WICHE

ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAI'I

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH
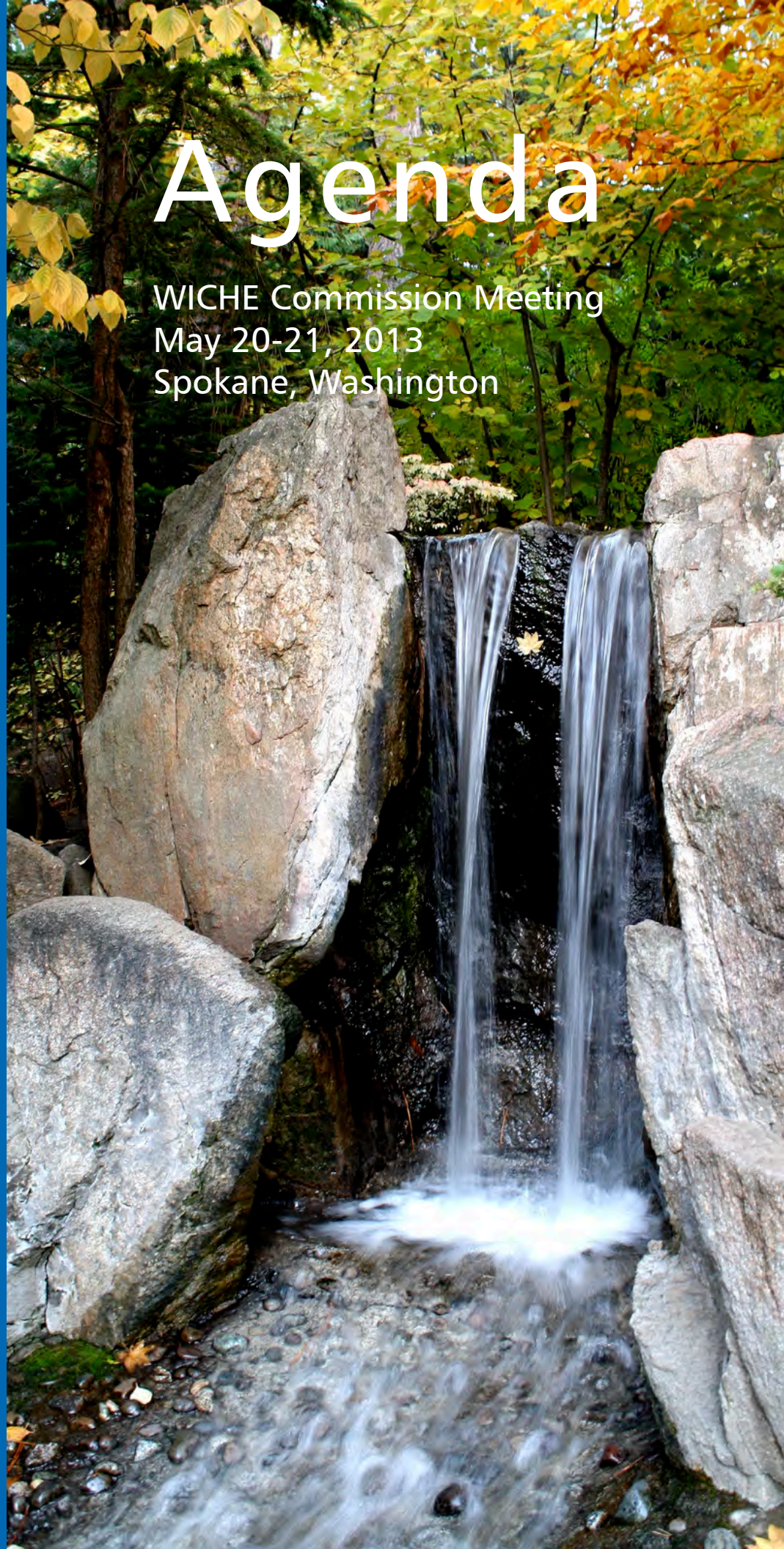
WASHINGTON

WYOMING

COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

Western Interstate Commission
for Higher Education

www.wiche.edu

Agenda

WICHE Commission Meeting
May 20-21, 2013
Spokane, Washington

WICHE

Monday, May 20, 2013   Schedule at a Glance

7:15 am
Davenport Hotel Lobby

Transportation to WSU Spokane Riverpoint Campus for Executive Committee members

7:30 am
Academic Center
Boardroom 501

Breakfast for Executive Committee members

7:45 - 8:45 am [Tab 1]
Academic Center
Boardroom 501

Executive Committee Meeting (Open and Closed)

Agenda (Open)

| Action Item | Approval of the Executive Committee teleconference minutes of March 25, 2013 | 1-3 |

Discussion Item: May 2013 meeting schedule

Other business

Agenda (Closed)

Discussion Items:

Report on the five-year evaluation of WICHE's president, presented by the commission's consultant, Cecelia (Cece) Foxley, former Utah commissioner of higher education and former WICHE commissioner

FY 2013 self-evaluation of the president and adoption of performance objectives for FY 2014   1-6

8:00 am
Davenport Hotel Lobby

Transportation to WSU Spokane Riverpoint Campus for commissioners, speakers, guests, and staff

8:15 am
Health Sciences Building
Room 110 A-D

Breakfast for commissioners, speakers, guests, and staff

8:45 - 9:15 am [Tab 2]
Health Sciences Building
Room 110 A-D

Committee of the Whole – Call to Order/Introductions

Call to order: Leah Bornstein, WICHE chair

Welcome by Lisa Brown, chancellor, WSU Spokane

Introduction of new commissioners and guests   2-3

| Action Item | Approval of the Committee of the Whole meeting minutes of November 12-13, 2012 | 2-4 |

Report of the chair

Report of the president

Recess until May 21, 2013, at 8:15 am

9:15 - 9:45 am [Tab 3]
Health Sciences Building
Room 110 A-D

Plenary Session I:
Contemporary Performance Measurement at the
Institutional Level – Administrative and Faculty
Engagement   3-1

Speaker: Debra Humphreys, vice president for public policy
and engagement, Association of American Colleges and
Universities

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

Facilitated Discussion on Contemporary Performance
Measurement at the Institutional Level – Administrative and
Faculty Engagement

Facilitator: Paul Lingenfelter, president, State Higher Education
Executive Officers

10:45 - 11:00 am   **Break**

11:00 - noon [Tab 4]
Health Sciences Building
Room 110 A-D

Programs and Services Committee Meeting   4-1

Agenda

Presiding: Patricia Sullivan, chair

Action Item   Approval of the Programs and Services
Committee meeting minutes of
November 12, 2012   4-3

Action Item   Discussion and approval of the FY 2014
workplan sections pertaining to the
Programs and Services unit's activities   4-6

Information Items:

Interstate Passport Initiative: Update on the pilot – Pat Shea   4-9

Student Exchange Program update – Margo Colalancia   4-18

Other business

11:00 - noon [Tab 5]
Academic Center
Boardroom 501

Issue Analysis and Research Committee Meeting 5-1

Agenda

Presiding: Jeanne Kohl-Welles, chair

Action Item — Approval of the Issue Analysis and Research Committee meeting minutes of November 12, 2012   5-3

Action Item — Approval of *Facilitating Further Development of a Multistate Data Exchange*   5-5

Action Item — Approval of the project *A Fighting Chance of Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health*   5-7

Action Item — Approval for *Fostering Successful Cooperative Education and Internship Programs to Improve Educational Outcomes and Meet Workforce Demands*   5-9

Action Item — Discussion and approval of the FY 2014 workplan sections pertaining to the Policy Analysis and Research unit's activities   5-10

Information Items:

Legislative Advisory Committee

WICHE/Center for Urban Education *Equity in Excellence* project update

WICHE Policy Analysis and Research internship program

Other business

11:00 - noon [Tab 6]
Academic Center
Room 241

Self-funded Units Committee Meeting 6-1

Agenda

Presiding: Jim Hansen, chair

Action Item — Approval of the Self-funded Units Committee meeting minutes of November 12, 2012   6-3

Information items – Mental Health:

Brief overview of current work

Discussion of outlook for FY 2014

Staffing update

Budget update

Action Item   Approval of the FY 2014 workplan sections
pertaining to the Mental Health Program   6-5

Information items – WCET:

Update on membership, programs, and services   6-9

Budget update

Action Item   Discussion and approval of the FY 2014
workplan sections pertaining to WCET   6-11

Other business

12:15 - 1:45 pm [Tab 7]
Nursing Building
Room 205

Lunch and Presentation: Remarks by WSU President Elson Floyd

Speaker: Elson Floyd, president, Washington State University

1:45 - 2:00 pm

Break

2:00 - 2:30 pm [Tab 8]
Health Sciences Building
Room 110 A-D

**Plenary Session II:
Contemporary Performance Measurement at the
State Level – Governance and Government**

Speaker: Dennis Jones, president, National Center for Higher
Education Management Systems

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

**Facilitated Discussion on Contemporary Performance
Measurement at the State Level – Governance and Government**

Facilitator: Paul Lingenfelter, president, State Higher Education
Executive Officers

3:30 - 4:30 pm [Tab 9]
Health Sciences Building
Room 110 A-D

**Plenary Session III:
What's Up at WICHE? An Update on WICHE's Multistate Data
Exchange**

Speaker: Brian Prescott, director of policy research, WICHE

4:30 pm

Transportation to the Davenport Hotel

Dinner on your own

Tuesday, May 21, 2013

Schedule at a Glance

8:00 am
Davenport Hotel Lobby

Transportation to WSU Spokane Riverpoint Campus

8:15 - 8:45 am
Health Sciences Building
Room 110 A-D

Breakfast and presentation on the Washington Student Achievement Council

Speaker: Raymond W. Lawton, member, Washington Student Achievement Council, and former board member of Independent Colleges of Washington

8:45 - 10:15 am
Health Sciences Building
Room 110 A-D

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Leah Bornstein, WICHE chair

Report and recommended action of the Audit Committee: Bonnie Jean Beesley, committee chair

Report and recommended action of the Executive Committee: Leah Bornstein, WICHE chair

Report and recommended action of the Programs and Services Committee: Patricia Sullivan, committee chair

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

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

Committee of the Whole Action and Discussion Items

Action Item	Approval of the FY 2014 annual operating budget – general and non-general fund budgets	10-3
Action Item	Approval of salary and benefit recommendations for FY 2014	10-11
Action Item	Discussion and approval of the FY 2014 workplan	10-12

Review of the Commission Code of Ethics   10-28

Meeting evaluation (electronic)
www.surveymonkey.com/s/C5P5BSR

10:15 - 10:45 am [Tab 11]
Health Sciences Building
Room 110 A-D

Plenary Session IV:
Contemporary Performance Measurement at the
Institutional Level – Governance Responsibility in
Educational Quality   11-1

Speaker: Peter Eckel, vice president for governance and leadership
programs, Association of Governing Boards of Universities and Colleges

10:45 - 11:15 am [Tab 11]

Facilitated Discussion on Contemporary Performance
Measurement at the Institutional Level – Governance
Responsibility in Educational Quality

Facilitator: Paul Lingenfelter, president, State Higher Education
    Executive Officers

Adjournment

WICHE

Executive Committee Meeting (Open/Closed)

Monday, May 20, 2013
7:45 – 8:45 am
Academic Center
Boardroom 501

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 20, 2013

7:45 - 8:45 am
Academic Center
Boardroom 501

Executive Committee Meeting (Open and Closed Sessions)

Leah Bornstein (AZ), chair
Dianne Harrison (CA), vice chair
Bonnie Jean Beesley (UT), immediate past chair

Diane Barrans (AK)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Dene Thomas (CO)
Sharon Hart (CNMI)
Steven Wheelwright (HI)
Mike Rush (ID)
Clayton Christian (MT)
Dave Nething (ND)
Patricia Sullivan (NM)
TBD (NV)
Camille Preus (OR)
James Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Agenda (Open)

Action Item   Approval of the Executive Committee
teleconference minutes of March 25, 2013   1-3

Discussion Item:

May 2013 meeting schedule

Other business

Agenda (Closed)

Discussion Items:

Report on the five-year evaluation of WICHE's
president, presented by the commission's consultant, Cecelia (Cece)
Foxley, former Utah commissioner of higher education and former
WICHE commissioner

FY 2013 self-evaluation of the president and adoption of
performance objectives for FY 2014   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
Monday, March 25, 2013

Committee Members Present
Leah Bornstein (AZ), chair
Dianne Harrison (CA), vice chair
Bonnie Beesley (UT), immediate past chair

Diane Barrans (AK)
Dene Thomas (CO)
Mike Rush (ID)
Dave Nething (ND)
Patricia Sullivan (NM)
Jim Hansen (SD)
Don Bennett (WA)
Tom Buchanan (WY)

Committee Members Absent
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Sharon Hart (CNMI)
Steven Wheelwright (HI)
Clayton Christian (MT)
Carl Shaff (NV)
Cam Preus (OR)
Dave Buhler (UT)

Others Present
James Hart for José Garcia (NM)

WICHE Staff Present
David Longanecker, president
Erin Barber, executive assistant to the president
Mollie McGill, deputy director, WCET
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services

Chair Leah Bornstein called the meeting to order. Erin Barber called roll and confirmed a quorum.

