



ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

Agenda

WICHE Commission Meeting
November 2-3, 2009
Boulder, Colorado

Western Interstate Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2009 Schedule at a Glance

7:00 a.m.

Breakfast at the Residence Inn

7:30 - 9:00 a.m. [Tab 1]

SHEEO Mingle Conference Room
Suite 103

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

1-1

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of September 10, 2009

1-3



Approval of change in November 2010 meeting
location and proposed dates and locations for
future meetings

1-6

Discussion Items:

November 2009 meeting schedule

WICHE Compensation Committee report

1-7

Agenda (Closed)

Discussion Item:

Informal review of the president's performance and travel
during 2009

1-15

9:00 - 9:15 a.m.

Break

9:15 - 9:30 a.m. [Tab 2]

SHEPC Learning Center
Suite 100

Committee of the Whole – Call to Order

2-1

Agenda

Call to order: Jane Nichols, chair

Welcome

Introduction of new commissioners and guests

2-3



Approval of the Committee of the Whole
meeting minutes of May 18-19, 2009

2-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on the selection of 2010 committee members

Recess until November 3 at 8:00 a.m.

<p>9:30 - 10:45 a.m. [Tab 3] SHEPC Learning Center Suite 100</p>	<p>Plenary Session I: How Well Has the Stabilization Funding Stabilized the West?</p> <p><i>Speakers:</i> David Longanecker, president, WICHE; and Brian Prescott, director of policy research, WICHE</p>	<p>3-1</p>
<p>10:45 - 11:00 a.m.</p>	<p>Break</p>	
<p>11:00 a.m. - 12:30 p.m. [Tab 4] SHEPC Learning Center Suite 100</p>	<p>Plenary Session II: Strategies for Tough Times</p> <p><i>Speakers:</i> Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS); and Jane Wellman, executive director, Delta Project on Postsecondary Education Costs, Productivity, and Accountability</p>	<p>4-1</p>
<p>12:30 - 2:00 p.m. [Tab 5] SHEPC Learning Center Suite 100</p>	<p>Lunch and Colorado Presentation</p>	<p>5-1</p>
<p>2:00 - 3:30 p.m. [Tab 6] SHEPC Learning Center Suite 100</p>	<p>Plenary Session III: The Enhanced Focus on Community Colleges as “The Solution”</p> <p><i>Speaker:</i> Tom Bailey, director, National Center for Postsecondary Research, Teachers College, Columbia University</p>	<p>6-1</p>
<p>3:30 - 5:00 p.m. [Tab 7] SHEPC Learning Center Suite 100</p>	<p>Programs and Services Committee Meeting</p> <p>Agenda</p> <p> Approval of the Programs and Services Committee meeting minutes of May 18, 2009</p> <p>Discussion Item: Helping rural residents get better access to healthcare: the proposed Rural Physician Pipeline Act and the University of Colorado School of Medicine’s Rural Track Program</p> <p><i>Speaker:</i> Mark Deutchman, professor, Department of Family Medicine, and director, Rural Track Program, University of Colorado School of Medicine</p> <p>Information Items: State Scholars Initiative</p> <p>Student Exchange Programs updates</p>	<p>7-1</p> <p>7-3</p> <p>7-8</p> <p>7-10</p> <p>7-17</p>

Expanding participation in the WICHE Internet Course Exchange (ICE) and the Western Academic Leadership Forum (WALF)	7-21
New options to help institutions in the West reduce administrative costs	7-23

3:30 - 5:00 p.m. [Tab 8]
 SHEPC Conference Room
 Suite 225

Issue Analysis and Research Committee Meeting 8-1

Agenda



Approval of the Issue Analysis and Research Committee meeting minutes of May 18, 2009 8-3



Approval of a new project entitled *Education Equity and Postsecondary Student Success: A Center for Urban Education (CUE) and WICHE Partnership for Policy Research and Analysis* 8-5

Information Items:

Unit update

Status of grant application for *Innovative Strategies in Community Colleges for Working Adults and Displaced Workers*

Discussion Items:

Annual update to Benchmarks 2009

Progress toward 2010 workplan

What are the principal policy debates in your state? How can the Policy Analysis and Research unit most effectively serve the WICHE states?

3:30 - 5:00 p.m. [Tab 9]
 SHEEO Mingle Conference Room
 Suite 103

Self-funded Units Committee Meeting 9-1

Agenda



Approval of the Self-funded Units Committee meeting minutes of May 18, 2009 9-3



Selection of a vice chair for the Self-funded Units Committee 9-4

Information Items:

Mental Health Program update

WCET update

Technology and Innovation update

6:00 p.m.

Meet in SHEPC foyer for transportation to the National Center for Atmospheric Research

6:30 p.m. [Tab 10]

Reception and dinner at the National Center for Atmospheric Research

Tuesday, November 3, 2009

7:00 - 8:00 a.m.

Breakfast at the Residence Inn

8:00 - 9:15 a.m. [Tab 11]

SHEPC Learning Center
Suite 100

Committee of the Whole – Business Session

11-1

Agenda

Reconvene Committee of the Whole: Jane Nichols, chair

Report and recommended action of the Audit Committee,
Roy Ogawa, committee chair



FY 2009 audit report (separate document)

Report and recommended action of the Executive Committee,
Jane Nichols, WICHE chair



Approval of change in November 2010
meeting location and proposed dates and
locations for future meetings

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

Report and recommended action of the Issue Analysis and Research
Committee, David Skaggs, committee chair

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

Discussion Item:

Update on WICHE's budget

11-3

Committee of the Whole Action Item



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

Remarks of the outgoing chair

Remarks of the new chair

Selection of 2010 committee members

Meeting evaluation (electronic)

(www.surveymonkey.com/s.aspx?sm=T8czs_2bax4f8zdZGrbBm3Lg_3d_3d)

Other business

9:15 - 9:30 a.m.

Break and hotel check-out

9:30 - 10:45 a.m. [Tab 12]

SHEPC Learning Center
Suite 100

**Plenary Session IV: What's Up at WICHE? Updates
from the Policy Analysis and Research Unit**

12-1

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

10:45 a.m. - noon [Tab 13]

SHEPC Learning Center
Suite 100

**Plenary Session V: What WICHE Can Do to Help
in Tough Times**

13-1

Moderators: Patrick Callan, president, National Center for
Public Policy and Higher Education; and David Longanecker,
president, WICHE

Noon

Adjournment



Executive Committee Meeting (Open/Closed)

Monday, November 2, 2009

7.30 - 9.00 am

SHEEO Mingle Conference Room
Suite 103

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2009

7.30 - 9.00 am

SHHEO Mingle Conference
Room, Suite 103

Executive Committee Meeting (Open and Closed Sessions)

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

Diane Barrans (AK)
Joel Sideman (AZ)
Position vacant (CA)
David Skaggs (CO)
Roberta Richards (HI)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
Camille Preus (OR)
James Hansen (SD)
William Sederburg (UT)
Ann Daley (WA)
Klaus Hanson (WY)

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of September 10, 2009 1-3



Approval of change in November 2010
meeting location and proposed dates and
locations for future meetings 1-6

Discussion Items:

November 2009 meeting schedule

WICHE Compensation Committee report 1-7

Other business

Agenda (Closed)

Discussion Item:

Informal review of the president's performance and travel
during 2009 1-15

Other business

Other*

*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

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

Section 8. Special Executive Sessions

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

ACTION ITEM

Executive Committee Teleconference Minutes

Thursday, September 10, 2009

Committee Members Present

Jane Nichols (NV), chair
Roy Ogawa (HI), immediate past chair

Diane Barrans (AK)
Joel Sideman (AZ)
Mike Rush for Robert Kustra (ID)
Mary Sheehy Moe (MT)
Dave Nething (ND)
Camille Preus (OR)
James Hansen (SD)
Bonnie Jean Beesley for William Sederburg (UT)
Ann Daley (WA)
Klaus Hanson (WY)

Committee Members Absent

David Skaggs (CO)
Roberta Richards (HI)
Patricia Sullivan (NM)
Carl Shaff (NV)
Tom Buchanan (WY), vice chair

Staff Present

David Longanecker, president
Erin Barber, executive assistant to the president and to the commission
Demi Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer
Brian Prescott, director of policy research, Policy Analysis and Research

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

ACTION ITEM

Approval of the Executive Committee Meeting Minutes of August 3, 2009

Chair Nichols asked for a motion on the approval of the Executive Committee teleconference minutes of August 3, 2009. COMMISSIONER NETHING MOVED TO APPROVE THE MINUTES OF THE AUGUST 3, 2009, EXECUTIVE COMMITTEE TELECONFERENCE. Commissioner Ogawa seconded the motion. The minutes were approved unanimously.

DISCUSSION ITEM

November 2009 Meeting Schedule

Longanecker reported that the agenda for the November commission meeting was coming together nicely. The meeting will begin with a presentation from Brian Prescott that will pull together information on the stabilization funding to examine where states are and what the next couple of years will look like. Dennis Jones and Jane Wellman will then talk about how states can respond to difficult times. Longanecker told the committee that David Skaggs had recently resigned from the Department of Higher Education, so he wasn't sure who would be presenting for Colorado during the lunch presentation. The session following lunch would feature Tom Bailey from the National Center for Postsecondary Research at the Teachers College of Columbia University. Bailey has good feel for community colleges, and that's what he'll focus on. The evening event on Monday will be up at the National Center for Atmospheric Research, with a presentation given by Patty Limerick.

Commissioner Nething asked about the dress code for the meeting. Longanecker said business casual would be appropriate and added that Boulder is casual.

The second day of the meeting will begin with the Committee of the Whole business session. "What's Up at WICHE?" will highlight current work by the Policy unit. The last session will bring all of the information together from prior sessions to focus on what WICHE can do to help states in these difficult times. Patrick Callan from the National Center for Public Policy and Higher Education will moderate the session with Longanecker.

A wraparound meeting with the Association of Governing Boards of Universities and Colleges will not be taking place after the commission meeting adjourns, as previously planned.

Longanecker reminded the committee that the meeting would be taking place here at our offices and that they would be staying across the street at the Residence Inn. Chair Nichols mentioned that an hour and a half had been allotted for the Executive Committee to meet, and there would be quite a bit to do; a report would be coming from the Compensation Committee.

Commissioner Hanson asked if community college leaders might be interested in attending the community college session. Longanecker mentioned the small room capacity but agreed that it would be beneficial to invite several of the local community college leaders. Chair Nichols told the committee that it would be beneficial to coordinate inviting any guests to the meeting with Longanecker. Commissioner Nething asked for information about ground transportation to and from the airport. Longanecker said WICHE staff would be providing transportation for commissioners. Chair Nichols said she is excited to see how meeting at the WICHE offices will work.

DISCUSSION ITEM

Review of the Budget

Longanecker reported that WICHE ended FY 2009 with a surplus that added approximately \$200,000 to the reserves. There is currently \$1.337 million in the reserves. Longanecker said that the organization was in good shape financially going into FY 2010 and that WICHE had ended FY 2009 better than anticipated. The Mental Health Program had many accounts that did not close before the end of FY 2009, leaving a deficit in their budget. The program is bringing in a lot of funds but also has a lot of expenditures; it will be replenishing their reserves. WCET ended the year in good standing. Longanecker said it is too early to tell how FY 2010 looks for the organization. Chair Nichols asked where funding was coming from for the LAC meeting. Longanecker said the *Getting What You Pay For* grant from Lumina Foundation for Education will pay for this year's LAC meeting. In the future staff will have to consider how to fund the meeting and might try to build it in to the general fund. Longanecker also mentioned that the response to this year's LAC meeting has been remarkable. Currently, 16 participants are signed up, representing most of the WICHE states.

Commissioner Beesley asked for clarification on the president's office line in the budget and the commission meeting expense line. Longanecker explained that money was transferred from the president's office budget to the commission meeting budget in order to cover expenses for Erin Barber's salary in the commission meeting budget (in the past her salary has not been accounted for in this budget). Longanecker's budget had substantial savings over the year because much of his salary and travel were covered by grants, programs, or other organizations. Commissioner Nething noted that less was budgeted for the president's office in FY 2010. Longanecker explained that some of Barber's salary was now imbedded in commission expenses. He also cut part of his travel budget, since a majority of his expenses are covered throughout the year.

Commissioner Hanson asked when the LAC would be meeting this year, and Longanecker said that the dates of the meeting are September 28 and 29. He also asked if all states have paid their dues. Longanecker responded that only half of the California dues are in, and he was waiting for the remainder from the University of California; he was also waiting for dues from Arizona. Commissioner Sideman said a plan was in place to get the Arizona dues paid to WICHE.

Craig Milburn said Longanecker had worked aggressively to move expenses and time to soft funding, which resulted in a larger contribution to the reserves than anticipated at the end of FY 2009.

DISCUSSION ITEMS

Proposed/Upcoming Projects

Policy Analysis and Research Unit

Brian Prescott explained to the committee that both the College Board and ACT have committed money towards the funding of the next edition of *Knocking at the College Door*. ACT has committed funding conditionally, with the provision that the Bill and Melinda Gates Foundation also contribute towards the project. Prescott told the committee that they are still talking with the Gates Foundation about the shape and size of the project. Their program officer has a strong interest in data activities that are currently going on. Prescott said that they are currently working on a

proposal that will link their data activities with a review of the methodology of *Knocking at the College Door* in its next edition. The Gates Foundation wants evidence of additional funding, which WICHE has already received. The combined total of funding over three years will be approximately \$1.5 million. Longanecker clarified that the Gates Foundation wants to know that WICHE has serious partners in the project but does not expect WICHE to match all of the funding. If funding from Gates isn't received, WICHE will need to renegotiate with the College Board and ACT.

WICHE is partnering with the University of Southern California's Center for Urban Education on another project, called *Education Equity and Postsecondary Student Success*. The Ford Foundation has given \$500,000 over two years towards a project that closely examines leaks in the education pipeline and find ways to plug those leaks. There will be an internship component to the project. Prescott told the committee that WICHE will be a subcontractor in the project. He will be traveling to Los Angeles to meet with staff at the Center for Urban Education to find out more details about the project and expectations for WICHE's role. The project begins October 1. Longanecker mentioned that this is an expansion of the *Equity Scorecard* program and will include more states; they will be selecting three Western states to work with. Chair Nichols asked if there will be a call for participation. Longanecker and Prescott both said yes; there will likely be more information on the project at the November meeting.

Demi Michelau reported that a proposal for another project targeting displaced workers and adult students was submitted to the Fund for the Improvement of Postsecondary Education (FIPSE) in August. There has not been any news on the funding. The grant is very competitive; only 28 awards will be given out nationwide. Michelau expected to know more by October 4.

WCET

Longanecker reported that the recently submitted National Science Foundation Academic Research Infrastructure Program proposal would build on the expansion of broadband activities. Funding would be \$1,573,952 (for equipment). Louis Fox is optimistic about our partnership with staff working at the federal level.

Mental Health Program

Longanecker told the committee that the Mental Health Program has submitted a proposal to the Substance Abuse and Mental Health Services Administration (SAMHSA) for their mental health first aid work. They also have a proposal in with the Department of Defense for similar activities. Both of these proposals look promising. Chair Nichols asked if the mental health first aid proposal is related to training in residence halls. Longanecker said that it was.

Commissioner Hanson commented on an article in the Laramie newspaper reporting on the fact that certain occupations lack sufficient workers while others have too many. Given this, helping students choose their college degrees and occupations is an important area that needs to be addressed. He wanted to know if this would be part of the work with the FIPSE grant, if funding was received. Longanecker said that teams from states will work together with higher-level administrators from the higher education offices and community colleges, so that adults going back to school are trained in areas where there will be jobs. Chair Nichols suggested WICHE could also look at where states have employment gaps and need more workers and where they need more jobs. It may be that institutions are deficient in offering certain degrees. Commissioner Barrans said that in some cases, schools are offering the needed degrees but they don't have the capacity to educate enough students. Longanecker said that the problem usually comes down to a combination of physical constraints and lack of faculty.

Other Business

Longanecker told the committee that WICHE has been working with HCM Strategists to find out how WICHE can become a preferred provider for various federal agencies. It's a competitive environment, and HCM will be coming up with a proposal. Longanecker may add it to the agenda for the Executive Committee to consider at the November meeting. WICHE would be a preferred provider for the Education, Agriculture, and Health and Human Services departments. He estimated that the cost of working with HCM would be between \$10,000 and \$20,000.

Chair Nichols adjourned the meeting.

ACTION ITEM

Proposed Changes to November 2010 Meeting Location and Proposed Dates and Locations for Future Meetings

Summary

The May 17-18, 2010, meeting will be held in Portland, OR. The November 2010 meeting is slated to be held in Hawaii. Staff proposes changing the location of the November meeting to Colorado and moving Hawaii farther down the meeting rotation. By holding the November 2010 meeting in Colorado, WICHE will benefit from substantial savings on travel and meeting-related expenses. Holding the meeting in Hawaii will be a more viable option as the economy continues to recover over the next few years. Dates and locations of the 2011 commission meeting were voted on and approved by the WICHE Commission during the November 2007 meeting: May 16-17, 2011, California; and October 31-November 1, 2011, Colorado.

In addition to changing the location of the November 2010 meeting, staff proposes the following for future meeting locations and dates.

May 21-22, 2012	Washington
October 29-30, 2012	Hawaii
May 20-21, 2013	Wyoming
November 4-5, 2013	Colorado
May 19-20, 2014	New Mexico
October 27-28, 2014	Colorado

Action Requested

Staff requests that the committee vote to approve holding the November 2010 meeting in Colorado instead of Hawaii and to approve the proposed future locations and meeting dates.

WICHE Meeting Locations

	May	November
2011	California	Colorado
2010	Portland, OR	Hawaii <i>proposed change</i>
2009	Las Vegas, NV	Boulder, CO
2008	Rapid City, SD	Phoenix, AZ
2007	Whitefish, MT	Denver, CO
2006	Bismarck, ND	Boulder, CO
2005	Juneau, AK	Boulder, CO
2004	Boise, ID	Broomfield, CO
2003	Salt Lake City, UT	Broomfield, CO
2002	Santa Fe, NM	Broomfield, CO
2001	Jackson Hole, WY	Broomfield, CO
2000	Denver, CO	Seattle, WA
1999	Denver, CO	Honolulu, HI
1998	Denver, CO	Portland, OR
1997	Reno, NV	Denver, CO
1996	Denver, CO	Albuquerque, NM
1995	Boulder, CO	San Francisco, CA
1994	Rapid City, SD	Tucson, AZ
1993	Kalispell, MT	Salt Lake City, UT
1992	Bismarck, ND	Boulder, CO
1991	Boulder, CO	Coeur d'Alene, ID
1990	Portland, OR	Seattle, WA

Meeting locations by state*	
<i>Alaska</i> 2005	<i>New Mexico</i> 2002, 1996
<i>Arizona</i> 2008, 1994	<i>North Dakota</i> 2006, 1992
<i>California</i> 1995	<i>Oregon</i> 1998, 1990
<i>Hawaii</i> 1999	<i>South Dakota</i> 2008, 1994
<i>Idaho</i> 2004, 1991	<i>Utah</i> 2003, 1993
<i>Montana</i> 2007, 1993	<i>Washington</i> 2000, 1990
<i>Nevada</i> 2009, 1997	<i>Wyoming</i> 2001

*Not including Colorado.

DISCUSSION ITEM

WICHE Compensation Committee Report

Introduction

The Compensation Committee offers this report as a vehicle for the WICHE Commission to use in its stewardship of the WICHE organization within the current environment, as well as in preparing the organization for its future. It is focused on talent compensation, primarily at the CEO level, with additional information offered for the senior-staff leadership.

Before offering comparative information, it may be useful to recall what is expected of leadership for WICHE, what is special about WICHE in the marketplace, and how the WICHE leadership role differs from other leadership roles within higher education. We will also offer an overview of compensation elements commonly found in higher education organizations.

Characteristics of the WICHE president's role

The WICHE president's position is defined by the Commission's expectations for the performance of this role. The president:

1. is the face, presence, and image of WICHE.
2. needs to be an articulate spokesperson.
3. must know and understand higher education issues.
4. be capable of interacting with national and state policy leaders.
5. be capable of interacting with the national foundation community.
6. be capable of leading the discussion of policy issues and the development of appropriate responses and solutions.
7. be capable of effectively working with and managing the relationships of a large public board.
8. must be a successful manager of the internal organization – financial and people resources.

What unique or special factors exist in the leadership role for WICHE?

WICHE is different from other higher education organizations in a number of ways:

1. The leadership of WICHE reflects WICHE's unique position as an organization: a cross between a public policy group, at both the state and national levels, and a community of higher education organizations.
2. Although WICHE is a regional organization, it plays on the national stage.
3. WICHE has a long history of national leadership in higher education policy, and the Commission expects this to continue.

The WICHE leadership position in comparison to other leadership roles

Admittedly, every leadership position has characteristics that may give it a different shape than any other position. Nevertheless, there are common elements that can be drawn from comparisons to other similar leadership roles.

1. The most directly similar organizations are the three other regional compacts/commissions: the New England Board of Higher Education, the Midwestern Higher Education Compact, and the Southern Regional Education Board. Obviously, the nature of these leadership roles would be comparable, with the knowledge of the western states and region being the major difference.
2. Within the higher education community, the national organizations include the American Association of State Colleges and Universities, the American Council on Education, the Association of Governing Boards, the Association of Public and Land-Grant Universities, the National Center for Higher Education Management Systems, and the State Higher Education Executive Officers. These organizations have solid backgrounds in higher education policy that intersect with public policy at both the national and state levels.
3. There are several public policy organizations with similar missions at the national level that also intersect with state government units. These include Education Commission of the States, National Governors Association, National Conference of State Legislatures, and the Council of State Governments. Whereas these organizational experiences will be rich in public policy, they may be less prepared to address the higher education policy arena.

4. Lastly, higher education systems and institutions are sources for leadership. These would include state SHEEOs, system heads or chancellors, and university presidents. Each offers a background within a specific institution and/or system or state. Within this leadership will be individuals who have engaged in state, regional, and/or national higher education policy.

Collectively, these organizations will most likely produce the pool of candidates for WICHE leadership. Thus, when reviewing the marketplace for both competitive compensation and for understanding the cost of recruiting future candidates, these organizations offer the best information.

What is included in a compensation program?

Before moving to a review of compensation, it may be useful to review the different elements that are commonly found in a compensation program:

1. *Salary*: the gross amount available to the individual.
2. *Deferred income*: income that is deferred to a later time, usually at retirement or when the individual is leaving the organization. It is commonly tied to performance or longevity in the position and is accomplished through the use of annuities or insurance. It is wise to account for this cost within annual operating budgets.
3. *Retirement*: purchasing an income for the individual for a time when they retire. There are two basic considerations: (1) the level of the retirement program – what percent of the salary is dedicated to purchasing retirement benefits? and (2) what portion of this is the employer paying? Another consideration is the level of health-care coverage the individual could take into retirement. Would the employee continue to be part of the group health insurance program and, if so, what is the portion of the premium cost that is paid by the employer?
4. *Vehicle or vehicle allowance*: is a vehicle provided, with the organization covering the full cost of operating and maintaining the vehicle? Or does the organization provide an allowance for the individual, contributing to the cost of the personal vehicle?
5. *Housing or living allowance*: does the organization provide a house for the individual? Or does the organization provide an allowance for the individual, contributing to the cost of the personal residence?
6. *Entertainment expenses*: providing resources to assist with the cost of hosting events related to the work of the organization.
7. *Sabbatical leave*: providing an opportunity for the individual to have time to refresh; this is commonly done after several years on the job.
8. *Health benefits coverage*: this is a standard part of any compensation program today. The critical issue for compensation is defined by the level of contributions the individual makes for himself or herself and for family members.

Is WICHE compensation competitive in today's marketplace?

Data provided by University of Wyoming staff offer a comprehensive overview of the compensation and benefits provided by WICHE for its president. The data are provided in the appendixes that follow this narrative. The "All Comparators" chart offers an excellent summary of the current situation.

Currently, the WICHE president is compensated with a salary of \$180,295. In addition, the president receives an auto allowance of \$5,700 and an expense allowance of \$5,000 a year. The current status of other higher education organizations can be summarized by the following:

1. The regional commission organizations range from \$150,000 to \$225,000. WICHE and the Midwestern Higher Education Compact are in the middle. However, the Midwestern Compact also provides a deferred compensation benefit.
2. The WICHE salary is significantly below all the national higher education organizations (7) and the organizations of state government units (2), which range from \$199,260 to \$461,124. Four of these are in the \$200,000 to \$299,999 range. Three are between \$300,000 and \$399,999. One is above \$400,000.
3. The WICHE salary would rank 11th if it were rank ordered with the 16 state SHEEO offices within the WICHE region. In addition, seven of these provide some form of a housing benefit.
4. When compared to the nine higher education and national organizations of state government units, the three regional organizations, and the 16 SHEEO organizations within the WICHE states, WICHE's salary is significantly below the mean salary of \$255,703 and the median salary of \$242,035.
5. Four-year institutional presidents' salaries nationally are \$282,382 for the mean and \$264,179 for the median.

The conclusion from this review is simply that WICHE is not in a competitive situation when comparing salary compensation within the higher education environment.

Where should WICHE be?

To have the talent expected in the WICHE leadership role and to compensate that talent in a manner that reflects the Commission's expectations to be a national leader, it would be reasonable to establish a salary compensation goal that mirrors this expectation. A salary that is at the minimum approximating the mean of the marketplace would be reasonable: \$255,703. An ideal goal may be to have a salary above the average, since WICHE should not be viewed as an average organization. If we set the goal as 10 percent above the average of comparators, the salary would be \$281,273.

If this were done, WICHE would be in the following comparative position:

1. If ranked against the SHEEO positions, WICHE would be in the middle.
2. If ranked against the other public agencies of higher education and government organizations, WICHE would be near the bottom.
3. If ranked against other regional organizations, WICHE would be at the top, slightly above the Southern Regional Education Board.

Other considerations might be:

1. Provide a deferred compensation program.
2. Increase the employer retirement contribution.
3. Provide a housing allowance.

WICHE senior staff

Salaries for WICHE senior staff reflect the same issues found in the president's compensation. The WICHE senior staff salaries average 61% of the WICHE CEO salary. This is consistent with the patterns found in other comparable organizations. The senior level positions ranged from 39% to 64%. If an increase in the president's salary were achieved to the comparator average, an increase of \$75,408 [to \$255,703 from \$180,295] or 41.8 percent, and equivalent increases were provided to the senior staff, WICHE would continue to reflect the same basic ratio of senior staff salaries to the CEO salary, consistent with comparator organizations.

How would the gap be addressed?

WICHE might establish a goal to move the president's salary toward the average over the next five years by adding 1/5 of the gap each year to the inflationary increases. This would amount to \$15,081 each year [$\$75,408 = \$255,703 - \$180,295$].

By making the same adjustments to senior staff, this would require an additional \$45,423 [$\$156,211 - \$110,788$] for each of the four senior staff positions. The annual impact for the four positions would be \$38,338, assuming five years to achieve the targeted salary.

