.

DISCUSSION ITEM

Budget Update

Chair Beesley called on David Longanecker to give an update on the budget. Longanecker reported that WICHE finished FY 2012 very well. The organization added \$259,689 to the reserves. FY 2012 ended with approximately \$120,000 more in revenues than originally projected because of an increase in indirect cost recovery. Expenditures were also down by \$138,168. Longanecker mentioned FY 2013 dues have not yet been received from New Mexico or North Dakota. WICHE also did not recover the delinquent California Community Colleges' dues in FY 2012.

Longanecker noted that FY 2013 will be a much tighter budget; he is projecting a balanced budget. WICHE will be receiving more revenue from indirect cost recovery. WCET secured the Predictive Analytics Reporting (PAR) Framework grant from the Gates Foundation. Longanecker said the increase in revenue is why he will recommend salary adjustments for WICHE staff. Commissioners Garcia and Nething both said they'd make contact in their states for payment of their FY 2013 dues. Commissioner Bornstein asked if the \$40,000 proposed for salary increases was reflected in the budget presented to the committee. Longanecker said that only \$33,000 will be needed for salary adjustments because WICHE was already three months into the fiscal year. The budget would be updated to reflect the higher indirect cost recovery and salary adjustments, and this would leave a balanced budget. Commissioner Rush asked if WICHE expected to receive the delinquent dues from California. Longanecker said WICHE staffers are working on a policy that would recoup the delinquent dues through a service fee with the WUE program. Commissioner Rush also asked how much indirect WICHE expected to receive from the PAR grant. Longanecker said the indirect cost recovery for the grant is \$25,000 split over two years, and he expected we would receive about \$180,000 in project money in the first year. Longanecker noted that the Mental Health Program was also expected to receive substantial grants in the coming year.

ACTION ITEM

WICHE Staff Salary Recommendation

At the May commission meeting, the commission approved a plan allowing Longanecker to seek approval for salary adjustments from the Executive Committee, contingent upon improvements in projected revenues above and beyond those anticipated in the budget. Longanecker told the committee he was proposing staff salary increases because indirect cost recovery projections for FY 2013 exceed original projections. There is sufficient revenue in the budget to cover the salary increases.

Commissioner Nething moved TO APPROVE A SALARY POOL OF APPROXIMATELY \$33,000 FOR STAFF SALARY INCREASES. Commissioner José Garcia seconded the motion. The motion was approved unanimously.

Chair Beesley called for other business. Commissioner Nething asked about the date for the Self-funded Units conference call in September. The call will take place on September 17. The other committees will meet via teleconference later in September.

Longanecker told the committee that the Nominating Committee had been selected and included the following commissioners: Joe Garcia, committee chair; Susan Anderson; and Dave Nething. The May 2013 meeting will be held in Spokane, WA. Meeting participants will be staying at the Davenport Hotel, and the meeting will take place on the Riverpoint Campus.

Chair Beesley adjourned the teleconference.

ACTION ITEM

Process for the Evaluation of the President of WICHE

At the May 21, 2012, meeting of the WICHE Executive Committee, concern was raised regarding the adequacy of the pattern that had existed up to that time of relying on the president's self-evaluation as the basis for discussion of the president's performance at his annual evaluation before the Executive Committee (except for the more intensive review by an external consultant every five years). In response to this concern, the Executive Committee asked Chair Bonnie Beesley to work with President Longanecker to develop a draft evaluation process for future years, to be presented to the commission for action at the November 2012 meeting. In addition, because the May 2013 meeting will represent the five-year anniversary since an intensive evaluation of the president has been conducted, the Executive Committee also recommended that the commission approve funding from reserves for such a review, for submission to the commission at the May 2013 commission meeting. Proposals for both the ongoing evaluation and the five-year review are provided below.

The Annual Review of the President

The annual review of the president will include two elements.

- **The president's self-evaluation.** Each year the president will prepare for the May commission meeting a self-evaluation of his performance, judged against the objectives that have been established and approved by the commission at the previous May commission meeting.
- **The commission's evaluation of the president:** Except for those years when the commission secures an external consultant to review the president's performance (every five years), each year the chair of the commission, in concert with the commission officers, will prepare for the May commission meeting an evaluation of the president's performance, judged against the objectives that have been established and approved by the commission at the previous May commission meeting.
 - On the years when an external consultant has been secured by the commission to review the president's performance, the chair of the commission, in concert with the commission officers, will still make an independent judgment of the president's performance but will take into account the external review.
 - Each year the commissioners' evaluation of the president will be informed by surveys of staff and commissioners, which will be secured and reported to the commission by WICHE's human resources officer (except in the year in which such information is reported by the external evaluator).

Although the chair's evaluation and the president's self-evaluation will be shared with all commissioners in the May agenda book, the discussion of the evaluation will occur only in the closed session of the Executive Committee at the beginning of the May commission meeting. The purposes of the annual evaluation are threefold: to determine the extent to which the president has fulfilled the responsibilities of his position over the previous year and whether he should be retained; to assist the president in understanding what portions of the job have been accomplished well and what needs to be improved upon; and to help the commission consider the president's remuneration for the coming year.

The Five-year Review of the President's Performance by an Outside Expert

This consulting agreement, not to exceed \$25,000 plus expenses, including travel expenses to the May 2013 meeting, will assess the extent to which the president of WICHE has fulfilled the responsibilities of his position in recent years, from the perspective of three critically important constituencies: external partners of WICHE, the commission, and the WICHE staff.

Working from the WICHE President's Performance Objectives for FY 2013, approved by the Executive Committee at its May 21, 2012, meeting, the consultant will do the following.

- Survey a representative portion of the major external constituencies whom WICHE partners with or serves, including:
 - Conducting personal telephone interviews with state higher education executive officers (SHEEOs) in Hawai'i, Nevada, and Oregon, which are the three states in which there is a SHEEO who is not also a WICHE commissioner.

- Surveying, but not necessarily personally, all participants in the most recent two Legislative Advisory Committee meetings.
- Surveying, but not necessarily personally, all of the organizations mentioned in the president’s objectives to “expand partnership relationships with other organizations.”
 - Conducting personal telephone interviews with the most significant external WICHE partners, including the two partners in the State Higher Education Policy Center (SHEEO and the National Center for Higher Education Management Systems (NCHEMS)) and others with whom WICHE works extremely closely, including at least the National Center for Education Statistics and the National Governors Association.
 - Conducting personal telephone interviews with key associates in current philanthropies supporting WICHE, including the Bill & Melinda Gates Foundation, Lumina Foundation, and the Ford Foundation.
- Survey all WICHE commissioners, with personal telephone interviews with all Executive Committee members and any others requesting such an interview.
- Survey confidentially all WICHE staff, with personal interviews in Boulder with all members of the senior leadership team and other direct reports to the president, as well as for any staff who request such an interview.
- Work with WICHE’s chief financial officer to ascertain the extent to which the president has achieved his financial objectives for fiscal year 2013.
- Work with the commission’s executive assistant, Erin Barber, to gather evidence of the extent to which objectives regarding maintaining the organization and achieving the workplan have been achieved.

On the basis of the information secured in these processes, the consultant will prepare and present a report of findings to the chair and subsequently to the Executive Committee at the May 2013 meeting. This report will provide the basis for the chair’s independent evaluation of the president, for presentation at the same meeting.

Action Requested

Commission approval of the proposed evaluation process for the president of WICHE.

DISCUSSION ITEM

President's Travel Calendar Year 2012

January

5	State authorization meeting with regional CEOs and Council of State Governments and Presidents' Forum.....	Chicago, IL
10-11	<i>Multistate Data Exchange</i> meeting	Boise, ID
19-20	Pacific Northwest Gigapop Board meeting	Seattle, WA
24	Brookings Institute Economic Forum	Washington, D.C.
25	Massachusetts Department of Higher Education meeting	Boston, MA
26	<i>Change</i> magazine editorial board meeting	Washington, D.C.
27	Presidents' Forum meeting	Washington, D.C.
28	"Reclaiming Academic Democracy" summit	Washington, D.C.
30-31	National Student Clearinghouse Board meeting.....	Clearwater Beach, FL

February

1	National Student Clearinghouse Board meeting.....	Clearwater Beach, FL
7-8	Pacific Northwest Gigapop Board meeting	Seattle, WA
15	National Conference of State Legislatures retreat with legislators and budget staff	Sacramento, CA
17	Brookings state grant project meeting.....	Washington, D.C.
22-23	Council of State Governments Advisory Council meeting and regional CEOs meeting.....	Indianapolis, IN
29	Nevada Higher Education Funding Study Committee meeting	Las Vegas, NV

March

19	Pacific Northwest Gigapop Board meeting	Seattle, WA
21-23	Wellington Group meeting	Vancouver, B.C.

April

10	Interstate Reciprocity Compact hearing	Indianapolis, IN
18-20	Western Academic Leadership Forum and Western Alliance of Community College Academic Leaders annual meeting	Portland, OR
26	Complete College America regional meeting	Phoenix, AZ

May

9-10	WCET leadership summit	Salt Lake City, UT
16-18	Delphi student success project meeting	Baltimore, MD
20-22	WICHE Commission meeting.....	Fort Collins, CO

June

6-8	National Student Clearinghouse Board meeting.....	Herndon, VA
14	Student Financial Aid Research Network meeting	Memphis, TN
15	Project meeting with Microsoft Foundation	Seattle, WA
18-19	"Daring Ideas" meeting	Sacramento, CA
20-22	National Center for Postsecondary Research conference.....	New York, NY
25	New Mexico Higher Education Department meeting.....	Albuquerque, NM
27-29	Tuning advisory meeting and state authorization meeting with Council of State Governments and Presidents' Forum	Indianapolis, IN

July

- 11-14 SHEEO annual meetingSeattle, WA
- 16 Aspen "Labor Market Outcomes" forum Washington, D.C.
- 30 Idaho Scholarship Committee meeting Boise, ID

August

- 3 Western State College of Colorado Board meeting Gunnison, CO
- 8 Postsecondary National Policy InstituteArlington, VA
- 9-10 SHEEO "Higher Education Policy" conferenceChicago, IL
- 21 South Dakota Interim Committee on Postsecondary Education meeting Madison, SD
- 31 State authorization meetings with Senator Jill Tokuda and Hawai'i governor's staff..... Honolulu, HI

September

- 10 Meeting with Edgar Ruiz and Laura Metune Sacramento, CA
- 11 WICHE Legislative Advisory Committee annual meeting Sacramento, CA
- 12 Commission on Regulation of Postsecondary Distance Education meeting Washington, D.C.
- 13 Meeting with Jack Buckley and U.S. Senate Health, Education, Labor, and Pensions Committee testimony Washington, D.C.
- 14 *Projections of High School Graduates* joint meeting with College Board and ACT..... Washington, D.C.
- 18 Wyoming Community College summit Casper, WY
- 23 Clinton Global Initiative dinner New York, NY
- 25 Pacific Postsecondary Education Council meeting Honolulu, HI
- 26-28 National Student Clearinghouse Board meeting..... Reston, VA

October

- 3 National Association for College Admission Counseling chief enrollment officers forum Denver, CO
- 4 College Board "Student Search Service" workshop Denver, CO
- 5 Completion by Design Cross-cadre Evaluation Advisory Committee meeting Washington, D.C.
- 9-10 Association of Community College Trustees symposium Boston, MA
- 12 American Council on Education meeting on adult learners Washington, D.C.
- 17-19 WICHE Adult College Completion Network meetingChicago, IL
- 23 Montana University System Board retreat Helena, MT
- 31 WCET annual meetingSan Antonio, TX

November

- 1-2 WCET annual meetingSan Antonio, TX
- 6 Meeting with Linda Darling-HammondStanford, CA
- 7 College Campaign for Completion Board meeting San Francisco, CA
- 11-13 WICHE Commission meeting Salt Lake City, UT
- 13-14 Pacific Northwest Gigapop Board meeting Salt Lake City, UT
- 27 Meeting with Albertsons Foundation Boise, ID
- 28 Committee for the Reimagining Aid Design and Delivery meeting Washington, D.C.

December

- 3 North Dakota Legislative Assembly's organizational session Bismarck, ND
- 13-14 College Access Challenge Grant meetingAustin, TX



2 Monday 8:45 - 9:15 am

Committee of the Whole Call to Order/Introductions

Monday, November 12, 2012

8:45 – 9:15 am

Douglas Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 12, 2012

8:45 - 9:15 am
Douglas Ballroom

Committee of the Whole – Call to Order/Introductions

Call to order: Bonnie Jean Beesley, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of May 21-22, 2012 2-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on selection of 2013 committee members

Recess until November 13, 2012, at 8:30 am

New Commissioners

David L. Buhler is Utah's eighth commissioner of higher education. For nearly 12 years prior to his appointment to the post earlier this year, Commissioner Buhler served as association commissioner for public affairs, with responsibility for government and media relations and for overseeing the system's strategic priority of participation and outreach. He also served as interim commissioner for eight months in 2008. Commissioner Buhler taught as an adjunct professor of political science at the University of Utah from 1990 to 2006 and was a member of the University of Utah Board of Trustees from 1999 to 2000. A native of Salt Lake City, he received bachelor of science degrees in history and political science from the University of Utah and a master of public administration degree from Brigham Young University. He is currently completing a Ph.D. in political science at the University of Utah.

Francisco Hernandez has been vice chancellor for students at the University of Hawai'i at Mānoa since 2006. He reports directly to the chancellor and advises on all student-related issues. Prior to this he served as vice chancellor of student affairs at the University of California, Santa Cruz. During his tenure there, Hernandez led the process by which the Santa Cruz campus developed and implemented a strategic plan for student services. He served as a WICHE commissioner from California and also served on the WCET Executive Committee. Hernandez received his M.A. and Ph.D. from Stanford University's School of Education, where he specialized in the history of education; his dissertation is entitled *Schools for Mexicans: A Case Study of a Chicano School*. He received a B.A. in American history from the University of California, Berkeley, and an associate in arts degree from Sierra Junior College in Rocklin, California.

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

Ham Shirvani is chancellor of the 11-campus North Dakota University System, with an operating budget of \$1.6 billion and student body of over 64,000. Prior to assuming his current position, he served as president of California State University, Stanislaus; provost and executive vice president at Chapman University; vice president for graduate studies and research at Queens College of the City University of New York; dean of the College of Arts and Sciences at the University of Massachusetts, Lowell; and dean of the College of Architecture and Planning at the University of Colorado at Denver. In addition, he has served on the faculties of the State University of New York at Syracuse and Pennsylvania State University. He holds a Ph.D. and M.A. from Princeton University, an M.L.A. from Harvard University, and a M.S. from Rensselaer Polytechnic Institute.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, May 21, 2012

Commissioners Present

Bonnie Jean Beesley (UT), chair

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

Commissioners Absent

James Johnsen (AK)
Leah Bornstein (AZ), vice chair
Michael Kirst (CA)
Joe Garcia (CO), immediate past chair
Kim Gillan (MT)
Susanna Murphy (NM)
Carl Shaff (NV)
Duaine Epegard (ND)
Tim Nesbitt (OR)
William Sederburg (UT)
Phyllis Gutierrez Kenney (WA)
Tom Buchanan (WY)

Guests/Speakers

Stephanie Butler, director of program operations, Alaska Commission on Postsecondary Education
Russell Chan, student services specialist, University of Hawai'i System
Rhonda Epper, assistant provost, Colorado Community College System
Louise Lynch, certifying officer, Arizona Board of Regents
Darren Marshall, manager of audit and financial services, Utah System of Higher Education
Loreen Olney, executive assistant, Utah System of Higher Education
Margot Plotz, certifying officer, Colorado Department of Higher Education
Jim Rawlins, executive director of admissions, Colorado State University
Deborah Santiago, vice president, Excelencia in Education
Jeannine Sherrick, certifying officer, Nevada System of Higher Education
Paul Stacey, director, BCcampus
Joseph Steiner, dean, College of Health Sciences, University of Wyoming

Staff Present

Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Patrick Lane, project coordinator, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health and director, Mental Health Program
Russell Poulin, deputy director, WCET
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, ICE, Alliance, and Forum
Ellen Wagner, executive director, WCET
Catherine Weldon, NANSLO project coordinator

Chair Bonnie Jean Beesley called the meeting to order and welcomed the commission. She introduced the newly appointed Nevada commissioner, Vic Redding, and informed the commission about two other new appointees, Francisco Hernandez and Carol Mon Lee, both from Hawai'i, as well as naming commissioners whose terms would expire after the May meeting. Beesley also introduced the guests attending the meeting.

ACTION ITEM

Approval of the Minutes of the October 31-November 1, 2011, Committee of the Whole Meeting

Commissioner Hansen moved TO APPROVE THE MINUTES OF THE OCTOBER 31-NOVEMBER 1, 2011, COMMITTEE OF THE WHOLE MEETING. Commissioner Preus seconded the motion. The minutes were approved unanimously.

Chair Beesley called on David Longanecker for the report of the president. Longanecker introduced staff in attendance. He also discussed logistics for the tour of the Veterinarian School of Medicine and dinner that evening.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, May 22.

Session II: Business Session

Tuesday, May 22, 2012

Commissioners Present

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

Susan Anderson (AK)
Diane Barrans (AK)
Tom Anderes (AZ)
Christopher Cabaldon (CA)
Dianne Harrison (CA)
D. Rico Munn (CO)
Dene Thomas (CO)
Roy Ogawa (HI)
Steven Wheelwright (HI)
Mike Rush (ID)
M. Duane Nellis (ID)
Mack Shirley (ID)
Clayton Christian (MT)
Sheila Stearns (MT)
José Garcia (NM)
Patricia Sullivan (NM)
Bill Goetz (ND)
Dave Nething (ND)
Joe Hardy (NV)
Vic Redding (NV)
Robert Burns (SD)
James Hansen (SD)
Jack Warner (SD)
Camille Preus (OR)
Peter Knudson (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Sam Krone (WY)
Karla Leach (WY)

Commissioners Absent

James Johnsen (AK)
Leah Bornstein (AZ), vice chair
Chris Bustamante (AZ)
Michael Kirst (CA)
Kim Gillan (MT)
Susanna Murphy (NM)
Carl Shaff (NV)
Duaine Espegard (ND)
Ryan Deckert (OR)
Tim Nesbitt (OR)
William Sederburg (UT)
Phyllis Gutierrez Kenney (WA)
Tom Buchanan (WY)

Guests/Speakers

Stephanie Butler, director of program operations, Alaska
Commission on Postsecondary Education
Louise Lynch, certifying officer, Arizona Board of Regents
Darren Marshall, manager of audit and financial services,
Utah System of Higher Education
Loreen Olney, executive assistant, Utah System of Higher
Education
Joseph Steiner, dean, College of Health Sciences, University
of Wyoming

WICHE Staff

Erin Barber, executive assistant to the president and to the
commission
Margo Colalancia, director, Student Exchange Program
Patrick Lane, project coordinator, Policy Analysis and
Research
David Longanecker, president
Demarée Michelau, director of policy analysis, Policy
Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health and
director, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis
and Research
Pat Shea, director, ICE, Alliance, and Forum
Ellen Wagner, executive director, WCET

Chair Bonnie Jean Beesley called the meeting to order.

Report and Recommended Action of the Executive Committee

Chair Beesley reported that at its May 21 meeting, the Executive Committee approved minutes from its March teleconference. David Longanecker went over the schedule for the commission meeting, including details on the plenary sessions and vet med tour. Staff was dismissed from the meeting, and the Executive Committee went into a closed session to discuss Longanecker's self-evaluation for FY 2012 and proposed performance objectives for FY 2013.

During its closed session, the Executive Committee discussed President Longanecker's self-evaluation for the past year, as well as the annual process for assessing his performance. While the Executive Committee expressed satisfaction with President Longanecker for his performance this past year, the committee believes the annual evaluation process needs to be revised somewhat. First, next year at this time, it will be five years since the commission secured the services of the National Center for Higher Education Management Systems (NCHEMS) to conduct an external review of Longanecker's performance. Consistent with past commission policy, therefore, it would be appropriate to again secure the services of an external party to conduct such a review; the Executive Committee seeks action by the commission to approve the expenditure of funds from available reserves to conduct a review for submission to the commission at the May 2013 commission meeting.

Second, while President Longanecker's self-evaluation proves to be a useful component of his annual evaluation, the Executive Committee does not believe it is sufficient to meet the commission's responsibilities in reviewing the performance of its chief executive. The Executive Committee, therefore, has asked Chair Beesley to work with President Longanecker to develop a draft evaluation process for future years, to be presented to the commission for action at the November 2012 meeting.

Third, the Executive Committee believes that the full Committee of the Whole should be engaged in reviewing and adopting the annual objectives for the president. In the future, therefore, the proposed objectives of the president for the coming year will be presented to the full commission for approval at the May meeting. Commissioner Christian noted that Longanecker has done a fine job.

Report and Recommended Action of the Programs and Services Committee

Committee Chair Patricia Sullivan reported that the Programs and Services Committee established the Professional Student Exchange Program (PSEP) support fees for 2013-14 and 2014-15.

Commissioner Sullivan moved TO APPROVE A 2.1 PERCENT INCREASE IN THE SUPPORT FEES FOR ALL 10 OF THE PSEP FIELDS FOR THE NEXT BIENNIUM. Commissioner Hardy seconded the motion. The motion was approved unanimously.

Commissioner Sullivan reported on a proposed agreement with the Midwestern Higher Education Compact (MHEC) that will enable WICHE to partner with MHEC in offering student health insurance to public and private institutions in the WICHE region through a new initiative called MHECare. The agreement will be effective for health plans beginning in fall 2012, and it will offer institutions plan options to provide insurance for medical services, through UnitedHealthcare's national network of providers.

Commissioner Sullivan moved TO APPROVE WICHE OFFERING THE MHECARE STUDENT HEALTH INSURANCE PROGRAM TO INSTITUTIONS IN THE WICHE REGION. Commissioner Christian seconded the motion. The motion was approved unanimously.

Finally, Commissioner Sullivan introduced a proposed contract supporting the Consortium for Healthcare Education Online: Building 21st Century Learning Models for Healthcare Programs in the West (included in the meeting folders but not in the agenda book). An opportunity recently developed for WICHE to partner with a consortium of eight two-year institutions serving rural communities in five states to compete for a Department of Labor's Trade Adjustment Assistance Community College and Career Training grant. The states include Alaska, Colorado, Montana, South Dakota, and Wyoming. The institutions will work collaboratively to develop or transition several allied health courses and programs into hybrid and online formats, particularly those that require lab components. These programs – some of which will be new, while others will be developed from existing face-to-face courses – will offer students the opportunity to acquire stackable certificates, allowing them to make continuous progress in their profession as working adults while pursuing their academic credentials. The project will build on the successful collaborative work of the existing North American Network of Science Labs Online (NANSLO) consortium. If the consortium receives this Department of Labor grant, WICHE's contract would total approximately \$850,000.

Commissioner Sullivan moved TO APPROVE THE PROPOSED CONTRACT SUPPORTING THE CONSORTIUM FOR HEALTHCARE EDUCATION ONLINE. Commissioner Barrans seconded the motion. The motion was approved unanimously.

Commissioner Sullivan noted that the Programs and Services Committee approved the Programs and Services 2013 workplan during its teleconference on April 9 with no recommended changes.

Report and Recommended Action of the Issue Analysis and Research Committee

Committee Chair Jeanne Kohl-Welles reported that the Issue Analysis and Research Committee approved the FY 2013 workplan for the Policy Analysis and Research unit. The committee discussed ways to better convey workplan information to commissioners. They commended staff for what they perceived to be very helpful improvements to the format and also provided staff with some additional feedback about the revised format.

Commissioner Kohl-Welles reported that the committee received an update on the Legislative Advisory Committee (LAC), which will have multiple vacancies at the end of the year, due to four LAC members running for Congress and five additional members leaving their respective legislatures as a result of retirement or term limits. Staff will contact commissioners for assistance in filling these vacancies. The next annual meeting will be September 11-12, 2012, in Sacramento.

Staff provided the committee with an update on several ongoing and potentially new initiatives related to the use of data in policymaking and research activities. Possible activities include:

- Developing a project to help policymakers at the federal and state level think about proposed changes to the Pell Grant program and state finance and financial aid policies in connection to student success. This discussion is occurring with NCHEMS and the Bill & Melinda Gates and Lumina foundations, as well as with Microsoft.
- Hosting a meeting, perhaps annually, of data and research directors in State Higher Education Executive Officers (SHEEO) offices for dialogue, collective problem solving, and professional development.

Report and Recommended Action of the Self-funded Units Committee

Committee Chair Jim Hansen reported that Ellen Wagner updated the committee on several WCET initiatives. WCET is currently negotiating with the Gates Foundation on a proposal to expand the number of institutional partners within their Predictive Analytic Reporting (PAR) Framework project. *Badges for Learning* is a new initiative exploring the use of badges and badge systems as alternative mechanisms for documenting learner participation and engagement and for certifying competence and completion. The recent Summit on Digital Learning Content has helped produce several pilot projects among WCET member institutions and publishers to accelerate new strategies for integrating textbooks and open-learning content. Pilot programs have been scheduled for presentation at the 2012 WCET annual meeting in San Antonio. Finally, the State Authorization Network will continue a second year to help institutions address the state regulations on distance education. Commissioner Hansen reported that the FY 2013 workplan for WCET was approved.

