WICHE

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WYOMING

Western Interstate Commission
for Higher Education

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Agenda

WICHE Commission Meeting
May 16-17, 2011
San Francisco, California

Monday, May 16, 2011   Schedule at a Glance

7:15 am
Stanford East

Breakfast

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

**Executive Committee Meeting
(Open and Closed Sessions)**   1-1

Agenda (Open)

Action Item   Approval of the Executive Committee
teleconference minutes of March 23, 2011   1-3

Discussion Item:
May 2011 meeting schedule

Other business

Agenda (Closed)

Discussion Item:
FY 2011 evaluation of the president and adoption of
performance objectives for FY 2012   1-6

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

Committee of the Whole – Call to Order   2-1

Agenda

Call to order: Joseph Garcia, chair

Welcome

Introduction of new commissioners and guests   2-3

Action Item   Approval of the Committee of the Whole
meeting minutes of November 8-9, 2010   2-4

Report of the chair

Report of the president

Recess until May 17 at 9:30 am

9:00 - 10:00 am [Tab 3]
Stanford East

**Plenary Session I: What's Up in the West?
The Completion Agenda**   3-1

Speakers: Tom Anderes, president, Arizona Board of Regents;
Don Bennett, executive director, Higher Education Coordinating
Board; Jane Nichols, vice chancellor for academic and student
affairs, Nevada System of Higher Education

10:00 - 10:15 am	**Break**	

10:15 - 10:45 am [Tab 4]
Stanford East

Plenary Session II: Those Other Institutions   4-1

Speakers: Chris Bustamante, president,
Rio Salado College; Ken Sorber, vice president for strategic
relations, Western Governors University; other speaker TBD

10:45 - 11:45 am [Tab 4]
Stanford East

Facilitated Discussion on Those Other Institutions   4-2

Facilitator: David Longanecker, president, Western Interstate
Commission for Higher Education

11:45 am - 1:00 pm [Tab 5]
Stanford West

Lunch and Presentation   5-1

Speaker: Peter Smith, senior vice president, Kaplan
Higher Education

1:00 - 1:30 pm

Break

1:30 - 2:00 pm [Tab 6]
Stanford East

**Plenary Session III: The Vendors of Outsourced
Education**   6-1

Speakers: Deborah Everhart, chief architect, Blackboard; Matt
Leavy, CEO, Pearson eCollege; Burck Smith, CEO and founder,
StraighterLine

2:00 - 3:00 pm [Tab 6]
Stanford East

**Facilitated Discussion on the Vendors of
Outsourced Education**   6-2

Facilitator: Ellen Wagner, executive director, WCET

3:00 - 5:00 pm [Tab 7]
Nexus Policy Research Center

Plenary Session IV: Nexus Policy Research Center   7-1

Speakers: Jorgé Klor de Alva, president, Nexus Policy Research Center;
Satish Menon, vice president, Apollo Group; Norma Ming, senior
research scientist and director, Nexus Institute for Teaching and
Learning; Mark Schneider, visiting scholar, American Enterprise
Institute for Public Policy Research, and board member, Nexus
Policy Research Center; Michael White, vice president, Apollo Group

5:00 pm

Dinner on your own

Tuesday, May 17, 2011

7:30 am
Stanford East

Breakfast

8:00 - 9:30 am [Tab 8]
Stanford East

Programs and Services Committee Meeting   8-1

Agenda

Action Item   Approval of the Programs and Services Committee meeting minutes of November 8, 2010   8-3

Action Item   Approval of the FY 2012 workplan sections pertaining to the Programs and Services unit's activities   8-6

Discussion Item:
Professional Student Exchange Program: New ways to apply support fees – Margo Colalancia   8-10

Information Items:
Programs and Services regional initiatives (including the North American Network of Science Labs Online) – Jere Mock and Pat Shea   8-17

Student Exchange Program updates – Margo Colalancia   8-24

Proposal to upgrade databases and web interfaces for the Student Exchange Program – Margo Colalancia   8-26

8:00 - 9:30 am [Tab 9]
Russian Hill

Issue Analysis and Research Committee Meeting   9-1

Agenda

Action Item   Approval of the Issue Analysis and Research Committee meeting minutes of November 8, 2010   9-3

Action Item   Approval of the FY 2012 workplan sections pertaining to Issue Analysis and Research activities   9-5

Action Item   Approval of the proposed *Western Consortium for Accelerated Learning Opportunities* project   9-13

Information Item: Temporary internship program   9-14

Discussion Items:
Update on the status of *Knocking at the College Door:
    Projections of High School Graduates by State and Race/
    Ethnicity* methodological review project
Update on data resources review (*Fact Book/Benchmarks/
    Tuition & Fees*)
Update on *Educational Equity and Postsecondary Student
    Success: A Center for Urban Education and WICHE
    Partnership for Policy Research and Analysis*
Update on the *National Research and Development Center on
    Postsecondary Education and Employment* grant proposal
Update on the *Adult College Completion Network*
Update on *Best Practices in Statewide Articulation and Transfer
    Systems* – national meeting on college access web portals
Update on WICHE *Regional Passport* initiative
Update on Common Core Standards project
Pressing issues for the Policy Analysis and Research unit to consider

8:00 - 9:30 am [Tab 10]
Rincon Hill

Information Items – Technology & Innovation:

Staff:
　Louis Fox, senior associate

• Update on Technology & Innovation activities

Information Items – Mental Health Program:

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

• Program update
• Budget update
• Special programs update
　• Doña Ana County
　• Center for Integrated Health Solutions

9:30 - 10:30 am [Tab 11]
Stanford East

Committee of the Whole – Business Session　　11-1

Agenda

Reconvene Committee of the Whole: Joseph Garcia, chair

Report and recommended action of the Audit Committee:
Thomas Buchanan, committee chair and immediate past WICHE chair

Report and recommended action of the Executive Committee:
Joseph Garcia, WICHE chair

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

Action Item　　Approval of the FY 2012 workplan sections
pertaining to the Programs and Services
unit's activities [Tab 8]

Report and recommended action of the Issue Analysis and
　　Research Committee: Robert Burns, committee chair

Action Item　　Approval of the FY 2012 workplan sections
pertaining to Issue Analysis and Research
activities [Tab 9]

Action Item　　Approval of the proposed *Western Consortium
for Accelerated Learning Opportunities*
project [Tab 9]

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

Action Item   Approval of the FY 2012 workplan sections
pertaining to the self-funded units'
activities [Tab 10]

Committee of the Whole Action Items

Action Item   Approval of the FY 2012 annual operating
budget – general fund and non-general fund
budgets [Tab 11 and see information item on
PSEP databases on p. 8-26]   11-3

Action Item   Approval of the request to carry forward
funds from FY 2011 to FY 2012 [Tab 11]   11-10

Action Item   Approval of salary and benefit recommendations
for FY 2012 [Tab 11]   11-11

Action Item   Approval of future dates and locations for
WICHE Commission meetings [Tab 11]   11-12

Action Item   Approval of the FY 2012 workplan [Tab 11]   11-13

Review of the Commissioner Code of Ethics   11-33

Meeting evaluation (electronic)
(www.surveymonkey.com/s/H2L3XK9)

Other business

10:30 - 11:00 am [Tab 12]
Stanford East

**Plenary Session V: Regulating the Other
Institutions – State, Federal, and Accrediting
Perspectives**   12-1

Speakers: David Bergeron, deputy assistant secretary for
policy, planning, and innovation, Office of Postsecondary
Education; Russell Poulin, deputy director, WCET;
other speaker TBD

11:00 am - noon [Tab 12]
Stanford East

**Facilitated Discussion on Accreditation and
State Regulations**   12-2

Facilitator: David Longanecker, president, Western Interstate
Commission for Higher Education

Noon   **Adjournment**

WICHE

Executive Committee Meeting (Open/Closed)

Monday, May 16, 2011
7:45 - 8:45 am
Rincon Hill Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 16, 2011

7:45 - 8:45 am
Rincon Hill

Executive Committee Meeting (Open and Closed Sessions)

Joseph Garcia (CO), chair
Bonnie Jean Beesley (UT), vice chair
Thomas Buchanan (WY), immediate past chair

Diane Barrans (AK)
Leah Bornstein (AZ)
Position vacant (CA)
D. Rico Munn (CO)
Roy Ogawa (HI)
Michael Rush (ID)
Sheila Stearns (MT)
David Nething (ND)
Patricia Sullivan (NM)
Carl Shaff (NV)
Camille Preus (OR)
James Hansen (SD)
William Sederburg (UT)
Don Bennett (WA)
Position vacant (WY)

Agenda (Open)

Action Item   Approval of the Executive Committee
teleconference minutes of March 23, 2011   1-3

Discussion Item: May 2011 meeting schedule

Other business

Agenda (Closed)

Discussion Item: FY 2011 evaluation of the president and
adoption of performance objectives for FY 2012   1-6

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
Wednesday, March 23, 2011

Committee Members Present
Joseph Garcia (CO), chair
Bonnie Jean Beesley (UT), vice chair
Thomas Buchanan (WY), immediate past chair

Diane Barrans (AK)
Leah Bornstein (AZ)
D. Rico Munn (CO)
Roy Ogawa (HI)
Michael Rush (ID)
Sheila Stearns (MT)
Duane Espegard for David Nething (ND)
Patricia Sullivan (NM)
Jane Nichols for Carl Shaff (NV)
Camille Preus (OR)
James Hansen (SD)
David Buhler for Bill Sederburg (UT)
Don Bennett (WA)
Klaus Hanson (WY)

Committee Members Absent
Roy Ashburn (CA)

Others Present
José Garcia, cabinet secretary, New Mexico
 Higher Education Department
Matt Gianneschi, deputy executive director,
 Colorado Department of Higher Education

Staff Present
David Longanecker, president
Erin Barber, executive assistant to the president
 and to the commission
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Brian Prescott, director of policy research, Policy
 Analysis and Research
Ellen Wagner, executive director, WCET

Chair Joseph Garcia told the committee that he would have to step away from the call after 30 minutes for another meeting in the Governor's Office and asked that Vice Chair Beesley chair the meeting on his behalf. Vice Chair Beesley called the meeting to order and asked Erin Barber to call roll. A quorum was confirmed.

ACTION ITEM
Approval of the Executive Committee Teleconference Minutes of February 24, 2011

Vice Chair Beesley asked for a motion to approve the Executive Committee teleconference minutes of February 24, 2011. Commissioner Rush moved TO APPROVE THE MINUTES OF THE FEBRUARY 24, 2011, EXECUTIVE COMMITTEE TELECONFERENCE. Commissioner Sullivan seconded the motion. The minutes were approved unanimously.

DISCUSSION ITEM
Update on WICHE's Budget: FY 2011 and FY 2012

Vice Chair Beesley called on David Longanecker to go through the budget update with the committee. Longanecker reported the FY 2011 budget remains healthy and has not changed since the February 24 Executive Committee call. He noted that the FY 2012 budget presented to the committee currently shows a $15,694 deficit. Longanecker said that he will bring a balanced budget for the commission to approve at the May meeting. The deficit currently projected is a result of upcoming benefit increases, but Longanecker said he would find the additional $16,000 needed to balance the budget and present it in May. As he discussed in the February Executive Committee meeting, Longanecker was also proposing a carry-over of funds from the reserves to cover the deferred compensation plan that was already approved by the commission and $45,000 for specific IT projects that were not completed in FY 2011. Carrying over the funds into FY 2012 would allow staff to complete these projects and not lose the funds that were budgeted for this year. In addition, Longanecker indicated that he will request an additional $100,000 from reserves for one-time IT projects. In the February meeting, he had projected that these projects would require approximately $50,000 but the subsequent discovery of serious issues with respect to the Western Undergraduate Exchange (WUE) website has led him to revise this amount upward to $100,000. These proposed IT projects include updates to the

WUE and Professional Student Exchange Program (PSEP) websites and the transition to the use of SalesForce, a system that will replace WICHE's current administrative database. Longanecker said that he would like to know if there are any concerns among the committee members regarding carrying over funds from FY 2011. He told the committee that they will be adding $180,000 to the reserves at the end of this fiscal year from a surplus in the budget, which will more than cover the proposed draws on reserves. Commissioner Barrans asked if there would be any opportunity of receiving outside funding for some of the proposed IT upgrades and projects. Longanecker said that most of these projects would be enhancements to core elements in the WICHE organization and would not likely receive any funding from outside sources. He said that updating the PSEP database and website and the move to SalesForce will be an enhancement of existing program elements. He asked Jere Mock to describe the PSEP upgrade. Mock said that the upgrade will add tuition and fees information, make profile updates more accessible, and provide more flexibility for users. Barrans asked if information could be provided at the May meeting about how the money will be distributed for program enhancements and new features. Longanecker said that he will provide that information at the May meeting.

DISCUSSION ITEM
Future Meeting Dates and Locations

Commissioner Rush asked when the last time was that the commission meeting was held in New Mexico and said it would be useful to see a list of past meeting locations. Longanecker said that the commission met in New Mexico in 2002 and that he would provide this information at the May meeting. Commissioner Hanson asked what travel accessibility to and from Fort Collins, CO, will be like. Longanecker said that shuttle service between Denver International Airport and Fort Collins is reliable. He also mentioned that Colorado State University has been a major influence in PSEP's veterinary medicine program.

DISCUSSION ITEM
May 2011 Commission Meeting Preliminary Agenda

Longanecker went through the preliminary agenda for the May commission meeting. He discussed which speakers have been invited and which have confirmed their participation. He also mentioned that speakers will have shorter presentation times to allow for longer discussions. Longanecker shared that dinner groups may be organized around common interest topics (an idea proposed by Kim Gillan (MT)). More details on this activity will be provided at the meeting. Chair Joseph Garcia said that it looked like a good agenda and excused himself from the call. Vice Chair Beesley also affirmed the agenda and told Longanecker to proceed with the May meeting as planned.

DISCUSSION ITEM
FY 2012 Workplan

Longanecker presented a draft of the FY 2012 workplan. He explained that the draft did not include an item on safety and security, which will be included in the final draft. The new workplan continues with the organization's work and doesn't propose any radical changes in the upcoming year. The work remains focused around five themes: access and success; technology and innovation; finance; workforce and society; and accountability. Longanecker said perhaps the weakest area is workforce and society, which currently has no major activities, though some work is being done in Policy, Mental Health, and Programs and Services. A group from New Mexico will be coming to WICHE on March 28 to discuss the link between education and workforce.

Commissioner Stearns thought the workplan looked comprehensive and ambitious. She asked if the workload was larger than the size of Longanecker's staff. Longanecker replied that he and the staff have a full but manageable plate. Commissioner Hanson asked if consideration could be given to job security in the public sector and its impact on higher education. Longanecker said that it could be an intriguing issue to look at workforce development within higher education itself. Commissioner Sullivan asked for clarification on a recent email from Vice President Biden calling for a boost in graduation rates: how is this call the same as or different from previous calls for an increase in graduation rates? Longanecker replied that there will be a session at the May meeting dedicated to the completion agenda and work WICHE states are currently involved in to meet this goal, as well as what the foundations are supporting. President Obama's initiative is very close to these foundation-supported agendas. WICHE doesn't have a specific grant around this issue, but Longanecker and many other staff have been very involved in these initiatives. Commissioner Sullivan said that it would be useful to know how the initiatives are working together and how the

states should proceed toward the goal. Commissioner Barrans wondered if the State Higher Education Executive Officers organization is working on any initiatives around workforce within faculty in higher education. Longanecker said that the National Center for Higher Education Management Systems is significantly involved in most of these projects. He also said that the impact of retaining faculty in an environment where labor unions are in disarray is a new phenomenon. Most of the discussions so far have been rhetorical, and it might be worth looking for foundation support to look into this idea further. Commissioner Barrans suggested that it could be woven into part of the workforce theme in the workplan.

Other Business

Longanecker discussed WICHE's work with the Center for Urban Education (CUE), which focuses on Nevada. The project has looked at different ways to promote success among populations of color within the state. WICHE has completed the first phase of work in the project and now has room for an additional state for the second phase. Longanecker said that this project may be helpful to states applying for the Complete College America grants. Commissioner Nichols said that it has been a helpful partnership and that Nevada's participation will be looked upon favorably in grant applications related to college completion for minority populations. José Garcia (NM), Commissioner Rush (ID), Vice Chair Beesley (UT), and Matt Gianneschi (CO) all expressed interest in being part of the project.

Vice Chair Beesley adjourned the meeting.

ACTION ITEM
FY 2011 Self-Evaluation of the WICHE President and Adoption of Performance Objectives for FY 2012

This document provides the performance objectives that the commission adopted for me last May; my self-assessment of how well I achieved these objectives during this past year; and a proposed set of performance objectives for this coming year, based on what has been incorporated in the draft 2011-12 WICHE workplan, which you will be adopting at this meeting. Significant changes to the draft workplan may require adjustments to the performance objectives provided here.

- First, I present my current performance objectives.
- Next, I provide my self-evaluation with respect to each of these objectives.
- Last, I present proposed performance objectives for this coming year (2011-2012).

This past year turned out to be a much better year for WICHE than I had anticipated. Whether it was a good year for me and my performance is for you to determine, but here is my take: I would judge it a pretty good year.

Administering the WICHE Organization:

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

  - Internal management

    1. **Maintain a balanced budget for fiscal year 2011 and beyond.**

       Accomplished. The "balanced budget" portion of this objective has been accomplished. Although, again, we did not receive the $87,000 in delinquent dues payment anticipated from the California Community Colleges (2005 arrears), we will recoup about $45,000 more than anticipated in net indirect cost reimbursements. All in all, our revenues are currently projected to come in about 1 percent below what we projected, but our expenditures are projected to come in about 10 percent below projections. Thus, I anticipate that revenues will exceed expenditures by about $200,000. Mental Health will finish the year having not only fully replenished the funds they previously borrowed from the overall WICHE reserves two years ago but also having fully replenished its own reserve requirements. WCET did need to dip below its internal reserve requirement and borrow the amount held out explicitly for it in WICHE's reserve accounts, though it appears to be headed toward full funding solvency in 2012 and beyond.

       During the year the commission also completed its development of a deferred compensation plan for the WICHE president, and the funding for that plan has been incorporated into the budget.

       2012 Recommendation: Retain this objective, recognizing that this will require substantial sacrifice to the staff, with respect to salaries.

    2. **Attend directly to ways to more appropriately align responsibilities among unit directors and their respective staffs in order that they may continue to serve the agency efficiently but do so within realistic limits. Commit to improving the share of minority staff, even though that will be difficult, considering the downsizing of staff that lies ahead.**

       Accomplished. We continue to improve the alignment of responsibilities among vice presidents, directors, and their staff, and we have slightly improved the share of minority staff, increasing it from 7.5 percent to 10 percent.

       With respect to aligning responsibilities, the current leadership team is working very well together, and we have great cooperation and collaboration throughout the organization. A number of our midlevel staff have demonstrated substantial professional growth and have accepted greater managerial

responsibilities. The major contention among staff has been over the limited availability of IT staff members, given the increasing demand for their service, particularly from externally funded projects and activities. To alleviate this we are hiring an additional IT professional, who will be paid from external funding.

With respect to the diversity of the WICHE staff, we gained one staff person of color over the past year, which wasn't bad considering we hired only three people. Yet our staff still fails to reflect the diversity of Western communities that we serve. More specifically, we have no individuals of Hispanic origin on the staff. This remains an important imperative for the organization and high on my agenda for improved future performance. While it is difficult to move this agenda forward during a time when we are unlikely to be hiring, we must remain exceptionally vigilant regarding this objective.

2012 Recommendation: Retain this objective.

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

   Not achieved. While an active staff council continues to help maintain a friendly, cohesive, high-functioning "WICHE team," staff morale has clearly begun to erode. The difficult financial times facing WICHE, which have necessitated no salary increases, and the release of two staff over the year and realization that more cuts could occur, have begun to take their toll. We currently have an exceptionally talented, productive, and enjoyable staff with whom to work as colleagues. In part this is because we have hired well, but the presence of an exceptionally strong human resources specialist, Tara Hickey, has also contributed substantially to our current admirable staff environment.

   As we move into the third year without salary increases (fourth for some staff), maintaining staff morale will continue to be difficult. I anticipate, in fact, that we will begin to lose some talented and treasured colleagues to other professional opportunities, which will also test our morale as a group.

   2012 Recommendation: Retain this objective.

- Service to the commission

   1. **Present to the commission at the May meeting an annual workplan that reflects the mission and priorities of WICHE, as established by the commission.**

      Partially accomplished. I submitted and you approved at our meeting last May an annual workplan that reflects well WICHE's mission, priorities, and realistic possibilities. This plan incrementally extended the previous plan, which you have affirmed to be "on track" in its focus and activities. Staff and I have worked diligently on this workplan and have accomplished most of it. Some important items on the workplan have not been achieved, however.

      2012 Recommendation: Retain the 2011 objective.

- State relations

   1. **Participate, either on official state visits or for WICHE-relevant occasions, in events in at least one-half of the WICHE states. All state visits should include at least one public-speaking or public engagement session.**

      Accomplished. During this past year, I visited 10 of the 15 WICHE states, missing Hawaii, Idaho, South Dakota, Utah, and Wyoming. The dilemma is that I had not visited four of these five states the prior year, which means it has been at least two years since I visited some of our states. I was involved in state policy related work in all 10 of the states, making presentations, leading discussions, or involved in one-on-one meetings.

      2012 Recommendation: Retain the 2011 objective, but make sure to visit the states not visited this past year.

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

   Accomplished. We conducted a very successful Legislative Advisory Committee (LAC) meeting in Denver in October 2010, despite the meeting's being less than month before an election, which precluded even broader participation. Although funding for this had been incorporated into the WICHE general fund budget, we were able to finance the meeting out of an expiring grant. This relieved the general fund budget of that expense and allows the commission to consider carrying those funds forward into the FY 2012 budget.

   2012 Recommendation: Retain the 2011 objective.

- **Objectives for "development and innovation" within the organization**

  - Internal management

    1. **Secure the resources to outfit the learning center as an exceptional contemporary learning environment.**

       Accomplished. While my State Higher Education Policy Center (SHEPC) colleagues and I have not been able to secure external funding to fully outfit the learning center/conferencing facility, we have accumulated sufficient reserves in the SHEPC accounts to proceed with this project without outside funding. It also appears that the connection to Internet II through the Boulder Research and Administration Network (BRAN) is proceeding well.

       2011 Recommendation: Retain this objective, assuming completion in 2012.

- **Commission development and innovation**

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

       Unknown whether accomplished, or not. At the point that this evaluation was put together, it was unclear what the composition of the commission will look like because a number of commission appointments were pending. An update will be provided at the commission meeting

       2012 Recommendation: Retain the 2011 objective.

- **State relations development and innovation**

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

       Accomplished. We have been reasonably successful in working with legislative and executive staff. Staff in a number of states have requested individual support from WICHE or have requested that WICHE testify before their committees. Perhaps our most substantive engagement in this area continues to be through our partnership with the National Conference of State Legislatures (NCSL), for whom we serve as faculty for its education workshops and seminars.

       2012 Recommendation: Retain the 2011 objective.

    2. **Expand partnership relationships, where appropriate, with other organizations, including only additions and deletions to the accomplishments' section in future years.**

       Accomplished. We have maintained and expanded strong relationships with almost all of our traditional partners. We continue to have a particularly strong relationship with our most consistent partners – National Center for Higher Education Management Systems (NCHEMS), State Higher Education Executive Officers (SHEEO), and NCSL. We also continue to maintain a strong networking relationship with the

other three regional organizations: Southern Regional Education Board (SREB), Midwestern Higher Education Compact (MHEC), and New England Board of Higher Education (NEBHE). We retain a cordial but relatively inactive relationship with both Council of State Governments–West (CSG-West) and Western Governors' Association (WGA). As a number of organizations have evolved around the general theme of College Completion, we have engaged virtually all of them in partnership in some way, and anticipate continuing to do so. I continue to believe that working collaboratively makes a lot more sense than working competitively.

2012 Recommendation: Retain 2011 objective, including the addition of the following organizations: Complete College America, the National Governors Association (NGA) and NGA's Complete to Compete initiative, the various partners in the Common Core initiative, and Council for Adult and Experiential Learning (CAEL). Drop the National Center for Public Policy and Higher Education, which is slated to go out of business this year.

Providing Program Services to the Western States:

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

  - Student Exchange Program

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

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

       Partially accomplished. Participation in PSEP dropped modestly from 698 to 693 students, as anticipated because of the budget problems facing the Western states. Jere Mock and Margo Colalancia continue working with the states' certifying officers to examine ways in which the needs of sending and receiving states can be more equitably and realistically met in the increasingly market-driven environment of professional education. Particular attention is being given to new fields that might be added to PSEP, as well as to ways that the program can be tailored to specifically address state workforce development needs. In the fiscal environment currently facing the states, however, we will not be able to stem the tide of declines that occur when appropriations for PSEP come up against other state priorities and obligations.

       2012 Recommendation: Maintain this objective.

    2. **Manage growth of the Western Undergraduate Exchange (WUE) with existing staff and financial resources by examining ways in which WICHE can be more proactive in facilitating exchange in areas of projected workforce needs and in areas of imbalance, with respect to issues regarding the supply of and demand for educational opportunities, and through successful implementation of the WICHE Internet Course Exchange (ICE) program.**

       Accomplished. Participation in WUE continues to increase, growing 8 percent this year to 26,711 students. Thanks to the exceptional staff work of Margo Colalancia and Laura Ewing, under Jere Mock's direction, we have continued to provide strong customer relationships. We are examining ways in which the WUE and the Western Regional Graduate Program (WRGP) can be enhanced to even better serve the students and institutions that participate. This will become an increasingly important issue as enrollment strains test the efficacy of these programs' current models. In addition to the continued success of these programs, WICHE's new Internet Course Exchange has been established and began providing courses this past fall. This program contemporizes our array of exchange options, now taking courses to students in contrast to our prior expectation that the students would always come to the courses. While participation in this program has not caught on as quickly as we had hoped it would, we believe that the current fiscal environment will help heighten both knowledge of and participation in this program.

2012 Recommendation: Retain 2011 objective.

- **Objectives for "development and innovation" of programs to serve the states.**

    1. **Accomplish those aspects of the commission-adopted workplan that fit within this objective.**

        Mostly accomplished. This was a good year for developing new possible programs, with staff continuing to explore fresh areas for program development, consistent with WICHE's mission and workplan, and successfully venturing into quite a few, in order to better serve the future needs of our member states through interstate collaboration. We still have not moved forward on two "interstate" projects included in the workplan (the proposed WICHE service repayment program and the proposed WICHE licensure and credentialing service), but a number of our interstate collaborative ideas have taken off, including WICHE ICE (and a funded supplement to ICE focused on STEM (science, technology, engineering, and mathematics)) and planning for a regional transfer protocol and "passport." And more grand ideas are in the works. We were also approved as a preferred contractor for the Department of Education and have submitted paperwork to be approved as a preferred contractor for other federal departments, as well.

        2012 Recommendation: Retain 2011 objective.

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

        Accomplished. We received funding from Next Generation Learning Challenges for the North American Network for Science Labs Online (NANSLO) and have other proposals under consideration.

        2012 Recommendation: Retain 2011 objective.

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

- **Objectives for "maintaining" policy, research, and technical assistance services**

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

        Accomplished. We have been reasonably active in this arena. In addition to the interstate efforts, we continue to provide technical assistance to a number of states, most notably during this past year to Alaska, California, Colorado, Idaho, Hawaii, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Washington, and Wyoming.

        2012 Recommendation: Retain 2011 objective.

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

        In process. Under Ellen Wagner's leadership, WCET has transitioned into a more vibrant and vital organization, focusing on technology infrastructure and innovation. While the organization has not yet fully reached fiscal stability, it is scheduled to do so this coming year, and prospective grants will likely place WCET on strong financial ground for the future. The Mental Health Program has experienced an exceptionally strong and rewarding year, continuing to sustain itself primarily through substantial federal contracts and grants

        2012 Recommendation: Retain 2011 objective.

- **Objectives for "development and innovation" of policy, research, and technical assistance services.**

  1. **Achieve the objective not achieved last year to accomplish those aspects of the commission-adopted workplan that fit within this objective, including securing external financial support for at least two major policy, research, or technical assistance projects, consistent with WICHE's mission and priorities.**

     Mostly accomplished. This year WICHE continued its work on four previously funded grants: *Non-traditional No More*, which has worked with six states (Arkansas, Colorado, Nevada, New Jersey, North Dakota, and South Dakota) to develop policies and practices that work to bring adults who left college before completing their degree back to school; Transparency by Design, a project within WCET to develop a robust accountability structure for online institutions; a project that concluded in April with a national forum on articulation and transfer policies and practices in higher education, with particular attention to computer-based systems that have been developed to assist colleges in managing these processes; and the *Facilitating Development of a Multistate Longitudinal Data Exchange* project, funded by the Bill and Melinda Gates Foundation, which allows four WICHE states (Washington, Oregon, Idaho, and Hawaii) to pilot the sharing of higher education, secondary education, and workforce databases with each other.

     In addition to these projects, we secured a small grant from the Carnegie Corporation of New York to help institutions and state policymakers better understand the consequences of the Common Core on higher education in the West. We also received a new grant from the Lumina Foundation to follow up on our work with *Non-traditional No More*, in which WICHE will administer a national network for states, institutions, and NGOs that are working to better serve adult students who have some college but no degree as they return to college. We also received funding support from ACT and the College Board to help support the next version of *Knocking on the College Door: Projections of High School Graduates by State and Race/Ethnicity*. We have not, however, been successful in advancing the workforce policy agenda through external funding.

     2012 Recommendation: Retain 2011 objective.

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

     Accomplished. As previously described, my staff and I have continued to provide substantial technical assistance over the past year. Nevada and New Mexico, along with the four states involved in the *Multistate Longitudinal Data Exchange* project (Washington, Oregon, Idaho, and Hawaii), have received the most substantial technical assistance during this period of time.

     2012 Recommendation: Retain 2011 objective.

IN SUM:

This self-evaluation for fiscal year 2011 (2010-2011) and proposed objectives for 2012 (2011-2012) reflect what I would characterize as a good year and ambitious agenda moving forward. We accomplished much, in fact more than we anticipated we would in a number of areas, despite limited general fund support and a highly competitive external funding environment. And while I continue to consider both my leadership (within the region and nation) and my management of the organization as strong, our strength this past year was mostly due not to me but rather to the exceptional efforts of a remarkably talented and dedicated staff. Despite having accomplished a good bit this year, I nonetheless continue to believe that I can stand substantial improvement. I look forward to receiving your reactions to my perceptions and to hearing how you believe I can better serve WICHE in the future.

David Longanecker

WICHE

Committee of the Whole
Call to Order/Introductions

Monday, May 16, 2011
8:45 - 9:00 am
Stanford East

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 16, 2011

8:45 - 9:00 am
Stanford East

**Committee of the Whole –
Call to Order/Introductions**

Call to order: Joseph Garcia, chair

Welcome

Introduction of new commissioners and guests   2-3

Action Item   Approval of the Committee of the Whole
meeting minutes of November 8-9, 2010   2-4

Report of the chair

Report of the president

Recess until May 17, 2011, at 9:30 am

New Commissioners

José Z. Garcia has been on the faculty at New Mexico State University (NMSU) for more than three decades. He has conducted research and lectured throughout Latin America, specializing in questions of political instability. Garcia directed the Center for Latin American and Border Studies at NMSU for 13 years. In recent years his research has focused on the U.S.-Mexico border. He is one of the founding members of the Paso del Norte Water Task Force, a nongovernmental, tristate, binational organization created in the late 1990s, grouping together irrigation district and water utilities managers with environmental groups, citizens, and academics, to stimulate greater cooperation toward more efficient regional water management in the Paso del Norte region. Garcia was chair of the organization from 2010-2011. He has also taught a course in New Mexico politics for many years. After receiving a B.A. from Occidental College, Garcia was awarded a Fulbright Fellowship to Ecuador. He received an M.A. from the Fletcher School of Law and Diplomacy at Tufts University and a Ph.D. from the University of New Mexico.

Joseph Hardy was elected to the Nevada State Senate in November 2010. He currently serves on the Government Affairs and Health and Human Services Committee. Hardy previously served in the Nevada Assembly from 2003-2009 and has been in practice as a family physician for over 25 years. He received his B.S. from the University of Nevada, Reno, School of Medicine, and his M.D. from Washington University School of Medicine in St. Louis.

ACTION ITEM
Minutes of the Committee of the Whole

Session I: Call to Order
Monday, November 8, 2010

Commissioners Present
Thomas Buchanan (WY), chair
Joseph Garcia (CO), vice chair
Jane Nichols (NV), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
James Johnsen (AK)
Leah Bornstein (AZ)
David Lorenz (AZ)
D. Rico Munn (CO)
Roy Ogawa (HI)
Roberta Richards (HI)
Steven Wheelwright (HI)
Duane Nellis (ID)
Michael Rush (ID)
Clayton Christian (MT)
Kim Gillan (MT)
Sheila Stearns (MT)
Patricia Sullivan (NM)
Carl Shaff (NV)
Bill Goetz (ND)
David Nething (ND)
Robert Burns (SD)
James Hansen (SD)
Jack Warner (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Bonnie Jean Beesley (UT)
Peter Knudson (UT)
William Sederburg (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)
Klaus Hanson (WY)

Commissioners Absent
Thomas Anderes (AZ)
Kaye Howe (CO)
Robert Kustra (ID)
Arthur Vailas (ID)
Duaine Espegard (ND)
Viola Florez (NM)
Warren Hardy (NV)
Tim Nesbitt (OR)
Phyllis Gutierrez Kenney (WA)

Guests/Speakers
Jon Hansen, WICHE consultant
Debra Humphreys, vice president for communications
  and public affairs, Association of American Colleges and
  Universities
Toni Larson, executive director, Independent Higher
  Education of Colorado
David Letzelter, senior vice president, Marsh USA
Teddi Safman, assistant commissioner for academic affairs,
  Utah System of Higher Education
Lisa Shipley, certifying officer, University of Wyoming
Bruce Vandal, director, Postsecondary Education and
  Workforce Development Institute, Education Commission
  of the States

Staff Present
Erin Barber, executive assistant to the president and to the
  commission
Margo Colalancia, director, Student Exchange Program
Annie Finnigan, communications manager, Programs and
  Services
Louis Fox, senior associate, Technology and Innovation
David Longanecker, president
Demarée Michelau, director of policy analysis, Policy
  Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health,
  director, WICHE Mental Health Program
Brian Prescott, director of policy research, Policy Analysis
  and Research
Pat Shea, director, WICHE ICE, the Forum, and the
  Alliance
Ellen Wagner, executive director, WCET

Chair Thomas Buchanan called the meeting to order and welcomed the commissioners.

Chair Buchanan introduced newly appointed commissioners:
    Thomas Anderes, Arizona (not in attendance)
    Susan Anderson, Alaska
    Don Bennett, Washington
    Clayton Christian, Montana
    Kim Gillan, Montana
    James Johnsen, Alaska
    Susanna Murphy, New Mexico (not in attendance)
    Duane Nellis, Idaho
    Sheila Stearns, Montana (served as a WICHE Commissioner previously from 2003 - 2006)
    Steven Wheelwright, Hawaii

Chair Buchanan introduced guests attending the meeting and listed commissioners whose terms are expiring after the November 2010 meeting.

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ACTION ITEM
Approval of the Minutes of May 17-18, 2010, Committee of the Whole Meeting

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Commissioner Nething moved TO APPROVE THE COMMITTEE OF THE WHOLE MINUTES FROM MAY 17-18, 2010. Commissioner Lorenz seconded the motion. The motion was approved unanimously.

Report of the Chair
Chair Buchanan said that WICHE staff made his job as chair an easy one and that it had been a good year.

Report of the President
David Longanecker introduced staff in attendance. He also announced new staff members at WICHE and shared with the commissioners that two friends of WICHE (Ann Jonsen, wife of Dick Jonsen, former WICHE executive director, and Elton McQuery, former executive director of the Council of State Governments and a leader in establishing WICHE) had recently passed away.

Report of the Nominating Committee
Jane Nichols introduced Camille Preus and David Nething as the other members of the Nominating Committee. She told the commission that the nominees for the 2011 WICHE officers were Joseph Garcia for WICHE chair, Bonnie Jean Beesley for vice chair and 2012 chair-elect, and Thomas Buchanan for immediate past chair. Nichols told the commission that they would be voting on the nominations during the business session the next day.

Chair Buchanan reminded the commission to caucus with other members from their states for their selection of 2011 committee members.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, May 18.