**Executive Compensation & Benefits
Western Interstate Commission for Higher Education (WICHE) Institutions & All State Higher Education Executive Officers (SHEEO) Institutions
Fiscal Year 2009**

Agency	Chief Executive Officer	Chief Academic Officer	Chief Financial Officer	Government Relations	Communi- cations	Chief Information Officer	Executive Compensation		
							Housing Benefit	Auto- mobile Benefit	Other
WICHE	\$180,295		\$103,241				Expense Allowance of \$5,000	Provided	
Alaska Commission on Postsecondary Education	\$160,330		\$111,792		\$118,632	\$124,728		Provided	Deferred Compensation
University of Alaska Statewide System Office	\$300,000	\$221,308	\$179,000	\$182,451	\$110,273	\$174,537	Provided	Provided	Cash Balance Pension @18% of salary
Arizona Board of Regents	\$184,000	\$125,000	\$160,000	\$94,990		\$99,120		Provided	Group Term Life Insurance, Travel & Accident Insurance
California Postsecondary Education Commission	\$168,300	\$99,756	\$70,488	\$67,656		\$89,560		Provided	
Colorado Department of Higher Education	\$146,040	\$128,268	\$127,200	\$84,852		\$87,000	Provided	Provided	Housekeeping, groundskeeping, protocol funds.
University of Hawaii System	\$414,096	\$306,240	\$279,792	\$77,868	\$149,016	\$254,568			
Idaho State Board of Education	\$110,011	\$104,000	\$104,000	\$75,317			Provided	Provided	
Montana Commissioner of Higher Education	\$211,201	\$140,000	\$140,164	\$119,140			Provided	Provided	Host Account
Nevada System of Higher Ed.; System Adm. Office	\$303,000	\$204,599	\$204,521			\$96,543	Provided	Provided	
New Mexico Higher Education Department	\$169,343	\$138,241	\$90,000	\$60,528	\$67,735		Provided	Provided	Add'l Compensation @ Retirement
North Dakota University System	\$200,000	\$159,888	\$153,938	\$61,677	\$62,894		Provided	Provided	
Oregon University System	\$316,956		\$200,640	\$81,000	\$135,000		Provided	Provided	
South Dakota Board of Regents	\$323,502	\$160,624	\$153,317	\$92,239	\$84,365		Provided	Provided	
Utah System of Higher Education	\$255,000	\$133,000	\$173,000	\$116,000	\$84,460	\$84,460	Provided	Provided	
Washington State Higher Ed. Coordinating Board	\$151,704	\$98,397	\$85,900	\$97,345	\$97,345	\$93,840	Provided	Provided	
University of Wyoming	\$350,004	\$230,004	\$192,456	\$228,000		\$171,996	Provided	Provided	
Median Salary of WICHE Institutions	\$205,601	\$139,121	\$153,628	\$88,546	\$97,345	\$97,832			
Mean Salary of WICHE Institutions	\$235,218	\$160,666	\$151,638	\$102,790	\$101,080	\$127,635	7 of 16	9 of 16	
Ratio of CEO Salary to Median Executive Salary		68%	75%	43%	47%	48%			
Median Salary of SHEEO Institutions	\$184,000	\$136,713	\$140,282	\$97,345	\$97,871	\$99,088	20 of 57	29 of 57	
Ratio of CEO Salary to Executive Salary		74%	76%	53%	53%	54%			

* Per discussions with SHEEO, the highest paid public institution president or executive officer is reported.

Source: SHEEO Staffing and Salary Information with Survey of Agency Functions for Statewide Coordinating and Governing Higher Education Agencies, FY 2009

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**Executive Compensation & Benefits
Higher Education Associations**

Agency	# of Members ¹	# of Staff ¹	Chief Executive Officer			Vice-President or Senior Staff			
			Compensation	Benefit Plans	Expense Account	Compensation	Benefit Plans	Expense Account	Title
American Assoc of State Colleges & Univ (AASCU) July 1, 2007-June 30, 2008	435 Inst & Orgs	39	\$383,506	\$104,544	\$96,746	\$213,500	\$36,159	\$0	Sr. VP-Government Relations VP-Academic Leadership VP-Administration & Finance VP-Membership Services VP-Communications
American Council on Education (ACE) October 1, 2005-September 30, 2006	~1800 Inst & Orgs	220	\$395,740	\$157,290	\$99,818	\$290,612	\$106,398	\$0	Sr. VP-Business & Operations Sr. VP-Government Relations Senior Vice-President
Association of Governing Boards (AGB) July 1, 2007-June 30, 2008	1,256 Inst & Orgs	33	\$319,350	\$116,294	\$16,350	\$187,500	\$46,424	\$0	Executive Vice-President Senior Vice-President Senior Vice-President Vice-President Vice-President Vice-President
Association of Public & Land-grant Universities (APLU) January 1- December 31, 2007	219 Inst & Orgs	46	\$461,124	\$47,486	\$47,723	\$176,470	\$21,627	\$720	Executive Vice-President Chief of Staff Treasurer, CFO
Education Commission of the States (ECS) January 1- December 31, 2008	~350 Inst & Orgs; 54 Delegates	27	\$294,980	\$26,332	\$0	\$105,220	\$17,597	\$0	Chief Financial Officer Chief of Staff
National Ctr for Higher Ed Mgt Systems (NCHEMS) ² October 1, 2007-September 30, 2008	Confidential	15	\$199,260	\$28,676	\$0				
State Higher Education Executive Officers (SHEEO) October 1, 2007-September 30, 2008	62 Agencies	11	\$229,069	\$25,772	\$0				
National Governors Association (NGA) ³ July 1, 2007-June 30, 2008	55 States/territories	95	\$273,037	\$39,664	\$2,452	\$164,583	\$32,430	\$0	Treasurer Director
National Conference of State Legislatures (NCSL) July 1, 2007-June 30, 2008	55 States/territories, 7,382 legislators	171	\$283,129	\$0	\$20,000	\$195,000	\$0	\$0	Deputy Exec Director Director of Operations Director of State Services Dir. of State Policy Research

**Executive Compensation & Benefits
Higher Education Associations**

Agency	# of Members ¹	# of Staff ²	Chief Executive Officer			Vice-President or Senior Staff			
			Compensation	Benefit Plans	Expense Account	Compensation	Benefit Plans	Expense Account	Title
National Conference of State Legislatures (NCSL) <i>(continued)</i>						\$155,000	--	\$0	Director of Communications
						\$154,000	--	\$0	Director of Communications
						\$177,134	--	\$0	Director of Trust for Rep. Dem.
						\$177,134	--	\$0	Director of Leaders Serv.
Midwestern Higher Education Compact (MHEC) <i>July 1, 2009-June 30, 2010</i>	12 States, 59 Com- missioners	10	\$182,000	\$35,775	\$0	\$85,225	\$12,093	\$0	VP & General Counsel
						\$81,100	\$15,722	\$0	VP-Research & Policy
New England Board of Higher Education <i>July 1, 2009-June 30, 2010</i>	6 States, 50 Dele- gates	14	\$150,000	\$45,000	\$0	\$121,332	\$21,800	\$0	Chief Financial Officer ⁴
						\$85,020	\$25,500	\$0	Chief Operations Officer
Southern Region Education Board <i>July 1, 2009-June 30, 2010</i>	16 States, 80 Board Members	118	\$225,000	\$40,405	\$0	\$190,000	\$35,924	\$0	Senior Vice-President
Median of Comparator Organizations						\$155,000	\$24,091	\$0	
Ratio of CEO to Median VP Compensation & Benefits			\$278,083	\$40,035	\$1,226	\$155,397	\$30,810	\$223	
			\$283,016	\$55,603	\$23,591	56%	60%	0%	
WICHE <i>July 1, 2008-June 30, 2009</i>	15 States, 45 Com- missioners	42	\$180,295	\$30,474	\$5,000	\$112,500	\$16,722	\$2,500	VP-W. Coop. for Ed. Telecomm.
						\$111,244	\$21,324	\$2,500	VP-Behavioral Health
						\$110,331	\$21,233	\$2,500	VP-Programs & Services
						\$103,241	\$20,524	\$2,500	Chief Financial Officer
WICHE Median			\$180,295	\$30,474	\$5,000	\$110,788	\$20,879	\$2,500	
Ratio of CEO to Median VP Compensation & Benefits						61%	69%	50%	

¹ Website information.

² Does not include NCHEMS Management Services, Inc.

³ Includes both the NGA & NGA for Best Practices.

⁴ CFO works 3 of 5 days. Salary was calculated at 1.0 FTE, but benefits were not adjusted.

Sources: IRS Form 990 - Return for Organization Exempt from Income Tax. Dates for fiscal years differ from institution to institution. Websites, E-mail & Phone interviews.

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**Executive Salaries
College & University Professional Association
Public Institutions
Fiscal Year 2009**

4-Year Institutions	Chief Executive Officer of Single Institution	Chief Academic Officer & Provost	Chief Financial Officer	Chief Legal Affairs Officer	Chief PR Officer	Chief Information Officer
Median Salary	\$264,179	\$187,217	\$139,141	\$150,910	\$103,121	\$135,424
Average Salary	\$282,382	\$205,591	\$153,364	\$157,747	\$115,621	\$147,436
# of Institutions Reported	346	348	160	168	201	311

2-Year Institutions	Chief Executive Officer of Single Institution	Chief Academic Officer & Provost	Chief Financial Officer	Chief Legal Affairs Officer	Chief PR Officer	Chief Information Officer
Median Salary	\$164,572	\$113,296	\$101,433	\$130,020	\$74,182	\$94,530
Average Salary	\$169,620	\$117,044	\$104,921	\$121,971	\$77,426	\$98,229
# of Institutions Reported	188	174	60	19	78	140

Source: CUPA 2008-09 Administrative Compensation Survey.

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27-Jul-09

**Executive Compensation & Benefits
All Comparators**

Agency	Chief Executive Officer	Chief Academic Officer	Chief Financial Officer	Government Relations	Communi- cations	Chief Information Officer	Executive Compensation		
							Housing Benefit	Auto- mobile Benefit	Other
WICHE	\$180,295		\$103,241				Provided		Benefits: \$30,474 (with auto); Expense Allowance of \$5,000
American Assoc of State Colleges & Univ (AASCU)	\$383,506	\$188,000	\$155,000	\$213,500	\$125,000				Benefits: \$104,544 plus Expense Allowance of \$96,746
American Council on Education (ACE)	\$395,740		\$290,612	\$249,984					Benefits: \$157,290 plus Expense Allowance of \$99,818
Association of Governing Boards (AGB)	\$319,350								Benefits: \$116,294 plus Expense Allowance of \$16,350
Association of Public & Land-grant Univ. (APLU)	\$461,124		\$174,464						Benefits: \$47,486 plus Expense Allowance of \$47,723
Education Commission of the States (ECS)	\$294,980		\$105,220						Benefits: \$26,332 plus Expense Allowance of \$0
National Ctr for Higher Ed Mgt Systems (NCHEMS)	\$199,260								Benefits: \$28,676 plus Expense Allowance of \$0
State Higher Education Executive Officers (SHEEO)	\$229,069								Benefits: \$25,772 plus Expense Allowance of \$0
National Governors Association (NGA)	\$273,037		\$164,583		\$155,000				Benefits: \$39,664 plus Expense Allowance of \$2,452
National Conference of State Legislatures (NCSL)	\$283,129								Benefits: \$0, \$20,000 travel allowance
Midwestern Higher Education Compact	\$182,000						Provided		Benefits: \$35,775, \$0 Expense; Deferred compensation
New England Board of Higher Education	\$150,000		\$121,332 ¹				Provided		Benefits: \$45,000 plus Expense Allowance of \$0
Southern Region Education Board	\$225,000						Provided		Benefits: \$40,405 plus Expense Allowance of \$0
Alaska Commission on Postsecondary Education	\$160,330		\$111,792		\$118,632	\$124,728	Provided		Deferred Compensation
University of Alaska Statewide System Office	\$300,000 ²	\$221,308	\$179,000	\$182,451	\$110,273	\$174,537	Provided		Cash Balance Pension @18% of salary
Arizona Board of Regents	\$184,000	\$125,000	\$160,000	\$94,990		\$99,120			Group Term Life Insurance, Travel & Accident Insurance
California Postsecondary Education Commission	\$168,300	\$99,756	\$70,488	\$67,656		\$89,560	Provided		Housekeeping, groundskeeping, protocol funds.
Colorado Department of Higher Education	\$146,040	\$128,268	\$127,200	\$84,852		\$87,000	Provided		
University of Hawaii System	\$414,096	\$306,240	\$279,792	\$77,868	\$149,016	\$254,568	Provided		
Idaho State Board of Education	\$110,011	\$104,000	\$104,000	\$75,317			Provided		
Montana Commissioner of Higher Education	\$211,201	\$140,000	\$140,164	\$119,140			Provided		
Nevada System of Higher Ed; System Adm Office	\$303,000	\$204,599	\$204,521				Provided		
New Mexico Higher Education Department	\$169,343	\$138,241	\$90,000	\$60,528	\$67,735	\$96,543	Provided		Host Account
North Dakota University System	\$200,000	\$159,888	\$153,938	\$61,677	\$62,894		Provided		Add'l Compensation @ Retirement
Oregon University System	\$316,956	\$200,640	\$200,640	\$81,000	\$135,000		Provided		
South Dakota Board of Regents	\$323,502	\$160,624	\$153,317	\$92,239	\$84,365		Provided		
Utah System of Higher Education	\$255,000	\$133,000	\$173,000	\$116,000	\$84,460	\$84,460	Provided		
Washington State Higher Ed. Coordinating Board	\$151,704	\$98,397	\$85,900	\$97,345	\$97,345	\$93,840	Provided		
University of Wyoming	\$350,004	\$230,004	\$192,456	\$228,000		\$171,996	Provided		
Median Salary excluding WICHE	\$242,035	\$140,000	\$154,469	\$93,615	\$110,273	\$97,832	7 of 20	12 of 20	
Mean Salary excluding WICHE	\$255,703	\$162,488	\$156,246	\$118,909	\$108,156	\$127,635			
Ratio of CEO Salary to Median Executive Salary		58%	64%	39%	46%	40%			

¹ The CFO works 3 of 5 days, salary calculated at a full-time rate.

² Per discussions with SHEEO, the highest paid public institution president or executive officer is reported.

Information not available on IRS Form 990

Sources: SHEEO Staffing and Salary Information with Survey of Agency Functions for Statewide Coordinating and Governing Higher Education Agencies, FY 2009. IRS Form 990 - Return for Organization Exempt from Income Tax. Dates for fiscal years differ from institution to institution. Websites, E-mail & Phone interviews.

DISCUSSION ITEM

President's Travel – Calendar Year 2009

January

12	Achieving the Dream National Policy Advisory Meeting	Washington, D.C.
13-14	National Student Clearinghouse (NSC) Board Meeting.....	Miami, FL
15-16	National Center for Postsecondary Research (NCPR) Advisory Board Meeting	Houston, TX
22-23	Meeting with Estela Bensimon and University of Southern California Center for Enrollment Research, Policy, and Practice Conference	Los Angeles, CA
26	Association for the Study of Higher Education (ASHE) Equity Institutes Planning Meeting	Los Angeles, CA
27	Colorado Opportunity Fund (COF) Interview with Tim Foster, president, Mesa State College.....	Grand Junction, CO
30-31	WICHE Officers' Retreat	San Francisco, CA

February

1	WICHE Officers' Retreat.....	San Francisco, CA
4-6	Brookings Institute Forum for the Future of Higher Education (and various appointments)	Washington, D.C.
7-9	American Council on Education (ACE) Annual Conference (and various appointments)	Washington, D.C.
17	Washington Higher Education Coordinating Board (HECB)	Olympia, WA
21	National Center for Public Policy and Higher Education Access and Affordability Meeting	Washington, D.C.
27-28	National Conference of State Legislatures (NCSL) National Education Seminar	Scottsdale, AZ

March

16-17	Ingram Center Planning Retreat (and various appointments)	Washington, D.C.
24	National Student Clearinghouse Steering Committee Meeting (and various appointments)	Washington, D.C.

April

9	National Student Clearinghouse Steering Committee	Washington, D.C.
14-15	College Access Challenge Grant (CACG) Network Meeting	Las Vegas, NV
22-23	CONAHEC Board of Directors Meeting	Guadalajara, Mexico
27	Non-Traditional No More (NTNM) Arkansas Meeting	Little Rock, Arkansas
28-30	National Student Clearinghouse Board Meeting	Washington, D.C.

May

1	Institute for Higher Education Policy (IHEP) Meeting.....	Washington, D.C.
6	Robert Wood Johnson Grantees Meeting on Remediation	Boston, MA
7	Oregon Joint Boards Meeting	Portland, OR
13-14	Non-Traditional No More South Dakota Meeting.....	Pierre, SD
16-19	WICHE Commission Meeting and College Board Roundtable.....	Las Vegas, NV

June

1-2	Non-Traditional No More Nevada Meeting	Reno, NV
17-18	Brookings Institute Luncheon with Education Secretary Arne Duncan (and various appointments)	Washington, D.C.
19	National Student Clearinghouse Steering Committee	Washington, D.C.
22-23	Gates Foundation Postsecondary Success Initiative Summer Symposium	Seattle, WA

July

16-17	SHEEO Annual Meeting	Santa Fe, NM
29	Brookings Institute Education-Workforce Longitudinal Data Systems Meeting (and various appointments)	Washington, D.C.
30	Lumina Research Advisory Board Meeting	Indianapolis, IN

August

- 10 Louisiana Postsecondary Education Review Commission MeetingBaton Rouge, LA
- 17-19 Nevada System of Higher Education Cabinet RetreatReno, NV
- 26 Meetings with University of Nebraska Medical Center Staff; Richard Hoffman;
and Marshall Hill Lincoln and Omaha, NE

September

- 24-25 National Student Clearinghouse Board Meeting Herndon, VA
- 28-29 Louisiana Postsecondary Education Review Commission MeetingBaton Rouge, LA

October

- 2 Mental Health SummitBreckenridge, CO
- 26 Louisiana Postsecondary Education Review Commission MeetingBaton Rouge, LA

November

- 12-14 Moving the Needle Conference..... Washington, D.C.
- 16-18 Louisiana Postsecondary Education Review CommissionBaton Rouge, LA
- 19-20 Second International Congress on Upper-secondary and Higher Education..... Mexico City, Mexico

December

- 1 National Center for Public Policy and Higher Education Meeting..... Washington, D.C.
- 14-15 Louisiana Postsecondary Education Review CommissionBaton Rouge, LA



Committee of the Whole Call to Order/Introductions

Monday, November 2, 2009

9.15 - 9.30 am

SHEPC Learning Center, Suite 100

2 Monday 9.15-9.30 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2009

9.15 - 9.30 am

SHEPC Learning Center
Suite 100

Committee of the Whole, Call to Order/Introductions

Call to order: Jane Nichols, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of May 18-19, 2009 2-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on selection of committee members

Recess until November 3 at 8.00 am

New Commissioners

Duaine C. Epegard was appointed to the North Dakota State Board of Higher Education in 2007, to complete the four-year term of Charles Murphy, who resigned from the board. He is a retired bank administrator. From 1969 to 2003, he worked for Bremer Financial as a bank director, chief executive officer, and regional president. Epegard was elected to the North Dakota Senate in 2000 and served until 2006. He currently serves on the North Dakota Economic Development Foundation, the Grand Forks Region Economic Development Corporation, and a number of corporate boards. Epegard also has served on the Commerce Department's Development Fund Board and numerous other boards and commissions. A native of Petersburg, ND, he is a graduate of Unity High School and Aakers Business College, where he obtained an associate degree in business administration. He also attended the University of North Dakota and the University of Wisconsin's Graduate School of Banking.

Viola Florez began serving as the cabinet secretary for the New Mexico Department of Higher Education in September. Florez has been the interim provost and executive vice president at the University of New Mexico (UNM) since 2007. During the decade previous to that, she was the dean of the College of Education at UNM, where she developed a working plan for P-20 education efforts involving schools, community colleges, and various levels of government, business, industry, and philanthropy statewide; Governor Richardson wants Florez to carry that focus to the Higher Education Department. Florez also served in several capacities at Texas A&M University, including acting vice president and chief academic officer. She earned an education doctorate in curriculum and instruction from Texas A&M University at Kingsville.

Tim Nesbitt is deputy chief of staff for Oregon Governor Ted Kulongoski, a position he has held since 2006. He oversees policy staff and advises the governor on health and human services, education, revenue, and labor issues. In 2007 he represented the Governor's Office on a legislative initiative to fix the flaws in Measure 37, which resulted in the referral to the voters of this year's Measure 49. In 2008 he chaired the governor's task force on federal forest payments and county services. In 2009 he cochaired a leadership team guiding the governor's involvement in a legislative process that brought affordable healthcare to all children in Oregon and also launched the creation of the new Oregon Health Authority and the appointment of a new Oregon Health Policy Board. As a member of the Oregon Board of Higher Education from 2004 to 2006, Nesbitt led a pioneering effort to make higher education more affordable. That effort led to the creation of a new "shared responsibility model" for financial aid and a fourfold increase in the state's funding for the Oregon Opportunity Grant program. Prior to joining the governor's staff, Nesbitt served as the elected president of the Oregon AFL-CIO. He has been a columnist for the *Northwest Labor Press* and a frequent contributor of opinion pieces on tax policy and labor issues to newspapers throughout Oregon. He has a B.A. in journalism from St. Bonaventure University.

Jack R. Warner is executive director and chief executive officer of the South Dakota Board of Regents, the constitutional governing board for the state's six public universities, school for the deaf, and school for the blind and visually impaired. Warner was commissioner of the Rhode Island Board of Governors for Higher Education from 2002 to 2009, responsible for governance and policy oversight of the state's public system of higher education, consisting of the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island. He has been an educator for more than 40 years, 32 of which were spent in the Massachusetts public higher education system. He was associate chancellor at the University of Massachusetts Dartmouth and spent nearly five years as vice chancellor of the Massachusetts Board of Higher Education, the state coordinating board for 15 community colleges, nine state colleges, and five campuses of the University of Massachusetts. Warner spent 17 years as dean of student affairs at Bristol Community College in Fall River, MA. He is a past president of the National Association of Student Personnel Administrators and a former member of the New England Student Affairs Think Tank. He taught in the Boston College Graduate School of Education for 18 years. He holds a doctorate of education in educational administration from Boston College; a master's of education in student affairs administration in higher education from Springfield College; and a bachelor of arts in psychology from the University of Vermont.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, May 18, 2009

Commissioners Present

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

Diane Barrans (AK)
Patricia Brown Heller (AK)
Marshall Lind (AK)
Leah Bornstein (AZ)
David Lorenz (AZ)
Joel Sideman (AZ)
Joseph Garcia (CO)
Kaye Howe (CO)
David Skaggs (CO)
Roberta Richards (HI)
Helene Sokugawa (HI)
Mike Rush (ID)
Dan Harrington (MT)
Mary Sheehy Moe (MT)
Patricia Sullivan (NM)
Carl Shaff (NV)
Dave Nething (ND)
Robert Burns (SD)
James Hansen (SD)
Tad Perry (SD)
Ryan Deckert (OR)
Camille Preus (OR)
James Sager (OR)
Bonnie Jean Beesley (UT)
William Sederburg (UT)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)
Klaus Hanson (WY)

Committee Members Absent

Robert Kustra (ID)
Arthur Vailas (ID)
Kerra Melvin (MT)
Bill Goetz (ND)

Pamela Kostelecky (ND)
Dede Feldman (NM)
Warren Hardy (NV)
Peter Knudson (UT)
Ann Daley (WA)
Phyllis Gutierrez Kenney (WA)

Guests/Speakers

William Flores, interim cabinet secretary, New Mexico
Department of Higher Education
Ed Lazowska, Bill & Melinda Gates Chair, Computer Science
& Engineering, University of Washington
Louise Lynch, certifying officer, Arizona Board of Regents
Margot Plotz, certifying officer, Colorado Department of
Higher Education
Lisa Shipley, certifying officer, University of Wyoming
Sheila Stearns, Commissioner of Higher Education,
Montana University System

WICHE Staff

Erin Barber, executive assistant to the president
and to the commission
Louis Fox, executive director, WCET, vice president,
Technology and Innovation
Patrick Lane, project coordinator, Policy Analysis and
Research
David Longanecker, president
Mimi McFaul, associate director, WICHE Mental Health
Program
Demarée Michelau, director of policy analysis, Policy
Analysis and Research
Craig Milburn, chief financial officer
Dennis Mohatt, vice president for behavioral health,
director, WICHE Mental Health Program
Terese Rainwater, program director, State Scholars Initiative
Megan Raymond, project coordinator, WCET
Margo Schultz, program coordinator, Student Exchange
Programs
Nicole Speer, research and technical associate, WICHE
Mental Health Program

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

She introduced newly appointed commissioners:

- Leah Bornstein, president, Coconino College, Arizona.
- William Flores, interim cabinet secretary, New Mexico Department of Higher Education (not yet officially appointed to the commission).
- William Sederburg, commissioner, Utah System of Higher Education (attending his first meeting).

Chair Nichols introduced guests attending the meeting and listed commissioners whose terms are expiring before the November meeting. She also announced that Commissioner Perry would be retiring this summer.

Action Item **Approval of the Minutes of November 10-11, 2008**

Commissioner Nething asked that the minutes be amended to include him as present for the November 10-11, 2008, Committee of the Whole sessions. COMMISSIONER BURNS MOVED TO APPROVE THE COMMITTEE OF THE WHOLE MINUTES AS AMENDED FROM NOVEMBER 10-11, 2008. COMMISSIONER PREUS SECONDED THE MOTION. The motion was approved unanimously.

Report of the Chair

Chair Nichols commented on the impact the recession was having and how it may be a theme for the meeting as the commission considers ways to be more thoughtful about the use of resources. Holding the November 2009 meeting at the SHEPC offices in Boulder will be part of several cost-saving measures. She told the committee that they would be asked to consider more of these issues in the business session. Chair Nichols also explained that the Executive Committee had discussed whether or not to postpone the meeting to be held in Hawaii in November 2010. She said that the commission will need to consider how to keep moving forward in tough economic times.

Report of the President

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

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, May 19.

Session II: Business Session Tuesday, May 19, 2009

Commissioners Present

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

Diane Barrans (AK)
Patricia Brown Heller (AK)
Marshall Lind (AK)
Leah Bornstein (AZ)
David Lorenz (AZ)
Joel Sideman (AZ)
Joseph Garcia (CO)
Kaye Howe (CO)
David Skaggs (CO)
Roberta Richards (HI)
Helene Sokugawa (HI)
Mike Rush (ID)
Dan Harrington (MT)
Mary Sheehy Moe (MT)
Patricia Sullivan (NM)
Carl Shaff (NV)
Dave Nething (ND)
Robert Burns (SD)
Tad Perry (SD)
Camille Preus (OR)
James Sager (OR)
Bonnie Jean Beesley (UT)
William Sederburg (UT)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)
Klaus Hanson (WY)

Committee Members Absent

Robert Kustra (ID)
Arthur Vailas (ID)
Kerra Melvin (MT)
Bill Goetz (ND)
Pamela Kostelecky (ND)
Dede Feldman (NM)
Warren Hardy (NV)
Ryan Deckert (OR)
James Hansen (SD)
Peter Knudson (UT)
Ann Daley (WA)
Phyllis Gutierrez Kenney (WA)

Guest/Speaker

William Flores, interim cabinet secretary, New Mexico
Department of Higher Education
Louise Lynch, certifying officer, Arizona Board of Regents
Sheila Stearns, commissioner of higher education,
Montana University System

WICHE Staff

Erin Barber, executive assistant to the president
and to the commission
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
Terese Rainwater, program director, State Scholars Initiative
Megan Raymond, project coordinator, WCET
Margo Schultz, program coordinator, Student Exchange
Programs
Nicole Speer, research and technical associate, WICHE
Mental Health Program

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

Report and Recommended Action of the Audit Committee

Commissioner Ogawa, committee chair and the commission's immediate past chair, reported that the Audit Committee had decided to retain Clifton Gunderson as the auditors for the FY 2009 audit. The committee had reviewed the charter and member terms. Commissioner Barrans has been selected to replace Linda Blessing on the committee; Blessing has served for the maximum term of five years. The committee also reviewed the Code of Ethics and revised language to include the following statement:

- Assure that allegations of ethics violations raised by any staff person or citizen served by WICHE concerning a member of the staff or commission are thoroughly investigated and resolved.

The statement was created in response to Ken Mortimer's report on the evaluation of WICHE, given at the November 2008 meeting.

Ogawa reported that no changes were made to the committee calendar. The next meeting of the Audit Committee will be held in September, to review the FY 2009 audit report.

COMMISSIONER MOE MOVED TO APPROVE THE REPORT OF THE AUDIT COMMITTEE. COMMISSIONER BURNS SECONDED THE MOTION. The report was approved unanimously.

Commissioner Moe asked if there are procedures in place to discuss ethics with staff. Longanecker responded that ethics are discussed in entrance interviews held with new staff members; however, there are no procedures in place for the commission. Chair Nichols responded that staff are to come to the officers for any complaints against the president.

COMMISSIONER HANSON MOVED TO APPROVE THE REVISION TO THE CODE OF ETHICS. COMMISSIONER BARRANS ACCEPTED THE MOTION. The motion was approved unanimously.

Report and Recommended Action of the Executive Committee

Chair Nichols reported that the Executive Committee had discussed whether or not to postpone the meeting scheduled to be held in Hawaii in November 2010. The committee had recommended not taking action on the decision until the November 2009 meeting in Boulder, CO, at which time the commission may have received commissioner appointments from California. If California appointments are made, the commission will need to decide whether or not to switch the order of the meetings and hold the November 2010 meeting in California and the May 2011 meeting in Hawaii.