ACTION ITEM

Approval of the November 12, 2012, Executive Committee Meeting Minutes and the February 21, 2013, Executive Committee Teleconference Minutes

Chair Bornstein asked for a motion to approve the minutes. Commissioner Nething moved TO APPROVE THE NOVEMBER 12, 2012, EXECUTIVE COMMITTEE MEETING MINUTES. Commissioner Hansen seconded the motion. The motion was approved unanimously. Commissioner Hansen moved TO APPROVE THE FEBRUARY 21, 2013, EXECUTIVE COMMITTEE TELECONFERENCE MINUTES. Commissioner Nething seconded the motion. The motion was approved unanimously.

DISCUSSION ITEM

Budget Update

Chair Bornstein asked David Longanecker to present the budget update. Longanecker explained that two different budgets were sent to the committee: one designated as a "slim" budget and the other designated as the "recommended" budget. In the slim budget, there is a projected increase in revenues of $281,000, due to dues from the Commonwealth of the Northern Mariana Islands (CNMI); an approved $6,000 increase in membership dues; and an increase in indirect cost recovery. The budget also shows a fairly modest increase in expenditures, particularly noted in the President's Office, the commission budget, and Administrative Services. The increase in the President's Office is due to the deferred compensation plan and an increased portion of the president's FTE being charged to the general

fund. The budget for the commission shows an increase to account for travel costs for the CNMI commissioners. The increase in expenditures for Administrative Services is due to increasing the HR coordinator's FTE (a portion of which was being charged to the Mental Health Program).

In the slim budget, there are changes made to the reserves categories to include the Colorado Educational and Cultural Facilities Authority bond balloon payment and Ford loan balloon payment, both of which will come due in the next few years. This leaves $111,962 available for dedication. The slim budget does not include adjustments to staff salaries but does include a 2.5 percent increase for inflation on all other budget items.

Next, Longanecker presented the recommended budget. He noted that the surplus in this budget is only $969. The revenue streams remain the same as what was presented in the slim budget. This budget proposed raising the Policy Analysis and Research budget to allow for a slight increase in general fund staffing, to support work on general fund activities. Currently, all support staff in the Policy unit are paid mostly out of grants, and there are not enough resources or staff time available when requests for assistance come that would logically come out of the general fund. This increase would also restore the Policy budget to the level it was at six years ago.

Longanecker noted that the Technology & Innovation budget would be eliminated, since Louis Fox is no longer consulting with WICHE. The recommended budget increases the president's FTE on the general fund (from 85 percent to 90 percent). Also, the commission budget includes $10,000 for WICHE's 60th anniversary celebration during the November 2013 commission meeting.

Finally, in the recommended budget, Longanecker proposes moving the HR coordinator to full-time because of an increase in HR functions at WICHE. He also noted that $75,000 is being requested (an amount previously approved by the commission) for IT expenditures. The funds were never used and went back into the reserves. Longanecker is requesting the funding to complete IT projects. There is also a new dedication in the reserves called "Collective Purchasing Investment," which would fund more staff time to generate more activity and income in these programs at WICHE.

Commissioner Sullivan asked about changes to the Student Exchange Program budget. Longanecker responded that there was a slight increase for inflation and travel to the CNMI. Commissioner Rush asked what the difference was between the two budgets on the bottom line. Longanecker responded that the slim budget would end with reserves for dedication and the recommended budget wouldn't add to or draw down from the reserves.

DISCUSSION ITEM

FY 2014 Workplan

Longanecker presented a draft of the FY 2014 workplan to the committee. He noted that the format had undergone a few small changes, based on conversations with and feedback from the commissioners. The Existing Activities section is now divided into two parts: Ongoing, and Projects and Initiatives. The Projects and Initiatives section will include brief descriptions of each project. The New Directions section of the workplan includes projects already approved by the commission. Potential Future Projects do not have the same dashboard because they are ideas for the future, things that have been brought forward by staff and commissioners. There is a section on Completed Projects at the end. Longanecker said that the committees will be discussing the workplan in more detail at the May commission meeting.

Commissioner Buchanan said that he really liked the format of the workplan but found the acronyms in the Mental Health section to be confusing. Longanecker said he would pass that feedback along to the staff, so changes can be made before the workplan is presented in May.

DISCUSSION ITEM

Program Updates

Longanecker updated the committee on progress on the Race Against the Clock project. Longanecker and Demarée Michelau met with the Albertson Foundation earlier in March to discuss potential funding of the project. Longanecker said it was a productive meeting, and the project was well-received. They have not yet been notified about funding. A national meeting is being held in mid-April on the State Authorization Reciprocity Agreement program. Participants

include teams from almost every state. The organizations that have been working on the reciprocity agreement – the national Commission on the Regulation of Postsecondary Distance Education, the four regional compacts, the Council of State Governments, and the Presidents' Forum – will present the reciprocity agreement that everyone has agreed to. The final version will be very similar to what was presented to the commissioners in November.

Longanecker noted that WICHE is waiting to hear from Lumina Foundation on a proposal that will fund the start of the reciprocity program. The grant would fully fund each of the four regional compacts' SARA operations in the first year, partially in the second year, and only slightly in the third year, when most of the funding would then come from the fees generated from the reciprocity program. A new national coordinating board will be formed, and the national SARA staff will be located at WICHE. State teams going to the national meeting in April are small. Money from Lumina would also fund regional meetings that would bring key people together to discuss the new reciprocity program. Commissioner Harrison asked who wasn't going to be represented at the national meeting. Longanecker said Hawai'i decided not to attend because of the cost and staff time, but he noted that the state is considering legislation this session to be able to participate in the reciprocity program. Longanecker told the committee he would send the participant list.

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DISCUSSION ITEM

May Commission Meeting Preliminary Agenda

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The overall theme of the May commission meeting is performance measurement, looking at perspectives at the institutional and state/governing board levels. Longanecker said he is working with Chair Bornstein on the fourth session. Washington State University (WSU) President Elson Floyd will join the commissioners for lunch and will present on how WSU weathered the budget crisis and the unique ways they used their American Recovery and Reinvestment Act (ARRA) funds. At the suggestion of Commissioner Kohl-Welles, the Washington Student Achievement Council will be attending the meeting and sharing their agenda for the new coordinating board. Brian Prescott will be presenting data from the *Multistate Data Exchange* project. Longanecker also mentioned that it would be nice to include Paul Lingenfelter on the agenda in light of his upcoming retirement, as he has been a significant partner of WICHE's. Longanecker noted that Cece Foxley will be attending the May meeting to present her evaluation of WICHE's president.

Chair Bornstein called for other business. Commissioner Nething moved to adjourn the meeting. The meeting was adjourned.

ACTION ITEM
FY 2013 Self-Evaluation of the WICHE President and
Adoption of Performance Objectives for FY 2014

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 2013-14 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.

This year my self-evaluation will be accompanied by the externally conducted evaluation of my performance, which will be conducted every five years and has been conducted this year under contract to the commission by Cece Foxley. Her evaluation is presented separately from this self-evaluation.

- 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 (2013-2014).

This past year was certainly demanding but also very rewarding to me personally. While the year has been quite good overall, there are areas of my performance that did not go as well as I expected or as you should expect, and I will reflect those less-than-adequate levels of performance in this self-evaluation.

Administering the WICHE Organization:

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

    Internal management

    1. **Maintain a balanced budget for fiscal year 2013 and beyond and seek to find a way within a balanced budget to provide modest merit-based salary increases to staff.**

        Accomplished. Both the "balanced budget" portion of this objective and providing a modest 3 percent merit-based salary increase for staff have been accomplished. Overall, we are projected to end fiscal year 2013 with a surplus of $128,339 (5.8 percent of the commission-approved general fund budget). This surplus results from $58,987 in revenues in excess of expectations and $68,312 in expenses below expectations. The revenue increases came despite our misfortune, again, in not receiving the $87,000 in delinquent dues payment owed from the California Community Colleges (CCC) system (2004-2005 arrears). We continue to believe, however, that we have fashioned a strategy that will allow the CCC system to garner these delinquent dues in future years through a surcharge on students participating in the WUE program. Because of revenue projections in excess of original projections, primarily from indirect cost reimbursements above projections, we were able to provide salary increases averaging 3 percent to staff midyear. All self-supporting units will also end the year with revenues either matching or exceeding their expenses.

        2014 Recommendation: Retain the 2013 objective.

    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.**

        Not accomplished. We continue to improve the alignment of responsibilities within and between the various units within WICHE. I have not, however, been able to lead the organization toward consensus in creating an IT enterprise infrastructure within the organization. My staff has worked hard to achieve this, but the combination of past habits and limited resources has constrained our ability to achieve this

objective and has begun to create morale problems within the organization. This continues to be one of my most significant leadership and management deficiencies.

We have been more successful in diversifying our staff. Of the six new hires this past year, three have been persons of color. Unfortunately, two of the staff we lost this past year were persons of color, so our net gain was only one.

2014 Recommendation: Retain this objective.

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

   Partially accomplished. Last year I indicated that I was concerned about the initial signs of eroding staff morale, greatly due to our inability to reward staff with merit increases for the prior three (and in some cases nearly four) consecutive years. The ability to provide merit salary increases mid-year was extremely well-received. And in general, morale in the organization is high. As mentioned in (2) above, however, our inability to keep pace with the IT developments of the organization has begun to take a toll on morale, as staff lose patience while waiting for these services or seek ways to advantage their project over those of others. We currently have an exceptionally talented, productive, and enjoyable staff. 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.

   Yet our salary schedule remains quite frugal compared to higher education in general and the higher education organizations with which we engage most often. To date, I do not believe the organization's financial difficulties have led many staff to leave the organization (we did lose one IT professional to a much higher paying position), though some staff have been courted by other organizations and we could easily lose some talented and treasured colleagues to other professional opportunities. Should that occur it would test our morale as a group.

   2014 Recommendation: Retain the 2013 objective. In my evaluation last May, some commissioners expressed concern that measuring the extent to which a number of my objectives were achieved (or not) was difficult because the objectives lacked clear metrics for measurement. This is certainly true for this objective. To some extent I believe that it's unavoidable with an objective like "maintaining morale," which is a qualitative dimension of institutional health for which there are not precise measurements. Nonetheless, I intend to include an evaluation of the organizational environment when we do staff evaluations in July of this year, so that I have a somewhat better sense of the validity of my assessment.

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.**

   Accomplished, more or less. 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. As is virtually always the case, limits in resources have resulted in some items on the workplan not being achieved. All mission-critical efforts have been accomplished, though.

   Though not explicitly included as an objective this past year, perhaps the most significant service to the commission was bringing the U.S. Pacific territories and freely associated states into WICHE membership, with the Commonwealth of the Northern Mariana Islands (CNMI) becoming the first territory to affiliate.

   2014 Recommendation: Retain the 2013 objective, but add the expectation that at least one additional Pacific territory or freely associated state will affiliate with WICHE.