He also reported that the committee heard from Dennis Mohatt on the status of some of the Mental Health Program's grant applications. One area they are very excited about is extending their successful internship program for postdoctoral psychology students. A related project on the horizon is to expand the work on psychology internships and establish a center to help with all of the administrative requirements for obtaining accreditation of internship programs. Commissioner Hansen reported that the FY 2013 workplan for the Mental Health Program was approved.

ACTION ITEM

Approval of the FY 2013 Annual Operating Budget (General Fund and Non-general Fund Budgets)

Chair Beesley called on Longanecker and Craig Millburn to discuss the WICHE budgets. Longanecker noted that the general fund budget covers core activities and supports the Policy Analysis and Research and Programs and Services units, the President's Office, the commission budget, and Administrative Services. Revenues are projected to be at \$2.3 million at the end of FY 2013, which is slightly above what was projected. The increase in revenue is from greater indirect cost recovery. Current expenses are budgeted at almost \$2.2 million. Longanecker said it was likely that the projected surplus of \$118,014 would be lower but would still be a substantial contribution to the reserves. The reserves are currently projected to be at \$1.5 million by the end of the fiscal year. Longanecker said it was a good year for the budget. Looking ahead to FY 2013, the proposed budget is nearly the same as the FY 2012 budget. The staff will be keeping expenditures the same. Longanecker said it was a reasonable budget. He was hopeful that the

\$87,000 owed from the California Community Colleges would start coming in over time through a WUE program fee. Longanecker said the only areas that saw an increase in budgets for FY 2013 were the President's Office, as a result of Longanecker's time being charged more to general fund instead of to soft funds, and the commission budget.

Longanecker discussed the non-general fund budgets in each of the program areas. The Mental Health Program is projecting less revenue and will likely come in balanced at the end of the year (but has reserves to cover any difference). WCET experienced a revenue increase because of the PAR project. They are projecting expenditures lower than revenues.

Commissioner Nething asked about the cost of the October 31-November 1, 2011, commission meeting that was held in Hawai'i. Longanecker said that the meeting was more expensive than usual, but that we didn't have to use all of the \$10,000 that was allocated from the reserves for that meeting. He also explained that the next two commission meetings will be held out of state: the fall 2012 will be at the University of Utah and is projected to be an affordable meeting; the spring 2013 meeting will be more costly if it is held in Seattle.

Commissioner Rush asked Milburn to explain the negative revenue category shown on the budget sheets. Milburn explained that those are a function of the indirect cost recovery sharing. He said the way it appears on the budget is a way to more fully disclose the numbers. Commissioner Anderson asked when the bond will be paid off. Longanecker explained that WICHE has two loans for the building: the Colorado Educational and Cultural Facilities Authority (CECFA) bond will expire in 2015, and a balloon payment on the remainder of the loan from the Ford Foundation will come due in 2016. The balloon payment will be \$1,070,345.35, and WICHE's portion is 57.37 percent, or \$614,057.13. WICHE will have the option at that time to refinance or pay off the loan from reserves. Longanecker would like to pay off the CECFA and Ford loans, which will give relief to the budget starting in 2015. Commissioner Anderson asked if there was a plan in place to have these two loans paid off. Longanecker said he's working closely with the WICHE officers and staff regarding the debts. WICHE currently pays \$400,000 annually for mortgage payments, so having these paid off would provide substantial financial relief to the organization.

Commissioner Munn asked for clarification on the increase in indirect cost recovery. Longanecker said that it was a result of an increase in revenue from the PAR grant WCET received this year. He said that the Mental Health Program, Programs and Services, and Policy Analysis and Research all did very well in bringing in revenue this year.

Commissioner José Garcia moved TO APPROVE THE FY 2013 ANNUAL OPERATING BUDGET (GENERAL FUND AND NON-GENERAL FUND BUDGETS). Commissioner Sullivan seconded the motion. The motion was approved unanimously.

ACTION ITEM

Approval of Salary and Benefit Recommendations for FY 2013

Longanecker told the committee that he was proposing a novel approach to salary and benefit increases for FY 2013. He noted that there were no salary increases proposed in the FY 2013 budget. WICHE will be absorbing a significant increase in health benefit costs this year in the budget, but there are no other increases proposed to other benefits, such as retirement or salary. Longanecker said he is proposing that if circumstances improve in the budget, he will ask the Executive Committee for approval for a 3 percent salary increase pool. Longanecker said this might occur sometime during the year if expenditures are lower or revenue increases. One possibility for an increase in revenue would be if a large grant is received that would bring indirect revenue to the organization that would then fund a salary increase for staff. Longanecker noted that there are currently resources available in the grant budgets for salary increases, but the organization does not give increases unless the general fund budget can accommodate them. Commissioner Cabaldon suggested that the language of the action item be changed to include "net revenue increases." Longanecker said that there are proposals out with the foundations that could make this salary increase possible.

Commissioner Harrison and Commissioner Rush moved TO APPROVE A STAFF SALARY INCREASE POOL OF 3 PERCENT, CONTINGENT UPON IMPROVEMENTS IN PROJECTED NET REVENUES ABOVE AND BEYOND THOSE ANTICIPATED IN THE BUDGET CURRENTLY PROJECTED AND PROPOSED FOR ADOPTION BY THE COMMISSION. Commissioner Burns seconded the motion. The motion was approved unanimously.

ACTION ITEM

Approval of the WICHE Dues for the FY 2014 and FY 2015 Biennium

Longanecker presented a proposed increase for WICHE dues for the coming biennium. He said that dues increases are proposed and approved in advance for the states that have biennium budgets. The proposed increase would be \$6,000 per year, for a 4.8 percent increase in 2014 and a 4.4 percent increase in 2015. The dues would go from \$125,000 to \$131,000 and then from \$131,000 to \$137,000.

Commissioner Barrans moved TO APPROVE THE WICHE DUES INCREASE FOR THE FY 2014 AND FY 2015 BIENNIUM. Commissioners Hansen seconded the motion. The motion was approved unanimously.

ACTION ITEM

Discussion and Approval of the FY 2013 Workplan

Longanecker said the committees have worked on and approved the unit sections of the workplan. The staff adopted a different approach to the workplan formula this year and has received compliments and feedback to make it a better document. Longanecker said he hoped the new format provides a good sense of what the commission is responsible for, what's been accomplished over the year, and where the organization is headed in the future. He also noted that the workplan is a dynamic document, so staff will still come to the commissioners for approval on things that weren't initially included in the document.

Commissioner Cabaldon moved TO APPROVE THE FY 2013 WORKPLAN. Commissioner Harrison seconded the motion. The motion was approved unanimously.

INFORMATION ITEM

Update on Developing a State Authorization Reciprocity Agreement

Longanecker told the committee that under the current timeline, he will bring a proposed state authorization reciprocity agreement to the November meeting for discussion and approval. He will then take the proposed agreement to each of the 15 WICHE states for their approval. Longanecker noted that he has been working with an exceptional group of people on the steering committee for this project. They have had a very strong start and will soon be focusing on the logistics for governance. The meeting in September will focus on the financing of the project. They have been working closely with the Council of State Governments (CSG) and the Presidents' Forum, which have received a grant from Lumina Foundation to come up with a national state authorization program. Longanecker said the regional compacts have been working together to move forward and that the conversations have gone well. WICHE has been seen as the lead among the four regional compacts but will be coequal partners with them as the program moves forward.

Commissioner Harrison asked Longanecker what the difference will be between CSG's program and WICHE's program. Longanecker responded that as a regional compact, WICHE believes the states can trust each other and that accreditation plays a key role in the relationship. He said that CSG wants tougher standards because of a belief that some states cannot be trusted and that the accreditation process can't be trusted. It doesn't believe that WICHE and the other regional organizations would be tough enough on our member states. Longanecker said that three of the states in the West would not be good partners in this program. He also said that there can be trust between states and still have verification. CSG believes there needs to be a regulatory superstructure. Commissioner Harrison pointed out that Western Association of Schools and Colleges (WASC) has given waivers in California. Longanecker said WASC could be accepted as assurance for programs but not for consumer protection. Commissioner Cabaldon noted all of the exemptions provided by the law in California, but none of them apply to high-quality institutions. Commissioner Bennett asked if reciprocity would be with all WICHE states. Longanecker said that would be the case and that when the other regional compacts have their reciprocity worked out among their states, we'd have reciprocity with their regions. He also noted that three states do not belong to any regional compact: New Jersey, New York, and Pennsylvania. Commissioner Barrans asked if WICHE would staff this program once it's approved. Longanecker said his vision for this program is that it would be staffed in a similar way to the current Student Exchange Program (with a director and one to two support staff). The salaries for the staff would come from fee structures imposed on participating institutions. Longanecker is in discussions with Lumina regarding funding for startup expenses and implementation costs. This initiative will only apply to institutions operating between states and doesn't affect a state's rights to oversee its institutions. Commissioner Bennett asked about revenue potentials. Longanecker said that once an institution is given authorization, it would pay a minimal annual fee based on enrollment.

INFORMATION ITEM

Update on WICHE Membership for the Pacific Islands

Chair Beesley asked Longanecker for an update on WICHE membership for the Pacific islands. Longanecker said he has been working with the Northern Marianas and other territories in the Pacific island region to bring them in to WICHE. The Commonwealth of the Northern Marianas Islands and Guam have the most interest in joining WICHE. The other islands don't think there is a lot of value to having membership with WICHE. Longanecker said the Northern Marianas are very interested in having their students participate in WUE. He believed an action item to approve their membership would be brought before the committee at the November commission meeting. If the Northern Marianas doesn't join on its own, another possibility is to work out membership through the University of Hawai'i. The University of Hawai'i currently acts as the secretariat for the Pacific Postsecondary Education Council (PPEC), and most of the students from the islands would likely come to attend the University of Hawai'i or Brigham Young University – Hawai'i. Joining WICHE would be a huge financial commitment, but the Northern Marianas has put dues for WICHE into its federal budget request for the future. Longanecker said he will be working with Commissioner Hernandez (HI) more closely over the coming months. Commissioner Garcia noted that if participation in WUE is worked out through the University of Hawai'i, WICHE wouldn't benefit from additional dues revenue. Longanecker said that would be the case and that WICHE would be increasing access at that point but not revenue. Garcia said access and revenue could increase if the islands join WICHE as members. Longanecker agreed and noted that there could potentially be challenges in collecting dues from the islands. Commissioner Cabaldon asked why staff time and energy was being used to pursue this initiative. Longanecker said that he was responding to a request from the Northern Marianas, and the value of doing an agreement through the University of Hawai'i would be that it wouldn't take away time and effort from WICHE.

Other Business

Longanecker said the commission established the Commissioners Code of Ethics, which is reviewed annually at the May meetings. The Audit Committee brings proposed changes for the committee to consider, but no changes are being proposed at this time. He noted that the Commissioners Code of Ethics is similar the President's Code of Ethics and WICHE Staff Code of Ethics.

Chair Beesley reminded the commission that the meeting evaluation would be sent electronically. Commissioner Rush asked a follow-up question on the Pacific islands, specifically if the University of Hawai'i would have WICHE commissioners appointed. Longanecker said Hawai'i is an active state and that commissioner appointments would remain the prerogative of the Governor's Office. Commissioner Anderson thanked the WICHE staff for their work on the meeting.

The business session was adjourned.



Plenary Session I: The Financial Returns on Investment in Higher Education for Individuals and Society

Monday, November 12, 2012
9:15 – 10:45 am
Douglas Ballroom

3 Monday 9:15 - 10:45 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 12, 2012

9:15 - 9:45 am
Douglas Ballroom

Plenary Session I: The Financial Returns on Investment in Higher Education for Individuals and Society

This is the first of two sessions on the return on investment (ROI) in education. This session focuses on the financial returns, whereas the second session focuses on nonfinancial returns. In both cases the returns on investment redound to the individuals receiving the education and to the society in which they reside.

While those of us who are deeply involved with higher education accept as axiomatic that it is a great investment for individuals and society (and even use words like *axiomatic* to reflect this belief), not all in society accept this view. Some are willing to accept this perception, presuming evidence supports it. Others simply don't believe education makes a difference. These serious doubters fall into two camps: those who believe higher education can provide significant returns but only to a limited share of the population (thus, "not everyone should get a college education"); and those who believe that education absolutely pollutes society, that we would be better off without so much of it, and that the college of hard knocks provides a better education than the college of book learning.

This session will provide evidence on both the individual and societal financial benefits of a college education. Patrick Kelly from the National Center for Higher Education Management Systems (NCHEMS) will share national and state-level data on the returns on investment in education, as well as a model that NCHEMS has developed for assessing the impact for states and the nation of increasing or decreasing the share of the population with a college education. Gabriel Rench from Economic Modeling Systems Intl. (EMSI) will share how much an institution of higher education contributes to its community simply by being located there. He will use the University of Idaho as an example, demonstrating how EMSI simulates the economic impact of an institution.

This session will provide evidence of the financial return on investment of higher education and provide you with tools, should you wish to conduct similar research for your state or community. We trust that this information will help you better understand the ROI for higher education and how this can be demonstrated to those who aren't so sure.

Speakers: Patrick Kelly, senior associate, NCHEMS, and Gabriel Rench, Western representative, EMSI

9:45 - 10:45 am
Douglas Ballroom

Facilitated Discussion on the Financial Returns on Investment in Higher Education for Individuals and Society

Facilitator: Mike Rush, executive director, Idaho State Board of Education

Biographical Information on the Speakers & Facilitator

Patrick Kelly is a senior associate at the National Center for Higher Education Management Systems. He also serves as director of the NCHEMS Information Center for State Higher Education Policymaking and Analysis and works on many projects applying research and policy analysis to link higher education with the critical needs of states and their residents. Before joining NCHEMS in 2002, Kelly worked for six years at the Kentucky Council on Postsecondary Education. His most recent position at the council was senior associate for information and research. He completed his Ph.D. in urban and public affairs at the University of Louisville, where he also earned a master's degree in sociology. His undergraduate studies were completed at the University of Alabama at Birmingham. His areas of specialization and interest include research and statistical methodology, policy analysis, and program evaluation.

Gabriel Rench is the Western representative for the Economic Modeling Systems Intl., where he has worked since 2005. He has done much to expand EMSI's relationships in the West, besides beginning international work in Canada. Prior to joining EMSI, Rench received his B.S. in communications at University of Idaho. He also attended Solano Community College in Fairfield, CA, and Lane Community College in Eugene, OR.

Mike Rush is the executive director of the Idaho State Board of Education, charged with supporting a board with oversight of the majority of Idaho's budget. The board is responsible for governing all of Idaho's higher education institutions and has general supervision over all public education, including the community colleges. Before becoming executive director, Rush served for 10 years as the administrator of the Division of Professional-Technical Education. He has also taught high school and has had faculty positions at the University of Idaho, Virginia Tech, and Penn State University. He has held adjunct faculty status at Boise State University and was director of research for the State Division of Professional-Technical Education. Rush received his master's degree from the University of Idaho and his doctorate from Virginia Tech, with a minor in the master's of business administration program.



Programs and Services Committee Meeting

Monday, November 12, 2012
11:00 am – noon
Douglas Ballroom

4 Monday 11:00 am - noon

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 12, 2012

11:00 am - noon
Douglas Ballroom

Programs and Services Committee Meeting

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

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

Agenda

Presiding: Patricia Sullivan, committee chair

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



Approval of the Programs and Services Committee teleconference minutes of September 17, 2012

4-3

Information Items:

Updates on WICHE's Student Exchange Program – Margo Colalancia

4-7

Programs and Services regional initiatives

4-10

Creating friction-free transfers through WICHE's Interstate Passport Project – Pat Shea

4-13

Western state interest in the Midwestern Higher Education
Compact/WICHE MHECare student health insurance
initiative – Jere Mock

4-17

Discussion of suggested issues for future committee meetings

Other business

Adjournment

ACTION ITEM

Programs & Services Committee Teleconference Minutes Monday, September 17, 2012

Committee Members Present

Patricia Sullivan (NM), chair
Clayton Christian (MT), vice chair
Diane Barrans (AK)
Tom Anderes (AZ)
Randy Reynaldo for Dianne Harrison (CA)
Dene Thomas (CO)
Carol Mon Lee (HI)
Joe Hardy (NV)
Bonnie Jean Beesley (UT)

Staff Present

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

Committee Members Absent

Mack Shirley (ID)
Duaine Espegard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Phyllis Gutierrez Kenney (WA)
Karla Leach (WY)

Chair Sullivan called the teleconference of the Programs and Services Committee to order.

ACTION ITEM

Approval of the Programs and Services Committee Minutes of May 21, 2012

Commissioner Diane Barrans moved TO HAVE A SUBSEQUENT VOTE BY E-MAIL TO APPROVE THE COMMITTEE MINUTES OF THE MAY 21, 2012, MEETING IF A QUORUM WAS NOT REACHED DURING THE TELECONFERENCE. Commissioner Clayton Christian seconded the motion. Shortly thereafter, a quorum was reached, and Commissioner Dene Thomas motioned TO APPROVE THE MAY 21, 2012, PROGRAMS AND SERVICES COMMITTEE MEETING MINUTES. Commissioner Barrans seconded the motion. The motion carried unanimously.

Western Undergraduate Exchange Capacity Survey

Margo Colalancia reported on the highlights of the survey of Western Undergraduate Exchange (WUE) institutions, to which 112 out of 150 institutions responded. The majority of institutions (72 percent) planned to offer approximately the same number of WUE seats in AY 2012; 27 institutions planned to increase their participation and three planned to decrease their participation. California, Colorado, Oregon, and Washington are the most popular states for WUE recruitment. The majority of institutions (72 percent) make all their majors available at the WUE rate, and 24 percent make most of their majors available. Some of the most commonly excluded programs include nursing, kinesiology, psychology, dental hygiene, radiology, business, digital filmmaking, biology, national park ranger, and American Sign Language. Twenty-one percent of institutions use WUE as a merit scholarship. Most WUE institutions offer the WUE rate to transfer students (89 percent). Fifty-six percent of WUE institutions automatically give the discounted rate to applicants from a WICHE state.

Institutions like WUE because they can attract high-caliber students, maximize their student housing capacity, increase student diversity, and give students an affordable education in their major, which is especially important when the program is not offered in the student's home state.

A new logo has been created for WUE, along with table tents for participating institutions to display at college fairs. The WUE website has added some features, including tuition savings information, links to institutions' net price calculators, and institutions' links to Facebook, Twitter, and YouTube. Chair Sullivan asked if WUE could help the

WICHE Internet Course Exchange (ICE) to promote its programs. Colancia said that she will check with some WUE institutions that have online offerings to see if their entire major is offered online or if they are just offering individual courses that may not constitute a full degree.

WICHE staff and representatives of the other regional student exchange programs – offered by the Midwestern Higher Education Compact, New England Board of Higher Education, and Southern Regional Educational Board – will share an exhibit booth and give a presentation at the upcoming National Association for College Admission Counseling (NACAC) conference in Denver on October 4–6, expected to attract 5,000 participants. Colancia added that Brian Prescott, WICHE’s director of policy research, will present some preliminary findings at NACAC from the *Knocking at the College Door: Projections of High School Graduates* publication (scheduled for release in January 2013); Prescott was recently appointed as a new NACAC board member.

Student Exchange Program Update

Colancia gave a few updates on the Student Exchange Program. WUE and the Western Regional Graduate Program (WRGP) enrollment tracking will start soon; staff should have some preliminary AY 2012 enrollment numbers for WICHE commissioners in November. WICHE is now accepting nominations for new WRGP programs at the master’s, doctorate, and graduate certificate levels. Program distinctiveness is not required for healthcare related fields. Cutting-edge programs, including professional science master’s, are encouraged to apply. Programs in green building, nanotechnology, emerging media, biotechnology, and biomedicine are all sought-after fields. The submission deadline for new program nominations is November 2, 2012.

There are approximately 665 students enrolled in professional healthcare programs through WICHE’s Professional Student Exchange Program (PSEP) for AY 2012; this represents a state investment of more than \$14.1 million. Enrollment through PSEP has dropped, and much of this can be attributed to the scarcity of state resources to support new students. Idaho and Washington have not been able to support any new students since 2009. Hawai’i has opened its own public pharmacy school in Hilo, and Utah is opening a “2+2” veterinary program at Utah State University in partnership with Washington State University. As a result both states have ceased funding for new PSEP students in those fields. PSEP’s largest program is still veterinary medicine (198 students), followed by optometry (129 students) and dentistry (114 students).

Chair Sullivan said that New Mexico requires its PSEP graduates to return to the state and practice in exchange for the reduced tuition. There is a shortage of large animal veterinarians, but there are very few positions open because of the poor economy and the drought. She recently received a call from a veterinary medicine graduate who is having trouble finding employment in New Mexico and wondered if other WICHE states were experiencing this problem. Colancia said this was not uncommon. Furthermore, veterinary medicine students carry high debt loads (an average of \$140,000 or more) and often end up in small animal practice in urban areas to finance their debt and pay it off faster. Colancia said she would poll the other states that support in veterinary medicine to see if this is a problem for them and what they’re doing to help their PSEP graduates until they can find work in their home state. She will report at the next meeting. Mock suggested extending the payback period could be one option. Chair Sullivan said that New Mexico is considering the options and will let the committee know the outcome.

State Authorization Reciprocity Agreement

Last November the WICHE Commission authorized staff to begin developing a reciprocity agreement for the WICHE states to make it easier for accredited institutions delivering distance education in states beyond their home state to gain state authorization in other states where they are providing education services. A WICHE State Authorization Steering Committee was formed and has met four times since last February. During the committee’s final meeting on September 5, they suggested a few more recommendations that will be incorporated into the final draft of the reciprocity agreement, which will be presented to the commission in November for approval in concept. The Council of State Governments (CSG) and the Presidents’ Forum have also developed a model reciprocity agreement with funding from Lumina Foundation. CSG and President’s Forum representatives participated in several of the steering committee meetings and have indicated support for WICHE’s draft agreement, going forward, as have the presidents of the three other regional higher education compacts. The other compacts will use WICHE’s draft agreement as a model as they seek their commissions’ endorsement of the agreement. This approach will foster interregional reciprocity and enable states and institutions to participate on a voluntary basis to gain reciprocity nationwide.

Another group involved in this issue is the Commission on the Regulation of Postsecondary Distance Education. This commission was created by the Association of Public Land Grant Universities (APLU) and the State Higher Education Executive Officers (SHEEO) last May. WICHE Commissioner and Colorado Lieutenant Governor Joe Garcia serves on

the commission, along with other state policymakers and institutional and higher education organization leaders. The commission is developing a report and recommendations on state authorization issues and has indicated initial support of WICHE's draft reciprocity agreement. WICHE will submit a proposal for a three-year grant to Lumina Foundation, requesting support to cover the staffing and administrative costs of all four regional higher education organizations and a nationwide coordinating board. WICHE would be fiscal agent. Mock said she and David Longanecker recently gave a presentation on the draft WICHE State Authorization Reciprocity Agreement to the WICHE Legislative Advisory Committee. The participating legislators are pleased with the progress to date and endorsed the approach. The list of Legislative Advisory Committee members will be sent to the Programs and Services committee members.

Next Generation Learning Challenge Competition

The North American Network for Science Labs Online (NANSLO) was one of 29 projects funded in the Next Generation Learning Challenge (NGLC) Wave I competition. Pat Shea said staff and other NANSLO partners participated in a panel presentation on this collaborative project, for which WICHE is the managing partner and fiscal agent, at the May commission meeting. Many more students at the Colorado Community College System (CCCS) have utilized the online labs since that time. During the summer term, remote labs were required, instead of being a voluntary option for students, as they were in the spring. The partner organizations have learned a lot from that experience and will be incorporating changes into the procedures based on faculty feedback and lab reports from students. On September 10 another proposal was submitted to NGLC, requesting a grant of \$1.4 million. Only winners of Wave I funding could apply for follow-on funding. Approximately \$5 million is available, and two to three big awards are expected to be announced in late September. If funding is received, NANSLO will: 1) develop labs for second semester courses in biology, chemistry, and physics; 2) establish a technical development and training lab; 3) create a software application to help students more easily access remote lab equipment over the Internet; 4) create a faculty demo lab where faculty can explore the use of remote labs; 5) conduct a research project to determine best practices in teaching science labs online and produce a set of guidelines for faculty and instructional designers; and 6) further develop and implement business practices to establish the network where member institutions can share access to the labs .

During the May presentation, some commissioners expressed interest in letting their institutions know more about how remote labs work. Shea said videos are now available on the NANSLO website (www.wiche.edu/NANSLO) that explain how three experiments are done using remote equipment accessed over the Internet.

Other Business

Commissioner Joe Hardy asked about the availability of postgraduate medical education opportunities in the West. Montana and Nevada have expressed concern about a shortage of rural slots for practicums and internships. He said Tamara DeHay, of WICHE's Mental Health Program, gave a presentation at the recent Legislative Advisory Committee meeting regarding postdoctorate psychology internships in Alaska. Staff is trying to replicate the internship model in Hawai'i. Mock and Colalancia will meet with Dennis Mohatt and DeHay regarding the internship approach and see how it could apply to WICHE's Professional Student Exchange Program.

Chair Sullivan asked about how the Western Undergraduate Exchange might help states address workforce shortages. Some geographical areas can't attract employees in certain disciplines, while others have too many trained workers who cannot find jobs. Policymakers and institutional leaders also need to know what industries will have jobs for graduates in the future. Mock said this relates to the need to work with staff in the state higher education system offices to identify needs for new academic programs and to foster closer coordination with staff of state and federal labor and workforce departments. She said staff will explore how they can keep system and institutional representatives better informed about the availability of existing academic programs in other states and share information on emerging workforce needs across the region. She said staff will give more thought to how to proceed on workforce issues. She also said that the WUE enrollment reports can be used to see what states and programs a state's students are migrating to.