Chair Nichols asked for a motion to postpone the FY 2011 4 percent dues increase. This would be a one-year deferment and would mean a \$75,000 loss to WICHE's budget. Chair Nichols said that the Executive Committee believed this would be a prudent approach to take, given the dire economic climate in most of the Western states.

Chair Nichols reported that the Executive Committee had concerns about the president's salary and benefit package, particularly about whether or not it was competitive with similar organizations. Chair Nichols named a compensation committee, consisting of commissioners Perry, Preus, and Buchanan to bring a plan before the Committee of the Whole at the November 2009 meeting recommending ways to bring the president's salary in line with other organizations.

Commissioner Howe asked if the committee would be looking at staff salaries, in addition to the president's salary. Chair Nichols responded that at the present time, the compensation committee would only be researching the president's salary package but hoped that a similar project would consider staff salaries in the future. Longanecker said that he would look at staff salaries within the next year but believed that WICHE remains competitive with salaries for staff.

COMMISSIONER NETHING MOVED TO ACCEPT THE POSTPONEMENT OF THE FY 2011 DUES INCREASE. COMMISSIONER LIND SECONDED THE MOTION. The motion was approved unanimously.

Report and Recommended Action of the Programs and Services Committee

Committee Chair Shaff reported that the committee had approved criteria for early participation in PSEP by provisionally accredited schools in high-demand fields, effective during the 2010/2011 academic year. The committee approved the proposed criteria, amending the sixth criteria to read:

- The proposed professional program prepares students to serve underserved, rural, OR other vulnerable populations.

COMMISSIONER SHAFF MOVED TO APPROVE THE FY 2010 WORKPLAN SECTIONS PERTAINING TO THE PROGRAMS AND SERVICES UNIT'S ACTIVITIES. COMMISSIONER LIND SECONDED THE MOTION. The majority of the Committee of the Whole voted to approve the motion, with Commissioner Rush voting against approval.

Report and Recommended Action of the Issue Analysis and Research Committee

Committee Chair Skaggs reported that in addition to the activities on the workplan, staff was waiting to hear back on the approval of an extension for the *Getting What You Pay For* grant from Lumina. If the extension is approved, funds would be used to hold a meeting of the Legislative Advisory Committee. Commissioner Skaggs also noted that

a project to broaden on-campus and online educational options for active service members and veterans, listed under the access and success category for projects "on the horizon," should be highlighted as a Policy Analysis and Research project. Additionally, the committee had taken action to name Commissioner Burns as vice chair of the committee.

Commissioner Sederburg asked if any work would be done with funding from the stimulus package. Longanecker responded that WCET would be working on the broadband accessibility portion of the stimulus package and was waiting for guidelines from the federal government. Longanecker thought the Policy unit might have a role in assisting states to apply for and make use of federal funding available through the American Recovery and Reinvestment Act for statewide longitudinal data systems development.

COMMITTEE CHAIR SKAGGS MOVED TO APPROVE THE FY 2010 WORKPLAN SECTIONS PERTAINING TO THE POLICY ANALYSIS AND RESEARCH UNIT'S ACTIVITIES. COMMISSIONER SEDERBURG SECONDED THE MOTION. The motion was approved unanimously.

Self-funded Units Committee

Committee Chair Howe reported that the committee had requested that "Ad Hoc" be removed from the committee's name. She also reported that the Mental Health Program was experiencing a drop in dues but presented a balanced budget. The Mental Health Program is considering changing its name to include "Social Services." The committee also approved a project the Mental Health Program is working on with the University of Carolina at Chapel Hill to develop the National Citizen Soldier Behavioral Health Alliance.

Commissioner Howe reported that WCET was monitoring its budget carefully and wasn't sure how successful this year's annual meeting would be, given the economic climate. It is leaving positions in the Science and Technology initiative unfilled and plans to use reserves if the unit comes in over budget.

COMMISSIONER MOE MOVED TO APPROVE THE FY 2010 WORKPLAN SECTIONS PERTAINING TO THE SELF-FUNDED UNITS' ACTIVITIES. COMMISSIONER OGAWA SECONDED THE MOTION. The motion was approved unanimously.

COMMISSIONER NETHING MOVED TO APPROVE THE CREATION OF A PARTNERSHIP AGREEMENT WITH THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL TO DEVELOP THE NATIONAL CITIZEN SOLDIER BEHAVIORAL HEALTH ALLIANCE. Commissioner Sederburg suggested that the mission statement in the letter be revised. COMMISSIONER MOE SECONDED THE MOTION. The motion was approved unanimously.

Action Item **Approval of the FY 2010 Annual Operating Budget** **(General Fund and Non-General Fund Budgets)**

Craig Milburn and David Longanecker walked the committee through the budgets. Milburn and Longanecker noted the organization was ending FY 2009 with a surplus after a year with a very tight budget. They also noted the significant decrease in interest income and its effect on the budget. For FY 2010 Longanecker said that they hoped to recover the California dues from the community college system and would not be providing salary increases to the staff. Commissioner Skaggs asked where the reserves are invested. Milburn said that investments are made with Colorado Surplus Asset Fund Trust (CSAFE) and are very safe. Commissioner Hammons asked what happens if WICHE does not receive the dues from California. Longanecker responded that it would be considered bad debt and would require a decrease in the budget. Milburn reviewed all of the budgets with the committee. He noted that WCET was projecting a budget shortfall but had healthy reserves to cover the difference. Longanecker told the committee that the State Scholars Initiative (SSI) will be ending later this year and that they are currently trying to secure additional funding for the program.

COMMISSIONER SHAFF MOVED TO APPROVE THE FY 2010 ANNUAL OPERATING BUDGET. COMMISSIONER SKAGGS SECONDED THE MOTION. The motion was approved unanimously.

Action Item
Approval of Salary and Benefit Recommendations for FY 2010

Longanecker told the committee that it was a difficult decision to not give salary increases this year. He said that the cost of benefits for some staff have increased, causing them to have a reduction in their overall salary. The committee decided that no action was necessary, since there would be no salary increase. Commissioner Nething reminded the committee that even though the budget is tight, WICHE does not have to lay off staff, as happened when Longanecker started with WICHE. Commissioner Rush suggested canceling one of the meetings in FY 2011 or doing one of the meetings by teleconference, in order to offset the loss in the budget from the dues increase deferment. Chair Nichols agreed that a serious look at the meetings is appropriate.

Chair Nichols asked for other business from the committee. Longanecker thanked the Nevada commissioners for being wonderful hosts and for providing gift bags.

The May 2009 commission meeting was adjourned.



Plenary Session I: How Well Has the Stabilization Funding Stabilized the West?

Monday, November 2, 2009

9.30 - 10.45 am

SHEPC Learning Center, Suite 100

3 Monday 9.30-10.45 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2009

9.30 - 10.45 am
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Plenary Session I: How Well Has the Stabilization Funding Stabilized the West?

With the collapse of the nation's economy last year, fiscal conditions in the states deteriorated rapidly. The stimulus package the federal government passed in response to the economic crisis included \$48.6 billion in funding to shore up state spending on education at both the K-12 and postsecondary levels. In most states these dollars staved off much larger cuts to higher education than would have been necessary without them. But it is likely that fiscal conditions in many Western states will remain weak in the years ahead. Without significant change the stimulus may only have delayed much deeper budget cuts. This session will begin with a presentation on the WICHE states' plans for spending their stimulus dollars and the outlook for the future health of their higher education budgets. We'll then discuss how states are working to cushion the impact that ongoing budgetary distress is having on access and success.

Speakers: David Longanecker, president, WICHE; Brian Prescott, director of policy research, WICHE

Biographical Information on the Speakers

David A. Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder, CO, since 1999. WICHE is a regional compact between 15 Western states created to assure access and excellence in higher education through collaboration and resource sharing among the higher education systems of the West. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer (SHEEO) in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

Brian T. Prescott is the director of policy research in the Policy Analysis and Research unit at the Western Interstate Commission for Higher

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



Plenary Session II: Strategies for Tough Times

Monday, November 2, 2009

11.00 am - 12.30 pm

SHEPC Learning Center, Suite 100

4 Monday 11.00 am-12.30 pm

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Plenary Session II: Strategies for Tough Times

We all know the old Chinese saying, "May you live in interesting times." Some refer to this as a proverb, others say it is a curse. Whatever the case, we certainly now live in those interesting times. In American higher education, the challenges are huge: increasing demand from students we have traditionally not served well; an imperative that we do better at serving them, if the U.S. is to remain an economic leader in the world; and increasingly limited resources with which to serve them. These are, indeed, huge challenges to be sure, but evidence is increasing that we can manage these challenges well by changing the way in which we educate these students. But can American higher education, with its justifiable pride in past performance, adapt to new, more cost-effective ways of providing the education it offers?

The National Center for Higher Education Management Systems (NCHEMS) and the Delta Project on Postsecondary Education Costs, Productivity, and Accountability have been examining ways in which public policy, particularly state public policy, can effectively and appropriately influence change in the practices of higher education. The background material we have included with this agenda item, "Rethinking Conventional Wisdom about Higher Ed Finance," authored by Dennis Jones, president of NCHEMS, and Jane Wellman, executive director of the Delta Project, challenges 10 "conventional wisdoms" about higher education finance and lays out a variety of possible strategies for increasing the productivity of the higher education enterprise in ways that will help the U.S. serve more students, including more difficult-to-serve students, within the funding constraints we will face. (For more information on the conventional wisdom, see article in this tab.)

In this session Jones and Wellman will present their work to the commission and enter into dialogue with the commissioners about ways in which WICHE and the states and institutions within the WICHE region can respond without despair to the current array of challenges they face.

Speakers: Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS); Jane Wellman, executive director, Delta Project on Postsecondary Education Costs, Productivity, and Accountability

Biographical Information on the Speakers

Dennis P. Jones, president of the National Center for Higher Education Management Systems, has more than 40 years of experience in research, development, technical assistance, and administration in the field of higher education management and policymaking. A member

of the NCHEMS staff since 1969, he assumed increasing levels of responsibility within that organization, becoming president in 1986. Under his leadership, and in collaboration with an extraordinarily talented staff, NCHEMS has achieved a position of preeminence as a leader in the development and promulgation of information-based approaches to policymaking in higher education. Jones is widely recognized for his work in such areas as: developing “public agendas” to guide state higher education policymaking; financing, budgeting, and resource allocation methodologies for use at both state and institutional levels; linking higher education with states’ workforce and economic development needs; and developing and using information to inform policymaking. He has written many monographs and articles on these topics, has presented his work at many regional, national, and international conferences, and has consulted with hundreds of institutions and state higher education agencies on management issues of all kinds. Jones is a graduate of Rensselaer Polytechnic Institute and served as an administrator (in business and institutional planning) there for eight years prior to his joining the NCHEMS staff. He has served as an advisor to the U.S. Secretary of Education, Lumina Foundation for Education, the National Center for Public Policy and Higher Education, and numerous other associations, policy organizations, and state agencies.

Jane Wellman is the executive director of the Delta Project on Postsecondary Costs, Productivity, and Accountability, a research and policy organization located in Washington, D.C. The Delta Project’s mission is to improve productivity in higher education through more effective management of resources without compromising student access or quality. Established in 2007, the Delta Project has produced two national reports on trends in college costs and prices and also developed a database with over 20 years of revenue and spending data for over 2000 public and private nonprofit institutions; both reports and data are available on the Delta Project’s Website. Wellman is widely recognized for her work in public policy and higher education, at both the state and federal levels, with particular expertise in the following areas: state fiscal policy; cost analysis; strategic planning; state and federal regulation of higher education; accountability metrics and performance reporting; and quality control, including accreditation. She is a member of the Association of American Colleges and Universities Board of Directors and the Argosy University Board of Trustees.



Rethinking Conventional Wisdom about Higher Ed Finance

Dennis Jones and Jane Wellman

America faces a growing crisis in public postsecondary education, as an unprecedented fiscal meltdown plays out at a time of growing consensus about the urgent need to nearly double levels of degree attainment. Instead of taking steps to develop an investment strategy to reduce access and achievement gaps, we are moving in the opposite direction: reductions in state finances, increases in tuition, cutbacks in enrollments, and reductions in courses and programs students need to succeed.

One might wish that this crisis is short-lived and that once it blows over, we can return to business as usual. But this storm has been brewing for the better part of the last decade, with no serious or sustained attention to what it will take to dig out of it. Part of the problem is that policy makers on all sides of the table keep looking to revenue solutions to the problem, when the evidence tells us that there isn't going to be enough new money to return us to the funding levels of the past. That means that institutional and state policy makers need to look to better ways of using the money they have – to cut unnecessary costs, increase productivity, and find better ways to target subsidies to the areas that are the most urgent public priorities.

Clearly, changing postsecondary finance without a lot of new money to grease the skids will be difficult. The status quo is always easier than change, particularly change that will be objectionable to those who benefitted most in the previous system. But political objections aren't the only barrier to changing funding in higher education; a much bigger impediment emerges in the form of conventional wisdoms about college finance, truisms about costs that aren't based in fact. The power of these myths is that they are held uncritically by people inside and outside of the academy, from presidents and trustees to governors and legislators. In an effort to advance the conversation about improving performance in higher education, we've identified our 'top ten' list of conventional wisdoms about higher education finance.

Conventional Wisdom #1: Spending increases in higher education are inevitable, because there is no way to improve the productivity of teaching and learning without sacrificing quality.

This myth equates institutional productivity with faculty labor productivity, as if all costs in higher education are driven by faculty workload and compensation. It's not true: spending on faculty is a minority of total spending in most institutions, a proportion that has been declining in all sectors for the last two decades. The belief in the inevitability of rising costs may be the most damaging truism of all, as it affects how institutions and states budget and plan, beginning with the assumption of automatic annual increases in the "base" budget. These adjustments –

for things like employee benefits, and utilities, and pay increases – are typically not counted as ‘real’ increases in the base budget, but because they are first in line for funding increases, they end up being higher priorities than funding for programs, or new student enrollments, or student aid.

Conventional Wisdom #2: More money means more quality, and quality means higher performance.

Another enduring myth of higher education finance is that money buys quality, which is presumed to equate with performance. This logic holds if quality is synonymous with academic reputation, but neither money nor reputation equate to getting students to a degree with acceptable learning outcomes. Research in K-12 and postsecondary education shows no consistent relationship between spending and student results, but instead shows that the absolute level of resources is less important than the way resources are used within the institution. This means that leadership and intentionality matter more to educational performance than money alone.

Conventional Wisdom #3: Institutions can make up for lost public subsidies by increasing research revenue.

While there are many reasons for institutions to pursue federal research funds, supplementing unrestricted revenues isn’t one of them. Research grants almost never pay for their full costs, instead requiring institutions to bear part of the cost, either overtly or covertly. The cost of faculty time goes up significantly, through reduced teaching loads. Institutions, as well as states and students, pay for this, so costs per student increase even as the amount of faculty time available for teaching goes down. Institutional leaders and policy makers share responsibility for supporting this ‘mission creep,’ as does the federal government, which has limited reimbursements for the indirect costs of research administration for years.

Conventional Wisdom #4: Because state governments are now minority shareholders in higher education, public policy goals should take a backseat to market rules in steering institutions.

This rationale is most commonly used to justify deregulation of tuition-setting. True, state funds have declined as a proportion of revenues among public institutions in recent years. However, the taxpayer is still the single largest funder of instruction, student services, and academic support at most public colleges and universities. State government can drive a major change agenda focusing on goals and performance with as little as 20 percent or 30 percent of total unrestricted revenues. The private sector provides an example of this, as shareholders can leverage major changes in a company’s management performance with as little as three percent of the voting stock. There’s plenty of room for deregulation of finance for higher education at the state level, beginning with deregulation of benefit costs that now represent at least 30 percent of payroll in most states. But no state should entirely absent itself from

decisions about tuition levels or other major policy questions simply because it is not the majority shareholder.

Conventional Wisdom #5: Colleges and universities cannot be expected to invest in change or to pursue state priorities without new money. Any reductions in funds must be replaced before funds can be considered as “new.”

In this budget climate, the standard of efficiency has to be met by looking at spending against performance in light of current priorities. A new financing agenda for the future has to begin by pressing the “reset” button on the usual rules for constructing the base budget, focusing on how to spend the resources that are available, rather than on how much might have been available if the past ten years had gone differently.

Conventional Wisdom #6: Instructional costs rise by the level of the student taught...upper-division students are more expensive than lower-division students, graduate students are more expensive than undergraduates, and doctoral candidates are the most expensive of all.

Higher spending levels don’t necessarily mean higher “costs.” Upper division and graduate coursework are more expensive because we’ve always spent more money on them. Granted, the specialized nature of coursework and smaller class sizes in upper-division and graduate coursework are partially responsible for higher costs. But institutional spending preferences, including subsidized faculty time for departmental research, are the primary reason for increased spending at higher levels. Spending patterns also reflect historic funding advantages for institutions with research and graduate education functions, since departmental research is counted as a cost of instruction. Finally, upper-division costs are higher in part because institutions lose so many first and second year students to attrition. The marginal costs of adding more upper-division students to courses that are under enrolled are very low. Increasing retention will drive down the unit cost of upper-division instruction simply because class sizes will be larger.

Conventional Wisdom #7: An expansive undergraduate curriculum is a symbol of quality, and necessary to attract students.

Many institutions equate a wide selection of undergraduate courses with quality, and a necessary asset for student recruitment. The reality for most institutions is that more than half of the lower-division credit hours are generated in 25 or fewer courses, resulting in a few high-enrollment courses and a lot of low-enrollment courses. Moreover, there is mounting evidence that a more prescribed path through a narrower and more coherent range of curricular options leads to better retention, since advising is more straightforward, scheduling is easier to predict, and students are less likely to get lost in the process. So an educationally effective undergraduate curriculum is also the most cost-effective curriculum.

Conventional Wisdom #8: States can improve postsecondary productivity if they direct more students to community colleges.

If states want to make cost-effective investment decisions, they need to pay attention to what it costs to get students to a degree, and not just entry-level costs per student. Moving more students to community colleges is a case where cutting costs may actually hurt productivity if the goal is to increase bachelor's degree attainment. Costs per *student* are lower in community colleges than in four-year and research universities, but costs per *degree* are highest in community colleges, not because they have more money, but because they award so few degrees or other credentials relative to student enrollment. This does not mean that states should increase enrollments in public research universities, but it does mean that states should be investing in institutions that put teaching and student success at the front of their missions: community colleges that are effective in translating access to a credential or to transfer, or to public four-year teaching institutions.

Conventional Wisdom #9: The state financing mechanism for higher education is broken, and we should turn to the federal government to generate the resources needed for the future.

This is a relatively new “myth,” probably more of a displacement fantasy than a myth, but it’s being voiced more often as states and institutions rush to get in line for new spending proposed by the Obama administration. There’s little question that the state funding model for higher education is badly frayed, if not broken. But the primary problem is not a failure of postsecondary finance policy, but a function of state budgets, where growing spending on health care and public safety are crowding out other priorities. The federal policy agenda is already very crowded, and cannot realistically be looked to as a sustaining source of operating revenues for public higher education. That doesn’t mean that there is no federal responsibility for the higher education funding crisis; in fact, the most significant actions the federal government could take to stabilize resources for higher education would be to reduce the growth in health care spending and pick up the full cost of the Medicaid program.

Conventional Wisdom #10: American higher education is grossly overfunded, and the investments needed to increase attainment can be achieved entirely by reallocating resources within existing institutions.

International comparisons consistently show that, on average, the U.S. funds higher education more generously than any other nation – approximately \$21,000 per student per year, compared with \$8,100 per student per year for OECD member nations. True enough, but these statistics include private institutions, which are on average funded much more generously than public institutions, and include tuition revenues as well as public funds. Public investment in higher education in the U.S. actually falls below the OECD average. Moreover, the majority of our students are enrolled in public community colleges and comprehensive masters’ institutions, which spend between \$9,000 and \$11,000 per student per year – much closer to the OECD average, and well behind other American universities. These are the institutions that will do the lion’s share of the work to increase access and attainment in the future.

We can no longer afford to allow false or unexamined “truths” to dominate conversations about higher education finance and performance. Costs can be contained without sacrificing either quality or access. This will require better management of resources, including using data to make decisions, paying attention to spending, and looking at the relationship between spending and results. Even so, better management of spending is a necessary but insufficient step toward doubling current levels of degree attainment. To meet that goal, we need to be reinvesting public resources in higher education, beginning with state appropriations. In this political environment, that won’t happen without stronger accountability for the resources we have. We need to change our thinking about higher education finance, beginning with institutions and extending to government. Getting rid of conventional wisdoms that stand in the way of new approaches is a good place to start.

Dennis Jones is president of the National Center for Higher Education Management Systems (NCHEMS); Jane Wellman is executive director of the Delta Project on Postsecondary Education Costs, Productivity, and Accountability. This essay is based on an earlier version that ran in Inside Higher Education.



Lunch and Colorado Presentation

Monday, November 2, 2009

12.30 - 2.00 pm

SHEPC Learning Center, Suite 100

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Lunch and Colorado Presentation

Session information will be provided at the meeting.



Plenary Session III: The Enhanced Focus on Community Colleges as "The Solution"

Monday, November 2, 2009

2.00 - 3.30 pm

SHEPC Learning Center, Suite 100

Western Interstate
Commission
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Monday, November 2, 2009

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Plenary Session III: The Enhanced Focus on Community Colleges as “The Solution”

Community colleges have become all the rage for many politicians and others. President Obama has encouraged all adults to pursue at least one year of postsecondary education and has created a competitive grant program that will funnel an additional \$10 billion into community colleges over the next five years. It is hoped that these new funds will help community colleges to attract an increasing share of both recent high school grads and adults returning to college and to serve them more effectively than has historically been the case. Major foundations, including Carnegie, Gates, Hewlett, and Lumina, are investing substantial resources in improving the performance of community colleges. Community colleges even have their own television show – “Community” – this season. (For more information on community colleges and educational reform, see article in this tab.)

Truth be told, however, community colleges have been the rage for quite some time. Today, more than one-third of all students enrolled in postsecondary education in the U.S. attend a community college – and in many Western states, that number is higher. Many state strategic plans call for an even larger share of students to be served by community colleges in the future, for a couple of reasons. First, the lower cost of attendance – both for states, in terms of subsidies, and for students, in terms of tuition – make this an attractive option, given the current fiscal constraints that both states and individuals face. Second, workforce projections suggest that the greatest gaps in future employment demand in many of the Western states will be for graduates at the certificate and associate-degree level, rather than those with a baccalaureate degree or higher.

Some policymakers are concerned with this recent policy thrust, however, because community colleges currently graduate only a small portion of those students who attend. Community college advocates often argue that this occurs because many community college students never intend to complete a degree or certificate. They also argue, with good cause, that the metrics used to measure the success of community college students fail to count many truly successful students. Yet even when measuring the success of just those community college students who express the intent of graduating – and measuring it more accurately – the completion rates remain unacceptably low.

Are community colleges the answer to a future in which almost all adults will need to succeed in college to succeed in life and the world of work? No one is better able to help the WICHE Commission address this question than Tom Bailey, director of the Community

College Research Center, Teachers College, Columbia University, which also serves as the U.S. Department of Education's National Center for Postsecondary Research. Bailey will discuss the major federal and national community college efforts and share the results of research from his center that shed light on which policy strategies are most likely to be successful in improving the effectiveness of community colleges in responding to these various initiatives.

Biographical Information on the Speaker

Thomas R. Bailey is the George and Abby O'Neill Professor of Economics and Education in the Department of International and Transcultural Studies at Teachers College, Columbia University. Bailey holds a Ph.D. in labor economics from MIT. He is an economist, with specialties in education, labor economics, and econometrics. In 1996 with support from the Alfred P. Sloan Foundation, Bailey established the Community College Research Center (CCRC) at Teachers College, which conducts a large portfolio of qualitative and quantitative research based on fieldwork at community colleges and analysis of national- and state-level datasets. The research focuses particularly on access and student success at community colleges, with a particular focus on the experiences of low-income and minority students. In 2006 Bailey became the director of the National Center for Postsecondary Research, funded by a five-year grant from the Institute of Education Sciences of the U.S. Department of Education. Since 1992 he has also been the director of the Institute on Education and the Economy at Teachers College. His articles have appeared in a wide variety of education, policy-oriented, and academic journals, and he authored or coauthored several books on the employment and training of immigrants and the extent and effects of on-the-job training. His most recent book, edited with Vanessa Morest, is *Defending the Community College Equity Agenda* (Johns Hopkins University Press, 2006). Other books include *Working Knowledge: Work-Based Learning and Education Reform* (Routledge, 2004), coauthored with Katherine Hughes and David Moore; *Manufacturing Advantage* (Cornell University Press, 2000), written with Eileen Appelbaum, Peter Berg, and Arne Kalleberg; and *The Double Helix of Education and the Economy* (IEE, 1992), coauthored with Sue Berryman.

Community Colleges Can Reach Obama's Goals

October 13, 2009

By [Davis Jenkins](#) and [Thomas Bailey](#)

Americans have long prided ourselves on our higher education system, but lately a much more negative image has emerged. The U.S. has fallen behind other developed countries in postsecondary attainment, and large gaps in college access and completion remain for low-income and minority students.

In July, President Obama announced a plan to close these gaps and to reverse the slide in overall postsecondary achievement. His plan recognizes the central role community colleges can and must play in getting more students to attend *and* complete college. This is particularly important for the growing number of non-traditional students – those who balance work and family obligations with their studies and who represent the majority on 2- and 4-year college campuses today.

To ensure that the country can maintain its competitive footing and close gaps in attainment among traditionally underrepresented groups, President Obama called for an additional five million community college graduates by 2020. The administration proposed to spend \$12 billion over the next 10 years to support reform efforts by colleges and states. The legislation is now moving through Congress.

Can community colleges deliver the additional graduates to meet the ambitious goal? In 2007, the latest year for which data are available, community colleges awarded about 855,000 associate degrees and occupational certificates. To meet the president's target, we estimate that community colleges will have to increase the number of associate degree and certificate graduates by at least 280,000 per year on average over the next 10 years, an annual increase of 33 percent over the current rate.

One thing is clear: enrollment increases alone will not be enough to reach the goal. The U.S. Department of Education estimates that undergraduate enrollment will increase by 12 percent by 2018. Even if 2-year college enrollment increases substantially outpace those of higher education institutions generally, that alone would not get enough students to the goal. In addition to continuing to expand the number of students who enroll in college, community colleges will have to increase the *rate* at which students complete their programs. And there is substantial room for improvement. The latest available data suggest that only about 35 percent of community college entrants complete a certificate or an associate or bachelor's degree within six years.

So colleges won't be able to reach the goal by continuing business as usual. And while many community colleges have tried to improve, these efforts typically involve "boutique" innovations that serve small numbers of students, but leave the basic functioning of the institution unchanged. Community colleges will only be able to produce the needed increases in productivity by making broad *systemic* changes in the way they operate. And since community colleges are primarily funded and regulated by state governments, those systemic changes will only occur if states put in place policies that promote and support needed college reforms.

What specific changes are needed in community college operations to enable them to help meet the president's goal? Recent research provides some guidance on this question.

Strengthen the pipeline to college. Too many students arrive at community colleges academically unprepared for college-level work. Nearly 60 percent of recent high school graduates who enter higher education through community colleges take at least one remedial course. Clearly, college preparation for secondary students needs to be strengthened. What can colleges do to help make this happen? Increasingly 2- and 4-year institutions are administering college placement tests to high school sophomores and juniors. Many high school students do not realize that they are not making adequate progress toward college. “Early testing” reveals this problem and gives them a chance to strengthen their skills before they graduate. This promising strategy is the focus of several ongoing studies. [One recent study](#) using data on students entering the California State University found that participating in early testing reduces the probability that students will require remediation in math and English once they enroll in college.

Another approach being tried by a growing number of colleges and schools across the country is to offer college courses to students while they are still in high school. This can help students learn what is expected of them in college. [A study we conducted in Florida](#) indicated that students who take such “dual enrollment” courses are more likely to graduate from high school and to enroll in college, and they earn more college credits three years after graduation.

Efforts to improve college preparation cannot be confined to high school students, however. Each year around 2.5 million adults who lack a high school credential or basic English literacy enroll in adult basic skills programs through community colleges, schools, and community centers. Many of these students can benefit from programs that seek to accelerate their progression to college-level career-technical programs by integrating the teaching of basic skills with instruction in occupational skills and knowledge. When we [studied one such model in Washington State](#), we found that students in the program were almost four times as likely to earn a college-level occupational credential within two years as were similar students not in the program.