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, including all states not visited the prior year.**

   Almost accomplished. During this past year, I visited 11 of the 16 WICHE member states and territories, missing Alaska, Nevada, New Mexico, CNMI, and Oregon. While this meets the first segment of the objective, to visit more than half of the member states, I did not visit Alaska, which was designated as "must visit." I was involved in work on state or institutional policy in all the states I visited, making presentations, leading discussions, or involved in one-on-one meetings.

   2014 Recommendation: Retain the 2013 objective, with a specific focus on visiting the five states and territory not visited this past year.

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

   More than accomplished. We conducted a very successful Legislative Advisory Committee (LAC) meeting in Sacramento in September 2011. The number of legislators participating was about average with prior years, which is actually quite good in an election year, and the engagement of these participants was stellar. We were able to finance the meeting out of an existing grant, thus relieving the general fund budget of that expense.

   2014 Recommendation: Retain the 2013 objective.

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

   Internal management

1. **Connect WICHE's IT infrastructure to the UCAR Internet II connection.**

   Not accomplished. While our National Center for Higher Education Management Systems and State Higher Education Executive Officers partners in the State Higher Education Policy Center (SHEPC) were able to join us in establishing a temporary enhancement of the Internet bandwidth available to the learning center via satellite transmission, we were not able to complete the connection with Internet II through an agreement with and cable to the University Center for Academic Research (UCAR), which is located proximate to WICHE's facility. We continue to work on this project and expect it to be accomplished in the coming year.

   2014 Recommendation: Retain the 2013 objective.

   Commission development and innovation

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

   Accomplished. Of the eight members appointed to the commission since the May 2011 meeting, five are from communities of color.

   2014 Recommendation: Retain the 2013 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.**

   Not accomplished. We have been reasonably successful in working with legislatures. Staff in a number of states have requested individual support from WICHE or have requested that WICHE testify before their

committees. Our most substantive engagement in this area continues to be through our partnership with National Conference of State Legislatures (NCSL). WICHE staff often serves as faculty for its education workshops and seminars. During the past year I personally testified before or worked extensively with legislatures, legislators, or legislative staff in California, Hawai'i, Idaho, North Dakota, Oregon, South Dakota, and Washington.

We have been less engaged with governors and their staff. During the past year I worked with governors or their staff in California, Hawai'i, Colorado, New Mexico, Utah, and Washington, but I have yet to meet with the new executive director of the Western Governors' Association and my engagements with executive branch folks have been less substantive than in the legislative arena, with the exception of work in Colorado, Hawai'i, New Mexico, and South Dakota.

2014 Recommendation: Retain the 2013 objective.

2. **Expand partnership relationships, where appropriate, with other organizations, including the addition of the following organizations: Complete College America (CCA), the National Governors Association (NGA) and NGA's Complete to Compete Initiative, the various partners in the Common Core State Standards initiative, and the Council for Adult and Experiential Learning (CAEL).**

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: Midwestern Higher Education Compact (MHEC), New England Board of Higher Education (NEBHE), and Southern Regional Education Board (SREB). And we have developed and sustained strong relationships with all of the organizations added to the 2011-2012 objective: CCA, NGA, and those involved with the Common Core initiative, most specifically with the Smarter Balanced Assessment Consortium, whose assessments have been adopted by 10 of the WICHE states.

In addition, we have rekindled our previously very positive relationship with the Council of State Governments–West (CSG–West) and its new executive director. 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. Similarly, as student-learning outcomes have become an increasingly important issue, with respect to the assessment of student learning and the ways to change pedagogy to improve student learning, we have begun to partner more closely with organizations that focus on this issue, including the American Association of Colleges and Universities (AAC&U) and the New Leadership Alliance for Student Learning and Accountability (the Alliance). Through our work on developing a regional approach to state authorization of online learning we have developed a strong relationship with the Presidents' Forum, the Council of State Governments–National (CSG), and the Association of Public Land-Grant Universities (APLU). I continue to believe that working collaboratively makes a lot more sense than working competitively.

2014 Recommendation: Retain 2013 objective, with no specific organizations identified for unique outreach.

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 continued to drop modestly (from 682 in academic year 2011-12 to 678 in academic year 2012-13). 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.

2014 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 7 percent this year to 31,058 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 Internet Course Exchange (ICE) continues to provide access to courses. This program contemporizes our array 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, despite facing a fiscal environment that we thought would heighten both knowledge of and participation in this program, the recent addition of the entire array of institutions within the Oregon University System will likely enhance the visibility and viability of this program.

   2014 Recommendation: Retain 2013 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 and explore innovative ways in which WICHE can assist its member states and territory to act together collectively in more ways.**

   Mostly accomplished. This was a good year for developing possible new 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 development of the regional transfer protocol and "passport," and our efforts to develop interstate reciprocity on state authorization of institutions to operate outside their borders. Through the Lumina-funded but WICHE-managed Adult College Completion Network, we have also become a national leader in developing a network of organizations and states focused on serving adult students optimally. Also, after being approved as a preferred contractor for the Department of Education (as we reported last year), we have now been approved as a preferred contractor under the General Services Administration, which gives us preferred status with a number of federal departments, in addition to the Department of Education. Our efforts to develop interstate reciprocity for authorization of institutions to operate outside their borders evolved into a very extensive effort over the past year, much more so than anticipated. The result of this effort has met all of the commission's expectations, but it has taken significantly more time and financial resources than anticipated and provided more angst and less joy.

   2014 Recommendation: Retain 2013 objective, but explore innovative ways in which WICHE can assist the 16 member states and territories to act together collectively in more ways.

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

   Accomplished. We have established the regional State Authorization Reciprocity Agreement and anticipate implementation funding by the time of the May commission meeting. We have also secured new grants for a second round in developing and expanding our Predictive Analytics Reporting project and for the Consortium for Health Education Online.

   2014 Recommendation: Retain 2013 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 quite active in this arena. In addition to the interstate efforts, we continued to provide technical assistance to a number of states during this past year, most notably to California, Idaho, Hawai'i, New Mexico, North Dakota, Nevada, and Washington. Our work with national organizations – such as Lumina Foundation, the Bill & Melinda Gates Foundation, Smarter Balanced, ACT, and the College Board – also helped bring new ideas to the West and share Western successes with others.

      2014 Recommendation: Retain 2013 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. The organization has successfully reached fiscal stability, and recent successful competition for grants, most notably the Predictive Analytics Reporting grant from the Gates Foundation, further cements WCET's strong financial position. The Mental Health Program has experienced a strong and rewarding year, continuing to sustain itself primarily through substantial federal and state contracts and grants, and entering into a number of innovative new dimensions of its work, including an expanded clinical psychology internship program.

      2014 Recommendation: Retain 2013 objective.

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

   1. **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.**

      Accomplished. This past year we secured a second round of funding for the Predictive Analytics Reporting (PAR) project within WCET; received funding for the Consortium of Healthcare Education Online (CHEO) within the Programs and Services unit; and brought in a variety of contracts and grants through the Mental Health Program. We continued our work on four previously funded grants within the Policy Analysis and Research unit: the Multistate Data Exchange project, funded by the Bill & Melinda Gates Foundation, which allows four WICHE states (Washington, Oregon, Idaho, and Hawai'i) to pilot the sharing of higher education, secondary education, and workforce databases with each other; management of a grant from Lumina Foundation to administer a national Adult College Completion Network for states, institutions, and nongovernmental organizations that are working to better serve adult students who have some college but no degree as they return to postsecondary education; the 8th edition of *Knocking on the College Door: Projections of High School Graduates*, with funding support from ACT and the College Board; and Transparency by Design (TbD), a Lumina-funded grant

to develop and manage a database for online institutions that displayed their performance on various metrics, though this project terminated midyear and TbD is no longer active. Without external funding we continued our work to help institutions and state policymakers better understand the consequences of the Common Core State Standards for higher education in the West. We have not, however, been successful in advancing the workforce policy agenda through external funding. Nor have we secured funding for new policy initiatives within the Policy Analysis and Research unit.

2014 Recommendation: Retain 2013 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. California and Idaho, along with the four states involved in the Multistate Data Exchange project, have received the most substantial technical assistance during this period of time.

    2014 Recommendation: Retain 2013 objective.

IN SUM:

This self-evaluation for fiscal year 2013 (2012-2013) and proposed objectives for 2014 (2013-2014) reflect a productive but not exceptional year for me, which was, in part, less productive in general because of the very substantial investment of my time required in the effort to create a regionally based State Authorization Reciprocity Network. 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 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 need to improve my performance and am disappointed in the number of objectives not accomplished. I also believe that I need to focus more attention on my management of the organization; I fear my frequent absence from the office has negatively impacted staff productivity over the past year.

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 20, 2013
8:45 – 9:15 am
Health Sciences Building
Room 110 A-D

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 20, 2013

8:45 - 9:15 am
Health Sciences Building
Room 110 A-D

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

Call to order: Leah Bornstein, chair

Welcome by Lisa Brown, chancellor, WSU Spokane

Introduction of new commissioners and guests   2-3

Action Item   Approval of the Committee of the Whole
meeting minutes of November 12-13, 2012   2-4

Report of the chair

Report of the president

Recess until May 21, 2013, at 8:15 am

New Commissioners

Sharon Hart is president of Northern Marianas College. She previously served as president of Middlesex Community College in Connecticut and of North Dakota State College of Science. Hart has also served in numerous administrative roles, including as vice president for academic and student affairs at Northcentral Technical College in Wisconsin and as administrative dean at Madison Area Technical College in Wisconsin. Additionally, she has extensive international experience, serving as deputy president at the University College of the Caribbean and as a Fulbright Scholar to India. Hart received her Ph.D. from the University of Illinois School of Education. She received her M.S. from Indiana State University and her B.S. from Michigan State University. She is also an alum of the Harvard Graduate School of Education's Management of Lifelong Education leadership program.

Jude Hofschneider is the lieutenant governor of the Commonwealth of the Northern Mariana Islands (CNMI). He previously served as a senator in the CNMI Legislature. During his tenure in the Senate from 2006 to 2013, Hofschneider held leadership roles as the senate vice president and president. He has also served as a member of the Tinian & Aguiguan Municipal Council. Hofschneider received an associate of arts degree in liberal arts from Northern Marianas College.

Eileen Klein is president of the Arizona Board of Regents (ABOR). She oversees the Arizona public university system and its students. Previous to joining the board, Klein served as chief of staff for Governor Janice Brewer. She received her bachelor of arts in French and business from Florida State University and a master of public administration from Arizona State University.

Loretta Martinez serves as general counsel and secretary to the board of trustees at Metropolitan State University of Denver. She has previously served as general counsel for the Colorado State University System and as legal counsel and general secretary to Colorado College in Colorado Springs. Martinez received a bachelor of arts in political science from Yale University and a juris doctorate from Harvard Law School.

Mark Moores has served in the New Mexico Senate since 2013. He represents District 21, which includes Albuquerque in Bernalillo County. In addition to serving as a citizen legislator, Senator Moores is the executive director of the New Mexico Dental Association. He was part of a team that coordinated the single largest charitable event in the history of the state: New Mexico Mission of Mercy served 2,201 New Mexicans, giving away $1.3 million in free dental care in two days. Senator Moores attended the University of New Mexico (UNM) on a football scholarship. He received a B.A. in political science while being a four-year letterman on the offensive line for the Lobos. He also earned an M.B.A. from the UNM Anderson School of Management.

Hilda Rosselli serves as deputy director of college and career readiness for the Oregon Education Investment Board. She is also the dean of the College of Education at Western Oregon University. Before coming to Oregon in 2002, Rosselli was an education professor and assistant dean at the University of South Florida. She holds a master's degree and doctorate from the University of Southern Florida.

Joshua Sasamoto is president of Pacific Development, and Marianas Home. He also serves as special project director for August Healthcare Group. Sasamoto previously served as the executive director of the Northern Marianas Housing Corporation. He is a Rotary Club member and serves on the board and executive committee of the Northern Mariana Islands chapter of the American Red Cross. Sasamoto received a bachelor of arts degree in political science from Gonzaga University, magna cum laude, with a minor in philosophy. Sasamoto also attended the University of Washington School of Law for a year before earning a master's in public administration from the Evans School of Public Affairs at the University of Washington.