Session II: Business Session
Tuesday, November 9, 2010

Commissioners Present
Thomas Buchanan (WY), chair
Joseph Garcia (CO), vice chair
Jane Nichols (NV), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
James Johnsen (AK)
Leah Bornstein (AZ)
David Lorenz (AZ)
D. Rico Munn (CO)
Roy Ogawa (HI)
Roberta Richards (HI)
Steven Wheelwright (HI)
Michael Rush (ID)
Clayton Christian (MT)
Kim Gillan (MT)
Sheila Stearns (MT)
Patricia Sullivan (NM)
Carl Shaff (NV)
Bill Goetz (ND)
David Nething (ND)
Robert Burns (SD)
James Hansen (SD)
Jack Warner (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Peter Knudson (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Debbie Hammons (WY)
Klaus Hanson (WY)

Commissioners Absent
Thomas Anderes (AZ)
Roy Ashburn (CA)
Kaye Howe (CO)
Robert Kustra (ID)
Duane Nellis (ID)

Duaine Espegard (ND)
Viola Florez (NM)
Warren Hardy (NV)
Tim Nesbitt (OR)
Bonnie Jean Beesley (UT)
William Sederburg (UT)
Phyllis Gutierrez Kenney (WA)

Guests/Speakers
Debra Humphreys, vice president for communications
   and public affairs, Association of American Colleges
   and Universities
Toni Larson, executive director, Independent Higher
   Education of Colorado
Teddi Safman, assistant commissioner for academic
   affairs, Utah System of Higher Education
Lisa Shipley, certifying officer, University of Wyoming
Bruce Vandal, director, Postsecondary Education and
   Workforce Development Institute, Education
   Commission of the States

Staff Present
Erin Barber, executive assistant to the president and to
   the commission
Margo Colalancia, director, Student Exchange Program
Annie Finnigan, communications manager, Programs
   and Services
Louis Fox, senior associate, Technology and Innovation
David Longanecker, president
Demarée Michelau, director of policy analysis, Policy
   Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health and
   director, WICHE Mental Health Program
Brian Prescott, director of policy research, Policy Analysis
   and Research
Pat Shea, director, WICHE ICE, the Forum, and the
   Alliance

Chair Thomas Buchanan called the meeting to order and reconvened the Committee of the Whole.

Report and Recommended Action of the Audit Committee
Committee Chair Jane Nichols reported that the Audit Committee met on October 19, 2010, via teleconference to review a draft of the FY 2010 WICHE audit. The audit firm Clifton Gunderson was represented on the call by Bill Petri and Steve Clauson. The auditors reviewed the audit report with the committee members and WICHE staff. The Audit Committee then met with the auditors in a private session to verify staff work with the auditors. The audit was done in accordance with Governmental Accounting Standards Board (GASB) standards and represented a fair account of the WICHE financial statements. Nichols reported that the audit report was late, and that the lateness was due to internal issues with Clifton Gunderson and not due to WICHE staff issues.

The Audit Committee members were satisfied with the FY 2010 audit report but made it clear to Clifton Gunderson that it shouldn't have been late. During the audit process, a federal analysis was done on all federal projects within WICHE. The auditors found one significant deficiency within the mental health first aid challenge grant (erroneously charged indirect to the project). The amount of indirect charged was about $2,300. This deficiency was reported to the federal government, and the committee was assured by WICHE staff that the error had been corrected, the $2,300 had been returned to the grant for distribution to the subgrantee, and the process for collecting indirect charges had been changed to assure that this would never occur again. Nichols moved TO APPROVE THE FY 2010 AUDIT REPORT. Commissioner Richards seconded the motion. The motion was approved unanimously. Commissioner Nichols also mentioned that the Audit Committee would be meeting immediately following the adjournment of the commission meeting.

Report of the Executive Committee
Chair Buchanan reported that the Executive Committee met on Monday, November 8, 2010. David Longanecker walked the committee through the November 2010 meeting schedule. The committee was updated on the deferred compensation plan for Longanecker's position. The intent of the plan is to bring Longanecker's salary in line with that of other leadership in similar organizations by 2015. The deferred compensation plan begins in 2011 and runs until 2015. It will be administered by TIAA-CREF in a 457F deferred compensation account for executives. The first payment will begin in 2011, and in any given year there is a specific salary amount to be placed into the deferred compensation account. The commission can opt to pay some of this amount as actual salary to Longanecker or solely as deferred compensation. Longanecker will not access the funds until he completes his tenure with WICHE in 2015. The deferred compensation plan will also enable the commission to offer a competitive salary for the next CEO of WICHE. The plan was developed with the assistance of the University of Wyoming and TIAA-CREF. There will be more paperwork to finalize further details, but most of the work required to begin the plan in 2011 has been done.

The Executive Committee was also updated on the results of the survey that was sent out to all commissioners earlier this fall to decide on whether or not to hold the fall 2011 meeting in Hawaii. The commission voted in favor of meeting in Hawaii in the fall of 2011 (by about 94 percent).

Report of the Programs and Services Committee
Committee Chair Carl Shaff reported that the Programs and Services Committee had heard an update on the Master Property Program (MPP), which is a model of collaboration between three of the regional associations. The program was created by the Midwest Higher Education Compact, which invited WICHE to join; the New England Board of Higher Education joined in 2009. David Letzelter, senior vice president at Marsh (the national administrator of the MPP), and Jon Hansen, former risk manager with the Nevada System of Higher Education (NSHE) and current WICHE consultant, shared with the committee the program benefits for both public and private institutions. NSHE was the first WICHE member of the MPP and has seen significant savings under the program. Jere Mock, vice president of Programs and Services, would be pleased to talk further with any commissioners interested in the program.

Shaff reported that Pat Shea, director of the Western Academic Leadership Forum (the Forum), the Western Alliance of Community College Academic Leaders (the Alliance), and WICHE ICE (Internet Course Exchange) shared a draft of the upcoming Forum meeting program, to be held in April 2011 in Fort Collins, CO. The program is focusing on student readiness and success. Shea also provided the committee with a description of the Alliance. In addition, she told the committee that the *Interstate Passport* proposal was not funded by the Fund for the Improvement of Postsecondary Education (FIPSE).

Stephen Handel, senior director of higher education relationship development and community college initiatives at the College Board, presented on transfer issues within community colleges and completion rates and how they relate to transfer issues. He also provided suggestions for transfer assistance for community college students.

Shaff reported that Margo Colalancia, director of Student Exchange Programs (SEP), had provided an SEP update. She reported that enrollment has increased, and states have experienced significant savings through the programs. This fall the Western Regional Graduate Program (WRGP) invited public institutions in the West to nominate their graduate programs for participation. WICHE staff is considering new models for support fees and will be preparing a proposal for the committee to consider at the May 2011 meeting. Shaff also reported that student testimonials are now on the WICHE website.

Report and Recommended Action of the Issue Analysis and Research Committee
Committee Chair Bob Burns reported that the Issue Analysis and Research Committee received an update on the status of the *National Research and Development Center on Postsecondary Education and Employment* grant proposal to the U.S. Department of Education Institute of Education Sciences. If funded, WICHE would receive $500,000 per year for five years. A funding decision is expected in January 2011. Information was shared about WICHE's collaboration with the National Governors Association (NGA) and Lumina Foundation to develop strategies for outreach to new governors. There will be nine new governors in the West. Some do not have any higher education experience, and almost all will inherit challenging fiscal conditions. WICHE is working with the NGA to facilitate discussions with the new governors about how to develop metrics specified in NGA's Complete to Compete initiative, while also looking for ways to help them think about how to preserve access and affordability and promote success in an environment of severe funding constraints. WICHE is producing one of NGA's policy briefs (on adult learners), which will be part of a packet distributed to governors.

Staff updated the committee about a new grant from Lumina Foundation ($1.1 million grant over four years), in which WICHE will serve as the intermediary organization for the foundation's Adult Degree Completion Strategy. WICHE will convene meetings, develop an interactive website, create listservs, and engage in other activities to foster communication between states, institutions, municipalities, and others who are working to bring individuals who have left college with about 75 percent of the credits they need to earn a degree back to finish college.

Staff also informed the committee about the results of the data resources review focused on *Fact Book*, *Benchmarks*, and *Tuition and Fees*, which included a survey of commissioners and other data users. Finally, staff described progress being made toward the FY 2011 workplan.

Report and Recommended Action of the Self-funded Units Committee
Committee chair Jim Hansen reported that Louis Fox, senior associate for Technology and Innovation, described recent developments in research and education broadband networking in the West. The most significant development is the Broadband Technology Opportunities Program (BTOP) administered by the Department of Commerce, which made $4.6 billion in grants available for broadband infrastructure. Most grants have gone to state initiatives, and many WICHE states have received multiple BTOP grants. Fox also noted that Internet2 received $63 million (with a $30 million match) to refresh the national research and education backbone infrastructure. In return for this investment, Internet2 committed to connect over 200,000 anchor institutions in the coming years. (Currently, Internet2 connects approximately 70,000 schools, libraries, colleges, and universities). This is a significant commitment. Fox noted that David Longanecker and the WICHE Commission contributed $50,000 from the WICHE reserves to Technology and Innovation, and these funds remain untouched, with Technology and Innovation ending the year with a $50,000 fund balance. Funding for Technology and Innovation efforts comes mainly from contracts with Internet2.

Dennis Mohatt, vice president of behavioral health and director of the Mental Health Program, told the committee that the program had eliminated the FY 2009 negative fund balance of approximately $70,000 during FY 2010 and finished the year with a $132,000 positive fund balance. The negative fund balance was the result of late payments for a couple of projects. The Mental Health Program operated on approximately $1.6 million for FY 2010. The program has been successful in securing new technical assistance contracts and research support for FY 2011 and is on track for a banner year.

Ellen Wagner, executive director of WCET, summarized what has been done over the past year since she joined the organization. WCET has been in restart mode and determining how to leverage technology by ensuring a focus on the needs of its members (WCET currently has 300 institutional members). Currently, WCET has a budget deficit, but Wagner has identified a potential revenue source: WICHE web conferencing. One area in need of improvement was the WCET website, which has been successfully rebuilt. WCET is also exposing members to new technology via Twitter, blogs, and webcasts; and it's using webcasts and publications as a channel to talk about what WICHE is doing as well. Currently, WCET is preparing for the 22nd annual conference in La Jolla, CA, on November 10-13.

DISCUSSION ITEM
Update on the Legislative Advisory Committee Annual Meeting

Chair Buchanan called on Commissioner Nething for an update on the Legislative Advisory Committee (LAC) annual meeting. Commissioner Nething gave a brief summary of the LAC for new commissioners. The LAC held its most recent meeting on October 2010 in Denver. The title of the meeting was "Going the Distance: Strategies for Reaching College Completion Goals." The agenda featured a number of high-profile speakers, including Patrick Kelly from the

National Center for Higher Education Management Systems, Davis Jenkins from the Community College Research Center, Travis Reindl of the National Governors Association, and Tom Sugar from Complete College America. Thirteen legislators from nine states participated (plus a legislator from Arkansas who was a speaker), but several more would have come if it wasn't the election season. Given the recent elections, there are now some vacancies on the LAC, and staff will be in contact to fill those as soon as possible. Commissioner Nething said that information about the LAC, its meetings, and its members is available on the WICHE website. Commissioner Deckert asked if it would be possible to hold the LAC meeting twice a year. Longanecker said that adding a second meeting would be a constraint on the budget but mentioned the possibility of doing webinars throughout the year as an alternative.

DISCUSSION ITEM
Update on the WICHE Budget

Chair Buchanan asked Craig Milburn to update the commission on the WICHE budget. Milburn explained that each unit had added to their fund balances with the exception of WCET, which lost $182,000 and had $100,000 added to their reserves from WICHE. He reported that the Mental Health Program had made up its deficit and was doing very well this year. Milburn further explained that WCET was provided with $100,000 that was not used last year but will be used this year. The projections are showing that they won't need to use all of these funds, and it's hoped that WCET will be on solid ground by this time next year. Technology and Innovation received $50,000 from reserves, but that amount was funded back to WICHE this year.

Milburn reported that the FY 2010 general fund budget ended with a surplus of $138,000. Some of the WICHE reserves are dedicated to various places, such as facility payments, unexpected shortfalls, and the Colorado Educational and Cultural Facilities Authority bond. After the surplus was allocated to the dedicated reserves, $11,000 was added to the general reserves. A few months into FY 2011, the budget expenditures are looking to be in good shape, but there may be need to go into reserves for revenue shortfall. All dues have been paid with the exception of New Mexico, which has paid half of its dues. WICHE staff continues to seek resolution for the past-due California dues.

Longanecker said that as they work on putting the FY 2012 budget together, he will be mindful of how the states are doing. Commissioner Hanson asked about the reduction in WICHE's percentage of space in the building. Longanecker said that it was a very minimal reduction (1 percent), due to remodeling done in the State Higher Education Executive Officers (SHEEO) offices that incorporated space WICHE once shared with the other State Higher Education Policy Center (SHEPC) organizations. Commissioner Hammons asked if there was an average amount higher education institutions have experienced in budget cuts. Longanecker said that the definition of a cut has been difficult to define. When looking at cuts to state appropriations, most of the institutions did not face substantial cuts because of stabilization funding. Budgets and budget cuts have been extremely variable around the West. Nevada has probably experienced the worst cuts, followed by Washington and Oregon, along with modest cuts in Colorado. Commissioner Kohl-Welles said that in Washington there was a huge cut overall in the budget, and then all state agencies received further cuts as well. Commissioner Hammons commented that WICHE's budget should reflect what the states are experiencing in their budgets. Longanecker said that the organization cannot function without resources. Currently, the dues are frozen, and next year's budget will not propose a reduction in dues. Commissioner Barrans offered two comments: first, she agreed that doing a webinar to keep LAC members engaged in between annual meetings was a good idea, since two meetings aren't possible with the current budget; and second, she told the committee that she had observed WICHE over many years and has seen the organization operate on a lean budget that has kept expenditures low and the budget balanced even in difficult times.

ACTION ITEM
Election of the Chair, Vice Chair, and Immediate Past Chair as Officers of the WICHE Commission

Chair Buchanan asked for a motion to nominate the 2011 WICHE officers. Commissioner Nichols made a motion TO APPROVE THE NOMINATION OF JOSEPH GARCIA FOR 2011 WICHE CHAIR, BONNIE JEAN BEESLEY FOR 2011 VICE CHAIR AND 2012 CHAIR-ELECT, AND THOMAS BUCHANAN AS THE 2011 IMMEDIATE PAST CHAIR. Commissioner Nething seconded the motion. The motion was approved unanimously.

Longanecker thanked Chair Buchanan for his leadership and service as chair of WICHE. He also extended thanks to Tara Nelson Evans and Susan Weidel for their work on the deferred compensation plan.

Chair Buchanan adjourned the Committee of the Whole Business Session.

WICHE

Plenary Session I:
What's Up in the West?
The Completion Agenda

Monday, May 16, 2011
9:00 - 10:00 am
Stanford East

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 16, 2011

9:00 - 10:00 am
Stanford East

Plenary Session I:
What's Up in the West? The Completion Agenda

To say that college completion is the focus today would be an understatement. Within the WICHE states, at least eight major initiatives are in play, and a number of Western states are actively engaged with them (or hoping to become so). In this session commissioners from three WICHE states will discuss their participation in one of these initiatives. Thomas Anderes, president of the Arizona Board of Regents, will speak to Arizona's activities within Lumina Foundation's Big Goal efforts; Don Bennett, executive director of the Washington Higher Education Coordinating Board, will speak to Washington's efforts within the National Governors Association's Complete to Compete initiative under Governor Chris Gregoire's leadership; and Jane Nichols, vice chancellor for academic and student affairs with the Nevada System of Higher Education, will speak to Nevada's activities as an early adopter within the Complete College America initiative. Below, we present short descriptions of these and other completion initiatives.

- **The president's initiative**. On March 22 Vice President Biden announced a new initiative from President Obama to encourage governors to focus on increasing the number of students who receive college degrees or high-value certificates. This initiative includes a "toolkit" provided by the Education Department, a pledge of $20 million through the Fund for the Improvement of Postsecondary Education, and other wrap-around components. The initiative (referred to as the higher education equivalent to last year's Race to the Top initiative in elementary and secondary education) is not the president's first foray into this issue, however. In February 2009 President Obama set the goal of returning the U.S. to world leadership in the share of its adult population with a college degree by 2020. And last year the president proposed the American Competitiveness Initiative (ultimately not adopted by Congress), which included a significant completion component.

- **The governors' initiative**. While the governors no doubt appreciate the new nudge, and the funding that will accompany it, they have not been slackers on the completion agenda. Early last fall the National Governors Association announced a major initiative entitled Complete to Compete, and all but two states have committed to it. Complete to Compete established a set of standard metrics that states could use to assure that their systems of higher education were graduating more students and reducing the gaps in completion between advantaged and disadvantaged students.

- **Complete College America**. Prior to the president's and governors' initiatives, a number of national foundations, most notably the

Bill and Melinda Gates Foundation and Lumina Foundation, began to focus on the completion agenda. And following the president's charge to the nation to move on up, a number of these foundations established an organization known as Complete College America (CCA) to work on progressing this agenda, particularly at the federal level and with the governors (in fact, the work of CCA to a large extent led to the governors' agenda). Twenty-eight states have joined CCA. Initially, CCA's work focused on getting the federal and state government to develop strong metrics to track whether we're increasing the number of students completing their education successfully. Subsequently, CCA has moved more into the practice and policy aspects of completion, in addition to the metrics/accountability piece of the story. In February CCA announced a grant process that will provide $1 million to each of 10 states that have best prepared to implement aggressive plans to enhance college success. The 10 winning proposals will be awarded in July; the grant will support one year's work toward completion of the implementation initiatives.

- **Completion by Design**. Though significantly engaged in virtually all the completion efforts in the country, the Bill and Melinda Gates Foundation has also established a five-year, $35 million effort to increase the success of community colleges in graduating their students. Completion by Design has invited nine states to submit proposals, including three Western states – Arizona, California, and Washington – and will grant awards to as many as five of these states; awards will be announced in July 2011.

- **The College Completion Agenda**. In partnership with the National Conference of State Legislatures, the College Board, through its Advocacy and Policy Center, has established the College Completion Agenda, which has published statistics on how well each state does in graduating college students. The project is also conducting "capital campaigns" around the country to raise awareness about the importance of this initiative and provide information and strategies for moving the agenda forward.

- **The Big Goal**. Lumina Foundation's Big Goal of having 60 percent of the U.S. population earn a college degree or high-value certificate by 2025 certainly includes a substantial component on completion. This initiative is much broader than that, though, focusing also on expanding access, increasing student success (including increasing the number of graduates and enhancing the quality of the education being received), and increasing productivity to make these goals affordable.

- **Roadmap for Assuring America's Future**. Excellencia, a national organization focused on increasing the success of Hispanic Americans, has brought together 60 organizations throughout the U.S. (including WICHE) to link research, policy, and practice in order to inform policymakers and institutional leaders that the U.S.

cannot become a world leader or be globally competitive without a tactical plan for increasing Latino college completion.

- **National College Access Network (NCAN)/Kresge Foundation**. NCAN has received a $1.2 million grant from the Kresge Foundation to invest in state college access networks, which Kresge believes are key to achieving the success (completion) agenda. The P/20 Council in Arizona and Access Network in New Mexico are recipients of this award.

Speakers: Thomas Anderes, president, Arizona Board of Regents; Don Bennett, executive director, Higher Education Coordinating Board; Jane Nichols, vice chancellor for academic and student affairs, Nevada System of Higher Education.

Biographical Information on the Speakers

Thomas Anderes began his appointment as president of the Arizona Board of Regents in July 2010. Prior to this appointment, Anderes had served as senior vice president for administration and fiscal affairs at the University of Wisconsin System since 2008. He also served as senior vice president for finance and administration at Texas Tech University and senior vice president for administration and finance at the Oregon University System. In addition, he held various leadership and financial management positions at the Nevada System of Higher Education and the Connecticut Department of Higher Education. He received a Ph.D. in higher education administration from the University of Connecticut; his B.A. and M.P.A. are from the University of Arizona.

Don Bennett is the executive director of the Higher Education Coordinating Board (HECB) in Washington State. Prior to this appointment, Bennett was the executive deputy director of the HECB, responsible for the agency's administrative and operational functions. He served as interim director of the Workforce Training and Education Coordination Board for a year prior to joining the HECB; and from 1997 to 2006, he was executive secretary of the State Personnel Board. Bennett was deployed to Iraq as part of Operation Iraqi Freedom from 2004 to 2005 with the 81st Brigade Combat Team; he currently holds the rank of colonel and serves as state judge advocate, Joint Forces headquarters, Washington Army National Guard. He has significant experience in educational policy issues, having served as director of policy and legal services for the Washington State School Directors' Association, as leadership counsel for the Washington State Senate, and as staff counsel for the Senate Education Committee. He earned a J.D. degree from the University of Puget Sound School of Law (now Seattle University).

Jane Nichols is vice chancellor for academic and student affairs at the Nevada System of Higher Education. Prior to this appointment, she

served as chancellor of the Nevada system from 2000 to 2004 and as vice chancellor for academic and student affairs. Before joining the system in 1997, Nichols was an associate dean for the College of Education at the University of Nevada, Reno. From 1990 to 1995, she was coordinator for the university's core curriculum and university assessment and was an associate professor in the Department of Social Work from 1984 to 1990. She has served on the WICHE Commission since 2001 and was its 2009 chair. She has also served on advisory boards for the National Science Foundation's Experimental Program to Stimulate Competitive Research and the National Collaborative for Postsecondary Education Policy. Nichols earned an Ed.D. in higher education with a concentration in administration and statistics from the University of Tennessee, Knoxville. She holds a master's degree in social work with emphasis in administration and casework from the University of North Carolina, Chapel Hill, and a B.A. (with distinction) in psychology from Southwestern at Memphis (now Rhodes College).

WICHE

Plenary Session II: Those Other Institutions

Monday, May 16, 2011
10:15 - 11:45 am
Stanford East

Western Interstate Commission for Higher Education

www.wiche.edu

Monday, May 16, 2011

10:15 - 10:45 am
Stanford East

Plenary Session II:
Those Other Institutions

For a variety of reasons, an increasing number of students are choosing to attend nontraditional institutions. This fact almost everyone knows, but what exactly is a nontraditional institution? At one point in American higher education's past, community colleges were considered nontraditional institutions, and even today many of the students attending them are often categorized as nontraditional. Today, when we talk about nontraditional institutions, we're usually referring to those categorized as "for-profit" – as contrasted with "traditional" public and "not-for-profit" independent or private colleges, universities, and vocational institutions. Included in this for-profit category are the new mega-institutions – like the University of Phoenix (UOP), the ITT Institutes, and Kaplan University – but also those traditional, locally owned trade schools and other highly regarded national institutions of long standing, like DeVry.

Another set of institutions that fit into this category are online colleges and universities, which have become prominent with the development of the Internet. In addition to the University of Phoenix and others like it in the for-profit sector, this category also includes institutions that began well before the evolution of the Internet, originally providing nontraditional students with instruction in nontraditional ways and evolving into the online format later: Charter Oaks, Excelsior, and Rio Salado are some examples. Some of these institutions are for-profits, many are not-for-profits, and others, like Rio Salado Community College, are public institutions.

In addition to these various strands, there are other unique and entrepreneurial institutions that have evolved in recent years, like Western Governors University, which is based entirely on competency-based learning.

For this session we have invited a variety of institutions, each of which has established a strong reputation in its particular niche, to talk with the commission about how they came to define their mission and devise a business plan to accomplish that mission. We selected them not only because they are considered leaders in the field of nontraditional education but also because they come from different strands within the collection of "other" institutions.

Speakers: Chris Bustamante, president, Rio Salado College; Ken Sorber, vice president for strategic relations, Western Governors University; other speaker TBD

10:45 - 11:45 am
Stanford East

Facilitated Discussion on Those Other Institutions

Facilitator: David A. Longanecker, president, Western Interstate Commission for Higher Education

Biographical Information on the Speakers & Facilitator

Chris Bustamante serves as president of Rio Salado College, one of the premier online education institutions in the nation, which is part of the Maricopa Community College District (MCCD). Bustamante is well-known as an advocate for increasing access to higher education opportunities and forging transformational partnerships with business, government, and other educational providers, work that has led to such innovations as the first Communiversity to be established west of the Mississippi River. In addition, Bustamante currently serves as an adjunct professor for Northern Arizona University in the master's of educational leadership program. Before joining the MCCD, Bustamante served as the assistant to the superintendent for community and government relations for the Phoenix Union High School District. He also served as a legislative aide to the Arizona House of Representatives from 1984-1987. He has a bachelor's degree in business administration and finance from the University of Arizona and a master's degree and doctorate in educational leadership from Northern Arizona University.

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.

Ken Sorber is vice president for strategic relations at Western Governors University. His professional background is as a sales and marketing executive in the education/technology field. He has built and directed regional and national sales teams for Wicat Systems; Academic Systems Corp.; and Vinca Corp. He served as vice president of sales and marketing for Netoria until that company was acquired by Novell. Most recently, Sorber served as president of the Tennessee Nashville Mission, which was a three-year volunteer position with his church. He graduated from Brigham Young University.

WICHE

Lunch and Presentation

Monday, May 16, 2011
11:45 am - 1:00 pm
Stanford West

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 16, 2011

11:45 am - 1.00 pm
Stanford West

Lunch and Presentation

We have invited Peter Smith as our luncheon speaker. Get ready, folks, because this presentation will be both provocative and uncomfortable. Smith, senior vice president at Kaplan Higher Education, will discuss the book he recently authored, *Harnessing America's Wasted Talent: A New Ecology of Learning*.

In Clayton Christensen's national best seller *The Innovator's Dilemma*, Christiansen argues that the "disruptive innovation" necessary for an industry to change can't occur effectively in a successful, ongoing business enterprise; instead, it must happen in new entrepreneurial upstarts. Smith makes a similar case for higher education. He argues that traditional higher education, both because of its success in its current mission and because of "the conceit of academe," can't effectively respond to the needs of students it hasn't served well in the past: students from the bottom two-thirds of the income and educational spectrum.

Yet the U.S. cannot afford not to educate a much larger share of these students if we are to remain economically competitive in the global economy and more socially just than we are today. Smith's solution: Traditional higher education should stick to its niche, in which it is comfortable and quite good, and leave the task of expanding to new populations to new institutions that see serving these "different" students as their mission. Smith makes a compelling case. Whether you agree or disagree with his thesis, the strength of his arguments and the captivating way he presents them will be worth hearing and will no doubt prompt some serious soul-searching for at least some of us.

Speaker: Peter Smith, senior vice president, Kaplan Higher Education

Biographical Information on the Speaker

Peter Smith is senior vice president of academic strategies and development for Kaplan Higher Education and the former assistant director for education of the United Nations Educational, Scientific, and Cultural Organization. Smith also served as the founding president of California State University at Monterey Bay and the Community College of Vermont. He served as Vermont's lieutenant governor from 1982 to1986 and was elected to the U.S. House of Representatives in 1989. Smith is the author of the critically acclaimed *The Quiet Crisis: How Higher Education Is Failing America* and *Harnessing America's Wasted Talent: A New Ecology of Learning*.

WICHE

Plenary Session III:
The Vendors of
Outsourced Education

Monday, May 16, 2011
1:30 - 3:00 pm
Stanford East

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 16, 2011

1:30 - 2:00 pm
Stanford East

Plenary Session III:
The Vendors of Outsourced Education

In the beginning, American colleges and universities did it all. While instruction, research, and service were their core businesses, other essential services for the campus community – residence life, student affairs, athletics, food service, and security – were also provided almost exclusively by the institution. As expectations of quality experiences for tuition dollars spent have sharpened the debate, it has become clear that some noncore activities can actually be offered for less money and sometimes with greater quality when provided by external vendors. With reduced costs and improved services in sight, institutions now frequently contract for such services with external providers.

The first substantial movement in regard to outsourced services was with campus food services; it then progressed into student housing, bookstore management, and beyond. Core services – instruction, assessment, advising, course and curriculum design, and learning content management and distribution – continued as the center of institutional activity. In an earlier era, it would have been inconceivable to imagine letting some entity other than our own faculty be the captains of our destiny.

But alas, the inconceivable has been conceived: outsourced instructional services are becoming fairly standard fare in the world of postsecondary education in the United States. With the advent of technology-enabled, online education, it quickly became evident that institutions, acting on their own, didn't have the expertise or the financial resources to ramp up many essential new instructional services. So evolved hundreds of variations of a technology platform known as the learning management system (LMS). In the world of education, market-leading LMS companies include Blackboard, WebCT (now part of Blackboard); Angel (now part of Blackboard); and Desire2Learn. Open source alternatives include Sakai and Moodle. Publishing companies like Pearson Education (which has acquired LMS companies, including eCollege and Fronter) and online ed vendors like StraighterLine are also in the mix.

LMSs gave institutions capacity for developing and delivering their own courses with their own faculty, using a technology platform licensed from a commercial vendor. As LMS adoption has hit ubiquitous levels, LMS companies see that their future may actually lie in the provision of a variety of diversified services: online tutoring, course modules to supplement on campus instruction, remedial instruction, course examinations, and now full-blown college-level courses and degrees.

Have we lost our way? Or have we simply found more productive methods for delivering our important services that enable better

attention to the institutional core missions of teaching, research, and service? For this session we have invited representatives from three highly regarded education service providers to discuss with the commission how they found their niche in this business, how they developed their own unique business plans, and what they envision for their companies for the future.

Speakers: Deborah Everhart, chief architect, Blackboard; Matt Leavy, CEO, Pearson eCollege; Burck Smith, CEO and founder, StraighterLine

2:00 - 3:00 pm
Stanford East

Facilitated Discussion on the Vendors of Outsourced Education

Facilitator: Ellen Wagner, executive director, WCET

Biographical Information on the Speakers & Facilitator

Deborah Everhart is chief architect at Blackboard, where she provides leadership in product strategy and development. Her responsibilities include researching, analyzing, and designing features and functionality for Blackboard products. She is a director in Blackboard's Exemplary Course Program. She teaches as an adjunct assistant professor in Georgetown University's Medieval Studies Program. She received her Ph.D. in English from the University of California, Irvine. Everhart has written numerous articles and presented papers and seminars on medieval literature, education technologies, and the future of teaching and learning.

Matt Leavy joined Pearson eCollege as its chief executive officer in 2007 after leading the acquisition of eCollege and currently oversees all daily operations, including new business development, account management, customer care, professional services, product engineering technology, and product management across the organization. Prior to his appointment as CEO of Pearson eCollege, he served as executive vice president for Pearson Education, where he was responsible for developing Pearson's education technology strategy worldwide. Prior to that Leavy held the president's position of Pearson Education's Latin America Group and directed and transformed this region's education business operations. He joined Pearson Education in 1995 and was responsible for mergers, acquisitions, and strategic-partnering activities. He has served as a member of the board of directors for Safari Books Online, a Pearson joint venture. Earlier in his career, he held the position of investment banking associate with Veronis, Suhler and Associates. Leavy earned his bachelor's degree in Spanish with a minor in Latin American Studies from Georgetown University.

Burck Smith is the CEO and founder of StraighterLine. Before launching StraighterLine, he was the founder and CEO of Smarthinking, the dominant online tutoring provider for schools and colleges. In addition to building StraighterLine, Smith has written chapters for two books on education policy for the American Enterprise Institute (AEI) and is a member of the AEI's Higher Education Working Group. Smith worked as an independent consultant who contracted with for-profit and nonprofit educational organizations, including the Gates Foundation, Microsoft, Computer Curriculum Corporation, the CEO Forum on Education and Technology, the Milken Exchange on Education and Technology, Teaching Matters, *Converge* magazine, and others. As a writer about education and technology issues, he has been published by *Wired, Wired News, Converge, University Business,* and the National School Boards Association. In the early 1990s, he wrote articles on a variety of subjects, including creating community telecommunication networks, electronic access to political information, telecommunications deregulation, and the ability of utilities to serve as telecommunications service providers. Smith holds a master's degree in public policy from Harvard University's John F. Kennedy School of Government and a B.A. from Williams College.

Ellen Wagner is executive director of WCET (WICHE Cooperative for Educational Technologies), a cooperative association of institutions, vendors, and educational stakeholders looking to advance excellence and accelerate adoption of innovative technology-enhanced teaching and learning practices and policies in higher education. She is also a partner and senior analyst for Sage Road Solutions, where she is responsible for industry intelligence and enablement services. Wagner is the former senior director of worldwide e-learning at Adobe Systems and was senior director of worldwide education solutions for Macromedia. She also served as chief learning officer and director of education for Viviance new education, a Swiss-based e-learning company with offices in 10 North American and European countries; and chief learning officer and VP of consulting services for Informania. Wagner was formerly a tenured professor and chair of the Educational Technology Program at the University of Northern Colorado and held a number of administrative posts, including director of the Western Institute for Distance Education and coordinator of campus instructional and research technologies, Academic Affairs Division. Her Ph.D. in learning psychology comes from the University of Colorado, Boulder. Her M.S. and B.A. degrees were earned at the University of Wisconsin, Madison.

WICHE

Plenary Session IV: The Nexus Policy Research Center

Monday, May 16, 2011
3:00 - 5:00 pm
Stanford East

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 16, 2011

3:00 - 5:00 pm
Nexus Policy Research Center

Plenary Session IV:
The Nexus Policy Research Center

The Nexus Research and Policy Center, established in 2009 with offices in Phoenix and San Francisco, is an independent, nonprofit research organization that grew out of the University of Phoenix's National Research Center on Teaching and Learning. Nexus seeks to advance knowledge about issues of student achievement, retention, accountability, affordability, access, and inclusion. Besides its policy-related studies on behalf of underserved students and the institutions that educate them, Nexus works with a bevy of computer scientists, hired by the Apollo Group – many from other technology-oriented companies in the San Francisco Bay area, such as Google, Amazon, and Oracle – as well as with cognitive scientists from Carnegie Mellon University, the University of California, and elsewhere on a number of projects, including the mining of the rich databases available from the University of Phoenix on its students and faculty to find better ways to improve student learning. Putting teams of scientists together who know both how to examine "usage" data and manage it in ways that enhance the desired outcomes, as well as how cognition is tied to instruction to cause learning, will help Nexus learn more about how best to assure that students learn what they need to know and stick around long enough to learn it.

The leader of Nexus's Institute for Teaching and Learning and others will meet with the commission to discuss the ways the institute is pursuing its scientific inquiry, the likely consequences for application at the University of Phoenix and elsewhere, and the possibilities for sharing this knowledge more broadly with the higher education community.

Speakers: Jorgé Klor de Alva, president, Nexus Policy Research Center; Satish Menon, vice president, Apollo Group; Norma Ming, senior research scientist and director, Nexus Institute for Teaching and Learning; Mark Schneider, visiting scholar, American Enterprise Institute for Public Policy Research, and board member, Nexus Policy Research Center; Michael White, chief technology officer, Apollo Group.

Biographical Information on the Speakers

Jorgé Klor de Alva is president of the Nexus Policy Research Center and a former president of the University of Phoenix. He previously served in a series of leadership roles with University of Phoenix and its parent company, Apollo Group, including as a member of the Apollo Board of Directors. From 1994 to 1996, de Alva held the Class of 1940 Endowed Chair at the University of California, Berkeley and before that he served as a professor of anthropology at Princeton University. He has been named a Fulbright Scholar, Getty Scholar, and

Guggenheim Fellow, among other honors, including grants from the National Endowment for the Humanities and the National Science Foundation. He has published more than 80 scholarly articles and 15 books on social science subjects and has coauthored 10 social studies text books, including, most recently, *The Americans*, a widely used high school survey of U.S. history. He received his B.A. in philosophy and J.D. from the University of California, Berkeley, and his Ph.D. in history/anthropology from the University of California, Santa Cruz.

Satish Menon is a vice president at Apollo Group. He has a quarter century of experience in the high tech industry, including stints at Yahoo! and other firms.

Norma Ming is a senior research scientist and director of the Institute of Teaching and Learning at Nexus, where she conducts research on learning and instruction at proprietary and traditional institutions of higher education. Previously, she was a lecturer in education in math, science, and technology at U.C. Berkeley's Graduate School of Education, where she is now a visiting scholar. She earned an B.A. with honors in chemistry at Harvard University and a Ph.D. in cognitive psychology in the Program for Interdisciplinary Educational Research at Carnegie Mellon University.

Mark Schneider is vice president for new education initiatives at the American Institutes for Research, as well as a visiting scholar at the American Enterprise Institute for Public Policy Research (AEI) and a board member of the Nexus Policy Research Center. His research at AEI focuses on higher education, in particular the issue of accountability in postsecondary education. A former commissioner of the U.S. Department of Education's National Center for Education Statistics, the primary federal office that collects and analyzes data relating to education, Schneider writes about a broad range of education issues: charter schools, consumer choice in education, the relationship between school facilities and academic outcomes, and higher education policy. He also studies and writes about urban politics and public policy. He is the author and coauthor of numerous scholarly books and articles, including the award-winning Choosing Schools: Consumer Choice and the Quality of American Schools (Princeton University Press, 2000). From 2000 to 2001, he served as vice president of the American Political Science Association (APSA) and simultaneously as president of APSA's public policy section.

Michael White joined Apollo Group in 2009 as the vice president of product strategy and development and was promoted to chief technology officer. He leads the development of consumer products, software, and data insights. Before joining Apollo White was at Yahoo!, where he held various high-level positions in product

development, engineering, and global operations during his 10 years at the world's largest website. Prior to Yahoo! Michael was at GeoCities, the Internet's first social community. He earned his B.A. in psychology from The Ohio State University.