Provide clearer guidance and pathways for students. Many students arrive at community colleges not only academically unprepared but also lacking in skills and knowledge that are essential for college success. [A study we conducted found that students who took a “college success” course](#), which helps students learn how to study and take tests, manage their time, and develop college and career plans, were nearly 10 percent more likely than other students to earn a degree or transfer to a public university within six years. [A study at Chaffey College in California](#) by the nonprofit research organization MDRC found positive benefits for probationary students of a program that included a college success course and required visits to the college’s “success centers.”

Recent research by James Rosenbaum of Northwestern University and colleagues comparing community colleges with private, for-profit career colleges suggests that the more structured programs and guidance provided by the career colleges may lead to substantially better educational outcomes for students whose demographic characteristics and educational backgrounds are similar to those who enroll in community colleges. Additional studies are underway to test these findings further.

Explore ways to accelerate college attainment, particularly by students needing remediation. Studies indicate that students whose college placement exam scores are close to the cutoff point that is used to assess whether a student is ready for college-level coursework do as well in college-level courses whether or not they first take remedial courses. This finding has led a growing number of community colleges to “mainstream” students who are not far below college level directly into college-level courses with added supports, thus accelerating their progress toward a credential. Preliminary analyses by the Community College of Baltimore County and other colleges that were early adopters of acceleration strategies for remedial students show promising results. More rigorous studies of acceleration strategies are currently being conducted by CCRC and other researchers.

Align resources to support student success. A study we completed in Florida in 2006 found that colleges with the greatest success in graduating disadvantaged students do more to align their academic programs and student support services toward the goal of helping students complete.

To better promote success, it appears that not only do particular student support services need to be in place — including in-depth orientations, proactive advising, early warning systems, and well-organized tutoring and other academic supports — but those services must be well coordinated among themselves and with academic programs. Seamless integration of programs and services from the student’s perspective and collaboration among faculty, staff, and administration are what seem to [contribute most to student success](#). This finding is reinforced by research on organizational effectiveness in other sectors outside of education. A growing movement among community colleges nationally, led by initiatives such as Achieving the Dream: Community Colleges Count, emphasizes the importance of using data on student progression to continuously align and improve programs and services to support student success. In addition to aligning programs and services within the institution, research indicates that students benefit when colleges build strong connections with employers and baccalaureate programs and other outside partners.

Each of these reforms appears promising, but they will not be adequate to meet the president’s ambitious goals if they are carried out in isolation. They must become part of a comprehensive strategy for improving student outcomes that will only succeed if colleges have strong incentives to pursue them. On its own, the \$1.2 billion per year proposed by the Obama administration would provide important seed funding, but that figure represents less than 3 percent of national expenditures by community colleges. These dollars alone won’t yield the needed improvements. More than half of community college funding comes from states and localities (only 15 percent comes from federal sources), and those resources also need to be directed toward comprehensive strategy. That is why the administration has proposed a strong role for state policy.

There is wide variation across states in the rates at which community college students complete credentials. Indeed our research suggests that, after controlling for student demographics and institutional characteristics, the factor with the largest effect on community college graduation rates is *the state in which a college is located*. So state policy has a substantial bearing on college performance. [As we observed when we studied the Ford Foundation’s Bridges to Opportunity Initiative](#), an effort to strengthen community college state policy, changes in state policy can support efforts by community colleges to increase success by students, particularly those from underrepresented populations.

The bill recently passed by the House provides support for states to use performance measures and strengthen data systems to promote evidence-based improvements in practice and policy. It also provides a key role for states in promoting sharing of effective approaches to ensure that innovations that have strong empirical support are adopted by colleges broadly, not just by the lucky few that receive federal grants. We hope that these aspects of the legislation will be adopted and even strengthened in the Senate version.

Research suggests that community colleges can help meet the President’s goal for increasing postsecondary attainment. To do this, colleges will have to change the way they do business, and states will need to motivate and support colleges in making these changes. Both will have to rely more on evidence of what works to improve student success on a wide scale. The legislation making its way through Congress provides a sound framework for the needed reforms and a real chance for five million more Americans to have the benefits of a college credential.

Davis Jenkins is a senior research associate at the Community College Research Center, Teachers College, Columbia University. Thomas Bailey is the George and Abby O’Neill Professor of Economics and Education at Teachers College, Columbia University, and director of the Community College Research Center and of the National Center for Postsecondary Research, also housed at Teachers College.



Programs and Services Committee Meeting

Monday, November 2, 2009

3.30 - 5.00 pm

SHEPC Learning Center, Suite 100

7 Monday 3:30-5:00 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2009

3.30 - 5.00 pm

SHEPC Learning Center
Suite 100

Programs & Services Committee Meeting

Carl Shaff (NV), chair
Joseph Garcia (CO), vice chair
Roy Ogawa (HI), ex officio
Jane Nichols (NV), ex officio

Diane Barrans (AK)
Leah Bornstein (AZ)
Position vacant (CA)
Committee vice chair (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Kerra Melvin (MT)
Committee chair (NV)
Dede Feldman (NM)
Duaine Espegard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Peter C. Knudson (UT)
Phyllis Gutierrez Kenney (WA)
Klaus Hanson (WY)

Agenda

Presiding: Carl Shaff, chair
Staff: Jere Mock, vice president, Programs and Services
Margo Schultz, program director, Student Exchange Programs
Pat Shea, program director, WICHE Internet Course Exchange and Western Academic Leadership Forum
Guest: Mark Deutchman, professor, Department of Family Medicine, and director, Rural Track Program, University of Colorado School of Medicine



Approval of the Programs and Services Committee meeting minutes of May 18, 2009 7-3

Discussion Item:
Helping rural residents get better access to healthcare: the proposed Rural Physician Pipeline Act and the University of Colorado School of Medicine's Rural Track Program – Mark Deutchman 7-8

Information Items:
State Scholars Initiative 7-10

Student Exchange Program updates – Margo Schultz	7-17
Expanding participation in the WICHE Internet Course Exchange (ICE) and the Western Academic Leadership Forum (WALF) (see regional initiatives information item) – Pat Shea	7-21
New options to help institutions in the West reduce administrative costs (see regional initiatives information item) – Jere Mock	7-23

Other business

Adjournment

ACTION ITEM

Programs and Services Committee Minutes

Monday, May 18, 2009

Committee Members Present

Carl Shaff (NV), chair
Diane Barrans (AK)
Leah Bornstein (AZ)
Joseph Garcia (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Patricia Sullivan (NM)
James Sager (OR)
Tad Perry (SD)
Bonnie Jean Beesley (UT)
Klaus Hanson (WY)

Committee Members Absent

Kerra Melvin (MT)
Pamela Kostelecky (ND)
Phyllis Gutierrez Kenney (WA)

Guests

Louise Lynch, Arizona certifying officer
Margot Plotz, Colorado certifying officer
Jeannine Sherrick, Nevada certifying officer
Lisa Shipley, Wyoming certifying officer

Staff Present

David Longanecker, president
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs

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

A MOTION WAS MADE BY COMMISSIONER RUSH AND SECONDED BY COMMISSIONER PERRY TO APPROVE THE MINUTES OF THE NOVEMBER 10-11, 2008, PROGRAMS AND SERVICES COMMITTEE MEETING MINUTES. The motion carried unanimously.

Action Item

Approval of the FY 2010 Programs and Services Workplan

Terese Rainwater and Margo Schultz copresented the Programs and Services unit's workplan on behalf of their vice president, Jere Mock, who was unable to attend the commission meeting.

WICHE's three regional exchange programs broaden access to education for more than 24,700 students annually. These include the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP).

Programs and Services staff also manages several other regional initiatives that promote interinstitutional collaborations in the West. One example is WICHE's Internet Course Exchange (ICE), an online course and program-sharing consortium. ICE helps institutions to offer students increased access to online courses and programs at other institutions while remaining enrolled on their home campus. The students seamlessly register for the courses and receive credits and financial aid benefits, as though the courses were being offered by the students' home campus. Twelve institutions and four consortia are currently offering courses through ICE. Additional members are being recruited to expand course offerings and participation. Several academic program collaborations are underway or planned in the areas of social work, math and science courses for teachers, healthcare IT, energy, and transportation. Staff is also developing new funding models for WICHE ICE. The new model will be discussed by the ICE Steering Board later this summer; it will better incentivize institutions to participate, and should ultimately increase the number of participating institutions, courses, and program collaborations. Staff is seeking external funding to support ICE, including National Science Foundation, National Institutes of Health, and foundation grants.

WICHE's Northwestern Academic Leadership Forum has expanded its membership to allow participation from all WICHE member states and is now called the Western Academic Leadership Forum. The institutional members

are represented by their provosts and vice presidents of academic officers; state higher education agencies are represented by their chief academic officers. Members share information, resources, and expertise to address regional issues of concern. The next meetings will be held in Rapid City, SD (spring 2010), and Fort Collins, CO (spring 2011).

WICHE is currently addressing workforce issues through several initiatives. The unit publishes profession-specific workforce briefs in high demand fields. Thusfar, published briefs focus on primary care medicine, oral healthcare, health information technology, and pharmacy. A brief on veterinary medicine is forthcoming. Future briefs will address workforce needs in public health, allied healthcare, and optometry.

New fields are being added to WICHE's student exchange programs, as needs are identified and programs are recruited. In WRGP, for example, staff are recruiting professional science master's (PSM) programs which include two years of advanced science or mathematics, applied to an emerging or interdisciplinary area, combined with professional internships and "cross training" in business and communications. The goal of PSMs is to train highly marketable graduates for the U.S. workforce. A master's of dental hygiene program to train faculty and independent practitioners will be offered by Eastern Washington University through WRGP, effective fall 2009. WICHE staff is exploring ways to coordinate the development and sharing of health information technology programs in the region, using WUE, WRGP and ICE.

Schultz said the WICHE staff continues to explore development of healthcare programs that address rural workforce shortages. PSEP is working in partnership with the University of Colorado Denver's School of Medicine (UCD SOM) on a "PSEP Plus" pilot initiative. In addition to the four years of traditional education for M.D.s, the program would also work with UCD SOM's existing Rural Track Program that gives students the chance to do their rotations in rural areas. The proposal is to add additional rural preceptorships located in the student's home state, as well as oral and mental healthcare components. At this time staff and state offices are looking into developing funding streams for these seats. Idaho, Montana, and Wyoming have indicated some interest.

Two other initiatives are being explored. One is the possibility of developing a regional licensure and credentialing service that could assist WICHE states in licensing educational professionals and certify the competence of individuals serving in fields other than education, such as mental health or other health-related professions. The second is the possibility of PSEP service payback states contracting with WICHE's central office to administer their graduates' service payback in the healthcare professions. In light of tightening state budgets, if there are a critical number of states in need of this service, centralizing the administration into one office may provide economies of scale not achieved in individual state offices.

Following Schultz, Rainwater presented information about Programs and Services' existing activities for the access and success category of the workplan. The State Scholars Initiative (SSI) supports state-level business education partnerships to help middle and high school students become better-prepared for postsecondary education and training. WICHE has administered this \$6.6 million grant for the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education (ED) since September 30, 2005. Rainwater reported that federal funding for SSI concludes September 30, 2009. Twenty-four states have received federal SSI funding and 19 are actively striving to sustain and bring their programs to scale. As the national program administrator for SSI, WICHE has provided technical assistance, monitoring, oversight, and cost reimbursement. The focus of the fourth and final year of program administration has been evaluating program effectiveness and actively seeking funding to sustain the initiative from June through September 2009. Sustainability efforts will relate to different dimensions of SSI, including: a sharpened science, technology, engineering, and math (STEM) focus; connections to ED's "Race to the Top" agenda; and others.

Rainwater also presented information about existing activities for the finance priority area. WICHE is seeking to expand institutional participation in the Master Property Program – the property insurance and risk consortium developed by the Midwest Higher Education Compact (MHEC). Finally, WICHE wants to continue to identify ways that will provide cost savings or expanded services to institutions and state agencies in the WICHE region, including opportunities to purchase products using competitively bid contracts via the MHEC-Tech program, such as the MHEC/WICHE Xerox contract for printing equipment.

Rainwater reported on communications activities for WICHE's FY 2010 workplan. Electronic and print communications activities include: a redesigned WICHE Website; electronic dissemination of NewsCap; and production of conference materials, WICHE's annual report, annual workplan, commission agenda books, publications spanning a range of topics, state factsheets, and other materials.

Commissioner Barrans asked if WICHE will analyze the interests of the incoming secretary of education's priorities and see how SSI might evolve accordingly. Rainwater said that it was her understanding that the Race to the Top draft RFP would be released in August, and WICHE hoped to find ways to align SSI with Race to the Top initiatives. In addition, staff is arranging a meeting between David Longanecker and the new deputy assistant secretary for the U.S. Department of Education's Office of Vocational and Adult Education, Glenn Cummings, to try and identify ways to align SSI with OVAE priorities. Commissioner Bornstein asked about community college participation in the Western Academic Leadership Forum (WALF). She requested that staff continue to think about ways to include the community colleges in all WICHE programs and any activities that may develop after the formal SSI program discontinues. Schultz responded that, regarding WALF, she would share the commissioner's request with Jere Mock and Pat Shea.

A MOTION WAS MADE BY COMMISSIONER BARRANS AND SECONDED BY COMMISSIONER GARCIA TO APPROVE THE 2010 WORKPLAN. The motion carried unanimously.

Action Item

Approval of New Criteria for Early Participation in WICHE's Professional Student Exchange Program by Provisionally Accredited Schools in High-Demand Fields

WICHE currently requires that professional programs receiving students through the WICHE Professional Student Exchange Program (PSEP) have full accreditation status. Margo Schultz, program coordinator of WICHE's Student Exchange Programs, presented a proposal to allow programs to enroll PSEP students prior to full accreditation, if they meet certain standards.

In November 2003 the WICHE Commission approved early participation of two dental schools: A.T. Still University (ATSU), Mesa, and the University of Nevada, Las Vegas. As a result of that precedent, WICHE was recently approached by several new programs to see if they too, might qualify for early participation. They included:

- A.T. Still University, Mesa (osteopathic medicine)
- Midwestern University, Glendale (dentistry and optometry)
- Western University of Health Sciences (dentistry and optometry)
- Rocky Vista University (osteopathic medicine)
- Pacific Northwest University of Health Science (osteopathic medicine)

Schultz explained the full accreditation process for a new program at the national/regional and state levels, as well as the different professional accreditation processes for dentistry, optometry, and osteopathic medicine. WICHE staff collected accreditation documentation and thoroughly reviewed the status of all seven of these programs. Complete details of this review process are available in the May 2009 agenda book, pp. 7-12 through 7-20.

WICHE staff requested that the commission adopt new criteria related to allowing professional schools to participate in WICHE's Professional Student Exchange Program: if new and provisionally accredited schools in high-need healthcare fields are located in the WICHE region and request early participation in PSEP, staff recommends that these schools be allowed to participate in PSEP provided that:

1. The institution is either fully accredited by a regional accrediting agency or holds candidacy status and is actively pursuing regional accreditation. (Candidacy is a pre-accreditation status that demonstrates the institution meets all eligibility requirements. Although candidacy is awarded to institutions which show strong evidence that they can achieve accreditation within the candidacy period, it does not assure full accreditation; some institutions are denied. Full accreditation status can take up to seven years.)
2. The regional accrediting agency has authorized the institution to offer the new professional program (if applicable).
3. The new professional program has been approved by the state higher education agency assigned to review new programs (in states where this is applicable).
4. The professional program has received provisional (or initial) accreditation by its professional accrediting body and does not have any specific requirements or recommendations of major concern cited in its most recent accreditation report.
5. The proposed school offers a program of study in a critical need field where there is substantial competition for admission and the number of currently cooperating WICHE schools is proportionately small, compared to the demand for seats.

6. The proposed professional program prepares students to serve underserved, rural, and other vulnerable populations.

Staff further recommended allowing four provisionally accredited programs to participate in PSEP, effective for the 2010-11 academic year:

- Midwestern University, Glendale's College of Dental Medicine
- Midwestern University, Glendale's College of Optometry
- Western University of Health Sciences' College of Dental Medicine
- Western University of Health Sciences' College of Optometry

A fifth provisionally accredited program, the A.T. Still College of Osteopathic Medicine, could also be approved for participation in PSEP if the school complies with the requirements cited by the Commission on Osteopathic College Accreditation by July 2009 (resulting from the January 2009 site visit), as part of its continuing provisional accreditation status.

Although their professional programs have received provisional accreditation, Pacific Northwest University of Health Sciences and Rocky Vista University have not yet applied for regional accreditation at the institutional level as of May 2009, so their requests could not be considered at this time. Pacific Northwest University of Health Sciences planned to apply to the Northwest Commission on Colleges and Universities (NWCCU) later in 2009. Rocky Vista University was preparing its eligibility application to the North Central Association/Higher Learning Commission (NCAHLC), for submission by December 2009. WICHE staff could consider requests for early participation from these two schools once they become candidates for regional institutional accreditation, as long as their preliminary professional accreditation remains in good standing.

Commissioners discussed the proposed action item. Commissioner Rush expressed some concerns of supporting WICHE students in provisionally accredited optometry programs and asked if Idaho would be required to fund students with offers at these new programs. David Longanecker affirmed that if the commission approved the programs, WICHE would expect all states to consider enrolling WICHE supported students the provisionally accredited programs on an equal basis with the fully accredited ones. Commissioner Barrans proposed that the sixth criteria be removed; it requires that the new professional programs prepare students to serve underserved, rural, and other vulnerable populations.

A MOTION WAS MADE BY COMMISSIONER HANSON TO APPROVE THE PSEP ACTION ITEM WITH THE REMOVAL OF CRITERIA NUMBER SIX, AS RECOMMENDED BY COMMISSIONER BARRANS. THE MOTION WAS SECONDED BY COMMISSIONER SOKUGAWA. COMMISSIONER RUSH OPPOSED THE MOTION; THE REST VOTED IN FAVOR. The action was also approved by the Committee of the Whole on May 19, 2009.

Schultz also briefly updated the commissioners on the three Student Exchange Programs and noted three important developments. First, WICHE staff received 30 new program nominations for the Western Regional Graduate Program (WRGP) programs in fall 2008. After a peer review process, all programs were selected to be added to WRGP, bringing the total to some 220 programs by spring 2009. Examples of the new programs include: applied environmental geosciences, multimedia production, civil engineering for developing communities, natural resources conflict resolution, and many healthcare-related programs. The University of Alaska Anchorage nominated its e-learning graduate certificate but later had to withdraw the nomination because the program may be discontinued, due to budget issues. There are now 50 some healthcare-related programs available at the resident rate through WRGP; new ones include programs in specialized areas of nursing, mental health counseling, social work, audiology and speech pathology, and dental hygiene (with a focus on training future faculty).

Up until this year, no institutions in California had reciprocated by offering their programs through WRGP, so California students were not able to enroll at the discounted WRGP rate. California State University's (CSU's) East Bay campus broke new ground and nominated several programs to the network, all of which were WICHE peer-approved. They included an M.A. in multimedia production and an M.S. in recreation and tourism. As a result California residents are now eligible to enroll through WRGP, beginning in the 2010-11 academic year. WICHE staff will work with existing programs to prepare them for this change. (Note: CSU East Bay's M.S. in education/online teaching and learning was also approved, but it was later withdrawn, as it may be discontinued, due to budget constraints.)

Finally, enrollment through all three Student Exchange Programs will likely be affected by the economic crisis. Several states have discussed reducing the number of students enrolled through WUE. In WRGP some programs which remain underenrolled could be discontinued; and Oregon State University removed all of its participating programs from WRGP in January 2009. PSEP enrollment for the 2009-10 is anticipated to decline, but the full effects of the recession are more likely to play out in the 2010-11 academic year, as state budgets continue to tighten.

Discussion Item
State Scholars Initiative Data and Sustainability

Since Rainwater had presented new data from SSI at a plenary session earlier in the day and because the committee was running short on time, the committee decided to forego this presentation.

Meeting adjourned at 5:00 p.m.

DISCUSSION ITEM

Helping Rural Residents Get Better Access to Healthcare: The Proposed Rural Physician Pipeline Act and the University of Colorado School of Medicine's Rural Track Program

Staff invited Mark Deutchman, professor in the Department of Family Medicine and director of the Rural Track Program at University of Colorado Denver's School of Medicine, to acquaint the Programs and Services Committee members with the concept of rural track programs, as well as with the proposed Rural Physician Pipeline Act of 2009 (S.1628), introduced by Senator Mark Udall of Colorado. Senator Udall's staff would appreciate WICHE commissioners discussing the legislation with their congressional delegations. The Rural Physician Pipeline Act legislation ties in well with WICHE and U.C. Denver's "PSEP Plus" program, which was reviewed by state officials from Idaho, Montana, and Wyoming in April 2009.

The Rural Track: Filling the Need for Rural Physicians

Rural communities have historically experienced lower health outcomes than their urban counterparts, due to issues related to workforce, access, infrastructure, and other resources. The lack of primary care physicians in rural areas plays a significant role in rural populations' lower health outcomes. About 10 percent of physicians practice in the rural U.S., yet nearly a quarter of our citizens live there. Furthermore, the 15-state WICHE region is largely rural. Three-fourths of the region's 565 counties are considered nonmetropolitan, and many counties in the Western states are vast, compared to those in other regions. Counties outside the WICHE region average 637 square miles in land area, while counties in the WICHE region average 3,359 square miles – more than five times that of their more eastern counterparts.

Rural areas struggle to compete with big cities in recruiting doctors, and the problem will continue to grow unless we reevaluate medical education. Our nation's medical schools tend to nudge students into more lucrative specialty care or toward practice in higher-paying cities. While we need enough specialists to provide top-notch focused care for certain health problems, we must find a balance that will also encourage an adequate number of students to specialize in primary care and practice in underserved areas.

Fortunately, several institutions in the WICHE region have created programs to promote primary care and rural service options to medical students. Of particular note, the University of Colorado Denver's School of Medicine created its Rural Track Program, designed to encourage and support rural practice. Since the program's inception in 2005, new cohorts have averaged 15 students per year. Students are matched with a rural preceptor, attend seminars focused on rural practice issues, participate in a four- to six-week summer rural preceptorship, and conduct scholarly research on a rural medicine-related topic. The program is forging relationships with local rural communities in need of primary care physicians. Participants are being tracked to evaluate the effectiveness of the program. Students in the first rural track class graduated in May 2009, and all were matched with residency programs in specialties that will prepare them for rural practice.

Rural Physician Pipeline Act of 2009

The Rural Physician Pipeline Act of 2009 would create competitive grants for allopathic and osteopathic medical schools to establish programs that recruit students from underserved rural areas who have a desire return and practice in their hometowns. The act is modeled after several successful rural medical training programs, including those of the University of Colorado and Thomas Jefferson University in Pennsylvania.

The programs are designed to recruit, cultivate, and strengthen the rural commitment of future "homegrown" physicians by providing them with the specialized training necessary to excel in the rural United States. A March 2008 study in the *Journal of Academic Medicine* found that rural track programs have produced a multifold increase in the number of graduating rural physicians. Key components of rural track programs would include:

- Specialized rural curriculum that focuses on medical issues prevalent in underserved rural communities, such as trauma, obstetrics, ultrasound, oral health, and behavioral health. These skills are must-haves for the rural physician, who is often the sole practitioner in the area and does not have the luxury to make last-minute referrals.

- Required rural clinical rotations focusing on family medicine, internal medicine, pediatrics, surgery, psychiatry, and emergency medicine.
- A cohort component that supports like-minded students through social and educational activities. These cohorts have proven successful in fostering students' commitment to practice in an underserved area.
- Incentives for community and local healthcare providers to give priority placement to students from medical schools with rural track programs for rotations.
- Required rural residency placement assistance in programs that support the rural medical education graduate.

PSEP Plus

The West's rural areas have been hardest hit by persistent and growing labor shortages in the healthcare professions. In response, WICHE is exploring a pilot initiative to train primary care physicians committed to working in rural areas. Students of the program will be exposed to rural practice opportunities and will benefit from an enhanced rural curriculum with a strong mental health component through a partnership with WICHE's Mental Health Program. They could also participate in preceptorships and rotations with mentors in their home state; and home state residencies would be available to them. This could be coupled with host community retention efforts, designed to increase the graduate's likelihood of returning to a rural area in the home state to serve.

Last April state officials from Idaho, Montana, and Wyoming met and toured the University of Colorado Denver's School of Medicine and discussed the development of this "PSEP Plus" initiative, to be coordinated through WICHE and its Professional Student Exchange Program. The U.C. Denver School of Medicine launched its Rural Track Program in 2005. Student interest in the program has more than doubled, and early outcomes have been positive; all 12 students of the inaugural cohort were matched in residencies in fields that are critical to rural practice (family medicine, pediatrics, emergency medicine, and general surgery). WICHE will continue to work with member states interested in U.C. Denver's Rural Track Program; and in partnership with the University of Colorado Foundation, it will look at possible private-funding options to support students interested in the rural track.

Biographical Information on the Speaker

Mark E. Deutchman is the director of the Rural Track Program and is a professor in the Department of Family Medicine of U.C. Denver's School of Medicine; he has a secondary faculty appointment in the School of Dental Medicine. Deutchman earned his medical degree from Ohio State University, where he was a member of Phi Beta Kappa and the Landacre Society for Student Research. He is board-certified by the American Board of Family Medicine and is a Fellow of the American Academy of Family Physicians. After completing his family medicine residency in Spokane, WA, Deutchman spent 12 years practicing in White Salmon, a rural town in southwest Washington. During that time his practice spanned the full range of primary care, including the care of adults and children, obstetrics, and surgery. He also served as managing partner for an eight-provider clinic, emergency medical services coordinator for the county, ambulance service physician advisor, and volunteer fire fighter. In 1990 Deutchman took a teaching position at the University of Tennessee, Memphis, where he developed and directed a rural/OB fellowship. In 1995 he joined the faculty of the University of Colorado Denver Anschutz Medical Campus, Department of Family Medicine, where he has practiced the full range of family medicine and taught residents and students; he has also directed an OB fellowship in Denver. He also serves as Colorado's Area Health Education Center associate director for multidisciplinary education. Deutchman was awarded Teacher of the Year by the Colorado Academy of Family Physicians in 1999 and the Exemplary Teaching Award for Full-Time Faculty by the American Academy of Family Physicians in 2000.

INFORMATION ITEM

The State Scholars Initiative

On September 30, 2009, WICHE concluded its administration of the national State Scholars Initiative. In the last four years, SSI – a \$6.6 million initiative funded by the U.S. Department of Education (ED) through the Office of Vocational and Adult Education (OVAE) under the Carl D. Perkins Vocational and Technical Education Act of 1998 – achieved numerous successes. Nearly half of all states participated in the program, and 18 remain active: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming (six other states – Michigan, Nebraska, New Jersey, New Mexico, Rhode Island, and Washington – have completed their programs). Some 950 school districts have participated in the program, which encourages students to take a rigorous curriculum, patterned after the National Commission on Excellence in Education recommendations: four years of English; three years of math (algebra I, geometry, algebra II); three years of basic lab science (biology, chemistry, physics); 3.5 years of social studies (chosen from U.S. and world history, geography, economics, and government); and two years of the same language other than English.

One of the things that sets SSI apart from similar efforts is its use of businesspeople to motivate students. Over the last four years, business volunteers from over 600 companies have visited 8th grade classrooms and talked to students about the skills they will need to be successful both in college and the workplace and how taking a rigorous curriculum in high school can help. SSI has also involved parents, teachers, and counselors to reinforce this message.

WICHE and the SSI states have learned how to implement and improve the initiative in order to reach more students. Constituent perceptions, student course enrollment behaviors, state and school district data systems and policies, and business participants have yielded many lessons that will be valuable to future efforts utilizing the business community to help prepare students to be productive participants in tomorrow's workforce.

The principal staff that managed WICHE's involvement over the four-year grant period included: Terese Rainwater, director of SSI (1.0 FTE); Michelle Medal, associate project director (1.0 FTE); Kay Hulstrom, administrative assistant (.55 FTE); Deborah Jang, Web designer (.30 FTE); Annie Finnigan, communications manager (.25 FTE); Candy Allen, graphic designer (.20 FTE), and Jere Mock, vice president of Programs and Services (.20 FTE).