Larry Seaquist has served in the Washington House of Representatives since 2006 and is chairman of the House Higher Education Committee. He serves the 26th Legislative District, which includes Gig Harbor, Port Orchard, Bremerton, and the Key Peninsula. Seaquist is a former U.S. Navy captain and Pentagon strategist, serving in the U.S. Navy for 32 years. As a lecturer and writer, he conducts seminars on innovative community and security strategy at higher education institutions around the country.

ACTION ITEM
Minutes of the Committee of the Whole

Session I: Call to Order
Monday, November 12, 2012

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

Susan Anderson (AK)
Diane Barrans (AK)
Jim Johnsen (AK)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
Dianne Harrison (CA)
D. Rico Munn (CO)
Dene Thomas (CO)
Francisco Hernandez (HI)
Carol Mon Lee (HI)
Steven Wheelwright (HI)
Mike Rush (ID)
Mack Shirley (ID)
Clayton Christian (MT)
Sheila Stearns (MT)
José Garcia (NM)
Patricia Sullivan (NM)
Duaine Espegard (ND)
Joe Hardy (NV)
Vic Redding (NV)
Robert Burns (SD)
James Hansen (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Dave Buhler (UT)
Peter Knudson (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Commissioners Absent
Tom Anderes (AZ)
Michael Kirst (CA)
M. Duane Nellis (ID)
Kim Gillan (MT)
Susanna Murphy (NM)
Dave Nething (ND)
Ham Shirvani (ND)
Carl Shaff (NV)
Tim Nesbitt (OR)
Jeanne Kohl-Welles (WA)
Sam Krone (WY)
Karla Leach (WY)

Guests/Speakers
Sharon Hart, president, Northern Marianas College
Sally Johnstone, vice president of academic advancement, Western Governors University
Gabriel Rench, Western representative, Economic Modeling Specialists Intl. (EMSI)

Staff Present
Erin Barber, executive assistant to the president and to the commission
Peace Bransberger, research analyst, Policy Analysis and Research
Margo Colalancia, director, Student Exchange Program
Patrick Lane, project coordinator, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, Western Alliance of Community College Academic Leaders, Internet Course Exchange, and Western Academic Leadership Forum

Chair Beesley called the meeting to order and welcomed the commissioners to the meeting. Chair Beesley introduced newly appointed commissioners:

- Francisco Hernandez, Hawai'i
- Carol Mon Lee, Hawai'i
- Ham Shirvani, North Dakota
- Dave Buhler, Utah

Chair Beesley introduced guests attending the meeting and listed commissioners whose terms are expiring after the November 2012 meeting.

ACTION ITEM
Approval of the Minutes of the May 21 - 22, 2012, Committee of the Whole Meeting

Commissioner Garcia moved TO APPROVE THE MINUTES OF THE MAY 21-22, 2012, COMMITTEE OF THE WHOLE MEETING. Commissioner Christian seconded the motion. The minutes were approved unanimously.

Chair Beesley gave the Report of the Chair. She commented that the discussions during the meeting would focus on the benefits of higher education. There is often more focus on financial benefits than there is on the nonfinancial benefits of higher education. These nonfinancial benefits include a focus on citizenship, critical thinking, knowledge of past history, and health. The financial discussions leave out issues about the quality of life and relationships, women who leave the workforce, and civic engagement. Chair Beesley said the discussions would focus on these areas, and she hoped they would continue when the commissioners go back to their home states and institutions.

Chair Beesley called on David Longanecker for the Report of the President. Longanecker introduced staff in attendance and presented "WICHE Inside Out," which included updates on staff diversity, IT, electric power issues, grant and project activities, and salary increases. He also mentioned the Sloan Award WICHE recently received for flexibility in the workplace.

Chair Beesley called on Commissioner Joe Garcia to give the report of the Nominating Committee. Commissioner Garcia said the committee met to consider the 2013 leadership and nominated Leah Bornstein (AZ) for 2013 chair, Dianne Harrison (CA) for 2013 vice chair, and Bonnie Jean Beesley (UT) for 2013 immediate past chair. Chair Beesley told the commissioners to consider the proposed nominations. Action on the nominations would be taken during the business session.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, November 13.

Business Session
Tuesday, November 13, 2012

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

Susan Anderson (AK)
Diane Barrans (AK)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
D. Rico Munn (CO)
Dene Thomas (CO)
Francisco Hernandez (HI)
Carol Mon Lee (HI)
Steven Wheelwright (HI)
Mike Rush (ID)
Mack Shirley (ID)
Clayton Christian (MT)
Sheila Stearns (MT)
José Garcia (NM)
Patricia Sullivan (NM)
Duaine Espegard (ND)
Joe Hardy (NV)
Vic Redding (NV)
Robert Burns (SD)
James Hansen (SD)
Camille Preus (OR)
Dave Buhler (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Commissioners Absent
Tom Anderes (AZ)
Jim Johnsen (AK)
Dianne Harrison (CA)
Michael Kirst (CA)
M. Duane Nellis (ID)
Kim Gillan (MT)
Susanna Murphy (NM)
Dave Nething (ND)
Ham Shirvani (ND)
Carl Shaff (NV)
Ryan Deckert (OR)
Tim Nesbitt (OR)
Peter Knudson (UT)
Jeanne Kohl-Welles (WA)
Sam Krone (WY)
Karla Leach (WY)

Guests
Sharon Hart, president, Northern Marianas College
Sally Johnstone, vice president of academic advancement, Western Governors University
Jane Sherman, vice provost for academic policy and evaluation, Washington State University

WICHE Staff
Erin Barber, executive assistant to the president and to the commission
Peace Bransberger, research analyst, Policy Analysis and Research
Margo Colalancia, director, Student Exchange Program
Patrick Lane, project coordinator, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, Western Alliance of Community College Academic Leaders, Internet Course Exchange, and Western Academic Leadership Forum

Chair Bonnie Jean Beesley called the meeting to order.

Report and Recommended Action of the Audit Committee
Chair Beesley called on Commissioner Joe Garcia to give the report of the Audit Committee. Commissioner Garcia reported that the Audit Committee has met twice since the May commission meeting. During its meeting on October

2, 2012, the committee met with WICHE staff and the auditors from Rubin Brown to go through the FY 2012 financial statement. The auditors gave an unqualified opinion that the financial statements represent fairly, in all material respects, the financial position of WICHE. They stressed that it was a clean audit with no findings or adverse opinions, and they had no disagreements with staff. The committee members met privately with the auditors and then privately with staff.

Commissioner Garcia moved TO APPROVE THE FY 2012 AUDIT REPORT. Commissioner Buchanan seconded the motion. The motion was approved unanimously.

Commissioner Garcia said the Audit Committee met again on October 30, 2012, to consider management response to four suggestions made by the auditors in a separate document after the audit was completed. These were suggestions for additional procedures that management might undertake to improve operations. Of the four suggestions, management thought one should be adopted. This would involve a count of all electronic assets annually and furniture assets every three years. As for the other three suggestions, WICHE was already effectively doing them (exception reporting and expense limit clarification) or did not feel the benefit justified the cost (positive pay). The audit committee concurred with management's decisions on these suggestions.

Report and Recommended Action of the Executive Committee

Chair Beesley reported that the Executive Committee approved a new evaluation process for the WICHE president. The new process will include the following elements:

- The president will prepare a self-evaluation of his performance, to be presented each year at the May meeting.
- Each year the chair of the commission, in consultation with the other WICHE officers, will prepare an evaluation of the president's performance for the May commission meeting.
- Every five years, an external consultant will be secured by the commission to review the president's performance.

Because this is the fifth year, Longanecker will be requesting a bid for this evaluation from Mountain States Employers Council and also request the committee members' recommendations for an external evaluator. Commissioner Espegard commented that $25,000 was a lot of money to spend on a review, even if it occurs every five years. He noted that staff have gone a long time without raises and felt the external review shouldn't require the spending of $25,000. Commissioner Burns asked what the policy is for outside reviews. Longanecker said this is a fairly standard approach to an external review and noted that it may not cost the full $25,000. Bids have not been requested for the review, and the amount of $25,000 was a rough estimate. Longanecker said he thought there was value in doing the review because it shows the organization has been vigilant in the oversight of its CEO. He said he appreciates Commissioner Espegard's point about the cost of the review and noted the reserves would cover the cost and that it would demonstrate the commission's oversight.

Chair Beesley commented that there has been a unanimous sense of support for WICHE's president and respect for the job he is doing. The review would be a protection for him and a way to augment his yearly self-evaluation. Commissioner Hardy noted that the review process allows for outside experts who are not under the direct supervision of the commission to give suggestions. Commissioner Barrans said she suspects the review would cost less than $25,000 and thinks WICHE is a very healthy organization. The review is good practice.

Commissioner Joe Garcia moved TO APPROVE A PROCESS FOR THE EVALUATION OF THE WICHE PRESIDENT. He commented that the review is valuable, since so few of the commissioners have daily contact with the WICHE president. Commissioner Cabaldon seconded the motion. The motion was approved unanimously.

Commissioner Rush asked if the Audit Committee would be selecting the evaluator. Longanecker responded that the WICHE chair would make the selection after an RFP process. Commissioner Rush suggested that the evaluator be outside of NCHEMS or SHEEO.

The committee heard recommendations from WICHE staff on changes to the Legislative Advisory Committee (LAC) bylaws. The changes include:

- Removing the number of terms a Legislative Advisory Committee member can serve.
- Adding language that states that an LAC member can be appointed for a two-year term, with the possibility of being reappointed for additional terms.

- Removing the condition that the LAC meetings have to be held in conjunction with the National Conference of State Legislators and Council of State Governments meetings.
- Removing the specific dollar amount of $25,000; the LAC meeting will continue to be a part of the budget, approved at the May commission meeting.

Commissioner Hansen moved TO APPROVE THE CHANGES TO THE LEGISLATIVE ADVISORY COMMITTEE BYLAWS. Commissioner Preus seconded the motion. The motion was approved unanimously.

Chair Beesley reported that the Executive Committee went into a closed session to do an informal review of Longanecker's performance and 2012 travel.

Report and Recommended Action of the Programs and Services Committee

Chair Beesley called on Commissioner Sullivan for the report of the Programs and Services Committee. Commissioner Sullivan reported that the committee heard an update on the Student Exchange Program from Margo Colalancia. She noted that the Western Undergraduate Exchange, the largest program of its kind in the nation, now has record enrollment of more than 30,650 students during this academic year. A recent survey of WUE's 150 participating programs and our enrollment reporting shows that the top WUE majors are well-aligned with some of the West's most crucial workforce needs and include offerings in healthcare fields, the biological and biomedical sciences, engineering, and business. The Western Regional Graduate Program continues to add more offerings; some 49 new programs were nominated during a recent solicitation by staff. The Professional Student Exchange Program is providing students in 12 WICHE states with access to a wide range of professional programs in healthcare fields that otherwise might not be available to them because the fields of study are not offered at public institutions in their home states. Finally, staff is beginning to explore the potential of developing a new initiative that would provide expanded residency options for graduates of family practice medicine for our smaller rural and frontier states.

The committee heard an update from Jere Mock on MHECare, the student health insurance program that was developed by the Midwestern Higher Education Compact and approved by the WICHE Commission at its last meeting. MHECare has gained five Colorado campuses since May. Collectively, they add some 3,000 students to the program and bring the number of participating campuses to 18 in the MHEC and WICHE regions. Mock is informing institutions and systems throughout the West about the health insurance options available through MHECare.

Pat Shea reported on the Interstate Passport Initiative that WICHE is facilitating with a two-year grant of $550,000 from the Carnegie Corporation of New York. The initiative is creating a new transfer framework based on learning outcomes, not courses and credits. In this initial project the focus is on a block transfer of the lower-division general education core as a proof of concept. Students who achieve the learning outcomes will carry an Interstate Passport notation on their student record, signaling their completion of the general education core, so that they do not have to repeat these outcomes at another Passport institution. Twenty-eight institutions, both two-year and four-year, in five states (California, Hawai'i, North Dakota, Oregon and Utah) are participating.