Shea talked about the Consortium for Healthcare Education Online (CHEO), which will be established if funding is approved by the U.S. Department of Labor. (CHEO was an action item at the May commission meeting.) Eight partner institutions in five WICHE states (Alaska, Colorado, Montana, South Dakota, and Wyoming) will develop and openly license new online and hybrid courses in allied health leading to stackable certificates. Shea also mentioned that UCLA's Career Empowerment Program, which provides career assessments and personalized guidance to help students achieve their individual career goals, might be an interesting model to explore. Sullivan commented that four-year institutions are being asked to work more closely with industry and government agencies to address the

issue of global competitiveness, healthcare needs, and critical infrastructure. She said community colleges are already recognized for being adept at meeting regional workforce needs.

Commissioner Thomas said Fort Lewis College has secured science, technology, engineering, and math (STEM) grants to address this, but it's difficult to get data on what students are doing once they graduate from these fields. Commissioner Anderes said Arizona is trying to build a very clear set of directions of where it wants to go with its array of bachelor's degrees. They are putting emphasis on STEM fields and examining how those programs are funded. They are looking closely at what the state is expecting regarding jobs up to 2020.

Shea requested information regarding any online programs or courses for social work or Native American studies being offered by institutions with which the committee members are associated. New Mexico State University has a distance-offered master's in social work. Chair Sullivan will send information to Shea.

The meeting was adjourned.

INFORMATION ITEM

Student Exchange Program Update

Western Undergraduate Exchange. The Western Undergraduate Exchange (WUE) is a regional tuition-reciprocity agreement that enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of the enrolling institution's resident tuition. WUE has been operating for 24 years and is the largest program of its kind in the nation. The program continues to thrive: in 2011-12, more than 29,000 WUE students and their families saved some \$223.8 million in tuition costs. Students can choose from some 150 participating WUE institutions. Each academic year institutions report their WUE enrollments through October. WICHE staff will have estimates of the current enrollments at the November 2012 commission meeting.

In October WICHE staff gave a presentation on WUE at the National Association for College Admission Counseling (NACAC) conference in Denver. WICHE also participated in a WUE college fair in Southern California in mid October. Staff members are seeking additional media exposure for the program. WUE was written up in the *L.A. Times* in April 2012 (<http://articles.latimes.com/2012/apr/22/local/la-me-tuition-discount-20120422>).

WICHE staff members continue to work with the California Community Colleges Chancellor's Office staff to find a way for underenrolled California community colleges to participate in WUE. Feather River College and Lassen Community College were among those interested. Brice Harris recently was appointed the new system chancellor.

During the September 2012 precommission meeting conference call with members of the Programs and Services Committee, WICHE staff presented the results of the spring 2012 Survey of WUE Institutions (see conference call minutes at the beginning of this section for details). If commissioners would like more details about the survey results, Margo Colalancia can provide a copy of the write-up. Programs and Services Committee members asked if WUE might be used as a mechanism to help WICHE states prepare students in specific disciplines targeted to the states' workforce needs. WICHE staff will begin by surveying chief academic officers in the region to get their priority list of high-demand disciplines and match them with programs currently offered by WUE institutions at the discounted rate. From there, WICHE staff will try to identify existing programs with capacity and the gaps.

Commissioners also asked about the program's most popular majors. Fall 2011's WUE headcount showed that the top WUE majors are well-aligned with some of the West's most crucial workforce needs. They are in healthcare, the biological and biomedical sciences, engineering, and business.

Healthcare majors that WUE students are studying include: nursing, the allied health professions (such as physical therapy, occupational therapy, radiology, respiratory therapy, nuclear medical technology, audiology, and clinical laboratory science), dental hygiene, healthcare administration, and healthcare information technology. Students are also using WUE to complete their undergraduate degrees to advance to the professional level; many are majoring in premed, predentistry, prepharmacy, and preveterinary studies. Biological and biomedical science majors targeted by WUE students include biochemistry, biotechnology, genetics, microbiology, botany, zoology, and marine biology.

Engineering majors of interest to WUE students include specialties in biomedical, chemical, civil, computer, electrical, mechanical, mining and mineral, nuclear, petroleum, industrial, geological and geophysical, and electrical engineering.

Business majors that are drawing WUE students include: accounting, business administration and management, finance, hospitality and hotel administration, human resource management, construction management, and international business.

Other majors at the top of WUE students' lists are in the areas of: education; the social sciences; visual and performing arts; psychology; parks, recreation, leisure, and fitness studies; and communication and journalism.

Detailed WUE enrollment reports are available on WICHE's website, and custom CIP-code-based reports are also available by request to WICHE commissioners, state higher education officers, and enrollment planners of participating institutions. These reports show where WUE students are enrolling (by state) and which programs of study they are seeking. The reports can help stakeholders make WUE work for their institutions and their state. If you

would like more detail on which out-of-state programs your state's residents seek through WUE and which programs in your state attract the most WUE students from out of state, please contact Margo Colalancia for custom reports.

Western Regional Graduate Program. WICHE is accepting nominations for new Western Regional Graduate Program (WRGP) programs. WRGP allows master's, graduate certificate, and doctoral students who are residents of the 15 participating states to enroll in 275 high-quality programs at 51 participating institutions on a resident tuition basis. In fall 2011 more than 850 students enrolled through WRGP and saved an estimated \$11.5 million in tuition. Enrollments continue to increase, and a growing number of programs are now offered fully or partially online.

Graduate deans and provosts at all public institutions in the WICHE region have been notified of the deadline and submission process. WICHE is particularly interested adding programs in healthcare (for fields not available through WICHE's Professional Student Exchange Program); health information technology; professional science master's; graduate certificate programs in emerging fields; microtechnology and nanotechnology; green building and building energy conservation; emerging media and communications; biotechnology and bioinformatics; computer and cyber security; alternative energy technology; and homeland security.

To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Given the tremendous needs in the healthcare workforce, healthcare-related programs are not subject to the distinctiveness criteria but must be of high quality.

WRGP is a tremendous opportunity for WICHE states to share distinctive programs (and the faculty who teach them) and build their workforce in a variety of disciplines, particularly healthcare. WRGP now includes 80 some healthcare-related programs, including those in graduate nursing, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, and doctoral studies in occupational therapy.

Participating programs have found WRGP to be an invaluable recruitment tool and an effective resource in diversifying their student pool. Participating programs can choose to limit the number of WRGP awards each academic year to ensure that their participation in WRGP is feasible over the long term. Application forms and nomination information are available on the WRGP website (www.wiche.edu/wrgp). WICHE staff encourages WICHE commissioners to spread the word to any graduate programs that might be interested.

Professional Student Exchange Program. The Professional Student Exchange Program (PSEP) provides students in 12 Western states (all WICHE states except California, Oregon, and South Dakota) with access to a wide range of professional programs that otherwise might not be available to them because the fields of study are not offered at public institutions in their home states. PSEP students pay reduced levels of tuition – usually resident tuition in public institutions or reduced tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of the students' education. Each state determines the fields and the number of students it will support. Through PSEP students have access to professional degree programs in 10 fields, all of them related to healthcare: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, and pharmacy.

During the 2012-13 academic year, approximately 665 students are enrolled through PSEP, with support fees totaling \$14,143,841. The economic recession continues to adversely affect the number of students supported through PSEP, despite the continued high need for healthcare professionals. Compared to 2011-12, numbers have dropped; staff will have exact participation numbers at the commission meeting, once all contract changes have been processed. States are supporting fewer students because their resources are scarce, but other factors have contributed to the drop in the number of PSEP students as well. Idaho and Washington have not supported any new students since 2009. Hawai'i now has its own public pharmacy school in Hilo and has ceased support in that field through PSEP. Utah will be opening a "2+2" veterinary program with Washington State University this fall and has stopped funding new D.V.M. students through WICHE's PSEP. Northern Arizona University enrolled its inaugural class for physician assistant; as soon as the program is fully accredited, Arizona will discontinue supporting new students in physician assistant as well.

Veterinary Medicine and PSEP. Montana State University is exploring a "1+3" veterinary program with Washington State University. In September 2012 the Montana University System (MSU) Board of Regents voted to move forward with their request to fund the new program when the Montana State Legislature meets in January

2013. Currently, Montana supports nine new students in veterinary medicine each year through WICHE, and the state plans to continue supporting students through PSEP along with the new MSU program.

WICHE's PSEP has sufficient capacity to serve all its member states that don't have their own public programs in veterinary medicine. In fall 2012 cooperating colleges of veterinary medicine (WICHE's partner colleges of veterinary medicine are Colorado State University, Oregon State University, and Washington State University) could have offered up to 113 seats to WICHE students. However, due to the economic crisis, our states only had sufficient funds to support 43 new students. An additional 70 seats could have been offered to the qualified WICHE applicants had state funds been available. It's also important to note that additional capacity in the WICHE region is on the horizon. Two fully accredited programs have expressed interest in becoming WICHE partners: the University of California Davis's School of Veterinary Medicine and the Western University of Health Sciences' College of Veterinary Medicine. In addition, Midwestern University's Glendale Campus is opening a college of veterinary medicine and will enroll its first class of 100 students in fall 2014.

Some Western states are looking to open their own colleges of veterinary medicine in the hopes of attracting more doctors of veterinary medicine graduates to practice in their rural areas. But attracting D.V.M.s to practice food-animal medicine in rural areas is a challenging problem everywhere, even in states with their own public veterinary programs. The average D.V.M. graduate's debt load is \$140,000. When students first enroll in veterinary school, some plan to specialize in food animal practice with the intention of "going rural" when they graduate. However, once they've amassed high levels of debt, they often turn to companion animal practice in urban areas because it is more lucrative. Rural D.V.M. salaries can be dismally low – as low as \$35,000 to \$45,000 in some WICHE states. To encourage more D.V.M. graduates to practice in underserved rural areas, North Dakota and Wyoming have developed rural D.V.M. loan repayment programs to encourage graduates to settle and serve in rural areas.

Despite the fact that Midwestern University is opening its College of Veterinary Medicine in fall 2014, this September the Arizona Board of Regents voted to allocate \$3 million to study the feasibility of establishing a full D.V.M. program at the University of Arizona. The request will be presented to Governor Brewer during the 2013 legislative session.

The proliferation of new D.V.M. programs across the nation at a time when economic uncertainty continues is puzzling. The D.V.M. applicant pool is shrinking, and some speculate it's because prospective veterinarians are comparing future high debt load to low earning power and deciding that it's just not worth the financial burden. Furthermore, some D.V.M. graduates are not finding jobs in their home state. This is particularly a problem if the student is from a service payback state, such as Arizona, Colorado, Nevada, New Mexico, and Washington. Hawai'i and Wyoming are among our two newest payback states, although Wyoming has exempted D.V.M. graduates from the payback requirement. Staff is surveying with certifying officers to see if their states might be interested in a "regional payback bank," but so far the opportunities for such collaboration do not look promising. Most states want their own graduates back and are concerned about both short- and long-term balance.

At the request of commissioners, staff is also exploring a potential role for WICHE to expand postgraduate medical education opportunities in the West. The idea would be to create internship (or similar) sites and make them available on a regional rather than a state basis.

INFORMATION ITEM

Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE) is a robust administrative tool designed to support collaboration among institutions offering online courses. Through ICE participating institutions expand their students' access to high-quality online courses and programs taught by other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. Currently, there are eight members: six are institutions and two are consortia. Both two-year and four-year institutions may participate. In addition, the Nursing Education Xchange (NEXus), a consortium of 12 universities sharing excess capacity in doctoral nursing courses, uses the ICE engine to power its exchange.

ICE members include:

- Boise State University (ID).
- Montana State University, Bozeman.
- Montana University System.
- Northern Arizona University.
- Regis University (CO).
- South Dakota System of Higher Education.
- University of Alaska Anchorage.
- University of Wyoming.

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

- **Seat exchange.** Members with excess capacity in online courses may offer seats in them to other members at an agreed-upon common wholesale price. For FY 2013 the price is set at \$150 per credit hour for undergraduate courses and \$200 per credit hour for graduate courses. The EI is encouraged to offer these imported seats to its students at its regular tuition so that the exchange is transparent for the student. Since these seats would otherwise be empty, the TI earns additional revenue.
- **Course exchange.** Members may contract with other members to create and supply a new online course or an entire section of an existing online course. The wholesale price and the number of enrollments are negotiated by the institutions involved. Again, the EI is encouraged to offer these imported seats to its students at its regular tuition so that the exchange is transparent for the student. Since the EI counts the FTE for the students it enrolls in these exchange courses but has no expenses for course development or an instructor, it may also earn additional revenue.
- **Program exchange.** Members may contract with other members to jointly develop and deliver a full program using a variety of models. In general, the members agree both to a negotiated wholesale price (the price one institution charges another institution for a seat) and to a common retail price (the price institutions charge a student for a seat) for enrolling in courses in the program.

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

ICE continues to pursue opportunities to support existing and newly developing online programs that are struggling because of declining budgets. By partnering across institutions, the participants ensure the financial viability of certain online courses and programs while providing students with more offerings. This is especially true for niche subject areas, where a single institution's enrollment in a certain course or program is low. Aggregating enrollment across two or more institutions can make these courses or programs sustainable. During the annual ICE meeting, held in March 2012, the members of the steering board selected the following areas for special focus during the coming year: Native American studies, gerontology and rural health, renewable energy, sustainability, and courses or programs responding to needs of park service volunteers and staff.

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

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

Western Academic Leadership Forum

The Western Academic Leadership Forum (the Forum) gives academic leaders in the WICHE states a venue for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. This group consists of provosts; academic vice presidents at bachelor's, master's, and doctoral-level institutions; and chief executives and chief academic officers for system and state coordinating and governing boards. It is funded primarily via membership dues, with additional funding provided by sponsors of the annual meeting. The Forum will hold its next annual meeting April 24-26, 2013, in San Diego. The theme is "Academic Leaders on the Race Track: Taking Advantage of the Turns." In advance of the meeting, the members will read two books to help inform their discussions: *That Used to Be Us* by Thomas Friedman and *The Contrarian's Guide to Leadership* by Steve Sample. Program topics will include higher education trends for the future, thinking beyond the credit hour, the role of assessment in assuring academic quality, leadership approaches in challenging times, a federal update, and a perspective on the changing nature of the pipeline. A new feature of the meeting will be the presentation of the Tool Kit Award, to recognize the best tool submitted to the Academic Leaders Toolkit repository so far. More information about the Forum can be found at www.wiche.edu/forum.

Current Forum members include:

Alaska

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

Arizona

- Arizona Board of Regents

California

- California State Polytechnic University, Pomona
- California State University System

Colorado

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

Idaho

- Boise State University
- University of Idaho

Montana

- Montana State University, Bozeman
- The University of Montana
- Montana University System
- Montana State University – Northern

Nevada

- Nevada State College
- University of Nevada, Las Vegas
- University of Nevada, Reno
- Nevada System of Higher Education

New Mexico

- New Mexico State University
- New Mexico Highlands University
- Western New Mexico University

North Dakota

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

Oregon

- Oregon State University
- Oregon University System
- Pacific University
- Portland State University
- The University of Oregon

South Dakota

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

Utah

- Utah State Board of Regents
- Dixie State College

Washington

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

Wyoming

- University of Wyoming

Western Alliance of Community College Academic Leaders

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

The Alliance will hold its second annual membership meeting in San Francisco on April 2-3, 2013, partially in conjunction with the California Community Colleges Chief Instructional Officers' semiannual meeting. This year's theme is "Readiness, Success, and Completion: On Whose Terms?" Topics include examining the success agenda to determine what is working; discussing the impact of external change agents, such as accrediting agencies and funders; exploring some of the ways students are skipping college on their way to a credential; learning more about the assessments of the Common Core State Standards; and debating the economic and policy drivers for the future. More information about the upcoming meeting and other projects of the organization can be found at www.wiche.edu/alliance.

Current members include:

Alaska

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

Arizona

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

California

- California Community Colleges System

Colorado

- Colorado Community College System
- Arapahoe Community College
- Colorado Northwestern Community College
- Community College of Aurora
- Community College of Denver
- Front Range Community College
- Lamar Community College
- Morgan Community College

- Northeastern Junior College
- Otero Junior College
- Pikes Peak Community College
- Pueblo Community College
- Red Rocks Community College
- Trinidad State Junior College

Hawai'i

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

Idaho

- College of Southern Idaho

Montana

- Montana University System
- The University of Montana College of Technology
- University of Montana Helena College of Technology
- MSU Billings College of Technology
- Montana Tech College of Technology
- Flathead Valley Community College
- Miles Community College
- Dawson Community College
- MSU Great Falls College of Technology

Nevada

- Great Basin College

New Mexico

- San Juan College
- New Mexico State University Alamogordo

North Dakota

- Williston State College

Oregon

- Oregon Board of Education

South Dakota

- Lake Area Technical Institute

Utah

- Salt Lake Community College
- Snow College

Washington

- Washington State Board for Community and Technical Colleges

Wyoming

- Laramie County Community College

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

Gaining Online Accessible Learning through Self-study

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

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

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

The GOALS six-member consortium is led by the National Center on Disability and Access to Education at Utah State University and includes: Michigan Community College Virtual Learning Collaborative; Southern Association of Colleges and Schools – Commission on Colleges; Southern Regional Education Board; Western Interstate Commission for Higher Education; and WebAIM – Keeping Web Accessibility in Mind. In this project WICHE is working with its consortium partners in the development and dissemination of materials and information, as well as in the recruitment of 45 field test and case study sites. More information is available at www.wiche.edu/goals.

Interstate Passport Initiative

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

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

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

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

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

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

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

Recent accomplishments include publishing three research reports responding to questions identified in goal one on the Interstate Passport website: "Overview of State Policies on Lower-division General Education Core in the WICHE States," "General Education Policies in the WICHE States," and "Student Transfer Patterns in the WICHE States: A Look at the Fall 2006 Cohort." Other work was in preparation for a meeting on October 11-12, 2012, when the pilot state facilitators brought faculty representatives to the WICHE Learning Center, where they compared the learning outcomes from each state's participating institutions and began negotiations, designed to lead to the signing of an Interstate Passport agreement next summer. Additionally, the Passport Task Force on Student Tracking, whose members are registrars and institutional researchers from pilot institutions and others in the West, have met for several months to develop a set of recommendations for the following: noting a student's achievement of the Passport on his or her record; defining a tracking process for assessing Passport student success at receiving institutions; and providing that information to sending institutions as part of the continuous improvement process. That task force work will continue through spring 2013.

North American Network of Science Labs Online

The North American Network of Science Labs Online (NANSLO) consortium is an international collaborative partnership between postsecondary institutions in the U.S. and Canada in the development of robust online science course material and online labs in the critical gatekeeper first-year courses in physics, biology, and chemistry. NANSLO brings authentic and accurate scientific data directly to students via the Internet through remotely accessible scientific equipment. NANSLO is funded by a \$749,994 grant from Educause through the Next Generation Learning Challenges (NGLC) initiative. NGLC is supported by the Bill & Melinda Gates and William and Flora Hewlett foundations. This 15-month Wave I project began on April 15, 2011, and was granted a no-cost extension through December 2012. WICHE is the managing partner and fiscal agent for the NANSLO project.

The initiative incorporates online learning and remote web-based science labs (RWSLs) that use open source software and a robotic interface to allow students to use their Internet browser to access and control actual lab equipment and perform lab exercises in real time, while obtaining real-world data that is as valid as data collected in a traditional laboratory. The labs are not virtual or simulated; students log onto the website of a remotely located science lab and request control of remote instruments through an interface, including instrument and camera controls. Through the use of structured instructor-student and student-student interaction, RWSL technology, and real data, lab kits, and other delivery strategies, NANSLO enables learners to practice scientific observation, experimentation, data analysis, and logical thinking.

To date, NANSLO has accomplished the following:

- Formed a partnership led by an advisory board representing eight partner institutions, including BCcampus (a consortium of 25 two- and four-year postsecondary institutions throughout British Columbia), Colorado Community College System (a system of 13 colleges serving over 150,000 students, including the CCCOnline system of online instruction), Colorado School of Mines, University of Wyoming/Casper Center, Laramie County Community College – Wyoming, Montana State University – Bozeman, MSU Great Falls College of Technology, and WICHE.
- Replicated the remote web-based science labs at North Island College (a key partner in the BCcampus consortium) and created a well-equipped and fully functional U.S.-based node of the NANSLO RWSL, supported by the Colorado Community College System IT facilities. The biology, chemistry, and physics remote labs are accessed via remotely controlled equipment and communications media. In the 2012 spring and summer terms, 336 CCCOnline and 75 BC students were provided access to high-power microscopes, spectrometers, and air tracks at off-hours that are conducive to the busy schedules of the CCCOnline target population (working-age parents and students working full- or part-time).
- Formed three discipline panels, consisting of faculty representatives from each partner institution. Panel members possess scientific and online teaching experience. Panels generated three first-semester NANSLO open core courses and six remote lab experiments (two in each discipline – biology, physics, and chemistry). Courses are available for use throughout the NANSLO consortium, as well as by other institutions through Creative Commons licensing.
- Created a rubric and lab report review process designed to assess student performance along the following dimensions: concept mastery, engagement, quality of writing, quality of conclusions, and whether the data had been gathered and analyzed. The process included review of student reports from online courses (remote labs and lab kits) and, where available, in-class courses.
- Created “train the trainer” resources and held faculty training sessions in BC and Colorado. One short video was created for each experiment, in order to orient students and staff to the use of the remote labs.
- Created several scaling resources: an environmental scan listing remote science education labs in the U.S. and Canada; a how-to adoption manual of case studies, policies, and procedures that others can use in adopting RWSL technology; and a scale network template to facilitate the sustainable use of remote labs across all NANSLO partner institutions.

On September 10, 2012, NANSLO applied to NGLC for follow-on funding in the amount of \$1,362,633. On September 25 WICHE received word from the NGLC program officer that “despite its strengths and its highly worthwhile goals, (NANSLO) was not selected for funding. The Committee had a large number of strong proposals and chose to focus the available funds on the very limited number of proposals which appeared to them as most likely to advance NGLC’s core goal as an initiative: direct and dramatic improvement in the college completion rates of low-income young adults.” Even without this funding, the development of NANSLO will continue, as described below.

Consortium for Healthcare Education Online

On September 19, 2012, the Consortium for Healthcare Education Online (CHEO) was awarded a four-year grant of \$14,171,229 through the U.S. Department of Labor’s Trade Adjustment Assistance (TAA) Community College and Career Training initiative (www.doleta.gov/taaccct). Work on the project will began on October 1, 2012. TAA funding assists colleges to meet the needs of displaced workers, veterans, and the underemployed by emphasizing the provision of educational and career-training programs that can be completed in two years or less.

Funding for CHEO consortium members supports the development of allied health certificates delivered in a hybrid or online format and the development of comprehensive academic support and employment services, to include the hiring of a career coach for each college partner. The consortium is led by Pueblo Community College and includes seven other colleges: Kodiak College, AK; Otero Junior College, CO; Red Rocks Community College, CO; Montana State University – Great Falls College of Technology; Flathead Valley Community College, MT; Lake Area Technical Institute, SD; and Laramie County Community College, WY.

The following certificate and degree credentials will be made available by members of the consortium: polysomnography, emergency medical services (basic, intermediate, and advanced), health information technology, occupation endorsement certification, medical office support, medical lab technology, occupational endorsement certificate, home healthcare, hospice care, medication aide, healthcare core, prenursing, paramedicine, radiation technology, medical lab technician, practical nursing, nurse aide certificate, cardiopulmonary resuscitation, and A.A.S. degrees.

Also involved in the project is the Colorado Community College System (CCCS), funded to support NANSLO course development, CCCS-based RWSL lab functions, and “sandbox” and node development. WICHE is a contractor to the project, providing coordination of NANSLO resources, along with development and deployment of a career-coaching and online-teaching faculty professional development program. North Island College (BC) receives funding for continued development of remote lab experiments and technical guidance in the development of a third NANSLO node and a NANSLO sandbox for lab curriculum development. BCcampus brings its expertise regarding shared services to the project. College in Colorado is contracted to develop comprehensive employment services through a career hub that will integrate material and interactive abilities linking students to campus, industry, and local workforce partners.

Consortium members will collaborate in the development of newly designed NANSLO remote lab experiments that can be shared across multiple allied health programs. To support the number of students expected to enroll across the programs, a new NANSLO node will be built at Montana State University – Great Falls College of Technology.

Each institution will hire a career coach dedicated to supporting the academic and career needs of students enrolled in the online allied health certificate programs. These coaches will engage in professional development at both the consortium and local level and will make use of a career portal designed and supported by College in Colorado. The CHEO portal will be a platform for interaction between allied-healthcare employers, community colleges, and local workforce centers as they train and employee dislocated workers, veterans, underemployed workers, and other adults.

Pueblo Community College will contract with WICHE for the following services.

- Provide professional development activities, including annual workshops and webinars on best practices in career coaching, designing and teaching courses in online and hybrid environments, and the most effective use of RWSLs in lab exercises.
- Expand NANSLO discipline panels to include representatives from CHEO institutions, to work collaboratively in the development of new lab exercise for allied health courses.
- Provide a communications infrastructure to members of the discipline panels and coaches network to support ongoing sharing of promising practices in the use of online labs and in career counseling.
- Program and implement a software solution to support the multicampus use of NANSLO nodes and the financial transaction system associated with partner campuses providing lab services to other CHEO institutions.