SSI Activities and Accomplishments

SSI's activities and accomplishments at the national and state levels included: technical assistance, oversight and monitoring, data collection, state activities, and SSI's capstone event, the National Summit on Academic Rigor and Relevance. Throughout its work WICHE was advised by a group of national education, business, and policy leaders, whose expertise deeply enhanced the program.

Program History

The State Scholars Initiative was first funded by OVAE in 2002. At that time the Texas-based Center for State Scholars (CSS) was selected as the national program administrator. During CSS's program administration, 14 states were selected to pilot SSI and received federal SSI funding. Due to concerns and problems identified by a Office of the Inspector General's (OIG) report released in January 2006, CSS was terminated as SSI's program administrator. In 2005 ED conducted an expedited grant competition to select a new program administrator for SSI, choosing WICHE in September of that year.

At the beginning of WICHE's program administration, the 14 states selected by the CSS were receiving federal funding and implementing SSI projects in ways that weren't always consistent with the program's mission. Through the use of technical assistance, oversight, and monitoring, WICHE was able to bring each state into compliance and ensure program integrity. Working collaboratively with OVAE, WICHE provided a uniform set of expectations in the form of a revised state contract, new performance- and financial-reporting tools and deadlines, a new marketing and communications plan, and new expense reimbursement protocols.

During WICHE's program administration, an additional 10 states joined the State Scholars Initiative network. In addition to meeting all program implementation requirements established for the first 14 states, these 10 new states were required to provide data on business-education partnerships, student enrollment, and SSI constituent perceptions. Although the states selected by CSS were invited to participate in data-collection activities, WICHE could

not compel them to do so. As a result the data was obtained from the 10 states selected during WICHE's program administration. Each state project received up to \$300,000 in federal funding over a two-year period and was administered by a state-level business education partnership. Of the states that joined SSI during WICHE's program administration, all 10 launched their projects through statewide kickoff events, secured business volunteers and support, presented to students, and submitted course-level data. Nine of the 10 states submitted perception data.

Technical Assistance

Although states only received two years of federal funding, SSI required them to accomplish three demanding tasks: to implement the program in schools; influence state and local policy; and collect SSI data. WICHE provided a wide array of technical assistance to states and school districts to help them launch and successfully sustain the program and meet program goals. To support program implementation, WICHE convened state directors for monthly teleconferences and three in-person national meetings. At these meetings state directors were provided with opportunities to hear from national experts, share program challenges and possible solutions, describe their accomplishments and promising practices that could be replicated in other states, and discuss implications of national research for state and local policy. In addition, WICHE developed a mentorship program, in which experienced state directors were matched with new state directors.

To support state and school district efforts to publicize SSI and garner national and state awareness, WICHE developed a comprehensive communication plan that included marketing materials, media kits, implementation tools, a comprehensive national Website with links to state programs and educational reform resources, and other products. In all, WICHE created and disseminated over 43 products and publications, including policy briefs, newsletters, and a DVD targeted to 8th and 9th graders and featuring a wide range of professionals – including Leon Lederman, SSI Advisory Board member and 1988 Nobel laureate for physics – talking informally about the importance of a rigorous education.

In addition, WICHE created products to support program implementation. The SSI Volunteer Management Database (VMD) was developed in collaboration with Northern Illinois University (NIU) especially for SSI states. This online tool provided a means by which business leaders, school districts, and state business-education partnerships could more efficiently schedule presentations in schools and provide Web-based training to business volunteers. Every SSI state was provided with a customized VMD. The federal grant has provided funding to support states' use of the VMD through October 2010.

As with any pilot, one challenge for SSI was to demonstrate the effectiveness of the program through the collection of data. In conjunction with two independent, third-party evaluators, WICHE provided extensive technical assistance to states on how to collect the required SSI data on course completions. WICHE also provided states with national, state, and customized school district reports and other data.

Finally, WICHE provided technical assistance focused on scalability and sustainability. WICHE worked with The Grantsmanship Center to develop a customized grant-writing training program, designed to address the challenges of sustaining pilot programs. As a result of this training, many states applied for and received grants from foundations, corporations, and state agencies to support SSI activities. Of the 24 states that received SSI funding, 18 are actively striving to sustain their projects and bring them to scale. For example:

- New Hampshire Scholars created a strategic plan that seeks to sustain program activities while simultaneously bringing the program to scale statewide. Toward this end, they have created a statewide advisory board of directors to guide sustainability and expansion activities.
- South Dakota Scholars coordinated its efforts with the South Dakota Department of Education's statewide efforts in career planning and in utilizing career clusters. Participating SSI school districts received training on the state's career software and its connection to SSI's Core Course of Study and goals.
- Utah Scholars received a \$500,000 appropriation in one-time funds from the state's legislature to expand the program, as well as a nearly \$1 million appropriation to create and fund the Regents' Scholarship, available to any student who completes the Utah Scholars Core Course of Study.
- Commonwealth Scholars (VA) developed a statewide program model whereby multiple school divisions and universities are engaged in the program through a regional consortia implemented by community colleges and led by the Virginia Community College System.

WICHE also provided technical assistance to non-SSI states that were interested in SSI program implementation, policy options to support academic rigor and relevance, and data collection, including: Alabama, California, Colorado, Florida, Hawaii, Illinois, Kansas, Minnesota, New York, Oregon, Pennsylvania, and South Carolina, as well as to the Virgin Islands and Washington, D.C.

Oversight and Monitoring

Oversight and monitoring were important parts of WICHE's administration of SSI, which is a cost-reimbursement program. Each state had a contract with WICHE outlining the requirements of participating in the program. WICHE reviewed and approved every state's budget and requests to alter approved budgets, as well as all personnel hired, all subcontractors hired, all monthly reimbursement requests, and all marketing and communications activities. Finally, WICHE reviewed and approved any changes made to the program. For instance, several states requested course equivalencies to fulfill the requirements of the SSI Core Course of Study. As part of its oversight and monitoring responsibilities, WICHE conducted at least one site-monitoring visit in every state that received federal funds during its program administration.

Data Collection

The State Scholars Initiative required states to collect business-education partnership, course enrollment, and perception data. Data were collected from 47 school districts in 10 SSI states, representing over 1.4 million course enrollments from fall 2006 through fall 2008. Data show that the vast majority of students successfully completed their coursework. In addition, WICHE conducted nearly 19,000 perception surveys at SSI events, to find out how students, parents, and business volunteers view the program. Perception and overall course completion data were shared with states, enabling them to show the value of the program to decision makers.

One of the central questions for SSI data collection was whether or not more students were enrolling in the required SSI courses. For example, were more students enrolling in physics? Finding the answer to this kind of question turned out to be one of the most significant challenges of WICHE's program administration. As a result of exhaustive efforts on the part of states, school districts, and SSI's independent third-party evaluators, WICHE has learned many lessons about the challenges of collecting student course-level data. These include:

- In general, there are as many data systems in a state as there are school districts.
- Data systems are designed to answer administrative, not educational, questions. Schools can often answer a question like, "What is the gender of your bus driver?" but are frequently unable to answer ones like "How many students are taking physics this semester versus last semester? This year versus last year?"
- Data systems are often changed without sufficient planning, training, and technical assistance and without an understanding of how to transfer data from the previous system to the new one.
- Identifying courses is challenging since there is no unified method for coding courses and no method for determining which courses are assigned to a given course category.
- Determining student achievement can be difficult since some states only report whether a student has passed or failed; they do not provide grades.

State Activities

The State Scholars Initiative made significant strides in strengthening high school students' academic achievement by focusing on increasing students' college-going rates, reducing remediation, and stimulating interest in taking a rigorous course of study. To help further motivate students, SSI state partnerships have developed a remarkable array of incentives, academic support programs, and recognitions. In addition, states, businesses, and postsecondary institutions have created scholarship opportunities for students who complete the SSI Core Course of Study.

Another essential piece of SSI's work at the state and school district level is that it has made postsecondary academic planning a fact of life for thousands of students who might otherwise have been ill-prepared to succeed in college – and it has helped their parents understand the value of such planning, too. In addition to working with students and their families, SSI projects have focused on state policy that promotes academic rigor. State partnerships worked to influence state policymakers' understanding of academic rigor and sought to build new alliances across K-12, postsecondary, and corporate communities. Several SSI states – including Indiana, Kentucky, Michigan, Mississippi, and Oklahoma – have used the State Scholars Initiative Core Course of Study to support the development of statewide rigorous high school default curricula.

National Summit on Academic Rigor and Relevance

To increase awareness about the importance of a rigorous curriculum, SSI hosted the National Summit on Academic Rigor and Relevance in Boston in April 2008. Some 300 participants from 36 states and territories attended, hearing presentations from such experts as Leon Lederman, Nobel Prize winner in physics, and Charles Kolb, president of the Committee for Economic Development – both SSI Advisory Board members. The summit (whose proceedings are posted at www.wiche.edu/statescholars/summit/proceedings.pdf) examined the role of the business community in driving national education reform conversations and fostered discussions of policy reform to increase academic rigor and improve academic relevance in high school. Participants explored topics including the effects of globalization, the need to increase enrollments in STEM (science, technology, engineering, and math) courses, changing student demographics, rigorous curriculum, and competency-driven assessment, as well as data collection and analysis.

SSI Promising Practices

Development and dissemination of promising practices was an essential part of SSI program administration and state project implementation. SSI's success has depended on the support provided by the business community, educators, and policymakers – and on how well they understood what worked. SSI's leaders and volunteers played an essential role as they carried the message about the importance of a rigorous curriculum into classrooms, school district offices, legislative hallways, and corporate boardrooms. They publicized the benefits of taking rigorous courses in the midst of an ever-widening array of educational initiatives that compete for the attention of policymakers, superintendents, principals, teachers, parents, and students. In addition, they provided financial support for project activities and scholarships, as well as internship and employment opportunities to Scholars.

To facilitate the sharing of practitioner wisdom, WICHE gathered promising practices from all SSI partnerships via national and state meetings, telephone interviews, performance reports, products and activities, and state director conference calls. The knowledge that WICHE collected was synthesized and presented in its report, "State Scholars Initiative Program in Review: Lessons Learned and Promising Practices." Highlighted promising practices include recommendations to:

- Gather SSI constituent data and use it to inform program activities and implementation.
- Leverage the resources of the business community to transform student perceptions and course-taking behaviors.
- Create effective program communication.
- Align with higher education and P-16 networks.
- Utilize SSI to influence broader state policy.

Evaluation Findings

Throughout its administration of SSI, WICHE maintained a robust evaluation component, which encompassed a performance review of both WICHE and the SSI states' performance.

State Performance

SSI is one of a very few national initiatives that has collected and analyzed student course-level data. This data, coupled with SSI constituent perceptions and an in-depth examination of SSI business-education partnerships, provided a wealth of information.

SSI state performance evaluations were conducted by Diana Robinson, associate director at the Center for Governmental Studies at NIU, and Karen Paulson, senior associate at the National Center for Higher Education Management Systems (NCHEMS). State performance was evaluated on three different measures: the quality and success of business education partnerships; student course enrollment and completion data; and perception data from SSI constituents. In addition to submitting annual reports, the evaluators wrote a summative report encompassing all four years of WICHE's program administration. Evaluation findings demonstrated that SSI states were effective across a range of activities, from changing student course-taking behaviors to affecting stakeholder perceptions and influencing state education reform. The most significant challenge was accessing student-level data. Main findings included the following.

Finding 1. The SSI program model is effective in changing student course-taking behavior. Data on 1,458,724 student enrollments gathered by SSI over the past three years indicate that students are changing their course-taking patterns by taking rigorous courses in high schools, and SSI, in part, is responsible for these changes. The real-world, bottom-line presentations that businesspeople make to 8th grade students help students make the connection between a strong education and future earnings potential.

Finding 2. SSI positively affects stakeholders' perceptions about rigor and course-taking. The 18,691 perception surveys returned over the course of WICHE's program administration of SSI indicate that the program makes a positive difference. It is successfully communicating the importance of a rigorous high school course of study to students, parents, and businesspeople; and it is reinforcing what teachers and guidance counselors already know.

Finding 3. Student-level data for informed policymaking and program improvement are difficult to access. Current student data systems are ill-equipped to answer even basic questions about student course-taking. States and local school districts lack the people, money, and time to maintain data for purposes other than transactions (e.g., student scheduling and using report screen information) and simple reporting at the state and federal levels.

Finding 4. SSI is an effective driver of education reform. SSI is influencing more rigorous graduation requirements, strengthening states' default curricula by adding career and technical education or service-learning options, and strengthening coalitions around high school reform. With federal support ceasing on September 30, 2009, funding will end before the effect of the program on a full cohort of students will be known. While many other positive outcomes are described in this report relating to student course-taking behavior, stakeholder perceptions of rigor, and state-level education reform efforts, definitive findings on the core evaluation questions related to student outcomes and progression will not be forthcoming. While federal funding will conclude in the fall of 2009, the vast majority of SSI states will sustain their projects. It is hoped that the lessons learned from the collective experience to date may be useful in guiding future education investments at the national and state levels, as well as in continuous improvement efforts of the many SSI projects in operation.

WICHE's Performance

The evaluation of WICHE's performance, conducted by NIU's Diana Robinson, focused on how well the program was being administered at the national level. Findings included the following.

Finding 1. SSI has met or exceeded all federal program expectations. SSI has been implemented by WICHE in a manner that fully addresses both the programmatic intent of the program and the administrative requirements set forth in the Federal Register and related accountability documents.

Finding 2. WICHE was the right organization at the right time to assume administrative responsibility for SSI. WICHE possessed a number of critical capabilities uniquely suited to the task at hand. These included the managerial capability to assume immediate control of the program while quickly putting in place an exceptionally qualified staff team, the programmatic infrastructure needed to support SSI, politically sensitive leadership and incisive program guidance, and a rich policy and research capacity.

Finding 3. Commitment, communication, and continuity at all levels were core to the successful administration of SSI. Three themes emerged early in this evaluation and were reinforced throughout the four years of WICHE's administration: commitment to the success of SSI by the individuals responsible for implementing it at all levels; multilateral and multimodal communication; and continuity in project management by WICHE and OVAE.

Finding 4. Meaningful evaluation activities and related data enhanced WICHE's ability to successfully administer SSI. In addition to creating a communication structure that ensured monthly opportunities to reflect on progress, formative evaluation activities provided information used by OVAE and WICHE to address emerging challenges and take advantage of potential program improvement opportunities.

Finding 5. WICHE, in partnership with OVAE, was able to attain rigorous administrative oversight while addressing program capacity. WICHE restored the SSI program to a high level of accountability and responded to every federal requirement and expectation. However, this occurred at some cost to long-term program impact. Although more might have been done to ameliorate certain of SSI's administrative requirements, a remarkable balance was attained between administrative accountability and maximizing program impact.

Performance Measures

Data collection, a critical piece of the State Scholars Initiative, was conducted by NCHEMS's Karen Paulson. The 2005 Federal Register notice (p. 45377) for the State Scholars Initiative set forth two performance measures focused on student-level data and SSI course availability:

4. Performance Measures: The grantee must collect data, and report annually to the Department, on the effectiveness of the Initiative:
 - (i) The number and percentage of students in participating schools, districts, and states who have four-year high school course enrollment plans that include the Initiative's rigorous course of study. If four-year high school course enrollment plans do not exist in a participating school, then the number and percentage of students who have a one- or two-year high school course enrollment plan that includes components of the rigorous course of study.
 - (ii) The availability of classes that comprise the rigorous course of study in participating schools, districts, and States.

These performance measures are directly related to the collection of student-level data and were addressed in the NCHEMS evaluation report, "State Scholars Initiative Year Four Final Evaluation Report."

Performance Measure 4i

The State Scholars Initiative requires students to enroll in the SSI Core Course of Study, comprised of 15.5 years of study in mathematics, lab-based science, English, social studies, and a language other than English. To fulfill these SSI requirements, students must enroll in four years of high school; therefore, 100 percent of students in SSI-participating schools and districts effectively have a four-year high school course enrollment plan, the SSI Core Course of Study. Identifying which students have a specific four-year high school enrollment plan is more problematic. A limited number of schools and districts participating in SSI require students to sign contracts pledging that a student will take the SSI Core Course of Study; in these cases the contract would then be the four-year high school enrollment plan. But the schools and districts that require contracts often may not keep this information in an electronic form; usually it is a signed piece of paper stored in each student's file in the guidance office. Because only a limited number of SSI schools and districts require students to sign contracts, and those schools and districts that do, do not keep that data electronically, it is unknown how many students specifically have a four-year high school enrollment plan. SSI targets 8th graders and assumes the best: that 100 percent of students in a participating State Scholar Initiative school or district will complete the SSI Core Course of Study. Until student data are available upon graduation, it is unknown whether they have achieved this outcome.

Performance Measure 4ii

In fall 2008, during Year Four of WICHE's program administration, all classes that comprised the rigorous course of study in the State Scholars Initiative were available in all 27 districts in six reporting SSI States including: SSI – B (Louisiana (two districts) and Virginia (eight divisions)) and SSI – C (Missouri, New Hampshire, South Dakota, and Wyoming (four districts each)).¹

Data gathered for fall 2008 from 27 districts in six states show that 9th through 12th grade students enrolled in the individual courses and course types that comprise the SSI Core Course of Study in the following percentages:

- 83.5 percent in English courses,
- 13.0 percent in other mathematics courses,
- 24.2 percent in algebra I,
- 14.6 percent in algebra II,
- 21.4 percent in geometry,
- 11.8 percent in higher mathematics courses,
- 30.2 percent in other science courses,
- 29.0 percent in biology,
- 14.0 percent in chemistry,
- 5.0 percent in physics,
- 40.3 percent in language other than English courses, and
- 68.8 percent in social studies courses.

Conclusion

Of the 24 State partnerships that received SSI funds, 18 are actively striving to bring their projects to scale and to sustain their project activities. SSI data collected by two independent, third-party evaluators at NCHEMS and NIU demonstrate that the SSI program model has a positive effect in changing student behavior, positively affects stakeholder perceptions, and is an effective driver of education reform. More information on the initiative, SSI state briefs, and all of the reports and publications are available on the WICHE website (www.wiche.edu/ssi).

¹ The 24 state-level business-education partnerships involved in SSI since 2003 have been grouped into three cohorts, based on when they were brought into the SSI network: Group A; Group B; and Group C. Group A includes the 14 states selected by CSS prior to 2006: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Maryland, Michigan, Mississippi, New Jersey, New Mexico, Oklahoma, Rhode Island, Tennessee, and Washington. Group B includes the six states selected by WICHE in March 2006: Louisiana, Massachusetts, Nebraska, Utah, Virginia, and West Virginia. Group C includes the four states selected by WICHE in November 2006: Missouri, New Hampshire, South Dakota, and Wyoming.

INFORMATION ITEM

Student Exchange Program Updates

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 more than 20 years and is the largest program of its kind in the nation. The program continues to thrive: in 2008-09 more than 23,600 WUE students saved some \$151.1 million in tuition costs.

Students can choose from more than 140 participating WUE institutions. In fall 2009 Eastern New Mexico University Portales's main campus joined the network. Previously, only its Roswell campus enrolled WICHE residents through WUE.

Given the impending increases in resident tuition at California institutions, WICHE staff anticipates an increased interest on the part of California residents to enroll through WUE. Jere Mock and Margo Schultz recently were interviewed by a reporter from the *San Jose Mercury News* for an article on WUE, which ran in September 2009 (www.mercurynews.com). Several California community colleges had expressed interest in participating in WUE in the past, but the extraordinarily low resident tuition rates that are a product of a highly subsidized higher education system mean that community colleges would not be able to recover their costs at the WUE rate. Even if we do see a substantial increase in community college tuition in the state, it is unlikely that it would reach a level where the institutions recover their costs. For example, in the 2009-10 academic year, resident tuition was \$26 per credit hour, which would be \$39 per credit hour at the WUE rate.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP) is an exceptional educational resource for the West, allowing master's and Ph.D. students who are residents of the 15 participating states to enroll in 226 high-quality programs at some 40 participating institutions on a resident tuition basis. In fall 2008 almost 400 students enrolled through WRGP. Staff is still finalizing fall 2009 enrollment numbers for WRGP programs but anticipates an increase, largely due to the fact that California residents are now eligible to enroll through WRGP, thanks to California State University East Bay's offering of two WRGP programs, effective fall 2009.

WRGP is a tuition-reciprocity arrangement similar to WUE, in that students can enroll directly in the program through WRGP and are not dependent upon the approval of their home state funding to participate. This represents 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. Fifty-two WRGP programs are healthcare-related, in the fields of graduate nursing, mental health, public health, speech language pathology and audiology, and other areas. 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).

The next call for nominations for new WRGP programs will be in fall 2010. Notification will be sent to all graduate deans at public institutions in the WICHE region. If you know of a particular program that is interested in applying, please have them contact the director of the Student Exchange Programs, so that we can assure direct notification when the RFP opens next fall.

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 2009-10 academic year, 698 students are enrolled through PSEP, with support fees totaling over \$14.1 million. The economic recession that has worsened since the end of last year has clearly taken a toll on the number of students supported through PSEP. In the 2008-09 academic year, WICHE states invested \$14.6 million to support 757 students through PSEP. This represents an erosion of 59 PSEP seats in various fields (or a 7.8 percent decrease) in the current academic year. Depending on state budgets, the situation could worsen in the 2010-11 academic year. This is troublesome, given that states are fighting to build or even maintain their current healthcare workforce in order to serve their residents.

As a result of the commission's approval of the Student Exchange Programs action item in May 2009, four new provisionally accredited programs have joined PSEP. They include:

- Midwestern University, Glendale's College of Dental Medicine
- Midwestern University, Glendale's College of Optometry
- Western University of Health Sciences' College of Dental Medicine
- Western University of Health Sciences' College of Optometry

The University of Utah's pharmacy program has elected to no longer participate in PSEP. It had not enrolled a student through PSEP since the 2000-01 academic year. There are still 16 cooperating schools of pharmacy, giving WICHE students plenty of access to pharmacy education.

Setting PSEP Support Fees. During its May 2010 meeting, the WICHE Commission will consider and approve PSEP support fees for the 2011 and 2012 biennium. WICHE states continue to depend on PSEP to meet several key objectives. PSEP helps them to:

- Develop a healthcare professional workforce.
- Provide affordable access to a wide range of professional programs that otherwise might not be accessible to students in some states.
- Offer students tuition assistance to private healthcare professional programs available within their home state when a public program is not available.
- Enhance the quality and prestige of participating programs by enabling them to attract exceptional students from throughout the West.
- Enable states to avoid the costs of establishing new professional schools.

Staff and certifying officers take into consideration many factors as they prepare the support fee recommendations, including:

- The relationship between support fees and today's nonresident tuition levels, as well as future anticipated tuition increases.
- The impact on enrollments if a greater tuition burden is shifted to students.
- The creation of new professional programs that have absorbed more in-state students and the availability of seats in out-of state programs.

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support large numbers of students through PSEP have been facing mounting fiscal pressures, particularly over the last year or so, as they try to provide access to professional education for their residents. The receiving institutions' costs of delivering professional education continue to rise, necessitating greater financial incentives to preserve slots for nonresident students.

Students are bearing heavier financial burdens as tuition and fees continue to increase at both public and private institutions. Students generally pay resident tuition at public institutions and reduced tuition at private institutions; the "sending" states provide a support fee to cover the difference between resident and nonresident tuition. Historically, the participating institutions have received an additional financial incentive exceeding the nonresident tuition levels. But as tuitions have increased at differing rates across institutions, the incentives have become more variable, and some support fees are no longer meeting all tuition differentials at our cooperating public programs. Support fees for the 2009-10 and 2010-11 biennium were approved by the full commission in May 2008 and included a 3.4 percent increase for each year of the biennium. No special adjustments were accorded to any of the fields. Fees, previously approved by the WICHE Commission, are outlined in the following chart.

<u>Field</u>	<u>2009-10</u>	<u>2010-11</u>
<u>Group A</u>		
Dentistry	\$22,000	\$22,700
Medicine	28,300	29,300
Occupational Therapy	11,500	11,900
Optometry	15,100	15,600
Osteopathic Medicine	18,800	19,400
Physical Therapy	10,300	10,700
Physician Assistant	11,300	11,700
Podiatry	13,100	13,500
Veterinary Medicine	28,100	29,100
<u>Group B</u>		
Pharmacy	6,700	6,900

Over the next couple of months, staff will analyze the tuition and fees of participating schools, using the 2009-10 tuition and fees information collected from cooperating institutions. Staff considers both the Higher Education Cost Adjustment (HECA) index (similar to the Consumer Price Index but calculated for higher education costs) and proposes fee levels that will cover the tuition differentials at the cooperating institutions. Staff will seek feedback on proposals for the 2011 and 2012 support fees with WICHE's certifying officers and deans of participating programs prior to the May 2010 commission meeting.

The states of Alaska, Hawaii, and Nevada are encouraged to review the level of support fees in pharmacy. Given the low support fee in pharmacy, more and more students are electing not to use WICHE support. This is particularly true for students from service-payback states (Hawaii and Nevada).

When pharmacy was first supported through PSEP, the workforce needs were not at the critical levels they are today. At the May 2007 meeting, staff proposed to approximately double the support fee in pharmacy and move it to the Group A category. Because of state budget uncertainties and the opening of several new pharmacy schools in the West, supporting states decided to table the discussion until the May 2008 meeting, to see if they could fund a potential increase when new support fees are approved for the next biennium. At the May 2008, no action was taken to increase the pharmacy support fee.

Hawaii will cease supporting students in pharmacy as soon as the University of Hawaii at Hilo's new pharmacy school is fully accredited (projected for fall 2011).

Once WICHE staff has developed its proposal for new support fees, we will distribute it widely to all of the participating states and institutions so that there is ample time for comment prior to the commission action on the fees during the May 2010 meeting.

Health information technology: programs and collaboration. WICHE is looking at strategies to help states and institutions prepare the health information technology (HIT) workforce in the West. To inform its efforts, WICHE published a workforce brief focused on health information technology in November 2007. Since then, the Obama administration has mandated a five-year window for implementation and meaningful use of electronic health records (EHRs). Providers will likely be scrambling to meet these deadlines so that they are not penalized.

The number of programs currently available to train HIT professionals is lagging behind workforce needs. The majority of the available programs in WICHE states are at the associate's level, where graduates can obtain the registered health information technician (RHIT) national certification. While these individuals are important to the HIT implementation process, the workforce supply of registered health information administrators (RHAs) are most compromised, due to the shortage of bachelor's and master's degree programs producing these graduates. Currently, there are very few bachelor's and master's HIT programs in the West.

WICHE was invited to the National Rural HIT Workforce Summit in Washington, D.C, in September 2009. The group is very interested in giving WICHE a role to convene an advisory board of educators of HIT programs, with the goal of coordinating the development of programs and sharing them, as well as existing faculty. WICHE's ICE (Internet Course Exchange) is the logical tool to help deliver these programs via distance education, especially to incumbent workers, particularly those in rural areas.

INFORMATION ITEM

Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE) offers students of its member institutions increased access to online courses and programs while they are enrolled at their home institution. Currently, there are 13 institutional and four consortia members for an overall participation of more than 30 institutions.

During the last six months the primary focus of the ICE Steering Board and staff has been on developing a new financial model to encourage and support collaboration among the members. In this new model, adopted in August, WICHE will take on responsibility for financial transactions among its members. For this service it will retain a 15 percent administrative fee for each of the three types of 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 2010 the price is set at \$150 per credit hour for undergraduate courses and \$200 per credit hour for graduate courses. The enrolling institution is encouraged to offer these imported seats to its students at its regular tuition so that it is transparent for the student.
- **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 enrolling institution is encouraged to offer these imported seats to its students at its regular tuition so that it is transparent for the student.
- **Program exchange.** Members may contract with other members to jointly develop and deliver a full academic program. In this exchange the members agree to both a negotiated wholesale price and a common retail price for enrolling in courses in the program.

Other activity has focused on collaborative initiatives, where members are finding refuge in, and support from, the ICE model as they seek ways to retain and expand their online offerings when declining budgets force more cuts to their programs. For example, the five-institution social work consortium is working on the joint development of a certificate program targeting K-12 social workers. The math and science initiative has a proposal pending with the National Science Foundation to pilot the development of enrollment-sharing in two online lab courses in science. Two engineering consortia have approached ICE about the use of its platform to support the exchange of seats and courses in the area of sustainable energy. And conversations are underway among the business deans at member schools about the exchange of online courses in areas of need for upcoming terms. Both the Nursing Education Xchange (NEXus) and the Colorado Department of Labor/U.S. Department of Labor demonstration project continue to use the ICE platform to make more online courses that respond to workforce needs available to students at their home institutions.