WICHE

Programs and Services Committee Meeting

Tuesday, May 17, 2011
8:00 - 9:30 am
Stanford East

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 17, 2011

8:00 - 9:30 am
Stanford East

Programs and Services Committee Meeting

Carl Shaff (NV), chair
Diane Barrans (AK), vice chair
Thomas Buchanan (WY), ex officio

Committee vice chair (AK)
Thomas Anderes (AZ)
Position vacant (CA)
Joseph Garcia (CO)
Roy Ogawa (HI)
Robert Kustra (ID)
Clayton Christian (MT)
Duaine Espegard (ND)
Susanna Murphy (NM)
Committee chair (NV)
Tim Nesbitt (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Phyllis Gutierrez Kenney (WA)
Position vacant (WY)

Agenda

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

Action Item   Approval of the Programs and Services
                 Committee meeting minutes of
                 November 8, 2010   8-3

Action Item   Approval of the FY 2012 workplan sections
                 pertaining to the Programs and Services
                 unit's activities   8-6

Discussion Item:
Professional Student Exchange Program: New ways to apply
     support fees – Margo Colalancia   8-10

Information Items:
Programs and Services regional initiatives (including the North
     American Network of Science Labs Online) – Jere Mock
     and Pat Shea   8-17

Other business

Adjournment

ACTION ITEM
Programs and Services Committee Meeting Minutes
Monday, November 8, 2010

Committee Members Present

Carl Shaff (NV), chair
Diane Barrans (AK), vice chair
Roy Ogawa (HI)
Michael Rush (ID)
Clayton Christian (MT)
Camille Preus Preus for Tim Nesbitt (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Klaus Hanson (WY)

Committee Members Absent

Thomas Anderes (AZ)
Position vacant (CA)
Joseph Garcia (CO)
Robert Kustra (ID)
Duaine Espegard (ND)
Susanna Murphy (NM)
Phyllis Gutierrez Kenney (WA)

Guests

Toni Larson, executive director, Independent Higher
   Education of Colorado
Teddi Safman, assistant commissioner for academic affairs,
   Utah System of Higher Education
Lisa Shipley, Wyoming certifying officer

Speakers

Stephen J. Handel, senior director of higher education
   relationship development and community college
   initiatives, College Board
Jon Hansen, WICHE consultant and retired risk manager,
   Nevada System of Higher Education
David Letzelter senior vice president, Marsh USA

Staff Present

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

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

Commissioner Hanson motioned TO APPROVE THE MAY 17, 2010, PROGRAMS AND SERVICES COMMITTEE MEETING MINUTES. Commissioner Barrans seconded the motion. The motion carried unanimously.

Jere Mock, vice president of Programs and Services, presented an update on the Master Property Program (MPP). She said the program has become a model of collaboration, helping institutions and systems achieve dramatic cost savings on their property insurance coverage. MPP is also a model of collaboration for three of the regional higher education associations. The program was created by the Midwestern Higher Education Compact in 1994; WICHE was invited to join as a partner in 2004; and the New England Board of Higher Education got involved in 2009.

Mock introduced David Letzelter, a senior vice president at Marsh USA. Marsh serves as the national program administrator of the MPP. She also introduced Jon Hansen, the recently retired risk manager from the Nevada System of Higher Education, who is now serving as a consultant to WICHE and helping to market the program to additional institutions. Letzelter and Hansen described various aspects and benefits of the program and noted that two- and four-year public and not-for-profit private institutions participate. In addition to reducing institutions' cost of property insurance coverage, as rates are well below industry averages, the program helps member institutions to improve their risk management through a range of loss control, engineering, and campus asset protection strategies. The Nevada System of Higher Education brought all of its campuses into the program as WICHE's first MPP member and saved $1.3 million in its first year of participation. Other members in the WICHE region include Pima Community College District, Colorado College, Lewis & Clark College, Westminster College, Seattle Pacific University, and the University of Wyoming. The program is owned and managed by its members. All combined, the Master Property Program includes 48 member institutions with $73.1 billion in insured property at over 100 campuses.

Pat Shea, director of WICHE ICE (Internet Course Exchange), the Western Academic Leadership Forum, and the Western Alliance of Community College Academic Leaders, distributed the draft program for the upcoming forum meeting, to be held at Colorado State University, on April 13-15. The theme of the meeting is "The Politics of Student Success: Meeting the Challenges from Readiness to Completion." She asked the commissioners to encourage the chief academic leaders of institutions and systems in their states to attend. She also provided a brief description of the new Alliance initiative, which engages community college leaders from each WICHE state in networking and collaborative projects.

In addition, Shea reported that although WICHE's proposal entitled *The Interstate Passport: Advancing Transfer, Articulation and Graduation Rates across the West* was not funded by the Fund for the Improvement of Postsecondary Education (FIPSE), representatives of at least 10 WICHE states attending a recent forum meeting indicated a strong need for the project and a desire to find ways to make it happen. The *Passport* project calls for WICHE to work with institutions volunteering to participate to: 1) map their general education curriculum to the Liberal Education and America's Promise (LEAP) Essential Learning Outcomes and then build on the relationships established during this work to explore interinstitutional memorandums of understanding for transfer and articulation of the general education core and successful mapping to these competencies; 2) establish agreements that benefit students transferring with A .A. and A.S. degrees; and 3) agree to the competencies students should have mastered in the first 60 credits for biology and elementary education majors and then explore the creation of transfer and articulation agreements based on mapping to these competencies, as well as developing regional advising guides to clearly explain the menu of choices along the paths to these degrees at participating institutions.

Shea then introduced Stephen Handel, senior director of higher education relationship development and community college initiatives at the College Board, who spoke about new developments in student transfer. Handel leads the College Board's efforts to establish partnerships with higher education institutions and organizations that advance educational access and equity for all students. Prior to joining the College Board, Handel was the University of California's first director of community college transfer enrollment planning and undergraduate outreach. He frequently speaks and writes on the topic of transfer from community colleges.

Handel said that transfer students represent a huge and growing market. Currently, one out of 10 18- to 24-year-olds attend a community college. Between one-half and two-thirds indicate they plan to transfer, but few do. Of those who do, studies show that they do at least as well as homegrown students. Handel talked about some of the challenges in understanding this market, including the lack of clear definitions for many of the terms associated with it. In order to improve the transfer numbers, we need to improve community college completion rates, involve the four-year schools in creating pathways, provide robust advising services at community colleges, and use legislative pressure when necessary. His recommendations for consideration include: establish pathways to admit transfer students as juniors; give priority to community college transfer students over those transferring from four-year schools; build incentives for community college students for full-time or continuous enrollment; and create incentives for two- and four-year schools to participate in transfer programs.

Margo Colalancia, director of WICHE's Student Exchange Program (SEP), gave an update on SEP, noting in particular that the the Western Undergraduate Exchange (WUE) enrollments are up byover 1,000 seats this year: almost 26,000 students and their families saved approximately $201 million on their tuition bills by paying 150 percent of resident tuition at one of the 145 cooperating WUE institutions.

Western Regional Graduate Program (WRGP) enrollments for fall 2010 are still being submitted. Last year 500 students were enrolled in some 220 graduate programs. This fall graduate departments were invited to submit nominations for new programs they'd like to add to the network. Thirty-one submissions were received, and 17 of them are healthcare-related. Staff and state committees will review the programs for quality and distinctiveness over the next few months, and the qualifying master's, doctorate, and graduate certificate programs will be announced early next spring. Staff will survey graduate deans as to whether or not WICHE should continue to require "distinctiveness" of WRGP offerings if they are not related to healthcare.

Colalancia said seats in WICHE's Professional Student Exchange Program (PSEP) are down slightly at 693 seats, with a state investment of $14.3 million dollars. Staff is looking at a new method to set support fees in the coming years. In the past WICHE has tried to meet the resident/nonresident tuition differential of its participating public institutions, but this is becoming increasingly difficult. WICHE's sister organization, the Southern Regional Education Board, is experiencing the same problem with its Regional Contract Program, which WICHE's PSEP was modeled after more than 55 years ago. One option would be to credit the support fee to the nonresident tuition at public institutions and have the students pay the difference. Staff is analyzing some options and will discuss them with certifying officers, state higher ed offices, and participating programs, and then prepare a proposal to present to WICHE commissioners next May for discussion and approval.

Finally, as part of its marketing efforts, WICHE is collecting testimonials from students, graduates, and administrators on the value of WUE, WRGP, and PSEP via the web. Colalancia invited commissioners to read testimonials from their home state's residents on WICHE's website.

The meeting adjourned at 4:45 pm.

WICHE WORKPLAN FY 2012
(Programs and Services' activities are highlighted)

EXISTING ACTIVITIES

Finance
- Annual *Tuition and Fees* report (general fund: GF)
- Performance measurement improvement in the Western states public mental health programs (WSDSG dues)
- MHEC/WICHE/NEBHE Master Property Program (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)

Access & Success
- Student Exchange Program: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded and GF)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (National Institute of General Medical Sciences)
- Adult College Completion Network (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-traditional No More: Policy Solutions for Adult Learners (Lumina)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (South Dakota Division of Behavioral Health)
- College Access Challenge Grant Consortium and Network (state subcontracts, U.S. Department of Education)
- Ongoing work on articulation and transfer systems (GF)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Ongoing work on the implications of the Common Core State Standards on higher education in the West (GF)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH)
- Participation and leadership in the college completion agenda
- Explore data, policies, and issues related to undocumented students

Technology & Innovation
- Facilitating Development of a Multistate Longitudinal Data Exchange (Gates Foundation)
- The Forum: Western Academic Leadership Forum (member dues and TIAA-CREF and Pearson Education grants)
- The Alliance: Western Alliance for Community College Academic Leaders (member dues)
- Facilitation of Internet2 connectivity throughout the West (grants/foundations, pending funding)
- State Authorization Network (SAN), an advisement service to help institutions respond to new federal regulations (subscription fees)
- National survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education project, in partnership with the Campus Computing Project (Campus Computing Project)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (grants/foundations, pending funding)
- Publishing an electronic series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET dues)

- Expanding WCET's knowledge base and member resources to help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems' transitions; and management of e-learning consortia (WCET dues)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (Hewlett grant, sponsors)
- Providing professional development in e-learning for the higher education community through WCET's annual conference event, Catalyst Camp, and invitational summits (fees and sponsors)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET dues)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET dues and sponsor)
- Extend the reach of WICHE's policy and research work by leveraging WCET's national network and technical assistance with new media communications (WCET dues)
- Build out WCET's capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (Lumina, Gates)
- Partnership to establish the Substance Abuse and Mental Health Services Administration/Health Resources and Services Administration Center for Integrated Care, a national technical assistance center to support federal efforts to promote the adoption of integrated primary care and behavioral health delivery systems (SAMHSA/HRSA)
- Working with Doña Ana County (Las Cruces), New Mexico, to improve crisis intervention services (Doña Ana County)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Mental health first aid (self-sustaining)
- Convening and supporting the Regional Veterinary Medicine Advisory Council (GF)
- Building partnerships for competency: public behavioral health workforce development (Alaska Mental Health Trust Authority)
- Behavioral health training initiatives to expand the rural workforce capacity (Alaska Mental Health Trust Authority)
- Increasing community capacity to serve returning National Guard members and their families (Department of Defense)
- Suicide prevention toolkit for rural primary care providers (self-sustaining)
- Increasing health and behavioral health provider knowledge of returning veterans' service needs (Citizen Soldier Support Program)
- Workforce briefs: *A Closer Look at Healthcare Workforce Needs in the West* (GF)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- *Western Policy Exchanges* on WICHE-sponsored meetings and discussions among the West's higher education leaders (various sources)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- Electronic *Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Work on Transparency by Design's College Choices for Adults website, to help adult students become better-informed consumers of online education (Lumina)
- Assessing the landscape for state policy on student-learning outcomes

NEW DIRECTIONS
(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Interstate Passport, a grassroots initiative to develop consensus on essential learning outcomes supporting seamless student transfer in the WICHE region
- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (grants/foundations, pending funding)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- GOALS II: Gaining Online Accessible Learning through Self-Study, a collaborative project to develop blueprints on web accessibility for institutions to use during the continuous improvement process for reaffirmation by regional accreditors (FIPSE)
- Expanding access to predictive analytics and pattern strategy services to improve decision making related to retention and completion (Gates, pending funding)
- Serving Student Soldiers of the West: Policy and Practice Solutions (pending funding)

Technology & Innovation

- North American Network of Science Labs Online, a collaborative project to use open educational resources and remote web-based labs in introductory online courses in biology, chemistry, and physics courses (Next Generation Learning Challenges grant)
- Expansion of WICHE ICE (ICE member dues)
- Launching Predictive Analytics Reporting project to build models and middleware to examine predictive patterns of student achievement (Bill and Melinda Gates, pending funding)
- Developing action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET dues)
- Academic Leaders Toolkit, a web-based repository of strategic-planning and decision-making tools for academic leaders (Forum membership dues)
- Managing production of publication *Managing Online Education – A Handbook for Practitioners* (Wiley Publishers, WCET dues)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network project (National Telecommunications and Information Administration, pending funding)
- Creation of an "e-science institute" for WICHE states' commissioners, higher education leaders, and other public policy leaders (grants/foundations, pending funding)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (grants/foundations, pending funding)
- Technology and Innovation and Mental Health partnership on mental health and IT-supported clinical services and education in a project with the State of Alaska (pending funding)
- Developing a regional learning center for State Higher Education Policy Center (pending funding)
- Expansion of WCET (membership base dues)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools' rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (ICE member dues)

- Advising Department of Labor Trade Adjustment Assistance Community College and Career Training partnership with enterprises and community colleges (WCET dues)

Accountability

- Continuing development of Transparency by Design's College Choices for Adults website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners (pending funding)

ON THE HORIZON
(not yet submitted to the commission)

Finance

- Research and analysis of outcome-based funding approaches

Access & Success

- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- The completion agenda
- Western Consortium for Accelerated Learning Opportunities

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective web portals
- Broadening access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Program
- Academic Leaders Reading Program, an initiative to support members reading books on higher education topics of common interest and sharing perspectives (Forum member dues)

Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Campus safety and security
- Workforce issues within higher education

Accountability

- Research and analysis of outcomes-based funding approaches

DISCUSSION ITEM
PSEP: New Ways to Apply Support Fees

Overview

The Professional Student Exchange Program (PSEP) provides students in 12 Western states (all WICHE states except California, Oregon, and South Dakota) with tuition support and access to professional programs that otherwise would not be available to them because the fields of study are not offered at public institutions in their home states. WICHE has administered PSEP since the 1950s, helping states to educate 14,500 healthcare professionals and helping students to save on their tuition bills. States that use PSEP appropriate public funds to educate students at other institutions within the 15-state WICHE region and at a few institutions outside the region. The states' funds are administered through WICHE and are sent to the enrolling institutions as "support fees" for the WICHE slots; PSEP students usually pay resident tuition at public institutions or reduced tuition at private institutions. Support fees are negotiated biannually between WICHE, the participating states, and the cooperating programs and are approved by the WICHE Commission. Each of the PSEP fields has a different support fee rate, and all of the programs enrolling PSEP students receive the same support fee for their field, with a few minor exceptions for 12-month (versus nine-month) program length in physician assistant and physical therapy.

PSEP support fees are currently set to meet the resident/nonresident tuition differentials of our public cooperating programs. As tuitions rise it is becoming more difficult to increase the support fees in several fields to meet these differentials. This has become especially problematic with public institutions located in Colorado, Utah, and Washington – states with large resident/nonresident tuition spreads. If we increase the support fees to meet these differentials, then the incentives to enroll WICHE PSEP students at other institutions where the differentials are much lower are too generous.

WICHE staff has had conversations with state higher education agency staff who function as PSEP certifying officers, as well as with the deans of the high-demand PSEP programs, to explore whether a different model for applying support fees is needed. *It is important to note that this issue is different from our biennial discussion of how much support fees need to be increased. The information provided here is to help WICHE commissioners discuss some possible solutions to this growing "tuition differential gap" dilemma*. In May 2010 the WICHE Commission approved PSEP support fee levels through academic year 2012. The commissioners will need to approve support fees for AY 2013 and AY 2014 at their May 2012 meeting.

Our highest priority is to protect student access and affordability, a goal that is fundamental to WICHE's mission. Our second goal is to make the seats as affordable as possible for the participating "sending" states, so that they can support as many students as possible to build their healthcare workforces. A third goal is to provide PSEP students with enrollment options by having several institutions enroll PSEP students within each field so that students can apply to the programs that most closely align with their academic and professional interests. Equally important is our goal of maintaining PSEP fiscal and operational models that are efficient to administer; easy to communicate to students, state policymakers, and institutional administrators; and enable states to anticipate future costs for budgeting purposes.

Our current support fee approach tries to balance these sometimes conflicting goals. For example, if we tip the scale in favor of states' fiscal needs and try to curtail future support fee increases, we would subsequently

PSEP Support Fees for the 2010, 2011, and 2012 Academic Years			
Field	**AY 2010**	**AY 2011**	**AY 2012**
Group A			
Dentistry	$22,700	$23,000	$23,400
Medicine	29,300	29,700	30,200
Occupational Therapy	11,900	12,100	12,300
Optometry	15,600	15,800	16,100
Osteopathic Medicine	19,400	19,700	20,000
Physical Therapy	10,700	10,900	11,000
Physician Assistant	11,700	11,900	12,000
Podiatry	13,500	13,700	13,900
Veterinary Medicine	29,100	29,500	30,000
Group B			
Pharmacy	$6,900	$7,000	$7,100

reduce or eliminate the financial incentive for our enrolling institutions by paying too little; preference for WICHE students will erode; and applicants from the participating WICHE states will no longer be offered admission over equally qualified applicants from outside of the Western region. Staff believes this will ultimately harm our students, our states, and our region. If we opt to contract with only a few institutions that would enroll PSEP students at a discounted rate, we would reduce student choice, and we could risk the future viability of PSEP if the smaller group of enrolling institutions later opt out of the program.

Which fields and programs could be affected? Public institutions enrolling students in dentistry, allopathic medicine, occupational therapy, physical therapy, physician assistant, and veterinary medicine. The support fees in most of these fields are not keeping up with the resident/nonresident tuition differentials at many of the participating institutions.

Which fields would not be affected? Students studying osteopathic medicine, optometry, and podiatry would not be affected because WICHE is only working with private institutions in those fields. States supporting only in these fields include Colorado and Idaho (optometry), and Washington (osteopathic medicine and optometry). In addition, pharmacy is not affected, as public institutions enrolling our students already have the option of crediting the support fee against the nonresident tuition because the fee is so low. The majority of the pharmacy programs already exercise their right to do this, but some have generously continued to charge WICHE students resident tuition and absorb the unmet differential.

Some Options for Commissioners to Consider

The two most straightforward options are:

- **Option 1**: *Require* all public institutions to credit the support fee to the student's full nonresident tuition and have the student pay the balance. This is already done at WICHE's cooperating private programs and by some pharmacy programs at public institutions. In some cases institutions would be better off and students would be worse off. In other cases institutions would be worse off and students would be better off.

- **Option 2**: *Allow* public institutions to credit the support fee to the student's full nonresident tuition and have the student pay the balance, *only for those institutions where the support fee is not meeting the program's tuition differential*. The result would be that no participating institutions would incur lost tuition revenues (the "differential gap") by enrolling PSEP students; this approach would likely enable us to sustain institutions' participation in our program. If the program's tuition differential is being met, the institution would collect resident tuition from the student and receive the support fee, keeping the incentive (as they do now), thus preserving preferential admission for PSEP students.

After careful consideration and extensive discussion with WICHE certifying officers and deans of some of the key cooperating programs, WICHE staff members believe that Option 2 would be the simplest solution. We invite commissioners to read the reasons why in the pages that follow.

The Balancing Act: Institutional Gain vs. Student Pain vs. Preservation of Student Access

Both options have pros and cons. Where one of the new methods improves the programs' situation (stopping lost tuition revenue), it would be accomplished by placing a greater financial burden on the PSEP students. However, staff believes that given the constraints within which we're operating, the added student burden, although unfortunate, is not unreasonable.

Chart 1 below illustrates this dilemma using 2010 tuition and fee and support fee rates. To simplify the illustration, we are only listing programs where the tuition differential is currently unmet and where WICHE students are enrolled during the 2010-11 academic year. If we were to allow institutions to charge unmet differentials to the students, 60 students would collectively have to shoulder an additional $176,385 in tuition costs; on an individual basis, the added tuition costs would range from $2,603 up to $7,500. Most of these institutions have few PSEP students enrolled, with the University of Colorado Denver's School of Dentistry as the exception. It enrolls 39 PSEP students and forgoes $2,603 per student (a total of $101,517 for the current academic year). The majority of students enrolled there are from Arizona (14) and New Mexico (15). The University of Washington experiences a similar loss of $3,480 per PSEP student, but enrolls fewer students (seven) and lost a total of $24,360 this year.

Chart 1.
Recuperated Lost Higher Education Institution (HEI) Revenue
and Increased Cost to Student (AY 2010 Rates)

Field / Institution	Number of PSEP Students	Current PSEP Student Resident Tuition and Fees	PSEP Tuition and Fees Under Proposed Model *	Change (Student Cost Increase or HEI Gain) **	Institutional Revenue Difference between Current Model and Options 1 and 2
Dentistry					
U. of Colorado, Denver	39	$38,115	$40,718	$2,603	$101,517
U. of Washington	7	$33,214	$36,694	$3,480	$24,360
U. of Nevada, Las Vegas	1	$49,217	$53,517	$4,300	$4,300
Medicine					
U. of New Mexico	2	$19,133	$20,010	$877	$1,754
Occupational Therapy					
Idaho State U.	0	$14,626	$16,102	$1,476	$0
U. of New Mexico	0	$14,358	$15,624	$1,266	$0
U. of Washington	0	$15,966	$21,852	$5,886	$0
Physician Assistant					
U. of Colorado, Denver	3	$21,903	$25,530	$3,627	$10,881
Idaho State U.	1	$33,698	$35,855	$2,157	$2,157
Physical Therapy					
California State U., Fresno	0	$9,325	$9,785	$460	$0
U. of Colorado, Denver	2	$21,654	$27,203	$5,549	$11,098
U. of Montana	1	$11,731	$15,108	$3,377	$3,377
U. of Utah	3	$21,530	$24,677	$3,147	$9,441
U. of Washington	1	$20,150	$27,650	$7,500	$7,500
TOTAL STUDENTS	**60**			**TOTAL**	**$176,385**

Notes:
* Equal to resident tuition and fees plus PSEP support fee plus the current shortfall or "differential gap."
** This amount represents the current shortfall or "differential gap".

Depending on the state's residency rules and institutional policy, some programs will allow nonresidents in professional programs to petition for residency for their second year and beyond. This is not the case at the University of Colorado Denver or the University of Washington. Both have a "once a nonresident, always a nonresident" policy, and they can legitimately argue that these unmet differentials are forgone revenue to their schools. As much as the programs and the institutions operating them want to remain true to the region and help their neighbors, in the end they must meet their operating expenses. If they are not receiving any incentives and are in fact losing money, what is their motivation to extend preferential admission to students from the WICHE states?

In the field of veterinary medicine, there is strong preferential admission for WICHE students. Our cooperating institutions (Colorado State University, Oregon State University, and Washington State University) hold special admissions committee meetings to select candidates from among WICHE applicants. After allocating seats that must be held for their in-state residents, WICHE applicants are the next to be selected, before students from the national pool. Our colleges of veterinary medicine tell us that they prefer to enroll WICHE students over applicants from the national pool.

If we exercised Option 1 and asked all WICHE schools to fully apply the support fee and have students pay the difference, the participating veterinary colleges, which all receive some level of incentive (ranging from $200 per

student at WSU to $10,900 per student at OSU), would completely lose their incentives to enroll WICHE applicants. WICHE students would pay less than resident students for tuition. This sounds attractive but the loss of incentives would completely erode preferential admission for WICHE students. If an applicant does not receive an offer of admission at a WICHE school, their chance of pursuing their professional career is greatly diminished when they are competing in a much larger national pool. Many students tell us that their gratitude for PSEP is not only because of the financial assistance, but to a greater extent, because they are thankful for an offer of admission to a professional school.

Chart 2 below illustrates the potential lost revenue if our cooperating programs were obligated to pass current incentives along to the student. The institutions would be worse off, and the students would be better off, but we would likely see a drop in the number of offers made to WICHE students. Ultimately, students could lose out if we implement this model.

Chart 2.
Institutions that Would Lose Incentives to Enroll PSEP Students (AY 2010)

Institution	Field	Number of PSEP Students	Annual Revenue Lost per PSEP Student	Total Annual Revenue Loss (# of Students x Lost Revenue)	Can Students Apply for In-state Residency?
Range of Potential Loss: $0-$99,999					
1. University of California, San Francisco	Dentistry	2	$10,455	$20,910	YES
	Medicine	1	$17,055	$17,055	YES
2. University of California, Los Angeles	Dentistry	2	$13,250	$26,500	YES
3. University of Colorado Denver	Medicine	11	$3,729	$41,019	NO
4. University of Hawaii at Manoa	Medicine	1	$116	$116	NO
5. University of Nevada, Reno	Medicine	2	$6,848	$13,696	NO
6. Oregon State University	Veterinary Med.	9	$10,908	$98,172	NO
7. University of Utah	Physician Assistant	1	$2,664	$2,664	YES
8. Eastern Washington University	Occup. Therapy	3	$1,193	$3,579	YES
	Physical Therapy	4	$3,714	$14,856	YES
9. Washington State University	Veterinary Med.	62	$198	$12,276	YES
Range of Potential Loss: $100,000 +					
10. Colorado State University	Veterinary Med.	139	$1,000	$139,000	NO
11. University of North Dakota	Medicine	4	$8,775	$35,100	YES
	Physical Therapy	8	$8,982	$71,856	YES
12. Oregon Health & Sciences University	Dentistry	15	$4,193	$62,895	NO
	Medicine	7	$15,619	$109,333	NO
TOTALS		**271**		**$669,027**	

Chart 3 shows us averages of what PSEP students are paying by field under the current model and how much more (or less) they would pay if we required all public institutions to credit 100 percent of the support fee to students' accounts and have students pay the balance. It's important to note, however, that this illustration is not weighted to show where enrollments are concentrated, so it does not give the full picture. The chart is helpful to show us the average student responsibility for tuition in each field, and the average percentage of their tuition that is covered by the support fee.

Chart 3.
Average Paid by PSEP Student and Average Covered by Support Fees

	Public Programs					Private Programs (no change proposed)	
	Avg. Amount Student Pays Under Current Model	Avg. Proposed Student Responsibility in dollars	Avg. Difference that Student Would Pay More (or Less) *	Avg. Percent of Student Responsibility for Tuition	Avg. Percent of Tuition that Support Fee Covers	Avg. Student Responsibility for Tuition	Avg. Percent of Tuition that Support Fee Covers
Dentistry	$46,150	$43,230	($2,919)	65.34%	34.66%	$45,030	35.46%
Medicine	$28,845	$17,751	($11,093)	37.16%	62.84%	$18,143	62.00%
Occupational Therapy	$14,814	$16,404	$1,590	55.90%	44.10%	$24,284	33.89%
Optometry (privates only, N/C) *	n/a	n/a	n/a	n/a	n/a	$16,313	49.22%
*Osteopathic Med. (privates only, N/C) *	n/a	n/a	n/a	n/a	n/a	$28,188	40.83%
Pharmacy (Group B) (no change) *	$26,439	$26,439	$0	78.50%	21.50%	$37,126	18.76%
Physical Therapy	$17,165	$17,764	$598	53.74%	46.26%	$23,680	37.72%
Physician Assistant	$29,312	$30,352	$1,040	65.76%	34.24%	$21,153	41.52%
Podiatry (privates only, N/C) *	n/a	n/a	n/a	n/a	n/a	$18,367	42.43%
Veterinary Medicine	$20,485	$16,450	($4,035)	35.07%	64.93%	n/a	n/a
			Average	55.92%	44.08%		40.20%
			Median	55.90%	44.10%		40.83%

* No changes proposed for fields where all cooperating programs are private OR in pharmacy which is a "Group B" field.

Note: Out-of-region schools were not considered in this analysis.

Important Considerations

If WICHE decides to change how support fees are applied either by requiring public programs to apply the support fee to the full nonresident tuition and have the student pay the balance or by giving programs the option of holding the student responsible for the unmet balance (the differential gap) so that they will not lose revenue (but also allowing them to keep an incentive if they currently have one), there are additional issues that must be considered.

Some have suggested we consider establishing a different support fee for each participating institution that would respond to their differential. However, deviation from a standard support fee rate for each field would become a budgeting nightmare for sending states and would severely complicate administration of the program. Ultimately, the new proposed model must be fair to all participating programs; be simple to administer; use standard fee rates by field (no variation between institutions in the same field); and allow states to easily budget for it on a biennial basis.

In an effort to help preserve preferential enrollment, we also considered the possibility of paying a small premium to programs in each field that enrolled the greatest number of WICHE students each year. Calculation of the premium reward formula would be complex and difficult to explain to participating institutions, much less to the state legislatures that approve budgets, as well as to WICHE's auditor. It would be simpler and more transparent to simply pay a higher but reasonable support fee for each student to begin with.

If WICHE changes they way support fees are applied, depending on which option is chosen, we will need to give schools and students ample notification before implementation. Some of our programs that are earning incentives by enrolling our students are partially offering those incentives back to our students in the form of scholarships. If the incentive ceases (which it would under Option 1), then the scholarships will end. And in cases where students would pay more, they will need sufficient notice to apply for additional financial aid. Option 2 would require less notice for implementation than Option 1.

Finally, to facilitate administration of the program and minimize any confusion for students and the administrators of their enrolling institutions, it would be easiest to begin the change for both new and continuing students in the same year. This way, new and continuing students would pay the same tuition, and institutions would not need to create two different coding and billing systems for WICHE PSEP students.

The Value of Preferential Admission through WICHE's PSEP: Comments from Students and Graduates

"I knew from a young age that I would be pursuing a career in medicine, and WICHE's PSEP was always a critical piece of the application puzzle. Without WICHE preference out-of-state applicants have little chance of getting admitted into most of the medical schools around the country. I was able to mark 'WICHE certified' on my applications, and it helped me secure a position at the University of North Dakota. I am now pursuing a general surgery residency at a Level 1 trauma center. WICHE plays a vital role in educating physicians who will return to Montana and support the future of the profession."

– Rachel Ott, M.D., Montana resident, Class of 2010,
University of North Dakota School of Medicine

"WICHE's PSEP has allowed me to pursue my aspirations of becoming an osteopathic physician and surgeon. Thanks to its long-standing partnerships with medical programs in the West, WICHE gave me preferential admission at a number of medical schools, facilitating matriculation into the school of my choice. Furthermore, the reduced tuition through PSEP has immensely reduced the debt I am accruing while I study. Without both of these, I would not be in medical school right now! Thanks to WICHE, I'm learning medicine and loving it, and am excited to return to Wyoming to practice after I graduate."

– Joseph, Wyoming resident, Class of 2014,
Western University of the Health Sciences, Osteopathic Medicine

"The cost of veterinary school is substantial for anyone, but for students from humble backgrounds, especially those that want to return to their home states and towns, the high cost can be a deal breaker. I would have had to seriously reconsider my dream of becoming a veterinarian without WICHE PSEP support. And the preferential admission that WICHE students receive substantially increases our odds of getting accepted into vet school as out-of-state residents. I am truly grateful for the support I've received and hope that Montana will continue to fund this vital program."

– Katherine, Montana resident, Class of 2013,
Washington State University, College of Veterinary Medicine

"Attending a professional school is a huge commitment for a student: physically, mentally, and financially. You are committing to a career by investing four years of your time and all your resources. And if the program of your choice is not available in your home state, that makes it even more difficult and expensive. WICHE's PSEP gave me access to a great education, and I didn't have to worry about sacrificing the school I wanted because I couldn't afford it. It's allowed me to get the most of my education and to fulfill my aspirations of becoming a dentist."

– Mark, Arizona resident, Class of 2012,
University of Colorado, School of Dental Medicine

Discussions with Certifying Officers

WICHE staff discussed options at length with certifying officers. All appreciate the complexity of the problem and recognize that there are no ideal solutions. While states would like to keep support fee increases to a minimum so that they can fund more students, they also recognize that if incentives are completely eroded, especially in veterinary medicine, then fewer applicants will be admitted and their state workforce will be weakened.

Several officers expressed their concern with diminishing support fees' negative effect on student preferential admission to professional programs. Their state legislatures, however, may not fully appreciate the value of preferential admission and may want to fund many students for as little as possible.

One certifying officer, who also works as a prehealth advisor, speculated that as long as WICHE met the differentials of the participating schools (though it might not exceed them), WICHE candidates would likely continue to receive some preferential admission because admissions committees have more experience with Western undergraduate institutions and are more apt to trust the value of applicants' scores from those institutions (as opposed to institutions located outside of the West, with which they have less of a track record).

Concern for Student Access to Colleges of Veterinary Medicine

Veterinary medicine accounts for WICHE's largest PSEP enrollment at 30 percent (210 out of 693 students). Thanks to the cooperative admissions procedure and the close collaboration among our three participating Colleges of Veterinary Medicine (CVMs), it's undisputable that WICHE applicants receive preferential admission to our cooperating programs. For this reason WICHE staff interviewed the three deans of veterinary medicine at Colorado State University (CSU), Oregon State University (OSU) and Washington State University (WSU) to gain their perspective on any possible changes in how WICHE might apply support fees in the future.

Bryan Slinker, dean of WSU's CVM, remarked that as long as the support fee remained close to the differential, the CVM would continue to show preference to WICHE applicants. It is important to note that WSU has a lenient residency policy that allows nonresidents to petition for Washington residency after their first year in the program. Deans Cyril Clarke (of OSU) and Lance Perryman (of CSU) said that although they like the idea of regional cooperation and have been very satisfied with WICHE students, if all financial incentive to enroll WICHE students dried up, they were not sure they could continue to provide preference to them. In veterinary medicine, PSEP students are considered before the national pool at all three schools. Competitive WICHE applicants receive offers of admission even though they may be less qualified, overall, than many applicants from the larger national pool. Students enrolled at CSU and OSU are not allowed to petition for the resident rate beginning their second year and must pay nonresident tuition throughout their enrollment.

Conclusion

At this time WICHE staff members believe that Option 2 would be the most effective solution. Staff looks forward to the commissioners' discussion on this issue for additional perspective. Staff will use the commissioners' points to frame a future action item that could change the way support fees are applied to PSEP students' tuition when they are enrolled in the public program, if the commissioners so decide. The "tuition differential gap" dilemma is a complicated issue, and it is a challenge to please all parties. Working from the WICHE commissioners' recommendations resulting from this discussion, staff anticipates proposing a recommendation of compromise that will preserve the collective good of our WICHE states' healthcare workforce, our Western institutions that provide professional education for our residents lacking programs in their home state, and our future healthcare professionals who serve the Western region.

INFORMATION ITEM
Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE) is a robust administrative tool designed to support collaboration among institutions offering online courses. Through ICE participating institutions expand their students' access to high-quality online courses and programs taught by other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. Currently, there are 12 institutional members and four consortia members for an overall impact on more than 30 institutions. Both two-year and four-year institutions may participate.

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

- **Seat exchange**. Members with excess capacity in online courses may offer seats in them to other members at an agreed-upon common wholesale price. For FY 2011 the price is set at $150 per credit hour for undergraduate courses and $200 per credit hour for graduate courses. The EI is encouraged to offer these imported seats to its students at its regular tuition so that the exchange is transparent for the student. Since these seats would otherwise be empty, the TI earns additional revenue.
- **Course exchange**. Members may contract with other members to create and supply a new online course or an entire section of an existing online course. The wholesale price and the number of enrollments are negotiated by the institutions involved. Again, the EI is encouraged to offer these imported seats to its students at its regular tuition so that the exchange is transparent for the student. Since the EI counts the FTE for the students it enrolls in these exchange courses but has no expenses for course development or an instructor, it may also earn additional revenue.
- **Program exchange**. Members may contract with other members to jointly develop and deliver a full program. In this exchange the members agree both to a negotiated wholesale price (the price one institution charges another institution for a seat) and a common retail price (the price institutions charge a student for a seat) for enrolling in courses in the program.

On March 31 staff was notified that our consortium proposal to create the North American Network of Science Labs Online (NANSLO) was one of 29 proposals selected for funding under the Next Generation Learning Challenges (NGLC) competition. NGLC received more than 600 preproposals, and 50 organizations or consortia were asked to submit full proposals. NGLC is a multiyear, collaborative initiative focused on identifying and accelerating the growth of effective education technology, particularly early-stage innovations, that can help improve college readiness and completion in the U.S. The Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation helped design the NGLC and fund the initiative. NANSLO received a 15-month grant of $749,994 (the maximum grant was $750,000). WICHE is the fiscal agent for the grant, and WICHE ICE is the coordinating partner, with Pat Shea, director of WICHE ICE, serving as the principal investigator for the grant.

NANSLO provides a technological solution that will address many of the barriers that prevent low-income, first-generation college students who are at risk of failing to complete their degrees or pursue science-based careers due to challenges such as work and family obligations or living in rural areas that limit their access to traditional classes. The project builds on the success of the open educational science courseware and the Remote Web-based Science Laboratory (RWSL) developed by members of BCcampus, a consortium of 25 postsecondary institutions, located in British Columbia, Canada. BCcampus and the Colorado Community College System (CCCS) are WICHE's major partners for this work. BCcampus will provide web-based science lab equipment, infrastructure, and setup recommendations to WICHE and CCCS. CCCS is composed of 13 community colleges, which will pilot NANSLO during the grant period.