This \$850,147 contract will support a portion of the salaries and benefits for seven current employees, totaling 1.6 FTE in years one to three, and one employee in year four at .50 FTE. Additionally, it will provide funds to hire consultants to assist with the professional development workshops and webinars; to support faculty experts leading discipline panel activities; and to contract with a consultant to develop the new scheduling software. Other funding will cover workshop meals and staff travel to conferences for presentations. WICHE will earn \$62,837 in administrative overhead during the four-year period.

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact’s Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to their specific needs, while improving their risk management and asset protection strategies. The program is available to two- and four-year public, and private institutions of higher education, subject to approval by the MPP leadership committee. The base program rates are typically below industry averages and help members to reduce their insurance costs while improving their asset protection. Members also have the opportunity to earn annual dividends, based on the consortium’s comprehensive loss ratios. Currently, 145 campuses (54 members) have total insured values of \$83 billion.

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

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

- Colorado College
- Lewis and Clark College (OR)
- Nevada System of Higher Education:
 - Community College of Southern Nevada
 - Desert Research Institute
 - Great Basin College
 - Nevada State College at Henderson
 - Truckee Meadows Community College
 - University of Nevada, Las Vegas
 - University of Nevada, Reno
 - Western Nevada Community College
- Pima County Community College system – six campuses and four learning and education centers (AZ)
- Reed College (OR)
- The College of Idaho
- Seattle Pacific University (WA)
- Westminster College (UT)
- Willamette University (OR)
- University of Northern Colorado
- University of Wyoming

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

MHECare:

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

At its semiannual meeting in May, the WICHE Commission voted to partner with the Midwestern Higher Education Compact (MHEC) to expand the benefits of the MHECare student health program to public and private institutions in the 15-state WICHE region. The New England Board of Higher Education subsequently voted to join MHEC and WICHE in the program, so that institutions in 31 states are now eligible to participate. Institutions in the 15-state WICHE region may now offer students MHECare coverage; the plan includes competitively priced medical benefits; vision or dental insurance is not included at this time.

Since May four campuses in Colorado have joined the MHEC-WICHE consortium: Colorado State University Pueblo and the University of Colorado's Denver downtown campus (for both domestic and international students), Colorado Springs campus, and Denver Anschutz medical campus. In the MHEC region, six institutions in the Kansas Board of Regents system and five universities in the Missouri Consortium, along with Columbia College (MO), Des Moines University, and Oakland University (MI), have joined MHECare.

MHEC staff, working with its regional Student Benefits Advisory Committee and with financial support provided by Lumina Foundation, has worked for nearly four years to create this new mechanism to provide colleges and universities with health insurance for their students with cost savings that could only be achieved by working collaboratively across institutions. They conducted competitive bid processes prior to entering into a contract with Mercer Health & Benefits (Mercer), an independent consulting firm, to serve as the program administrator for MHECare. Working with its MHEC Student Benefits Advisory Committee and Mercer staff, MHEC staff developed the plan design and then conducted another competitive bid process to select UnitedHealthcare StudentResources (UHCSR), a national healthcare carrier, to underwrite the program. UHCSR specializes in student health insurance plans, has a large national network of providers, offers web-based enrollment and support tools, and quotes competitive rates. It is a division of the national healthcare carrier UnitedHealthcare.

The standard MHECare high or low PPO plans can be selected by institutions with less than 300 students enrolled in the plan and by institutions that do not currently offer a program. Rates for these plans will depend on whether the plan is voluntary or mandatory with waiver, but the rates will not be based on an institution's claims experience. Institutions with more than 300 students enrolled have more options, including one of the standard MHECare high or low PPO plans, a quote for the institution's current plan design with any changes that are required by the Patient Protection and Affordable Care Act (PPACA), or a plan with design features tailored to the institution's student

population. The cost for the plan will be underwritten based on the institution's claim experience and utilization. The standard plans have been reviewed and approved by the MHEC Student Health Benefits Advisory Committee.

Participating institutions must agree that MHECare will be the only plan offered to all of their eligible populations. As more campuses decide to offer MHECare, rates will be more stable over time due to the spread of risk, thus reducing the impact of large claims which are unpredictable and can cause big fluctuations in rates for an individual member institution. Since MHEC has already completed its due diligence in selecting UHCSR as the carrier for MHECare, it may not be necessary for institutions to conduct a formal request for proposal, saving both time and resources. For more details on the plans' key provisions and students' out-of-pocket costs, see www.mhec.org/mhecare.

The first step for institutions interested in MHECare is to obtain a request for quote form via Jennifer Dahlquist, MHEC's assistant vice president for cost savings and chief financial officer (jenniferd@mhec.org). Additional information will be required if quotes are requested for more than the standard high and low plans. The additional information may include a copy of the current plan design, requested benefits, and claims experience. Once all of the information is received, UnitedHealthcare StudentResources will provide a quotation in approximately 10 working days. MHECare questions may be addressed to Dahlquist at 612.626.1602 or to Jere Mock, WICHE's vice president of programs and services, at jmock@wiche.edu or 303.541.0222.

MHECTech

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

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



Issue Analysis and Research Committee Meeting

Monday, November 12, 2012
11:00 am – noon
Alpine Conference Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

5 Monday 11:00 am - noon

Monday, November 12, 2012

11:00 am - noon

Alpine Conference Room

Issue Analysis and Research Committee Meeting

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

Susan Anderson (AK)
Leah Bornstein (AZ)
Committee vice chair (CA)
Joe Garcia (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
Kim Gillan (MT)
Vic Redding (NV)
José Garcia (NM)
Ham Shirvani (ND)
Ryan Deckert (OR)
Robert Burns (SD)
Dave Buhler (UT)
Committee chair (WA)
Sam Krone (WY)

Agenda

Presiding: Jeanne Kohl-Welles, committee chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Peace Bransberger, research analyst



Approval of the Issue Analysis and
Research Committee meeting minutes
of May 21, 2012

5-3



Approval of the Issue Analysis and
Research Committee teleconference
minutes of September 27, 2012

5-6

Information Items:

Legislative brief 2012

Legislative Advisory Committee vacancies

*Tuition and Fees in Public Higher Education in the West:
2012-2013*

Discussion Items:

Annual update to *Benchmarks: WICHE Region 2012*

Priorities for 2013 legislative sessions

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, May 21, 2012

Committee Members Present

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

Susan Anderson (AK)
Steven Wheelwright (HI)
Duane Nellis (ID)
José Garcia (NM)
William Goetz (ND)
Ryan Deckert (OR)
Robert Burns (SD)
Sam Krone (WY)

Staff Present

David Longanecker, president
Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Patrick Lane, project coordinator

Committee Members Absent

Leah Bornstein (AZ)
Joe Garcia (CO)
Kim Gillan (MT)
TBD (NV)
William Sederburg (UT)

Chair Kohl-Welles convened the Issue Analysis and Research Committee meeting. Roll was called. Demarée Michelau introduced staff from the Policy unit. A quorum was established.

ACTION ITEM

Approval of the Issue Analysis and Research Committee Meeting Minutes of October 31, 2011

Chair Kohl-Welles pointed committee members to the agenda book and asked them to review the minutes from the committee meeting on October 31, 2011. Commissioner Goetz moved TO APPROVE THE MINUTES. Commissioner Anderson seconded the motion. The minutes were approved unanimously.

ACTION ITEM

Approval of the Issue Analysis and Research Committee Teleconference Minutes of April 10, 2012

Chair Kohl-Welles asked committee members to review the minutes from the April 10, 2012, Issue Analysis and Research committee teleconference. Commissioner Cabaldon moved TO APPROVE THE MINUTES. Commissioner Wheelwright seconded the motion. The minutes were approved unanimously.

ACTION ITEM

Discussion and Approval of the FY 2013 Workplan Sections Pertaining to the Policy Analysis and Research Unit's Activities

Chair Kohl-Welles asked Michelau to provide an overview of the FY2013 workplan. Michelau solicited feedback on the new design of the workplan from commissioners and asked whether commissioners had other items that should be included. Commissioner Burns stated that the new format was a significant improvement. Brian Prescott noted that staff view the process of improving the workplan format as ongoing and welcome commissioners' input. Commissioner Anderson asked whether staff is involved in discussions on how graduation rates are calculated. Prescott said that as a member of an advisory body to the National Center for Education Statistics, he has been involved in discussions about how to implement the recommendations from the secretary of education's Committee on Measures of Student Success. The committee's report recommended changes to the IPEDS data collection

for graduation rates; the changes will be considered by an NCES technical review panel. Prescott stated that the discussions are ongoing, and any resulting changes would take some time.

Commissioner Goetz asked if staff wanted to share information about changes in the content of the workplan. Prescott said that the unit's priorities remain fairly constant, due to multiyear projects and the regular data reports it produces.

Commissioner Cabaldon asked how items qualify for the workplan and how items end up in the "On the Horizon" category. He suggested that the committee could more actively manage the process for placing items in the workplan. Prescott responded that items are placed in the "On the Horizon" category as issues are identified by commissioners or staff. Michelau further stated that the committee can direct staff to place items in any of the workplan categories or remove items from the workplan.

Commissioner Cabaldon asked for clarification on the "On the Horizon" category and the "New Directions" category. Prescott responded that the "New Directions" category includes items that staff are actively pursuing, through conversations with foundations or with other entities that may provide funding. He stated that the "On the Horizon" category includes items that are being considered but not actively pursued, and that staff will pursue them if directed by the committee. Michelau further clarified that items in the "New Directions" category have been approved by the committee and that staff will include descriptions of the categories in future workplans.

Commissioner Wheelwright asked why it appeared that there were not more items with good opportunities for receiving funding. Prescott stated that staff were adjusting to the rubric and rating system in the new format and that identifying something as having a good opportunity to receive funding would indicate that staff have had a specific conversation with a funder about the item. Prescott said that staff would add clarification about the rubric in the future. Michelau added that staff was working on accurately conveying the priorities of projects from multiple funding streams without unintentionally suggesting to funders or others that certain projects had a lower priority. Prescott noted that staff resources are limited and that the unit cannot pursue every item in the "On the Horizon" category. He invited the committee to provide guidance on the workplan and suggest priorities.

Commissioner Anderson praised the new format but suggested inclusion of WICHE's core mission within the workplan. David Longanecker noted that it had been included in previous formats and said that staff will work to reincorporate it. Commissioner Burns suggested this would be important and help identify priorities and the importance of various workplan items. Further, he suggested including deadlines and conditions related to certain projects from the funders as another means of expressing priorities. Also, activities that are central to WICHE's core mission should be identified as such.

Commissioner Cabaldon suggested one path forward might be to eliminate priorities for current activities and instead categorize them based on dimensions such as funding, staff capacity, and centrality to WICHE's mission. He reiterated that outside entities may misinterpret strict priority rankings as suggesting that a given activity may not be important to staff. Commissioner Wheelwright suggested distinguishing between ongoing efforts, detailing whether they're large-scale funded projects and ongoing "tracking" efforts.

Commissioner Burns motioned TO APPROVE THE FY 2013 WORKPLAN. Commissioner Deckert seconded the motion. The FY 2013 workplan was approved unanimously.

Information and Discussion Items

Chair Kohl-Welles then asked staff to provide informational updates about unit activities. Michelau informed commissioners that the Legislative Advisory Committee would meet September 11-12 in Sacramento. She stated that there are two vacancies on the committee but that there will be nine members leaving the LAC in the near future. Commissioners appoint LAC members.

Commissioner Deckert suggested that the LAC is proving effective at building relationships among legislators and that the commission should consider allocating more resources. Michelau stated that LAC members' engagement has increased in recent years and that staff will work with commissioners to ensure each state's LAC members are fully engaged. Chair Kohl-Welles suggested that nearby legislators who are not members of the LAC be invited to the upcoming meeting.

Prescott then provided information about Taya Owens, the summer intern hired by the unit. In the future the unit hopes to attract larger numbers of qualified applicants from Western states. Chair Kohl-Welles suggested providing information to commissioners when staff begin the intern search process in future years.

Prescott informed committee members about multiple opportunities that WICHE may have in the area of targeting financial aid policy on student success. Staff will continue to pursue these opportunities and report to committee members if and when further discussions take place.

Prescott told the committee about discussions he'd had with state higher education research staff in Arizona, who suggested that there were not good networking and collaboration opportunities for those specifically in Western states. He suggested that WICHE could play a role in facilitating this type of exchange and asked for committee members' reactions to the idea. Commissioner Garcia asked for clarification on the types of issues this effort would address. Prescott responded that it could address a range of topics, including performance funding, state research and analysis efforts, and remediation; it would be flexible enough to address pressing needs identified by states.

Commissioner Wheelwright suggested that adding an additional meeting that staff would have to travel to could be burdensome. Commissioner Anderson suggested possibly adding a Western-focused component to an existing national meeting that staff would already attend. She also expressed concern about the staff and financial resources that might be required. Commissioner Garcia said such a meeting might serve as a useful supplement or preferred alternative to a national meeting. Prescott stated that as a preliminary concept there was no timetable connected to convening such a meeting, but that he would welcome further feedback as to whether and how such a meeting might meet the needs of research staff members in Western SHEEO agencies.

Chair Kohl-Welles adjourned the meeting.

ACTION ITEM

Issue Analysis and Research Committee Teleconference Minutes Thursday, September 27, 2012

Committee Members Present

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

Leah Bornstein (AZ)
Vic Redding (NV)
José Garcia (NM)
Robert Burns (SD)

Staff Present

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

Committee Members Absent

Susan Anderson (AK)
Kim Gillan (MT)
William Sederburg (UT)
Sam Krone (WY)
Susan Anderson (AK)
Joe Garcia (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
Ham Shirvani (ND)
Ryan Deckert (OR)
Dave Buhler (UT)

Chair Kohl-Welles convened the Issue Analysis and Research Committee. Michelau called roll and determined that a quorum had not been reached.

Chair Kohl-Welles stated that the purpose of the teleconference meeting was to update the committee on the progress toward the FY 13 workplan and other work that the unit is doing. The only action item, which was approval of the minutes from the Issue Analysis and Research Committee meeting on May 21, 2012, would be postponed until either a quorum was reached or until the November Commission meeting.

Chair Kohl-Welles asked Prescott to update the committee on *Knocking at the College Door*, the projections of high school graduates by state and race/ethnicity. Prescott reported that he, David Longanecker, and Peace Bransberger recently met with representatives from the College Board and ACT, both of which fund the projections, to plan the public release of the 8th edition. It appears that the release of the publication will be in early 2013 rather than late 2012; ACT and College Board staffers feel that it is important that we not miss an opportunity to make a splash with this publication by releasing it right before the holidays. Staff have been making steady progress in putting the projections together and will make a presentation relying on embargoed data at the upcoming commission meeting. Prescott commented that he had an ulterior motive when he and Bransberger met with College Board and ACT, where half of the meeting was aimed at discussing ways that WICHE (or some other organization sitting between ACT and the College Board) could serve as an intermediary to combine their data. Prescott was unsure whether this conversation would lead to anything, but it felt good to bring the question into the open. He stated that they will try to get the data together and continue to use existing relationships to push that conversation forward.

Chair Kohl-Welles noticed that there were no materials sent in advance of the call. Prescott stated that staff did not send additional materials concerning *Knocking* for this particular teleconference, but his presentation next month at the commission meeting would include preliminary data from the publication. Chair Kohl-Welles indicated that she understood but was not sure if staff had sent anything out to guide this discussion generally on the teleconference. Prescott confirmed that the only materials sent out prior to this meeting were the agenda and the minutes from the last meeting.

Chair Kohl-Welles asked about several recommendations from the last committee meeting regarding the format of the workplan: was there anything the committee should know as a follow-up to that? Prescott responded that he and Michelau have taken the feedback to Longanecker and the WICHE communications staff, and they are digesting it. Prescott does not believe the workplan is up for discussion at the November meeting and indicated that he did not expect that the committee would see it again until the following May. Chair Kohl-Welles responded that she thought some very good suggestions were made by the committee members.

Prescott updated the committee on progress with the *Multistate Data Exchange*. He had more good news to report on the project, which is putting together longitudinal, individual-level data from four WICHE states. Data are flowing back and forth between the states and the National Student Clearinghouse, WICHE's matchmaking contractor, but with the exception of Oregon, the process has taken longer than anticipated for the states themselves. The next project meeting, immediately following the commission meeting, is in Hawai'i. States that have hosted project meetings have benefitted from having the opportunity to invite additional attendees, who take useful insights back to their own work in building their own state data systems.

Prescott then provided a quick review of technical assistance given to Idaho on student financial aid (the unit provides technical assistance on student financial aid to those states who request it). Idaho sought out WICHE last summer; it has a taskforce that will eventually review its entire suite of financial aid programs, with an eye towards whether or not the state needs to cut back on, reorganize, or redesign its initiatives. Longanecker and Prescott have been to Idaho and are consulting with the state; both think it is moving forward in an appropriate direction.

Chair Kohl-Welles asked Michelau to update the committee on the College Access Challenge Grant (CACG). Michelau began by reminding committee members that WICHE has been working with states in the region to help them administer their federally funded CACG grants. For the last couple of years, WICHE has been working most closely with Alaska and Idaho; Carl Krueger is the lead in that area. To maintain their funding, states must meet maintenance of effort (MOE) requirements. Given the current economic situation, many of the project states have had trouble meeting MOE requirements, or uncertainty about it. With respect to the consortium, Alaska is in good shape and continues to be a part of it. Idaho is working closely with the U.S. Department of Education to determine if it will meet MOE requirements; it looks as if it will not continue in the consortium, but if it meets the requirements, it will continue in the CACG Network, which is another way WICHE works with the states. WICHE serves as a liaison between the states and has created a forum in which colleagues share challenges and strategies for success about college access and grant administration. There are seven states in the CACG Network (assuming Idaho continues). Nevada did not meet MOE requirements and will discontinue its involvement in the network. Washington is the other state that did not meet MOE requirements, but it is able to continue in the network through carryover funds. Michelau informed the committee that the next CACG Network meeting will be held in December in Austin; Texas is one of the network states (it heard about the network and wanted to join). Bornstein requested reiteration on the number of states that did not meet their MOE requirements. Michelau responded that two of the CACG Network states did not meet the requirements (Nevada and Washington); Idaho is still uncertain.

Michelau discussed the update for the Adult College Completion (ACC) Network. She explained that they are just finishing the second year of the project, which ends September 30; year three begins on October 1. The network has continued to grow. Funded by Lumina Foundation, the network unites organizations, agencies, and others working to try to increase college completion among adults with prior college credit. WICHE has been working hard to engage the groups in this space; activities include an invitation-only annual meeting, lasting one and a half days. This year the meeting is being held in Chicago on October 17-19. Attendance should be approximately 70 people. Invitations have been sent; many people have requested that others be allowed to participate at their own expense, and staff has been able to accommodate them, to a certain extent. Because ACC is a network, staff wants to make sure the meeting is not so large that it loses the networking component but also wants to include people who could benefit and contribute. The number of webinars associated with the project has increased. Committee members will probably see more of these, as staff learns more about what is available. The webinars allow staff to highlight important areas and keep those in the network connected between meetings.

Michelau proceeded to discuss the project *Race Against the Clock: Preparing Teachers to Effectively Utilize the Common Core State Standards Assessments*. The purpose is to create a professional development curriculum for both preservice and in-service teachers that will focus on assessments. There is already a lot of work going on in the states to bring teachers up to speed to prepare them to teach to the common core. Michelau believes that the gap is in how to use the assessments and the data that come from them. Longanecker and Michelau have been working to identify foundations that would be interested but have not found any to date. It has been suggested that WICHE talk to K-12

contacts within the foundations. People in the field are interested in the project and say it's a worthwhile endeavor, but a big undertaking. WICHE will need external funding in order to move the project forward. Michelau will keep the committee posted and will hopefully have more news at the upcoming commission meeting.

Commissioner Burns requested clarification on whether Michelau was talking about teacher preparation for the Common Core State Standards that are coming from those states that are opting out of the No Child Left Behind program. Michelau replied that these are the Common Core State Standards adopted by almost all of the WICHE states, except Alaska (which is keeping its own standards because it feels they are more rigorous). South Dakota has adopted them and is working with the Smarter Balance Assessment Consortium to develop assessments that measure student's readiness against the core. There are only four states in the country that have not adopted the standards.

Michelau briefed the committee on the Legislative Advisory Committee (LAC). The annual meeting was held in Sacramento earlier this month. Seventeen legislators from nine states participated. Topics included financial aid, the Common Core State Standards, performance funding, state authorization, and other matters. The early results from the evaluations were positive. WICHE anticipates a high number of vacancies, due to four LAC members running for Congress and six additional members not seeking reelection. Michelau will contact commissioners in the beginning of 2013 to fill the vacancies. Chair Kohl-Welles indicated that one interesting topic was related to WICHE's work in state authorization; Michelau responded by informing the committee that there would be time devoted to this issue during the Committee of the Whole at the upcoming commission meeting.

Prescott briefed the committee on a project WICHE has been working on with NCHEMS, under a small Lumina Foundation contract. WICHE is contributing its expertise in financial aid policy to an effort to develop information on student success and degree completion, in order to model proposed changes to the Pell Grant program. Such a tool would be a useful contribution to a dialogue that has so far been consumed with concerns about how Pell dollars are distributed, based on institutions attended and student background characteristics. Prescott added that the project will add to WICHE's capacity to provide useful policy analysis to states concerning how federal and state aid policy can be effectively integrated. He wrapped up by informing the committee that the federal government has so far not provided the data WICHE has requested, which it needs to begin putting the tool together. The project will bring WICHE about \$30,000. Bornstein commented that she recently had attended a meeting of community college leaders, funded by the Gates Foundation, which was devoted to obtaining their feedback on various financial aid policy changes. Prescott responded that he had attended a similar meeting and that he believed both meetings are part of a multipronged project Gates is funding to gather feedback from many stakeholders on financial aid. Chair Kohl-Welles reminded the committee and staff that the Gates Foundation's headquarters is located in her district and that she'd be happy to facilitate a meeting with them if it would be useful.

Carl Krueger informed the committee that the Policy unit would be publishing a summary of legislative activity in the West. Legislative highlights include governance, higher education finance, Common Core State Standards, and other issues. The release of the publication would be at the commission meeting. This publication will be an annual report with a fairly wide distribution.

There was no other business. Chair Kohl-Welles adjourned the meeting.



Self-funded Units Committee Meeting

Monday, November 12, 2012
11:00 am – noon
Bonneville Conference Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 12, 2012

11:00 am - noon

Bonneville Conference Room

Self-funded Units Committee Meeting

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

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

Agenda

Presiding: Jim Hansen, chair

Staff:

Mollie McGill, deputy director for programs, membership,
and operations, WCET

Dennis Mohatt, vice president for behavioral health



Approval of the Self-funded Units Committee
teleconference minutes of September 25, 2012

6-3

Information Items – Mental Health

Budget update

Report on new Health Resources and Services Administration
grant and efforts around psychology internship
development

Building Campus Behavioral Health initiative with Nevada
State College

Selection of commissioners for Mental Health Oversight
Committee

Information Items – WCET

WCET update: Annual meeting, leadership summits,
Transparency by Design, PAR Framework

6-5

State Authorization Reciprocity Agreement: A commissioner's
perspective on the leadership by WICHE and WCET –
Chris Bustamante

Other business

Adjournment

ACTION ITEM

Self-funded Units Committee Teleconference Minutes Tuesday, September 25, 2012

Committee Members Present

Jim Hansen, (SD), committee chair

Chris Bustamante (AZ)

D. Rico Munn (CO)

Francisco Hernandez (HI)

Tracie Bent, for Mike Rush (ID)

Sheila Stearns (MT)

Dave Nething (ND)

Tom Buchanan (WY)

Committee Members Absent

Jim Johnsen (AK)

Michael Kirst (CA)

Camille Preus (OR)

Peter Knudson (UT)

Don Bennett (WA)

Staff Present

Ellen Wagner, executive director, WCET

Mollie McGill, deputy director, WCET

Russ Poulin, deputy director, WCET

Dennis Mohatt, vice president for behavioral health
and director, Mental Health Program

Mimi McFaul, associate director, Mental Health Program

Commissioner Hansen called the meeting to order. This was an audioconference meeting and roll call was taken. A motion TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM MAY 21, 2012, was made by Commissioner Nething and seconded by Commissioner Munn. The minutes were approved as submitted.

Mental Health Program Update

Dennis Mohatt stated that the Mental Health Program ended FY12 with approximately a \$200,000 positive fund balance. He added that the total FY13 budget as of the date of the call was projected to be \$2,472,220. Current projects or potential projects span seven WICHE states: Alaska, Colorado, Hawai'i, Nevada, Montana, South Dakota, and Wyoming.

Mohatt noted that ongoing areas of focus for the Mental Health Program this year include the following:

- Regional psychology internship development.
- Suicide prevention in rural primary care.
- Data and decision support.
- Public mental health systems consultation.
- College mental health.
- Community capacity building for returning service members.
- Mental health first aid (MHFA) training: Spanish and rural pilots.

He also reported on new areas of focus including:

- Wellness and suicide prevention in veterinary medicine programs.
- Medical education: teaching behavioral health in medical school and residency programs.

Mohatt reported that the Mental Health Program staff is fairly stable, with one full-time staff, three part-time staff, and several expert consultants on particular projects.

WICHE Cooperative for Educational Technologies Update

Ellen Wagner and Mollie McGill provided a general update on some of WCET's current and planned programs and services.