The WICHE ICE Website (www.wiche.edu/ice), redesigned over the summer, provides more information about how the program works, as well as new resources for members. A members' only section, with many interactive tools to support communication, was launched at the end of September.

ICE members include:

- Adams State College
- Arizona Universities Network
- Bismarck State College (ND)
- Boise State University (ID)
- Eastern Washington University
- Idaho State University
- Lewis-Clark State College (ID)
- Montana State University, Bozeman
- Montana University System
- North Dakota University System Online
- Regis University
- South Dakota System of Higher Education

- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Colorado Denver
- University of Nevada, Reno
- University of Wyoming

The ICE annual meeting will be held in March or April 2010 in Boulder.

Western Academic Leadership Forum

The Western Academic Leadership Forum (WALF) gives academic leaders in the WICHE states a venue for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. Originally, this group consisted of provosts, academic vice presidents at master's and doctoral-level institutions and chief executives and chief academic officers for system and state governing boards. In September the executive committee expanded membership criteria to include academic leaders at bachelor's institutions and is soliciting the involvement of prospective members.

Planning for the WALF annual meeting, to be held April 21-23, 2010, in Rapid City, SD, is underway. The program, themed "Academic Leadership: Charting a Future in a Sea of National and International Initiatives," will allow attendees the opportunity to hear from experts on new initiatives and then from panels of member representatives about the practical implications of such initiatives and the approaches they are taking to incorporate them into their institution's culture, especially with the extraordinary budget shortfalls most are facing.

In addition to planning for the annual meeting, the executive committee has just launched a new project to develop an academic leader's toolkit. This strategic-planning tool is envisioned as a new resource to help guide decision making about retaining existing programs and developing new ones; determining which courses to offer on campus and which to offer at a distance; and when participating in collaborative ventures with other institutions makes more sense than going it alone. A subcommittee appointed to refine the vision, set the scope of the project, and develop a few pilot tools will make a presentation at the WALF annual meeting in the spring.

Current members include:

Alaska

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

Arizona

- Arizona Board of Regents

California

- California State University System

Colorado

- Colorado State University

Hawaii

- University of Hawaii System

Idaho

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

Montana

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

Nevada

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

New Mexico

- New Mexico Higher Education Department

North Dakota

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

Oregon

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

South Dakota

- South Dakota Board of Regents
- South Dakota School of Mines and Technology

Utah

- Utah State Board of Regents

Washington

- Central Washington University
- Eastern Washington University
- Washington State University
- University of Washington

Wyoming

- University of Wyoming

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's Master Property Program (MPP) to colleges and universities in the West. The program is available to two-year, four-year, public, and private institutions of higher education, subject to approval by the MPP leadership committee. Institutional members benefit from comprehensive property insurance coverage tailored to their specific needs while improving their risk management and asset protection strategies. The base program rates are typically below industry averages, which helps members to reduce their insurance costs while improving their asset protection. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. Currently, 47 MPP institutions have total insured values of \$63.5 billion.

WICHE and MHEC members together have achieved savings of approximately \$51.5 million in premiums and dividends (the estimated savings for the 2008-09 period is \$11.5 million). The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The New England Board of Higher Education (NEBHE) joined the MPP earlier this year. The program is currently underwritten by Lexington AIG and is jointly administered by Marsh and Captive Resources under the direction of a leadership committee representative of the participating insured institutions. Jon Hansen, risk manager of the Nevada System of Higher Education, and Craig Kispert, associate vice president for business and planning at Seattle Pacific University, represent WICHE MPP member institutions on the leadership committee.

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

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

Representatives of the member institutions, including risk managers and facilities managers, are invited to attend the Master Property Program's annual Loss Control Workshop on March 10-12, 2010, in St. Louis. The workshop program focuses on facilities and risk management issues relevant to higher education; speakers will include national experts in insurance, construction, facilities management, energy conservation, engineering, fire and disaster prevention, property inspections, appraisals, claims handling, and loss prevention.

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

WICHE Expands Purchasing Options Through MHEC-Tech

The Midwest Higher Education Compact recently invited WICHE to participate in additional group purchasing arrangements to help colleges and universities in the West contain or reduce their administrative costs. WICHE-region institutions are eligible to purchase under new MHEC contracts with Dell, Xerox, Systemax Computers (also known as Global Government & Education Solutions and CompUSA), and 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.

Contracts that are available to institutions and organizations in the WICHE region include:

- A full line of new or refurbished Dell computer equipment and components as well as services including installation, maintenance, support, and training. The contract extends through June 30, 2012. For more information, visit www.mhectech.org/mhectech/dellmstr20090801.pdf.
- A three-year contract with four possible one-year renewals with Xerox for printing equipment and document-management services. The contract also includes production-level printing services. In addition to hardware – including multifunction devices, laser printers, copiers, and fax machines – the contract covers Xerox services, such as productivity assessments and document advisories to help manage and streamline records and administrative documents. The full range of Xerox Global Services' offerings are also available, including Xerox Office Productivity Assessments that will examine copy, print, and fax volumes across an entire organization and identify opportunities to save money by consolidating equipment. Members can also utilize Xerox's Document Advisor Services to help manage the information overload of student records and administrative documents schools continually face. See www.mhectech.org/mhectech/08xerox_mstr2.pdf and www.mhectech.org/mhectech/070108xeroxmstr.pdf.
- Systemax (Global Government & Education Solutions and CompUSA) products and services are available under a three-year contract that ends on June 30, 2010. A full product list, including desktop and notebook

computers, monitors, LCDs, servers, tape backups, and many other types of equipment and services, is available at www.mhectech.org/mhectech/2009augmhecglobalgovdmstr.pdf.

- Juniper Networks high-performance network infrastructure and components also may be purchased under a contract that extends through December 31, 2011, and covers a range of software, online tools, and hardware. More details are available at www.mhectech.org/mhectech/20090511juniper.pdf.

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

WICHE Website Redesign

To aid our constituents across the region, WICHE launched a redesigned and much-enhanced Website in August. The Drupal platform on which it is structured is a content management system, designed for multiple tiers of users, administrators, and WICHE authors.

The new site navigation offers paths for its various constituent groups to find program information, state highlights, policy and data resources, upcoming events, WICHE publications, presentations, newsfeeds, and details about the organization and its personnel. In addition, there are tools for members of working groups to engage in online discussions and other interactive features, including blogs, wikis, and polls. Most of these areas are restricted to registered users of specific projects and programs, such as *Non-traditional No More*, *College Access Challenge Grant*, the Western Academic Leadership Forum, and the WICHE Internet Course Exchange. There is also a commissioner log-in, which grants access to privileged documents. The "Ask WICHE" feature predominantly draws questions from students and parents asking about the Student Exchange Programs.

Through external feedback and internal collaboration, the new site continues to be fine-tuned and will evolve to meet new needs as they become apparent.



Issue Analysis and Research Committee Meeting

Monday, November 2, 2009

3.30 - 5.00 pm

SHEPC Conference Room, Suite 225

8 Monday 3.30-5.00 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2009

3.30 - 5.00 pm

SHEPC Conference Room
Suite 225

Issue Analysis and Research Committee Meeting

David Skaggs (CO), chair
Robert Burns, vice chair
Tom Buchanan (WY), ex officio
Roy Ogawa (HI), ex officio

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

Agenda

Presiding: David Skaggs, chair

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



Approval of the Issue Analysis and Research meeting minutes of May 18, 2009 8-3



Approval of a new project entitled *Education Equity and Postsecondary Student Success: A Center for Urban Education (CUE) and WICHE Partnership for Policy Research and Analysis* 8-6

Information Items:

Unit update – Demarée Michelau and Brian Prescott 8-7
Policy staff resources
Staff memberships and advisory positions

Status of grant application for *Innovative Strategies in Community Colleges for Working Adults and Displaced Workers* – Demarée Michelau

Discussion Items:

Annual update to Benchmarks 2009 – Brian Prescott
(separate document)

Progress toward 2010 workplan: highlights – Demarée
Michelau and Brian Prescott

8-7

- *Non-traditional No More: Policy Solutions for Adult Learners*
- *College Access Challenge Grant (CACG) Consortium and Network*
- Legislative Advisory Committee
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid*
- State Policy Inventory Database Online (SPIDO)
- Policy Publications Clearinghouse
- *Best Practices in Statewide Transfer and Articulation Systems*
- Statewide longitudinal data systems
- Projections of high school graduates

What are the principal policy debates in your state? How can the Policy Analysis and Research unit most effectively serve the WICHE states? – Demarée Michelau and Brian Prescott

- Topics for *Policy Insights*
- Technical assistance opportunities

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, May 18, 2009

Committee Members Present

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

Committee Members Absent

Roy Ogawa (HI)
Arthur Vailas (ID)
William Goetz (ND)

Staff Present

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

Chair Skaggs convened the Issue Analysis and Research Committee on May 18, 2009, and a quorum was established.

Action Item

Approval of the minutes of the November 10, 2008, Issue Analysis and Research Committee Meeting

Chair Skaggs asked members to review the minutes of the previous meeting. COMMISSIONER HELLER MOTIONED TO APPROVE THE MINUTES OF THE NOVEMBER 10, 2008, ISSUE ANALYSIS AND RESEARCH COMMITTEE MEETING. COMMISSIONER SEDERBURG SECONDED THE MOTION. The minutes were approved unanimously by the committee.

Discussion Item

The American Recovery and Reinvestment Act and the Proposed Federal Government Budget for 2010

David Longanecker provided an overview of the portions of the American Recovery and Reinvestment Act (ARRA) that are relevant to the committee. He described WICHE's meeting last December with member states to discuss the development of databases capable of tracking individuals from elementary school through postsecondary school or training and into the workforce. This effort was funded by the Bill & Melinda Gates Foundation. With additional funding from Gates, WICHE selected Hawaii, Washington, Oregon, and Idaho for pilot projects to develop these databases. The three Northwestern states were chosen partially due to their proximity, so that the projects can explore ways to track individuals who migrate across state lines.

As this effort progressed, the ARRA was approved with \$250 million in funding for these types of state databases. Longanecker said that this funding may make the pilot process somewhat redundant, as all WICHE states will now have access to funds to develop longitudinal databases. He noted that this means WICHE states will not be able to use the pilot projects as a learning process.

Longanecker also explained that, in order to receive stimulus funds, states are required to provide assurances that they will develop databases that integrate K-12 and postsecondary systems. He expressed concern that some state leaders may not be fully aware of these provisions. Commissioner Flores told committee members that these assurances must be submitted by July 1.

Longanecker also reported that WICHE will encourage the federal government to include language in the database-funding regulations that would promote the development of interstate systems, rather than individual ones. He

expressed confidence that this would allow substantial savings and efficiencies from economies of scale, in addition to helping states track migrating individuals.

Outside of funding in the ARRA, Longanecker reported that President Obama's budget request includes \$2.5 billion for access, persistence, and completion. He also gave a brief update on the so-called "Race to the Top" funds, explaining that these are likely to be funneled into the K-12 system.

Longanecker told committee members that WICHE staff looks forward to working with states that are interested in developing regional databases and assured members that WICHE has already received advice that these systems will be able to meet federal privacy requirements.

As discussion shifted to broadband Internet access, Commissioner Kohl-Welles said that states will receive at least one grant, which will go to the state itself or to a nonprofit, private-sector, or other organization. Longanecker expressed WICHE's commitment to work with university consortia on this issue. WCET is uniquely positioned to lead the organization's efforts in this area. However, he noted the large role played by the telecommunications industry in the West: the industry will likely push to be included in grant-funded projects to expand broadband access.

Action Item **Approval of the FY 2010 Issue Analysis and Research Workplan**

Chair Skaggs asked committee members to review the Issue Analysis and Research workplan, which Demarée Michelau summarized. She noted that the *Getting What You Pay For* project activities were completed under budget. She asked committee members, as part of their overall approval of the workplan, to approve the use of the surplus funds to support a meeting of the Legislative Advisory Council (LAC). This would also require approval from Lumina Foundation for Education, but Michelau did not expect this to be a significant obstacle.

Michelau said the meeting would likely take place in Boulder at the State Higher Education Policy Center in August or September and that staff would let the commissioners know as soon as more information is available. Michelau asked committee members to review a handout that showed the makeup of the LAC and requested that members note vacancies on the committee. Commissioner Harrington noted that there may be issues with his membership on the LAC because he is no longer a member of the state legislature.

Michelau also noted that as part of the *Getting What You Pay For* project, WICHE is able to provide technical assistance to states interested in integrating financing and financial aid policies. The project is also funding an update of the State Policy Inventory Database Online, known as SPIDO, which is now functional, as well as a meeting of the Legislative Education Staff Network, which will be cosponsored by the National Conference of State Legislatures.

Michelau described the Rocky Mountain Collaborative to Transform the Health Professions Workforce, including a meeting convened by WICHE staff on April 20-21. This work will continue in the coming year.

Michelau reported on WICHE's efforts in the College Access Challenge Grant (CACG) Consortium and Network, explaining that WICHE staff is working with Alaska, Nevada, North Dakota, and Washington to assist in implementation of this federal grant program. The first meeting of the network took place in April. States interested in assistance with their CACG programs are still able to join the network or the consortium.

Chair Skaggs asked if the president's budget is likely to eliminate the CACG or incorporate it into another grant program. Michelau responded that even though the program was initially approved for two years, Congress may decide to continue the funding. There are some redundancies with the Grants for Access and Persistence program, and this might be addressed somehow.

The WICHE Policy unit has also begun conceptualizing a project to address the unique postsecondary needs of military veterans, in addition to work that began in the Mental Health Program. She asked for input from committee members on the effort. Commissioner Flores said that both the Mental Health Program and Policy unit should broaden their focus to include family members of current and former military members. Chair Skaggs expressed strong support for this effort, noting that Colorado has an extensive military population. Chair Nichols told members that she has spent a substantial amount of time on this issue in the last six months and would very much appreciate WICHE's examining the policy issues. Chair Skaggs suggested that both the Veterans Administration and the Department of Defense may

be possible funding sources for such a project. Commissioner Flores said that New Mexico has received a grant from the Veterans Administration to study the severity of the issue.

Michelau then explained that the development of workforce policy briefs has been removed from the workplan as a standalone item. Instead, these briefs will be included as part of the unit's regular policy brief efforts. Chair Skaggs noted that the formal deletion of the workforce briefs would be considered during the approval of the workplan.

Chair Skaggs asked that Michelau provide an update on the Policy Analysis and Research unit. Michelau said that since the departure of the vice president, she and Brian Prescott have managed the unit as codirectors. She introduced Patrick Lane, a Policy project coordinator, and also noted that WICHE has hired Carl Kruger as a project coordinator and Brandi Van Horn as a research analyst.

Commissioner Sederburg asked for clarification on the "on the horizon" section of the workplan. Michelau answered that these projects are in the conceptualization phase and that no funding has been sought or received yet. She said that before any of these projects move forward, staff would seek approval from commissioners.

Commissioner Sederburg noted that Utah has received funding from Lumina Foundation for Education for a project related to the Organisation for Economic Co-operation and Development's international benchmarking effort and that there may be other funding opportunities for this. He then asked whether WICHE works extensively with individual institutions or whether it works mainly with state offices. Michelau responded that WICHE mainly works with state offices, but with certain projects, it works on the institutional level. Chair Nichols noted that WICHE mainly focuses on state policy but may undertake institutional work on a case-by-case basis; however, this is not a focus of WICHE.

Commissioner Buchanan asked for clarification on how the five categories of the workplan are selected. Michelau explained that these categories are selected by the commission and that WICHE does not seek to implement projects outside of these five categories. Commissioner Buchanan inquired about the process for developing the categories. Chair Nichols noted that the categories were discussed and approved by the commission last year but can always be revisited by commissioners.

COMMISSIONER LORENZ MOVED TO APPROVE THE FY 2010 ISSUE ANALYSIS AND RESEARCH WORKPLAN.
COMMISSIONER RICHARDS SECONDED THE MOTION. The workplan was approved unanimously.

Discussion Item **WICHE Evaluation of Colorado's College Opportunity Fund (COF)**

Chair Skaggs presented an overview of COF, which provides funding for higher education institutions in the form of vouchers given directly to students. The implementing legislation required an evaluation of the program. The Colorado Department of Higher Education, with assistance from the Donnell-Kay Foundation, contracted with WICHE staff to carry it out. The evaluation highlighted several shortcomings in the implementation of the program. The resulting report may be of interest to other commissioners. Commissioner Sederburg asked whether other states can contract WICHE for similar services. Chair Skaggs answered affirmatively.

Chair Skaggs adjourned the meeting.

ACTION ITEM

Proposed Project:

Educational Equity and Postsecondary Student Success: A Center for Urban Education and WICHE Partnership for Policy Research and Analysis

Summary

WICHE proposes to work with the Center for Urban Education (CUE) at the University of Southern California as a subcontractor to assist with a project to progress the equity agenda in state-level policymaking. It will enable the two organizations to work collaboratively to make racial equity more transparent in states' policy and programmatic efforts to increase degree completion. The project will familiarize state leaders with tools and techniques to enable them to better monitor the state of equity in college completion, create a cohort of professionals with these capabilities, and strengthen the development and use of benchmarks and metrics for assessing and tracking equity in college completion.

Relationship to WICHE Mission

This project directly supports WICHE's mission to promote access and success in postsecondary education of underrepresented populations.

Background

CUE has been an innovator in furthering the ways data are used to inform how underrepresented students perform in college and what contributes to educational attainment gaps. CUE has developed the Equity Model, consisting of various self-assessment inventories and data investigation protocols, as well as a methodology for working with colleges and universities and state-level governing boards to identify problems and lead them to solutions. WICHE has previously partnered with CUE on an Institute on Equity Research Methods and Critical Policy Analysis, which was hosted at SHEPC in July 2009, and the proposed project will build on that previous effort.

It is clear that reducing equity gaps is the best way to meet President Obama's goal (as well as the goal of Lumina and Gates foundations) of ensuring that the nation's young population become better-educated. CUE's approach has had success in providing a means by which to reduce those gaps in various settings, including individual colleges and their academic departments, as well as through a project with the state of Wisconsin. This project will allow WICHE states greater access to CUE's promising approach.

Project Description

The primary goal of this new project is to collaborate with CUE in order to support policy and programmatic efforts targeted at degree completion by providing states with tools and information about equity and student outcomes. In doing so, the project will train teachers and practitioners to more effectively use qualitative and quantitative data and will develop a cohort of equity-minded professionals in the ranks of institutional researchers and state higher education policy communities. In particular, the project aims to scale up strategies that have worked to reduce equity gaps at a smaller scale and to focus on reducing those gaps with cost-effective strategies.

CUE has already received the grant award from the Ford Foundation for this new project and intends to contract with WICHE's Policy Analysis and Research unit. WICHE will employ a project coordinator responsible for the administration of the project. In addition to offering its own expertise, WICHE will also help by using its contacts within states to disseminate the tools and techniques. The project began October 1, 2009, and is scheduled to go for two years.

Action Requested

Approval to receive and expend funds to support WICHE's involvement as a partner in this project.

Staff and Fiscal Impact

The project will fully support the costs of employing a full-time project coordinator within the Policy Analysis and Research unit for the duration of the project. A portion of other staff members' time will also be covered through the contract with CUE.

Summary of Workplan Activities – FY 2010

Issue Analysis and Research Committee

Existing Activities

Annual Tuition and Fees report. WICHE's Policy Analysis and Research unit annually produces a report detailing tuition and fees charges for every public institution in the West. The report includes charges for resident and nonresident graduate and undergraduate students in a number of tables, allowing for easy comparisons and providing some historical information. The unit has made several changes over the years to ensure a higher quality of data and is always looking for ways to make the report more usable and effective. Currently, we are examining how we might contemporize the report to allow for the calculation of enrollment-weighted averages and also how we might make it available online.

Non-traditional No More: Policy Solutions for Adult Learners. With funding from Lumina Foundation for Education, *Non-traditional No More* is working with five states – Arkansas, Colorado, Nevada, New Jersey, and South Dakota – that were selected through a competitive process to identify their “ready adult” population: those adults who are close to having enough credits to obtain a degree but have not yet returned to college. The project employs two strategies: identifying ready adults and building a path to college success. The first strategy is designed to help states and institutions identify their ready adults. This work includes mining state data systems and engaging in partnerships with other public or private data system partners to identify each state's ready adults. The second strategy is comprehensive and focuses on academic affairs, financial aid/financing, student support services, and communications (marketing and information strategies designed to reach out to the ready adult population).

Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid.

With funding from Lumina Foundation for Education, WICHE and the National Conference of State Legislatures (NCSL) have partnered to build upon the work conducted as part of *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*, a four-year project also funded by Lumina that yielded many important lessons and insights about financial aid and financing policies in the states. Specifically intended to reach out to the nation's state legislators, the project continues the effort to expand access and success for all students through eight concise policy briefs (disseminated to every state legislator in the country), designed to identify promising practices and ensure that every available state dollar works for students, not against them. Understanding the hard economic choices states currently face and clearly communicating the higher education financing options available to legislators are critical, especially now, as states fight through another recession.

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

State Policy Inventory Database Online (SPIDO). The State Policy Inventory Database Online (SPIDO) is a searchable online database of state-level higher education policies. It is designed to be a useful resource for state and national policymakers, education leaders, practitioners, and education consumers.

Evaluation of Colorado's College Opportunity Fund (COF). The Policy Analysis and Research unit has conducted an evaluation of the nation's only voucher-based approach to higher education finance policy. The project relied on interviews with the policy's champions, focus groups with institutional and agency administrators, and analysis of student unit record data to examine the original intent of the legislation that created COF, how postsecondary education participation changed under COF, and how institutions responded to COF. The report concludes with a set of possible policy alternatives.

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity. This report is widely used throughout the nation by postsecondary institutions, state agencies, legislatures, governor's offices, K-12 schools, media, libraries, businesses, and others interested in the future size and composition of enrollment demand for higher education. In the wake of the most recent edition's publication in March 2008,

Policy Analysis and Research unit staff have made numerous presentations on its findings (and related demographic information) and continue to respond to media and other inquiries.

Rocky Mountain Collaborative to Transform the Health Professions Workforce. The Policy Analysis and Research unit coordinated an effort involving all units within WICHE to bring together institutional and agency representatives from all sectors of public higher education in eight Western states and to seek ways to expand the pipeline of underrepresented populations into the health professions. A meeting was held April 20-21, 2009, in Aurora, CO, and was cohosted by the Sullivan Alliance, a Washington, D.C., organization led by former U.S. Secretary of Health and Human Services Louis Sullivan and the Anschutz Medical Campus of the University of Colorado, Denver.

College Access Challenge Grant Consortium and Network. The College Access Challenge Grant (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. As part of this effort, WICHE is working with state partners through two mechanisms: the CACG Consortium (comprised of Alaska and Nevada) and the CACG Network (comprised of Alaska, Nevada, North Dakota, and Washington, with Idaho expected to join in the coming year). While the level of WICHE-related services differ, both options allow CACG states the opportunity to learn from each other, share best practices and lessons learned, and receive current evidence-based research.

Best Practices in Statewide Transfer and Articulation Systems. A joint project of WICHE and Hezel Associates, and in partnership with WCET, with funding from Lumina Foundation for Education, *Best Practices in Statewide Articulation and Transfer Systems* seeks to develop a deeper understanding of how states coordinate their articulation and transfer programs for students who move from two-year to four-year institutions. In addition to surveying all 50 states and developing in-depth case studies of selected state systems, WICHE, WCET, and Hezel Associates are examining how state colleges and universities use Web portals in the articulation and transfer process to determine the characteristics that make them effective and if similar models can be used in other states. The project is also examining how well states promote, market, and disseminate information about articulation and transfer to students, faculty advisors, admissions staff, and other administrators. Upon completion of the initial research and case studies, WICHE and Hezel Associates will distill key findings into a best practices guide, featuring clear recommendations for policy and decision makers. Additionally, information from the project will be presented to a national policy audience as part of the State Policy Inventory Database Online (SPIDO). Ultimately, the goal of *Best Practices in Statewide Articulation and Transfer Systems* is to guide policy and practice within state higher education organizations, particularly the state higher education executive officers. Along with regional and national meetings specifically focused on articulation and transfer, the project's findings should be a valuable resource to state higher education executive offices and other policymakers as they confront issues related to postsecondary access and affordability in the years to come.

Fostering Collaborative State-Level Education and Development Workforce Database. This Gates Foundation-funded project featured a meeting in December, which brought together the individuals responsible for K-12, postsecondary, and workforce data systems in 14 of 15 WICHE states. The goal was to help those states make progress on developing linked longitudinal data systems that track individuals from early grades through employment in order to better inform policy and practice. Follow-up activities included replicating that meeting in several states and working toward creating a pilot effort that may serve as a model for building this capacity in other states.

Benchmarks: WICHE Region. This annual document tracks 15 indicators of progress toward improving access and success, affordability, and higher education finance from a regional perspective.

Electronic Fact Book: Policy Indicators for Higher Education. This online repository of data relevant to higher education policy is regularly updated. Its domains include access, affordability, demographics, economic indicators, faculty, finance, preparation, progression, and workforce. Data are provided at the state level for all WICHE states.

Policy Insights. *Policy Insights* is a short report series covering a wide array of timely higher education policy issues.

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Policy Publications Clearinghouse. The Policy unit maintains a database of policy publications in a continuing effort to serve as a resource for the WICHE states. The documents include studies, reports, surveys, and policy briefs published by various research and public policy organizations

New Directions

Technical assistance with state financial aid program design and funding (single-state support, as requested). Policy Analysis and Research unit staff members have become recognized as experts on the “shared responsibility” model for distributing need-based financial aid, as well as other state grant aid funding approaches. We occasionally receive 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.

***Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodology review and expansion.** The Policy Analysis and Research unit is seeking funding to conduct a review of the cohort survival ratio (CSR) methodology that the *Knocking* series has used to make projections throughout its 30-year history. Given changes in data and technology, it is prudent to examine whether there is a better, more accurate approach to making these projections. In addition, the current proposal includes an effort to expand the analyses to disaggregate by income and other useful characteristics and to contemporize the delivery of the projections through a dynamic, Web-based interface.

Initiatives to expand educational equity for underrepresented ethnic students. WICHE has partnered with the Center for Urban Education at the University of Southern California and the Association for the Study of Higher Education to assist in the development of an Institute on Equity Research Methods and Critical Policy Analysis. The institute expects to engage scholars and researchers on higher education in order to more appropriately and effectively frame the issues of educational inequities for public policy debates.

On the Horizon

Residency policies. Residency policies are widely linked to tuition levels for students, yet limited analyses have been conducted on these policies in higher education. Interest in residency requirements has escalated, in the form of concerns related to issues such as undocumented immigrants, financial aid eligibility, exemption of certain groups from residency requirements, criteria for establishing residency, and the role of residency status as a revenue stream. Each of these issues links back to affordability and access, and while WICHE has thus far not been able to secure funding for a project related to these issues, the Policy unit intends to continue exploring options for work in this area.

Research and analysis of outcome-based funding approaches. Increasingly, states are recognizing that enrollment-based funding formulas do not create particularly powerful incentives for institutions to prioritize degree/certificate completion. A few states are making adjustments (or are considering doing so) in their financing strategies to reward institutions for retaining and graduating students, particularly those from low-income backgrounds. The Policy Analysis and Research unit is interested in researching how such policies have impacted educational attainment, as data allow.

Broadening on-campus and online educational options for active service members and veterans. With approximately 2 million military personnel 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 fiscal times. WICHE is examining possible ways to assist the Western states in this effort.

Policy and Mental Health collaboration on recidivism reduction in the prison population. State corrections policy has endured significant changes in the past 25 years. Historically, it has been based in a belief that those who are incarcerated should be rehabilitated if possible. But the 1980s brought a significant shift in philosophy, to one that focused more on punishment than on rehabilitation. State policymakers heeded the call to be “tough on crime” and passed much more punitive legislation, including mandatory sentencing and “three strikes, you’re out” laws, which over time have resulted in increased pressure on state budgets. In 2001, however, there was yet another shift in public opinion. The 9/11 attacks propelled terrorism onto the forefront of the public’s mind. *Public Agenda* reports that in 2006, 80 percent of Americans felt that defending the U.S. against terrorism should be a top priority for Congress, while 62 percent felt that reducing crime should be. With corrections comprising a larger share of state budgets and the public no longer focused as much on crime, the time might be right for state policymakers to revisit their stance on the issue. WICHE is exploring a project related to reducing recidivism through higher education in an effort to develop more effective and sustainable policy resulting in reduced pressure on state budgets, less crime, and in some cases, maybe even economic development strategies.