Report and Recommended Action of the Issue Analysis and Research Committee

Commissioner Cabaldon reported that the committee heard updates on several reports included in the meeting packets. The Policy unit recently completed a new *Policy Insights* that covered legislative highlights from the past year and key issues likely to be coming up in the next session.

The committee had a long discussion about the "Benchmarks" document, which gives a regionwide sense of performance on several measures. The document contains a lot of great information on the WICHE region. The committee discussed how this document might be more useful (by providing information state by state, for instance). There was interest in how the document is being used. The committee noted that WICHE doesn't have a strategic plan, so they felt that the "Benchmarks" document might not be as useful without a specific strategy in place.

The committee also discussed getting the *Tuition and Fees* document earlier, to ensure there aren't any surprises. They also discussed legislative priorities, performance funding, and work on Native American issues.

Report and Recommended Action of the Self-funded Units Committee

Commissioner Hansen reported that the committee heard updates from WCET and the Mental Health Program (MHP). Dennis Mohatt reported that the Alaska Psychology Internship Consortium, which addresses the shortage of doctoral psychology clinical internships, has been very successful. The program was recently accredited by the American

Psychological Association. Hawai'i will be replicating the program, and representatives in Montana and South Dakota have expressed interest in the program. The MHP is assisting Nevada State College in developing strategies to provide integrated health and behavioral health services on campus. Finally, Mohatt reported that Commissioner Stearns had volunteered to serve on the Mental Health Oversight Council.

Mollie McGill reported that WCET has 310 members around the country. WCET will be celebrating its 25th annual meeting next year. They project a positive fund balance for FY 2013, due to membership growth, indirect from the Predictive Analytics Reporting (PAR) project (funded by the Gates Foundation), and other revenue. The second phase of the PAR project is underway and currently has 16 institutions participating. McGill reported that WCET's State Authorization Network (SAN) is in its second year and serves over 600 institutions. Finally, Commissioner Bustamante shared his perspective on WCET's leadership role with e-learning issues and on WICHE's State Authorization Reciprocity Agreement (SARA).

ACTION ITEM
Approval of the State Authorization Reciprocity Agreement

Chair Beesley called on Commissioner Bustamante for a motion. Commissioner Bustamante moved TO APPROVE THE STATE AUTHORIZATION RECIPROCITY AGREEMENT. He told the commission that he had served on the steering committee that put the agreement together. He thanked Longanecker for his leadership in bringing all of the stakeholders together to come up with a process that will make the process easier for authorizing online education. Commissioner Anderson seconded the motion.

Longanecker told the commission they were approving a reciprocity agreement in concept and not in absolute, since he was continuing to work on this issue with the other regional compacts, the Presidents' Forum, Council of State Governments (CSG), and national Commission on the Regulation of Postsecondary Distance Education. Longanecker said he believes all of the organizations were working towards a common objective in slightly different ways. The proposal presented to the commission is WICHE's version of the reciprocity agreement. He thanked Jere Mock, Russ Poulin, and the steering committee for their effort in tackling a tough issue.

Longanecker introduced Jane Sherman to the commission and said she was a critically important member of the steering committee. He asked her to answer any questions from the commission. Longanecker noted that the steering committee came together agreeing on the following: the states can trust each other if they are serious about authorization; there is trust in the U.S. Department of Education-recognized accreditors in assuring the academic quality issues within state authorization; there is trust among the regional organizations; and the goal was not to overregulate but to regulate enough. WICHE is in agreement with the Presidents' Forum and CSG. There are still issues around finance and governance to be dealt with, but Longanecker believes any differences can be worked out. The national commission's version of reciprocity is very promising and looks similar to what WICHE has proposed.

A proposal has been submitted to Lumina Foundation for consideration – the largest grant request WICHE has ever submitted to the foundation. Sherman noted that the most persuasive part of WICHE's reciprocity agreement is that it builds on existing regulation, instead of starting over completely. Commissioner Bustamante agreed and responded that the Presidents' Forum/CSG effort was for a national compact; WICHE has worked hard to craft a regional approach. Longanecker responded that, with the exception of the Southern Regional Education Board (SREB), the regional organizations have committed to taking the proposal to their boards for approval. Commissioner Cabaldon commented that the proposal looks masterful and is solving a real issue. This is one of the best examples of what WICHE does for the states, and it says a great deal about the organization and its leadership.

Commissioner Garcia said that national commission looked at WICHE's draft and said it captured everything the commission has wanted to do, and their model will capture what WICHE has put together. Commissioner Wheelwright asked if it was anticipated that the higher education institutions would give their support or acceptance. Longanecker responded that the agreement will not succeed unless the institutions participate in the program. Part of the National Commission's work was to bring the higher education community into the process. The Presidents' Forum has received funding from Lumina Foundation to assist in presenting the idea to the higher education community, once the agreement is approved. There would likely be a public communications campaign. WCET has helped get the word out through its State Authorization Network. Sherman noted that some sectors in Washington state feel the agreement is a better alternative to anything else that's been proposed.

Longanecker said participating in the reciprocity agreement would be a voluntary activity. If states don't participate, they will have to go to each state in which they operate for authorization. Commissioner Garcia said the agreement is meant to help institutions. Commissioner Wheelwright asked if territories would be included in the reciprocity agreement, and Longanecker confirmed that they would be able to participate, as long as they belonged to one of the regional compacts. He noted that Puerto Rico is already working with SREB.

The motion was approved unanimously.

ACTION ITEM
Approval of Accepting Pacific Island U.S. Territories and Free-standing States into WICHE Membership

Chair Beesley called on Commissioner Hernandez for a motion. Commissioner Hernandez moved TO APPROVE ACCEPTANCE OF PACIFIC ISLAND U.S. TERRITORIES AND FREE-STANDING STATES INTO WICHE MEMBERSHIP. Commissioner Wheelwright seconded the motion.

Longanecker noted that the Commonwealth of the Northern Mariana Islands would be the first to participate. He called on Sharon Hart for comments. Hart said discussions around joining WICHE started a year ago, when the commission met in Hawai'i. Northern Marianas College (NMC) has campuses on three islands. The islands will lose half of their population in two years, when the federal government requires all contract workers to leave. The business community has been coming to the college to see what can be done to avoid a collapse in the economy. NMC offers one four-year degree and serves as a community college. WICHE dues are a lot for the island to pay, but Hart expects other islands to participate within the next year or so. Longanecker noted the Marshall Islands and Samoa will likely be the next to participate. Hart hoped their students would be able to participate in WUE. Commissioner Wheelwright noted that Hawai'i recruits students from all of the islands. Commissioner Anderson asked if there was risk in not receiving dues if only one of the islands participates. Longanecker responded that he would be working with the others to bring them into WICHE in the next year or so.

The motion was approved unanimously.

DISCUSSION ITEM
Update on WICHE's Budget

Longanecker and Craig Milburn gave an update on WICHE's budget. Milburn report that FY 2012 ended well, with a balanced budget, and $287,000 was added to the reserves. He noted a balloon payment on the building will be coming due in 2015 and 2016. The year-to-date forecasts indicate the organization is on track for FY 2013. Commissioner Wheelwright asked about the reserves for unexpected shortfalls at the end of each year. Milburn responded that the reserves can only be expensed with commission approval. The reserves for unexpected shortfalls are in place in case dues aren't paid. The money stays in the reserves from year to year until it is needed. Since the reserves are the accumulation of excess revenues from year to year, the balloon payments coming in 2015 and 2016 will be paid off. Longanecker hopes to retain strong reserves so the debts can be paid off and WICHE can also maintain the amounts needed in each of the reserves categories.

DISCUSSION ITEM
Report on the Legislative Advisory Committee Annual Meeting

Commissioner Hardy reminded the commission that WICHE's Legislative Advisory Committee (LAC) works to strengthen state policymaking in higher education in the West by engaging state legislators in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration. The WICHE commissioners appoint members of the LAC. Specifically, Executive Committee members, in consultation with the other commissioners from each state, appoint two state legislators per state. Commissioners who are also state legislators are automatically appointed to the LAC, in addition to those two appointees, so some states have three LAC members. Since 2009 the WICHE Commission has approved funding for the LAC out of its general fund. The LAC meets annually; the 2012 meeting was held September 11-12, 2012, in Sacramento. It was titled "A New Day in Higher Education: Access, Alignment, and Achievement" and featured national experts speaking on a variety of pertinent topics, including legislative trends in the West, state authorization, Common Core State Standards, outcomes-based funding, remedial education, career technical education, financial aid, and more. Seventeen legislators from nine states participated; while not the best participation ever, it was close; the slight decline was

likely due to 2012 being an election year and several LAC members leaving the legislature, due to term limits or retirements. Further, four members were running for Congress (two of them won their elections). Commissioner Hardy said Demi Michelau would be contacting commissioners early in 2013 to fill the large number of expected vacancies. Information about the LAC, its meetings, and its members is available on the WICHE website.

Chair Beesley asked for other business. Longanecker thanked Beesley for her leadership as WICHE chair.

Commissioner Joe Garcia moved TO APPROVE THE ELECTION OF LEAH BORNSTEIN AS 2013 CHAIR, DIANNE HARRISON AS 2013 VICE CHAIR, AND BONNIE JEAN BEESLEY AS 2013 IMMEDIATE PAST CHAIR. Commissioner Bustamante seconded the motion. The motion was approved unanimously.

Chair Bornstein announced that Commissioner Redding would be coming on as the newest member of the WICHE Audit Committee. Commissioners Rush and Warner will be coming on in the future, as the need arises.

Chair Bornstein adjourned the Business Session.

WICHE

Plenary Session I: Contemporary Performance Measurement at the Institutional Level – Administrative and Faculty Engagement

Monday, May 20, 2013
9:15 – 10:45 am
Health Sciences Building
Room 110 A-D

Western Interstate
Commission
for Higher Education

www.wiche.edu

WICHE

Monday, May 20, 2013

9:15 - 9:45 am
Health Sciences Building
Room 110 A-D

Plenary Session I:
Contemporary Performance Measurement at the Institutional Level – Administrative and Faculty Engagement

Accountability hasn't always been as central to the public higher education agenda as it is currently. Once upon a time, or so the lore goes, people believed in the inherent value of higher education and had faith that the institutions providing this education were serving the public good. As a result there was no need for accountability because the performance of both students and institutions was a given.

But for the last 40 years at least, accountability has been front and center. What has changed over that time is what accountability means. At its core accountability is driven by what is measured. And what is measured is dictated not only by what you choose to measure (that is, by what you value) but also by what you are able to measure (that is, by the data and information that you can gather). Both what is valued and what can be measured have changed dramatically over the past 40 years.

Forty years ago our values, at least as reflected in our accountability requirements, focused on expanding access to all those who could benefit from a higher education. Imbedded within this value statement was a pretty substantial assumption that only a portion of the population could and should benefit and that, indeed, one of the responsibilities of institutions was to assure that only the able survived to graduation. At the institutional level, our values were reflected in accountability that focused almost entirely on input and process measures, reflecting what we referred to most often as "efficiency measures" – be they the square footage of capital plants, student/ faculty ratios (with lower being better than higher), program review processes, qualifications of entering freshmen, teaching course loads, etc. And at the state level – well, there simply weren't accountability measures for state government, unless it was how one state's share of total resources dedicated to higher education compared to another's. At whatever level, the essence of accountability during that era was all about inputs and process, not educational outcomes – the "how to" of education, not the "how come."

But this wasn't simply because our values were focused on process rather than products but also because we simply didn't have good measures of educational outcomes. We could certainly measure the number of graduates, but that wasn't a big public policy issue because the economy was comfortably absorbing virtually all college graduates and the demand for and supply of graduates seemed to be in reasonable homeostasis. The assessment of student learning was deemed impossible to do, and rightly so. The general thesis was

that faculty knew quality in student learning when they saw it and that the accumulation of this faculty wisdom, as reflected in 120 hours for a baccalaureate or 60 hours for an associate degree, was prima facie evidence of being college-educated. Furthermore, the business community seemed comfortable with these assumptions and readily hired the new graduates. There were virtually no measurement processes available to test such assumptions or to even compare institutions on basic outcome measures, such as time to degree, completion rates, job placement rates, etc.