Membership Services. McGill began with a brief overview of WCET’s membership services and described some of the emerging issues in e-learning that WCET and its growing community of colleges and universities are working together and sharing strategies to address. She noted the following.

- WCET’s membership is at an all-time high, with 308 member institutions and organizations nationally.
- The level of engagement within institutions has expanded in recent years, with more active involvement from senior-level academic leaders, as well as other administrative units that support online and hybrid courses and programs.
- WCET’s 24th annual meeting will be held in San Antonio from October 31 to November 3. This annual event always receives positive reviews as one of the most valuable conferences for e-learning professionals.
- WCET helps its members to stay informed on trends and new developments in postsecondary education and educational technologies, such as e-books, mobile apps for learning, massive open online courses (MOOCs), and federal policies. McGill invited commissioners to sign up for WCET’s popular articles digest.
- The State Authorization Network (SAN) is a separate, fee-for-service offer from WCET. SAN is in its second year, with 35 members representing more than 600 institutions. Members value the sharing of information and insights into how others have worked with certain states to obtain approvals.

Game and Badge Initiative. Wagner described WCET’s recent game and badge initiative, titled “Who’s Got Class?” This pilot project was designed as a light-hearted look at the emerging world of games and badges in educational settings. The use of badges for educational credentials or statements of competencies will be an important topic in higher education and workforce training over the next two to three years.

Predictive Analytics Reporting (PAR) Framework. Wagner reported that the Bill & Melinda Gates Foundation had awarded a \$2.56 million grant to WCET to validate and extend the PAR Framework Project. This will be an 18-month project. The grant will support ongoing research into the use of predictive analytics on a large-scale federated database to support decision making that removes barriers to student success.

The grant also allows the project to expand the number of institutional partners from six to 16; it now includes the following.

- The original six partners: American Public University System, Colorado Community College System, Rio Salado College, University of Hawai’i System, University of Illinois Springfield, and the University of Phoenix.
- The 10 new partners: Ashford University, Broward College, Capella University, Troy University, Lone Star College System, Penn State World Campus, Sinclair Community College, University of Central Florida, University of Maryland University College, and Western Governors University.

Leadership Summits. Last May WCET convened an invitational summit of academic leaders on the topic of digital-learning content and various options and challenges in deploying commercial e-textbooks, open digital content, and faculty/student published content in support of learning. Wagner noted that the summit format was well-received by attendees and is a model that WCET will continue to use for the three leadership summits planned for 2013.

- Spring 2013: “The New Reality of Technology in Higher Ed: Freeing Innovation from ‘One Size Fits All.’”
- Summer 2013: “Living under the Sword of Data.”
- Fall 2013: “Badges and Alternative Credentialing Systems” (tentative).

Following some discussion about the unit reports, Chair Hansen called for any further business and adjourned the meeting.

INFORMATION ITEM

WCET Update

The WICHE Cooperative for Educational Technologies (WCET) is a national, nonprofit, membership-based cooperative of colleges and universities, higher education agencies, and companies that share a commitment to improving the quality and the reach of e-learning. WCET coordinates and enables the cooperative exchange of information, resources and services among our members. WCET's mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education.

Membership Services

Over the past two years, WCET has witnessed strong and consistent growth in membership from postsecondary institutions in all sectors, reaching an all-time high of 310 member institutions and organizations. At the same time that the number of members is on the rise, so too are the number of senior-level academic and administrative leaders who are actively engaged with WCET through the array of services we offer, including webcast productions on timely and important issues, robust email list discussions and sharing of good practices, and invitational summits.

The annual meeting, held October 31-November 3 in San Antonio, brought the WCET community together to learn about existing practices and new models for addressing student success, analytics, emerging technologies, management of e-learning, and policies and regulations. WCET's membership includes some of the country's most experienced and innovative e-learning professionals. The WCET Outstanding Work (WOW) award was established to recognize innovative solutions to key problems. At the annual meeting, three member organizations were honored for their exceptional contributions to higher education.

- Monterey Institute of Technology for Developmental Math: An Open Program, a free program designed to increase the number of financially disadvantaged students who pass developmental math as a bridge to a college education.
- New Jersey Research and Education Network for NJVID, a state-of-the-art digital video repository service for streaming and preserving academic and research videos for higher education.
- Tennessee Board of Regents for the TBR Mobile App Education and Workforce Resource Center, a growing, publicly accessible repository of mobile apps for learning that have undergone peer review.

State Authorization Network

In spring 2011 WCET established the State Authorization Network (SAN), an advisement service that helps systems and consortia assist their member institutions in understanding and complying with state regulations. SAN is now in its second year, with 35 members representing more than 600 institutions. Members value the sharing of information and insights into how others have worked with certain states to obtain approvals.

WCET Badge Initiative

Game-based learning, gamification, and badges are gaining momentum as forms of student engagement and alternative credentialing. WCET created a demonstration project on game-based learning and badges, titled "Who's Got Class," as a way for the higher education community to get a fun, light-hearted, and hands-on introduction to badges for learning. The project attracted 182 players from 87 institutions; they participated in an authentic experience of badges and game-based learning.

Leadership Summits

New Directions for Digital Learning Content was WCET's first leadership summit, and more are planned for the coming year. The summit brought together a diverse group of leaders, innovators, and publishers to identify and discuss issues related to the adoption, development, and use of digital-learning content in higher education. With the growth of mobile devices and hybrid courses, along with the high cost of textbooks, more and more campuses are exploring their options for commercial e-textbook arrangements and the adoption of freely available open educational resources. Therefore, WCET is keeping this topic at the forefront. The summit included several case studies of institutions that have successfully converted to a digital text environment.

Future summits will focus on the following topics:

- “The New Reality of Technology in Higher Ed: Freeing Innovation from ‘One Size Fits All’” (spring 2013).
- “Living under the Sword of Data” (summer 2013).
- Badges and Alternative-Credentialing Systems (tentative, fall 2013).

Predictive Analytics Reporting (PAR) Framework

WCET has been awarded a \$2,557,920 grant from the Bill & Melinda Gates Foundation to validate and extend the Predictive Analytics Reporting Framework (PAR), a collaborative, multi-institutional data-mining project that brings together two-year and four-year public, proprietary, traditional, and progressive institutions to help identify points of student loss in online U.S. higher education. Current efforts focus on removing barriers to student success in online and blended programs. With 16 member institutions, over a million anonymized student records, and 6 million institutionally deidentified course-level records, PAR has a unique opportunity to benchmark student success across multiple institutions. The PAR Framework includes the six founding partner institutions – American Public University System, Colorado Community College System, Rio Salado College, University of Hawai’i System, University of Illinois Springfield, and the University of Phoenix – as well as 10 new institutional partners: Ashford University, Broward College, Capella University, Troy University, Lone Star College System, Penn State World Campus, Sinclair Community College, University of Central Florida, University of Maryland University College, and Western Governors University.

Transparency by Design

The WCET-managed Transparency by Design, funded by Lumina Foundation from November 2008 through July 2012, has successfully completed its grant period. A data set developed collaboratively with a diverse set of institutions was the largest accomplishment of the project. Gaining consensus on metrics for measuring data such as student satisfaction, engagement, and progress, was a laudable achievement. In July 2012 the Transparency by Design Executive Committee decided, after much consideration, to close its product site, College Choices for Adults, and redirect it to a page on the WCET website, which includes the history and accomplishments of the initiative. This transition will happen at the end of the calendar year.



7 Monday 12:15 - 1:30 pm

Lunch and Presentation: The Future of State Financial Aid

Monday, November 12, 2012
12:15 – 1:30 pm
Douglas Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 12, 2012

12:15 - 1:30 pm

Douglas Ballroom

Lunch and Presentation: The Future of State Financial Aid

With rising college costs consistently part of national policy discussions, state financial aid is becoming more important than ever to making access to and success in college a reality for an increasing number of students. A recent report released from the Brown Center on Education Policy at Brookings urges states and policymakers to shift from the dichotomy between “need-based” and “merit-based” aid in favor of designing programs that integrate targeting students with financial need with appropriate expectations and support for college success.

Speaker: Sandy Baum, senior fellow, George Washington University Graduate School of Education and Human Development, and professor of economics emerita, Skidmore College

Biographical Information on the Speaker

Sandy Baum is senior fellow at the George Washington University Graduate School of Education and Human Development and professor emerita of economics at Skidmore College. Baum earned her B.A. in sociology at Bryn Mawr College and her Ph.D. in economics at Columbia University. An expert on higher education finance, she is the principal author of the College Board’s annual publications, *Trends in Student Aid* and *Trends in College Pricing*. She recently chaired a Brookings Institution study group that issued a report on improving state grant aid policies.



Plenary Session II: The Nonfinancial Returns on Investment in Higher Education for Individuals and Society

Monday, November 12, 2012
2:00 – 3:30 pm
Douglas Ballroom

8 Monday 2:00 - 3:30 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 12, 2012

2:00 - 2:30 pm

Douglas Ballroom

Plenary Session II: The Nonfinancial Returns on Investment in Higher Education for Individuals and Society

This session complements the prior session on financial returns on investment in higher education by focusing on the nonfinancial returns. At a time when so much attention is focused on the economy and how higher education does or does not contribute to economic vitality, it is equally important to remember that we invest in education for reasons well beyond the economic returns: nonfinancial returns that we believe provide a better life for individuals and a better society for us collectively.

Those of us deeply involved with higher education believe it provides substantial nonpecuniary returns: better health, longer lives, more civic engagement, an appreciation for the arts – all the attributes of the good life (including the capacity to use words like *nonpecuniary*). However, we should be able to provide evidence that these benefits actually exist. What is the evidence that education enhances the person and society in other than financial ways?

This session will provide evidence on both the individual and societal nonfinancial benefits of a college education. While it is difficult to find measurable ways to demonstrate these qualitative differences in the lives of individuals, Susan Madsen of Utah Valley University (UVU) has focused on just this area of research. Although Madsen has focused much of her work in the Utah Women and Education Initiative at UVU on the returns on investment in the life skills and experiences of women, her findings apply to both men as well. She will share those findings and discuss how others could replicate her efforts in their own communities or states.

Madsen's evidence is compelling and exceptionally important now, when so much of our focus is on preparing our students for the world of work. The rest of our world may be just as important to us, in terms of our ultimate happiness and the contributions we make. Indeed, some would argue that these returns on investment trump the financial returns.

Speaker: Susan Madsen, Orin R. Woodbury Professor of Leadership and Ethics, Woodbury School of Business at Utah Valley University, and senior advisor, Utah Women and Education Initiative

2:30 - 3:30 pm
Douglas Ballroom

Facilitated Discussion on the Financial Returns on Investment in Higher Education for Individuals and Society

Facilitator: Bonnie Jean Beesley, chair, Utah Board of Regents

Biographical Information on the Speaker & Facilitator

Bonnie Jean Beesley was appointed to the Utah Board of Regents in 2003 and has served as chair since January 2012. Previously, Beesley served as vice chair, from 2006. She served on the Salt Lake Community College Board of Trustees for seven years, including five years as chair. A graduate of the University of Utah, Beesley is the president of Heritage Holding Corporation and active in other business and community organizations.

Susan R. Madsen is the Orin R. Woodbury Professor of Leadership and Ethics in the Woodbury School of Business at Utah Valley University. She has been heavily involved for many years in researching the lifetime development of prominent women leaders. Madsen has been working for the past three years as the director of the Utah Women and Education Project. Her research on why young women are not choosing to attend and graduate from college has garnered both national and international recognition and is the centerpiece of the Utah Women and Education Initiative. Madsen has published nearly 60 articles in scholarly journals and is a frequent presenter in local, national, and international settings. She recently presented in sessions at the United Nations in New York and Geneva on women, leadership, and education. Madsen has received numerous awards for her teaching, research, and service. She has a doctorate of education in work, community, and family education from the University of Minnesota and a master's of science in exercise science/wellness from Portland State University. She began her career as a teacher and debate coach, having completed a bachelor of arts degree in speech communication education from Brigham Young University.

WICHE



Natural History Museum Tour and Reception/Dinner with Presentation

Monday, November 12, 2012

4:00 – 7:00 pm

University of Utah Natural History
Museum

9 Monday 4:00 - 7:00 pm

Western Interstate
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Monday, November 12, 2012

4:00 pm

Transportation to the Natural History Museum of Utah

4:15 - 5:00 pm

Tour of the Natural History Museum of Utah

5:00 - 7:00 pm

Swaner Forum

Reception, Dinner, and Presentation: "Utah on Student Learning: Tuning, Passporting, and Profiling – You Name It, Utah's Got It"

7:00 pm

Transportation to the University Guest House Hotel

David Buhler, Utah's commissioner of higher education, and Teddi Safman, assistant commissioner for academic affairs, will discuss the work in which the Utah System of Higher Education is engaged as part of the WICHE Interstate Passport Initiative. In Utah the Interstate Passport Initiative is built upon the system's Faculty Discipline Major's Meetings, now in their 15th year. During these meetings faculty discuss the learning outcomes and competencies students need for successful transfer, the core of the Interstate Passport Initiative. In addition, the initiative converges with two other projects in which the system is engaged: Tuning and the Quality Collaboratives. Commissioner Buhler will discuss his new role as regards to academic quality and enhancement, and Assistant Commissioner Safman will elaborate on converging projects.

Speakers: David Buhler, commissioner of higher education, Utah System of Higher Education, and Phyllis "Teddi" Safman, assistant commissioner of academic affairs, Utah System of Higher Education

Biographical Information on the Speakers

David L. Buhler is Utah's eighth commissioner of higher education. For nearly 12 years, prior to his appointment earlier this year, Commissioner Buhler served as association commissioner for public affairs with responsibility for government and media relations and overseeing the system's strategic priority of participation and outreach. He also served as interim commissioner for eight months in 2008. Commissioner Buhler taught as an adjunct professor of political science at the University of Utah from 1990 to 2006 and was a member of the University of Utah Board of Trustees from 1999 to 2000. A native of Salt Lake City, he received bachelor of science degrees in history and political science from the University of Utah and a master of public administration degree from Brigham Young University. He is currently completing a Ph.D. in political science at the University of Utah.

Phyllis "Teddi" Safman is the assistant commissioner for academic affairs with the Utah System of Higher Education (USHE) State Board of Regents. Her responsibilities include: transfer, articulation, and

assessment of general education; No Child Left Behind; teacher education; the Lumina Foundation–funded Tuning Project, an outgrowth of the Bologna Process; the Association of American Colleges and Universities’ Liberal Education and America’s Promise (LEAP) initiative; the Quality Collaboratives, also Lumina-funded; and the Interstate Passport Initiative, funded by the Carnegie Corporation. She works with faculty from 38 academic disciplines in the Faculty Discipline Majors’ Meetings on issues ranging from student persistence and completion to competencies, Essential Learning Outcomes, teaching practices, and the Degree Qualification Profile. She also works with faculty-led state efforts to create transfer and articulation policy that assures students in the USHE of seamless transfer from two- to four-year studies. Although a musician by training, Safman received a Ph.D. in continuing and adult education from the University of Illinois, Urbana-Champaign. Formerly an associate dean of continuing education at the University of Utah, she has held leadership positions in adult and continuing education nationally, regionally, and statewide. She joined the commissioner’s staff in 1993, with a short break to work in accreditation and strategic planning in Washington, D.C., and Chicago. Safman currently serves on the Western Academic Leadership Forum Executive Committee. She teaches two graduate courses on organization and governance in higher education and dissertation proposal writing at the University of Utah.



Committee of the Whole Business Session

Tuesday, November 13, 2012

8:30 – 10:15 am

Douglas Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

10 Tuesday 8:30 - 10:15 am

Tuesday, November 13, 2012

8:30 - 10:15 am
Douglas Ballroom

Greetings from Governor Gary Herbert

Committee of the Whole – Business Session

Agenda

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

Report and recommended action of the Audit Committee:
Joe Garcia, committee chair and immediate past WICHE chair



FY 2012 audit report (separate document)

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



Approval of a process for the evaluation
of the WICHE president [Tab 1]

Report and recommended action of the Programs and Services
Committee: Patricia Sullivan, committee chair [Tab 4]

Report and recommended action of the Issue Analysis and
Research Committee: Jeanne Kohl-Welles, committee
chair [Tab 5]

Report and recommended action of the Self-funded Units
Committee: James Hansen, committee chair [Tab 6]

Committee of the Whole Action Items



Approval of the State Authorization
Reciprocity Agreement

10-3



Approval of accepting Pacific island U.S.
territories and free-standing states into
WICHE membership

10-25



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

Discussion Items

Update on WICHE's budget

10-27

Report on the Legislative Advisory Committee annual meeting: Senator Dave Nething, LAC member

Remarks of outgoing chair

Remarks of new chair

Selection of 2013 committee members

Electronic meeting evaluation: www.surveymonkey.com/s/KRSLV22

Other business

Adjourn Committee of the Whole business session

ACTION ITEM

State Authorization Reciprocity Agreement

Background

Last November the WICHE Commission authorized staff to begin developing a reciprocity agreement for the WICHE states to make it easier for accredited institutions delivering distance education in states beyond their home state to gain state authorization in other states where they are providing education services. Following the commission action, WICHE President David Longanecker formed the WICHE State Authorization Steering Committee (see box on p. 10-4) to develop a draft reciprocity agreement, with representatives including institutional and system leaders in the public, private, and proprietary sectors; accrediting agency staff; a state legislator; and a state authorization agency representative.

The committee has met in Boulder four times since February, and on September 5 it finalized the draft agreement for the commission's approval in concept. This new initiative, the WICHE State Authorization Reciprocity Agreement (W-SARA), protects state interests, safeguards student interests, and offers a consistent and affordable way for accredited institutions to achieve authorization to provide education beyond the states where they are based.

Over the past two years, the Council of State Governments (CSG) and the Presidents' Forum of Excelsior College formed a national drafting committee and also developed a model reciprocity agreement; the most recent draft was released in August. The draft W-SARA builds on the CSG/Presidents' Forum model agreement, but it proposes using the existing higher education compacts for ongoing management and governance of the program, rather than creating a new organization. At Longanecker's invitation, Presidents' Forum and CSG representatives Paul Shiffman, Jim Hall, and Crady deGolian participated in several of the WICHE regional steering committee meetings and have indicated their support for WICHE's draft agreement, going forward, as have the presidents of the three other regional higher education compacts, who also took part in the WICHE regional steering committee meetings along with some of their staff members. The leaders of the other compacts, the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), and the Southern Regional Education Board (SREB), have said they will use WICHE's draft agreement as a model as they seek their commissions' endorsement of the agreement. This approach will foster interregional reciprocity and enable states and institutions to participate on a voluntary basis to gain reciprocity nationwide.

Another group involved in this issue is the Commission on the Regulation of Postsecondary Distance Education. This commission was created by the Association of Public Land Grant Universities (APLU) and the State Higher Education Executive Officers (SHEEO) last May. Joe Garcia, Colorado lieutenant governor, executive director of the Colorado Department of Higher Education, and WICHE commissioner, serves on the commission, along with other state policymakers and institutional and higher education organization leaders. The commission is developing a report and recommendations on state authorization issues and has indicated initial concurrence with the general context of WICHE's draft reciprocity agreement. Once the commission's recommendations are disseminated, staff from the four compacts will work with representatives of the Presidents' Forum, CSG, SHEEO, and APLU to address any outstanding issues in an effort to harmonize the approaches before finalizing the State Authorization Reciprocity Agreement.

SARA's Essential Elements

Over time SARA will make state authorization policy and regulatory mechanisms more consistent, and it will facilitate expanded access for students to distance courses and degree programs. The new framework uses common and consistently applied processes and standards across states, regions, and the nation. Our approach enables participating accredited, degree-granting institutions to be authorized by their home state and eliminates the need for them to obtain individual approvals in all of the states where they serve students.

The State Authorization Reciprocity Agreement is built upon three essential partnerships. The first partnership is between states that chose to become voluntary reciprocal partners for state authorization within one of the four regions served by the higher education compacts. The states will work together through their representatives, who will serve on their compact's regional steering committee, to agree on terms of engagement and collaboration to achieve reciprocity. The second partnership brings together the four interstate compacts to create a nationwide authorization framework through interstate recognition of authorized institutions. A nationwide coordinating board will provide a governance umbrella for the four regional compacts and their states participating in SARA. Finally, the

third partnership is between nationally recognized accreditors, the federal government, and the states, which will use the SARA framework to assure: quality postsecondary education through accreditation, institutions' financial integrity through U.S. Department of Education oversight, and consumer protection through state agency regulations.

The regional steering committees will be composed of one representative from each state participating in the reciprocity program; the representatives will be selected by the regional compact's commissioners from a slate developed by the respective compact's chief executive officer to represent communities of interest not covered by the state representatives. The nationwide SARA coordinating board will be composed of three members from each of the compacts, including the chief executive officer of each regional organization plus two members appointed by each compact's commission. The nationwide coordinating board will also include one representative from the Presidents' Forum and one from CSG.

WICHE's State Authorization Reciprocity Agreement Steering Committee Members

WICHE expresses gratitude to the members of the State Authorization Reciprocity Agreement Steering Committee for their efforts and for the care they took in creating a draft agreement that will help the region's students, institutions, and states.

Sona Karentz Andrews, provost and vice president for academic affairs, Portland State University, Portland, OR

Chris Bustamante, president, Rio Salado College, Tempe, AZ, and WICHE commissioner representing Arizona

Teri Cannon, former executive vice president, Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities, Alameda, CA

Heather DeLange, academic policy officer, Colorado Department of Higher Education, Denver, CO

Rhonda Epper, assistant provost, Colorado Community College System, Denver, CO

Toni Larson, executive director, Independent Higher Education of Colorado, Denver, CO

Senator Carol Liu, California State Senate, Sacramento, CA

John Lopez, vice president, state government affairs, Apollo Group, Phoenix, AZ

Jane Sherman, vice provost for academic policy and evaluation, Washington State University, and interim executive director, Council of Presidents, Olympia, WA

WICHE Staff

David Longanecker, president

Jere Mock, vice president of programs and services

Russell Poulin, deputy director, research and analysis, WCET, and member of the Presidents' Forum/CSG drafting team

Other Participants in Steering Committee Meetings

Bruce Chaloux, executive director and CEO, Sloan Consortium, Newburyport, MA, and member of the Presidents' Forum/CSG drafting team

Sharmila Basu Mann, senior policy analyst, State Higher Education Executive Officers (SHEEO), Boulder, CO

Marianne Boeke, research associate, National Center for Higher Education Management Systems (NCHEMS), Boulder, CO

R. Crady deGolian, director, the National Center for Interstate Compacts, Council of State Governments, Lexington, KY

Kathryn Dodge, consultant, New England Board of Higher Education, Boston, MA

Marshall Hill, executive director, Coordinating Commission for Postsecondary Education, Lincoln, NE, and member of the Presidents' Forum/CSG drafting team

Larry Isaak, president, Midwestern Higher Education Compact, Minneapolis, MN

Charlie Lentz, vice president for policy analysis and academic affairs, SHEEO, Boulder, CO

Chris Rasmussen, vice president for research and policy analysis, Midwestern Higher Education Compact, Minneapolis, MN

Paul Shiffman, assistant vice president for strategic and governmental relations, Presidents' Forum of Excelsior College, Albany, NY

Dave Spence, president, SREB, Atlanta, GA

Michael Thomas, president, New England Board of Higher Education, Boston, MA

The two major areas of responsibility for the participating states are authorizing responsibility and complaint resolution. SARA defines the home state for all institutions as the state an institution claims as its principal location for accreditation purposes. States must assure that they have the appropriate laws, policies, practices, and processes for authorizing all accredited postsecondary education institutions that operate from within their borders. This includes authorizing all distance-learning activities of these institutions, including those institutions providing education to students in other states (defined in SARA as host states). After an institution's initial authorization, the home state must review the institution at least every other year to affirm or deny authorization. States are also required to assure the regional compacts that they have reasonable processes for monitoring authorized institutions and for handling complaints or concerns that are raised concerning those institutions.

SARA provides the criteria states will use to determine what activities an authorized institution can or cannot conduct, including criteria for determining an institution's physical presence, as well as listing institutional activities that do not trigger physical presence (see pp. 8-10 of the draft agreement that follows for details regarding physical presence). Criteria that address how institutions must demonstrate academic integrity, financial integrity, and consumer protection in order to operate under the reciprocity agreement are also provided (see pp. 11-14), along with criteria for states to use in overseeing authorized institutions to ensure they are abiding by the commitments they made in seeking authorization (see pp. 15-16).

Other key principles of the agreement include the following.

- Participation in the agreement is entirely voluntary, for states and institutions. Institutions that do not want to be subjected to the level of oversight that's needed for interstate reciprocity can opt not to participate and either chose not to provide educational services beyond the boundaries of their state or seek separate authorization to operate in those states in which they wish to offer educational services.
- The home state uses its existing structure for authorizing institutions. Participation in the agreement does not require the creation of a new authorizing structure in a state or that one agency authorize all institutions in a state. The participating states will be asked to choose a single point of contact for authorization reciprocity issues, but the authority and responsibility will still reside with each designated agency within a state.
- The home state also has responsibility for the collection and sharing of information about its authorized institutions among states participating in the agreement, to assure the quality of education services and consumer protection.

Collaborating Organizations

The six entities that have united to create SARA include national and regional organizations with the expertise and credibility needed to attain and sustain a nationwide reciprocity agreement.