Workforce credentialing systems. ACT has been pushing a National Workforce Readiness Certificate based on its WorkKeys assessments (other, similar initiatives also exist). The Policy Analysis and Research unit has been trying to

stay abreast of such developments and is interested both in helping states forge stronger ties between postsecondary education and the business community – through the development of a common language surrounding competency that this activity helps promote – and in conducting research on the efficacy of such efforts.

Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development. The Policy Analysis and Research unit recently wrapped up a Ford Foundation-funded project called *Escalating Engagement* that in part focused on highlighting higher education's workforce development mission. It also sought to help states strengthen the connection between the activities of their higher education institutions and their workforce development training programs. We hope to build upon that body of work by proposing a new project that more explicitly focuses on how state workforce needs can be met, specifically through better service to racial/ethnic minorities and other underrepresented populations. It is apparent that, in many states, failure to adequately prepare these fast-growing populations for high-demand fields (not just get them a degree) could severely impair their economic prosperity in the long run. At the same time, the fast-growing, traditionally underrepresented populations present an opportunity to meet those workforce demands, if only states could find scalable models of particular effectiveness. Additionally, there are too few resources available to states to help them understand how to dismantle silos in workforce development and higher education and also how state-level and federal policies related to the two areas can be made complementary. The Policy Analysis and Research unit is interested in pursuing the capacity to build upon its expertise in these areas as part of the project targeting underrepresented populations.

Extending the Rocky Mountain Collaborative to Transform the Health Professions Workforce initiative into other states. As described above, this effort is to help states expand the pipeline of underrepresented populations into health professions fields, but the initial meeting only reached eight WICHE states. Pending the success of the first meeting and our ability to secure additional funding, WICHE would be interested in replicating the meeting, including lessons learned, in other member states.

International comparisons of learning outcomes. International benchmarking is an increasingly valuable source of information in a globally competitive marketplace, as shown by the visibility and perceived relevance of the educational attainment figures released by the Organisation for Economic Co-operation and Development (OECD). Likewise, the public is demanding to know what they are getting out of higher education, increasingly in terms of learning outcomes. The U.S. government participates in international benchmarking of learning outcomes at the K-12 level but so far has balked at taking part in similar efforts involving postsecondary education. The Policy Analysis and Research unit is examining how it might help states apply and participate in the OECD's efforts to benchmark postsecondary learning outcomes.



Self-funded Units Committee Meeting

Monday, November 2, 2009

3.30 - 5.00 pm

SHEEO Mingle Conference Room
Suite 103

9 Monday 3.30-5.00 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2009

3.30 - 5.00 pm

SHHEO Mingle Conference
Room, Suite 103

Self-funded Units Committee

Kaye Howe, chair
Position vacant, vice chair
Jane Nichols (NV), ex officio

Marshall Lind (AK)
Joel Sideman (AZ)
Position vacant (CA)
Committee chair (CO)
Roy Ogawa (HI)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
Warren Hardy (NV)
Patricia Sullivan (NM)
Dave Nething (ND)
Camille Preus (OR)
James Hansen (SD)
Bonnie Jean Beesley (UT)
Ann Daley (WA)
Tom Buchanan (WY)

Presiding: Kaye Howe, chair

Staff: Louis Fox, vice president, WICHE Technology and Innovation
Dennis Mohatt, vice president, behavioral health, and director,
Mental Health Program
Russell Poulin, interim executive director, WCET

Agenda



Approval of the Ad Hoc Committee for
Self-funded Units meeting minutes of
May 18, 2009

9-3



Selection of a vice chair for the Self-funded
Units Committee

Information Items:

Mental Health Program update – Dennis Mohatt
Discussion of budget and new projects
Overview of a new National Institute of Mental Health
research project focused on campus mental health

WCET update – Russell Poulin
Transparency By Design
Discussion of budget and new projects
WCET executive director position

Technology and Innovation update – Louis Fox

Overview of recent technology grants involving or led by
WICHE: proposals for the National Telecommunications and
Information Administration's Broadband Technology
Opportunities Program (BTOP) and the National Science
Foundation's Academic Research Infrastructure Program:
Recovery and Reinvestment (ARI-R²)

Northern Tier Network "golden spike" events

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, May 18, 2009

Committee Members Present

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

Committee Members Absent

Roy Ogawa (HI)
Arthur Vailas (ID)
William Goetz (ND)

Staff Present

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

Chair Skaggs convened the Issue Analysis and Research Committee on May 18, 2009, and a quorum was established.

Action Item

Approval of the minutes of the November 10, 2008, Issue Analysis and Research Committee Meeting

Chair Skaggs asked members to review the minutes of the previous meeting. COMMISSIONER HELLER MOTIONED TO APPROVE THE MINUTES OF THE NOVEMBER 10, 2008, ISSUE ANALYSIS AND RESEARCH COMMITTEE MEETING. COMMISSIONER SEDERBURG SECONDED THE MOTION. The minutes were approved unanimously by the committee.

Discussion Item

The American Recovery and Reinvestment Act and the Proposed Federal Government Budget for 2010

David Longanecker provided an overview of the portions of the American Recovery and Reinvestment Act (ARRA) that are relevant to the committee. He described WICHE's meeting last December with member states to discuss the development of databases capable of tracking individuals from elementary school through postsecondary school or training and into the workforce. This effort was funded by the Bill & Melinda Gates Foundation. With additional funding from Gates, WICHE selected Hawaii, Washington, Oregon, and Idaho for pilot projects to develop these databases. The three Northwestern states were chosen partially due to their proximity, so that the projects can explore ways to track individuals who migrate across state lines.

As this effort progressed, the ARRA was approved with \$250 million in funding for these types of state databases. Longanecker said that this funding may make the pilot process somewhat redundant, as all WICHE states will now have access to funds to develop longitudinal databases. He noted that this means WICHE states will not be able to use the pilot projects as a learning process.

Longanecker also explained that, in order to receive stimulus funds, states are required to provide assurances that they will develop databases that integrate K-12 and postsecondary systems. He expressed concern that some state leaders may not be fully aware of these provisions. Commissioner Flores told committee members that these assurances must be submitted by July 1.

Longanecker also reported that WICHE will encourage the federal government to include language in the database-funding regulations that would promote the development of interstate systems, rather than individual ones. He

expressed confidence that this would allow substantial savings and efficiencies from economies of scale, in addition to helping states track migrating individuals.

Outside of funding in the ARRA, Longanecker reported that President Obama's budget request includes \$2.5 billion for access, persistence, and completion. He also gave a brief update on the so-called "Race to the Top" funds, explaining that these are likely to be funneled into the K-12 system.

Longanecker told committee members that WICHE staff looks forward to working with states that are interested in developing regional databases and assured members that WICHE has already received advice that these systems will be able to meet federal privacy requirements.

As discussion shifted to broadband Internet access, Commissioner Kohl-Welles said that states will receive at least one grant, which will go to the state itself or to a nonprofit, private-sector, or other organization. Longanecker expressed WICHE's commitment to work with university consortia on this issue. WCET is uniquely positioned to lead the organization's efforts in this area. However, he noted the large role played by the telecommunications industry in the West: the industry will likely push to be included in grant-funded projects to expand broadband access.

Action Item **Approval of the FY 2010 Issue Analysis and Research Workplan**

Chair Skaggs asked committee members to review the Issue Analysis and Research workplan, which Demarée Michelau summarized. She noted that the *Getting What You Pay For* project activities were completed under budget. She asked committee members, as part of their overall approval of the workplan, to approve the use of the surplus funds to support a meeting of the Legislative Advisory Council (LAC). This would also require approval from Lumina Foundation for Education, but Michelau did not expect this to be a significant obstacle.

Michelau said the meeting would likely take place in Boulder at the State Higher Education Policy Center in August or September and that staff would let the commissioners know as soon as more information is available. Michelau asked committee members to review a handout that showed the makeup of the LAC and requested that members note vacancies on the committee. Commissioner Harrington noted that there may be issues with his membership on the LAC because he is no longer a member of the state legislature.

Michelau also noted that as part of the *Getting What You Pay For* project, WICHE is able to provide technical assistance to states interested in integrating financing and financial aid policies. The project is also funding an update of the State Policy Inventory Database Online, known as SPIDO, which is now functional, as well as a meeting of the Legislative Education Staff Network, which will be cosponsored by the National Conference of State Legislatures.

Michelau described the Rocky Mountain Collaborative to Transform the Health Professions Workforce, including a meeting convened by WICHE staff on April 20-21. This work will continue in the coming year.

Michelau reported on WICHE's efforts in the College Access Challenge Grant (CACG) Consortium and Network, explaining that WICHE staff is working with Alaska, Nevada, North Dakota, and Washington to assist in implementation of this federal grant program. The first meeting of the network took place in April. States interested in assistance with their CACG programs are still able to join the network or the consortium.

Chair Skaggs asked if the president's budget is likely to eliminate the CACG or incorporate it into another grant program. Michelau responded that even though the program was initially approved for two years, Congress may decide to continue the funding. There are some redundancies with the Grants for Access and Persistence program, and this might be addressed somehow.

The WICHE Policy unit has also begun conceptualizing a project to address the unique postsecondary needs of military veterans, in addition to work that began in the Mental Health Program. She asked for input from committee members on the effort. Commissioner Flores said that both the Mental Health Program and Policy unit should broaden their focus to include family members of current and former military members. Chair Skaggs expressed strong support for this effort, noting that Colorado has an extensive military population. Chair Nichols told members that she has spent a substantial amount of time on this issue in the last six months and would very much appreciate WICHE's examining the policy issues. Chair Skaggs suggested that both the Veterans Administration and the Department of Defense may

be possible funding sources for such a project. Commissioner Flores said that New Mexico has received a grant from the Veterans Administration to study the severity of the issue.

Michelau then explained that the development of workforce policy briefs has been removed from the workplan as a standalone item. Instead, these briefs will be included as part of the unit's regular policy brief efforts. Chair Skaggs noted that the formal deletion of the workforce briefs would be considered during the approval of the workplan.

Chair Skaggs asked that Michelau provide an update on the Policy Analysis and Research unit. Michelau said that since the departure of the vice president, she and Brian Prescott have managed the unit as codirectors. She introduced Patrick Lane, a Policy project coordinator, and also noted that WICHE has hired Carl Kruger as a project coordinator and Brandi Van Horn as a research analyst.

Commissioner Sederburg asked for clarification on the "on the horizon" section of the workplan. Michelau answered that these projects are in the conceptualization phase and that no funding has been sought or received yet. She said that before any of these projects move forward, staff would seek approval from commissioners.

Commissioner Sederburg noted that Utah has received funding from Lumina Foundation for Education for a project related to the Organisation for Economic Co-operation and Development's international benchmarking effort and that there may be other funding opportunities for this. He then asked whether WICHE works extensively with individual institutions or whether it works mainly with state offices. Michelau responded that WICHE mainly works with state offices, but with certain projects, it works on the institutional level. Chair Nichols noted that WICHE mainly focuses on state policy but may undertake institutional work on a case-by-case basis; however, this is not a focus of WICHE.

Commissioner Buchanan asked for clarification on how the five categories of the workplan are selected. Michelau explained that these categories are selected by the commission and that WICHE does not seek to implement projects outside of these five categories. Commissioner Buchanan inquired about the process for developing the categories. Chair Nichols noted that the categories were discussed and approved by the commission last year but can always be revisited by commissioners.

COMMISSIONER LORENZ MOVED TO APPROVE THE FY 2010 ISSUE ANALYSIS AND RESEARCH WORKPLAN.
COMMISSIONER RICHARDS SECONDED THE MOTION. The workplan was approved unanimously.

Discussion Item **WICHE Evaluation of Colorado's College Opportunity Fund (COF)**

Chair Skaggs presented an overview of COF, which provides funding for higher education institutions in the form of vouchers given directly to students. The implementing legislation required an evaluation of the program. The Colorado Department of Higher Education, with assistance from the Donnell-Kay Foundation, contracted with WICHE staff to carry it out. The evaluation highlighted several shortcomings in the implementation of the program. The resulting report may be of interest to other commissioners. Commissioner Sederburg asked whether other states can contract WICHE for similar services. Chair Skaggs answered affirmatively.

Chair Skaggs adjourned the meeting.

ACTION ITEM

Proposed Project:

Educational Equity and Postsecondary Student Success: A Center for Urban Education and WICHE Partnership for Policy Research and Analysis

Summary

WICHE proposes to work with the Center for Urban Education (CUE) at the University of Southern California as a subcontractor to assist with a project to progress the equity agenda in state-level policymaking. It will enable the two organizations to work collaboratively to make racial equity more transparent in states' policy and programmatic efforts to increase degree completion. The project will familiarize state leaders with tools and techniques to enable them to better monitor the state of equity in college completion, create a cohort of professionals with these capabilities, and strengthen the development and use of benchmarks and metrics for assessing and tracking equity in college completion.

Relationship to WICHE Mission

This project directly supports WICHE's mission to promote access and success in postsecondary education of underrepresented populations.

Background

CUE has been an innovator in furthering the ways data are used to inform how underrepresented students perform in college and what contributes to educational attainment gaps. CUE has developed the Equity Model, consisting of various self-assessment inventories and data investigation protocols, as well as a methodology for working with colleges and universities and state-level governing boards to identify problems and lead them to solutions. WICHE has previously partnered with CUE on an Institute on Equity Research Methods and Critical Policy Analysis, which was hosted at SHEPC in July 2009, and the proposed project will build on that previous effort.

It is clear that reducing equity gaps is the best way to meet President Obama's goal (as well as the goal of Lumina and Gates foundations) of ensuring that the nation's young population become better-educated. CUE's approach has had success in providing a means by which to reduce those gaps in various settings, including individual colleges and their academic departments, as well as through a project with the state of Wisconsin. This project will allow WICHE states greater access to CUE's promising approach.

Project Description

The primary goal of this new project is to collaborate with CUE in order to support policy and programmatic efforts targeted at degree completion by providing states with tools and information about equity and student outcomes. In doing so, the project will train teachers and practitioners to more effectively use qualitative and quantitative data and will develop a cohort of equity-minded professionals in the ranks of institutional researchers and state higher education policy communities. In particular, the project aims to scale up strategies that have worked to reduce equity gaps at a smaller scale and to focus on reducing those gaps with cost-effective strategies.

CUE has already received the grant award from the Ford Foundation for this new project and intends to contract with WICHE's Policy Analysis and Research unit. WICHE will employ a project coordinator responsible for the administration of the project. In addition to offering its own expertise, WICHE will also help by using its contacts within states to disseminate the tools and techniques. The project began October 1, 2009, and is scheduled to go for two years.

Action Requested

Approval to receive and expend funds to support WICHE's involvement as a partner in this project.

Staff and Fiscal Impact

The project will fully support the costs of employing a full-time project coordinator within the Policy Analysis and Research unit for the duration of the project. A portion of other staff members' time will also be covered through the contract with CUE.

Summary of Workplan Activities – FY 2010

Issue Analysis and Research Committee

Existing Activities

Annual Tuition and Fees report. WICHE's Policy Analysis and Research unit annually produces a report detailing tuition and fees charges for every public institution in the West. The report includes charges for resident and nonresident graduate and undergraduate students in a number of tables, allowing for easy comparisons and providing some historical information. The unit has made several changes over the years to ensure a higher quality of data and is always looking for ways to make the report more usable and effective. Currently, we are examining how we might contemporize the report to allow for the calculation of enrollment-weighted averages and also how we might make it available online.

Non-traditional No More: Policy Solutions for Adult Learners. With funding from Lumina Foundation for Education, *Non-traditional No More* is working with five states – Arkansas, Colorado, Nevada, New Jersey, and South Dakota – that were selected through a competitive process to identify their “ready adult” population: those adults who are close to having enough credits to obtain a degree but have not yet returned to college. The project employs two strategies: identifying ready adults and building a path to college success. The first strategy is designed to help states and institutions identify their ready adults. This work includes mining state data systems and engaging in partnerships with other public or private data system partners to identify each state's ready adults. The second strategy is comprehensive and focuses on academic affairs, financial aid/financing, student support services, and communications (marketing and information strategies designed to reach out to the ready adult population).

Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid.

With funding from Lumina Foundation for Education, WICHE and the National Conference of State Legislatures (NCSL) have partnered to build upon the work conducted as part of *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*, a four-year project also funded by Lumina that yielded many important lessons and insights about financial aid and financing policies in the states. Specifically intended to reach out to the nation's state legislators, the project continues the effort to expand access and success for all students through eight concise policy briefs (disseminated to every state legislator in the country), designed to identify promising practices and ensure that every available state dollar works for students, not against them. Understanding the hard economic choices states currently face and clearly communicating the higher education financing options available to legislators are critical, especially now, as states fight through another recession.

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

State Policy Inventory Database Online (SPIDO). The State Policy Inventory Database Online (SPIDO) is a searchable online database of state-level higher education policies. It is designed to be a useful resource for state and national policymakers, education leaders, practitioners, and education consumers.

Evaluation of Colorado's College Opportunity Fund (COF). The Policy Analysis and Research unit has conducted an evaluation of the nation's only voucher-based approach to higher education finance policy. The project relied on interviews with the policy's champions, focus groups with institutional and agency administrators, and analysis of student unit record data to examine the original intent of the legislation that created COF, how postsecondary education participation changed under COF, and how institutions responded to COF. The report concludes with a set of possible policy alternatives.

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity. This report is widely used throughout the nation by postsecondary institutions, state agencies, legislatures, governor's offices, K-12 schools, media, libraries, businesses, and others interested in the future size and composition of enrollment demand for higher education. In the wake of the most recent edition's publication in March 2008,

Policy Analysis and Research unit staff have made numerous presentations on its findings (and related demographic information) and continue to respond to media and other inquiries.

Rocky Mountain Collaborative to Transform the Health Professions Workforce. The Policy Analysis and Research unit coordinated an effort involving all units within WICHE to bring together institutional and agency representatives from all sectors of public higher education in eight Western states and to seek ways to expand the pipeline of underrepresented populations into the health professions. A meeting was held April 20-21, 2009, in Aurora, CO, and was cohosted by the Sullivan Alliance, a Washington, D.C., organization led by former U.S. Secretary of Health and Human Services Louis Sullivan and the Anschutz Medical Campus of the University of Colorado, Denver.

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New Directions

Technical assistance with state financial aid program design and funding (single-state support, as requested). Policy Analysis and Research unit staff members have become recognized as experts on the “shared responsibility” model for distributing need-based financial aid, as well as other state grant aid funding approaches. We occasionally receive 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.

***Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodology review and expansion.** The Policy Analysis and Research unit is seeking funding to conduct a review of the cohort survival ratio (CSR) methodology that the *Knocking* series has used to make projections throughout its 30-year history. Given changes in data and technology, it is prudent to examine whether there is a better, more accurate approach to making these projections. In addition, the current proposal includes an effort to expand the analyses to disaggregate by income and other useful characteristics and to contemporize the delivery of the projections through a dynamic, Web-based interface.

Initiatives to expand educational equity for underrepresented ethnic students. WICHE has partnered with the Center for Urban Education at the University of Southern California and the Association for the Study of Higher Education to assist in the development of an Institute on Equity Research Methods and Critical Policy Analysis. The institute expects to engage scholars and researchers on higher education in order to more appropriately and effectively frame the issues of educational inequities for public policy debates.

On the Horizon

Residency policies. Residency policies are widely linked to tuition levels for students, yet limited analyses have been conducted on these policies in higher education. Interest in residency requirements has escalated, in the form of concerns related to issues such as undocumented immigrants, financial aid eligibility, exemption of certain groups from residency requirements, criteria for establishing residency, and the role of residency status as a revenue stream. Each of these issues links back to affordability and access, and while WICHE has thus far not been able to secure funding for a project related to these issues, the Policy unit intends to continue exploring options for work in this area.

Research and analysis of outcome-based funding approaches. Increasingly, states are recognizing that enrollment-based funding formulas do not create particularly powerful incentives for institutions to prioritize degree/certificate completion. A few states are making adjustments (or are considering doing so) in their financing strategies to reward institutions for retaining and graduating students, particularly those from low-income backgrounds. The Policy Analysis and Research unit is interested in researching how such policies have impacted educational attainment, as data allow.

Broadening on-campus and online educational options for active service members and veterans. With approximately 2 million military personnel 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 fiscal times. WICHE is examining possible ways to assist the Western states in this effort.

Policy and Mental Health collaboration on recidivism reduction in the prison population. State corrections policy has endured significant changes in the past 25 years. Historically, it has been based in a belief that those who are incarcerated should be rehabilitated if possible. But the 1980s brought a significant shift in philosophy, to one that focused more on punishment than on rehabilitation. State policymakers heeded the call to be “tough on crime” and passed much more punitive legislation, including mandatory sentencing and “three strikes, you’re out” laws, which over time have resulted in increased pressure on state budgets. In 2001, however, there was yet another shift in public opinion. The 9/11 attacks propelled terrorism onto the forefront of the public’s mind. *Public Agenda* reports that in 2006, 80 percent of Americans felt that defending the U.S. against terrorism should be a top priority for Congress, while 62 percent felt that reducing crime should be. With corrections comprising a larger share of state budgets and the public no longer focused as much on crime, the time might be right for state policymakers to revisit their stance on the issue. WICHE is exploring a project related to reducing recidivism through higher education in an effort to develop more effective and sustainable policy resulting in reduced pressure on state budgets, less crime, and in some cases, maybe even economic development strategies.

Workforce credentialing systems. ACT has been pushing a National Workforce Readiness Certificate based on its WorkKeys assessments (other, similar initiatives also exist). The Policy Analysis and Research unit has been trying to

stay abreast of such developments and is interested both in helping states forge stronger ties between postsecondary education and the business community – through the development of a common language surrounding competency that this activity helps promote – and in conducting research on the efficacy of such efforts.

Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development. The Policy Analysis and Research unit recently wrapped up a Ford Foundation-funded project called *Escalating Engagement* that in part focused on highlighting higher education's workforce development mission. It also sought to help states strengthen the connection between the activities of their higher education institutions and their workforce development training programs. We hope to build upon that body of work by proposing a new project that more explicitly focuses on how state workforce needs can be met, specifically through better service to racial/ethnic minorities and other underrepresented populations. It is apparent that, in many states, failure to adequately prepare these fast-growing populations for high-demand fields (not just get them a degree) could severely impair their economic prosperity in the long run. At the same time, the fast-growing, traditionally underrepresented populations present an opportunity to meet those workforce demands, if only states could find scalable models of particular effectiveness. Additionally, there are too few resources available to states to help them understand how to dismantle silos in workforce development and higher education and also how state-level and federal policies related to the two areas can be made complementary. The Policy Analysis and Research unit is interested in pursuing the capacity to build upon its expertise in these areas as part of the project targeting underrepresented populations.

Extending the Rocky Mountain Collaborative to Transform the Health Professions Workforce initiative into other states. As described above, this effort is to help states expand the pipeline of underrepresented populations into health professions fields, but the initial meeting only reached eight WICHE states. Pending the success of the first meeting and our ability to secure additional funding, WICHE would be interested in replicating the meeting, including lessons learned, in other member states.

International comparisons of learning outcomes. International benchmarking is an increasingly valuable source of information in a globally competitive marketplace, as shown by the visibility and perceived relevance of the educational attainment figures released by the Organisation for Economic Co-operation and Development (OECD). Likewise, the public is demanding to know what they are getting out of higher education, increasingly in terms of learning outcomes. The U.S. government participates in international benchmarking of learning outcomes at the K-12 level but so far has balked at taking part in similar efforts involving postsecondary education. The Policy Analysis and Research unit is examining how it might help states apply and participate in the OECD's efforts to benchmark postsecondary learning outcomes.



Reception and Dinner at the National Center for Atmospheric Research (NCAR)

Monday, November 2, 2009

6.30 – 8.30 pm

NCAR Cafeteria

Western Interstate
Commission
for Higher Education

www.wiche.edu

10 Monday 6.30-8.30 pm

Monday, November 2, 2009

6.30 - 8.00 pm

**Please meet in the SHEPC
foyer at 6.00 pm for
transportation to NCAR.**

Reception and Dinner at the National Center for Atmospheric Research (NCAR)

We are privileged to have Patty Limerick join us as our dinner speaker. Limerick directs the Center of the American West at the University of Colorado, where she is also a distinguished professor of history. Her remarks will be drawn from the exceptional chapter she wrote for the forthcoming WICHE book, *Higher Education in the West: Development, Direction, and Public Policy*, entitled "Forty Years in the Academic Saddle: The American West, Higher Education, and the Invitation to Innovation." The commission is in for a uniquely wonderful evening. As you will note from her bio, Limerick's scholarship has earned her numerous awards and distinctions, including the prestigious MacArthur Fellowship. But beyond her scholarship, she is also an exceptionally engaging and enjoyable presenter and discussant. (Not to worry: she will be much better than the alternative – Monday night football.)

Biographical Information on the Speaker

Patty Limerick is the faculty director and chair of the board of the Center of the American West at the University of Colorado, where she is also a professor of history. Limerick has dedicated her career to bridging the gap between academics and the general public and to demonstrating the benefits of applying historical perspective to contemporary dilemmas and conflicts. Limerick was born and raised in Banning, CA, and graduated from the University of California at Santa Cruz; she received her Ph.D. in American studies from Yale University. She was an assistant professor of history at Harvard from 1980 to 1984, then moved to Boulder to join the History Department of the University of Colorado. In 1985 she published *Desert Passages*, followed in 1987 by her best-known work, *The Legacy of Conquest*, an overview and reinterpretation of Western American history that has stirred up a great deal of both academic and public debate. Limerick is also a prolific essayist, and many of her most notable articles, including "Dancing with Professors: The Trouble with Academic Prose," were collected in 2000 under the title *Something in the Soil*. Limerick has received a number of awards and honors recognizing the impact of her scholarship and her commitment to teaching, including the MacArthur Fellowship and the Hazel Barnes Prize, the University of Colorado's highest award for teaching and research. She has served as president of several professional organizations, advised documentary and film projects, and done two tours as a Pulitzer nonfiction jurist. She regularly engages the public on the op-ed pages of local and national newspapers and has also served as a guest columnist for the *New York Times*. In 1986 Limerick and CU Law Professor Charles Wilkinson founded the Center of the American West. The center has published a number of books, including the influential *Atlas of the New West* and a series of lively, balanced, and to-the-point reports on compelling Western issues, including *What Every Westerner Should*

Know About Energy and What Every Westerner Should Know About Energy Efficiency and Conservation. Limerick and center staff are currently working on several projects, including a book about the role of the Department of Interior in the West, based on the "Inside Interior" series of interviews hosted by the center; an illustrated history of the Denver Water Board; and a PBS series titled "Living with Energy." Under her leadership the Center of the American West serves as a forum committed to the civil, respectful, problem-solving exploration of important, often contentious, public issues.



Committee of the Whole Business Session

Tuesday, November 3, 2009

8.00 - 9.15 am

SHEPC Learning Center, Suite 100

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 3, 2009

8.00 - 9:15 am

SHEPC Learning Center
Suite 100

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Jane Nichols, chair

Report and recommended action of the Audit Committee:
Roy Ogawa, committee chair



FY 2009 audit report (separate document)

Report and recommended action of the Executive Committee:
Jane Nichols, WICHE chair



Approval of change in November 2010 meeting
location and proposed locations and dates
for future meetings

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

Report and recommended action of the Issue Analysis and Research
Committee: David Skaggs, committee chair

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

Discussion Item: Update on WICHE's budget 11-3



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

Remarks of the outgoing chair

Remarks of the new chair

Selection of 2010 committee members

Meeting evaluation

(www.surveymonkey.com/s.aspx?sm=T8czs_2bax4f8zeZGrbBm3Lg_3d_3d)

Other business

Adjourn Committee of the Whole business session

DISCUSSION ITEM

Update on WICHE's Budget

WICHE did not budget for any deficits for FY 2009 and did not end in a deficit position overall. However, some of the program areas did realize a deficit, as can be seen in the report titled "WICHE Revenue and Expense Summary for FY 2009" (p. 11-5).

As can be seen in the first column of the report, the general fund realized a gain of \$208,952 for FY 2009. Programs and Services also realized a gain of \$9,198; Policy Analysis and Research lost \$2,451; the Mental Health Program lost \$86,485; and WCET realized a gain of \$43,292.