NANSLO will support integration of RWSL technology and open science courseware in three gatekeeper courses: biology, physics, and chemistry. The labs for these courses at the 13 Colorado campuses will be modeled after those developed by BCcampus, including its science lab equipment, infrastructure, and setup recommendations. BCcampus

licensed these courses for reuse and sharing via Creative Commons. Through the formation of discipline panels, the open courses will be revised and enhanced to produce adaptable open versions of the courses, ready for use by anyone, as well as localized versions specific to BC and CCCS needs. The RWSL lab in BC will be replicated in Colorado and a system put in place that allows students at all participating institutions to use both RWSLs for their labs. Faculty and enrolled students will be trained in the use of RWSL.

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

Five other institutional partners will participate in NANSLO. Montana State University-Bozeman and the University of Wyoming were selected to represent members of WICHE ICE, and Montana State University-Great Falls College of Technology and Laramie County Community College (WY) were selected to represent members of the Western Alliance of Community College Academic Leaders (the Alliance). Faculty and academic administrators from these institutions, as well as from the Colorado School of Mines, will serve as members of NANSLO's advisory board and discipline panels, and their campuses may be future sites for expansion of NANSLO beyond the grant period. The advisory board will oversee a robust evaluation of the courses, including student learning outcomes, faculty use, and articulation and transfer. The board will review and approve all deliverables, including an environmental scan of remote science labs in the U.S. and Canada, with a description of their tools and scalability; plans to ensure NANSLO is sustainable beyond the immediate scale, with a how-to adoption manual with case studies about the implementation of these courses; and a template for scaling the use of the remote labs across all institutions collaborating in NANSLO.

This international project has the potential to remove barriers to access experienced by at-risk students and help change how students engage in science through deeper learning. In addition, all courses, software, manuals, and other deliverables developed by NANSLO will be openly licensed to encourage the widespread adoption of these courses and RWSL.

ICE also continues to pursue opportunities to support existing and newly developing online programs that are struggling because of declining budgets. By partnering across institutions, the participants ensure the financial viability of certain online courses and programs. This is especially true for niche subject areas, where a single institution's enrollment in a certain course or program is low. Aggregating enrollment across two or more institutions can make these courses or programs sustainable. Areas of interest include social work, STEM (science, technology, engineering, and math) education, Native American studies, business, and foreign languages. The Nursing Education Xchange (NEXus) continues to use ICE 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) provides much more information about how the program works, as well as new resources for members. A listserv supports communication among members while a secure encrypted database accessible via the web supports the exchange.

ICE members include:

- Adams State College (CO)
- Arizona Universities Network
- Bismarck State College (ND)
- Boise State University (ID)
- Lewis-Clark State College (ID)
- Montana State University, Bozeman
- Montana Tech
- Montana University System

- North Dakota University System Online
- Regis University (CO)
- South Dakota System of Higher Education
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Colorado Denver
- University of Wyoming

The WICHE ICE Steering Board held its annual meeting on March 10-11, 2011, in the WICHE Learning Center.

Western Academic Leadership Forum

The Western Academic Leadership Forum (the Forum) gives academic leaders in the WICHE states a venue for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. This group consists of provosts; academic vice presidents at bachelor's, master's, and doctoral-level institutions; and chief executives and chief academic officers for system and state coordinating and governing boards. It is funded primarily via membership dues, with additional funding provided by sponsors of the annual meeting. The Forum held its annual meeting on April 13-15, 2011, at Colorado State University (CSU) in Fort Collins, with a focus on "The Politics of Student Success: Meeting the Challenges for Readiness to Completion." Paul Lingenfelter, president of the State Higher Education Executive Officers, provided the keynote, and other sessions focused on a range of national and regional initiatives to improve college readiness and access, improve persistence and completion rates, and align funding models with performance-based measures. The event also included a premeeting workshop that focused on the practical implications of the Common Core State Standards for the West. Meeting sponsors were TIAA-CREF and Pearson Education.

During September 2010 WICHE staff built the Academic Leaders Toolkit from the prototype designed by the Forum Toolkit Committee, and the toolkit continues to be enhanced. This web-based repository contains profiles of successful decision-making tools and processes used by academic leaders and will be an important strategic-planning resource for them. Tools in a broad range of categories – such as program evaluation, creation, and elimination; faculty recruitment and retention; and student outcomes assessment – will help academic leaders better address their increasing range of responsibilities. The toolkit is searchable by category, state, and type of institution or organization and is available at http://alt.wiche.edu.

More information about the Forum can be found at www.wiche.edu/walf.

Current members include:
Alaska
- Alaska Commission on Postsecondary Education
- University of Alaska Anchorage
- University of Alaska System

Arizona
- Arizona Board of Regents

California
- California State University system

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

Hawaii
- University of Hawaii system

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

Montana
- Montana State University, Bozeman
- The University of Montana
- Montana University system

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

New Mexico
- New Mexico State University

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

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

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

Utah
- Utah State Board of Regents

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

Wyoming
- University of Wyoming

Western Alliance of Community College Academic Leaders

Several members of the Western Alliance of Community College Academic Leaders (the Alliance) attended the Western Academic Leadership Forum meeting held in April at CSU. Alliance members are academic leaders of two-year schools and their related systems and state coordinating and governing boards. Modeled after the Western Academic Leadership Forum, which donated $10,000 in seed money to launch the Alliance, the Alliance provides a venue for sharing information, resources, and expertise among community colleges and technical schools. Together, the members address issues of common concern across the region and work together on innovative solutions. Like the Forum, it is funded from membership dues and grants.

During their initial meeting in July 2010, the members developed a mission statement and set the goals and objectives for the organization. During this initial year, a leadership team of three serves as chair. A listserv facilitates communication among the members. Like the Forum the Alliance is soliciting submissions for the Academic Leaders Toolkit (www.wiche.edu/alt). More information about the organization can be found at www.wiche.edu/waccal.

Charter members with representatives on the Alliance Executive Committee are:

Alaska
- University of Alaska Fairbanks

Arizona
- Maricopa Community Colleges

California
- California Community Colleges

Colorado
- Colorado Community College System

Hawaii
- University of Hawaii System

Idaho
- College of Southern Idaho

Montana
- Montana University System

Nevada
- Great Basin College

New Mexico
- Santa Fe Community College

North Dakota
- Williston State College

Oregon
- Oregon Board of Education

South Dakota
- Lake Area Technical Institute

Utah
- Salt Lake Community College

Washington
- Washington State Board for Community and Technical Colleges

Wyoming
- Wyoming Laramie County Community College

Interstate Passport Initiative

Several representatives of the Forum and the Alliance joined together with WICHE staff to convene academic leaders from the West on Feb. 24-25 at the WICHE Learning Center to focus on opportunities for a regional initiative focused on improving student transfer and articulation. The meeting was cochaired by Michel Hillman, vice chancellor for academic and student affairs at the North Dakota University System, and Peter Quigley, associate vice president of academic affairs for the University of Hawaii system. The meeting was designed to help participants learn more about what Western states are doing to strengthen transfer within and across sectors and state boundaries, within general education blocks and in preparation for discipline-specific majors; to inform leaders about the reforms that are underway in some states to redesign student assessment and articulation around essential learning outcomes and competency-based learning; and to discuss current barriers to, and identify opportunities for, a voluntary, multi-institution, multistate initiative to facilitate friction-free student transfer and articulation leading to improved student success and completion.

The participants endorsed creating an advisory committee to work with the cochairs and WICHE to further conceptualize a regional initiative and to seek external funding. With the vision of progressing along a continuum of increased interstate collaboration, the group initially plans to develop a web-based matrix identifying existing block transfer agreements of the general education core in states in the WICHE region. Once external funding is obtained, a pilot initiative will be developed involving several two-year and four-year institutions that will engage their faculty in mapping their general education cores, both in the liberal arts and the STEM disciplines to the LEAP (Liberal Education and America's Promise) essential learning outcomes developed by the American Association of Colleges and Universities (AAC&U). A regional committee representing the participating entities would oversee this process and grant "Interstate Passport status" to those successfully aligning with the outcomes. Students who complete the general education requirements at one institution would then be free to take their "passport" to any other participating institution for friction-free acceptance. This new student-centric model will facilitate transfer and articulation among institutions across the region, giving students more freedom to choose where to finish their degrees.

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, 48 MPP institutions have total insured values of more than $73 billion.

MPP members collectively have achieved savings of approximately $69 million in premiums and dividends (the estimated savings for the 2010-11 period is $9.9 million). The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The New England Board of Higher Education (NEBHE) joined the MPP in 2009. The program is currently underwritten by Chartis and is jointly administered by Marsh and Captive Resources under the direction of a leadership committee representative of the participating insured institutions. Craig Kispert, associate vice president for business and planning at Seattle Pacific University, and Laura Peterson, risk manager at the University of Wyoming, represent WICHE member institutions on the MPP leadership committee.

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

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

Representatives of the member institutions, including risk managers and facilities managers, attended the Master Property Program's annual all-insureds meeting and Loss Control Workshop on March 16-18, 2011, in St. Louis. The workshop program focuses on facilities and risk management issues relevant to higher education; speakers included national experts in insurance, construction, facilities management, energy conservation, engineering, fire and disaster prevention, property inspections, appraisals, claims handling, and loss prevention.

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

WICHE Partners with MHEC to Provide Discounted Purchasing Options

The Midwestern 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 computers under MHECtech contracts with Dell, Fujitsu, Oracle (Sun), Systemax Computers (also known as Global, GovED and CompUSA); Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks.

Several of the purchasing agreements are also available to K-12 organizations; local, county, and state governments; and nonprofit organizations. The agreements aggregate volume purchases to lower product costs and reduce the time institutions must spend developing and conducting bids themselves. MHEC undertakes the time and expense of

the RFP process, and institutions can purchase the goods or services knowing that the due diligence in selecting the vendor has already been done.

The MHEC website (www.mhectch.org) provides details on the vendors, contracts and eligible entities; information and links to the MHEC site are available on the WICHE website.

INFORMATION ITEM
Student Exchange Program Updates

Western Undergraduate Exchange

The Western Undergraduate Exchange (WUE) is a regional tuition-reciprocity agreement whereby students from WICHE states can enroll in participating two- and four-year public institutions at 150 percent of resident tuition. In the 2010-11 academic year, 26,711 WUE students enrolled at 145 participating WUE institutions, saving more than $210.8 million in tuition costs. Despite the economic downturn affecting most of the WICHE states, WUE enrollment increased by about 8 percent, compared to the previous year (24,670 students). Since WUE began in 1988, students have saved on 300,118 annual tuition bills; and in just the last 12 years, WUE has provided WICHE students and their parents with discounts on nearly 236,664 annual tuition bills – a benefit of a remarkable $1.36 billion in tuition savings. WUE's newest member is California State University's Monterey Bay campus.

The annual *WUE Enrollment Report* is no longer distributed in print format, but is available on WICHE's website (www.wiche.edu/pub/14830). The 2010 report was released in February 2011.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP) is an exceptional educational resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of the 15 participating states to enroll in high-quality programs at 47 participating institutions on a resident tuition basis. WRGP is a tuition-reciprocity arrangement similar to WUE; students enroll directly in the participating programs and pay resident tuition. This represents a tremendous opportunity for WICHE states to share distinctive programs and the faculty who teach them and to build their workforce in a variety of disciplines, particularly healthcare.

WICHE staff received a total of 39 nominations for new programs in fall 2010 and over the winter months conducted a review by state higher education executive offices located in the WICHE region. WRGP's programs, with the exception of its healthcare programs, must be "distinctive" – available at no more than five institutions in the WICHE region (outside of California). All 39 programs were approved to be added to WRGP, bringing the total to 258 programs by spring 2011.

The new programs broaden the academic options in several areas. WRGP now includes 72 healthcare-related programs: graduate nursing degrees, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, and more. WRGP also offers postprofessional doctorates in physical therapy and occupational therapy, as well as a master's in dental hygiene to train future faculty members. Some of the newest graduate programs that will begin to enroll students through WRGP in fall 2011 include Dakota State University's master's in health informatics; South Dakota School of Mines and Technology's master's in robotics and intelligent autonomous systems; and Northern Arizona University's professional science master's in climate science and solutions.

In fall 2010 some 700 students enrolled through WRGP and saved an estimated $7.2 million dollars in tuition (based on full-time enrollment). Enrollment numbers for WRGP programs continue to increase, and a recent survey of WRGP cooperating programs shows that some 30 of them are now offered fully or partially online, the perfect solution for place-bound working adults who need to further their education for a change in career or professional advancement.

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 professional programs that otherwise would not be available to them because the fields of study are not offered at public institutions in their home states. In 2010-11 693 students enrolled through PSEP to become allopathic or osteopathic doctors, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists. Students pay reduced tuition at some 50 out-of-state public and private institutions. Participating states determine the fields and the numbers of students they will support. The student's home state pays a support fee to the admitting schools to help cover the cost of the students' education. In the current academic year, sending states invested over $14.25 million to train healthcare professionals through WICHE.

Support fees for PSEP are currently set to meet the resident/nonresident tuition differentials of our public cooperating programs. It has becoming increasingly difficult to meet these differentials, so WICHE staff and certifying officers have had in depth discussions on possible alternatives as to how support fees are applied. Programs and Services Committee members will discuss options (outlined in the discussion item for PSEP support fees).

Students and Higher Ed Administrators Affirm SEP's value

Commissioners are encouraged to read statements from some 200 WICHE students, graduates and administrators regarding WICHE's Student Exchange Program (SEP), which are now posted on WICHE's website (www.wiche.edu/studentTestimonials and www.wiche.edu/adminTestimonials). They acknowledge the tremendous value of regional cooperation in higher education. Prospective students receive preferential admission to specialized professional programs for which they would not otherwise be considered. And they pay less, reducing their debt load after graduation, which makes it feasible for them to "serve the underserved" in both rural and urban areas. Furthermore, participating institutions and departments are committed to enrolling students from the WICHE region. WICHE programs strengthen their recruiting efforts and allow them to build robust programs and diversify their enrollments with the "best and the brightest," who will become a part of the Western workforce after graduation. WICHE staff is also using these testimonials in state factsheets, the *Statistical Report for Student Exchange*, and the *WUE Enrollment Report*.

Veterinary Medicine Advisory Council

Jere Mock and Margo Colalancia will meet with state, legislative, and institutional representatives of WICHE's Veterinary Medicine Advisory Council on June 23-24, 2011. The meeting will be held in Pray, MT. The council meets annually to review policies regarding PSEP support in veterinary medicine, the largest PSEP field. In 2010-11 eight states provided more than $6 million in support for 210 students studying in veterinary medicine. At the coming meeting, agenda items will include discussion of the North American Veterinary Medical Education Consortium (NAVMEC) report, released by the American Association of Veterinary Medical Colleges.

NAVMEC convened three stakeholder meetings in 2010 to examine ways to improve veterinary medical education so that it can better meet society's rapidly evolving needs. The NAVMEC leaders discussed critical needs that D.V.M.s must be able to address, including: growing needs in food safety, zoonoses (animal-to-human diseases), and animal welfare; core competencies that graduates must possess regardless of their specialization; the best ways to educate veterinary students in the core competencies; and how veterinary medical colleges, accrediting bodies, and licensing and testing organizations work together to educated a veterinary workforce prepared for the future.

There is also a growing concern for climbing student debt for professional education. The average D.V.M. graduate now holds almost $134,000 in debt. Unlike some of the other healthcare professions like dentistry and medicine, where starting salaries are relatively high, D.V.M.s entering private practice see a mean salary of $67,548; the mean full-time salary among all types of employers combined was only $48,674 (2010, American Veterinary Medical Association survey). High debt load and low starting salaries, particularly in rural areas, make it difficult to attract new graduates where they are needed most.

The group will also discuss Utah State University (USU) and Washington State University's new "2+2" veterinary program. Effective in fall 2012, 20 Utah residents and 10 out-of-state students will begin their D.V.M. education at USU's Logan campus and then transfer to WSU for their third and fourth years.

Certifying Officers Meeting

Certifying officers from several WICHE states will meet on May 15, 2011, to discuss WICHE's Student Exchange Program. Unfortunately, travel freezes will prohibit some certifying officers from participating. Officers will give state updates related to PSEP legislative appropriations; applicant pools and acceptances; current payback policies and new ones under consideration; workforce needs; and general administration of the program.

INFORMATION ITEM
Proposal to Upgrade Databases and Web Interfaces
for the Student Exchange Program

Prospective students seeking access to affordable education consistently account for the largest group of visitors to WICHE's website. According to a one-month report run using Google Analytics (March 1-31, 2011), almost 53 percent of traffic to WICHE's website is for Student Exchange Programs web pages. The most visited site is that of the Western Undergraduate Exchange (39,588 unique visits or 45.32 percent of total unique hits), followed by that of the Professional Student Exchange Program (3,541 unique visits or 4.32 percent of total unique hits) and the Western Regional Graduate Program (2,832 unique visits or 3.541 percent of total unique hits). WUE, WRGP, and PSEP account for seven out of 10 on the top landing pages to the WICHE website.

All three programs have legacy databases that are feeding information about student exchange to the public and our institutional partners via the WICHE website. These legacy systems were launched in 2005 and have not benefited from any major upgrades since then. Technological advances in programming have well outpaced our sites in six years; they are in critical need of major upgrades to continue functioning and meet our users' and staff's needs.

The PSEP database is built on outdated technology which includes an obsolete Microsoft Access Database interface for staff use and a web interface for our institutional partners' use. The upgrade will include a new SQL database and a Java, web-based user interface (for both WICHE staff and external users) that will be faster and more reliable. The upgraded web interface will allow WICHE staff to work remotely and allow external users to view information dynamically. The new interface will increase security of confidential information. The redesigned system will be more user-friendly and easier to maintain and enhance for future needs. Report generation capabilities will be significantly enhanced, and staff productivity will improve. The estimated cost is $40,000. The approximate development timeline is tentatively scheduled to begin in July 2011 and will take approximately 20 weeks.

The WUE and WRGP databases are also outdated and their performance is substandard. These databases are used extensively by the public (prospective students and their parents, as well as high school counselors) to find participating institutions and programs. In addition, our participating institutions and programs use these databases to update their program descriptions and to report annual enrollments. The programming and queries were optimized, given the technology available in 2005, but have become substandard. Our partner institutions sometimes become frustrated because the database loads so slowly; a major upgrade is desperately needed to guarantee faster performance for outside users and increased reliability of data input and reporting.

The enhancements to the WUE and WRGP databases will include a database redesign, user interface enhancements, and rewriting of SQL queries. The enhanced WUE/WRGP system will be faster and more reliable and will improve productivity for both WICHE staff and administrators from our partnering institutions. The new system will be easier to maintain and enhance for future needs. Outside users will see measurable improvement in search times and quality of search results, as well as improved site navigability. The estimated cost is $20,000 and the improvements are estimated to take approximately eight weeks.

WICHE

Issue Analysis and Research Committee Meeting

Tuesday, May 17, 2011
8:00 - 9:30 am
Russian Hill Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 17, 2011

8:00 - 9:30 am
Russian Hill

Issue Analysis and Research Committee Meeting

Robert Burns (SD), chair
Jeanne Kohl-Welles (WA), vice chair
Thomas Buchanan (WY), ex officio
Joseph Garcia (CO), ex officio

Susan Anderson (AK)
David Lorenz (AZ)
Position vacant (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
Kim Gillan (MT)
William Goetz (ND)
José Garcia (NM)
Jane Nichols (NV)
Ryan Deckert (OR)
Committee chair (SD)
William Sederburg (UT)
Committee vice chair (WA)
Debbie Hammons (WY)

Agenda

Presiding: Robert Burns (SD), chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Patrick Lane, project coordinator

Action Item   Approval of the Issue Analysis and Research
Committee meeting minutes of
November 8, 2010   9-3

Action Item   Approval of the FY 2012 workplan sections
pertaining to the Issue Analysis and Research
unit (see summary of workplan activities, p.9-9)   9-5

Action Item   Approval of the *Western Consortium for
Accelerated Learning Opportunities* project   9-13

Information Item: Internship program   9-14

Discussion Items:

Update on the status of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodological review project

Update on data resources review (*Fact Book/Benchmarks/Tuition & Fees*)

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

Update on the *National Research and Development Center on Postsecondary Education and Employment* grant proposal

Update on the *Adult College Completion Network*

Update on *Best Practices in Statewide Articulation and Transfer Systems* – national meeting on college access web portals

Update on WICHE *Regional Passport* initiative

Update on Common Core Standards project

Pressing issues for the Policy Analysis and Research unit to consider

Other business

Adjournment

ACTION ITEM
Issue Analysis and Research Committee Minutes
Monday, November 9, 2010

Committee Members Present

Robert Burns (SD), chair
Jeanne Kohl-Welles (WA), vice chair
Susan Anderson (AK)
David Lorenz (AZ)
Steven Wheelwright (HI)
Kim Gillan (MT)
William Goetz (ND)
William Sederburg (UT)
Debbie Hammons (WY)

Committee Members Absent

D. Rico Munn (CO)
Jane Nichols (NV)
Ryan Deckart (OR)
Viola Florez (NM)

Staff Present

Carl Krueger, project coordinator, Policy Analysis and
    Research
Patrick Lane, project coordinator, Policy Analysis and
    Research
Demarée Michelau, director of policy analysis, Policy
    Analysis and Research
Brian Prescott, director of policy research, Policy Analysis
    and Research
Brandi Van Horn, research analyst, Policy Analysis and
    Research

Chair Burns convened the Issue Analysis and Research Committee on November 9, 2010, and a quorum was established.

ACTION ITEM
Approval of the May 17, 2010, Issue Analysis and Research Committee Meeting Minutes

Chair Burns asked members to review and approve the minutes of the previous meeting. Commissioner Kohl-Welles MOTIONED TO APPROVE THE MINUTES OF THE MAY 17, 2010, ISSUE ANALYSIS AND RESEARCH COMMITTEE MEETING. Commissioner Lorenz seconded the motion. The minutes were approved unanimously by the committee.

INFORMATION ITEM
National Research and Development Center on Postsecondary Education and Employment

Prescott described the *National Research and Development Center on Postsecondary Education and Employment* grant proposal to the U.S. Department of Education Institute of Education Sciences, which had already been approved by the Executive Committee. The project expands on existing work already underway at WICHE, in partnership with the National Center for Higher Education Management Systems and the State Higher Education Executive Officers. Anderson asked which aspects of the proposal would be particularly problematic, and Prescott replied that the federal RFP assumes that the data necessary to comprehensively address the linkages between postsecondary education and employment are there to be harvested, which is not an accurate assessment, in spite of recent federal investments. Longanecker noted that no one else is currently developing a way to look at longitudinal data that links higher education and workforce data across state borders and that WICHE's proposed project accounts for aspects of data systems design and development that were not part of the federal RFP. If funded, WICHE would receive $500,000 per year for five years. A funding decision is expected in January 2011.

INFORMATION ITEM
Outreach to New Governors

Longanecker shared information about WICHE's collaboration with the National Governors Association and Lumina Foundation for Education to develop strategies for outreach to new governors. Seven new governors were recently elected in the West, and all of them are going to have to deal with extremely difficult fiscal conditions. Because some of them have limited higher education experience, WICHE is working with NGA on strategies to help these new governors develop metrics detailed in NGA's Complete to Compete initiative, while also facilitating ways to help them preserve access and affordability and promote success. WICHE staff asked committee members to assist in making contact with governors, identifying education policy advisors, and generating conversation. NGA is also publishing a series of short policy briefs to help educate the new governors; WICHE staff wrote the one focused on serving adult learners.

INFORMATION ITEM
Adult Degree Completion Program Network

Michelau updated the committee about a four-year, $1.1 million grant from Lumina Foundation, in which WICHE will serve as the intermediary organization for the *Adult Degree Completion Program Network*. WICHE will convene meetings, develop an interactive website, create listservs, and engage in other activities designed to foster communication between states, municipalities, institutions, and others who are working to help individuals who dropped out of college with at least 75 percent of the credits they needed to graduate come back and finish a postsecondary degree. Kohl-Welles asked if WICHE was making concessions for those adult students who want to change their majors once they return to college. Michelau responded that the project is working with states and institutions to assist students in taking the credits they'd already earned and applying them to another degree. Sederberg asked if WICHE was coordinating the program nationwide, and Michelau explained that 19 states are involved, including some outside the West. If other states are interested in serving this population of students, WICHE can provide a model and assist states with funding opportunities for adult-learning projects.

INFORMATION ITEM
Data Resources Review

Staff also informed the committee about the results of a data resources review that included a survey of commissioners and other data users about the *Fact Book, Benchmarks*, and *Tuition and Fees* publications. The most recent of release of *Tuition and Fees* contained some substantial changes, based on the results of the review. Changes to improve the usability of the *Fact Book*, informed by the survey, are also being considered. The committee provided additional suggestions during the meeting for how to make these resources more useful.

DISCUSSION ITEM
The 2011 Workplan

Finally, staff led a discussion regarding the progress in crafting the 2011 workplan, which is progressing as expected. Specific project highlights included the Policy unit's partnership with the Center for Urban Education, which examines student progression in Nevada based on race and ethnicity; the conclusion of the *Non-traditional No More* project, which focused on adult learners; the Legislative Advisory Committee; and SPIDO, the State Policy Inventory Database Online, the nation's only online searchable database of higher education policies.

Chair Burns adjourned the meeting.

WICHE WORKPLAN FY 2012
(Issue Analysis and Research activities are highlighted)

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (general fund: GF)
- Performance measurement improvement in the Western states public mental health programs (WSDSG dues)
- MHEC/WICHE/NEBHE Master Property Program (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded and GF)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (National Institute of General Medical Sciences)
- Adult College Completion Network (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-traditional No More: Policy Solutions for Adult Learners (Lumina)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (South Dakota Division of Behavioral Health)
- College Access Challenge Grant Program Consortium and Network (state subcontracts, U.S. Department of Education)
- Ongoing work on articulation and transfer systems (GF)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Ongoing work on the implications of the Common Core State Standards on higher education in the West (GF)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH)
- Participation and leadership in the college completion agenda
- Explore data, policies, and issues related to undocumented students

Technology & Innovation

- Facilitating Development of a Multistate Longitudinal Data Exchange (Gates Foundation)
- The Forum: Western Academic Leadership Forum (member dues and TIAA-CREF and Pearson Education grants)
- The Alliance: Western Alliance for Community College Academic Leaders (member dues)
- Facilitation of Internet2 connectivity throughout the West (grants/foundations, pending funding)
- State Authorization Network (SAN), an advisement service to help institutions respond to new federal regulations (subscription fees)
- National survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education project, in partnership with the Campus Computing Project (Campus Computing Project)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (grants/foundations, pending funding)
- Publishing an electronic series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET dues)

- Expanding WCET's knowledge base and member resources to help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems' transitions; and management of e-learning consortia (WCET dues)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (Hewlett grant, sponsors)
- Providing professional development in e-learning for the higher education community through WCET's annual conference event, Catalyst Camp, and invitational summits (fees and sponsors)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET dues)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET dues and sponsor)
- Extend the reach of WICHE's policy and research work by leveraging WCET's national network and technical assistance with new media communications (WCET dues)
- Build out WCET's capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (Lumina, Gates)
- Partnership to establish the Substance Abuse and Mental Health Services Administration/Health Resources and Services Administration Center for Integrated Care, a national technical assistance center to support federal efforts to promote the adoption of integrated primary care and behavioral health delivery systems (SAMHSA/HRSA)
- Working with Doña Ana County (Las Cruces), New Mexico, to improve crisis intervention services (Doña Ana County)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Mental health first aid (self-sustaining)
- Convening and supporting the Regional Veterinary Medicine Advisory Council (GF)
- Building partnerships for competency: public behavioral health workforce development (Alaska Mental Health Trust Authority)
- Behavioral health training initiatives to expand the rural workforce capacity (Alaska Mental Health Trust Authority)
- Increasing community capacity to serve returning National Guard members and their families (Department of Defense)
- Suicide prevention toolkit for rural primary care providers (self-sustaining)
- Increasing health and behavioral health provider knowledge of returning veterans' service needs (Citizen Soldier Support Program)
- Workforce briefs: *A Closer Look at Healthcare Workforce Needs in the West* (GF)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- *Western Policy Exchanges* on WICHE-sponsored meetings and discussions among the West's higher education leaders (various sources)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- Electronic *Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Work on Transparency by Design's College Choices for Adults website, to help adult students become better-informed consumers of online education (Lumina)
- Assessing the landscape for state policy on student-learning outcomes

NEW DIRECTIONS
(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Interstate Passport, a grassroots initiative to develop consensus on essential learning outcomes supporting seamless student transfer in the WICHE region
- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (grants/ foundations, pending funding)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- GOALS II: Gaining Online Accessible Learning through Self-Study, a collaborative project to develop blueprints on web accessibility for institutions to use during the continuous improvement process for reaffirmation by regional accreditors (FIPSE)
- Expanding access to predictive analytics and pattern strategy services to improve decision making related to retention and completion (Gates, pending funding)
- Serving Student Soldiers of the West: Policy and Practice Solutions

Technology & Innovation

- North American Network of Science Labs Online, a collaborative project to use open educational resources and remote web-based labs in introductory online courses in biology, chemistry, and physics courses (Next Generation Learning Challenges grant)
- Expansion of WICHE ICE (ICE member dues)
- Launching Predictive Analytics Reporting project to build models and middleware to examine predictive patterns of student achievement (Bill & Melinda Gates, pending funding)
- Developing action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET dues)
- Academic Leaders Toolkit, a Web-based repository of strategic-planning and decision-making tools for academic leaders (Forum membership dues)
- Managing production of publication *Managing Online Education – A Handbook for Practitioners* (Wiley Publishers, WCET dues)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network project (National Telecommunications and Information Administration, pending funding)
- Creation of an "eScience Institute" for WICHE states' commissioners, higher education leaders, and other public policy leaders (grants/foundations, pending funding)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (grants/foundations, pending funding)
- Technology and Innovation and Mental Health partnership on mental health and IT-supported clinical services and education in a project with the State of Alaska (pending funding)
- Developing a regional learning center for State Higher Education Policy Center (pending funding)
- Expansion of WCET (membership base dues)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools' rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (ICE member dues)

- Advising Department of Labor Trade Adjustment Assistance Community College and Career Training partnership with enterprises and community colleges (WCET dues)

Accountability

- Continuing development of Transparency by Design's College Choices for Adults website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners (pending funding)

ON THE HORIZON
(not yet submitted to the commission)

Finance

- Research and analysis of outcome-based funding approaches

Access & Success

- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- The Completion Agenda
- Western Consortium for Accelerated Learning Opportunities

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective Web portals
- Broadening access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Program
- Academic Leaders Reading Program, an initiative to support members reading books on higher education topics of common interest and sharing perspectives (Forum member dues)

Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Campus safety and security
- Workforce issues within higher education

Accountability

- Research and analysis of outcomes-based funding approaches

Summary
Issue Analysis and Research Committee
FY 2012 Workplan Activities

Existing Activities

Adult College Completion Network. WICHE developed and is managing a learning network to support a Lumina Foundation adult degree completion initiative called the Adult College Completion (ACC) Network. The ACC Network aims to unite organizations and agencies working to increase college completion by adults with prior college credits but no degree. Key components include: 1) an interactive website (www.adultcollegecompletion.org); 2) meetings and conferences for grantees and others invited to participate in network activities; 3) webinars to highlight effective strategies for serving adults; 4) briefs and reports on lessons learned; 5) a repository of higher education policies related to adult learners; 6) a listserv to expedite network communications; 7) presentations at regional and national meetings; 8) social and communications media use to engage grantees and other stakeholders in discussions about adult degree completion; and 9) activities to be determined once the network is operational, in consultation with Lumina Foundation (e.g., hosted "lab" visits to best-practice locations and leveraging activities with programs such as the College Access Challenge Grant Consortium and Network).

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 easy comparisons and 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. The 2010-11 edition incorporated a number of changes designed to: reduce the number of tables overall and reduce duplication; add enrollment-weighted averages to state and institution-type tables to ensure that the report could better reflect the prices typical students face; and make the data publicly available in Excel format online.

Non-traditional No More: Policy Solutions for Adult Learners. With funding from Lumina Foundation, *Non-traditional No More* has worked with Arkansas, Colorado, Nevada, North Dakota, and South Dakota 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: (1) identifying ready adults; and (2) 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 partnerships with other public or private data system partners to identify each state's ready adults. The second strategy focuses on academic policies, financial aid/financing, student support services, and communications (marketing and information strategies designed to reach out to the ready adult population). Work continues with North Dakota on this project.

Legislative Advisory Committee. 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 workshops. In addition, WICHE staff serves the LAC by informing members about emerging policy issues in the West. The LAC meets annually, and members are invited to various WICHE activities, such as regional and national policy forums.

State Policy Inventory Database Online. State Policy Inventory Database Online (SPIDO), the nation's only online searchable database of higher education policies, provides state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key policy issue areas related to access and success in higher education.

***Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodology review and expansion**. *Knocking* 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, the Policy Analysis and Research unit staff has made numerous presentations on its findings (and related demographic information) and continues to respond to media and other inquiries. The unit has also received commitments from its traditional partners, ACT and the College Board, to review

the methodology to ensure that the projections continue to be based on the most appropriate data and estimation methods and to prepare the next edition of the publication.

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. In 2010 Congress passed the Student Financial Aid and Responsibility Act, which increased annual funding for the CACG program from $66 million to $150 million, boosted the minimum annual grant award to $1.5 million, and extended the program through FY 2014. States can participate through the consortium, which involves WICHE administering the state program, or through the network, which is a collaborative council composed of designated staff from each of the states. 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. The CACG Consortium is composed of Alaska, Idaho, and Wyoming, and the CACG Network is made up of Alaska, Idaho, Nevada, Texas, Utah, Washington, and Wyoming. States are still welcome to join either the consortium or the network.

Education Equity and Postsecondary Student Success: A CUE and WICHE Partnership for Policy Research and Analysis. A subcontractor to the Center for Urban Education (CUE), WICHE is assisting on this Ford Foundation-funded project, aimed at helping states make use of CUE's innovative approaches for making policies more intentionally equity-minded. WICHE's responsibilities include: consulting with CUE on the overall direction of the project, gathering state-level data for populating CUE's data tools, and organizing and leading an affiliates' program of promising scholars and policy analysts. WICHE is currently analyzing data from the Nevada System of Higher Education to track student progress by race/ethnicity through a set of momentum points (i.e., successful remediation, 30 credits, 60 credits, transfer, etc.) and will use the findings to inform a conversation in Nevada about improving equitable outcomes.

Facilitating Development of a Multistate Longitudinal Data Exchange. The principal objective of this project is to pilot a data exchange among several states, allowing for more comprehensive analyses of the production, stock, and flows of human capital through a regional, multistate approach. Working initially with four member states – Washington, Oregon, Idaho, and Hawaii – WICHE is coordinating efforts to develop the necessary architecture for the exchange of data, effectively govern the exchange, produce standard reports, and ensure the protection of privacy. This project complements many other efforts to develop statewide longitudinal data systems (stimulated by the infusion of $400 million in federal grants over the last several years and many more millions in philanthropic support). Specifically, it will focus on answering two principal policy questions, with evidence drawn from the participating states: 1) How are former high school students from participating states performing in postsecondary education or the workforce in participating states? and 2) How are former postsecondary students from participating states performing in the workforce in participating states? In doing so, the multistate data exchange will provide rich information about the stock and flow of skills and abilities (represented by education and training) of various populations within a given state; gaps in attainment and employment between population groups based on demography and socioeconomic status; and the mobility of the U.S. population across state borders.

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.

Electronic *Policy Alerts* and *Stat Alerts*. *Policy Alerts* and *Stat Alerts* are WICHE's periodic e-mail notices of new policy and data-related reports.

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

Western Policy Exchanges. Reports on the meetings and discussions among the West's key leaders in higher education policy issues.

New Directions

Technical assistance with state financial aid program design and funding (single-state support, as requested). The Policy Analysis and Research unit has become a recognized expert 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.

On the Horizon

Explore issues related to undocumented students. WICHE staff will explore data, policies, and issues related to undocumented students, as this is an issue that is of interest and concern to policymakers and higher education leaders in the West.

Serving Student Soldiers of the West: Policy and Practice Solutions. With many veterans returning from Afghanistan and Iraq, states and postsecondary institutions are faced with how to best serve them, given increased demand for higher education and tight fiscal times. WICHE is proposing a project that will work to increase access to and success in higher education for military students and their families in the Western region. Specifically, the project aims to increase awareness of state and institutional policymakers about the demographics, needs, and challenges of the military population in higher education; identify state and institutional policies that create barriers to or enhance access and success for military students and their families; and assist states and institutions in developing clear, seamless degree pathways for military personnel, veterans, and their families.

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.

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

Identifying the most effective college persistence and success projects and working to bring them to scale. As the United States responds to the current economic crisis and the increased demand for a more educated workforce, many are looking to postsecondary education and training for solutions. For the last several years, multiple college access and success initiatives have been implemented at both state and institutional levels. The evidence from these initiatives strongly suggests that proactive interventions can substantially improve student success. Despite this, American higher education has been slow to adopt proven strategies. And as a result, educational attainment, as measured by degree completion, remains constrained. WICHE is seeking funding to launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

Developing more effective web portals. WICHE and WCET are currently examining state web portals designed to help students navigate the transfer process. Future work will build on 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. The 1980s brought a significant shift in philosophy, from one historically based in a belief that those who are incarcerated should be rehabilitated if possible 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 has 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 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 (and there exist similar initiatives). The Policy Analysis and Research unit has been trying to stay abreast of such developments and would be 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 department of labor and workforce development. The Policy Analysis and Research unit has in the past worked with states to highlight 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 in 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 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 not only how to dismantle silos related to workforce development and higher education but 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.

Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce initiative. Building off a successful meeting in April 2009 of representatives from six WICHE states, this effort is aimed at helping states expand the pipeline of underrepresented populations into health professions fields. Pending our ability to secure additional funding, WICHE would be interested in replicating the meeting, including lessons learned, in other member states.

Assessing the landscape for state policy on student 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. Likewise, the public is demanding to know what they are getting out of higher education, increasingly in terms of learning outcomes. And with heightened attention to increasing graduation rates and numbers, concern has risen about whether such pressures could lead to reductions in the quality of education offered and received. While the current efforts to enhance state-level student record databases will provide much better information on the quantity of higher education's output, these efforts will do little to address issues of quality. Yet it will be just as important for states, institutions, and students themselves to know whether students are learning what they need to know and be able to do. The next wave of policy will almost certainly focus on issues of measuring and improving student learning.

Western Consortium for Accelerated Learning Opportunities. WCALO will work to increase the successful participation of low-income students in advanced placement courses and tests. The program will expand opportunities for low-income and rural students to take college-level classes and earn college credit while still in high school (with an emphasis on subjects related to the STEM fields). Building on a successful design from a previous WICHE project, WCALO will provide direct financial assistance to three WICHE states to serve rural schools and districts with high concentrations of low-income students that either cannot maintain current programs independently or where advanced placement has not been available previously. WCALO will also engage in consortiumwide activities and serve additional WICHE states that receive awards with an array of professional development and other activities.

ACTION ITEM
Proposed Project
Western Consortium for Accelerated Learning Opportunities

WICHE proposes a project titled the Western Consortium for Accelerated Learning Opportunities (WCALO), which will work to increase the successful participation of low-income students in advanced placement courses and tests. The program will expand opportunities for low-income and rural students to take college-level classes and earn college credit while still in high school. Specifically, the WCALO project has two goals:

- **Goal A**: Increase the successful participation of low-income students in advanced placement courses in rural schools with a high concentration of low-income students, with emphasis on subject areas related to the STEM (science, technology, engineering, and math) fields.

- **Goal B**: Increase the successful participation of low-income students in advanced placement tests in rural schools with a high concentration of low-income students with emphasis on subject areas related to the STEM fields.

Building on a successful design from a previous WICHE project, WCALO will provide direct financial assistance to three WICHE states to serve rural schools and districts with high concentrations of low-income students that either cannot maintain current programs independently or where advanced placement has not been available previously. WCALO will also engage in consortiumwide activities and serve additional WICHE states that receive awards with an array of professional development and other activities.

Relationship to WICHE Mission
This project will assist states in the WICHE region to better prepare low-income students in rural areas for postsecondary education (with an emphasis on STEM fields) through opportunities for earning college credit while still in high school.

Background
In 2000 WICHE began a successful, large-scale effort called the *Western Consortium for Accelerated Learning Opportunities*, which worked with nine WICHE states to increase the successful participation of low-income students in advanced placement courses and tests. Building on this model, WICHE will engage in a smaller, one-year project that will focus on rural areas and subjects related to STEM fields.

Project Description
WCALO is grounded in a network of Western states and has two major elements that contribute to an exceptional approach to address the aforementioned goals: (1) direct services to students, teachers, counselors, and administrators; and (2) multistate or consortiumwide services. The project will span one year and will include subcontracts to three WICHE states to deliver services related to online advanced placement courses, teacher and counselor professional development, vertical team building, and other areas deemed appropriate. Further, the network component will be composed of a representative from the K-12 and higher education agency in each of the participating states; these representatives will meet twice in person and engage in other means of communication throughout the project to share successful strategies to overcome common challenges associated with the effective delivery of advanced placement in rural areas.

Staff and Fiscal Impact
The total budget of the proposed project is $650,000 over one year. The intended funding source is the U.S. Department of Education's Advanced Placement Incentive Program. If awarded, the grant will support a portion of the salaries and benefits for several current employees (approximately 1.0 FTE), all of whom reside in the Policy Analysis and Research unit. The grant would also cover a portion of David Longanecker's time (.05 FTE).

Action Requested
Approval to seek funding to support WICHE's leadership of this project.

INFORMATION ITEM
Temporary Internship Program

WICHE's Policy Analysis and Research Unit has designed an internship program to provide qualified graduate students in relevant programs a chance to experience the kind of policy work that we and similar organizations do. Interns will also make a real contribution to the unit's work through the assignment of mutually beneficial activities. Below is the announcement we used to recruit candidates.

WICHE

Access Innovation Collaboration

Western Interstate Commission for Higher Education

Equal Opportunity Employer

INTERNSHIP ANNOUNCEMENT

Unit: Policy Analysis and Research

Classification: Temporary Internship

Compensation: $17.50/hour

Available: May 1 – August 31, 2011 (the timing is negotiable, but a 12-week commitment is anticipated)

To Apply: For full and timely consideration, a detailed resume should be submitted to WICHE Human Resources at jobs@wiche.edu. WICHE's mailing address is 3035 Center Green Drive, Suite 200, Boulder, Colorado, 80301-2204. **Review of interested candidates will begin immediately**; internship will remain open until filled.

                       WICHE has a long-term commitment to diversity throughout its organizational structure, internal relationships, program activities, and relationships with external constituencies. The organization strives to hire, support and promote culturally diverse personnel at all levels.

THE ORGANIZATION

The Western Interstate Commission for Higher Education – WICHE – is a regional agency established in the 1950's through an interstate compact. WICHE was created to promote and to facilitate resource sharing, collaboration, and cooperative planning among Western states, their colleges and universities, and their systems of higher education. By constructing cooperative arrangements and developing and sharing information, WICHE strives to help states and their residents to meet the needs for an educated workforce. Member states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. For more information, please visit www.wiche.edu.

WICHE shares a building in Boulder, Colorado and maintains strong, collaborative relationships with two other major state higher education policy organizations: the State Higher Education Executive Officers (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS).

THE UNIT

POLICY ANALYSIS AND RESEARCH

The Policy Analysis and Research Unit is involved in the research, analysis, and reporting of information on public policy issues of concern in the WICHE states. The unit provides policy support for policymakers, education leaders, board members, and others in the Western states. Key activities include providing research, analysis, and reports on public policy issues; convening constituents through multistate policy forums and state roundtables on issues critical to their needs; monitoring social, demographic, fiscal, economic, political, and market trends to identify emerging higher education issues; tracking state legislative, executive office, and board activity; reviewing publications from other organizations and associations; and responding to inquiries and special requests. Current project areas include adult learners, college access and success, higher education finance, financial aid, and workforce development. Related ongoing research involves a regional fact book; a series of short reports on emerging policy issues (e.g., financial aid, tuition, information technology, high school graduates, and legislative activity related to higher education); and an annual survey on *Tuition, Fees in Public Higher Education in the West*.

INTERNSHIP DESCRIPTION

This internship is intended to provide a unique opportunity for a graduate student in a related field to work on issues of public policy relevance within an organization that is deeply connected with key state higher education leaders in the West and elsewhere. During the internship, the successful candidate will complete a project of mutual benefit for him or herself and the policy unit. Specific activities that may be assigned include (but are not limited to) the following:

1. Provide assistance with demographic research and projections methodologies in advance of the upcoming eighth edition of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*. This publication is received as a vital resource for a broad audience including state policymakers, state agencies responsible for K-12 and higher education, postsecondary institutions, associations, other researchers, the media, and the business community.

2. Conduct research on student progression through postsecondary education.

3. Participate in an effort to update and contemporize an online data resource with public policy relevance for Western states. This activity will involve extracting and preparing data drawn from secondary data sources such as the Integrated Postsecondary Education Data System (IPEDS – the principal federal data source for data on higher education) and the Census Bureau to develop and exhibit indicators.

4. Track and analyze state legislation, policies, and procedures related to college access and success in the 50 states. The result of this analysis will form the basis of an update of WICHE's State Policy Inventory Database Online (SPIDO). This project will require populating SPIDO with current policies and identifying outdated data for removal.

Interns will work on-site at WICHE's offices in Boulder. WICHE will not be responsible for securing housing for a candidate from out of town, but we will provide whatever assistance we can in helping to locate housing.

QUALIFICATIONS

Required:

1. Bachelor's degree in a relevant field.
2. Currently enrolled as a master's or doctoral student at an accredited postsecondary institution in a relevant program.
3. Demonstrated ability to work in a self-directed and highly organized manner, accompanied by solid analytical skills and the ability to efficiently handle multiple priorities and tasks.
4. Ability to think creatively, write accurate and timely written reports, and speak and write clearly and effectively.
5. Demonstrated ability to maintain appropriate confidentiality with materials and information.
6. Demonstrated ability to establish and maintain effective, cooperative, and cordial working relationships internally and externally.
7. Willingness to learn and acquire additional duties and responsibilities as necessary.

Preferred:

1. Knowledge of higher education state structures and policy issues, including an ability to understand and work with state statutes and other state-level policies.
2. Experience working with state policymakers, including legislators, legislative staff, governors' staff, or state education or workforce agency officials; higher education board members or institutional officials; and representatives from regional or national policy organizations and associations.
3. Comprehensive knowledge and understanding of state legislative processes and procedures, including familiarity with web-based statutes, policies, and procedures.
4. Basic understanding of how to update web content.
5. Experience reviewing proposed and enacted state legislation and state agency policies.
6. Experience with manipulating publicly accessible data sources such as Census or IPEDS data and proficiency working with statistical software such as Excel, SPSS, or SAS.

Organizational Responsibility: Reports to co-directors of the Policy Analysis and Research Unit.

Travel: N/A

WICHE provides a smoke-free work environment for its staff.

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EQUAL OPPORTUNITY EMPLOYER

03/03/11

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WICHE

Self-funded Units
Committee Meeting

Tuesday, May 17, 2011
8:00 - 9:30 am
Rincon Hill Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 17, 2011

8:00 - 9:30 am
Rincon Hill

Self-Funded Units Committee Meeting

Kaye Howe (CO), chair
James Hansen (SD), vice chair
Joseph Garcia (CO), ex officio
Bonnie Jean Beesley (UT), ex officio

James Johnsen (AK)
Leah Bornstein (AZ)
Position vacant (CA)
Committee chair (CO)
Roberta Richards (HI)
Michael Rush (ID)
Sheila Stearns (MT)
David Nething (ND)
Patricia Sullivan (NM)
Joseph Hardy (NV)
Camille Preus (OR)
Committee vice chair (SD)
Peter Knudson (UT)
Don Bennett (WA)
Thomas Buchanan (WY)

Agenda

Presiding: Kaye Howe (CO), chair

Staff:
    Ellen Wagner, executive director, WCET
    Mollie McGill, deputy director, WCET
    Russ Poulin, deputy director, WCET
    Louis Fox, senior associate, Technology and Innovation
    Dennis Mohatt, vice president for behavioral health and director,
      Mental Health Program

Action Item	Approval of the Self-funded Units Committee meeting minutes of November 8, 2010	10-3
Action Item	Approval of the FY 2012 workplan sections pertaining to the Self-funded Unit	10-6

Information Items – WCET
Staff:
    Ellen Wagner, executive director, WCET
    Mollie McGill, deputy director, WCET
    Russell Poulin, deputy director, WCET

- Highlights of accomplishments from the FY 2011 WCET workplan "Online Education: Where Is It Going? What Should Boards Know?" 10-10
- Announcing WCET's State Authorization Network (SAN) 10-15
- Federal regulation on state authorization of distance education 10-18
- Overview of WCET's FY 2010 workplan
- Executive summary: Predictive Analytics Reporting Framework proposal 10-20

Information Items – Technology & Innovation
Staff:
Louis Fox, senior associate

- Update on Technology & Innovation activities

Information Items – Mental Health Program
Staff:
Dennis Mohatt, vice president for behavioral health and director, Mental Health Program

- Program update
- Budget update
- Special programs update
  - Doña Ana county
  - Center for Integrated Health Solutions

Other business

Adjournment

ACTION ITEM
Self-Funded Units Committee Meeting Minutes
Monday, November 8, 2010

Committee Members Present
James Hansen (SD), vice chair
Jim Johnsen (AK)
Roberta Richards (HI)
Sheila Stearns (MT)
David Nething (ND)
Patricia Sullivan (NM)
Peter Knudson (UT)
Don Bennett (WA)

Committee Members Absent
Kay Howe (CO), chair
Jane Nichols (NV), ex officio
Leah Bornstein (AZ)
Position vacant (CA)
Michael Rush (ID)
Warren Hardy (NV)
Camille Preus (OR)
Thomas Buchanan (WY)

Staff Present
Louis Fox, senior associate, Technology and
   Innovation
Tara Hickey, human resources coordinator/Mental
   Health administrative coordinator
Mollie McGill, associate director, WCET
Dennis Mohatt, vice president for behavioral health
   and director, Mental Health Program
Russell Poulin, deputy director, WCET
Nicole Speer, behavioral health research and
   technical asistance associate
Sabrina Tang, Mental Health administrative assistant
Ellen Wagner, executive director, WCET

Commissioner Hansen called the meeting to order.

A motion TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM MAY 17-18, 2010, was made and seconded. The motion was approved unanimously.

INFORMATION ITEM
Technology and Innovation Update

Louis Fox described recent developments in research and education broadband networking in the West. The most significant development is the Broadband Technology Opportunities Program (BTOP), administered by the Department of Commerce, which made $4.6 billion in grants available for broadband infrastructure. Most grants have gone to state initiatives, and many WICHE states have received multiple BTOP grants (more information about what each state received is available at www.broadbandusa.gov). For now there isn't a clear picture of the effect of these grants on the WICHE region. As new grant-funded projects begin to harmonize (or not) with existing programs over the next six to 12 months, we should have a clearer understanding of the impact of this historically significant federal investment in broadband.

One notable facet of the BTOP program is the explicit statement that commercial broadband markets have failed to serve the rural U.S., particularly "anchor institutions," as defined by the Depart of Commerce: K12 schools, libraries, community colleges, hospitals, and other institutions related to public health and safety.

Fox also noted that Internet2 received $63 million (with a $30 million match) to refresh the national research and education infrastructure. In return for this investment, Internet2 committed to connecting over 200,000 anchor institutions in the coming years. (Currently, Internet2 connects approximately 70,000 schools, libraries, colleges, and universities). This is a significant commitment, and the grant contained no additional resources for this effort.

In addition, Fox described the change in the e-rate program, which funds connectivity for K12 schools and libraries. These institutions are now free to acquire dark fiber and light it and to purchase lit services from providers of their choice, including state education networks, regional research and education networks, and government networks (local, county, state). This is a significant change from previous regulations and will allow schools and libraries to have much more control over their telecommunications destiny.

Lastly, Fox noted that David Longanecker and the WICHE Commission contributed $50,000 from the WICHE reserves to the Technology and Innovation initiative and that these funds remain untouched, with Technology and Innovation ending the year with a $50,000 fund balance. Funding for the initiative's efforts came mainly from contracts with Internet2.

INFORMATION ITEM
Mental Health Program Updates

Dennis Mohatt began by introducing Mental Health staff members Nicole Speer, Tara Hickey, and Sabrina Tang. He then reported the Mental Health Program had eliminated the FY 2009 negative fund balance of approximately $70,000 during FY10 (by November) and had finished the year with a $132,000 positive fund balance. The negative fund balance was the result of late payments for a couple of projects. The program operated on approximately $1.6 million for FY10. It has been successful in securing new technical assistance contracts and research support for FY11 and is on track for a banner year.

The following are some new projects for FY 2011.

The Mental Health Program has established a strategic partnership with the Citizen Soldier Support Program (CSSP), a technical assistance effort funded by the Department of Defense through the University of North Carolina-Chapel Hill. WICHE-CSSP is conducting workshops in multiple WICHE states and via webinars to enhance the clinical skills of community providers to more effectively treat veterans, Guard, Reserve, and their families who come for care to non-military/veteran health systems. The program partnered with several major national organizations in a competitive procurement by the Health Resources and Services Administration (HRSA) to establish a national technical assistance center for the integration of behavioral health and general medicine. Mental Health is the lead for workforce development of the existing behavioral health workforce.

The program was successful in securing a competitive R-01 research grant from the Department of Defense to develop a military version of mental health first aid and to test its effectiveness within National Guard Armory communities in Kansas. If positive effect is shown, the study would be approved for a nationwide clinical trial. The *R-01 Research Study of Mental Health First Aid on College Campuses* is now in its second year of funding. This is the first randomized clinical trial of mental health first aid. Thirty-two campuses across the nation are participating. Study outcome data will be analyzed in the spring/summer of 2011 and made available at the November 2011 commission meeting.

The program continues to support the development and operation of the Alaska performance and outcomes measurement process and system. In addition WICHE is currently engaged in technical assistance, workforce development, and research/analysis projects in Alaska, Arizona, Colorado, Oregon, South Dakota, or Wyoming. WICHE Mental Health has partnered in the preparation of pending federal grants to support activities in Alaska, Hawaii, and South Dakota.

INFORMATION ITEM
WCET Update

Ellen Wagner began by summarizing what has been done over the past year (since she joined WCET). WCET has been in restart mode and determining how to leverage technology by ensuring a focus on the needs of its members (WCET currently has 300 institution members). One area in need of improvement was the WCET website, which has been successfully rebuilt. WCET is also exposing members to new technology via Twitter, blogs, and webcasts. Wagner

reported WCET is using webcasts and publications as a channel to talk about what WICHE is doing as well. Currently, WCET is preparing for the 22nd annual conference in La Jolla, CA, on November 10-13.

James Hansen asked if WCET has an initiative on quality measures. Wagner reported that WCET plans to look at student success and patterns. There is an upcoming proposal that will evaluate six schools. WCET will be able to improve quality based on the results of the study.

Jim Johnsen asked if WCET offers services similar to Amazon. If someone is purchasing a book on Amazon, the website recommends other books that other customers have purchased. Does WCET suggest classes? For example, "People who took this class also took these classes." Wagner explained that Transparency by Design has two data models that handle the advising aspect.

Patricia Sullivan said that social media is very popular in New Mexico. Students want technology but don't understand WCET technology. She asked Wagner what WCET is doing in order to make a distinction between social media and WCET technology. Wagner said that Russell Poulin participates in a consortium that involves both the United States and Canada. This entity helps multiple institutions learn what others are doing (what works and what doesn't, accrediting issues, etc.).

Currently, WCET has a budget deficit but Wagner has identified a potential revenue source (WICHE web conferencing).

In conclusion, Wagner said that people are joining WCET because they have a need for their services. The buzz is on the street, and WCET is excited about what the future holds.

Minutes were approved from the May 17, 2010, meeting and the committee adjourned.

WICHE WORKPLAN FY 2012
(Self-funded Units' activities are highlighted)

EXISTING ACTIVITIES

Finance
- Annual *Tuition and Fees* report (general fund: GF)
- Performance measurement improvement in the Western states public mental health programs (WSDSG dues)
- MHEC/WICHE/NEBHE Master Property Program (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)

Access & Success
- Student Exchange Program: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded and GF)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (National Institute of General Medical Sciences)
- Adult College Completion Network (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-traditional No More: Policy Solutions for Adult Learners (Lumina)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (South Dakota Division of Behavioral Health)
- College Access Challenge Grant Consortium and Network (state subcontracts, U.S. Department of Education)
- Ongoing work on articulation and transfer systems (GF)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Ongoing work on the implications of the Common Core State Standards on higher education in the West (GF)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH)
- Participation and leadership in the college completion agenda
- Explore data, policies, and issues related to undocumented students

Technology & Innovation
- Facilitating Development of a Multistate Longitudinal Data Exchange (Gates Foundation)
- The Forum: Western Academic Leadership Forum (member dues and TIAA-CREF and Pearson Education grants)
- The Alliance: Western Alliance for Community College Academic Leaders (member dues)
- Facilitation of Internet2 connectivity throughout the West (grants/foundations, pending funding)
- State Authorization Network (SAN), an advisement service to help institutions respond to new federal regulations (subscription fees)
- National survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education project, in partnership with the Campus Computing Project (Campus Computing Project)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (grants/foundations, pending funding)
- Publishing an electronic series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET dues)

- Expanding WCET's knowledge base and member resources to help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems' transitions; and management of e-learning consortia (WCET dues)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (Hewlett grant, sponsors)
- Providing professional development in e-learning for the higher education community through WCET's annual conference event, Catalyst Camp, and invitational summits (fees and sponsors)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET dues)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET dues and sponsor)
- Extend the reach of WICHE's policy and research work by leveraging WCET's national network and technical assistance with new media communications (WCET dues)
- Build out WCET's capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (Lumina, Gates)
- Partnership to establish the Substance Abuse and Mental Health Services Administration/Health Resources and Services Administration Center for Integrated Care, a national technical assistance center to support federal efforts to promote the adoption of integrated primary care and behavioral health delivery systems (SAMHSA/HRSA)
- Working with Doña Ana County (Las Cruces), New Mexico, to improve crisis intervention services (Doña Ana County)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Mental health first aid (self-sustaining)
- Convening and supporting the Regional Veterinary Medicine Advisory Council (GF)
- Building partnerships for competency: public behavioral health workforce development (Alaska Mental Health Trust Authority)
- Behavioral health training initiatives to expand the rural workforce capacity (Alaska Mental Health Trust Authority)
- Increasing community capacity to serve returning National Guard members and their families (Department of Defense)
- Suicide prevention toolkit for rural primary care providers (self-sustaining)
- Increasing health and behavioral health provider knowledge of returning veterans' service needs (Citizen Soldier Support Program)
- Workforce briefs: *A Closer Look at Healthcare Workforce Needs in the West* (GF)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- *Western Policy Exchanges* on WICHE-sponsored meetings and discussions among the West's higher education leaders (various sources)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- Electronic *Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Work on Transparency by Design's College Choices for Adults website, to help adult students become better-informed consumers of online education (Lumina)
- Assessing the landscape for state policy on student-learning outcomes

NEW DIRECTIONS
(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Interstate Passport, a grassroots initiative to develop consensus on essential learning outcomes supporting seamless student transfer in the WICHE region
- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (grants/foundations, pending funding)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- GOALS II: Gaining Online Accessible Learning through Self-Study, a collaborative project to develop blueprints on web accessibility for institutions to use during the continuous improvement process for reaffirmation by regional accreditors (FIPSE)
- Expanding access to predictive analytics and pattern strategy services to improve decision making related to retention and completion (Gates, pending funding)
- Serving Student Soldiers of the West: Policy and Practice Solutions (pending funding)

Technology & Innovation

- North American Network of Science Labs Online, a collaborative project to use open educational resources and remote web-based labs in introductory online courses in biology, chemistry, and physics courses (Next Generation Learning Challenges grant)
- Expansion of WICHE ICE (ICE member dues)
- Launching Predictive Analytics Reporting project to build models and middleware to examine predictive patterns of student achievement (Bill and Melinda Gates, pending funding)
- Developing action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET dues)
- Academic Leaders Toolkit, a web-based repository of strategic-planning and decision-making tools for academic leaders (Forum membership dues)
- Managing production of publication *Managing Online Education – A Handbook for Practitioners* (Wiley Publishers, WCET dues)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network project (National Telecommunications and Information Administration, pending funding)
- Creation of an "e-science institute" for WICHE states' commissioners, higher education leaders, and other public policy leaders (grants/foundations, pending funding)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (grants/foundations, pending funding)
- Technology and Innovation and Mental Health partnership on mental health and IT-supported clinical services and education in a project with the State of Alaska (pending funding)
- Developing a regional learning center for State Higher Education Policy Center (pending funding)
- Expansion of WCET (membership base dues)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools' rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (ICE member dues)

- Advising Department of Labor Trade Adjustment Assistance Community College and Career Training partnership with enterprises and community colleges (WCET dues)

Accountability

- Continuing development of Transparency by Design's College Choices for Adults website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners (pending funding)

ON THE HORIZON
(not yet submitted to the commission)

Finance

- Research and analysis of outcome-based funding approaches

Access & Success

- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- The Completion Agenda
- Western Consortium for Accelerated Learning Opportunities

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective web portals
- Broadening access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Program
- Academic Leaders Reading Program, an initiative to support members reading books on higher education topics of common interest and sharing perspectives (Forum member dues)

Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Campus safety and security
- Workforce issues within higher education

Accountability

- Research and analysis of outcomes-based funding approaches

Online Education: Where Is It Going? What Should Boards Know?

BY KENNETH C. GREEN AND ELLEN WAGNER

TAKEAWAYS

1 Online learning is an increasingly prominent and legitimate presence in higher education—nearly one third of full-time and part time students at nonprofit and for-profit institutions took one or more online courses in 2009.

2 When considering adding or expanding online courses, boards need to ask themselves: Why are we online? What will it cost? How do we support participating faculty members and students? How do we assess the quality of online programs?

3 Despite the increase in opportunities to grow online enrollment, boards should remain committed to thoughtful discussion and assessment of what types of learning environments and technologies foster student learning, whether online or in the classroom.

NEARLY A THIRD OF ALL FULL-TIME AND PART-time students at nonprofit and for-profit colleges and universities in America took one or more online courses last year, according to the Sloan Consortium, which has documented the rising enrollments in such courses since 2002. Other recent surveys suggest the growth in online education will only continue to be strong. Online learning has slowly but steadily re-emerged from the ashes of the over-hyped capabilities and unrealistic expectations of the dot.com era a decade ago.

Indeed, trustees and campus officials who remember the excitement of that previous era—specifically the hopes for the Internet and the promises of e-learning—may experience a strong sense of *déjà vu* while sitting through institutional strategy briefings that explore and explain opportunities for online courses and programs meant to extend the reach of an institution. The ecosystem that encompasses online-learning courses, programs, providers, and services now has many of the same characteristics that

were identified in Bank of America's 1999 report, "The eBang Theory," by Howard Block, which was credited with legitimizing e-learning:

- A market characterized by consistent double-digit growth:
- Pundits offering bold statements about the enabling technologies that will open new opportunities for previously unserved populations of learners; and
- Advocates reminding us that online education offers a

way to reach new learners, enter new markets, and generate new revenues.

Yet higher education has learned from the mistakes it made in the past. The dot.com-era confidence in the brave new world of e-learning blinded people to the investment required to master an emerging, immature market in a time of great technological volatility. Despite similar "gold rush" sensibilities about online learning and the enticing prospects for reaching new student populations and generating new revenue, today's campus conversations seem to reflect a new sense of purpose and pragmatism about the challenges as well as the opportunities of online education.

The previous experience of both institutional and dot.com ("dot.edu") shortfalls and disappointments has fostered a new understanding that launching and supporting effective online courses and programs involves more than simply migrating old course syllabi to the Internet. Successful, quality online education requires a major investment of resources to build the infrastructure—including faculty training, instructional services and personnel, and student services—to support those courses and programs.

Further, the catalyst for action is not the sense, as in the past, of "We can/should do this because we can—and before our competitors beat us to it." Rather, savvy board members and other campus leaders are first asking "Why?" and then asking thoughtful questions about who and how: "Who on campus will be responsible for this?" and "How will the institution and individual programs move forward?" They understand the value of developing both wisdom and pragmatism, and they are working to be well-versed about the opportunities, trends, and issues concerning online education.

Emerging Opportunities

New data from the fall 2010 Managing Online Education Survey, sponsored by our two organizations, The Campus Computing Project and the WICHE Consortium for Educational Technology (WCET), point to robust growth in online programs at many institutions across the country. Fully half of the survey participants report that online enrollments at their institutions grew by more than 15 percent over the past three years, and two-fifths expect online enrollments to jump by more than another 15 percent over the next three years.

Several factors appear to be driving the increase in online enrollments. One major development is the advancement in learning-enabling technologies. Without question, the hardware, software, Internet access, connectivity, and learning-management capabilities have improved significantly over the past decade. In addition, in a social landscape defined and dominated by new digital experiences, the notion that one can complete meaningful, high-quality college experiences online is no longer a conceptual stretch for the average consumer—whether a student or parent.

Economic issues also play a role in the acceptance of online learning by students and employers. Both the 2010 Sloan Consortium survey and the Managing Online Education survey show that the need for new skills for the changing economy is a key impetus behind the growing demand for online courses and programs. While the slow economy has been a catalyst for enrollment growth in higher-education situations of all kinds and across all sectors, community colleges have experienced the biggest boom. Presidents of community colleges surveyed by the Campus Computing Project in 2009 and again in 2010 reported exploding demand for online courses.

Two additional factors appear to contribute to the new institutional opportunities for online learning. The first is the greater experience with online education that practitioners now bring to the conversation: Across all sectors, campus officials have a better understanding about the various costs required to develop and support online programs. They recognize that going online is not always easy and is not, by definition, always profitable. The second factor is the view held by many college leaders that online courses and programs may attract new students from previously underserved markets—which, by extension, may mean new sources of revenue for institutions reeling from budget cuts, reallocations, and roll-backs.

10 Trends to Watch

Taken together, data from the recent two surveys offer an interesting map of the evolving and expanding landscape of today's online education:

- **Enrollments continue to rise.** The Sloan surveys reveal that the number of students taking at least one online course grew from 1.6 million in fall 2002 to over 5.6 million in fall 2009. Almost all (94 percent) of the participants in our fall 2010 survey expect their college's online enrollments to increase between 2011 and 2013.

- **Many institutions are making money on online education, but others are uncertain if their programs are profitable.** Almost half (44 percent) of the participants in our Managing Online Education survey, typically the senior operating officer for an institution's online programs, said that their programs were profitable. In fact, more than 22 percent reported that profits—defined as total revenues minus all expenses—were better than 15 percent for the past academic year. Yet just as many of the respondents, 45 percent, reported that they did not know if their online programs were profitable this past academic year.

- **Organizational structures are often in transition.** More than 40 percent of the survey participants reported some restructuring of the organizational arrangements for their institution's online programs in the past two years, while 59 percent expect a reorganization in the next two years. Moreover, 30 percent have restructured in the past two years and expect to do so again in the next two years. The catalysts for restructuring cited by the participants include budget issues (38 percent), a change in

institutional leadership (35 percent), new program leadership (29 percent), and campus efforts to centralize the management of online education (27 percent).

- **Internal issues and resources pose major barriers to program expansion.** Although it is common to cite external factors such as national or program accreditation requirements, state regulation, or federal financial-aid regulations as issues that impede program expansion, our survey data clearly indicate that internal issues—budget cuts, lack of key human resources like instructors and support personnel, and faculty resistance to teaching online—are the major impediments.

- **Quality metrics are often informal, while program assessment can be erratic and inconsistent.** The participants in our survey (online-education operating officers) and in the Sloan surveys (chief academic officers) generally reported that their institution's online programs are "as good" or "better" than educational programs on their campuses. Yet big questions remain about how institutions define and assess the quality of their online programs. For example, our survey data suggest that many institutions often do not use a common syllabus or assessment metrics for the same course—say, Widgets 101—offered both online and on the campus. The absence of common benchmarking data about online and campus programs remains a major challenge in determining program quality.

- **Colleges invest in training for faculty members who teach online.** Fully half of the campuses participating in our fall 2010 survey report mandatory training for faculty members who teach online. The training ranges between 17 and 60 hours, averaging 22 hours, which reflects a significant investment and commitment on the part of the institution and the instructor. That investment in training stands in stark contrast to the typical support offered to part-time, adjunct faculty members, who often receive little more than a previous syllabus, textbook, and campus map, and who are considered lucky to obtain a parking pass at their college or university.

- **Institutions are potentially vulnerable on Americans with Disabilities Act compliance issues.** The Managing Online Education survey reveals that many colleges and universities relegate compliance with ADA mandates about accessibility to the faculty members who develop online courses. Erratic and inconsistent compliance may leave many institutions vulnerable to formal complaints or legal action.

- **Who owns what will continue to raise thorny questions.** The determination of intellectual-property rights for elements of an online course can get messy. Colleges and universities engaged in online education typically provide significant support to help faculty members develop courses and content—far more so than for on-campus courses. When developing and approving institutional policies, the terms of engagement—who owns what—should be explicit and fair to all parties.

- **What constitutes fair use will also require continuing attention.** The Technology, Education, and Copyright Harmonization (TEACH) Act of 2002 helped clarify the use of copyright-protected works in online distance-learning and course-management systems. But there continue to be inconsistencies between the current law and institutional policies about the use of digital media in networked settings. Boards should be mindful of aligning their college's policies with legal requirements for the fair use, publication, and distribution of digital media.

- **The federal government is taking a larger role.** Members of Congress are now asking very public questions about a variety of issues concerning online-education programs. Recent calls have emerged for programs and institutions to guarantee students' "gainful employment" before approving online programs for financial-aid eligibility. The Department of Education Inspector General has also begun auditing how institutions calculate the "last day of attendance" when a student drops an online course. In both those examples, concern for financial-aid transparency is eliciting closer attention to program accountability. Boards should expect fiduciary-oversight requirements for online programs to be tightened as those programs become more central to their institution's academic mission.

Issues for Trustees

While the value of taking a college or university "online" may be obvious and self-evident, board members owe it to themselves and their institutions to question senior administrators about the value propositions that drive the desire to create or to expand online courses and programs. Trustees should ask:

- **Why are we online?** Is the movement to, or expansion of, online programs consistent with the institution's mission? Will it expand our services to our current key constituencies? Or is the goal primarily to enter new markets and generate new revenues? Do we have the business model that shows real opportunities as well as the actual barriers to entry?

- **What will it cost? And who is going to pay for it?** The first caveat of any and all technology-mediated learning projects is: Technology is not free. The second caveat is: Using technology for teaching at a distance does not always save money. While Internet technologies used in online learning allow institutions to reach more students than would be served on a campus alone, and may be less expensive per student contact hour when compared to face-to-face instruction, that does not mean that online courses cost little or nothing. In fact, online course design and development often involve significant start-up costs that include content creation and conversion, faculty training, and user support for students and professors.

Academic programs and institutions that plan to

develop an online presence would do well to engage in a full cost accounting to determine if online courses and programs can generate the revenues necessary to carry their own weight. How many students are likely candidates to be served through the addition of online offerings? How many more credit hours can the institution provide its constituencies by adding an online option?

- **How do we support faculty members and students in our online programs?** What skills do we expect students and faculty members to bring to the conversation? How much instructional and technical support for students and faculty members should our institution be expected to provide? What kinds of academic resources and student services will we need to encourage and enable academic achievement and learning success?

- **What are the organizational arrangements for our online learning programs?** Faculty and academic departments develop and offer online courses and programs, yet some institutions have separate administrative structures for their online initiatives. For example, 44 percent of the campuses in the Managing Online Education Survey identified chief information officers (CIOs) as the "operating officer" for online activities and initiatives. That is surprising because the CIO role is typically an operational function, even as online courses and programs are clearly academic functions. In short, it is appropriate for trustees to ask, in essence, "Who's the boss for our online programs?"

- **How do we assess quality?** What attributes, metrics, methods, and materials will adequately document the performance of each aspect and attribute of the rich mosaic of learning experiences that we want to provide for our constituencies? For example, is the institutional strategy for assessing online education similar to or different from the strategy for on-campus courses and programs? If Widgets 101 is taught both online and on the campus, is there a common syllabus and a common set of assessment metrics?

- **Who owns the intellectual property of our online courses?** Faculty members typically "own" their courses. However, campuses may contribute significant resources to help professors develop online courses. In those instances, college administrators may feel they have some claim to the intellectual property. Board members should encourage them to clarify any intellectual-property issues sooner rather than later.

Trustees and campus administrators who are interested in developing or expanding online-learning initiatives will be well served to foster an online-learning culture that remains true to the same values that were defined when the institution was entirely an on-campus academic experience. In other words, it should make no difference to the graduates—or the people who hire them—how or where a degree from a particular institution may have been earned. What should matter above all is the quality of the educational experience represented by the degree.
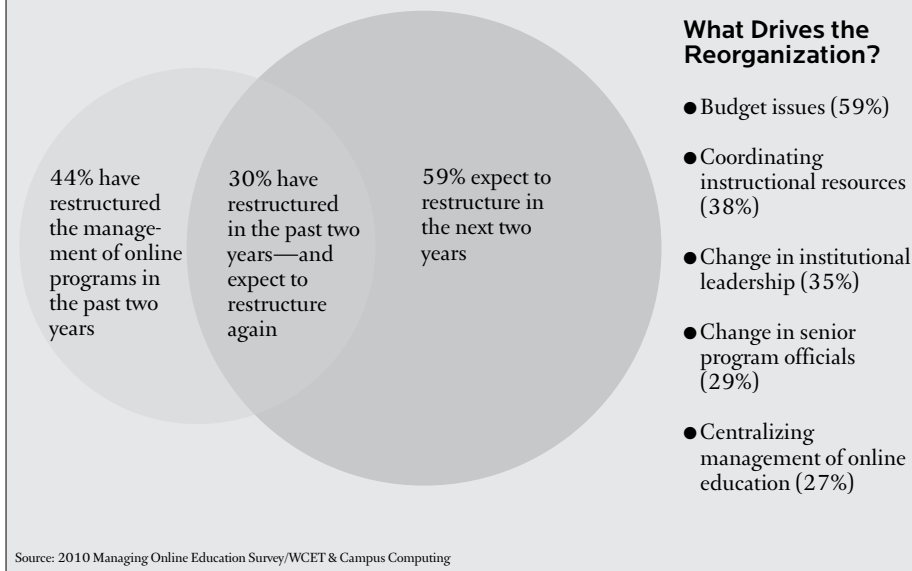
That does not mean that complete comparability will exist between a fully campus-based experience and a fully online experience at the same institution. But it does mean that the quality of the academic program for all students at a particular institution needs to be consistent, reliable, and top-rate—regardless of how the experience is "packaged" or delivered.