- WICHE.
- Midwestern Higher Education Compact, a 12-state compact based in Minneapolis. Its member states are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.
- New England Board of Higher Education, a six-state compact based in Boston. Its member states are: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
- Southern Regional Education Board, a 16-state compact based in Atlanta. Its members include: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.
- Presidents' Forum, hosted by Excelsior College in Albany, NY, a collaborative of accredited institutions and programs offering online higher education. It provides institutions from all higher education sectors with the opportunity to exchange knowledge and perceptions of current models and tools for successful operation in an online environment.
- Council of State Governments, based in Lexington, KY, a nonpartisan, nonprofit organization that represents elected and appointed officials in the three branches of state government in the 50 states and U.S. territories. CSG offers guidance and technical assistance in dealing with interstate compacts and other interstate agreements.

Financing SARA

Grant support is needed to initiate and further develop this regional and nationwide approach over a three-year period. Subsequently, a fee-based revenue structure will provide financial sustainability. WICHE submitted a grant proposal on Oct. 3 to Lumina Foundation, requesting a three-year grant of \$3,570,657 to implement the SARA initiative. The grant would cover the staffing and administrative costs of all four regional higher education compacts' work associated with SARA, as well as staffing to coordinate the initiative across the four regions and support the nationwide coordinating board. WICHE will serve as the fiscal agent, if funded. The proposal requests Lumina support of \$1,499,942 for the first year of SARA; \$1,554,495 for the second year; and \$516,219 for the third year, during which time the nationwide coordinating board will begin collecting fees from institutions in the participating member states. Beginning in 2016 we anticipate the activity will be self-sustaining with revenues from institutional fees.

Fees will be collected annually from institutions in SARA member states that have chosen to participate in the agreement and that have been authorized by the appropriate state entity. The fees will be managed and distributed by the Nationwide State Authorization Reciprocity Coordinating Board. The fees will be sufficient, in aggregate, to fund the expenses associated with the coordinating board and the regional compacts' SARA operations and will be low enough to encourage institutional participation. The formula for calculating fees will use a graduated scale, based on the number of students enrolled or served by an institution. The tiered fee levels and the metrics to measure students will be determined by the coordinating board, and a fee schedule will be published annually.

It is anticipated that costs of operating the four regional compacts' SARAs and the national coordinating board will be approximately \$1.5 million in the first year, with 3 to 5 percent inflationary increases in subsequent years. We hope to have sufficient institutional participation by year three to cover half of the operating costs and be fully self supporting by 2016. The fee schedule will be dependent on the number of participating institutions and their headcount. We are estimating that the annual fee for small institutions (with fewer than 10,000 headcount) would be in the neighborhood of \$1,500; for medium-sized institutions (with headcount of 10,001 – 20,000), the fee would be approximately \$2,500; and for large institutions (with headcounts greater than 20,000), it would be approximately \$5,000.

Participating in SARA does not infringe upon the right of any member state to charge fees to its home state institutions. The home state shall retain all such fees to cover the costs associated with review, approval, and monitoring of operations of institutions in its state.

Staffing SARA

The regional compacts will each hire program directors (1.0 FTE) with substantial professional experience in state-level regulation of postsecondary institutions. The directors will be assisted by a program coordinator (.50 FTE) and an administrative coordinator (.50 FTE). The program director (.50 FTE) who will coordinate SARA implementation across the four regional compacts and provide support to the nationwide board will be a nationally regarded expert on state authorization regulations and distance education. Other staff working on national SARA (N-SARA) initiatives will include a project coordinator (.50 FTE) and an administrative assistant (.50). The nationwide staff and the W-SARA staff will be based at the WICHE offices in Boulder.

Timeline

Key phases will include the following.

- Securing approval of the SARA agreement by the governing boards of the four interstate compacts (October 2012 – January 2013).
- Finalizing a governance and finance framework for SARA (January – May 2013).
- Providing draft legislation for states developing authorization processes (October 2012 – March 2013).
- Selecting staff to manage SARA operations for each of the regional compacts and the nationwide board (upon receipt of grant funds).
- Developing databases and websites to provide for the uniform collection and sharing of authorization information among participating states, as well as providing a compendium of state regulations for authorization, lists of authorized institutions, and contact information for state authorization agencies (January – June 2013).
- Partnering with the Presidents' Forum and CSG staff to disseminate information on SARA to state policymakers and higher education leaders (ongoing).
- Harmonizing the SARA agreement with the forthcoming report/recommendations of the Commission on the Regulation of Distance Education (expected by February 2013), and getting concurrence from the Presidents' Forum and CSG leadership (February – April 2013).

- Recruiting states to participate in the State Authorization Reciprocity Agreement (ongoing).
- Convening meetings of the regional steering committees to vote on state participation, establish and implement review processes, and provide oversight (February, June, and October of 2013, 2014, and 2015).
- Convening meetings of the nationwide board to oversee the interregional reciprocity process and provide oversight (March, July, and November of 2013, 2014, and 2015).
- Conducting annual evaluations of SARA implementation process and procedures (September 2013, 2014, and 2015).
- Providing status reports on the biennial review of authorized institutions (2014 and beyond).

Requested Action

Staff seeks WICHE Commission approval of the WICHE State Authorization Reciprocity Agreement in concept and authorization to continue working with the other three regional compacts, the Presidents' Forum, the Council of State Governments, and the Commission on Regulation of Postsecondary Distance Education to develop the nationwide reciprocity framework, governing structures, and financing model.

Staff also seeks approval to receive and expend grant funds to implement SARA if Lumina Foundation provides funding for the State Authorization Reciprocity Agreement consortium. WICHE's portion of the grant funds over the three years would be \$647,606, plus a prorated share of funded travel and meeting expenses, based on the number of WICHE states that participate in the agreement. Once implemented, and no later than 2015, institutional fees will begin to cover a portion of annual operating and staffing expenses, and it is currently anticipated that the consortium will be funded entirely by institutional fees by 2016.

1 **WICHE STATE AUTHORIZATION RECIPROCITY AGREEMENT**

2
3 September 25, 2012 Draft

4
5 PREAMBLE

6
7 Americans deserve and require access to high quality postsecondary education, not only because the
8 economic vitality of the nation depends upon how well our population is educated but because a well
9 educated population also contributes greatly to the social and civic vitality of the nation. The Western
10 Interstate Commission for Higher Education (WICHE) operates as a regional interstate compact
11 between the 15 Western states to promote this national imperative within the Western United States.
12

13 Historically, the federal government, state governments, and the postsecondary education community
14 through its accrediting processes and organizations have collaborated to assure that the providers of
15 higher education services were meeting standards of quality and access to serve the nation and its
16 citizens well. Through what is often referred to as *the federal triad* the federal government has
17 accepted responsibility for assessing the financial viability of education providers; the states have
18 accepted primary responsibility for assuring that students, as the consumers of educational services,
19 are protected from fraud, abuse, or inadequate provision of services by educational providers; and the
20 educational community through accreditation has accepted responsibility for assuring the adequacy of
21 educational services offered by educational providers. This three way collaboration has traditionally
22 worked well to assure reasonable quality, accountability, and consumer protection.
23

24 As the nature of postsecondary education has evolved, particularly since the advent of the Internet and
25 the exponential growth of education offered “off campus,” each leg of the federal triad has faced
26 challenges, but the states’ role in assuring consumer protection has come under particular scrutiny.
27 What state is responsible when an institution physically located in one state (the traditional criteria for
28 state oversight) provides education in other states?
29

30 To clarify the federal government’s understanding of state responsibilities in this regard, in October
31 2010 the U.S. Department of Education issued regulations indicating that, consistent with existing
32 federal law, states were responsible for all education offered to residents within their state boundaries,
33 regardless of where this education “originated.” This regulation appropriately applied to all types of
34 postsecondary education for which students qualified for federal student assistance, regardless of the
35 sector or level of higher education. While this was consistent with existing law, it was counter to the
36 way in which many states were overseeing education; relatively few states were either overseeing or
37 were even aware of the substantial amount of education being provided within their boundaries by
38 institutions from other states.

39 This clarification of federal expectations had major implications for postsecondary institutions and
40 states. In addition to existing state regulations, there was now a clear federal requirement that all
41 institutions offering education in other states be able to demonstrate that they had the approval to serve
42 students in each of those other states. With the expansion of distance education (via Internet-based
43 education, telecommunications, or other means) many institutions increasingly served students from
44 other states. While some institutions had sought and received such authorization, in many cases at
45 substantial expense, most institutions offering such instruction had not done so. This federal
46 clarification, therefore, had significant potential implications for institutions, including incurring the
47 costs of securing and maintaining such approvals to operate and the substantial time and effort in
48 securing such authorizations. In some cases access for students to quality higher education was
49 eliminated if their institution decided not to incur the cost of complying. States also faced substantial
50 new expectations, with the potential of thousands of institutions requesting approval from all states,
51 well exceeding the management capacity of current state authorization agencies.

52
53 Although a federal district court has vacated this regulation and an appeals court affirmed the lower
54 court's decision, those rulings dealt only on technical issues regarding the Department of Education's
55 processes for notification in development of the regulation. The Department's ultimate authority to
56 regulate in this area was upheld. The Department continues to believe strongly in the role of the states
57 in overseeing the delivery of these educational services. While it will not enforce the regulation as
58 originally written, we believe that some form of the regulation will emerge that addresses the court's
59 concerns but maintains a strong state role in overseeing all education delivered within their boundaries.

60
61 Despite the difficulties arising from the federal regulatory action, the federal expectation of a strong
62 state role in authorization makes sense. This is, in fact, an appropriate state role and responsibility with
63 or without the federal mandate. Consistent with their collaborative missions, we believe that the four
64 existing regional higher education interstate compacts are uniquely positioned to quickly and
65 effectively assist on this issue. In addition to WICHE, the compacts include the Midwestern Higher
66 Education Compact (MHEC), the New England Board of Higher Education (NEBHE), and the Southern
67 Regional Educational Board (SREB). The compacts operate with the express purpose of expanding
68 educational opportunity within their respective regions. We believe that states within a region, working
69 together and agreeing on terms of engagement and collaboration, can trust each other to work
70 cooperatively and consistently toward reciprocally accepting each other's authorization of institutions to
71 operate. Interstate recognition within a region would also extend to cover all participating states
72 regardless of region. Trust, thus, becomes a guiding principle for a state authorization reciprocity
73 agreement. Trust, however, requires confidence that each of the partners takes seriously its
74 responsibilities with regard to authorizing only institutions that provide high quality education, whether
75 that is through traditional campus-based classroom experiences or through technology mediated or off-
76 campus based experiences.

77
78 Similarly, this agreement presumes the efficacy of *the federal triad*.

79
80 This WICHE State Authorization Reciprocity Agreement (W-SARA), therefore, is built upon these three
81 partnerships: the first being between the WICHE member states as reciprocal partners, the second being
82 agreement between the four higher education regional compacts, and finally the partnership between

83 nationally recognized accreditors, the federal government, and the states.¹

84

85 Definitions

86

87 A good agreement must be easily and consistently understood by all partners. Definitions of terms,
88 therefore, become very important. Throughout this agreement, where references are made to terms
89 that might be interpreted differently by different partners, definitions are included in footnotes to
90 ensure maximum transparency.

91

92 This is a Voluntary Agreement

93

94 This agreement establishes reciprocity between willing WICHE member states that accept each
95 others' authorization of accredited institutions to operate in their states to offer educational
96 services beyond state boundaries. Participation in this agreement is entirely voluntary on the
97 part of the state. This agreement is intended to facilitate expanded access to high quality
98 distance education opportunities for students by improving state policy and operational
99 mechanisms. This agreement applies only to educational services provided by institutions outside
100 of their home state boundaries, and in no way affects the unique processes that states may use
101 to authorize institutions to operate or to *exempt*² institutions from oversight within their own
102 state.

103

104 Just as participation at the state level is voluntary, so too is participation at the institution level.
105 Institutions that wish not to subject themselves to the level of oversight consistent with
106 interstate reciprocity can opt not to participate and thus either choose not to provide
107 educational services beyond the boundaries of their state or to seek separate authorization to
108 operate in those states in which they wish to offer educational services.

109

110 Benefits of Reciprocity

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112 Significant benefits will accrue to students, institutions and states if the current lack of
113 uniformity in the patchwork of state regulation can be improved through sharing in common,
114 high quality and consistently applied processes and standards.

115

116 • Institutions will reap financial benefits by no longer having to engage in the confusing and
117 duplicative process of seeking approval to operate on an individual, case-by-case basis in
118 each state in which it serves students.

119

120 • States will benefit by maintaining their rights and responsibilities to assure quality

¹ W-SARA is an agreement among states; it is not an agreement among institutions. Institutions need to seek authorization from their home state to participate in the reciprocity agreement.

² *Exempt* means: an institution that by state regulation is not required to have a full approval to operate within the state based on meeting certain criteria in that state. Exempt institutions will not be eligible to participate in the state authorization reciprocity agreement unless they seek and obtain approval from their home state to operate under the terms of this agreement.

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programs are offered by institutions within their state. States will also benefit by focusing their limited resources on the oversight of institutions within their state, regardless of where that institution serves students. As the number of institutions serving students in multiple states continues to increase, state regulatory offices would find it difficult to conduct meaningful reviews and on-going oversight of the hundreds, if not thousands, of out-of-state institutions operating in their states.

- Students will benefit as lower costs for institutions will mean fewer costs passed on to students. Some students are finding their options limited as institutions choose not to serve students in states with onerous authorization requirements. Since regulators will focus their reviews on their “home state” institutions, they will have more confidence in the review process and that complaints will be handled and resolved.

Ultimately, the quality of postsecondary education is reflected in the outcomes derived from education. But quality outcomes result from quality processes, and state authorization must focus on both the processes that enable students to acquire the pertinent knowledge and skill as well as the outcomes that demonstrate the acquisition of knowledge and skills.

Partnerships

WICHE has benefitted greatly in the development of this agreement from the work of the Presidents’ Forum and Council of State Governments. With support from Lumina Foundation, they have been engaged in an effort to create a model nationwide interstate reciprocity program. Now both efforts are being brought together, establishing a framework for the four regional interstate compacts, and states and territories that do not currently belong to one of the four interstate compacts, to join together in a collaborative effort to ensure nationwide coverage through four collaborative regional reciprocal agreements. We believe that collaboration between these well-established and highly-regarded regional interstate compacts is the most cost-effective and viable approach to achieve nationwide coverage and will achieve the purposes imbedded within the work of the Presidents’ Forum and Council of State Governments.

PURPOSES

This compact builds upon and strengthens the existing efforts of states, accrediting bodies, and the federal government to facilitate expanded access to high quality education by:

1. Establishing common, high quality and consistently applied processes and standards endorsed by participating states, which are efficient and cost-effective.
2. Providing for consumer protection and a complaint resolution process.
3. Providing for the uniform collection and sharing of information between and among member states for the purposes of assuring adequate quality for education services provided by institutions operating outside their home state boundaries.

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- 4. Reducing barriers to innovation in educational delivery.
- 5. Increasing access to postsecondary education and degree completion.

RESPONSIBILITIES OF THE REGIONAL COMPACTS AND THE RECIPROCATING STATES

Responsibilities of the Regional Compacts

Each of the regional compacts will manage reciprocity between its member states³ in the acceptance of state authorization from all reciprocating states that meet the criteria for reciprocity as defined in this agreement. Each compact will establish a regional State Authorization Reciprocity Agreement (SARA) steering committee. The regional steering committees shall be composed of one representative from each state participating in the reciprocity program selected by the regional compact’s commissioners from that state, and up to five additional members selected by the regional compact’s commissioners from a slate developed by the respective compact’s chief executive officer to represent communities of interest in this agreement that have not been included naturally through the selection process outlined above. Examples of communities of interest include, but are not limited to: state regulators, accreditors, institutions from all sectors of higher education, and state government. Steering committee members’ terms of service will be determined by the respective regional compact’s governing board.

Three states (New Jersey, New York, and Pennsylvania), the District of Columbia, and all of the U.S. territories and protectorates, do not currently belong to a regional compact. They all have access to all federal education programs and thus are captured at least by the federal government’s interest in this set of regulatory issues. These states and territories, subsequently referred to as “non-affiliated” states in this agreement, have the option of paying a \$50,000 annual fee to align with one of the regional compacts so that they can participate in the reciprocity agreement. If they do so, they will each have one representative on the respective compact’s regional steering committee.

Each of the regional State Authorization Reciprocity Agreement (SARA) steering committees will establish the criteria for state participation in this reciprocity program and will adjust these criteria, as appropriate, over time. A state seeking to participate in its region’s SARA program will submit a plan as to how it will meet the criteria for participation. The regional steering committee will review the plan and work with the state to improve the plan until the committee is able to recommend its approval by that region’s regional compact. The steering committee also recommends other procedural details and actions regarding participation in SARA to their regional compact’s commissioners.

Each regional compact will develop processes for informing states of the requirements for joining the regional reciprocity agreement, accepting states into the reciprocal arrangement, rejecting

³ *State* means: any state, commonwealth, district, or territory of the United States.

208 states from acceptance into the reciprocal arrangement, sanctioning states that fail to meet fully
209 the requirements for participation, and dismissing from the reciprocal arrangement states that
210 fail to respond to concerns that they are not meeting the requirements for participation. These
211 processes must include a process for appeal in the event that a state disagrees with the
212 compact’s decision. All states entering into the reciprocity agreement will be reviewed on at
213 least a biennial basis by their respective regional compact to assure that their authorization
214 processes and participating institutions continue to meet all of the criteria for inclusion in the
215 reciprocity agreement.

216
217 In the West, the program will be operated by WICHE under the bylaws of the organization,
218 consistent with all other WICHE programs. The other three regional interstate compacts, the
219 Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education
220 (NEBHE), and the Southern Regional Education Board (SREB) will oversee the agreement in their
221 regions.

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223 Creating Reciprocity Nationwide

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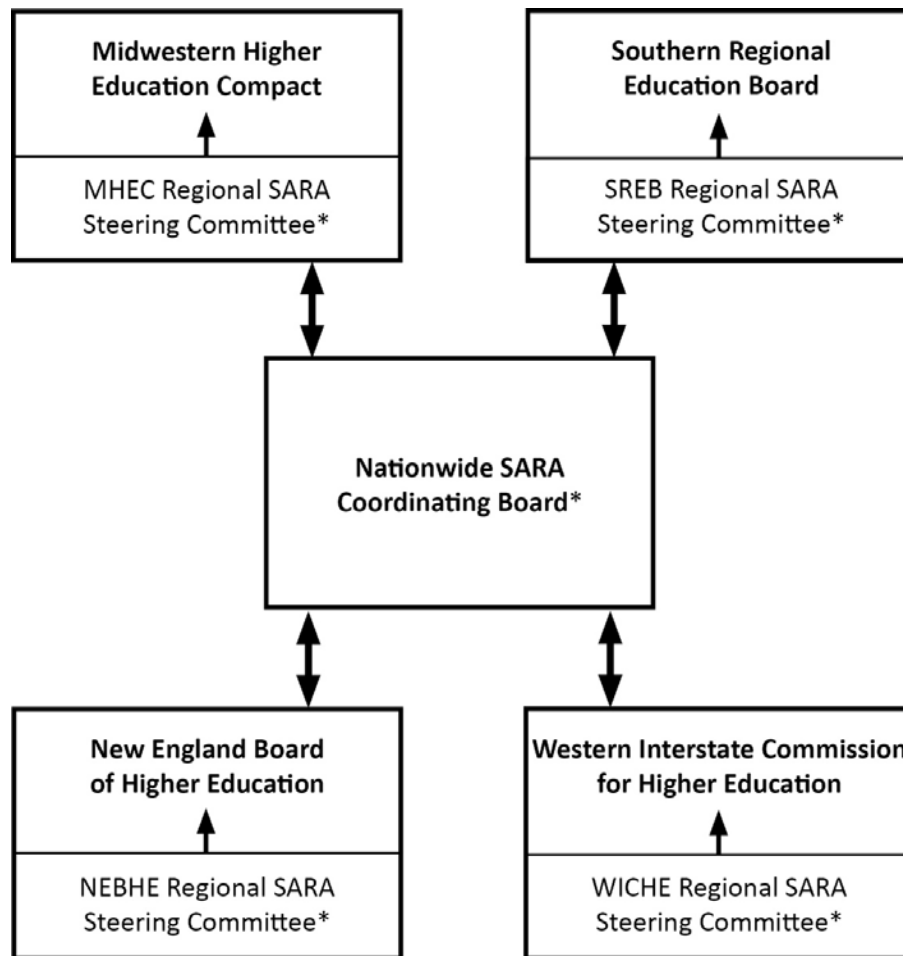
225 The four regional compacts jointly accept the responsibility for working together and with states
226 and territories that currently do not belong to a regional compact, for the purposes of
227 harmonizing the State Authorization Reciprocity Agreement across the regions and assuring that
228 the quilt of regional agreements will cover the nation as a whole. This will include creating an
229 organizational structure for the coordination of efforts between these various entities. This
230 Nationwide SARA Coordinating Board will be composed of three members from each of the
231 compacts, including the chief executive officer of the regional organization plus two members
232 appointed by each compact’s commission. The nationwide coordinating board will also include
233 one representative of the Presidents’ Forum of Excelsior College and one representative of the
234 Council of State Governments, organizations which have contributed substantially to the
235 development of the state reciprocity concept.

236

237 In addition, up to five additional members will be selected by the members of the nationwide
238 coordinating board to represent communities of interest in this agreement that have not been
239 included naturally through the selection process outlined above, including state authorizing
240 entities, accreditors, institutions from all sectors, and state and federal governments.

241

242 Below is a diagram of how this network of collaborative efforts will fit together to provide a
243 nationwide framework. An organizational flow chart follows.



* Refer to the Responsibilities of the Regional Compacts and the Creating Reciprocity Nationwide sections for information on the composition of the committees and board.

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This organizational structure will work as follows. The states will be the principal guardians of consumer protection. They will develop processes for authorizing and overseeing all accredited degree-granting *postsecondary education*⁴ *institutions*⁵ within their state that wish to offer educational services outside the state’s boundaries. The regional SARA Steering Committees will

⁴ **Postsecondary education** includes all education beyond high school and includes all public, non-profit private, and for-profit private institutions as well as all institutions offering certificates, diplomas, and/or degrees. For purposes of this reciprocity agreement, however, institutional participation will be restricted only to degree granting institutions.

⁵ **Institution** means: a college, university, or other postsecondary education institution or collection of such entities doing business as one organization, with an institutional identification from the Office of Postsecondary Education within the U.S. Department of Education (OPEID).

250 develop processes for *recognizing*⁶, for purposes of reciprocity in state authorization, states that
251 demonstrate that they have developed and operate agencies that appropriately *authorize*⁷ and
252 oversee all degree granting postsecondary education institutions within their state that wish to
253 offer educational services outside state boundaries. The nationwide coordinating board will
254 develop processes for recognizing reciprocity between regional SARAs, for assuring that each
255 SARA is appropriately overseeing the states within its regional reciprocity agreement, and for
256 harmonizing procedures among the regions to make the reciprocal recognition of state
257 authorization as seamless and uniform as possible for institutions.

258

259 Responsibilities of the Reciprocating States

260

261 States participating in this reciprocity agreement have two major areas of responsibility.

262

263 *Authorizing Responsibility*: First, the states must assure that they have appropriate laws, policy,
264 practice, and processes for authorizing all *accredited*⁸ postsecondary education institutions that
265 operate from their state. The state is defined as the *home state*⁹ for all institutions claiming the
266 state as its principle location for accreditation purposes. This includes authorizing all distance
267 learning activities of these institutions not only in the home state, but in all other states (defined
268 as *host states*¹⁰) in which the institutions provide educational services. After initial authorization,
269 the home state must review the institution at least every other year for the purposes of affirming
270 or denying authorization. To demonstrate a state’s adequacy in authorizing institutions, the
271 state must demonstrate to the regional SARA that it meets all of the criteria for authorizing
272 institutions outlined in the next section of this agreement.

273

274 Physical Presence

275

276 One of the most difficult tasks in crafting an interstate agreement on state authorization is
277 determining what activities an institution can or cannot conduct in a state, whether those
278 activities be at a distance or face-to-face. While states use different monikers for these criteria
279 used to determine which activities are allowed in a state, they tend to fall under the notion of
280 “physical presence.” It is imperative, therefore, to clearly define what “physical presence” means
281 for institutions participating in SARA for two reasons: 1) because institutions with a physical
282 presence in a host state will not be eligible for reciprocal authorization; and 2) to clearly define

⁶ **Recognize** means: states participating in the reciprocity agreement agree to accept each other’s institutional authorization decisions.

⁷ **Authorized** means: holding a current valid charter, license or other written document issued by a state, federal government or government of a recognized Indian tribe, granting the named entity the authority to issue degrees.

⁸ **Accredited** means: holding institutional accreditation by name to offer distance education as a U.S.-based institution from an accreditor recognized by the U.S. Department of Education. Only institutions holding such accreditation can participate in interstate state authorization reciprocity.

⁹ **Home State** means: a state where the institution holds its principal institutional accreditation.

¹⁰ **Host State** means: a state in which an institution operates under the terms of this agreement, other than the home state.

283 what activities can be conducted in a state as a result of participating in this agreement.

284

285 The following sections begin to describe the activities that an institution participating in SARA
286 can or cannot conduct in other states that are part of the Agreement. There are so many
287 variations on these activities that it is impossible to cover all contingencies. The items listed
288 below provide initial guidelines to each regional compact, but it is anticipated that each region's
289 steering committee will need to review specific instances of activities conducted in other states
290 and provide additional guidance.