Accountability has changed radically in the new millennium, with a fervent increase in the emphasis on looking at performance – based not exclusively but much more significantly on outcomes, rather than inputs or processes, and measured with substantially greater availability of data to support a stronger culture of evidence than ever existed in the past. The nature of this new thrust of accountability differs, as it should, depending upon the various stakeholders' responsibilities and proclivities.

This first session focuses on current performance measurement practices at the institutional levels. Our experts will discuss current practice among three key institutional partners: the faculty, the administration, and the governing board. Each of these three partners has unique responsibilities, proclivities, and passions with respect to performance measurement (for instance, some adore performance measurement, some abhor it, some tolerate it, and some ignore it). In addition to discussing how institutions are adjusting to a new world of accountability through performance measurement, including funding that follows demonstrated performance, our experts will suggest both best and worse practices, as well as uniquely appropriate areas of performance measurement that should be the exclusive purview of each of these three partners (at least from their perspective). One key issue is how policy objectives established at the state level can be imbedded in the performance measurement schemes of institutions. Without such trickling down, a disconnect may arise between expectations and changes in performance, further exacerbating the tensions between policymakers and those who deliver educational services.

The facilitated session following these presentations should be lively.

Speaker: Debra Humphreys, vice president for public policy and engagement, Association of American Colleges and Universities

9:45 - 10:45 am
Health Sciences Building
Room 110 A-D

Facilitated Discussion on Plenary Session I

Facilitator: Paul Lingenfelter, president, State Higher Education Executive Officers

Biographical Information on the Speaker & Facilitator

Debra Humphreys is the vice president for policy and public engagement at the Association of American Colleges and Universities (AAC&U), a position she assumed in early 2013. She leads AAC&U's national and state-level advocacy and policy efforts related to issues of student success and the quality of student learning in higher education. Previously, she served for 11 years as AAC&U's VP for communications and public affairs; before that she was director of programs in the Office of Diversity, Equity and Global Initiatives at AAC&U, where she directed programs on women's issues and diversity in higher education. Currently, as part of AAC&U's Liberal Education and America's Promise: Excellence for Everyone as a Nation Goes to College campaign, she is helping to build communications capacity on the part of college and university leaders and faculty members and educate the public about the value of an engaged liberal education to prepare for the changing global economy. Humphreys also leads the policy strand of AAC&U's Lumina Foundation-supported Quality Collaboratives initiative, working in nine states to advance transfer and assessment policies that better account for students' demonstrated accomplishment of learning. She also oversees all of AAC&U's policy, public, and employer engagement and outreach, media relations, and the development of all of AAC&U's publications, marketing efforts, and web resources. She serves often as a communications and educational consultant to colleges and universities and has conducted faculty workshops on teaching and learning issues and especially on the process of general education reform and developing diversity courses and requirements. She serves on the editorial advisory boards of *University Business*, *Change* magazine, and *About Campus*. In addition to her expertise on general education and campus diversity issues, she has written, taught, and published on African American women's literature, immigrant women's literature, and women and American film history. She received her B.A. from Williams College and her Ph.D. in English from Rutgers University.

Paul Lingenfelter's work as president of the State Higher Education Executive Officers (SHEEO) has focused on increasing successful participation in higher education; accountability for improving learning; finance; and building more effective relationships between K-12 and postsecondary educators. Under his leadership SHEEO organized the National Commission on Accountability in Higher Education, created the annual State Higher Education Finance study, published *More Student Success: A Systemic Solution*, and substantially expanded SHEEO collaborations with the Council of Chief State School Officers. From 1985 to 2000, Lingenfelter served at the John D. and Catherine T. MacArthur Foundation, where in 1996 he was appointed vice president to establish and lead the MacArthur Foundation Program on Human and Community Development. Earlier, he was involved in the full range of the foundation's international and domestic programs as associate vice president for planning and evaluation and director of program-related investments. Lingenfelter was deputy director for fiscal affairs for the Illinois Board of Higher Education from 1980 to 1985 and held other administrative positions with the Illinois Board of Higher Education and the University of Michigan from 1968 to 1980. His educational background includes an A.B. from Wheaton College in literature, an M.A. from Michigan State University, and a Ph.D. from the University of Michigan in higher education with an emphasis in public policy. He is the author of numerous studies and articles related to his work in higher education and philanthropy. He currently serves on the boards of the National Student Clearinghouse and the New Leadership Alliance for Student Learning and Accountability.

WICHE

Programs and Services Committee Meeting

Monday, May 20, 2013
11:00 am – noon
Health Sciences Building
Room 110 A-D

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 20, 2013

11:00 am - noon
Health Sciences Building
Room 110 A-D

Programs and Services Committee Meeting

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

Diane Barrans (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Sharon Hart (CNMI)
Carol Mon Lee (HI)
Mack Shirley (ID)
Committee vice chair (MT)
Joe Hardy (NV)
Committee chair (NM)
Duaine Espegard (ND)
Hilda Rosselli (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Larry Seaquist (WA)
Karla Leach (WY)

Agenda

Presiding: Patricia Sullivan, committee chair

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

Action Item   Approval of the Programs and Services Committee
meeting minutes of November 12, 2012   4-3

Action Item   Approval of the Programs and Services FY 2014
workplan – Jere Mock   4-6

Information Items:

Interstate Passport Initiative: Update on the pilot – Pat Shea   4-9

Student Exchange Program update – Margo Colalancia   4-18

Other business

Adjournment

ACTION ITEM
Programs & Services Committee Meeting Minutes
November 12, 2012

Committee Members Present
Patricia Sullivan (NM), chair
Clayton Christian (MT), vice chair
Diane Barrans (AK)
Dianne Harrison (CA)
Dene Thomas (CO)
Carol Mon Lee (HI)
Mack Shirley (ID)
Joe Hardy (NV)
Duaine Espegard (ND)
Bonnie Jean Beesley (UT)

Committee Members Absent
Tom Anderes (AZ)
Carl Shaff (NV)
Tim Nesbitt (OR)
Jack Warner (SD)
Phyllis Gutierrez Kenney (WA)
Karla Leach (WY)

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

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

ACTION ITEM
Approval of the Programs and Services Committee Teleconference Minutes of September 17, 2012

Commissioner Clayton Christian moved TO APPROVE THE MINUTES OF THE SEPTEMBER 17, 2012, TELECONFERENCE, and Commissioner Duaine Espegard seconded the motion. The motion carried unanimously.

INFORMATION ITEMS

Student Exchange Program Update
Margo Colalancia noted that the Western Undergraduate Exchange (WUE), the largest program of its kind in the nation, now has record enrollment of nearly 31,000 students for the 2012-13 academic year. Staff will have the total tuition savings attributed to WUE in December. A recent analysis of enrollment shows that the most popular WUE majors are well-aligned with some of the West's most crucial workforce needs. They include undergraduate offerings in the healthcare fields, biological and biomedical sciences, engineering, and business.

The first WUE college fair was held in October 2012 in Southern California and was a huge success. Parents were surprised and pleased at the tuition savings at WUE institutions; previously, they thought they couldn't afford to send their children out of state. Students learned about the outstanding opportunities available in states that they had not previously considered. Recruiters from approximately 30 WUE institutions participated and were overwhelmed by the student interest; some said the number of leads they collected surpassed national college fairs. The counselor organizers plan to expand the fair to be held in 2013.

Colalancia noted that WICHE's Western Regional Graduate Program (WRGP) continues to add more offerings; some 47 new programs were nominated during the fall 2012 solicitation. Of particular note, University of California San Francisco has nominated several doctoral research programs, which are funded to provide full tuition support for graduate students, as well as a living stipend (a significant savings compared with even the WRGP resident tuition rate). WICHE staff anticipates the review of nominated programs will be completed by March 2013; new programs will have the option to enroll students through WRGP as early as fall 2013.

WICHE's Professional Student Exchange Program (PSEP) is providing students in 12 WICHE states with access to a wide range of professional programs in healthcare fields that otherwise might not be available to them because the fields of study are not offered at public institutions in their home states.

Commissioner Sullivan had expressed concern about job opportunities after hearing from a PSEP veterinary medicine graduate who could not find employment in New Mexico to fulfill their service payback obligation for PSEP. WICHE's other payback states are Arizona, Colorado, Nevada, Washington – and recently, Hawai'i and Wyoming have also become payback states. Colalancia interviewed certifying officers from the payback states and found that only New Mexico and Washington have noted some instances of graduates who could not find jobs. Certifying officers said that if the graduates demonstrate sincere effort to find employment and stay in communication with the state office, they can grant forbearance in six-month increments. Some graduates take several part-time jobs in their field if they cannot find one full-time position.

This issue also prompted staff to look at the possibility of allowing graduates to serve elsewhere in the region if they couldn't find employment in their home state. Colalancia discussed this with certifying officers and learned that most state statutes require that residents return to their own state. A regional payback would be difficult to administer, since there is no parity of types of professionals that each WICHE state supports. Furthermore, the cost to educate different professionals varies widely. Finally, if states were to "share" graduates, states would have to agree on a time period in which would they be required to achieve a balance. WICHE is updating its service payback statistics for PSEP graduates who return and serve in their home state; they will be available in the "Statistical Report, 2012-13," which will be published in January 2013.

With the encouragement of Commissioner Hardy, WICHE staff is beginning to explore the potential of developing a new initiative that would provide expanded residency options for graduates of family practice medicine for our smaller rural and frontier states. The interest was prompted by the Mental Health Program's success in setting up accredited psychology internships in Alaska. Staff will conduct a feasibility study to explore potential roles for WICHE, recognizing that the establishment of graduate medical education (GME) residencies is a complicated process with many regulations and requirements.

Interstate Passport Initiative

Pat Shea reported on the progress to date of WICHE's efforts to create friction-free transfers through the Interstate Passport Initiative, which is envisioned as a series of related projects over a five-year period. She said the first project, "Focusing on Outcomes to Streamline Transfer Pathways to Graduation," had received a two-year grant of $550,000 from the Carnegie Corporation of New York. It involves 23 institutions in five WICHE states (California, Hawai'i , North Dakota, Oregon, and Utah). Shea directs the project, and WICHE serves as the fiscal agent.

The project has three primary goals:

- To research the status of the general education core in the WICHE states and its relationship to transfer.
- To conduct a pilot project to establish block transfer agreements for lower-division general education based on learning outcomes.
- To identify implications for institutional and state policy for a transfer framework based on learning outcomes.

Interesting research findings to date are based on data received from the National Student Clearinghouse for the fall 2006 cohort over a five-year period. The cohort consists of 668,583 full- and part-time precredential students enrolled in public institutions in the WICHE states. By narrowing the sample, staff was better able to determine the patterns of transfer. Of the total cohort, 33.6 percent of students transferred. Of those, 27 percent transferred across state lines. Most transfers occurred in years two and three. More findings and an interactive website that allows users to identify specific patterns in their WICHE state may be found at www.wiche.edu/passport/research.

The pilot project focuses on forging transfer agreements for lower-division general education based on the Liberal Education and America's Promise (LEAP) essential learning outcomes (ELOs), developed by the Association of American Colleges and Universities. In this first project, the partners limited the scope to three ELOs: oral communication, written communication, and quantitative literacy. Shea described the process they are using to arrive at a commonly agreed to set of Passport learning outcomes (PLOs): 1) Each institution submitted a list of its learning outcomes for these three areas; 2) the pilot state facilitator in each state compiled the lists, and faculty from the participating institutions developed a "state set" of learning outcomes to which their institutions' learning outcomes mapped; 3) faculty representatives from each state then worked with the learning outcomes from the five state sets to

create a Passport set of learning outcomes to which all state sets would map; 4) criteria and assessment teams have now been formed to develop agreed-upon transfer-level criteria for the learning outcomes, which will become the basis of the agreement; and 5) institutions will be asked to identify the courses used to address the learning outcomes and the assessments used to measure student mastery.

Partners will complete their work on the outcomes and criteria by April 2013. Other work involves developing a tracking system that will provide data to sending institutions about the success of their Passport students at the receiving institutions. Draft agreements for this block transfer will be refined over the next several months, with a goal of making them available for signature next summer and launching the Passport for students in fall 2013.