Both Programs and Services and Policy have programs in the general fund. Their concerted efforts at reducing expenditures therein were instrumental in creating the large surplus in the general fund. Without those efforts they may have realized more substantial gains in their own areas.

WCET began the year with \$239,243 in reserves. Applying a gain of \$43,292 leaves them with a reserve of \$282,535 at the beginning of FY 2010.

Mental Health began the year with a negative balance of \$3,358 in reserves. Applying a loss of \$86,485 leaves them with a negative balance of \$89,843 in reserves at the beginning of FY 2009. In the three months since FY 2009 closed, Mental Health has closed seven projects, which had excess revenues of \$250,000. If that excess remains unused this year, it will be added to their reserve at the end of FY 2010.

The general fund began the year with a reserve of \$1,164,097 and ended the year with a reserve of \$1,337,633. A portion of the reserve was dedicated by the commission to pay for the LAC meeting and the performance evaluation – and these funds were expended for those two purposes. These figures are seen on the report titled "General Fund Budget" (p. 11-4).

Looking Ahead to Fiscal Year 2010

Again, WICHE has not budgeted a deficit for FY 2010. However, the difficulties that began in the banking/mortgage industry last autumn have not improved to the point where interest rates have begun to increase. WICHE may need to downward-adjust the budgeted interest income even farther than the large decrease already implemented. Less than anticipated revenue will require a downward adjustment of expenditures to avoid a loss. We will be watching this closely.

Last autumn a portion of WICHE's funds invested with the Colorado Surplus Assets Fund Trust (CSAFE) became temporarily unavailable, due to the freezing of some of CSAFE's investments. WICHE did not lose any of its invested funds, and all of the funds invested in CSAFE became available by December of last year. The temporary unavailability of funds did not harm WICHE.

Changes in our Auditing Standards

For all of WICHE's life, we have had our audit conducted under the guidelines of the Financial Accounting Standards Board (FASB). In 1984 an act of Congress created the Governmental Accounting Standards Board (GASB). In 1996 the two boards met to attempt to define which entities would be governed by which standard. Since that time several agencies similar to WICHE have migrated over to the GASB standards. The FASB standards concern themselves more with the financial health of an organization and its risk of insolvency (as an investor in a public company might prefer) than does GASB, which focuses more on the accountability of an agency's use of the funds it receives. In consultation with our auditors, WICHE decided to convert its financial statements to the GASB standards beginning with FY 2009. This does result in a slightly different presentation of our financial statements, which we believe to be an improvement. It does also, however, create a break in the continuity of comparing current-year financial statements directly with our past years' financial statements. As we have more years under GASB, this will be less of a concern.

WICHE GENERAL FUND BUDGET

Comparing FY 2009 with FY 2010 Revenue and Expenditures

	FY 2009				FY 2010				
	FY 2009 Budget	FY 2009 Actual	Actual Higher or (Lower) than Budget		FY 2010 Budget	FY 2010 Budget Higher or (Lower) than FY 2009 Budget		FY 2010 Budget Higher or (Lower) than FY 2009 Actual	
Revenue									
4102 Indirect Cost Reimbursements	\$230,000	\$338,308	\$108,308	47.1%	\$230,000	\$0	0.0%	(\$108,308)	-32.0%
4104 Indirect Cost Sharing-WICHE	(\$30,000)	(\$69,844)	(\$39,844)	132.8%	(\$30,000)	\$0	0.0%	\$39,844	-57.0%
4201 Members/Fees States/Institutions a	\$1,800,000	\$1,800,000	\$0	0.0%	\$1,875,000	\$75,000	4.2%	\$75,000	4.2%
4202 California Delinquent Dues b	\$87,000	\$0	(\$87,000)	100.0%	\$87,000	\$0	0.0%	\$87,000	
4300 Interest	\$180,000	\$98,704	(\$81,296)	-45.2%	\$60,000	\$120,000	-66.7%	(\$38,704)	-39.2%
4400 Publication Sales & Refunds	\$100	\$1	(\$99)	-99.0%	\$100	\$0	0.0%	\$99	9900.0%
4600 Other Income	\$14,000	\$7,050	(\$6,950)	-49.6%	\$12,000	(\$2,000)	-14.3%	\$4,950	70.2%
4850 Credit Card Transaction Rev. / Units	\$3,500	\$0	(\$3,500)	100.0%	\$3,500	\$0	0.0%	\$3,500	
4900 Interfund Transfers		\$4,903	\$4,903			\$0		(\$4,903)	-100.0%
Total Revenue	\$2,284,600	\$2,179,123	(\$105,477)	-4.6%	\$2,237,600	(\$47,000)	-2.1%	\$58,477	2.7%
Expenditures									
0102 Student Exchange Program	\$306,746	\$260,599	(\$46,146)	-15.0%	\$300,907	(\$5,838)	-1.9%	\$40,308	15.5%
0104 Policy Analysis & Research	\$326,954	\$274,109	(\$52,846)	-16.2%	\$308,075	(\$18,880)	-5.8%	\$33,966	12.4%
0105 Communications & Public Affairs	\$379,689	\$322,668	(\$57,021)	-15.0%	\$435,644	\$55,955	14.7%	\$112,976	35.0%
0107 Science and Technology	\$102,483	\$109,886	\$7,403	7.2%	\$57,009	(\$45,474)	-44.4%	(\$52,877)	-48.1%
0110 President's Office	\$431,354	\$324,168	(\$107,187)	-24.8%	\$366,654	(\$64,700)	-15.0%	\$42,487	13.1%
0111 Commission Meeting Expense	\$134,299	\$155,496	\$21,197	15.8%	\$139,414	\$5,115	3.8%	(\$16,081)	-10.3%
0112 Administrative Services	\$430,155	\$371,673	(\$58,482)	-13.6%	\$435,459	\$5,304	1.2%	\$63,786	17.2%
0115 Miscellaneous Gen. Fund	\$146,471	\$137,371	(\$9,101)	-6.2%	\$167,597	\$21,126	14.4%	\$30,227	22.0%
0116 Program Development	\$25,000	\$14,202	(\$10,798)	-43.2%	\$25,750	\$750	3.0%	\$11,547	81.3%
Total Expenditures	\$2,283,151	\$1,970,171	(\$312,980)	-13.7%	\$2,236,509	(\$46,642)	-2.0%	\$266,338	13.5%
Surplus (Deficit) for the Fiscal Year	\$1,449	\$208,952	\$207,503		\$1,091	(\$93,642)		\$324,815	
Reserves at Beginning of Year									
1 Minimum Reserve c	\$273,978	\$273,978	\$0	0.0%	\$268,381	(\$5,597)	-2.0%	(\$5,597)	-2.0%
2 Reserve for Facility Payments d	\$202,000	\$202,000	\$0	0.0%	\$198,000	(\$4,000)	-2.0%	(\$4,000)	-2.0%
3 Reserve for Unexpected Shortfall e	\$228,315	\$228,315	\$0	0.0%	\$223,651	(\$4,664)	-2.0%	(\$4,664)	-2.0%
4 Reserve required for CECFA Bond f	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 Reserve Available for Dedication	\$389,804	\$389,804	\$0	0.0%	\$577,601	\$187,797	48.2%	\$187,797	48.2%
Reserves at Beginning of Year	\$1,164,097	\$1,164,097	\$0	0.0%	\$1,337,633	\$173,536	42.1%	\$173,536	42.1%
Reserves Dedicated during Year									
6 LAC Meeting g	\$25,000	\$8,916	\$16,084	64.3%					
7 WICHE Performance Evaluation h	\$30,000	\$26,500	\$3,500	11.7%					
8 Deficit (Surplus) for the Fiscal Year above	(\$1,449)	(\$208,952)	\$207,503	4320.2%	(\$1,091)	(\$358)	24.7%	(\$207,861)	99.5%
Reserves Dedicated during the Fiscal Year	\$53,551	(\$173,536)	\$227,087	4244.2%	(\$1,091)	(\$358)	24.7%	(\$207,861)	99.5%
Reserves at End of Year	\$1,110,546	\$1,337,633	\$227,087		\$1,338,724	\$173,178		(\$34,325)	

- (a) In May 2008, Commission set dues for FY 2010 at \$125,000 and for FY 2011 at \$130,000. In May 2009, Commission reduced FY 2011 dues to \$125,000.
- (b) California unpaid Dues.
- (c) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000
- (d) Facility Payments reserve set by commission at 6 months of cost. Set May 2007
- (e) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007
- (f) CECFA Bond reserve. Legal requirement of bond financing.
- (g) Legislative Advisory Committee (LAC) meeting.
- (h) WICHE Performance Evaluation by NCHEMS

WICHE REVENUE AND EXPENSE SUMMARY FOR FY 2009

	General Fund	Programs & Services	Policy Analysis	Mental Health	WCET
Revenue					
Membership Dues and Fees	\$ 1,800,000	\$ 95,946		\$ 183,000	\$ 357,575
Conference Registration Fees		\$ 1,600		\$ 5,642	\$ 254,023
Grants and Contracts		\$ 1,555,490	\$ 1,206,277	\$ 1,416,803	\$ 263,309
Indirect Cost Recovery	\$ 338,308				
Indirect Cost Sharing	\$ (69,844)			\$ 63,443	\$ 6,399
Interest	\$ 98,704		\$ 7,875		\$ 286
Miscellaneous Income	\$ 11,955	\$ 7,976	\$ 1,097	\$ 6,971	\$ 22,771
PSEP Collections					
Total Revenue	\$ 2,179,123	\$ 1,661,012	\$ 1,215,249	\$ 1,675,859	\$ 904,363
Expenses					
Salaries	\$ 1,052,907	\$ 294,553	\$ 221,090	\$ 620,542	\$ 300,641
Benefits	\$ 253,523	\$ 93,084	\$ 74,963	\$ 213,014	\$ 99,221
Consulting and Subcontracts	\$ 61,031	\$ 231,163	\$ 576,637	\$ 323,267	\$ 159,252
State Programs		\$ 728,308			
Travel	\$ 195,447	\$ 118,574	\$ 183,420	\$ 272,991	\$ 157,117
Printing and Copying	\$ 17,638	\$ 10,527	\$ 42,769	\$ (13,606)	\$ 6,539
Marketing		\$ 32,080			\$ 221
Research and Development	\$ 200				
Rent	\$ 237,786	\$ 32,262	\$ 20,537	\$ 71,034	\$ 35,335
Communications	\$ 18,686	\$ 7,731	\$ 7,571	\$ 17,206	\$ 13,092
Supplies and Expense	\$ 132,953	\$ 29,621	\$ 20,612	\$ 97,372	\$ 55,882
Indirect Costs		\$ 73,911	\$ 70,101	\$ 160,524	\$ 33,771
PSEP Payments					
Total Expenses	\$ 1,970,171	\$ 1,651,814	\$ 1,217,700	\$ 1,762,344	\$ 861,071
Excess Revenue (Loss)	\$ 208,952	\$ 9,198	\$ (2,451)	\$ (86,485)	\$ 43,292



Plenary Session IV: What's Up at WICHE? Updates from the Policy Analysis and Research Unit

Tuesday, November 3, 2009

9.30 - 10.45 am

SHEPC Learning Center, Suite 100

12 Tuesday 9.30-10.45 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 3, 2009

9.30 - 10.45 am

SHEPC Learning Center
Suite 100

Plenary Session IV: What's Up at WICHE? Updates from the Policy Analysis and Research Unit

This session will focus on current activities in the Policy Analysis and Research unit, including a project on serving adults who stopped out of college just shy of earning enough credits for a degree or certificate; an effort seeking to help states develop linked longitudinal data systems; and WICHE's College Access Challenge Grant Consortium and Network.

The rise of the globalized knowledge economy has made it clear that the nation's future prosperity depends on a well-educated population, and with President Obama's call for the nation to return to its position as the world's leader in degree attainment, states and institutions are under increased pressure to produce more graduates at all levels. This necessitates a hard look at how higher education can better serve adult students. With funding from Lumina Foundation for Education, WICHE has been engaged in a comprehensive effort with five states to guide policy and practice changes that result in increased degree completion for ready adults.

Meanwhile, it is apparent that the existing capacity for research and analysis within most states is insufficient to the task of informing improved public policies related to educational attainment. Recognition of the need for better longitudinal data systems linking K-12 education, higher education, and the workforce has resulted in massive new federal investments in building such systems over the last several years. The pace of these efforts accelerated dramatically with the inclusion of a \$250 million set-aside for data systems in the stimulus package, along with the requirement that states assure their intent to build and use longitudinal data. The intensity of the simultaneous activity in this arena may result in efforts that are hurried and uncoordinated, with states independently designing and implementing incompatible systems. WICHE's Policy Analysis and Research unit, with support from the Gates Foundation, is working to develop a multistate data exchange with the capacity to analyze the development and distribution of human capital with four member states (Washington, Oregon, Idaho, and Hawaii). Finally, for the last year, WICHE has administered and managed the College Access Challenge Grant Consortium and Network, both of which are aimed at increasing the capacity of the Western states to utilize their federal grants to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education.

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

Biographical Information on the Speakers

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

Brian T. Prescott is the director of policy research in the Policy Analysis and Research unit at the Western Interstate Commission for Higher Education. In this role he has primary responsibility for obtaining and analyzing quantitative data with public policy relevance. He is the author of the 7th edition of *Knocking at the College Door*, WICHE's widely used projections of high school graduates by state and race/ethnicity. Additionally, he oversees an annual report on tuition and fees charges at public higher education institutions in the West, annually prepares the regional Benchmarks report, maintains a Web-based statistical fact book, and authors occasional policy briefs and chapters. Prescott also has experience working with states on issues of access, success, affordability, accountability, workforce development, and accelerated learning options. Prior to joining WICHE in 2004, Prescott worked in the Office of State Governmental Relations at the University of Virginia, where he also earned a Ph.D. in higher education. He also holds degrees from the University of Iowa and the College of William and Mary.



Plenary Session V: What WICHE Can Do to Help in Tough Times

Tuesday, November 3, 2009
10.45 am - 12.00 noon
SHEPC Learning Center, Suite 100

13 Tuesday 10.45 am-12.00 noon

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 3, 2009

10.45 am - noon
SHEPC Learning Center
Suite 100

Plenary Session V: What WICHE Can Do to Help in Tough Times

At this point in the commission agenda, you will have received presentations from Dennis Jones and Jane Wellman on the fallacy of much of the “conventional wisdom” about higher education and how higher education can use the current economic crisis to move forward. You will have heard from Tom Bailey about the various significant efforts at both the national and federal levels to expand and improve our nation’s community colleges. You will better understand the historical context and uniqueness of Western higher education, based on Patty Limerick’s presentation. And you will have heard from Brian Prescott about how the West has responded so far to the availability of federal assistance through the American Recovery and Reinvestment Act, as well as from Brian and Demi Michelau about a couple of WICHE efforts focused on addressing some of today’s most pressing issues.

This session is devoted to a discussion of how the West can respond most effectively to the difficult times we currently face and, more specifically, how WICHE can help its member states respond to these circumstances.

Pat Callan, president of the National Center for Public Policy and Higher Education, will facilitate this discussion. As one of the foremost thinkers in and leaders of American higher education today, Callan will be able to help WICHE assess how it can best serve in these times. Callan is the perfect instigator for this discussion, not only because of his current leadership role but also because he has been a significant part of WICHE in the past. He served as a WICHE commissioner from three states – Montana, Washington, and California – during his tenure as SHEEO in those states and was twice elected chair of the commission.

Moderators: Patrick Callan, president, National Center for Public Policy and Higher Education; David Longanecker, president, WICHE

Biographical Information on the Speakers

Patrick M. Callan is founding president of the National Center for Public Policy and Higher Education. Established in 1998 by a consortium of national foundations, including Atlantic Philanthropies, the Pew Charitable Trusts, and the Ford Foundation, the center is an independent, nonprofit, nonpartisan organization. Its purpose is policy research and promotion of public policies to enhance opportunities for high-quality education and training beyond high school. The center is best known for its *Measuring Up* report cards that evaluate, compare, and grade state performance in higher education up to and including the baccalaureate degree. These reports are issued every two years and take into account education provided by public and private two- and four-year colleges and universities. *Measuring Up* has received extensive national and state media coverage, as have other center reports on

such subjects as college access and affordability. From 1992 through 1997, Callan was executive director of the California Higher Education Policy Center, recognized for its tough-minded analyses and for calling public attention to important higher education issues. Prior to this he was vice president of the Education Commission of the States and served as executive director of the California Postsecondary Education Commission, the Washington State Council for Postsecondary Education, and the Montana Commission on Postsecondary Education. Callan has been a member of numerous national, regional, and state commissions and has written and spoken extensively on education and public policy. He is the author of many articles and papers on education, educational opportunity, public accountability, financing of higher education, and leadership. He is coeditor of *Public and Private Financing of Higher Education: Shaping Public Policy for the Future* and coauthor of *Designing State Higher Education Systems for a New Century*, a study of state organization and governance of higher education. He collaborated with Gene Maeroff and Michael Usdan on *The Learning Connection, New Partnerships Between Schools and Colleges* (Teachers College Press). He has served as an advisor to blue ribbon commissions, state education and higher education boards, governors' offices, and legislative committees in many states.

David A. Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder, CO, since 1999. WICHE is a regional compact between 15 Western states created to assure access and excellence in higher education through collaboration and resource sharing among the higher education systems of the West. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer (SHEEO) in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.



Reference

WICHE Commission
Commission committees 2009
WICHE staff
Future commission meeting dates
Higher education acronyms

Reference

- WICHE Commission 14-3
- Commission committees 2009 14-4
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- Higher education acronyms 14-6

WICHE COMMISSION

WICHE's 45 commissioners are appointed by their governors from among State Higher Education Executive Officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Jane Nichols, vice chancellor for academic affairs at the Nevada System of Higher Education, is the 2009 chair of the WICHE Commission; Tom Buchanan, president of the University of Wyoming, is vice chair.

ALASKA

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

ARIZONA

Leah Bornstein, President, Coconino Community College
David Lorenz, retired Vice President of Administration and Finance, Northern Arizona University
*Joel Sideman, Executive Director, Arizona Board of Regents

CALIFORNIA

Appointments pending

COLORADO

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

HAWAII

*Roy T. Ogawa (Immediate Past WICHE Chair), Attorney at Law, Ogawa, Lau, Nakamura & Jew
*Roberta M. Richards, Principal, Pauoa Elementary School
Helene I. Sokugawa, Former Institutional Analyst, University of Hawaii, Manoa

IDAHO

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

MONTANA

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

NEVADA

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

NEW MEXICO

Dede Feldman, State Senator
Viola Florez, Cabinet Secretary, New Mexico Department of Higher Education
*Patricia Sullivan, Assistant Dean, College of Engineering, New Mexico State University

NORTH DAKOTA

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

OREGON

Ryan P. Deckert, President, Oregon Business Association
Tim Nesbitt, Deputy Chief of Staff, Office of the Governor
*Camille Preus, Commissioner, Oregon Department of Community Colleges and Workforce Development

SOUTH DAKOTA

Robert Burns, Distinguished Professor Emeritus, Political Science Department, South Dakota State University, and Dean Emeritus, SDSU Honors College
*James O. Hansen, Regent, South Dakota Board of Regents
Jack Warner, Executive Director, South Dakota Board of Regents

UTAH

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

WASHINGTON

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

WYOMING

*Thomas Buchanan (WICHE Vice Chair), President, University of Wyoming
Debbie Hammons, State Representative
*Klaus Hanson, Emeritus Professor of German, University of Wyoming

*Executive Committee member

COMMISSION COMMITTEES 2009

Executive Committee

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

Diane Barrans (AK)
Joel Sideman (AZ)
Position vacant (CA)
David Skaggs (CO)
Roberta Richards (HI)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
Camille Preus (OR)
James Hansen (SD)
William Sederburg (UT)
Ann Daley (WA)
Klaus Hanson (WY)

Issue Analysis and Research Committee

David Skaggs (CO), chair
Robert Burns (SD), vice chair
Tom Buchanan (WY), ex officio
Roy Ogawa (HI), ex officio

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

Disaster Recovery Planning Committee

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

Programs and Services Committee

Carl Shaff (NV), chair
Joseph Garcia (CO), vice chair
Jane Nichols (NV), ex officio
Roy Ogawa (HI), ex officio

Diane Barrans (AK)
Leah Bornstein (AZ)
Position vacant (CA)
Committee vice chair (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Kerra Melvin (MT)
Committee chair (NV)
Dede Feldman (NM)
Duaine Espegard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Peter C. Knudson (UT)
Phyllis Gutierrez Kenney (WA)
Klaus Hanson (WY)

Self-funded Units Committee

Kaye Howe (CO), chair
Position vacant, vice chair
Jane Nichols (NV), ex officio

Marshall Lind (AK)
Joel Sideman (AZ)
Position vacant (CA)
Committee chair (CO)
Roy Ogawa (HI)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
Warren Hardy (NV)
Patricia Sullivan (NM)
Dave Nething (ND)
Camille Preus (OR)
James Hansen (SD)
Bonnie Jean Beesley (UT)
Ann Daley (WA)
Tom Buchanan (WY)

Audit Committee

Roy Ogawa (HI), committee chair and immediate past WICHE chair
Diane Barrans (AK)
David Lorenz (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
Peggy Green, accounting specialist

Human Resources

Tara Hickey, human resources coordinator

IT Services

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

Mental Health

Dennis Mohatt, vice president, behavioral health, and director, Mental Health Program
Tamara DeHay, research and technical assistance associate
Maurene Flory, research and technical assistance associate
Debra Kupfer, mental health consultant
Mimi McFaul, associate director
Chuck McGee, project director
Jenny Shaw, administrative and project coordinator
Nicole Speer, research and technical assistance associate
Jessica Tomasko, research and technical assistance associate

Policy Analysis and Research

Demarée K. Michelau, director of policy analysis
Brian T. Prescott, director of policy research
Cheryl Graves, administrative assistant
Carl Krueger, project coordinator
Patrick Lane, project coordinator
Jeanette Porter, administrative assistant
Brandi Van Horn, research analyst

Programs and Services

and Communications and Public Affairs

Jere Mock, vice president
Candy Allen, graphic designer
Laura Ewing, administrative assistant
Annie Finnigan, communications manager
Kay Hulstrom, administrative assistant
Deborah Jang, Web design manager
Ken Pepion, director, Bridges to the Professoriate
Margo Schultz, director of Student Exchange Programs
Pat Shea, director of WICHE ICE and Western Academic Leadership Forum

Technology and Innovation

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

WCET

Russell Poulin, interim executive director
Sherri Artz Gilbert, administration and membership coordinator
Peggy Green, administrative specialist
Mollie McGill, associate director
Cali Morrison, project coordinator
Megan Raymond, project coordinator

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

Future Commission Meeting Dates

2010	2011	2012	2013
May 17-18, Portland, OR	May 16-17, CA*	TBD	TBD
November 8-9, HI*†	October 31-November 1, CO*		
* City to be decided.			
† Location may change			

HIGHER EDUCATION ACRONYMS

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

AACC	American Association of Community Colleges	www.aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	www.aacte.org
AAC&U	Association of American Colleges and Universities	www.aacu-edu.org
AASCU	American Association of State Colleges and Universities	www.aascu.org
AAU	Association of American Universities	www.aau.edu
ACE	American Council on Education	www.acenet.edu
ACT	College admission testing program	www.act.org
ACUTA	Association of College & University Telecommunications Administrators	www.acuta.org
AED	Academy for Educational Development	www.aed.org
AERA	American Educational Research Association	www.aera.net
AGB	Association of Governing Boards of Universities and Colleges	www.agb.org
	Center for Public Higher Education Trusteeship & Governance	www.agb.org/center/
AIHEC	American Indian Higher Education Consortium	www.aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	www.highereducation.org/reports/aiheps/
AIR	Association for Institutional Research	www.airweb.org
APLU	Association of Public and Land-grant Universities (formerly NASULGC)	www.aplu.org
ASPIRA	(an association to empower Latino youth)	www.aspira.org
ASHE	Association for the Study of Higher Education	www.ashe.missouri.edu
ATA	American TelEdCommunications Alliance	www.atalliance.org
CAE	Council for Aid to Education	www.cae.org
CAEL	Council for Adult and Experiential Learning	www.cael.org
CASE	Council for Advancement and Support of Education	www.case.org
CGS	Council of Graduate Schools	www.cgsnet.org
CHEA	Council for Higher Education Accreditation	www.chea.org
CHEPS	Center for Higher Education Policy Studies	www.utwente.nl/cheps
CIC	Council of Independent Colleges	www.cic.org
CLA	Collegiate Learning Assessment	www.cae.org/content/pro_collegiate.htm
COE	Council for Opportunity in Education	www.trioprogams.org
CONAHEC	Consortium for Higher Education Collaboration	www.conahec.org
CONASEP	CONAHEC's Student Exchange Program	www.conahec.org
CSG-WEST	Council of State Governments – West	www.westrends.org
CSHE	Center for the Study of Higher Education	www.ed.psu.edu/cshe
CSPN	College Savings Plan Network	www.collegesavings.org
DQC	Data Quality Campaign	www.dataqualitycampaign.org/
ECS	Education Commission of the States	www.ecs.org
ED	U.S. Dept. of Education links:	
ED-FSA	Federal Student Aid	www.ed.gov/about/offices/list/fsa/index.html
ED-IES	Institute of Education Sciences	www.ed.gov/about/offices/list/ies/index.html?src=mr
ED-NCES	National Center for Education Statistics	http://nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	www.ed.gov/about/offices/list/oese/index.html?src=mr
ED-OPE	Office of Postsecondary Education	www.ed.gov/about/offices/list/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
FIPSE	Fund for the Improvement of Postsecondary Education	www.ed.gov/about/offices/list/ope/fipse/index.html
EDUCAUSE	An association fostering higher ed change via technology and information resources	www.educause.edu
ETS	Educational Testing Service	www.ets.org
GHEE	Global Higher Education Exchange	www.ghee.org
HACU	Hispanic Association of Colleges and Universities	www.whes.org/members/hacu.html
HEA	Higher Education Abstracts	www.cgu.edu/inst/hea/hea.html
ICE	Internet Course Exchange (WICHE)	www.wiche.edu/ice
IHEP	Institute for Higher Education Policy	www.ihep.com
IIE	Institute of International Education	www.iie.org
IPEDS	Integrated Postsecondary Education Data System	www.nces.ed.gov/ipeds
JFF	Jobs for the Future	www.jff.org/
McCrel	Mid-continent Research for Education and Learning	www.mcrel.org
MHEC	Midwestern Higher Education Compact	www.mhec.org
MOA	Making Opportunity Affordable	www.makingopportunityaffordable.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	www.middlestates.org
NAAL	National Assessment of Adult Literacy	http://nces.ed.gov/naal/
NACOL	North American Council for Online Learning	www.nacol.org
NACUBO	National Association of College and University Business Officers	www.nacubo.org
NAEP	National Assessment of Educational Progress	www.nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	www.nafeo.org
NAFSA	(an association of international educators)	www.nafsa.org
NAICU	National Association of Independent Colleges and Universities	www.naicu.edu
NASC	Northwest Association of Schools and Colleges, Commission on Colleges	www.cocnasc.org
NASFAA	National Association of Student Financial Aid Administrators	www.nasfaa.org
NASPA	National Association of Student Personnel Administrators	www.naspa.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	www.ncacasi.org
NCCC	National Consortium for College Completion	n/a
NCHEMS	National Center for Higher Education Management Systems	www.nchems.org
NCLB	No Child Left Behind	www.ed.gov/nclb/landing.jhtml
NCPPHE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	www.postsecondaryresearch.org
NCSL	National Conference of State Legislatures	www.ncsl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	www.neasc.org
NEBHE	New England Board of Higher Education	www.nebhe.org
NEON	Northwest Educational Outreach Network	www.wiche.edu/NWAF/NEON
NGA	National Governors Association	www.nga.org
NPEC	National Postsecondary Education Cooperative	www.nces.ed.gov/npec
NRHA	National Rural Health Association	www.nrharural.org
NSC	National Student Clearinghouse	www.studentclearinghouse.org
NUCEA	National University Continuing Education Association	www.nucea.edu
OECD	Organisation for Economic Co-operation and Development	www.oecd.org
PISA	Program for International Student Assessment	www.pisa.oecd.org

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

SHEEO Offices in the West, by State:

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