291

292 Physical Presence Activities in a Host State Allowed by SARA

293

294 If an institution is authorized by its home state and that home state is an approved participant
295 in SARA, the institution is eligible to conduct the following activities in any of the SARA states.
296 Physical presence (or "to operate") is not triggered in a state participating in this agreement by
297 any of the following activities:

298

- 299 1. Courses offered at a distance (online, through the United States mail or similar delivery
300 service) that do not require the physical meeting of a student with instructional staff in a
301 host state.
- 302 2. Academic offerings among institutions from SARA states that are participating
303 in a consortia agreement approved by each of those participating institutions.
- 304 3. Advertising to students within a state, whether through print, billboard, direct mail,
305 Internet, radio, television or other medium.
- 306 4. An educational experience arranged for an individual student, such as a clinical,
307 practicum, residency, or internship.
- 308 5. An educational field experience arranged for a group of students that are participating in
309 campus-based programs in another state.
- 310 6. An offering in the nature of a short course or seminar, if instruction for the short
311 course or seminar takes no more than 20 classroom hours.
- 312 7. A portion of a full-term course that comprises less than one-fourth of the requirements
313 necessary to complete the course.
- 314 8. Course offerings by an accredited institution on a U.S. military installation, limited to
315 active and reserve military personnel, dependents of military personnel, and civilian
316 employees working on the military installation.
- 317 9. Operation of a server, router or similar electronic service device when such device
318 is not housed in a facility that otherwise would constitute a physical presence; the
319 presence of a server or similar pass-through switching device in a state.
- 320
- 321
- 322
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- 327

- 328 10. Having faculty, adjunct faculty, mentors, tutors, recruiters, or other academic
329 personnel residing in a state. The presence of instructional faculty in a state, when
330 those faculty offer entirely online or other distance-education instruction and
331 never meet their students in person for educational purposes while in that state,
332 does not establish a presence of the institution in that state or an offer of a course
333 or program from that state for purposes of this agreement.
334
- 335 11. Requiring a student to take a proctored exam at a location or with an entity in the host
336 state prescribed by the institution.
337
- 338 12. Having a contractual arrangement in a state.
339

340 Physical Presence Activities in a Host State Not Covered by SARA
341

342 For purposes of this agreement, any of the following activities in a host state are not covered by
343 this agreement since they constitute a “physical presence.” An institution would be subject to
344 the laws and regulations of each individual state in which it conducts these activities:
345

- 346 1. Establishing a physical location in a state for students to receive synchronous or
347 asynchronous instruction; or
348
- 349 2. Requiring students to physically meet in a location in the state for instructional
350 purposes as required for the course; or
351
- 352 3. Establishing an administrative office in the state, including:
353
- 354 a. Maintaining an administrative office in the state for purposes of providing
355 information to prospective students or the general public about the
356 institution, enrolling students, or providing services to enrolled students;
357
 - 358 b. Providing office space to instructional or non-instructional staff; or
359
 - 360 c. Establishing an institutional mailing address, street address or phone
361 number in the state.
362

363 Complaint Resolution Responsibility: The states must assure that they have reasonable processes
364 for monitoring authorized institutions and for addressing and redressing complaints or concerns
365 that are raised concerning authorized institutions. To demonstrate a state’s adequacy in
366 monitoring and adjudicating the actions of authorized institutions, the state must demonstrate
367 to WICHE that it meets all of the criteria for monitoring and adjudicating actions of authorized
368 institutions, as outlined in the next section of this agreement.

369 CRITERIA FOR STATE AUTHORIZATION AND OVERSIGHT

370
371 The previous section described the responsibility of states in two essential, related, but distinctly
372 different types of activities: authorization of accredited institutions to operate and oversight of
373 institutions that are authorized to operate. Because the criteria for these two functions differ, they are
374 detailed separately in this section.

375
376 Criteria for Authorizing Institutions to Operate and to Continue Operating

377
378 Academic Integrity: States wishing to participate in this regional interstate reciprocity
379 agreement will agree to accept accreditation by a federally recognized accrediting
380 agency as both necessary and sufficient evidence of reasonable institutional academic
381 quality for purposes of delivering services outside their home state or receiving services from
382 other states participating in the reciprocity agreement. Accreditation, therefore, will be
383 acceptable evidence of adequacy with respect to curriculum, measurement and achievement of
384 student learning outcomes, award of credit, faculty qualifications, student support services, and
385 academic support services. States that wish to require more documentation for their home
386 institutions certainly have the prerogative of doing so, but for purposes of reciprocal acceptance
387 of institutional authorization from other states to offer educational services beyond state
388 boundaries, accreditation by an accrediting agency recognized by the U.S. Secretary of Education
389 upon the advice of the U.S. Department of Education’s National Advisory Council on Institutional
390 Quality and Integrity (NACIQI) must be accepted as sufficient evidence of reasonable institutional
391 academic quality. Additional criteria to be used in resolving student academic complaints about
392 an institution are provided in the complaint section below.

393
394 Financial Integrity: WICHE states wishing to participate in this interstate reciprocity agreement
395 will agree to accept the standards established by the federal government for demonstrating
396 financial responsibility. The U.S. Department of Education considers a public institution to be
397 financially responsible if its debts and liabilities are backed by the full faith and credit of the state
398 or other government entity. The school must provide the Department with a letter verifying that
399 backing from the state, local, or municipal government entity, tribal authority, or other
400 government entity that has the legal authority to make that designation. While accrediting
401 associations also collect financial information, the federal government has developed a robust
402 and well-accepted process for assessing independent nonprofit and for-profit institutions’ financial
403 data based on audited financial statements. Relying on this federal information provides a high
404 quality mark that is updated annually and reduces redundancy of reporting by institutions, thus
405 reducing administrative burden. All institutions deemed financially responsible by the federal
406 government for participation in federal Title IV programs, with a composite financial
407 responsibility score of 1.5 or better, will be deemed financially responsible for purposes of
408 approval to operate within the State Authorization Reciprocity Agreement. Institutions with a
409 federal composite financial responsibility score of 1.0 to 1.5 may be deemed financially
410 responsible within the State Authorization Reciprocity Agreement if the home state, upon broad
411 review of the institution’s financial information, determines that the institution’s financial
412 condition is sound. No institution with a federal composite financial responsibility score less
413 than 1.0 will be considered eligible for interstate reciprocity, even if it has been deemed to be

414 Title IV eligible by the U.S. Department of Education. Any institution that wishes to participate
415 in the State Authorization Reciprocity Agreement but that does not have an established federal
416 composite financial responsibility score because it has chosen not to participate in federal Title
417 IV programs must be determined by the state authorizing entity in its home state to be
418 financially responsible based on audited financial information and calculations comparable to
419 those used by the U.S. Department of Education.

420
421 Consumer Protection: The federal triad gives states the lead responsibility for protecting
422 consumers of postsecondary education. Some of the criteria in this arena are also included
423 within institutional accreditation and within federal oversight, but the primary responsibility of
424 the states lie in this area. The potential adverse consequences for the citizens of the states are
425 so significant that these criteria cannot be assigned solely to either the accreditors or the federal
426 government. States will maintain responsibility for:

427
428 *Recruitment, Marketing, and Other Institutional Disclosures*: To qualify for
429 acceptance into the State Authorization Reciprocity Agreement, a state must
430 demonstrate that institutions authorized by the state are held accountable for and
431 have attested to the veracity and adequacy of the institutions' recruitment material,
432 marketing efforts, and other institutional disclosures. This must include each
433 institution being held accountable for and attesting to at least the following:

- 434
- 435 • Providing full information about institutional and program requirements in a
436 format that prospective students and the public can easily understand and access.
- 437
- 438 • Assuring that program advertisements and promotional information include
439 all special or exceptional program requirements.
- 440
- 441 • Ensuring that job placement and related salary information are supported by
442 evidence of their accuracy and efficacy.
- 443
- 444 • Providing information on programs that prepare students for licensed
445 professions that explicitly states whether the program, including clinical or
446 experiential practice, meets licensure standards in all states in which the institution
447 has students enrolled.
- 448
- 449 • Monitoring and accepting responsibility for assuring professional conduct of
450 recruiting and marketing staff.
- 451
- 452 • Disclosing institutional and programmatic accreditation status and providing a
453 brief explanation of what the accreditation status means along with respective
454 accreditor's information.

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Tuition, Fees, and Other Charges: With respect to tuition, fees, and other charges, states require their authorized institutions do at least all of the following:

- Disclose all tuition, fees, and other costs associated with attendance, including fees and costs that are unique to specific programs of study.
- Publish clear policies and practices regarding refunds to students, including transparent and readily available information on refund deadlines and refund amounts.
- Provide accurate and complete information about financial aid available to students attending the institution, including all forms of financial aid (grants, scholarships, loans, and work-study) and the sources (institutional, private philanthropic, state, and federal) of each form of aid.

Admissions: To qualify for acceptance into the State Authorization Reciprocity Agreement, a state must demonstrate that it assesses the efficacy of the admissions process for every institution seeking new or renewal of authority to serve students via distance delivery in other states. Admissions criteria must include at least the following:

- Clearly stated and comprehensive requirements for admission to the institution must be available to prospective students and this information must also be available as applicable for programs resulting in a certificate, degree, or diploma.
- Reasonable assurance the admitted students have the capacity to succeed in the program(s) to which they are accepted.

Complaints and Concerns: To qualify for acceptance into the State Authorization Reciprocity Agreement, a state must assure that it requires all institutions seeking authorization to demonstrate that they do at least all of the following with respect to complaints against the institution and resolution of such complaints:

- Establish and sustain a complaint procedure that includes clearly understood and published processes for lodging a complaint, both within the institution, to the state authorizing entity, and to the institution's accrediting agency;
- Establish and sustain processes within the institution for responding appropriately to complaints and for documenting their resolution;
- Establish and sustain a process for reporting formal complaints and their resolution to the state authorizing entity, including procedures that ensure that an institution's complaint resolution process has been exhausted before the complaint is elevated to the state authorizing entity; and

- 500
- Establish and sustain a process for working with the state authorizing entity on resolving complaints that have been lodged and not resolved with that entity.
- 501
- 502

503 In addition to requiring institutions to provide such assurances of responsiveness to
504 consumer complaints, the state must demonstrate that it has processes for following
505 up on both formal complaints that it receives and on concerns that come to the
506 attention of the state authorizing entity. The state must demonstrate that it is
507 prepared to accept and act on all legitimate complaints and concerns registered with
508 the state agency with regard to an institution that it has authorized for operation,
509 whether the education provided by the institution was provided in the home state or
510 in a host state. The state authorizing entity must have processes for responding to
511 complaints and concerns from students as consumers, institutions, accrediting
512 agencies, other states within the reciprocity program, the federal government, or
513 other interested parties. Because the states have the primary responsibility for
514 consumer protection and because the accrediting bodies focus more directly on
515 institutional issues, rather than individual student or consumer complaints, it is the
516 responsibility of the state to follow up on all legitimate complaints. The responsibility
517 includes complaints not only related to violations of the consumer protection
518 requirements or of financial solvency of the institution but also include academic
519 standards initially established with an institution's accreditation.

520

521 With respect to resolving complaints regarding academic standards, all states
522 participating in the State Authorization Reciprocity Agreement will be guided by the
523 standards for the evaluation of distance education (on-line learning) adopted by the
524 Council of Regional Accrediting Commissions (C-RAC), which is composed of all of the
525 regional accrediting associations. Abiding by the C-RAC guidelines will ensure that the
526 standards used by accreditors for initial authorization of institutions by the state will
527 be consistent with the guidelines used by states in responding to complaints or
528 concerns lodged with them regarding matters of academic integrity. If deemed
529 necessary in the future, SARA can review and replace these guidelines that are
530 consistent with those used by other entities in reviewing institutional practices.

531

532 The state must demonstrate that it accepts affirmative responsibility to promptly report, as
533 appropriate, complaints and concerns to both the institutions about whom the
534 complaints/concerns were lodged and, as appropriate, to the body that accredits the institution.
535 While the host state is not responsible for following up on complaints regarding an institution
536 operating within the state but based elsewhere, the host state must have a process of
537 transferring such complaints that it receives to the home state that has authorized the institution
538 to operate. The home state is responsible for informing the host state of the status or outcome
539 of a complaint lodged through the host state.

540 Criteria for Overseeing Authorized Institutions

541

542 As important as assuring that institutions seeking authority to operate within a state are fit for this
543 purpose is the responsibility of the state to assure that the institution abides by the assurances and
544 commitments it made in seeking authorization.

545

546 Complaints: The state must periodically demonstrate at least every other year to its State
547 Authorization Reciprocity Program that the formal complaint process on which it was
548 approved works effectively to protect students from possible institutional malfeasance, abuse,
549 incompetence, or criminality. This must include evidence of at least the following:

550

- 551 • Evidence that consumers (students and subsequent employers) have reasonable
552 access to information about the complaint process.
- 553
- 554 • Documentation of: (1) all formal complaints received, (2) notifications of complaints
555 provided to institutions and accrediting agencies, and (3) complaint resolutions.
- 556
- 557 • Demonstration that complaint resolutions were appropriate to the severity and
558 veracity of the complaints, including punishment and restitution for violations
559 (within clearly described guidelines) including specific criteria for the termination of
560 authorization to operate.

561

562 Each regional SARA steering committee will establish the specific criteria for these reporting
563 requirements.

564

565 Concerns: The state authorizing entities will become aware of potential problems or possible
566 violations of state authorization, either through staff inquiries or other sources. It is the
567 affirmative obligation of the state entity to address appropriately such concerns. All states
568 participating in a regional State Authorization Reciprocity Agreement must periodically
569 demonstrate that they have clear and well documented policies and practices for addressing
570 such concerns, and that they have followed these policies and practices, consistent with the
571 processes identified in the preceding paragraph. Each regional SARA steering committee will
572 establish the specific criteria for these reporting requirements.

573

574 Catastrophic Responses: State authorizing entities must respond on occasion to catastrophic
575 events at one or more of the institutions that they oversee. All states must periodically
576 demonstrate to their regional SARA entity that they have clear and well documented policies
577 and practices for addressing such catastrophic events, including at least the following.

578

- 579 • In the event of the unanticipated closure of an institution, that the state has a
580 process of assuring that students receive the education they contracted for or
581 reasonable financial compensation for what they did not receive. Such
582 assurances can come in various forms – tuition assurance funds, surety bonds,
583 teach-out provisions, etc. – and they can come from individual institutional

584 requirements, multi-institutional cooperatives, or state-supported activities. A
585 participating state can choose its own approach, but it must demonstrate
586 regularly that the approach it has selected adequately protects students as
587 consumers.

588
589 • The state entity must also assure that it either requires institutions to have
590 disaster recovery plans, particularly with respect to the protection of student
591 records, or that the state provides such a plan.

592
593 Financing SARA

594
595 To finance the expenses of establishment, organization, and ongoing activities and to assist
596 states in fulfilling their roles in the State Authorization Reciprocity Agreement, the Nationwide
597 State Authorization Reciprocity Coordinating Board has the authority to collect fees. Fees will
598 be collected from institutions from SARA member states that have chosen to participate in the
599 Agreement and have been authorized by the appropriate state entity.

600
601 These fees will be managed and distributed by the coordinating board and will be guided by
602 the following principles:

- 603
604 A. Participation in SARA does not infringe upon the right of any member state to charge
605 fees to its home state institutions to cover the costs associated with review, approval,
606 and monitoring of operations of institutions in its state. The home state shall retain all
607 such fees.
608
609 B. Institutions operating in states other than their home state under the provisions of this
610 agreement shall pay a SARA fee annually to the Nationwide SARA Coordinating Board.
611
612 C. The SARA fees will be sufficient, in aggregate, to fund the operational expenses
613 associated with the Nationwide SARA Coordinating Board and the regional compacts'
614 SARA related work and will be low enough to encourage institutional participation in
615 this activity.
616
617 D. The SARA fee will be standardized across all regions.

618
619 After receiving input from each regional compact and participating states and institutions, the
620 coordinating board shall annually approve and publish the SARA fee schedule for institutions.

621
622 The SARA fee will use a graduated scale based upon the number of students enrolled in or
623 served by an institution. The tier levels and the metrics to measure students will be
624 determined by the coordinating board and openly published as part of the fee schedule.

625
626 It is anticipated that the annual operating costs for the four regional compacts' SARAs and the

627 nationwide coordinating board will be approximately \$1.5 million. If as few as 300 institutions
628 choose to participate in these agreements, which is the fewest we can imagine would do so,
629 the average cost would be approximately \$5,000 per institution. If as many as 1,000
630 institutions choose to participate, which would represent slightly more than 20 percent of all
631 degree-granting institutions currently participating in the federal Title IV student aid
632 programs, and which represents a reasonable target for participation, the average cost per
633 institution would be \$1,500. Initial fees will probably range between \$1,500 and \$5,000 per
634 year and will be adjusted over time as more institutions participate.

635
636 Such are the criteria for participating in the State Authorization Reciprocity Agreement. Any of the
637 states who meet these criteria, and are deemed to have done so by the relevant SARA steering
638 committee, will be accepted into this reciprocal agreement.

DRAFT

ACTION ITEM

Accepting Pacific Island U.S. Territories and Free-standing States into WICHE Membership

Background

At the November 2011 commission meeting, David Longanecker discussed with the Executive Committee an inquiry from the Northern Mariana Islands regarding the islands joining WICHE. Sharon Hart, president of the Northern Marianas College, presented the case for the Pacific islands being allowed to join WICHE, including their membership in other regional compacts such as Council of State Governments – West. She also provided a resolution, approved by the islands' legislature and governor, endorsing the islands' membership. The Executive Committee discussed this possibility, reacting quite favorably to the idea, and requesting that President Longanecker continue the discussions with Hart and her colleagues from the other Pacific island territories and free-standing states. General discussion included the possibilities of the Pacific islands joining either as a community of islands in one membership or perhaps under the umbrella of Hawai'i's membership.

Since that time Longanecker has met on two occasions with the postsecondary leaders of the Pacific island U.S. territories and free-standing states and has investigated the status of their membership with other national and regional compacts. He recommends to the commission that they welcome the Pacific islands into WICHE membership within the concept reflected below.

Concept for Acceptance of the Pacific Island U.S. Territories and Free-standing States into WICHE Membership

Consistent with the language of WICHE's original federal authorization, the Western Regional Education Compact, which authorizes "the States and Territories" of the Western region to enter into a compact to work collaboratively to expand educational access and excellence for all citizens of the West, the opportunity for membership in the Western Interstate Commission for Higher Education (WICHE) is extended to the Pacific island U.S. territories (American Samoa, Northern Marianas, and Guam) and free-standing states (Marshall Islands, Federated States of Micronesia, and Palau). This single state membership opportunity is extended to these territories and free-standing states as a group, rather than individually, and will be recognized within a new membership category, to be known as single state membership for a group. This particular group will be known as the Pacific Islands Member.

If any or all of the named territories should join WICHE, they would enjoy, collectively as a single member, the full benefits of WICHE membership and would also share fully in the responsibilities associated with WICHE membership, including participation in the organization and its programs and supporting the organization through annual dues (per single member), as developed by the commission and reflected in the organizations bylaws, policies, and procedures. To achieve this, the following governance structure is proposed.

Recognizing that not all territories and free-standing states may wish to join WICHE, those that do will share in the payment of dues and in the appointment of commissioners to the WICHE Commission.

- First, consistent with WICHE's original federal charter, each Pacific territory or state wishing to join WICHE must be approved to do so by action of both its legislature and governor or president.
- Annual dues are approved biennially by the commission and have been established as \$125,000 for fiscal year 2013 (the current fiscal year), \$131,000 for fiscal year 2014, and \$137,000 for fiscal year 2015. If only one territory or free-standing state seeks WICHE membership, that territory or state would be required to provide the entire dues annually. If more than one territory or free-standing state seeks membership, the dues would be equally split between the member territories and states.
- The group of territories and states joining WICHE will, through collaboration of the governors and presidents of the entities joining WICHE, appoint three commissioners to WICHE, at least one of whom shall be "an educator engaged in the field of higher education in the state or territory from which appointed." Terms for WICHE commissioners are for four years, but commissioners can be reappointed for as many terms as the appointing governors or presidents, so long as the commissioner rotation process outlined below is adhered to. If only one territory or state joins, then that territory or state will appoint all three WICHE commissioners from the Pacific

region. At the point that another state or territory joins, one of the original commissioners must resign so that the new member territory or state can have representation. Should more than three territories or states wish to join, then the four-year terms of the commissioners will rotate amongst the members, though all territories and states without a commissioner will be allowed to have an appointed representative attend the commission meetings and participate in the commission's deliberations, albeit without vote. Commissioners serve without compensation, though all expenses associated with attending WICHE meetings or officially representing WICHE are covered by the organization. Expenses would also be paid for an appointed representative.

Recommended Action

Acceptance of the Pacific island U.S. territories and free-standing states, within the concept described above, with the Northern Mariana Islands as the first territory to be granted membership and with the hope the other U.S. territories and free-standing states of the Pacific will chose to join in the consortium membership in the future.

DISCUSSION ITEM

Update on WICHE's Budget

WICHE did not budget for any deficits for FY 2012 and did not realize any in the general fund, as you can see on the report titled "General Fund Budget Comparing FY 2012 with FY 2013." However, as can be seen on the report "Program Area Revenue and Expense Summary," one of our program areas did realize a loss; but even that did not cause WICHE to realize a deficit in FY 2012.

Since WICHE is the majority partner in the State Higher Education Policy Center (SHEPC), all the financial activity at SHEPC is combined with the WICHE financial activity and presented in the WICHE financial statements. As can be seen on the "Statement of Revenues, Expenses, and Changes in Fund Equity," WICHE's contribution to the change in fund equity was \$144,213 and the minority contribution was \$222,918 for fiscal year 2012.

The Programs and Services unit, the Policy Analysis and Research unit, the Professional Student Exchange Program (PSEP), and the Compact for Faculty Diversity all experienced small gains or no changes. No change is the normal result for programs like PSEP or the Bridges to the Professoriate, which are not designed to do anything other than pay their expenses.

The Mental Health Program experienced a loss of \$76,070. Since it began the year with a fund balance of \$118,339, it has decreased its fund balance to \$42,269.

WCET experienced a gain of \$44,059. Since it began the year with a fund balance of \$27,345, it is now at a fund balance of \$71,404.

The general fund began the year with a reserve of \$1,300,784, of which a total of \$16,194 was spent by action of the commission; \$287,641 was added by underspending on the approved FY12 budget and realizing more revenue than budgeted, in nearly equal measure. The reserve ended the year at \$1,572,231, as seen on the report titled "General Fund Budget Comparing FY 2011 with FY 2012."

Looking Ahead to Fiscal Year 2013

Again, WICHE did not budget for a deficit for FY 2013. Due to the tight economy, WICHE did not budget for any increases in revenue but did budget an 8.1 percent increase in expenditures, due to the large underspending on the FY 2012 budget. Nonetheless, it will be a challenge for all our program areas to manage these budgets, which have little or no room for excess spending.