Shea said the partners will continue to identify implications of a new transfer framework based on learning outcomes with a student performance-tracking mechanism through this final development and implementation stage. WICHE plans to seek funding for a second project to address the remaining learning outcomes for lower-division general education and the implications of the new framework. More information about the Interstate Passport Initiative can be found at www.wiche.edu/passport.

Student Health Insurance Initiative
Jere Mock reported that early interest in MHECare, the new regional student health program, has been encouraging in the WICHE region. Since last May when the WICHE Commission voted to partner with the Midwestern Higher Education Compact (MHEC) to expand the program to public and private institutions in the West, five public institutions in Colorado have joined MHECare: Colorado State University–Pueblo; the University of Colorado Denver, Downtown Campus; the University of Colorado Colorado Springs; and the University of Colorado Anschutz Medical Campus. In addition, Metropolitan State University of Denver's board has approved the campus' participation in MHECare beginning next fall, which will bring the total number of Colorado institutions to six. Staff is also acquainting Vic Redding and his colleagues at the Nevada System of Higher Education (NSHE) with MHECare; the NSHE board will be determining how it plans to provide student health insurance in early 2013.

Collectively, MHECare now has 18 participating campuses and covers approximately 12,000 students, but those numbers are expected to increase as more institutions learn about this new initiative. The New England Board of Higher Education also has recently joined MHEC and WICHE in offering MHECare, so that institutions in 31 states are now eligible to participate.

ACTION ITEM
Programs and Services FY 2014 Workplan

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

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members
Professional Student Exchange Program (PSEP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members, except SD & CNMI (CA, HI, OR & WA are receiving states only)
Western Regional Graduate Program (WRGP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members
WICHE Internet Course Exchange	Access and success; technology and innovation	Western	.30 FTE and consultants	12 institutions, 3 systems, 2 consortia
Western Academic Leadership Forum	Access and success; accountability	Western	.41 FTE	47 institutions, 11 systems
Western Alliance of Community College Academic Leaders	Access and success; accountability	Western	.40 FTE	56 institutions, 8 systems
Academic Leaders Toolkit	Access and success	Western	(Forum/Alliance FTE)	Forum/Alliance members
MHECare	Access and success; finance	WICHE/MHEC/NEBHE states	.20 FTE	MHEC/Mercer/United HealthCare Student Resources, 1 state (CO), 5 institutions
Master Property Program	Finance	WICHE/MHEC/NEBHE states	.15 FTE and consultant	MHEC/Marsh/Lexington, 7 states (AZ, CO, NV, OR, UT, WA, WY) 1 system, 17 institutions
MHECtech	Finance	WICHE/MHEC states	.05 FTE	All WICHE members
Workforce Briefs	Workforce and society	Western/U.S.	.05 FTE and consultants	All WICHE members
WICHE website, print and electronic communications, media relations	Finance, access & success, workforce & society, technology & innovation, accountability	Western/U.S.	3.0 FTE	All WICHE member states

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Bridges to the Professoriate	Access & success	National	National Institute of Health: $27,500 annually	.20 FTE	7/1/2008 - 6/30/2013	Southern Regional Education Board
Gaining Online Accessible Learning through Self-Study	Access & success	National	U.S. Dept. of Education, FIPSE: WICHE share, $36,000	.05 FTE	1/2011 - 12/2013	National Center on Disability and Access to Education (lead) & 3 other partners
Interstate Passport Initiative	Access & success	Western	Carnegie Corporation of New York: $550,000	1.15 and consultants	10/2011 - 9/2013	23 two- & four-year institutions in 5 states (CA, HI, ND, OR, UT)
Consortium for Health Education Online (CHEO)	Access & success; technology & innovation	Western	Department of Labor, Trade Adjustment Assistance CC & Career Training: WICHE contract, $823,859	1.6 FTE	10/2012 - 9/2016	Pueblo Community College (CO), fiscal agent; & 8 institutions in 5 states (AK, CO, MT, SD, WY)
Implementation of the State Authorization Reciprocity Agreement (SARA)	Access & success; technology & innovation	Western and national	Lumina Foundation: $2.16 million; $1.14 million, WICHE region & national office share & institutional fees	Nationwide, 3.3 FTE (1st year), based at WICHE: WICHE, 2.5 FTE	7/2013 - 6/2014	WICHE member states that sign the reciprocity agreement; & MHEC, NEBHE, SREB

Bridges to the Professoriate. Provides National Institute of General Medical Sciences-Minority Access to Research and Careers' predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity's Institute on Teaching and Mentoring, helping them to gain skills needed in doctoral programs and academic careers.

Gaining Online Accessible Learning through Self-Study. GOALS develops web accessibility tools that institutions can use in the continuous improvement process for reaffirmation by regional accrediting agencies.

Interstate Passport Initiative. The Interstate Passport Initiative is creating a new interstate block transfer framework for lower-division general education, one based on student-learning outcomes rather than seat time in courses and credits.

Consortium for Health Education Online (CHEO). Eight community colleges in five WICHE states are creating or transforming existing allied health courses for delivery in an online or hybrid format, incorporating new, web-based lab experiments from the recently completed North American Network of Science Labs Online (NANSLO) project, where it's appropriate to do so.

Implementation of the State Authorization Reciprocity Agreement (SARA). WICHE and the other three regional higher education compacts will administer SARAs so that any institution offering distance education may acquire authorization from its home state to reciprocally enable it to operate in other participating states.

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
North American Network of Science Labs Online (NANSLO) Expansion Project 1	Access & success	✶✶✶ ●●● ■■■	International	Previous grant, Next Generation Learning Challenges: $750,000	.05	TBD	Colorado Community College System, 5 institutions in CO, MT, WY, & 1 institution & organization in British Columbia

North American Network of Science Labs Online Expansion Project 1. NANSLO will seek funding to expand its collection of experiments, conduct research on the best practices in lab experiments for students in online courses, and add new member institutions to its network.

POTENTIAL FUTURE PROJECTS

Work we're considering pursuing (and bringing to the commission for approval); also previously considered projects that we propose to remove from the workplan.

Rural medical education residencies. Develop partnerships with federal and state agencies and funders to help increase the number of rural graduate medical education residencies in the West.

Previously considered projects we propose to remove from the workplan. None.

COMPLETED PROJECTS

Work that staff finished in FY 2013.

North American Network of Science Labs Online. NANSLO furthered the development of openly licensed online science courseware in first-semester introductory biology, physics, and chemistry courses and replicated a Canadian innovation known as the remote web-based science laboratory, through a NGLC grant.

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 multi-institution collaboration among faculty offering online courses. Through ICE participating institutions expand their students' access to high-quality online courses and programs taught by faculty at other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course.

Currently, institutions and systems in seven WICHE states are members of ICE. Both two-year and four-year institutions may participate. In addition, WICHE ICE has two affiliate members. The Nursing Education Xchange (NEXus), powered by WICHE ICE, is a consortium of 14 universities sharing excess capacity in doctoral nursing courses; and the Online Consortium of Independent Colleges and Universities is a nonprofit consortium of 84 independent colleges and universities sharing enrollments in online courses.

Primary ICE members include:

- Boise State University (ID).
- Montana State University, Bozeman.
- Montana University System.
- Northern Arizona University.
- Oregon University System (Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, Western Oregon University).
- South Dakota System of Higher Education.
- University of Alaska Anchorage.
- University of Wyoming.

Affiliate ICE members include:

- Nursing Education Xchange (NEXus).
- Online Consortium of Independent Colleges and Universities.

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

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

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

ICE continues to pursue opportunities to support collaboration among faculty in small departments offering courses that often have low enrollment. These departments are struggling because of declining budgets, and ICE can help ensure the financial viability of some of these courses by aggregating the supply of online courses and students across the region. At the other end of the spectrum, the members of the steering board attending the ICE annual meeting in March 2013 agreed to develop "ICE Blocks," or clusters of high-enrollment introductory courses, where some institutions could help to meet the overflow student demand of other member institutions. During FY 2014 the focus on creating ICE Blocks will be for lower-division general education, upper-division electives, social work, rural health, and park service training.

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

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 organization's members are 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. The Forum is funded primarily via membership dues, with additional funding provided by sponsors of the annual meeting.

The Forum held its most recent annual meeting April 24-26, 2013, in San Diego. The theme was "Academic Leaders on the Race Track: Taking Advantage of the Turns." In advance of the meeting, the members read two books to help inform their discussions: *That Used to Be Us* by Thomas Friedman and T*he Contrarian's Guide to Leadership* by Steve Sample. Program topics included higher education trends for the future; thinking beyond the credit hour; the role of assessment in assuring academic quality; leadership approaches in challenging times; a federal update; and a perspective on the changing nature of the student pipeline. A new feature of the meeting was the presentation of the Academic Tool of the Year Award to recognize the best tool submitted to the Academic Leaders Toolkit repository so far. More information about the Forum and recordings of these presentations can be found at www.wiche.edu/forum.

Current Forum members include:

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

Arizona
- Arizona Board of Regents
- University of Arizona

California
- California State Polytechnic University, Pomona
- California State University, Fullerton
- California State University, Long Beach
- California State University, Northridge
- California State University System
- Humboldt State University
- San Francisco State University
- San Jose State University
- Sonoma State University
- University of California, San Diego

Colorado
- Colorado Department of Higher Education
- Colorado State University, Fort Collins
- Colorado State University–Pueblo
- Metropolitan State College of Denver

Idaho
- Boise State University
- Idaho State University
- University of Idaho

Montana
- Montana State University, Bozeman
- University of Montana, Missoula
- Montana University System
- Montana State University, Northern

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

- University of Nevada, Reno
- Nevada System of Higher Education

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

North Dakota
- Mayville State University
- 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
- University of Oregon

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

Utah
- Utah State Board of Regents
- Dixie State College of Utah

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

Wyoming
- University of Wyoming

Western Alliance of Community College Academic Leaders

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

The Alliance held its second annual membership meeting in San Francisco on April 2-3, 2013, partially in conjunction with the California Community Colleges Chief Instructional Officers' semiannual meeting. This year's theme was "Readiness, Success, and Completion: On Whose Terms?" Topics included examining the success agenda to determine what is working; discussing the impact of external change agents, such as accrediting agencies and funders; exploring some of the ways students are fast-forwarding college on their way to a credential; learning more about the assessments of the Common Core State Standards; and supporting underserved students on pathways toward completion. More information about the Alliance and recordings of these presentations can be found at www.wiche.edu/alliance.

Current members include:

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

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

California
- California Community Colleges System

- Los Angeles Trade-Technical College
- Modesto Junior College

Colorado
- Colorado Community College System
- Arapahoe Community College
- Colorado Northwestern Community College
- Community College of Aurora
- Community College of Denver
- Front Range Community College
- Lamar Community College
- Morgan Community College
- Northeastern Junior College
- Otero Junior College
- Pikes Peak Community College
- Pueblo Community College
- Red Rocks Community College
- Trinidad State Junior College

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

- Kauai Community College
- Kapi'olani Community College

Idaho
- College of Southern Idaho
- North Idaho College

Montana
- Montana University System (MSU)
- Missoula College, University of Montana
- Helena College, University of Montana
- City College at MSU Billings
- Highlands College of Montana Tech
- Flathead Valley Community College
- Miles Community College
- Dawson Community College
- Great Falls College, Montana State University

Nevada
- Great Basin College

New Mexico
- San Juan College
- New Mexico State University Alamogordo

North Dakota
- Williston State College

Oregon
- Oregon Board of Education

South Dakota
- Lake Area Technical Institute

Utah
- Salt Lake Community College
- Snow College

Washington
- Washington State Board for Community and Technical Colleges
- Spokane Falls Community College

Wyoming
- Laramie County Community College

Academic Leaders Toolkit. The toolkit, which debuted in spring 2011, is a joint project of the Forum and the Alliance. This web-based repository (http://alt.wiche.edu) contains profiles of successful decision-making tools and processes used by academic leaders. Tools in a broad range of categories – such as program evaluation, creation, and elimination; faculty recruitment and retention; and student outcomes assessment – help academic leaders better address their increasing range of responsibilities. The toolkit is searchable by category, state, and type of institution or organization. The Academic Tool of the Year 2013 was awarded to Arizona's Academic Programs Articulation Steering Committee for its Course Equivalency Guide and Arizona Course Equivalency Tracking System.