In sum, the challenges ahead for higher-education leaders are to:

- Realize the broad array of possibilities that online learning offers without getting so carried away by potential opportunities and revenues that the original intent is lost;

- Recognize that going online involves a significant commitment of institutional resources and that the benefits—measured by reputational gains, new constituencies, new revenues—are not easy, quick, or assured; and

- Understand the need to determine and find the evidence

Reorganizing the Management of Online Education
Organizational structures for online education programs are in transition.

44% have restructured the management of online programs in the past two years

30% have restructured in the past two years—and expect to restructure again

59% expect to restructure in the next two years

What Drives the Reorganization?

- Budget issues (59%)

- Coordinating instructional resources (38%)

- Change in institutional leadership (35%)

- Change in senior program officials (29%)

- Centralizing management of online education (27%)

Source: 2010 Managing Online Education Survey/WCET & Campus Computing

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that will validate the commitment in resources that the institution makes to online learning.

Finally, going online requires board members and other college leaders to commit to informed discussions about, and thoughtful assessments of, quality for education programs both online and on the campus. The continuing conversation about quality involves more than simply comparing the performance of students in online and on-campus courses. Ultimately, it must focus on *what* students learn, not *where* they learn, and what types of learning environments, technologies, and resources foster student learning. ∎

AUTHORS: Kenneth C. Green is founding director of the Campus Computing Project, the largest continuing study of the role of information technology in American higher education. Ellen Wagner is executive director of the WICHE Consortium for Educational Technology, a collaborative membership organization that works to advance excellence in technology-enhanced teaching and learning in higher education.

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T'SHIP LINK: Diana Oblinger, "A Board's-Eye View of Online Education." September/October 2007.

OTHER RESOURCES: "Technology in Context: 10 Considerations for Governing Boards of Colleges and Universities" (AGB Press, 2010). The Campus Computing Project, www.campuscomputing.net.

INFORMATION ITEM
State Authorization and Distance Education
The State Authorization Network

Invitation to Meeting

The Problem

In October 2010 the U.S. Department of Education (USDOE) released a new regulation that requires institutions offering distance education courses to comply with state law in each state in which they "operate" by July 1, 2011. Compliance is difficult because:

- The rules and regulations regarding institutional approval/ licensure vary greatly from state to state. In many cases, they are difficult and confusing to understand.
- Deciphering the approval/licensure regulations takes significant analysis for many states.
- With lean budgets institutions do not have the staff available to perform these analyses.

> *Expecting each institution to navigate authorization regulations in every state is highly inefficient. Working cooperatively, institutions can share the burden.*

Expecting each institution to research, interpret, and act upon the approval and licensure regulations of each state is a highly inefficient use of staff time, and misinterpretations could put an institution at risk

The Solution

Working cooperatively, institutions can navigate the state regulations processes more efficiently and effectively than working on their own. Some higher education systems and consortia have already centralized the task of understanding the regulations of each state and determining how member institutions should respond. WCET's State Authorization Network will assist the "coordinators" from each system or consortium. WCET will provide training on the regulations, access to experts on the issue, and networking among participants so that they can share what they learn when navigating each state's regulations.

Activities

State Authorization Network member systems or consortia will receive:
- Training on the regulations for two staff people, to be held on April 6-7 in Boulder, CO.
- Bimonthly webcast updates held exclusively for network members.
- Ongoing networking opportunities with fellow network members via e-mail, web, and phone. Through sharing, network members will learn from the experiences of fellow coordinators.
- Update session at the WCET Annual Conference in Denver, CO, on October 26-29, 2011.

Cost

The cost for a system or a consortium to join is $5,000 for the period ending March 31, 2012. This includes 10 people participating in all virtual network activities and two people participating in all face-to-face network activities. Systems/consortia that are not WCET members will also need to join WCET.

Deadline

If your system or consortium wishes to participate in the network, please inform us by March 22, 2011, by contacting Russ Poulin (rpoulin@wiche.edu) or Megan Raymond (mraymond@wiche.edu).

Questions?

Contact: Russ Poulin, Deputy Director of WCET at rpoulin@wiche.edu or 303-541-0305

State Authorization Network
Questions and Answers
March 2, 2011

How will this benefit my institutions?
The coordinators will receive extensive background on the "state authorization" regulations, the latest on state regulations, and efforts to rescind or delay this regulation. A major benefit will be the ongoing networking among coordinators. As they learn about problems in dealing with a state regulatory agency or changes in the state regulations, they will quickly share this information with each other. Having coordinators who are well-versed in the regulations and the latest developments will assist each of your institutions in meeting the state requirements. It will also save the institutions from each having to research and decipher the state regulations on their own.

Is there really any benefit to networking?
Our experience in other projects indicates that networking will be the greatest benefit. People faced with the same task are provided an opportunity to share and learn from each other. They are speaking the same language and facing the same obstacles. Networking aids in the exchange of ideas and collaborative problem-solving.

When and where will the initial face-to-face meeting be held?
Date: April 6-7, 2011. The meeting will start on the morning of April 6 and will end no later than 1:00 pm on April 7. Location: Boulder, CO.

Included will be two lunches, a dinner, and refreshments. Travel and lodging are not included. The Residence Inn is offering our group lodging for $133/night. Registration for two participants is included in the fee. Additional details and registration information will be sent to systems or consortia that commit to joining the network by March 22.

What will be on the agenda of the face-to-face meeting?
The tentative agenda includes:

- History and current interpretation of the regulations.
- Reciprocity agreements – current agreements and how this can help in the future.
- Advocacy update – what is the latest status of efforts to rescind or delay implementation of the regulation?
- State information – what are the latest developments regarding lists of state agencies and analysis of which institutions need to apply to each state?
- State regulators – how can we best work with them to make both the regulator's and coordinator's jobs easier? Are there some "exceptions" that some states would consider (i.e., not worrying about institutions teaching fewer than 10 students in a state as long as the institution notified the regulator)?
- Updates from participants – what is each participating system/consortium doing?
- What's next? How do we communicate? What tools do we use? How can we help each other – the importance of sharing and networking.

Speakers include: Russ Poulin – WCET; Megan Raymond – WCET; Mike Goldstein – Dow Lohnes; Bruce Chaloux – Southern Regional Education Board; Paul Shiffman – Excelsior College; and Marianne Boeke, National Center for Higher Education Management Systems.

Will the session be streamed?
There will be no streaming of any of the sessions. These types of sessions work best if you focus on one medium, either face-to-face or all streamed. Trying to do both will make one or both sets of participants unhappy. We are researching options for recording the sessions and making those available for later use.

What will be covered in the webcasts?
Each webcast will include updates and we will rely on the needs of the coordinators to help us guide the content and timing of webcasts. Some candidate options for webcast topics include:

- "Dear Colleague" letter: Once the USDOE's "Dear Colleague" letter is released, we will have a webcast within two weeks to help you deal with the new information.

- Session with a USDOE representative: USDOE personnel are currently barred from talking about this issue. Once that restriction is removed, we will have a representative or two address us and answer questions.
- How do the for-profits handle this issue? They have more experience in dealing with state agencies. What lessons have they learned?
- What are other coordinators doing? Highlight the activities of a few coordinators who have been successful.
- What if there is a delay in the implementation? What does that mean? What should we be doing? Waiting for the next deadline does not seem like a good idea.
- Advocacy/lobbying updates: What is the latest in terms of efforts and progress in delaying or rescinding the regulation?

What happens to the network if we are successful in delaying or rescinding the regulation?
There are so many variables in play that we cannot give you a definite answer at this time. Please be assured that if a delay or rescission occurs, we will negotiate with the participating systems/consortia to reach a mutually agreeable outcome. In the case of a delay, it will still be in the best interest of the network to continue to meet and work towards being in compliance.

Does this mean that WCET members will no longer receive information about the "State Authorization" issue?
No. It does not. WCET members will continue to receive the same timely updates and advice that they have always received.

Additional Questions?
Contact: Russ Poulin, deputy director of WCET at rpoulin@wiche.edu or 303-541-0305.

![WCET - WICHE Cooperative for Educational Technologies - connect learn advance]

Federal Regulation on State Authorization of Distance Education

Where is the history of this regulation?

In interpreting the language passed in the Higher Education Opportunities Act of 2008, the U.S. Department of Education (USDOE) conducted a Negotiated Rule Making Process in 2010. Proposed regulatory language was released for public comment in April 2010. The language regarding 'distance education' was not part of that proposed language and was included as part of the final regulations released in October 2010.
(http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf p. 66866)

What are institutions required to do?

Institutions must comply with any applicable state approval or licensure requirements in each state in which it 'operates' and be approved by that state by name. Institutions are required to seek approval

> **The State Authorization Regulation**
> **Chapter 34, § 600.9(c)**
>
> "If an institution is offering postsecondary education through <u>distance or correspondence education</u> to students in a State in which it is <u>not physically located</u> or in which it is otherwise subject to State jurisdiction as determined by the State, the institution <u>must meet any State requirements</u> for it to be legally offering distance or correspondence education in that State. An institution must be able to <u>document to the Secretary</u> the State's approval upon request."
>
> e-CFR: http://tinyurl.com/47vxesx

only in states that have regulations regarding distance or correspondence education. Institutions must also provide enrolled and prospective students with contact information for filing complaints with its accrediting agency and with the appropriate state agency for handling complaints in the student's state.

What does "operating" in a state or "not physically located" mean?

The definition of "operating" or "physical presence" in a state is left to the laws and regulations of each state. The definitions vary greatly from state-to-state. For some states, no (or very few) institutions will need to apply. For a small number of states, almost every institution will need to apply. In the majority of states, the need to seek authorization depends on the specific combination of that state's laws and the activities that the institution is conducting in that state. For some of these states, if all you are doing in the state is offering distance education courses, you will not need to apply. However, if you are also conducting any one of a list of "trigger" activities (i.e., advertising in local media, advertising directly to prospective students, using local proctors, employing faculty or marketers locally), you could be required to apply. The list of "trigger" activities varies by state.

Is there a state-by-state list of regulatory agencies?

WCET partnered with the Southern Regional Education Board, the American Distance Education Consortium, and the University of Wyoming to create: "State Approval Regulations for Distance Education: A Starter List". The final version was released on March 17 and can be found at: http://wcet.wiche.edu/advance/starter-list The State Higher Education Executive Officers is researching this issue and has said that it "intends" to create and maintain a comprehensive, on-going list.

April 4, 2011

May 16-17, 2011

What is the deadline?

The implementation deadline is July 1, 2011. In a 'Dear Colleague' letter released on March 17, the USDOE expanded on the deadline, saying that for the 2011-12 award year alone, institutions will be considered to be making a "good-faith effort" to comply, if the institution has applied in a state and can document both the applications and the state's receipt of that application. At a meeting on March 21, Assistant Secretary Eduardo Ochoa said that, in the case of a state that is not responsive, the institution should document all the steps it has taken to move the application process forward.

The 'Dear Colleague' letter: http://ifap.ed.gov/dpcletters/GEN1105.html

What about reciprocal agreements between states?

The U.S. Department of Education said: "If both States provide authorizations for institutions that comply with § 600.9 and they have an agreement to recognize each other's authorization, we would consider the institution legally authorized in both States…" However, we had hoped that the 'Dear Colleague' letter would have included a more complete interpretation of this issue.

http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf p. 66867

Why did the U.S. Department of Education implement this regulation?

The USDOE says that institutions were always expected to have obtained approval, where required, from the state in which a student resides. Recently, the USDOE became concerned about states not exercising this authority. The USDOE states that "we continue to view State authorization to offer postsecondary educational programs as a substantive requirement where the State takes an active role in authorizing an institution to offer postsecondary education."

 http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf p. 66861

How will compliance be handled?

Institutions are expected to supply evidence of compliance only upon request. This would most likely happen during a financial aid program review (an audit) or due to a complaint reaching the Department. If found to be out-of-compliance, penalties could include returning financial aid funds for ineligible students or, in more egregious cases, could involve more severe penalties regarding federal funds.

WCET Updates on State Authorization	**Join WCET**
	http://wcet.wiche.edu/contact-us/join-wcet
Website with updates:	
http://wcet.wiche.edu/advance/state-approval	
	WCET Annual Conference
WCET blog with updates and recommendations:	Denver, CO
http://wcetblog.wiche.edu/	City Center Marriott
	October 26 – 29, 2011
Russ Poulin: rpoulin@wiche.edu	http://wcetconference.wiche.edu/
Megan Raymond: mraymond@wiche.edu	

April 4, 2011

Executive Summary
Predictive Analytics Reporting Framework Proposal

The Predictive Analytics Reporting (PAR) Framework proposed project will create federated data sets to which exploratory descriptive, inferential, and predictive statistical tests will be applied to look for predictive patterns of risk and achievement in postsecondary education. A critical area of focus for this project will be identifying factors impacting loss, progression, and completion for the age 26 and under demographic in the United States.

We have developed a "proof-of-concept" pilot program involving six U.S.-based postsecondary institutions, each serving a significant percentage of its student population using online learning programs: Apollo Group, American Public University System, Colorado Community College System, Rio Salado College, University of Hawaii System, and University of Illinois – Springfield.

The project will be managed by WCET, as an independent, third-party project management team. WICHE will serve as the project's fiduciary agent.

WCET submitted a proposal and funding request to the Bill and Melinda Gates Foundation in the amount of $952,627. This is a six-month project.

We believe this framework for multi-institutional data aggregation and analysis will inform and improve decision making around two primary, multipart research questions.

1. What factors influence student loss (as measured in terms of retention)?
    a. How do these factors differ from indicators of completion?
    b. Are there unique demographic, pedagogical, or institutional factors affecting these indicators?

2. What factors influence momentum (as measured by timely student progression)?
    a. How do these differ from profiles of students who are on delayed completion tracks?
    b. Are there unique demographic, pedagogical, or institutional factors associated with these indicators?

To answer these questions, the six institutional partners, each with significant populations of online students, have agreed to federate their student records and aggregate all data into a single pool, to which exploratory descriptive, inferential, and predictive statistical tests will be applied. We will apply large-scale data analysis methods and techniques to those federated data sets for data-mining purposes.

Our intention is to use intelligence from these exploratory analyses to better inform student retention, progression, and completion strategies and practices and to look for future pathways to make predictive analytical solutions available for the broadest number of institutional stakeholders.

Proposed timeline: July 1, 2011 anticipated start date. Anticipated end date: December 31, 2011.

WICHE

Committee of the Whole Business Session

Tuesday, May 17, 2011
9:30 - 10:30 am
Stanford East

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 17, 2011

9:30 - 10:30 am
Stanford East

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Joseph Garcia, chair

Report and recommended action of the Audit Committee:
Thomas Buchanan, committee chair and immediate past WICHE chair

Report and recommended action of the Executive Committee:
Joseph Garcia, WICHE chair

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

Action Item   Approval of the FY 2012 workplan sections
pertaining to the Programs and Services
unit's activities [Tab 8]

Report and recommended action of the Issue Analysis and
    Research Committee: Robert Burns, committee chair

Action Item   Approval of the FY 2012 workplan sections
pertaining to Issue Analysis and Research
activities [Tab 9]

Action Item   Approval of the proposed *Western
Consortium for Accelerated Learning
Opportunities* project [Tab 9]

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

Action Item   Approval of the FY 2012 workplan sections
pertaining to the Self-funded Units'
activities [Tab 10]

Committee of the Whole Action Items

Action Item   Approval of the FY 2012 annual operating
budget – general fund and non-general fund
budgets [Tab 11 and see information item on
PSEP databases on p. 8-26]   11-3

Action Item   Approval of the request to carry forward
funds from FY 2011 to FY 2012 [Tab 11]   11-10

Action Item   Approval of salary and benefit recommendations
for FY 2012 [Tab 11]   11-11

Action Item   Approval of future dates and locations for
WICHE Commission meetings [Tab 11]   11-12

Action Item   Approval of the FY 2012 workplan [Tab 11]   11-13

Review of the Commissioner Code of Ethics   11-33

Meeting evaluation (electronic)
(http://www.surveymonkey.com/s/H2L3XK9)

Other business

Adjourn Committee of the Whole business session

ACTION ITEM
FY 2012 Annual Operating Budget
(Including General Fund Budget and Non-General Fund Budgets)

Background

The general fund budget proposed for FY 2012 (see following tables) is the staff recommendation for a WICHE program that provides service to member states, as well as supporting a wide range of highly significant projects. General fund income not only provides support for basic WICHE program activities, such as the work of the Student Exchange Program and the Policy Analysis and Research unit, it also provides an organization structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by non-state dollars.

Action Requested

Approval of the FY 2012 general fund budget and the FY 2012 non-general fund budgets.

Western Interstate Commission for Higher Education
General Fund Budget
Comparing FY 2011 with FY 2012
Revenue and Expenditures

Mar 2011

		FY 2011 Budget	FY 2011 Projection	Projection Higher or (Lower) than Budget		FY 2012 Budget	FY 2012 Budget Higher or (Lower) than FY 2011 Budget		FY 2012 Budget Higher or (Lower) than FY 2011 Projection	
Revenue										
4102 Indirect Cost Reimbursements		$260,000	$346,394	$86,394	33.2%	$260,000	$0	0.0%	($86,394)	-24.9%
4104 Indirect Cost Sharing-WICHE		($60,000)	($92,385)	($32,385)	54.0%	($60,000)	$0	0.0%	$32,385	-35.1%
4201 Members/Fees States/Institutions	a	$1,875,000	$1,870,300	($4,700)	-0.3%	$1,875,000	$0	0.0%	$4,700	0.3%
4202 California Delinquent Dues	b	$87,000	$0	($87,000)	100.0%	$87,000	$0	0.0%	$87,000	
4300 Interest		$20,000	$18,205	($1,795)	-9.0%	$20,000	$0	0.0%	$1,795	9.9%
4400 Publication Sales & Refunds		$50	$12	($38)	-75.1%	$50	$0	0.0%	$38	301.0%
4600 Other Income		$10,000	$3,849	($6,151)	-61.5%	$10,000	$0	0.0%	$6,151	159.8%
4850 Credit Card Transaction Rev. / Units		$1,000	$250	($750)	-75.0%	$1,000	$0	0.0%	$750	300.0%
4900 Interfund Transfers			$30,000	$30,000			$0		($30,000)	-100.0%
Total Revenue		**$2,193,050**	**$2,176,626**	**($16,424)**	**-0.7%**	**$2,193,050**	**$0**	**0.0%**	**$16,424**	**0.8%**
Expenditures										
0102 Student Exchange Program		$300,092	$280,279	($19,812)	-6.6%	$299,897	($195)	-0.1%	$19,617	7.0%
0104 Policy Analysis & Research		$308,146	$253,063	($55,083)	-17.9%	$313,609	$5,463	1.8%	$60,546	23.9%
0105 Communications & Public Affairs		$435,605	$398,630	($36,974)	-8.5%	$428,467	($7,137)	-1.6%	$29,837	7.5%
0107 Technology & Innovation		$29,686	$23,870	($5,816)	-19.6%	$13,800	($15,886)	-53.5%	($10,070)	-42.2%
0110 President's Office		$355,120	$340,252	($14,868)	-4.2%	$351,892	($3,229)	-0.9%	$11,640	3.4%
0111 Commission Meeting Expense		$129,975	$112,042	($17,934)	-13.8%	$133,660	$3,684	2.8%	$21,618	19.3%
0112 Administrative Services		$435,923	$406,989	($28,934)	-6.6%	$444,213	$8,290	1.9%	$37,224	9.1%
0115 Miscellaneous Gen. Fund		$160,001	$136,930	($23,071)	-14.4%	$164,801	$4,800	3.0%	$27,871	20.4%
0116 Program Development		$13,502	$8,755	($4,747)	-35.2%	$15,000	$1,498	11.1%	$6,245	71.3%
0131 LAC Meeting		$25,000	$0	($25,000)	100.0%		($25,000)	-100.0%	$0	
Total Expenditures		**$2,193,050**	**$1,960,810**	**($232,240)**	**-10.6%**	**$2,165,338**	**($27,712)**	**-1.3%**	**$204,528**	**10.4%**
Surplus (Deficit) for the Fiscal Year		**$0**	**$215,816**	**$215,816**		**$27,712**	**($27,712)**		**$220,952**	
Reserves at Beginning of Year										
1 Minimum Reserve	c	$263,166	$263,166	$0	0.0%	$259,841	($3,325)	-1.3%	($3,325)	-1.3%
2 Reserve for Facility Payments	d	$194,000	$194,000	$0	0.0%	$192,000	($2,000)	-1.0%	($2,000)	-1.0%
3 Reserve for Unexpected Shortfall	e	$219,305	$219,305	$0	0.0%	$216,534	($2,771)	-1.3%	($2,771)	-1.3%
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		$579,350	$579,350	$0	0.0%	$565,537	($13,813)	-2.4%	($13,813)	-2.4%
Reserves at Beginning of Year		**$1,325,821**	**$1,325,821**	**$0**	**0.0%**	**$1,303,912**	**($21,909)**	**-5.9%**	**($21,909)**	**-5.9%**
Reserves Dedicated during Year										
6 Designated for Internet 2 Installation	g	$38,000	$38,000	$0	0.0%					
7 Deferred Compensation / President	h	$7,725	$7,725	$0	0.0%	$16,194	($8,469)	-109.6%	($8,469)	109.6%
8 Carryover from FY11 to FY12 only.	i	$0	$92,000	($92,000)						
9 IT Development projects.	j	$0	$100,000	($100,000)						
10 Deficit (Surplus) for the Fiscal Year above		$0	($215,816)	$215,816	4081.6%	($27,712)	$27,712	5542.9%	($188,104)	87.2%
Reserves Dedicated during the Fiscal Year		**$45,725**	**$21,909**	**$23,816**	**4081.6%**	**($11,518)**	**$19,243**	**5433.2%**	**($196,573)**	**-22.5%**
Reserves at End of Year		**$1,280,096**	**$1,303,912**	**$23,816**		**$1,315,429**	**($2,666)**		**($218,482)**	

(a) FY 2011 Dues set by Commission to $130K in May 2008; and reduced by Commission to $125K in May 2009. In May 2010, Commission set FY 2012 Dues to $125K and FY 2013 Dues to $131K. If half of the WICHE states do not project revenue increases by the Nov 2011 meeting, then the FY 2013 dues will remain at $125K for the fourth straight year.

(b) California unpaid Dues.

(c) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.

(d) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.

(e) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.

(f) CECFA Bond reserve. Legal requirement of bond financing.

(g) Internet 2 installation into WICHE offices approved by Commission at May 2010 meeting.

(h) Deferred compensation plan for President approved by Commission at the November 2010 meeting.

(i) Proposed for May 2011 meeting. One time carryover for budgeted expenses not made in the current year. $25K SPIDO, $20K PSEP, $10K Commission Meeting, $25K LAC meeting, $12K Staff bonus.

(j) Proposed for May 2011 meeting. Special allocation for additional programming to update software needed to keep current.

May 16-17, 2011

Western Interstate Commission for Higher Education
Two Year Forecast for FY 2011 and FY 2012

Programs and Services

		FY 2011	FY 2011	FY 2012		
9 *months elapsed*		**Total**	**Budget**	**Budget**	**Variance**	**%**
3 *months remaining*						
	Actual > 01-Jul-10 -- 31-Mar-11		01-Jul-10	01-Jul-11	FY 2012 budget higher	
Object / Description	Forecast > 01-Apr-11 -- 30-Jun-11		30-Jun-11	30-Jun-12	or (lower) than FY 11	
11-20 MHEC Master Property Program		$41,546	$40,000	$41,000	$1,000	2.5%
11-21 MHEC/WICHE Xerox Program		$65,323	$58,073	$80,000	$21,927	37.8%
11-32 Design contracts - SHEEO		$8,276	$4,138	$5,000	$862	20.8%
11-33 NANSLO		$601,197	$601,197	$148,797	($452,400)	-75.2%
11-51 Project GOALS II		$0		$12,814	$12,814	
12-40 USC Equity Scorecard Project		$8,130		$8,130	$8,130	
13-01 ICE School		$10,838		$6,885	$6,885	
14-62 Bridges to Professoriate 12		$0		$30,985	$30,985	
15-01 Western Academic Leadership F		$77,160	$88,361	$65,118	($23,243)	-26.3%
15-15 Internet Course Exchange		$141,777	$72,500	$70,003	($2,497)	-3.4%
15-20 WACCAL--Western Alliance		$21,182		$24,522	$24,522	
29-51 WSS - WebAIM		$2,234	$0		$0	#Error
Revenue		**$977,662**	**$864,269**	**$493,254**	**($371,016)**	**-42.9%**
Total Revenue		**$977,662**	**$864,269**	**$493,254**	**($371,016)**	**-42.9%**
11-01 General Student Services		$3,006	$5,903		($5,903)	-100.0%
11-20 MHEC Master Property Program		$21,739	$20,622	$20,020	($602)	-2.9%
11-21 MHEC/WICHE Xerox Program		$14,600	$3,090	$38,800	$35,710	1155.7%
11-32 Design contracts - SHEEO		$8,101	$4,050	$4,500	$450	11.1%
11-33 NANSLO		$591,345	$591,345	$148,797	($442,548)	-74.8%
11-51 Project GOALS II		$0		$10,412	$10,412	
12-40 USC Equity Scorecard Project		$0		$3,000	$3,000	
13-01 ICE School		$7,268		$6,885	$6,885	
14-62 Bridges to Professoriate 12		$0		$30,985	$30,985	
15-01 Western Academic Leadership F		$64,216	$66,340	$61,381	($4,959)	-7.5%
15-15 Internet Course Exchange		$79,119	$73,169	$65,556	($7,613)	-10.4%
15-20 WACCAL--Western Alliance		$4,996		$25,233	$25,233	
29-51 WSS - WebAIM		$2,234	$2,350		($2,350)	-100.0%
Expense		**$796,624**	**$766,868**	**$415,569**	**($351,299)**	**-45.8%**
Total Expense		**$796,624**	**$766,868**	**$415,569**	**($351,299)**	**-45.8%**
Revenue over (under) Expense		**$181,038**	**$97,401**	**$77,684**	**($722,315)**	**-44.3%**

Western Interstate Commission for Higher Education
Two Year Forecast for FY 2011 and FY 2012
Policy Analysis & Research

		FY 2011	FY 2011	FY 2012		
9 *months elapsed*		**Total**	**Budget**	**Budget**	**Variance**	**%**
3 *months remaining*						
	Actual > 01-Jul-10 -- 31-Mar-11		01-Jul-10	01-Jul-11	FY 2012 budget higher	
Object / Description	*Forecast >* 01-Apr-11 -- 30-Jun-11		30-Jun-11	30-Jun-12	or (lower) than FY 11	
50-15 High School Grads : Core Accoun		$343	$343	$37,279	$36,936	10768.3%
50-18 HSG Methods Review & Expansio		$26,991	$27,000	$267,000	$240,000	888.9%
50-32 Multi-State Data Exchange		$639,976	$640,000	$535,000	($105,000)	-16.4%
51-05 Common Core State Standards		$42,000	$42,000		($42,000)	-100.0%
51-21 CUE Equity Partnership		$72,924	$72,924	$20,000	($52,924)	-72.6%
52-01 Adult Degree Completion		$433,992	$178,800	$355,000	$176,200	98.5%
52-13 Lumina - Getting What You Pay F		$7,709	$6,598		($6,598)	-100.0%
52-22 Non-Traditional No More Y2		$175,683	$64,000	$36,000	($28,000)	-43.8%
52-32 Non-Trad No More Expanded Y2		$185,513	$119,137	$100,000	($19,137)	-16.1%
52-41 Best Practices in Articulation & Tr		$93,579	$210,154		($210,154)	-100.0%
54-51 College Access Challenge Grant (		$224,492	$160,000	$100,000	($60,000)	-37.5%
Revenue		**$1,903,202**	**$1,520,957**	**$1,450,279**	**($70,677)**	**-4.6%**
Total Revenue		**$1,903,202**	**$1,520,957**	**$1,450,279**	**($70,677)**	**-4.6%**
50-15 High School Grads : Core Accoun		$343			$0	
50-18 HSG Methods Review & Expansio		$4,386	$27,138	$168,900	$141,762	522.4%
50-32 Multi-State Data Exchange		$602,914	$641,661	$518,368	($123,292)	-19.2%
51-05 Common Core State Standards		$41,614	$41,999		($41,999)	-100.0%
51-21 CUE Equity Partnership		$77,012	$60,369	$16,011	($44,358)	-73.5%
52-01 Adult Degree Completion		$163,244	$184,581	$326,995	$142,414	77.2%
52-13 Lumina - Getting What You Pay F		$7,709	$6,598		($6,598)	-100.0%
52-22 Non-Traditional No More Y2		$137,290	$45,130	$11,750	($33,380)	-74.0%
52-32 Non-Trad No More Expanded Y2		$78,331	$25,786	$14,534	($11,252)	-43.6%
52-41 Best Practices in Articulation & Tr		$95,589	$101,216		($101,216)	-100.0%
54-51 College Access Challenge Grant (		$205,096	$152,514	$108,557	($43,957)	-28.8%
Expense		**$1,413,526**	**$1,286,993**	**$1,165,114**	**($121,878)**	**-9.5%**
Total Expense		**$1,413,526**	**$1,286,993**	**$1,165,114**	**($121,878)**	**-9.5%**
Revenue over (under) Expense		**$489,676**	**$233,964**	**$285,165**	**($192,556)**	**-6.9%**

Western Interstate Commission for Higher Education
Two Year Forecast for FY 2011 and FY 2012

WCET

		FY 2011	FY 2011	FY 2012		
9 *months elapsed*		**Total**	**Budget**	**Budget**	**Variance**	**%**
3 *months remaining*						
	Actual > 01-Jul-10 -- 31-Mar-11		01-Jul-10	01-Jul-11	FY 2012 budget higher	
Object / Description	*Forecast >* 01-Apr-11 -- 30-Jun-11		30-Jun-11	30-Jun-12	or (lower) than FY 11	
20-01 Western Coop for Ed'l Telecomm		$438,209	$437,901	$520,000	$82,099	18.7%
21-10 WCET - Annual Mtg Fall 2010		$169,574	$206,169		($206,169)	-100.0%
21-11 WCET - Annual Mtg Fall 2011		$20,445	$20,547	$180,000	$159,453	776.0%
21-12 WCET - Annual Mtg Fall 2012		$0		$20,132	$20,132	
21-23 WCET - Academic Collaborations		$0	$1,529	$1,529	$0	0.0%
21-24 WCET - Transparency Dues		$12,875	$180,837	$44,029	($136,808)	-75.7%
21-27 State Authorization Network		$28,489	$27,989	$113,511	$85,522	305.6%
21-61 WCET - NEXus 2		$11,462	$11,250		($11,250)	-100.0%
23-40 WCET - Hewlett EduTools Planni		$9,340	$9,209		($9,209)	-100.0%
24-01 WCET - Transparencey Lumina		$203,256	$125,400	$51,633	($73,767)	-58.8%
28-07 WET - IAA Policy		$0	$3,236		($3,236)	-100.0%
Revenue		**$893,650**	**$1,024,068**	**$930,834**	**($93,234)**	**-9.1%**
Total Revenue		**$893,650**	**$1,024,068**	**$930,834**	**($93,234)**	**-9.1%**
20-10 WCET - Administration and Gove		$601,744	$634,132	$613,128	($21,004)	-3.3%
21-10 WCET - Annual Mtg Fall 2010		$170,036	$206,168		($206,168)	-100.0%
21-11 WCET - Annual Mtg Fall 2011		$20,445	$20,547	$160,056	$139,509	679.0%
21-12 WCET - Annual Mtg Fall 2012		$0		$20,132	$20,132	
21-23 WCET - Academic Collaborations		$0	$500	$800	$300	60.0%
21-24 WCET - Transparency Dues		$12,879	$180,838		($180,838)	-100.0%
21-25 WCET - Catalyst Camp		$1,397			$0	
21-27 State Authorization Network		$28,323	$27,989	$29,293	$1,303	4.7%
21-61 WCET - NEXus 2		$6,141	$8,792		($8,792)	-100.0%
23-40 WCET - Hewlett EduTools Planni		$9,340	$9,245		($9,245)	-100.0%
24-01 WCET - Transparencey Lumina		$203,256	$125,401	$95,662	($29,738)	-23.7%
Expense		**$1,053,562**	**$1,213,612**	**$919,071**	**($294,541)**	**-24.3%**
Total Expense		**$1,053,562**	**$1,213,612**	**$919,071**	**($294,541)**	**-24.3%**
Revenue over (under) Expense		**($159,912)**	**($189,544)**	**$11,763**	**($387,774)**	**-17.3%**

		FY 2011	FY 2011	FY 2012		
9 *months elapsed*		***Total***	***Budget***	***Budget***	***Variance***	**%**
3 *months remaining*		*Actual >* 01-Jul-10 -- 31-Mar-11	01-Jul-10	01-Jul-11	FY 2012 budget higher	
Object / Description		*Forecast >* 01-Apr-11 -- 30-Jun-11	30-Jun-11	30-Jun-12	or (lower) than FY 11	
40-01	MH - State Affiliation Fees	$759,470	$351,000	$287,000	($64,000)	-18.2%
40-10	MH - Decision Support Group	$36,000	$36,000	$36,000	$0	0.0%
40-21	MH - Suicide Prevention Toolkits	$19,895	$15,550		($15,550)	-100.0%
41-22	MH - Colorado Workforce	$933			$0	
41-23	S. D. PIN FY 11	$7,911	$55,376		($55,376)	-100.0%
41-31	MH Oregon Cost Study FY11	$28,461	$75,896		($75,896)	-100.0%
41-53	MH - AK PIC Web TA	$3,333	$5,000		($5,000)	-100.0%
41-56	MH - SD Suicide Prevention TA	$50,639	$49,966		($49,966)	-100.0%
41-61	MH - SD COSIG Project	$30,959	$104,055	$0	($104,055)	-100.0%
41-62	MH - SD Transformation Transfer	$31,431	$47,922		($47,922)	-100.0%
41-63	MH - SD Survey 09-10	$1,429			$0	
41-64	MH - SD Survey 10-11	($5,466)	$17,800	$3,200	($14,600)	-82.0%
41-65	MH -SD Suicide Prevention TA F	$13,421	$28,524	$42,339	$13,815	48.4%
41-66	MH - SD Co-Sig FY 11	$7,997	$45,571	$52,149	$6,578	14.4%
41-67	MH - SD Co-Sig FY 12	$0		$82,620	$82,620	
41-68	MH - SD ADA Abuse Survey FY1	$0	$17,887	$2,113	($15,774)	-88.2%
41-69	MH - SD Systems of Care FY11	$24,622	$24,622	$10,660	($13,962)	-56.7%
41-74	MH - SD 2011Survey FY12	$0		$23,039	$23,039	
41-75	MH -SD Suicide Prevention TA F	$0		$43,751	$43,751	
41-79	MH - SD Systems of Care FY12	$0		$36,000	$36,000	
41-81	Natl Cncl TA Ctr Yr 1 FY11	$0	$328,679	$36,321	($292,358)	-88.9%
41-82	Natl Cncl TA Ctr Yr 1 FY12	$0		$330,152	$330,152	
41-91	NASMHPD-Task Orders FY 11	$0	$15,500		($15,500)	-100.0%
42-11	MH Arizona State Hospital FY11	$3,750	$50,000		($50,000)	-100.0%
43-72	MH - HRSA Best Practices	$26,355	$15,134		($15,134)	-100.0%
44-33	MH - AK Jobs to Careers	$17,901	$14,000		($14,000)	-100.0%
44-34	MH - AK Intermediate Care Initiati	$41,620	$50,000		($50,000)	-100.0%
44-35	MH - Alternative Scheduling API	$21,971	$81,588		($81,588)	-100.0%
44-75	MH - NIMH Challenge Grant Yr 1	$128,585	$38,616		($38,616)	-100.0%
44-76	MH - NIMH Challenge Grant Yr 2	$317,502	$497,765	$13,025	($484,740)	-97.4%
44-81	MH - DOD MHFA Training	$1,867	$61,908	$238,025	$176,117	284.5%
44-91	MH - RCMF Soldier Support	$59,261	$119,995		($119,995)	-100.0%
45-01	MH - Anticipated New Funding	$56,147	$56,147	$267,512	$211,365	376.4%
45-12	MH - OISPP FY10	$2,893			$0	
45-13	MH OISPP FY11	$43,571	$130,000		($130,000)	-100.0%
45-22	MH - Alaska Workforce FY10	$1,924			$0	
45-32	MH - Alaska Credentialing Project	$1,648			$0	
45-33	MH - Alaska Credentialing Project	$165,000	$165,000		($165,000)	-100.0%
45-42	MH - Alaska Internship FY10	$3,413			$0	
45-43	MH - AK PIC Internship Operation	$144,444	$100,000		($100,000)	-100.0%
45-44	MH - AK PIC FY11	$43,830	$87,660		($87,660)	-100.0%
45-45	MH - AK PIC FY12	$0		$89,000	$89,000	
46-10	MH - Dona Ana County	$0	$5,289	$205,240	$199,951	3780.8%
	Revenue	**$2,092,717**	**$2,692,450**	**$1,798,146**	**($894,304)**	**-33.2%**
Total Revenue		**$2,092,717**	**$2,692,450**	**$1,798,146**	**($894,304)**	**-33.2%**
40-01	MH - State Affiliation Fees	$487,139	$329,053	$286,633	($42,420)	-12.9%
40-10	MH - Decision Support Group	$23,434	$36,000	$36,000	$0	0.0%
40-21	MH - Suicide Prevention Toolkits	$15,305	$10,500		($10,500)	-100.0%
41-01	MH - Consulting Main Account	$1			$0	
41-22	MH - Colorado Workforce	$933			$0	

Self Supporting Services

	FY 2011 **Total**	FY 2011 **Budget**	FY 2012 **Budget**	**Variance**	**%**
9 *months elapsed* 3 *months remaining* *Actual >* 01-Jul-10 -- 31-Mar-11 **Object / Description** *Forecast >* 01-Apr-11 -- 30-Jun-11	01-Jul-10 30-Jun-11	01-Jul-11 30-Jun-12	FY 2012 budget higher or (lower) than FY 11		
03-10 Printing Services	$26,013	$30,000	$30,900	$900	3.0%
03-20 Information Technology Services	$245,249	$230,784	$237,708	$6,924	3.0%
03-30 Telephone Services	$35,878	$35,552	$36,619	$1,067	3.0%
03-40 Software Development	$0		$100,000	$100,000	
05-02 3035 Center Green	$415,893	$429,250	$433,543	$4,293	1.0%
Revenue	**$723,033**	**$725,586**	**$838,769**	**$113,183**	**15.6%**
Total Revenue	**$723,033**	**$725,586**	**$838,769**	**$113,183**	**15.6%**
03-10 Printing Services	$27,262	$27,932	$28,739	$807	2.9%
03-20 Information Technology Services	$230,338	$245,729	$201,341	($44,388)	-18.1%
03-30 Telephone Services	$43,895	$38,180	$39,264	$1,084	2.8%
03-40 Software Development	$0		$57,923	$57,923	
05-02 3035 Center Green	$413,609	$425,190	$429,442	$4,252	1.0%
Expense	**$715,105**	**$737,030**	**$756,709**	**$19,679**	**2.7%**
Total Expense	**$715,105**	**$737,030**	**$756,709**	**$19,679**	**2.7%**
Revenue over (under) Expense	**$7,928**	**($11,444)**	**$82,060**	**$132,861**	**9.1%**

ACTION ITEM
Request to Carry Forward Funds from FY 2011 to FY 2012 and to Dedicate Reserves for One-Time IT Expenditures

The budget proposed by staff for adoption by the commission for fiscal year 2012 has two unique features, compared to budgets presented in prior years.