Western Interstate Commission for Higher Education
General Fund Budget
Comparing FY 2012 with FY 2013
Revenue and Expenditures

	FY 2012				FY 2013				
	FY 2012 Budget	FY 2012 Actual	Actual Higher or (Lower) than Budget		FY 2013 Budget	FY 2013 Budget Higher or (Lower) than FY 2012 Budget		FY 2013 Budget Higher or (Lower) than FY 2012 Actual	
Revenue									
4102 Indirect Cost Reimbursements	\$260,000	\$569,500	\$309,500	119.0%	\$260,000	\$0	0.0%	(\$309,500)	-54.3%
4104 Indirect Cost Sharing-WICHE	(\$60,000)	(\$142,637)	(\$82,637)	137.7%	(\$60,000)	\$0	0.0%	\$82,637	-57.9%
4201 Members/Fees States/Institutions	\$1,875,000	\$1,875,000	\$0	0.0%	\$1,875,000	\$0	0.0%	\$0	0.0%
4202 California Delinquent Dues	\$87,000	\$0	(\$87,000)	100.0%	\$87,000	\$0	0.0%	\$87,000	
4300 Interest	\$20,000	\$9,888	(\$10,112)	-50.6%	\$20,000	\$0	0.0%	\$10,112	102.3%
4400 Publication Sales & Refunds	\$50	\$0	(\$50)	100.0%	\$50	\$0	0.0%	\$50	
4600 Other Income	\$10,000	\$2,820	(\$7,180)	-71.8%	\$10,000	\$0	0.0%	\$7,180	254.6%
4850 Credit Card Transaction Rev. / Units	\$1,000	\$0	(\$1,000)	100.0%	\$1,000	\$0	0.0%	\$1,000	
Total Revenue	\$2,193,050	\$2,314,571	\$121,521	5.5%	\$2,193,050	\$0	0.0%	(\$121,521)	-5.3%
Expenditures									
0102 Student Exchange Program	\$299,657	\$293,678	(\$5,979)	-2.0%	\$299,897	\$240	0.1%	\$6,219	2.1%
0104 Policy Analysis & Research	\$313,609	\$282,542	(\$31,067)	-9.9%	\$313,556	(\$53)	0.0%	\$31,014	11.0%
0105 Communications & Public Affairs	\$428,467	\$422,353	(\$6,114)	-1.4%	\$428,467	\$0	0.0%	\$6,114	1.4%
0107 Technology & Innovation	\$13,800	\$475	(\$13,326)	-96.6%	\$13,800	\$0	0.0%	\$13,326	2808.3%
0110 President's Office	\$351,892	\$343,629	(\$8,263)	-2.3%	\$371,703	\$19,811	5.6%	\$28,074	8.2%
0111 Commission Meeting Expense	\$133,660	\$131,615	(\$2,045)	-1.5%	\$140,965	\$7,305	5.5%	\$9,350	7.1%
0112 Administrative Services	\$444,213	\$386,059	(\$58,154)	-13.1%	\$443,821	(\$392)	-0.1%	\$57,762	15.0%
0115 Miscellaneous Gen. Fund	\$164,801	\$153,011	(\$11,790)	-7.2%	\$164,801	\$0	0.0%	\$11,790	7.7%
0116 Program Development	\$15,000	\$13,569	(\$1,431)	-9.5%	\$15,000	\$0	0.0%	\$1,431	10.5%
Total Expenditures	\$2,165,098	\$2,026,930	(\$138,168)	-6.4%	\$2,192,010	\$26,912	1.2%	\$165,080	8.1%
Surplus (Deficit) for the Fiscal Year	\$27,952	\$287,641	\$259,689		\$1,040	\$26,912		\$43,559	
Reserves at Beginning of Year									
1 Minimum Reserve	\$259,812	\$259,812	\$0	0.0%	\$263,041	\$3,229	1.2%	\$3,229	1.2%
2 Reserve for Facility Payments	\$191,000	\$191,000	\$0	0.0%	\$194,000	\$3,000	1.6%	\$3,000	1.6%
3 Reserve for Unexpected Shortfall	\$216,510	\$216,510	\$0	0.0%	\$219,201	\$2,691	1.2%	\$2,691	1.2%
4 Reserve required for CECFA Bond.	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 Reserve Available for Dedication	\$563,462	\$563,462	\$0	0.0%	\$825,989	\$262,527	46.6%	\$262,527	46.6%
Reserves at Beginning of Year	\$1,300,784	\$1,300,784	\$0	0.0%	\$1,572,231	\$271,447	50.6%	\$271,447	50.6%
Reserves Dedicated during Year									
6 Deferred Compensation / President	\$16,194	\$16,194	\$0	0.0%	\$22,678	(\$6,484)	-40.0%	(\$6,484)	-40.0%
7 Deficit (Surplus) for the Fiscal Year above	(\$27,952)	(\$287,641)	\$259,689	-929.1%	(\$1,040)	(\$26,912)	96.3%	(\$286,601)	99.6%
Reserves Dedicated during the Fiscal Year	(\$11,758)	(\$271,447)	\$259,689	-929.1%	\$21,638	(\$33,396)	56.2%	(\$293,085)	59.6%
Reserves at End of Year	\$1,312,542	\$1,572,231	\$259,689		\$1,550,593	\$238,051		(\$21,638)	

- (a) FY 2013 Dues of \$125K were reduced to that level by the Commission from the original \$131K action due to budget difficulties in the WICHE states. This same reduction action was taken by the Commission for FY 2012 and FY 2011 so that the dues have remained at the FY 2010 level for 4 years. At the May 2012 meeting the Commission set the FY 2014 dues to \$131K and the FY 2015 dues to \$137K.
- (b) California unpaid Dues.
- (c) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
- (d) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.
- (e) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
- (f) CECFA Bond reserve. Legal requirement of bond financing.
- (g) Deferred compensation plan for President approved by Commission at the November 2010 meeting.

Program Area Revenue and Expense Summary for FY 2012

	Programs & Services	Policy Analysis	PSEP & Bridges	Mental Health	WCET	Self Supporting Services
Revenue						
Membership Dues and Fees	\$ 135,456			\$ 171,000	\$ 660,666	
Conference Registration Fees	\$ 9,400				\$ 235,181	
Grants and Contracts	\$ 414,288	\$ 1,351,054	\$ 221,876	\$ 1,683,131	\$ 827,930	
Indirect Cost Sharing				\$ 74,261	\$ 57,511	
Interest	\$ 87				\$ 52	
Miscellaneous Income	\$ 23,972	\$ 10,303		\$ 103,090	\$ 29,486	
General Fund Allocation	\$ 474,153	\$ 304,434	\$ 293,678			
Total Revenue	\$ 1,057,356	\$ 1,665,791	\$ 515,554	\$ 1,860,482	\$ 1,810,826	\$ -
Expenses						
Salaries	\$ 369,390	\$ 410,921	\$ 187,330	\$ 651,734	\$ 374,441	\$ 109,303
Benefits	\$ 131,214	\$ 156,790	\$ 69,059	\$ 239,401	\$ 128,582	\$ 37,905
Audit, Legal & Consulting	\$ 156,845	\$ 324,500	\$ 3,000	\$ 267,679	\$ 36,590	\$ -
Subcontracts	\$ 11,153	\$ 210,971	\$ 40,333	\$ 93,606	\$ 744,330	
Travel	\$ 94,130	\$ 258,727	\$ 152,676	\$ 333,305	\$ 249,925	\$ 2,435
Printing and Copying	\$ 3,821	\$ 11,485	\$ 6,325	\$ 3,118	\$ 6,935	\$ 502
Rent	\$ 33,743	\$ 47,794	\$ 20,570	\$ 69,134	\$ 38,819	\$ 15,885
Computer/Network	\$ 35,790	\$ 42,127	\$ 15,241	\$ 71,158	\$ 59,279	\$ 40,520
Communications	\$ 8,473	\$ 9,317	\$ 3,405	\$ 21,286	\$ 11,902	\$ 12,675
Supplies and Expense	\$ 8,592	\$ 14,511	\$ 1,180	\$ 66,224	\$ 10,273	\$ 19,960
Marketing	\$ 167	\$ -		\$ -	\$ 11,229	
Indirect Costs	\$ 36,799	\$ 165,402	\$ 16,435	\$ 194,168	\$ 144,217	
Credits for other programs	\$ 25,512	\$ 45		\$ (74,261)	\$ (49,755)	\$ (258,742)
Total Expenses	\$ 915,629	\$ 1,652,590	\$ 515,554	\$ 1,936,552	\$ 1,766,767	\$ (19,557)
Excess Revenue (Loss)	\$ 141,727	\$ 13,201	\$ -	\$ (76,070)	\$ 44,059	\$ 19,557



Plenary Session III:
What's Up at WICHE?
An Early Glimpse at
*Knocking at the College
Door: Projections of High
School Graduates*

Tuesday, November 13, 2012
10:30 – 11:15 am
Douglas Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 13, 2012

10:30 - 11:15 am

Douglas Ballroom

Plenary Session III:

What's Up at WICHE? An Early Glimpse at *Knocking at the College Door: Projections of High School Graduates*

Good demographic data is an essential building block to effective policymaking and practice in educational institutions, never more so than when the nation and the West are experiencing significant shifts in racial/ethnic composition. The changes that are currently underway present important challenges to and opportunities for higher education practitioners and policymakers. For more than 30 years, the Western Interstate Commission for Higher Education has produced *Knocking at the College Door: Projections of High School Graduates*, the most comprehensive set of demographic data on future college enrollment demand. Leading up to the release of the next edition, planned for this winter, staff conducted a thorough review of the underlying methodological approach WICHE has traditionally used and also explored options to increase the reach and utility of the projections series to the wide and varied audience it serves. Staff will discuss these efforts and unveil preliminary projections during this session.

Speaker: Brian Prescott, director of policy research, WICHE

Biographical Information on the Speaker

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



Plenary Session IV: Postelection Discussion

Tuesday, November 13, 2012
11:15 am – noon
Douglas Ballroom

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 13, 2012

11:15 am - noon

Douglas Ballroom

Plenary Session IV: Postelection Discussion

The election is over and we have a president-elect (at the time this session description was written, the election had not occurred, so we could not be more definitive). What did the president-elect say he would do at the federal level with regard to higher education, what constraints and possibilities exist for him in pursuing this agenda, and what possibilities exist for change beyond what was discussed in the campaign?

WICHE President David Longanecker will lead this discussion, sharing representations and prognostications he made in presentations prior to the election and discussing some unique opportunities that the times and timing might provide, with the confluence of federal reauthorizations on the table in labor programs, elementary and secondary education programs, and higher education programs.

Speaker: David Longanecker, president, WICHE

Biographical Information on the Speaker:

David Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.



Reference

WICHE Commission

Commission committees 2012

WICHE staff

Future commission meeting dates

2013 Workplan

Higher education organizations
and acronyms

Western Interstate
Commission
for Higher Education

www.wiche.edu

Reference

- WICHE Commission 13-3
- Commission committees 2012 13-4
- WICHE staff 13-5
- Future commission meeting dates 13-5
- 2013 Workplan 13-6
- Higher education organizations & acronyms 13-33

WICHE COMMISSION

WICHE's 45 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Bonnie Jean Beesley, chair of the Utah Board of Regents, is the 2012 chair of the WICHE Commission; Leah Bornstein, president of Coconino Community College, is vice chair.

*Executive Committee member

ALASKA

Susan Anderson, president/CEO, The CIRI Foundation
*Diane Barrans (WICHE chair, 2005), executive director,
Alaska Commission on Postsecondary Education
James Johnsen, senior vice president, Alaska
Communications

ARIZONA

*Thomas Anderes, president, Arizona Board of Regents
*Leah Bornstein (WICHE vice chair), president, Coconino
Community College
Chris Bustamante, president, Rio Salado College

CALIFORNIA

Christopher Cabaldon, principal, Capitol Impact, and
mayor, West Sacramento City
*Dianne Harrison, president, California State University,
Northridge
Michael Kirst, president, State Board of Education,
professor emeritus, Stanford University

COLORADO

*Joseph Garcia (WICHE immediate past chair), Colorado
lieutenant governor, and executive director, Colorado
Department of Higher Education
*D. Rico Munn, partner, Baker Hostetler
Dene Kay Thomas, president, Fort Lewis College

HAWAI'I

Francisco Hernandez, vice chancellor for students,
University of Hawai'i at Manoa
Carol Mon Lee, attorney, retired associate dean, University
of Hawai'i Richardson School of Law, and former
member, Hawai'i State Board of Education
*Steven Wheelwright, president, Brigham Young
University-Hawaii

IDAHO

M. Duane Nellis, president, University of Idaho
*Michael Rush, executive director, Idaho State Board of
Education
Mack Shirley, state representative

MONTANA

*Clayton Christian, commissioner of higher education,
Montana University System
Kim Gillan, state senator
Sheila Stearns, commissioner of higher education emerita,
Montana University System

NEVADA

Joseph Hardy, state senator
Vic Redding, vice chancellor of finance, Nevada System of
Higher Education
*Carl Shaff, educational consultant

NEW MEXICO

José Garcia, cabinet secretary, New Mexico Higher
Education Department
Susanna Murphy, lecturer, Department of Educational
Leadership and Organizational Learning, University of
New Mexico, College of Education
*Patricia Sullivan, assistant dean, College of Engineering,
New Mexico State University

NORTH DAKOTA

Duaine Espegard, president, State Board of Higher
Education
*David Nething (WICHE chair, 2006), state senator
Ham Shirvani, chancellor, North Dakota University System

OREGON

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

SOUTH DAKOTA

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

UTAH

*Bonnie Jean Beesley (WICHE chair), chair, Utah Board of
Regents
*David Buhler, commissioner, Utah System of Higher
Education
Peter Knudson, state senator

WASHINGTON

*Don Bennett, executive director, Washington Student
Achievement Council
Phyllis Gutierrez Kenney, state representative
Jeanne Kohl-Welles, state senator

WYOMING

*Thomas Buchanan (WICHE chair, 2010), president,
University of Wyoming
Samuel Krone, state representative
Karla Leach, president, Rock Springs Community College

2012 COMMISSION COMMITTEES

Executive Committee

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

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

Issue Analysis and Research Committee

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

Susan Anderson (AK)
Leah Bornstein (AZ)
Committee vice chair (CA)
Joseph Garcia (CO)
Steven Wheelwright (HI)
M. Duane Nellis (ID)
Kim Gillan (MT)
Vic Redding (NV)
José Garcia (NM)
Ham Shirvani (ND)
Ryan Deckert (OR)
Robert Burns (SD)
Dave Buhler (UT)
Committee chair (WA)
Samuel Krone (WY)

Disaster Recovery Planning Committee

Diane Barrans (AK), chair
Camille Preus (OR)
William Kuepper (CO), consultant and former WICHE
commissioner

Programs and Services Committee

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

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

Self-funded Units Committee

James Hansen (SD), chair
Michael Rush (ID), vice chair

James Johnsen (AK)
Chris Bustamante (AZ)
Michael Kirst (CA)
D. Rico Munn (CO)
Francisco Hernandez (HI)
Committee vice chair (ID)
Sheila Stearns (MT)
Position vacant (NV)
Position vacant (NM)
David Nething (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Thomas Buchanan (WY)

Audit Committee

Joseph Garcia (CO), chair
Diane Barrans (AK)
Thomas Anderes (AZ)
Leah Bornstein (AZ)

WICHE STAFF

President's Office

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

Accounting and Administrative Services

Craig Milburn, chief financial officer
Robin Berlin, senior accounting specialist
Lynette Ludwig, accounting specialist

Human Resources

Tara Hickey, human resources coordinator

IT Services

Jerry Worley, chief technology officer
Renaë Dahiya, web/database developer
Penne Siedenburg, help desk technician

Mental Health Program

Dennis Mohatt, vice president, behavioral health
Mimi McFaul, director, Mental Health Program
Joanne Brothers, budget coordinator
Tamara DeHay, senior project director
Tara Hickey, administrative coordinator
Debra Kupfer, consultant
Chuck McGee, project director
Sabrina Tang, administrative assistant
Jeremy Vogt, research and technical assistance associate

Policy Analysis and Research

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

Programs and Services and Communications and Public Affairs

Jere Mock, vice president
Candy Allen, senior graphic designer
Margo Colalancia, director, Student Exchange Program
Laura Ewing, administrative assistant
Annie Finnigan, communications manager
Kay Hulstrom, administrative assistant
Deborah Jang, web design manager
Ken Pepion, director, Bridges to the Professoriate
Pat Shea, director, WICHE ICE, the Forum, and the Alliance
Catherine Weldon, project coordinator, North American Network of Science Labs Online

WCET

Ellen Wagner, executive director
Mollie McGill, deputy director, programs and membership
Russell Poulin, deputy director, research and analysis
Beth Davis, consultant
Sherri Artz Gilbert, manager, operations
Cali Morrison, manager, major grants
Megan Raymond, manager, events and programs
Peggy Stevens, coordinator, web services

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

Future Commission Meeting Dates

2013

May 20-21 – Spokane, WA
November 4-5 – Boulder, CO

2014

May 19-20 – New Mexico
November 10-11 – Boulder, CO

2015

tbd
Boulder, CO

WICHE Workplan 2013

WICHE and its 15 member states work to improve access to higher education and ensure student success. Our student exchange programs, regional initiatives, and research and policy work allow us to assist constituents throughout the West and beyond.

In fiscal 2013 WICHE's four units – Programs and Services, Policy Analysis and Research, Mental Health Program, and WCET – will strive to assist the West's institutions and students, focusing on five areas: finance; access and success; workforce and society; technology and innovation; and accountability.

At the commissioners' request, we've redesigned the workplan for FY 2013, using a crisper, more accessible format that includes essential information about each project. In the workplan below, we describe existing activities, as well as initiatives that are new directions or on the horizon, by unit. Along with a brief narrative of each project, we include its focus area/s; priority in terms of WICHE's mission; funding source and amount; staffing level; timeline; organizational partners; and state institutional partners.

Programs and Services

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

EXISTING ACTIVITIES

*Priorities key:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NEW DIRECTIONS

*Priorities key:

★ = Urgency (mission critical)

● = Opportunity (funding)

■ = Competence (staff/consultants)

★ = low, ★★ = medium, ★★★ = high

● = low, ●● = medium, ●●● = high

■ = low, ■■ = medium, ■■■ = high

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

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

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

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

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

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

Rural Healthcare Initiative. Programs and Services staff will explore partnerships with federal and state agencies and private funders (such as foundations and professional state associations), as well as working to develop a PSEP Alumni Scholarship Fund, seeking support for regional strategies to alleviate healthcare workforce shortages and to prepare more professionals to practice in rural and underserved areas of the West.

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

ON THE HORIZON

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

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

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

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

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

Policy Analysis and Research

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

EXISTING ACTIVITIES

*Priorities key:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NEW DIRECTIONS

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

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

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

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

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

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

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

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

ON THE HORIZON

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- = Competence (staff/consultants) ■ = low, ■■ = medium, ■■■ = high

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mental Health

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

EXISTING ACTIVITIES

*Priorities key:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NEW DIRECTIONS

*Priorities key:

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

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

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

ON THE HORIZON

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

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

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

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

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

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

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

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

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

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

WCET

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

EXISTING ACTIVITIES

*Priorities key:

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

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

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

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

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

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

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

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

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

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

NEW DIRECTIONS

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● = low, ●● = medium, ●●● = high

■ = low, ■■ = medium, ■■■ = high

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

Project Title	Focus Area	Priority*	Staffing	Organizational Partners	Status
PAR Framework Implementation	Technology & innovation; access & success	★★★ ●●● ■■■	4.0 FTE	Sage Road Solutions, IBM, Tableau	Outcome of Gates Foundation grant request and proposed FY13 budget will be reported at the May commission meeting

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

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

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

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

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

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

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

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

HIGHER EDUCATION ORGANIZATIONS & ACRONYMS

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

AACC	American Association of Community Colleges	www.aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	www.aacte.org
AAC&U	Association of American Colleges and Universities	www.aacu.org
AASCU	American Association of State Colleges and Universities	www.aascu.org
AAU	Association of American Universities	www.aau.edu
ACC	Adult College Completion Network	adultcollegecompletion.org
ACE	American Council on Education	www.acenet.edu
ACT	College admission testing program	www.act.org
ACUTA	Association of College & University Telecommunications Administrators	www.acuta.org
AED	Academy for Educational Development	www.aed.org
AEI	American Enterprise Institute for Public Policy Research	www.aei.org
AERA	American Educational Research Association	www.aera.net
AGB	Association of Governing Boards of Universities and Colleges	www.agb.org
	AGB Center for Public Higher Education Trusteeship & Governance	www.agb.org/center
AIHEC	American Indian Higher Education Consortium	www.aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	www.highereducation.org/reports/aiheps
AIR	Association for Institutional Research	www.airweb.org
APLU	Association of Public and Land-grant Universities (formerly NASULGC)	www.aplu.org
ASPIRA	An association to empower Latino youth	www.aspira.org
ASHE	Association for the Study of Higher Education	www.ashe.missouri.edu
CAE	Council for Aid to Education	www.cae.org
CAEL	Council for Adult and Experiential Learning	www.cael.org
CASE	Council for Advancement and Support of Education	www.case.org
CBO	Congressional Budget Office	www.cbo.gov
CCA	Complete College America	www.completecollege.org
CGS	Council of Graduate Schools	www.cgsnet.org
CHEA	Council for Higher Education Accreditation	www.chea.org
CHEO	Consortium for Healthcare Education Online	(URL tbd)
CHEPS	Center for Higher Education Policy Studies	www.utwente.nl/cheps
CIC	Council of Independent Colleges	www.cic.org
CLA	Collegiate Learning Assessment	www.cae.org/content/pro_collegiate.htm
COE	Council for Opportunity in Education	www.trioprograms.org
CONAHEC	Consortium for Higher Education Collaboration	www.conahec.org
CONASEP	CONAHEC's Student Exchange Program	www.conahec.org
CSG-WEST	Council of State Governments – West	www.westtrends.org
CSHE	Center for the Study of Higher Education	www.ed.psu.edu/cshe
CSPN	College Savings Plan Network	www.collegesavings.org
CUE	Center for Urban Education, University of Southern California	cue.usc.edu
DQC	Data Quality Campaign	www.dataqualitycampaign.org/
EC	Electronic Campus Initiatives	ecinitiatives.org
ECS	Education Commission of the States	www.ecs.org

ED- U.S. Dept. of Education links:

ED-FSA	Federal Student Aid	www.ed.gov/about/offices/list/fsa/index.html
ED-IES	Institute of Education Sciences	www.ed.gov/about/offices/list/ies/index.html?src=mr
ED-NCES	National Center for Education Statistics	http://nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	www.ed.gov/about/offices/list/oese/index.html?src=mr
ED-OPE	Office of Postsecondary Education	www.ed.gov/about/offices/list/oep/index.html?src=mr
ED-OSERS	Office of Special Education & Rehabilitative Services	www.ed.gov/about/offices/list/osers/index.html?src=mr

ED-OVAE	Office of Vocational and Adult Education	www.ed.gov/about/offices/list/ovae/index.html?src=mr
EdRef	EdRef College Search Reference	EdRef.com
EDUCAUSE	An association for higher ed change via technology and info resources	www.educause.edu
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	www.ets.org
Excelencia	Excelencia in Education	www.edexcelencia.org
FIPSE	Fund for the Improvement of Postsecondary Education	www.ed.gov/about/offices/list/ope/fipse/index.html
GHEE	Global Higher Education Exchange	www.ghee.org
HACU	Hispanic Association of Colleges and Universities	www.whes.org/members/hacu.html
HBLI	Hispanic Border Leadership Institute	asu.edu/educ/hbli
ICE	Internet Course Exchange (WICHE)	www.wiche.edu/ice
IHELP	Institute for Higher Education Leadership and Policy, California State University Sacramento	www.csus.edu/ihelp
IHEP	Institute for Higher Education Policy	www.ihep.com
IIE	Institute of International Education	www.iie.org
IPEDS	Integrated Postsecondary Education Data System	www.nces.ed.gov/ipeds
JBC	Joint Budget Committee	
JFF	Jobs for the Future	www.jff.org
McREL	Mid-continent Research for Education and Learning	www.mcrel.org
MHEC	Midwestern Higher Education Compact	www.mhec.org
MOA	Making Opportunity Affordable	www.makingopportunityaffordable.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	www.middlestates.org
NAAL	National Assessment of Adult Literacy	http://nces.ed.gov/naal/
NACOL	North American Council for Online Learning	www.nacol.org
NACUBO	National Association of College and University Business Officers	www.nacubo.org
NAEP	National Assessment of Educational Progress	www.nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	www.nafeo.org
NAFSA	(an association of international educators)	www.nafsa.org
NAICU	National Association of Independent Colleges and Universities	www.naicu.edu
NANSLO	North American Network of Science Labs Online	http://wiche.edu/nanslo
NASFAA	National Association of Student Financial Aid Administrators	www.nasfaa.org
NASH	National Association of System Heads	www.nashonline.org
NASPA	National Association of Student Personnel Administrators	www.naspa.org
NASSGAP	National Association of State Student Grant and Aid Programs	nassgap.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	www.ncacasi.org
NCAT	The National Center for Academic Transformation	www.thencat.org
NCCC	National Consortium for College Completion	n/a
NCHEMS	National Center for Higher Education Management Systems	www.nchems.org
NCLB	No Child Left Behind	www.ed.gov/nclb/landing.jhtml
NCPPE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	www.postsecondaryresearch.org
NCSL	National Conference of State Legislatures	www.ncsl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	www.neasc.org
NEBHE	New England Board of Higher Education	www.nebhe.org
NGA	National Governors Association	www.nga.org
NILOA	National Institute for Learning Outcomes Assessment	www.learningoutcomeassessment.org
NLA/SLA	New Leadership Alliance for Student Learning and Accountability	www.newleadershipalliance.org
NPEC	National Postsecondary Education Cooperative	www.nces.ed.gov/npec
NRHA	National Rural Health Association	www.nrharural.org
NSC	National Student Clearinghouse	www.studentclearinghouse.org
NWCCU	Northwest Commission on Colleges and Universities	www.nwccu.org
OECD	Organisation for Economic Co-operation and Development	www.oecd.org
PISA	Program for International Student Assessment	www.pisa.oecd.org

PESC	Postsecondary Electronic Standards Council	www.pesc.org
PPIC	Public Policy Institute of California	www.ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	www.unlv.edu/PAIR/rmair
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	www.sacscoc.org
SFARN	Student Financial Aid Research Network	www.pellinstitute.org/SFARN
SHEEO	State Higher Education Executive Officers	www.sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SONA	Student Organization of North America	www.conahec.org/sona
SPIDO	State Policy Inventory Database Online	www.wiche.edu/spido
SREB	Southern Regional Education Board	www.sreb.org
SREC	Southern Regional Electronic Campus	www.electroniccampus.org
SURA	Southeastern Universities Research Association	www.sura.org/home/index.html
TBD	Transparency by Design	www.wcet.info/2.0/index.php?q=TransparencybyDesign
UCEA	University Council of for Educational Administration	ucea.org
UNCF	United Negro College Fund	www.uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	www.unesco.org
UPCEA	University Professional Continuing Education Association	www.upcea.edu
VSA	Voluntary System of Accountability	www.voluntarysystem.org
WACCAL	Western Association of Community College Academic Leaders	www.wiche.edu/waccal
WAGS	Western Association of Graduate Schools	www.wiche.edu/wags/index.htm
WALF	Western Academic Leadership Forum	www.wiche.edu/walf
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	www.accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	www.wascweb.org/senior/wascsr.html
WCET	WICHE Cooperative for Educational Technologies	www.wcet.wiche.edu
WGA	Western Governors' Association	www.westgov.org
WICHE	Western Interstate Commission for Higher Education	www.wiche.edu
WIN	Western Institute of Nursing	www.ohsu.edu.son.win

SHEEO Offices in the West:

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