First, staff proposes that $92,000 planned for expenditure in FY 2011 be allowed for expenditure in FY 2012 (see line 8 under reserves dedicated to carryover). This includes carrying forward funds in four areas.

- Two IT related projects for which funding had been at least partially included in the FY 2011 budget will not be expended in FY 2011 because our IT staff were fully committed to other projects and could not get to these budgeted activities. It would be inappropriate to have these projects defunded simply because the agency was shorthanded in the IT area and could not conduct the funded work. The two projects include enhancements to the State Policy Inventory Database Online (SPIDO), for which $25,000 had been reserved, and the Professional Student Exchange Program (PSEP), for which $20,000 had originally been budgeted.

- In addition, staff proposes that $10,000 of the budgeted commission meeting expense be carried forward to commission meeting expenses in FY 2012, to help defray the costs of meeting in Hawaii; that the unexpended $25,000 for the Legislative Advisory Committee meeting in FY 2011, which was not needed because we were able to cover these costs from an expiring grant, be carried forward into FY 2012 to fund an LAC meeting this coming year; and that $12,000 be carried forward to cover the increased costs to be borne by staff in healthcare benefits. Without this last provision, staff would suffer an actual decline in take-home pay.

Second, staff proposes that $100,000 from reserves be dedicated to unique, one-time needs of the agency. This request is more consistent with past dedications of reserve funds. We have recently discovered that we need to conduct two major IT activities for us to continue to provide exceptional service to those we serve.

- First, we need to incorporate the WICHE administrative database system into the new Salesforce database management system currently being installed for WCET. While this project could be delayed, doing so would substantially increase the ultimate costs of the project. Incorporating the WICHE database at this time in concert with the WCET implementation will save substantial IT work that would have to be replicated if the WICHE implementation were delayed. This project will require between $40,000 and $60,000 in IT staff resources.

- The second project will repair and update the database management system for the Western Undergraduate Exchange (WUE). The current database is at serious risk of failure because its programming is antiquated and inconsistent with contemporary systems used within the organization; thus, the entire system must be replaced. (A more detailed description of the urgent need for this reprogramming is included in the Programs and Services Committee agenda). This project will require between $40,000 and $60,000 in IT staff resources.

Combined, these projects will require dedicating $192,000 of reserves above and beyond what have been dedicated in the past. Because we are projecting that $217,295 will be added to reserves, the net impact on reserves will still be to add slightly more than $25,000 moving into FY 2012, all else being equal.

ACTION ITEM
Salary/Benefit Recommendations for FY 2012

Background

President David Longanecker recommends no increase in salaries for staff in FY 2012. WICHE does not give staff across-the-board or cost-of-living adjustments in salary; all increases are related to performance. The recommendation for no salary increase is not a reflection of poor performance on the part of staff – indeed, the staff has performed at a very high level. Unfortunately, however, WICHE's budget circumstance at the moment simply makes it impossible to sustain current staffing levels and effort without freezing salaries at their current level. The proposed budget also includes no substantial changes in those staff benefits directly associated with salary (i.e., agency contributions to the retirement plan, life insurance, workers' compensation, unemployment compensation, and Social Security).

Action Requested

Approval of no increase in the performance-based salary for fiscal year 2012.

ACTION ITEM
Future Commission Meeting Dates and Locations

The WICHE officers discussed future meeting dates and locations during their February 22 -23, 2011, retreat and proposed the following for consideration by the Executive Committee during the February 24, 2011, and March 23, 2011, teleconferences:

Proposed Dates	Proposed Locations
May 21-22, 2012	Fort Collins, CO
November 12-13, 2012	Salt Lake City, UT
May 20-21, 2013	Seattle or Spokane, WA
November 4-5, 2013	Boulder, CO
May 19-20, 2014	New Mexico
November 10-11 or 17-19, 2014	Boulder, CO

Summary

The proposed dates for May 2012, 2013, and 2014 would avoid conflict with Mother's Day. The proposed date for November 2012 and one of the proposed dates for November 2014 fall on Veterans Day (observed November 12, 2012, and November 11, 2014). Moving these dates earlier in November will conflict with Election Day in 2012 and 2014. The proposed date for November 2013 falls on Election Day (November 5).

The following is a list of commission meeting locations from the past 21 years.

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

Action Requested

The WICHE officers request a vote by the Committee of the Whole to approve the proposed future meeting dates and locations.

WICHE

2012 WICHE WORKPLAN

ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

Western Interstate Commission for Higher Education

3035 Center Green Drive Suite 200
Boulder, CO 80301-2204
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IT'S ALL ABOUT
OUTCOMES

San Francisco, California

"When will they ever learn?" is the refrain of a Pete Seeger song from the '60s. It could also stand as one of the primary questions in higher education today. It's a question that the educators who teach in our institutions, and the businesspeople who hire those institutions' graduates, are asking about students: When will they learn what they need to know to pass that class, earn that degree and become contributing members of society? It's a question that legislators and policymakers are asking about our colleges and universities: When will they learn how to educate our students – effectively and economically – so that they can succeed at school and life? And it's a question that higher education consumers – college students and their families – are asking about the whole postsecondary setup: When will those who run the system learn how to ensure that students' investment of money and time truly pays off, in the form of learning?

For many policymakers the focus is on boosting the percentage of students earning degrees: in today's global economy, it's thought that higher degree completion rates will make the U.S. more competitive. But as educational consultant Arthur Hauptman recently pointed out, focusing too narrowly on raising degree completion rates may undercut the real purpose of higher education: *learning*. In addition, honing in on graduation rates could discourage institutions from accepting and educating at-risk students: those who face the biggest challenges in earning a degree and are most likely to drop out – and whose educational success is key to our future as a nation.

Ensuring that all students – including those we have not served well traditionally – learn what they need to know so that they can be successful members of their communities is a major priority for WICHE and its units: Policy Analysis and Research, Programs and Services, Mental Health Program, WCET, and the Technology and Innovation initiative. In fiscal 2012 we'll strive to assist the West's institutions to find ways to help students not only to graduate but also to hit their marks when it comes to learning. Our work will focus on five areas: finance, access and success, technology and innovation, workforce and society, and accountability.

Finance

Providing students with affordable access to education and helping them to meet their postsecondary goals in a timely manner, along with assisting institutions to keep their costs down, are at the core of WICHE's mission: many of our initiatives focus on these areas.

The growing demand for higher education amidst continuing state fiscal constraints makes WICHE's *Student Exchange Programs* increasingly essential for students, institutions, and states. As institutions continue to tighten their budgets, they are determining if they can continue to offer a full array of programs or if they must scale back. Students' access to certain programs may decline in the coming years unless institutional leaders and educational policymakers work together on innovative solutions. WICHE has demonstrated over the past half-century that regional collaboration enables institutions to maximize their available capacity, broaden student access, and reduce unnecessary duplication of programs.

Our current mix of programs helps college students gain access to a wide array of postsecondary offerings at a reduced tuition rate. Our largest exchange program, the *Western Undergraduate Exchange (WUE)* – now in its 22nd year and the biggest program of its kind in the nation – enables students from WICHE states to enroll in participating community colleges and universities at substantial tuition savings. Students also save on tuition expenses by enrolling through our graduate and professional programs, the *Professional Student Exchange Program (PSEP)* and the *Western Regional Graduate Program (WRGP)*. WICHE's newest exchange, the *Internet Course Exchange (ICE)*, is an alliance of member institutions and systems that broadens student access to online courses and programs. For full details on the *Student Exchange Programs* and its plans for fiscal 2012, see the Access & Success section.

Keeping track of trends in college pricing is another piece of WICHE's work in the finance area. The Policy unit's *Tuition and Fees in Public Higher Education in the West* report is updated and released every fall. Staff recently streamlined the report and added calculations for state averages weighted by enrollment, which will allow users to know the published price a typical student would face.

In FY 2012 WICHE will provide several options for institutions to reduce administrative costs. We will continue our collaboration with the Midwestern Higher Education Compact (MHEC) to offer the *Master Property Program (MPP)* to institutions and higher education systems in the West, helping them save money and obtain comprehensive property insurance

coverage tailored to higher education needs. Two-year, four-year, public, and private institutions in the MHEC, WICHE, and New England Board of Higher Education regions are eligible to join. Forty-eight institutional members, encompassing more than 100 campuses, are members of the MPP, and their combined property values, exceeding $73 billion, provide significant market leverage. This group saved an estimated $9.9 million in 2010-11; the cumulative savings since the program began (premium and dividends) are approximately $69 million. Institutions can also receive yearly dividends if the group does not have significant property claims and losses. Members, whose property values range from $98 million to $9.9 billion, must carry a minimum deductible of $25,000.

The MPP also provides engineering and loss control strategies that help institutions protect their assets. Administrators and facilities managers attend an annual loss control workshop to gain additional expertise on a variety of issues, including evaluating property exposures; insurance coverage issues; campus security and safety; and construction and remodeling approaches that lead to operating efficiencies and energy conservation. Staff will continue to market the program to institutions in the WICHE region and work with current members: Colorado College, the Nevada System of Higher Education (seven public colleges and universities and the desert research institute), Lewis & Clark College, Pima Community College District, Reed College, Seattle Pacific University, Westminster College, and Willamette University. The MPP is governed by a leadership committee; WICHE currently has two risk managers from its member institutions on the committee.

During 2012 WICHE will continue its partnership with MHEC to provide discounted purchasing options to higher education institutions, state agencies, county and municipal governments, and other nonprofit organizations that want to buy computers, software, printers and peripherals, and data and voice networking through the MHECtech program. MHECtech staff undertakes the time and expense of extensive competitive procurement processes; participating institutions and organizations can purchase a variety of products and services knowing that the due diligence in selecting the vendor has already been done and can benefit from volume discounts. The program reduces the duplication of procurement processes, helps campuses save money, and increases the range of purchasing options from which institutions can choose. Participating vendors

include: Dell, Fujitsu, Oracle (Sun), and Systemax (also known as Global, GovED, CompUSA) computers; Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks. General information on the program is available on the WICHE website; the MHEC website (www.mhectech.org) provides details on vendors and eligible entities.

Access & Success

Expanding access to higher education in the West has been WICHE's focus since its creation in the early 1950s. Our *Student Exchange Programs* are central to this mission and provide a range of benefits to students, institutions, and states. Prospective students receive preferential admission to specialized professional programs for which they would not otherwise be considered. And they pay less, reducing their debt load after graduation, which makes it feasible for more of them to "serve the underserved" in both rural and urban areas. In addition, WICHE's exchange programs strengthen institutions' recruiting efforts, help them to diversify their enrollments, and allow them to build robust programs.

More than 26,700 students enrolled in public two- and four-year institutions in the West through the *Western Undergraduate Exchange (WUE)* in 2010-11, saving $210 million. Out-of-state WUE students pay 150 percent of the enrolling institution's resident tuition. Since WUE's inception in 1988, students have saved on 300,118 annual tuition bills; in the last 10 years alone, their savings amounted to $1.2 billion. Over 145 campuses have opened their doors to WUE students. Colleges and universities can tailor their participation (including admission requirements and available programs of study) to individual campus needs. Last year WUE welcomed Arizona State University's Downtown Campus and California State University Monterey Bay into the network. WICHE staff will continue to encourage more institutions to join WUE, including more in California, and also increase our outreach efforts by connecting with high school counselors through their regional associations.

The *Professional Student Exchange Program (PSEP)* provides access to 10 professional healthcare fields for students in 12 WICHE states. In 2010-11 some 700 students enrolled through PSEP to become allopathic or osteopathic doctors, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists. Participating states annually determine the fields and the numbers of students they will support.

2012 Workplan   3

Students pay reduced tuition at some 50 participating public and private institutions. Since the program's inception in the early 1950s, more than 14,500 professionals have received their education through PSEP. In addition to providing affordable professional education to students, the program has helped Western states with limited resources or declining populations avoid the cost of creating new and expensive programs. Programs and Services staff will explore member states' interest in adding additional fields to PSEP or creating new dimensions of this important regional resource.

The *Western Regional Graduate Program (WRGP)* is another important educational resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of the 15 participating states to enroll in some 255 high-quality programs at 47 participating institutions on a resident tuition basis. WRGP is a tuition-reciprocity arrangement similar to WUE; students enroll directly in the participating programs and pay resident tuition. This represents a tremendous opportunity for WICHE states to share distinctive programs and to build their workforce in a variety of disciplines, particularly healthcare. In fall 2010 some 700 students enrolled through WRGP and saved an estimated $7.2 million dollars in tuition (based on full-time enrollment).

WRGP enrollments continue to increase, and a growing number of programs are now offered fully or partially online – an ideal solution for place-bound working adults who need to further their education for a change in career or professional advancement. WRGP now includes 72 healthcare-related programs: graduate nursing degrees, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, and more. WRGP also offers post-professional doctorates in physical therapy and occupational therapy, as well as a master's in dental hygiene to train future faculty members. Some of the 39 new WRGP offerings that will begin to enroll students in fall 2011 include Dakota State University's master's in health informatics, Northern Arizona University's professional science master's in climate science and solutions, South Dakota School of Mines and Technology's master's in robotics and intelligent autonomous systems, University of Arizona's master's in Native American languages and linguistics, and Washington State University's professional science master's in molecular biosciences.

Programs and Services

WICHE's Programs and Services unit expands access to higher education through its three Student Exchange Programs and WICHE ICE (Internet Course Exchange). The staff also fosters collaboration and resource sharing in higher education through several regional initiatives; convenes and partners with academic leaders throughout the West; and works to help institutions and states reduce their operating costs through several innovative programs. The unit also develops and disseminates WICHE electronic and print publications, as well as managing the WICHE website and media relations. Its programs and initiatives include:

- ◆ Western Undergraduate Exchange
- ◆ Western Regional Graduate Program
- ◆ Professional Student Exchange Program
- ◆ WICHE ICE (Internet Course Exchange)
- ◆ Western Academic Leadership Forum
- ◆ Western Alliance of Community College Academic Leaders
- ◆ Western rural healthcare initiatives
- ◆ *A Closer Look at Healthcare Workforce Needs in the West* workforce-brief series
- ◆ North American Network of Science Labs Online
- ◆ Academic Leaders Toolkit
- ◆ Interstate Passport Initiative
- ◆ Master Property Program
- ◆ MHECtech collaborative purchasing
- ◆ Bridges to the Professoriate
- ◆ Coordinating WICHE participation in the U.S. Department's ED-SAT and the General Service Administration's MOBIS program
- ◆ Electronic and print communications: *NewsCap*, factsheets, website, annual reports, state briefings, commission agenda books, annual workplan, electronic networking

Staff will disseminate the next call for nominations for new WRGP programs in fall 2012. Graduate deans and provosts at all public institutions in the WICHE region will be notified of the deadline and the process for nominating new programs. To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Given the tremendous need in the healthcare workforce, healthcare-related programs

are not subject to the distinctiveness criteria but must be of high quality.

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, WICHE ICE has 10 institutional members and four consortia members, totaling some 28 institutions. In fiscal 2012 ICE will focus on expanding membership and enrollments by building awareness about ICE as a cost-effective tool for addressing institutional budget shortages and reducing course and program duplication. For example, through ICE institutions can reduce the number of low-enrollment courses and make the remaining ones more financially viable by aggregating student demand across institutions: institutions can collaborate to offer these programs and take turns teaching the courses. If an institution opts to eliminate a program, it can partner with other ICE institutions and import seats in courses from other them so that it fulfills its obligations to its students.

In addition, ICE will increase its visibility for its work in developing and supporting discipline-specific collaborative initiatives in areas of faculty interest and workforce needs. ICE currently supports collaborative initiatives in frontier social work, graduate-level nursing, and math and science education, and this work will be ongoing in the coming year. In the area of science, two ICE institutions will be participating in a North American Network for Science Labs Online project (see full description below), to provide students with access to online science labs in biology, chemistry, and physics. This project will expand the opportunity for those students who cannot come to campus for lab courses to pursue STEM majors.

The *Western Academic Leadership Forum (the Forum)* gives academic leaders in the WICHE states – provosts, academic vice presidents at bachelor's, master's, and doctoral-level institutions, and chief executives and chief academic officers for related system and state governing boards – a forum for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. The 2012 annual meeting will be held in April in Arizona.

Discussions at the 2011 Forum meeting touched on or laid the groundwork for several new regional initiatives. The *Academic Leaders Toolkit*, presented at the meeting, provides a web-based depository of descriptions about processes and links to tools and

other resources used by academic leaders in decision making. The peer-reviewed collection addresses a wide range of issues, such as retention, program elimination, and faculty workload. Academic leaders from both the two-year and four-year sectors across the nation may contribute profiles about approaches and tools they have used to address specific issues, with information about the goals, outcomes, lessons learned, and costs. As other academic leaders use the tools, they will add reviews and ratings, creating a stronger knowledge pool. During 2012 the Academic Leaders Toolkit Committee will focus on building awareness about the toolkit and soliciting submissions.

Two other initiatives were discussed at the Forum meeting, and plans are underway to develop them in 2012. The first is a professional development service for members: a subset of the Forum's membership will select books on higher education topics of common interest to read and then share perspectives among the group and with the authors. The *Interstate Passport Initiative* is the other proposed collaboration. On a voluntary basis, some Forum members are participating with representatives from the Western Alliance for Community College Academic Leaders (see description below) and others to develop a new "regional passport" for transfer and articulation. WICHE is serving as the coordinating partner. This initiative will focus initially on a passport students can use to block-transfer their completed general education core to other participating institutions in the region. Over the longer term, the initiative hopes to transition the current transfer and articulation processes in the region to ones based on stronger relationships to student learning outcomes. External funding will be sought to develop this initiative.

A related effort, the now-completed *Practices in Statewide Articulation and Transfer Systems* – a Lumina Foundation-funded joint project of WICHE's Policy unit, WCET, and Hezel Associates – worked 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. A key component of this project was an examination of how state colleges and universities use web portals in the articulation and transfer process to determine the characteristics that make them effective, as well as whether similar models can be used in other states. WICHE will build on this work by being integrally involved in articulation and transfer issues in the Western states as they work to more effectively

evaluate and improve their articulation and transfer mechanisms.

The *Western Alliance for Community College Academic Leaders (the Alliance)* was established in 2011 for chief academic leaders from community colleges and technical schools along with academic leaders of systems and state agencies for the two-year sector. Modeled after the Forum, the Alliance provides members with a way to share information, resources, and expertise as they address issues of common concern across the region and work on innovative solutions. Fifteen academic leaders – one from each WICHE state – serve on the executive committee.

During 2012 one major Alliance project will involve the development of the North American Network for Science Labs Online (NANSLO). In this 15-month project, funded by a Next Generation Learning Challenges grant and concluding June 30, 2012, the Colorado Community College System will pilot the replication of an existing web-based laboratory at BCcampus (originating in British Columbia) for use in teaching gateway online courses in biology, chemistry, and physics. Faculty members from community colleges in Wyoming and Montana will assist in the review of open educational resources to be used in the pilot and advise on the development of a template for expansion of NANSLO to include institutions in other states and provinces. WICHE will serve as the coordinating partner and fiscal agent for the NANSLO project.

Other Alliance projects for 2012 are the Interstate Passport Initiative and the Academic Leaders Toolkit (both described on the previous page). In addition, the Alliance will create an action plan for building awareness about its services and activities, promoting membership, and hosting its first annual meeting.

WICHE is a partner in WebAIM's new *GOALS II (Gaining Online Accessible Learning through Self-Study)* project, supported by the Fund for the Improvement of Postsecondary Education. This three-year project, which began in January 2011, will develop blueprints on web accessibility for institutions to use as they go through the continuous improvement process for reaffirmation by a regional accreditor. By making these blueprints available, the GOALS II project will help ensure systemwide web accessibility across institutions, so that all students and staff have full access to the content and services they offer.

The Policy Analysis and Research unit oversees several projects related to access and success. It has formalized a partnership with the Center for Urban Education (CUE) at the University of Southern California, funded by the Ford Foundation. CUE researchers have been involved in groundbreaking work addressing educational equity. Our partnership continues through a two-year project called *Education Equity and Postsecondary Student Success: A CUE and WICHE Partnership for Policy Research and Analysis*, which is exploring how students from different racial/ethnic backgrounds progress differently through college. During FY 2011 WICHE and CUE worked with the Nevada System of Higher Education (NSHE) to identify models of student progression, including bachelor's degree completion for students who began at the state's public four-year campuses; completion of an associate's degree, certificate, or successful transfer to a four-year institution for students who began at the state's public two-year colleges; and completion of a nursing degree. Policy obtained unit-level data from NSHE and conducted analyses for each model; these models are now being shared with Nevada state and institutional officials. In fiscal 2012 WICHE and CUE will build on these efforts to help policymakers better attend to concerns related to equity and will also continue working on state-level data analysis.

Another Policy project, *Non-traditional No More: Policy Solutions for Adult Learners*, is a comprehensive effort to stimulate and guide policy and practice changes to create a more navigable path to degree attainment for "ready adults" – those who are just shy of having enough credits to obtain a degree but have not yet returned to college. Funded by Lumina Foundation, *Non-traditional No More* focuses on removing barriers related to data, academic affairs, financial aid and financing, student support services, and communications. Having met the obligations of the grant with some project funds remaining, WICHE will continue to work in this area (thanks to a no-cost extension by Lumina Foundation) through a partnership with the North Dakota University System (NDUS), whose goals are to identify and target potential returning adult students, improve the capabilities of the state's longitudinal database to provide necessary data; identify institutional barriers and policies that hinder adults from completing degrees; develop and implement best policies and practices; develop a coordinated marketing strategy for promoting adult reentry; and implement an

Policy Analysis and Research

The Policy Analysis and Research unit furnishes accurate and timely information and expertise that advance WICHE's mission of expanding educational access and excellence. It does so by providing analysis of relevant data related to K-12 and postsecondary education, demography, labor market information, and higher education finances; by supplying assistance with policy design and implementation; and by developing and managing projects that serve the needs of policymakers in the West and throughout the nation. Among its externally funded activities are:

- College Access Challenge Grant Consortium and Network
- Adult College Completion Network
- Non-traditional No More: Policy Solutions for Adult Learners
- State and regional longitudinal data systems development

Additional ongoing activities and services include:

- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*
- SPIDO (State Policy Inventory Database Online)
- *Tuition and Fees in Public Higher Education in the West*
- *Policy Alerts* and *Stat Alerts*
- *Policy Insights*, a series of brief papers addressing issues in higher education
- Policy Publications Clearinghouse
- *Benchmarks* and a Web-based *Fact Book of Policy Indicators for Higher Education in the West*
- Legislative Advisory Committee
- State-specific technical assistance on a variety of topics, including financial aid
- *Western Policy Exchanges*

action plan led by the North Dakota State Board of Higher Education and coordinated through the Adult Learner's Council with the institutions of the NDUS.

As part of a new nationwide effort, Lumina Foundation awarded WICHE a four-year grant to develop a learning network to support Lumina's Adult College Completion strategy. The *Adult College Completion Network* is made up of regional organizations, state agencies, city programs, nonprofit organizations, and others working to help those

adults who have earned prior college credits return to complete their degrees. Launched in October 2010, the network serves as a mechanism for effective networking, communication, and dissemination of information about successful adult degree completion strategies. One of its main features is an interactive website (www.adultcollegecompletion.org), where visitors can read about the latest evidence-based strategies for reaching this population of adults, find news about how institutions are successfully serving adult students, and share information about their own efforts. Other network activities include annual meetings; webinars to highlight effective strategies for serving adults; briefs and reports on lessons learned; a repository of higher education policies related to adult learners; a listserv to expedite network communications; presentations at regional and national meetings; and the use of social and communications media to engage grantees and other stakeholders in relevant discussions.

In addition, the Policy unit collaborates with the *Pathways to College Network*, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Department of Education. Pathways – which is managed by the Institute for Higher Education Policy and includes researchers, policy analysts, educators, K-12 administrators, and representatives from government, business, foundations, and community organizations – uses research-based knowledge to improve postsecondary education access and success for the nation's underserved students. These include underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities. WICHE staff helps determine Pathways' overall focus and policy components related to student-learning outcomes through representation on its Standards and Assessment Working Group.

The Policy unit manages the *College Access Challenge Grant (CACG) Consortium and Network* to assist the Western states with program implementation and administration related to CACG, a federal program that fosters partnerships among national, state, and local governments and philanthropic organizations through matching grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Through the CACG Consortium, WICHE is working closely with state leaders in Alaska, Idaho, and Wyoming to implement their CACG programs. Simultaneously, the CACG Network, composed of the three consortium states plus Nevada, Texas, Utah, and

Washington, provides a forum in which staff involved in developing, implementing, and maintaining state CACG efforts can discuss issues related to the administration of their programs. Through this vibrant network, state leaders and policymakers share promising practices, lessons learned, common challenges, and the latest research.

In FY 2011 WICHE partnered with the American Council on Education and the State Higher Education Executive Officers (SHEEO) to host a meeting titled "What the Common Core State Standards Mean to Higher Education in the West" at the State Higher Education Policy Center. Funded by Carnegie Corporation of New York, the goal of this meeting was to broaden awareness about Common Core State Standards and engage postsecondary leaders in a productive discussion about their implications for higher education in the Western region. WICHE also hosted a special workshop on this topic in conjunction with the Western Academic Leadership Forum. In FY 2012 WICHE will continue these important discussions with higher education leaders and engage in strategies for effective implementation.

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity (7th edition), released in 2008, is widely used by politicians, policymakers, librarians, researchers, the media, businesses, state agencies (including SHEEO offices and education departments), postsecondary institutions, school districts, and individual public and private schools. With support from our traditional partners on the project, ACT and the College Board, Policy has begun planning for the next edition of the publication. That effort includes a review of the methodology behind the projections, which has changed little since WICHE published the first edition in 1979, and an investigation into ways to incorporate additional analyses sought by our constituents, such as income-based projections and projections related to urban areas. It also includes an examination of how WICHE's projections may be able to capitalize on new data sources, including state longitudinal data systems and census products, and how to integrate the new racial/ethnic categories being collected by the Department of Education.

Currently, there are at least eight major initiatives at play within the WICHE region that promote the college completion agenda: the President's Initiative, Complete to Compete, Complete College America, Completion by Design, the College Completion Agenda, Roadmap for Assuring America's Future, the National College Access Network/Kresge Foundation,

and Lumina Foundation's Big Goal. WICHE staff are involved in these assorted initiatives in a variety of capacities and will continue to be an important voice in these efforts in FY 2012.

In 2012 Policy will continue to update *SPIDO* (*State Policy Inventory Database Online*, at http://wiche.edu/SPIDO), the nation's only online searchable database of higher education policies. Staff will conduct presentations about SPIDO at national meetings to highlight how the database can be used to support college access and success and other higher education efforts in the states.

WICHE will also continue working closely with its *Legislative Advisory Committee (LAC)*, a group of state legislators from the West who inform the WICHE Commission and staff about significant legislative issues related to higher education and provide input on WICHE initiatives. Staff serves the LAC by informing members about emerging policy issues in the West. As in years past, the focus of the annual LAC meeting will be on important higher education issues facing the Western states and their legislatures.

Finally, WICHE will explore data, policies, and issues related to undocumented students. Staff are developing a strategy to address this challenging issue in the WICHE region and will implement this strategy in FY 2012.

Technology and Innovation

The membership organization WCET (WICHE Cooperative for Educational Technologies) and the Technology and Innovation initiative focus exclusively on higher education, technology, and innovation. Their work for FY 2012 is outlined below, along with a major project by the Policy unit that fits in this area.

WCET has launched an advisement service established to help institutions respond to new regulations proposed by the U.S. Department of Education. The *State Authorization Network (SAN)* responds to the U.S. Department of Education's new "program integrity" regulations. The 90-page set of regulations on program integrity and student aid programs covers a wide range of issues, including gainful employment, incentive compensation, and credit-hour definition. Institutions will be required to demonstrate that they are in compliance with state requirements applicable to distance learning in any state in which they enroll students. These regulations have the potential to touch thousands of institutions who offer online and instructional programs at a distance and in multiple states. Systems and consortia that are not yet WCET members will need to join WCET to become

WCET

WCET (WICHE Cooperative for Educational Technologies) accelerates the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. A cooperative association of like-minded institutions, vendors, and stakeholders who support excellence in technology-enabled, distributed, distance, and e-learning initiatives, it provides a level playing field, where all members can collaborate and share ideas, information, and solutions for improving teaching and learning with technology. It supports communities of interest that promote the accelerated adoption of learning technologies innovations.

WCET informs stakeholders about emerging learning technology innovations; offers techniques for predicting relevance and value; and shares tactics for accelerating the adoption of learning technology innovation at institutions. Some of WCET's projects and areas of interest include the following.

◆ State Authorization Network for distance ed regulatory compliance

◆ Updates on federal regulations regarding distance education

◆ Data analytics to improve student progression and completion

◆ National survey on online education management

◆ National higher ed technology conference

◆ Transparency by Design/College Choices for Adults

◆ CatalystCAMP professional development

◆ News and analysis on academics, students, technology, and policy

◆ Interventions to promote student retention in online learning

◆ E-learning consortia strategies

◆ Academic integrity and student authentication good practices

◆ Evaluation and ownership of learning management systems

◆ Recruitment and retention of quality online faculty

◆ EduTools 2.0

◆ Webcast series on e-learning practices and policies

part of the SAN (there is a fee to join the SAN). The SAN officially commenced with a two-day member seminar in Boulder, CO, on April 6-7, 2011. For more information please refer to the SAN website (http://wcet.wiche.edu/advance/state-authorization-network).

Pending final approval, WCET will be the third-party manager of a proposed project that creates federated data sets to which exploratory descriptive, inferential, and predictive statistical tests will be applied to

look for predictive patterns of risk and achievement. Partners on this project include the University of Phoenix, American Public University, the University of Hawaii System, Colorado Community College System, Rio Salado College, and the University of Illinois-Springfield. In March WCET submitted a proposal for an initial proof of concept of the *Predictive Analytics Reporting (PAR) Framework*: models and middleware needed to conduct large-scale analyses of federated data sets within postsecondary institutions to better inform loss prevention and identify drivers related to progression and completion. Particular attention is paid to analyzing data sets coming from institutions with significant online learning presence. Gates' approval of the six-month pilot is expected before the end of the fiscal year.

The project will feature the efforts of the six participating postsecondary institutions to federate their institutional student records and apply large-scale descriptive and inferential statistical methods to look for patterns that help identify variables, conditions, and interactions that impede and enable improvements in student progression and completion, with a critical focus on loss. Our intention is to use intelligence from these exploratory analyses to better inform student retention, progression, and completion strategies and practices. By aggregating data sets from multiple institutions and using advanced statistical modeling to identify patterns that predict performance, we can help practitioners spot barriers to student success before they become problems. We can also focus attention on enablers that predictably and reliably improve student achievement, particularly in traditionally underserved populations. Our intention is to develop rubrics and codified heuristics to guide the analysis of aggregated collections of federated student records and to help compile results of these analyses in customizable reports.

Transparency by Design (www.transparencybydesign. org), funded by a grant from Lumina Foundation and annual dues from member institutions, calls for regionally accredited, adult-serving institutions which offer some or all programs at a distance or online to commit to increasing the number of adult learners who find success in higher education by providing an unprecedented level of data to inform college choice. A major priority for this project in FY12 is the recruitment of additional institutional members to enhance the experience for students, broaden the project's reach within the higher education community, and support the sustainability of the project beyond Lumina funding. As the third-party project manager, WCET is responsible for Transparency

by Design's College Choices for Adults website (www.collegechoicesforadults.org), an information-rich online resource that helps adult learners make informed choices about distance education options. In FY 2012 WCET will continue our work with this project.

WCET and the Campus Computing Project will undertake the *Managing Online Education 2011 Survey* in FY 2012. This continues the successful establishment of the annual Managing Online Education research project, which provides data on the instructional, operational, and technology infrastructure of online programs in higher education. Survey data are based on the responses from campus officials at two- and four-year public and private U.S. colleges and universities. Survey respondents are typically the senior campus official responsible for the management of online and distance education programs at their institutions. The survey data document the continuing growth in online education (for the executive summary and slides summarizing the research findings, go to http://wcet.wiche.edu/docs/moe/ManagingOnlineEd2010-ExecSummaryGraphics.pdf). WCET has been invited to develop *Managing Online Education: A Handbook for Practitioners*, to be published by Wiley Publishers. Chapters will be written by WCET members noted for their expertise on topics developed from our Managing Online Education Survey.

WCET's membership base is critical to sustaining the organization's programmatic priorities and community-driven special projects, and it is a critical source of revenue for the organization. Building on the momentum of WCET's growing national presence through its advocacy, policy, and research agendas, WCET will be driving a focused membership campaign into the next fiscal year. The campaign will target public and private institutions, e-learning consortia (a unique niche for WCET), and private-sector technology companies. In addition, WCET has conducted the initial research into transitioning to a new customer relationship management software application called SalesForce. WICHE IT and WCET are partnering in the initial deployment of SalesForce, which will support improved client communications and more streamlined business processes for billing and reporting.

WCET's successful webcast series on e-learning policy and management issues will continue in FY12, with a blend of programs open to the general public and others limited to WCET members. The webcast programming calendar for FY12 includes sessions on

Technology and Innovation

Access to research and education (R&E) networks for all higher education institutions in the West and e-science are the twin foci of the Technology and Innovation initiative, whose projects and interests include the following.

◆ Programs helping underserved and unserved institutions connect to R&E networks and participate in e-science

◆ HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals

◆ An e-science institute for WICHE commissioners, higher education leaders, and other public policy leaders

◆ Health sciences education, telehealth, and telemedicine

◆ Open educational resources

◆ Global education and IT

◆ Science, technology, engineering, and math education (STEM)

federal regulations updates, institutional practices with data analytics to improve student retention, academic integrity and student authentication, federal funding opportunities, and more. WCET negotiated the WICHE-wide license for use of the web-conferencing service, Elluminate.

During FY 2012 WICHE will host summits on two topics of interest for our member institutions: mobility (which includes mobile learning, e-books, apps, online learning, learning games, and performance support tools for distributed students) and data-driven decision making (including using large-scale predictive analytics for educational improvement, student analytics, institutional evaluations, and transparency). The summits will be small, invitational, sponsored events that convene thought leaders from industry and academe to identify action agendas related to these issues.

WCET's common interest groups (CIGs) are led by members of the WCET community and focus on topics such as issues as student retention, ownership of learning management systems, academic integrity, and the management of e-learning consortia. Institutional representatives identify promising practices and develop resources on these topics. The CIGs strengthen the engagement of WCET's diverse membership and produce resources that benefit all.

The *EduTools* website has been redesigned and will be launched in spring 2011 with product information in two categories of technologies: learning management systems and authentication technologies. The higher education community will be able to comment on

products and discuss implementation issues from a user perspective. WCET will continue to oversee EduTools.

The WCET Annual Conference continues to enjoy a strong reputation as one of the most valuable events in the e-learning field. The 2011 conference will be held in Denver on October 26-29. The estimated 350-400 conference attendees typically include institution administrators, deans, faculty, instructional designers, and IT administrators from nearly all 50 states.

The primary focus of the Technology and Innovation initiative is access to research and education (R&E) networks – including regional optical networks, Internet2, National Lambda Rail, Department of Energy's ESNet, and international networks – and e-science. Aside from research universities in the WICHE West, very few other institutions have adequate access to advanced R&E networks in the Asia Pacific and beyond. These networks are the foundation for much of contemporary science, or e-science.

For centuries, there were only two modes of scientific discovery: theory and experiment. In the past several decades, a third mode has risen to equal status: simulation. Like simulation, e-science relies on the power of the digital computer, but in e-science, the focus is on data rather than computation. The data comes from real-time sensors that can be located virtually anywhere and on anything we want to learn about: from the sea floor to buildings and roadways, telescopes, gene sequencers, and living organisms. The volume of data is overwhelming, and the challenge is to store, organize, mine, visualize, and interpret it in order to extract knowledge. This data explosion, layered with the fundamental challenge of understanding massively complex systems in general, lies at the heart of 21st century discovery and education. At present our research universities have access to the R&E networks and necessary applications to support e-science. Our goal is to ensure that all WICHE institutions have similar access and opportunities.

Our ability to offer rich forms of education has the potential to increase through the adoption of various new technologies and to provide access to expertise, tools, experiences, and communities in ways that have, to date, not been possible. There are now some 70,000 institutions in 40 states that are connected to regional optical networks (and national networks like Internet2 and National Lambda Rail), but educational applications lag behind research applications. WICHE, in partnership the technology organizations like Internet2, could have a significant impact here.

In fiscal 2012 Technology and Innovation will continue to partner with Department of Congress NTIA program staff (and Secretary Locke), Internet2, and the Pacific Northwest Gigapop to develop workshops and programs to support underserved and unserved institutions, with a particular focus on minority-serving institutions, connectivity to R&E networks, and participation in e-science. Where possible, we'll help shape grant programs and RFPs with the National Telecommunications and Information Administration (NTIA), the National Science Foundation, and others.

The initiative will also pursue its ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals. Workshops for the library, health, and courts/justice system have been held across Washington – and they are potential models for what can be done in other WICHE states. We will continue to work with states to help develop these networks, in partnership with Internet2 and regional networks.

Technology and Innovation will plan an e-science institute for WICHE commissioners, higher education leaders, and other public policy leaders.

Technology and Innovation will continue its work on health sciences education, telehealth, and telemedicine. Partnering with the Mental Health Program, we have begun leveraging our expertise in mental health and IT-supported clinical services and education, beginning with a modest project in California and now working with the State of Alaska. Opportunities abound in the health information technology arena, and WICHE is uniquely positioned to bring value to this area of work.

Other areas of prospective work, depending upon time and resources, may include the following: open educational resources, which have the potential to have numerous impacts on teaching and learning; global education and IT, with a focus on "internationalizing" education for all students, regardless of whether they have the resources or time to travel; and changing the educational model to one where learning is the constant and time is the variable, and where we can tailor the education to the student.

Other technology and innovation work includes a project entitled *Facilitating Development of a Multi-State Longitudinal Data Exchange*. Undertaken by the Policy unit and funded by the Bill and Melinda Gates Foundation, the project has as its principal objective the piloting of a data exchange among several states (initially, four Western states – Washington, Oregon, Idaho, and Hawaii – have been invited to

Mental Health

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

WICHE Center for Mental Health Research

The WICHE research center focuses upon a range of studies to expand the science in the area of behavioral health services and policy. Originally established through a cooperative agreement with the Health Resources and Services Administration, the center is now supported through a range of competitive research grants. Current studies are supported by the National Institute for Mental Health (NIMH) and the Telemedicine & Advanced Technology Research Center (TATRC) U.S. Army Medical Research and Materiel Command. The NIMH study focuses on campus mental health and the utility of mental health first aid, a community mental health intervention program, to reduce some of the barriers that keep college students from seeking mental health services. The first multicampus, randomized study of a college mental health intervention, it includes 32 campuses across the United States and many from the WICHE West. The TATRC study focuses on adapting mental health first aid to military populations and studying its positive benefits; this pilot study is being conducted with the Kansas Army National Guard.

Center for Integrated Health Solutions

WICHE is a co-lead contractor in the workforce development component of the newly funded Substance Abuse and Mental Health Services Administration (SAMHSA)/Health Resources and Services Administration (HRSA) Center for Integrated Health Solutions (CIHS). This national technical assistance center is jointly funded by two agencies of the federal Department of Health and Human Services (HHS). The CIHS focuses upon supporting the integration of behavioral health and primary health care. While the initial technical assistance is centered upon HHS grantees who are embarking upon this integration effort in community mental health centers and community health centers around the nation, additional assistance is being offered to the field in general. WICHE is leading and collaborating on an array of activities to support the efforts of the center. The primary contractor for this effort is the National Council of Community Behavioral Health Organizations, in partnership with a cadre of other organizations and expert consultants.

Western States Decision Support Group

The WICHE Mental Health Program will continue its facilitation of the Western States Decision Support Group (WSDSG) with support from both WICHE member states and the federal Center for Mental Health Services. This group seeks to build and support regional expertise in the area of data management and performance measurement in the public mental health system. Seven WICHE states have contributed $6,000 each from their federal decision support grants to fund this regional activity.

WICHE Citizen Soldier Support Program

Military personnel, including those from the Reserve and National Guard, have experienced a documented increase in behavioral health challenges as they've responded to our nation's efforts to reduce the threat of terrorism in the wake of the attacks on 9/11. The Reserve and National Guard experience increased health risks in post-deployment after returning to home communities that are often distant from military or veteran's health care resources; this is especially true for personnel from rural areas. In addition, many personnel do not seek care due to real and perceived stigmatization. The Citizen Soldier Support Program (CSSP) was developed originally at the University of North Carolina–Chapel Hill with support from the Department of Defense. The WICHE Mental Health Program and CSSP formed a strategic partnership to expand the program nationally in 2009. The program seeks to grow and enhance the capacity of community-based providers to meet the behavioral health needs of veterans and their families, who routinely seek services in community-based systems of care that are not connected to either the military or Veterans Administration. CSSP resources include community-based training events, web-based training resources, and maintenance of a database of community providers who have participated in training and are prepared to serve this population.

Mental Health First Aid Training

The Mental Health Program continues to offer mental health first aid training opportunities in the Western states. The 12-hour mental health first aid training course is designed to give members of the public key skills to help someone who is developing a mental health problem or experiencing a mental health crisis. This program is used to reduce the stigma around mental health issues and expand the capacity of persons trained to intervene with those experiencing psychological distress.

Rural Suicide Prevention Toolkit

The Suicide Prevention Toolkit for Rural Primary Care

Mental Health (continued)

Providers and associated training and technical assistance offer important techniques and information, to be used in primary care practices to enable identification of patients at risk for suicide, assure appropriate planning to establish safety for these patients, and strengthen integration with behavioral health. In FY 2012 the WICHE staff who developed the toolkit will be completing up to six on-site trainings with rural primary care clinics around improving suicide prevention efforts in their practices.

Needs Assessment and Gap Analysis

Staff members will continue to work with states across the region in areas of needs assessment and gap analysis. An epidemiologist has updated the model estimating the prevalence of serious disorders. New estimates, based on the National Comorbidity Survey Replication Study, include individuals with serious emotional disturbances, serious mental illness, and substance use disorders. Eight Western states have contracted with WICHE for state-specific synthetic estimates of serious disorders at the county level. The program recently engaged in a task order agreement with the National Association of State Mental Health Program Directors and the National Technical Assistance Center to provide just-in-time, brief, and targeted consulting to states that have a specific request.

State-specific Consultation

The Mental Health Program regularly consults with WICHE states. For FY 2012 its projects include the following.

Alaska. The program has provided a considerable amount of technical support for the State of Alaska, working primarily with the Department of Health and Social Services, Alaska Mental Health Trust Authority, and the University of Alaska System. Current projects include the development of an accredited clinical psychology internship consortium; support of and consultation to the Outcomes Identification and System Performance Project; facilitating a project that identifies core competencies for direct care workers in behavioral health, performance assessment tools, and curriculum; and consultation to the Alaska Psychiatric Institute. The program has worked extensively to support the development and implementation of the statewide plan for behavioral health workforce development.

Arizona. The WICHE MHP is conducting a study for the Arizona State Hospital in Phoenix to assist the administration in improving the functioning of the clinical and security departments and making recommendations to increase the recovery focus of the hospital campus.

California. Through the work of the CIHS, several California-based organizations are participating in a learning community that WICHE is facilitating to improve information

sharing on primary care integration implementation efforts between SAMHSA/HRSA grantee sites.

Colorado. Multiple partnership and program development opportunities are currently being planned for FY 2012 in Colorado. The program is exploring options with Mental Health America of Colorado to expand mental health first aid efforts across higher education institutions in Colorado. As follow-up to the behavioral health workforce study and recommendations funded by the Colorado Health Foundation released early this year, the program will help facilitate an action-oriented behavioral health workforce initiative with multiple stakeholders throughout the state. The program plans to replicate the Citizen Soldier Support Program training that was conducted in February 2011 in Grand Junction.

Montana. The program is working with the Area Health Education Center to hold training as part of its Citizen Soldier Support Program.

New Mexico. The program recently received a new contract with Doña Ana County in southern New Mexico to provide technical assistance and training to support improved community crisis intervention resources.

Oregon. The program is conducting a cost-benefit analysis for the State of Oregon, of an early-intervention program designed for persons with early-onset serious psychiatric disorders.

South Dakota. WICHE will continue to work with South Dakota on several major initiatives to support improvements in the public behavioral health system focused on children's systems of care, co-occurring mental health and substance use disorders, suicide prevention, and the MHSIP Consumer Survey.

Wyoming. The program has been working with the state on adapting evidence-based practices to rural settings.

Future Opportunities

As states struggle to meet the challenges of the emerging fiscally limited environment, WICHE offers a platform to establish multistate, shared operational activities. The program plans to work with its state partners to explore where multistate efforts might provide efficiencies to help contain cost and ensure operational capacity. It will also seek funding to follow-up and expand its current research activities and the integration of behavioral health and primary care activities.

participate). The project's goal is to allow for more comprehensive analyses of the production, stock, and flows of human capital through a regional, multistate approach. During this three-year, $1.5 million project, Policy is coordinating efforts to develop the necessary architecture for the exchange of data, effectively govern the exchange, produce standard reports, and ensure the protection of privacy.

Rooted in the idea that ensuring the effective use of expanded data systems is as vitally important as developing them, this project will create meaningful reporting frameworks for tracking human capital development regionally rather than on a much more limited state-by-state basis. In coordinating this effort, WICHE is committed to helping to improve the accuracy and utility of longitudinally linked data so that they may better inform the policymaking process and provide improved information for researchers, planners, and practitioners. Lessons learned will be passed along to WICHE's other member states and beyond. As the project moves forward, we will look at the possibility of folding additional states into the exchange.

This project complements the work of many efforts that are already underway – stimulated by the infusion of $400 million in federal grants over the last several years and many more millions in philanthropic support – to develop statewide longitudinal data systems. Specifically, it will focus on answering two principal policy questions with evidence drawn from the participating states:

1. How are former high school students from participating states performing in postsecondary education and the workforce in participating states?

2. How are former postsecondary students from participating states performing in the workforce in participating states?

The multistate data exchange will provide rich information about the stock and flow of skills and abilities (represented by education and training) of various populations within a given state; gaps in attainment and employment between population groups based on demography and socioeconomic status; and the mobility of the U.S. population across state borders.

Workforce & Society

WICHE was founded in the early 1950s to help the region's states affordably educate healthcare practitioners. More than 14,500 professionals

have graduated through the Professional Student Exchange Program, most of them in the healthcare professions. Despite these efforts persistent workforce shortages across the West continue to affect rural and underserved areas. Programs and Services staff will continue to explore partnerships with federal and state agencies and private funders (such as foundations, PSEP graduates, and professional state associations), seeking support for regional strategies to alleviate healthcare workforce shortages and to prepare more professionals to practice in rural and underserved areas of the West. Staff will explore the development of a PSEP alumni scholarship program to enable more students to enter the healthcare workforce. Staff also continues to work with member states to promote rural track programs among PSEP's cooperating schools of medicine and will encourage cooperating schools of dentistry to develop similar programs. WICHE staff continues to monitor the development of state loan repayment programs, which have generally proven very successful in attracting graduates to underserved rural areas.

Staff has been successful in adding more healthcare-related programs to WRGP: 72 now participate. The majority are in graduate nursing, public health, mental health and psychology, and audiology and speech pathology. In FY 2012 staff will continue to publicize the availability of these programs.

The Programs and Services unit's workforce brief series, *A Closer Look at Healthcare Workforce Needs in the West*, informs policymakers and higher education decision makers in the Western states about education and employment trends. The series currently covers oral healthcare, the primary care physician workforce, health information technology, and pharmacy. Our upcoming brief will address the education of physician assistants and nurse practitioners and their increasingly critical role as primary care providers, particularly to underserved populations in the rural areas. In addition to providing much needed information, these workforce briefs will help WICHE determine if other fields with significant workforce shortages should be added to PSEP, WRGP, or ICE.

Accountability

WCET is coordinating the Transparency by Design project, which helps prospective adult learners become better consumers of higher education offered at a distance. See details in the Technology and Innovation section.

Information Resources

Part of WICHE's mission is to provide state higher education executive officers, legislators, and other decision makers with the data and information they need. In 2012 WICHE will provide the following resources on our website (www.wiche.edu), in print, and via email.

Policy Alerts and *Stat Alerts* offer periodic e-mail notices of new policy and data-related reports.

Policy Insights, our short report series, covers numerous important higher education topics.

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

Regional Fact Book for Higher Education in the West, updated annually by the Policy Analysis and Research unit, provides a wealth of data on access, affordability, finance, faculty, technology, and workforce issues. Additionally, WICHE has been collaborating with the State Higher Education Executive Officers and National Center for Higher Education Management Systems to see if it is possible for the three organizations to develop a uniform and consistent online data resource for their combined constituencies.

Western Policy Exchanges are reports on WICHE-sponsored meetings and discussions among the West's key leaders in higher education policy.

Tuition and Fees in Public Higher Education in the West is an annual survey produced by the Policy Analysis and Research unit, with detailed data on tuition and fees at all public institutions in the West. While the data collected for this publication go back in some cases to the mid-1980s, in recent years the unit has sought to improve the reliability of the data through additional accuracy checks and improved survey instructions and definitions. This past year the unit made significant changes to the content and presentation of the report.

Workforce reports make the connection between education and work clear. The Programs and Services unit's workforce-brief series *A Closer Look at Healthcare Workforce Needs in the West*, informs policymakers and higher education decision makers in the Western states about education and employment trends. In fiscal 2012 we will analyze the regional workforce needs for physician assistants and nurse practitioners. In addition to providing much needed information, these briefs will help WICHE determine if other fields with significant workforce shortages should be added to PSEP, WRGP, or ICE.

WCET Frontiers (http://wcetblog.wordpress.com) is a blog providing regular updates and news on technology in higher education.

WCET News Digests are electronic biweekly digests of recent news on academic, policy, and technology developments related to technology in higher education (for WCET members).

Other publications and services: Our website (www.wiche.edu) posts a range of reports and newsletters (such as *NewsCap*), as well as hosting the WCET online community and archiving a slew of resources, including the Mental Health Grand Rounds Webcasts.

Follow us on Twitter: www.twitter.com/wicheEDU.

WICHE WORKPLAN FY 2012
EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (general fund: GF)
- Performance measurement improvement in the Western states public mental health programs (WSDSG dues)
- MHEC/WICHE/NEBHE Master Property Program (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)

Access & Success

- Student Exchange Program: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded and GF)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (National Institute of General Medical Sciences)
- Adult College Completion Network (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-traditional No More: Policy Solutions for Adult Learners (Lumina)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (South Dakota Division of Behavioral Health)
- College Access Challenge Grant Consortium and Network (state subcontracts, U.S. Department of Education)
- Ongoing work on articulation and transfer systems (GF)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Ongoing work on the implications of the Common Core State Standards on higher education in the West (GF)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH)
- Participation and leadership in the college completion agenda
- Explore data, policies, and issues related to undocumented students

Technology & Innovation

- Facilitating Development of a Multistate Longitudinal Data Exchange (Gates Foundation)
- The Forum: Western Academic Leadership Forum (member dues and TIAA-CREF and Pearson Education grants)
- The Alliance: Western Alliance for Community College Academic Leaders (member dues)
- Facilitation of Internet2 connectivity throughout the West (grants/foundations, pending funding)
- State Authorization Network (SAN), an advisement service to help institutions respond to new federal regulations (subscription fees)
- National survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education project, in partnership with the Campus Computing Project (Campus Computing Project)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (grants/foundations, pending funding)
- Publishing an electronic series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET dues)
- Expanding WCET's knowledge base and member resources to help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality

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adjunct faculty; strategies for learning management systems' transitions; and management of e-learning consortia (WCET dues)

- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (Hewlett grant, sponsors)
- Providing professional development in e-learning for the higher education community through WCET's annual conference event, Catalyst Camp, and invitational summits (fees and sponsors)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET dues)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET dues and sponsor)
- Extend the reach of WICHE's policy and research work by leveraging WCET's national network and technical assistance with new media communications (WCET dues)
- Build out WCET's capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (Lumina, Gates)
- Partnership to establish the Substance Abuse and Mental Health Services Administration/Health Resources and Services Administration Center for Integrated Care, a national technical assistance center to support federal efforts to promote the adoption of integrated primary care and behavioral health delivery systems (SAMHSA/HRSA)
- Working with Doña Ana County (Las Cruces), New Mexico, to improve crisis intervention services (Doña Ana County)

Workforce & Society

- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Mental health first aid (self-sustaining)
- Convening and supporting the Regional Veterinary Medicine Advisory Council (GF)
- Building partnerships for competency: public behavioral health workforce development (Alaska Mental Health Trust Authority)
- Behavioral health training initiatives to expand the rural workforce capacity (Alaska Mental Health Trust Authority)
- Increasing community capacity to serve returning National Guard members and their families (Department of Defense)
- Suicide prevention toolkit for rural primary care providers (self-sustaining)
- Increasing health and behavioral health provider knowledge of returning veterans' service needs (Citizen Soldier Support Program)
- Workforce briefs: *A Closer Look at Healthcare Workforce Needs in the West* (GF)

Accountability

- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- *Western Policy Exchanges* on WICHE-sponsored meetings and discussions among the West's higher education leaders (various sources)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- Electronic *Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Work on Transparency by Design's College Choices for Adults website, to help adult students become better-informed consumers of online education (Lumina)
- Assessing the landscape for state policy on student-learning outcomes

NEW DIRECTIONS
(approved by the commission)

Finance

- Technical assistance with state financial aid program design and funding (single-state support, as requested)

Access & Success

- Interstate Passport, a grassroots initiative to develop consensus on essential learning outcomes supporting seamless student transfer in the WICHE region
- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (grants/foundations, pending funding)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- GOALS II: Gaining Online Accessible Learning through Self-Study, a collaborative project to develop blueprints on web accessibility for institutions to use during the continuous improvement process for reaffirmation by regional accreditors (FIPSE)
- Expanding access to predictive analytics and pattern strategy services to improve decision making related to retention and completion (Gates, pending funding)
- Serving Student Soldiers of the West: Policy and Practice Solutions (pending funding)

Technology & Innovation

- North American Network of Science Labs Online, a collaborative project to use open educational resources and remote web-based labs in introductory online courses in biology, chemistry, and physics courses (Next Generation Learning Challenges grant)
- Expansion of WICHE ICE (ICE member dues)
- Launching Predictive Analytics Reporting project to build models and middleware to examine predictive patterns of student achievement (Bill & and Melinda Gates, pending funding)
- Developing action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET dues)
- Academic Leaders Toolkit, a web-based repository of strategic-planning and decision-making tools for academic leaders (Forum membership dues)
- Managing production of publication *Managing Online Education – A Handbook for Practitioners* (Wiley Publishers, WCET dues)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network project (National Telecommunications and Information Administration, pending funding)
- Creation of an "e-science institute" for WICHE states' commissioners, higher education leaders, and other public policy leaders (grants/foundations, pending funding)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (grants/foundations, pending funding)
- Technology and Innovation and Mental Health partnership on mental health and IT-supported clinical services and education in a project with the State of Alaska (pending funding)
- Developing a regional learning center for State Higher Education Policy Center (pending funding)
- Expansion of WCET (membership base dues)

Workforce & Society

- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools' rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)

- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (ICE member dues)
- Advising Department of Labor Trade Adjustment Assistance Community College and Career Training partnership with enterprises and community colleges (WCET dues)

Accountability

- Continuing development of Transparency by Design's College Choices for Adults website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners (pending funding)

ON THE HORIZON
(not yet submitted to the commission)

Finance

- Research and analysis of outcome-based funding approaches

Access & Success

- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- The completion agenda
- Western Consortium for Accelerated Learning Opportunities

Technology & Innovation

- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective web portals
- Broadening access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Program
- Academic Leaders Reading Program, an initiative to support members reading books on higher education topics of common interest and sharing perspectives (Forum member dues)

Workforce & Society

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Campus safety and security
- Workforce issues within higher education

Accountability

- Research and analysis of outcomes-based funding approaches

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. Joseph Garcia, Colorado lieutenant governor and executive director, Colorado Department of Higher Education, is the 2011 chair of the WICHE Commission; Bonnie Jean Beesley, vice chair of the Utah Board of Regents, is vice chair.

ALASKA

Susan Anderson, president and CEO, The CIRI Foundation
*Diane Barrans (WICHE chair, 2005), executive director, Alaska Commission on Postsecondary Education
James Johnsen, senior vice president of administration, Doyon, Ltd.

ARIZONA

Thomas Anderes, president, Arizona Board of Regents
*Leah Bornstein, president, Coconino Community College
David Lorenz, retired vice president of administration and finance, Northern Arizona University

CALIFORNIA

Position vacant

COLORADO

*Joseph Garcia (WICHE chair), Colorado lieutenant governor and executive director, Colorado Department of Higher Education
Kaye Howe, executive director, National Science Digital Library
*D. Rico Munn, partner, Baker & Hostetler

HAWAII

*Roy Ogawa (WICHE chair, 2008), attorney, Ogawa, Lau, Nakamura & Jew
Roberta Richards, principal, Pauoa Elementary School
Steven Wheelwright, president, Brigham Young University Hawaii

IDAHO

Robert Kustra, president, Boise State University
M. Duane Nellis, president, University of Idaho
*Michael Rush, executive director, Idaho State Board of Education

MONTANA

Clayton Christian, chair, Montana Board of Regents and CEO, Stewart Title of Missoula
Kim Gillan, state senator
*Sheila Stearns, commissioner of higher education, Montana University System

NEVADA

Joseph Hardy, state senator
*Jane Nichols (WICHE chair, 2009), vice chancellor for academic and student affairs, Nevada System of Higher Education
*Carl Shaff, educational consultant

NEW MEXICO

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

NORTH DAKOTA

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William Goetz, chancellor, North Dakota University System
*David Nething (WICHE chair, 2006), state senator

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

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WASHINGTON

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Phyllis Gutierrez Kenney, state representative
Jeanne Kohl-Welles, state senator

WYOMING

*Thomas Buchanan (immediate past WICHE chair), president, University of Wyoming
Debbie Hammons, former state representative and producer, Cloud Peak Productions
*Position vacant

*Executive Committee member

WICHE Staff and Contact Information

David Longanecker, president
Louis Fox, senior associate, Technology and Innovation
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health and director, Mental Health Program

Brian Prescott, director of policy research, Policy Analysis and Research
Margo Colalancia, director, Student Exchange Program
Pat Shea, director, WICHE ICE, Western Academic Leadership Forum, and Western Alliance of Community College Academic Leaders
Ellen Wagner, executive director, WCET

**For further information, please contact Erin Barber, executive assistant to the president
303.541.0204 or ebarber@wiche.edu**

COMMISSION CODE OF ETHICS

The Western Regional Education Compact calls upon commissioners appointed by each participating state to oversee the development of WICHE's programs in order to strengthen higher education's contribution to the social and economic life of the region. Ethical practices are essential to the creation, implementation, and continued operation of effective, equitable programs that benefit the citizens of the West.

It is essential that WICHE espouse its own standards of ethical conduct since codes differ by state and do not apply to an interstate agency such as WICHE. In this regard, each WICHE commissioner agrees individually to:

- Fulfill his or her responsibilities in a professional manner, with honesty, integrity, dignity, fairness, and civility.

- Act in an informed, competent, and responsible manner, and with due diligence to provisions of the Western Regional Education Compact, the WICHE bylaws, and the approved policies and procedures of the organization.

- Avoid possible conflicts of interest between his or her responsibilities as a state-appointed official and the policies, procedures, and operations of the multistate organization. Should a potential conflict arise, a commissioner has the responsibility to disclose this to the commission and to recuse herself or himself for any discussion or actions with regard to the potential conflict of interest.

- Foster high standards of professional and ethical conduct within WICHE and the commission.

- Support the principles of due process and civil and human rights of all individuals while being vigilant to resolve circumstances of discrimination, inequity, inappropriate behavior, harassment, or abuse within WICHE.

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

- Refrain from accepting duties, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between the commissioner's personal interests and the interests of WICHE or its member or affiliated states.

- Avoid exploiting his or her position for personal gain through the use of political, social, religious, economic, or other influence.

- Obey local, state, and national laws and to pursue any changes in those laws, policies, and regulations only through legal, ethical, and otherwise appropriate means.

- Support this WICHE Code of Ethics (Conduct) as a fundamental underpinning for the values, the decisions, and the actions of the commission and the organization.

WICHE

Plenary Session V: Regulating the Other Institutions – State, Federal, and Accrediting Perspectives

Tuesday, May 17, 2011
10:30 am - noon
Stanford East

Western Interstate Commission for Higher Education

www.wiche.edu

Tuesday, May 17, 2011

10:30 - 11:00 am
Stanford East

Plenary Session V:
Regulating the Other Institutions – State, Federal, and Accrediting Perspectives

As both the online delivery of education and the prevalence of for-profit institutions have grown, so too has the interest in assuring that they serve the public good. Of particular interest, whether legitimate or not, has been a general concern that the rapid growth in institutions and students participating in online and for-profit institutions may lead to issues regarding the quality of instruction being provided and with respect to consumer protection. Over the last couple of years, these concerns have become manifested in considerable press attention, Congressional studies, federal regulations, issues regarding state oversight, and heightened attention to the accreditation of for-profit and online providers.

This is not a new area of interest or concern. In the mid 1980s, the State Higher Education Executive Officers (SHEEO) conducted a major research and policy analysis effort to seek ways in which state agencies around the country could work more effectively together to reduce the burden of gaining state approval for out-of-state institutions operating beyond their home ground, while also assuring reasonable, appropriate, and sometimes differing state perspectives of quality assurance for this array of educational providers. That effort preceded the evolution of the Internet and the broad use of technology-enabled instruction; at that time the rapid expansion of for-profit providers into multicampus/multistate campuses was the concern. Later, at the federal level, with the 1992 Reauthorization of the Higher Education Act, much attention was focused on the quality of all postsecondary institutions, along with consumer protection, but with special focus on the rapidly growing for-profit sector. Out of that act emerged substantial efforts to enhanced institutional quality assurance through what is known as the federal TRIAD. The TRIAD is the partnership between the federal government (which is to focus on assuring institutional financial viability), the accrediting community (which is to focus on institutional educational quality assurance), and the states (which are to focus on consumer protection).

With the advent of online learning, however, the opportunity for institutions, both public and private, to reach beyond their traditional geographic boundaries, expanded the opportunity to reach new students in new ways. And with this rapid expansion have come new issues with respect to how best to oversee these activities. For states this has raised issues about how, and even whether to, oversee the efforts of out-of-state institutions delivering online instruction within their borders. And for institutions that reach out to serve students around the country, this has raised issues about how to manage the

often diverse state regulatory environments in the various jurisdictions in which they provide service.

In this session our speakers will discuss the regulation of these activities from the federal perspective, as well as the issues facing accreditation as it attempts to be responsive to new entrepreneurial approaches to the delivery of education, while also being the watchdog for the quality of the postsecondary enterprise writ large. In addition, WICHE's Russ Poulin will share the results of recent survey work WCET has conducted that describes the amazing array of ways in which the 50 states oversee state approval of institutions to operate within their bounds.

Speakers: David Bergeron, deputy assistant secretary for policy, planning and innovation for the Office of Postsecondary Education in the United States Department of Education; Russell Poulin, deputy director, WCET; other speaker TBD

11:00 am - noon
Stanford East

Facilitated Discussion on Accreditation and State Regulations

Facilitator: David Longanecker, president, WICHE

Biographical Information on the Speakers and Facilitator

David Bergeron is the deputy assistant secretary for policy, planning, and innovation for the Office of Postsecondary Education in the United States Department of Education. In this position he is responsible for the program budget for the federal postsecondary education programs administered by the Office of Postsecondary Education and Federal Student Aid, which exceeded $15 billion in fiscal year 2010 and generates more than $145 billion in financial aid to more than 14 million students enrolled at public and private postsecondary institutions. Bergeron is also responsible for legislative, regulatory, and other policies affecting the department's postsecondary education programs, including federal student aid. In this capacity he has led key policy groups working on the reauthorization of the Higher Education Act; researched market-based approaches to loan subsidies under the guaranteed loan programs; and approved program regulations and other policy guidelines. Prior to joining the department, Bergeron received his bachelor's of arts in political science and sociology from the University of Rhode Island and worked for a bank in consumer loans.

David A. Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder, CO, since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer (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.

Russ Poulin is deputy director, research and analysis, for WCET (WICHE Cooperative for Educational Technologies), a cooperative association of institutions, vendors, and educational stakeholders looking to advance excellence and accelerate adoption of innovative technology-enhanced teaching and learning practices and policies in higher education. Poulin organizes information-sharing activities among WCET's members. Recently, he has led national responses on new federal distance education regulations regarding "state authorization" and "last day of attendance." Poulin directs the *Transparency by Design* project and its CollegeChoicesforAdults.org website, which provides consumer information for adult learners. He also coordinates WCET's efforts in sharing information about the management, financing, and services of e-learning consortia; directs WCET role with the Campus Computing Project on the new Managing Online Education survey; and consults on WICHE's Adult College Completion Network. Previously, Poulin coordinated distance education activities for the North Dakota University System. He holds a bachelor's degree in mathematics and economics from the University of Colorado Denver and a master's in statistics and research methodology from the University of Northern Colorado.

Noon

Adjournment

WICHE

Western Interstate Commission for Higher Education

www.wiche.edu

Reference

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*D. Rico Munn, partner, Baker and Hostetler

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Steven Wheelwright, president, Brigham Young University-Hawaii

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Robert Kustra, president, Boise State University
M. Duane Nellis, president, University of Idaho
*Michael Rush, executive director, Idaho State Board of Education

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

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Warren Hardy, president, Associated Builders and Contractors
*Jane Nichols (WICHE chair, 2009), vice chancellor for academic and student affairs, Nevada System of Higher Education
*Carl Shaff, educational consultant

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

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Phyllis Gutierrez Kenney, state representative
Jeanne Kohl-Welles, state senator

WYOMING
*Thomas Buchanan (immediate past WICHE chair), president, University of Wyoming
Deborah Hammons, former state representative and producer, Cloud Peak Productions
Position vacant

*Executive Committee member

2011 COMMISSION COMMITTEES

Executive Committee
Joseph Garcia (CO), chair
Bonnie Jean Beesley (UT), vice chair
Thomas Buchanan (WY), immediate past chair

Diane Barrans (AK)
Leah Bornstein (AZ)
Position vacant (CA)
D. Rico Munn (CO)
Roy Ogawa (HI)
Michael Rush (ID)
Sheila Stearns (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
David Nething (ND)
Camille Preus (OR)
James Hansen (SD)
William Sederburg (UT)
Don Bennett (WA)
Position vacant (WY)

Issue Analysis and Research Committee
Robert Burns (SD), chair
Jeanne Kohl-Welles (WA), vice chair
Thomas Buchanan (WY), ex officio

Susan Anderson (AK)
David Lorenz (AZ)
Position vacant (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
M. Duane Nellis (ID)
Kim Gillan (MT)
Jane Nichols (NV)
José Garcia (NM)
William Goetz (ND)
Ryan Deckert (OR)
Committee chair (SD)
William Sederburg (UT)
Committee vice chair (WA)
Deborah Hammons (WY)

Disaster Recovery Planning Committee
Diane Barrans (AK), chair
Camille Preus (OR)
William Kuepper (CO), consultant and former WICHE
    commissioner
Roy Ogawa (HI)

Programs and Services Committee
Carl Shaff (NV), chair
Diane Barrans (AK), vice chair
Jane Nichols (NV), ex officio

Committee vice chair (AK)
Thomas Anderes (AZ)
Position vacant (CA)
Joseph Garcia (CO)
Roy Ogawa (HI)
Robert Kustra (ID)
Clayton Christian (MT)
Committee chair (NV)
Susanna Murphy (NM)
Duaine Espegard (ND)
Tim Nesbitt (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Phyllis Gutierrez Kenney (WA)
Position vacant (WY)

Self-funded Units Committee
Kaye Howe (CO), chair
James Hansen (SD), vice chair
Jane Nichols (NV), ex officio

James Johnsen (AK)
Leah Bornstein (AZ)
Position vacant (CA)
Committee chair (CO)
Roberta Richards (HI)
Michael Rush (ID)
Sheila Stearns (MT)
Joseph Hardy (NV)
Patricia Sullivan (NM)
David Nething (ND)
Camille Preus (OR)
Committee vice chair (SD)
Peter Knudson (UT)
Thomas Buchanan (WY)

Audit Committee
Thomas Buchanan (WY), chair
Diane Barrans (AK)
David Lorenz (AZ)
Roy Ogawa (HI)
Bonnie Jean Beesley (UT)

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
Renae Dahiya, web/database developer
Penne Siedenburg, help desk technician

Mental Health
Dennis Mohatt, vice president, behavioral health, and
    director,
Joanne Brothers, budget coordinator
Mimi McFaul, associate director
Tamara DeHay, research and technical assistance
    associate
Elisabeth Hahn, consultant
Tara Hickey, administrative coordinator
Debra Kupfer, mental health consultant
Chuck McGee, project director
Nicole Speer, research and technical assistance associate
Sabrina Tang, administrative assistant
Jessica Tomasko, research and technical assistance
    associate

Policy Analysis and Research
Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Cheryl Graves, administrative assistant
Carl Krueger, project coordinator
Patrick Lane, project coordinator

**Programs and Services
and Communications and Public Affairs**
Jere Mock, vice president
Candy Allen, graphic designer
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, Student Exchange Programs
Pat Shea, director, WICHE ICE, the Forum, and the
Alliance

Technology and Innovation
Louis Fox, senior associate

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

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

Future Commission Meeting Dates			
2011	2012	2013	2014
Oct. 31-Nov. 1 – Laie, Hawaii	TBD	TBD	TBD

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

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

ED-FSA	Federal Student Aid	ed.gov/about/offices/list/fsa
ED-IES	Institute of Education Sciences	ed.gov/about/offices/list/ies
ED-NCES	National Center for Education Statistics	nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	ed.gov/about/offices/list/oese
ED-OPE	Office of Postsecondary Education	ed.gov/about/offices/list/ope
ED-OSERS	Office of Special Education & Rehabilitative Services	ed.gov/about/offices/list/osers
ED-OVAE	Office of Vocational and Adult Education	ed.gov/about/offices/list/ovae

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

PPIC	Public Policy Institute of California	ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
SACS-CoCS	Southern Association of Schools and Colleges, Commission on Colleges	sacscoc.org
SFARN	Student Financial Aid Research Network	pellinstitute.org/conference_SFARN.html
SHEEO	State Higher Education Executive Officers	sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SONA	Student Organization of North America	conahec.org/conahec/sona
SPIDO	State Policy Inventory Database Online	wiche.edu/spido
SREB	Southern Regional Education Board	sreb.org
SREC	Southern Regional Electronic Campus	electroniccampus.org
SURA	Southeastern Universities Research Association	sura.org
TBD	Transparency by Design	wcet.wiche.edu/advance/transparency-by-design
UCEA	University Professional & Continuing Education Association (formerly NUCEA)	ucea.org
UNCF	United Negro College Fund	uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	unesco.org
UPCEA	University Professional Continuing Education Association	upcea.edu
VSA	Voluntary System of Accountability	voluntarysystem.org
WACCAL	Western Alliance of Community College Academic Leaders	wiche.edu/waccal
WAGS	Western Association of Graduate Schools	wagsonline.org
WALF	Western Academic Leadership Forum	wiche.edu/walf
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	wascsenior.org/wasc
	Washington College Directory Network	washington.collegedirectorynetwork.com
WCET	WICHE Cooperative for Educational Technologies	wcet.wiche.edu
WGA	Western Governors' Association	westgov.org
WICHE	Western Interstate Commission for Higher Education	wiche.edu
WIN	Western Institute of Nursing	ohsu.edu.son.win

SHEEO Offices in the West:

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