Gaining Online Accessible Learning through Self-study

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

One set of blueprints focuses on aligning institutional web accessibility with regional accreditation. The GOALS Consortium has identified ways in which web accessibility is, or could be, expressed in regional accreditation materials; created new materials with consortium partner Southern Association of Colleges and Schools Commission on Colleges; and developed materials and processes to assist accreditation review committees in assessing institutional web accessibility.

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

The GOALS six-member consortium is led by the National Center on Disability and Access to Education at Utah State University and includes: WICHE; Michigan Community College Virtual Learning Collaborative; Southern Association of Colleges and Schools Commission on Colleges; Southern Regional Education Board; and WebAIM. In this project WICHE has worked with its consortium partners in the development and dissemination of materials and information, as well as in the recruitment of 45 field test and case study sites.

Interstate Passport Initiative

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

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

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

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

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

- California: California State University, Sacramento, and Sacramento City College.
- Hawaiʻi: Leeward Community College and University of Hawaiʻi West Oahu.
- North Dakota: Dickinson State University, Lake Region State College, North Dakota State University, North Dakota State College of Science, University of North Dakota, Valley City State University, and Williston State College.
- Oregon: Eastern Oregon University, Columbia Gorge Community College, University of Oregon, and Lane Community College.
- Utah: Dixie State College of Utah, Salt Lake Community College, Snow College, Southern Utah University, University of Utah, Utah State University, Utah Valley University, and Weber State University.

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

Recent accomplishments include publishing the Passport Learning Outcomes and Transfer-Level Proficiency Criteria for lower-division general education in oral communications, written communications, and quantitative literacy. This six-month effort involved faculty from participating institutions in each of the partner states serving on outcomes and proficiency criteria teams. Institutions seeking Passport Status must agree that their learning outcomes map to these outcomes. (They are not required to use the same language.) They must also provide a list of courses that students would not be required to complete if they were to transfer with the Passport from another participating institution. These institutional profiles will be published on the WICHE website.

Additionally, the Passport Task Force on Student Tracking, whose members are registrars and institutional researchers from pilot institutions and others in the West, continues to develop a set of recommendations for the following: noting a student's achievement of the Passport on his or her record; defining a tracking process for assessing Passport student success at receiving institutions; and providing that information to sending institutions as part of the continuous improvement process.

The Passport agreement will be ready for signature by pilot institutions this summer. Students could begin earning Passports at some institutions during the fall 2013 term. Funding permitting, Phase II of the project will begin with a focus on other areas of lower-division general education.

North American Network of Science Labs Online
The North American Network of Science Labs Online (NANSLO) is an international consortium whose members are postsecondary institutions and related organizations in the U.S. and Canada. It was established in 2011 with

a $749,994 grant from Educause through the Next Generation Learning Challenges initiative, funded by the Bill & Melinda Gates and William and Flora Hewlett foundations.

WICHE serves as NANSLO's managing partner and fiscal agent. Other partners are the Colorado Community College System, Colorado School of Mines, University of Wyoming, Laramie County Community College (WY), Montana State University Bozeman, Great Falls College–MSU, North Island College in British Columbia, and BCcampus, a consortium of 25 institutions in British Columbia.

NANSLO incorporates online learning and remote web-based science labs (RWSL) that use open source software and a robotic interface to allow students to operate 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 lab experiments are not virtual or simulated; students log onto the website of a remotely located science lab and request control of remote instruments through an interface, including instruments 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.

Some of NANSLO's accomplishments include:

- Establishing an RWSL production lab at the Colorado Community College System.
- Working with faculty serving on cross-institutional discipline panels to develop curriculum for remote science experiments.
- Developing six remote lab experiments (two each in biology, chemistry, and physics).
- Incorporating the lab experiments in CCCOnline courses beginning in spring 2012.
- Creating a rubric and lab report review process designed to assess student performance, along the following dimensions: concept mastery, engagement, quality of writing, quality of conclusions, and whether the data had been gathered and analyzed.
- Developing several scaling resources: an environmental scan listing remote science education labs in the U.S. and Canada; a how-to adoption manual of case studies, policies, and procedures that other institutions can use in adopting RWSL technology; and a scale network template to facilitate the sustainable use of remote labs across all NANSLO partner institutions.

During the next four years, NANSLO will support institutions offering online lab courses developed in the Consortium for Healthcare Education Online project, described below. In addition, it will seek funding to conduct a robust research project identifying best practices in lab exercises using lab kits, remote labs, and simulations in online science courses. It will also explore opportunities for additional partnerships and expanding its collection of remote lab experiments.

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

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

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

Others involved in the project include the Colorado Community College System (CCCS), funded to support the use of the NANSLO production lab at CCCS and the development of a faculty "sandbox" lab for testing new experiments and training; BCcampus, which will develop two open textbooks supporting allied health courses; and North Island College (BC) which will develop, with the assistance of CCCS staff, 12 new allied health experiments for use by CHEO members and establish a new production lab to serve students involved in CHEO courses in Alaska.

Each institution will hire a career coach dedicated to supporting the academic and career needs of students enrolled in the online allied health certificate programs. These coaches will engage in professional development at both the consortium and local level and will make use of a career portal designed and supported by College in Colorado, an online resource designed to help students plan, apply, and pay for college. The CHEO portal will be a platform for interaction between allied-healthcare employers, community colleges, and local workforce centers as they train and employ dislocated workers, veterans, underemployed workers, and other adults. A new NANSLO production lab will be established at Great Falls College to support CHEO students in Montana, South Dakota, and Wyoming.

Pueblo Community College has contracted with WICHE to:

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

This $823,859 contract will support a portion of the salaries and benefits for six current and one new employee, totaling 1.6 FTE in years one to three and one employee in year four at .50 FTE. Additionally, it will provide funds to hire consultants to assist with the professional development workshops and webinars; to support faculty experts leading discipline panel activities; and to contract with a consultant to develop the new NANSLO lab-scheduling software. Other funding will cover workshop costs and staff travel to conferences for presentations. WICHE will earn $62,837 in administrative overhead during the four-year period.

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

At its semiannual meeting in May 2012, the WICHE Commission voted to partner with the Midwestern Higher Education Compact (MHEC) to expand the benefits of the MHECare student health program to public and private institutions in the 15 U.S. WICHE states. The New England Board of Higher Education subsequently joined MHEC and WICHE in the program, so that institutions in 31 states are now eligible to participate. Institutions in the 15-state WICHE region may now offer students MHECare coverage; the plan includes competitively priced medical benefits; vision or dental insurance is not included at this time.

Several campuses in Colorado signed on to the program shortly after last May's commission meeting: Colorado State University–Pueblo; the University of Colorado Denver, Downtown Campus (for both domestic and international students); the University of Colorado Colorado Springs; and the University of Colorado Anschutz Medical Campus. Since then, Metropolitan State University of Denver has also joined MHECare; its students will be enrolled beginning in fall 2013. The Nevada System of Higher Education is currently considering joining the program, and we recently provided a quote to the University of Alaska Anchorage and University of Alaska Fairbanks. We expect several other institutions in the WICHE region will explore the program as we continue to spread the word about MHECare within our region. Approximately 12,000 students currently participate in MHECare for the 2012-13 academic year, the first year that the program has been offered to institutions.

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

institution's student population. The cost for the plan will be underwritten based on the institution's claim experience and utilization. The standard plans have been reviewed and approved by the MHEC Student Health Benefits Advisory Committee. Participating institutions must agree that MHECare will be the only plan offered to all of their eligible student populations. As more campuses decide to offer MHECare, rates will be more stable over time due to the spread of risk. Institutions participating in MHECare can continue to maintain their existing relationship with an insurance broker or align directly with the program.

In the MHEC region, six institutions in the Kansas Board of Regents system and five universities in the Missouri Consortium, along with Columbia College (MO), Des Moines University, and Oakland University (MI), have joined MHECare.

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

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

Master Property Program

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

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

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

- Colorado College
- Lewis and Clark College (OR)
- Nevada System of Higher Education:
    - Community College of Southern Nevada
    - Desert Research Institute

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

Representatives from several of these campuses participated in the March 5-7, 2013, MPP Loss Control Workshop in St. Louis that focused on topics relevant to risk management and current events in higher education. The workshop includes risk managers, campus security, facilities, and environmental health and safety staff who exchange best practices and lessons learned during the workshop.

WICHE staff continues to work with the program administrators to provide information on the Master Property Program to institutions in the West.

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

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

INFORMATION ITEM
Student Exchange Program Update

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 2012-13 academic year, 31,058 students enrolled at 146 participating WUE institutions, saving more than $235.8 million in tuition costs. Despite the economic downturn affecting many of the WICHE states, WUE enrollment increased by 7 percent over the previous year (29,077 students). Since WUE began in 1988, students have benefitted from almost $2 billion in tuition savings. The annual "WUE Enrollment Report" (www.wiche.edu/info/publications/wueEnrollmentReport12.pdf) is available on WICHE's website.

This has been a banner year for new WUE members. In the last 12 months, eight new institutions have joined: Northland Pioneer College (AZ); the University of California, Merced; California State University, San Marcos; California State University, Northridge; Colorado Mountain College; the University of Hawai'i Maui College; the University of Hawai'i West Oahu; and Great Falls College (MT). Tohono O'odham Community College (AZ) has also expressed interest in joining WUE, but staff has not received confirmation of their intention to join.

Residents of the Commonwealth of the Northern Mariana Islands (CNMI) are eligible to be considered for WUE (and WRGP) as of April 1, 2013. WICHE staff wrote to WUE institutions and WRGP programs, asking them to consider granting any qualified CNMI students who had enrolled prior to this date the WUE (or WRGP) rate, though it is not obligatory. If institutions and graduate programs agree to do this, the impact should be minimal, as there are very few CNMI students studying in the mainland U.S. Most of them are enrolled in Hawai'i and have already receive a Pacific Islander rate that is equal to the WUE rate. Counseling staff of the Northern Marianas College will serve as the WUE and WRGP information resource center for CNMI residents.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP) is a growing resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of the 15 participating states and CNMI to enroll in high-quality programs. Forty-five new programs were added this spring, bringing the total to more than 320, offered by 56 participating institutions. WRGP is a tuition-reciprocity arrangement similar to WUE, whereby students enroll directly in the participating programs; but with WRGP they pay resident tuition rates. 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. At this time some 110 healthcare-related programs are available through WRGP.

The 45 new programs broaden the academic options in several areas. In healthcare several new psychology and counseling programs have been added (Arizona State University West Campus, University of Colorado Colorado Springs, University of Colorado Denver, and University of Northern Colorado), as well as two programs in speech language pathology (Utah State University and University of Washington), and a doctorate of nursing practice, now offered by the University of Wyoming. The University of California San Francisco is new to WRGP and has added four doctoral programs: bioengineering (a joint program with Berkeley); biological and medical informatics; chemistry and chemical biology; and pharmaceutical sciences and pharmacogenomics. All four programs are National Institutes of Health-funded, and most doctoral students are fully supported.

The most recent nominations cycle also attracted many education-related programs, including graduate certificates in online teaching and learning (New Mexico State University) and education technology (Northern Arizona University). Arizona State University's Tempe campus will now offer its professional science master's in solar energy engineering and commercialization through WRGP; and Humboldt State University is offering a master's in environmental systems. For a full list of the new programs, see the WRGP handout in your commissioner packets; new programs are marked with a star.

In fall 2012 more than 1,000 students enrolled through WRGP and saved an estimated $15.2 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 more than 40 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 11 Western states (all WICHE states except California, Idaho, Oregon, and South Dakota, as well as CNMI) 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 2012-13, 678 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 $14.38 million to train healthcare professionals through WICHE.

Five new programs have joined PSEP, including two schools of osteopathic medicine: Pacific Northwest University of Health Sciences (Yakima, WA) and Rocky Vista University (Parker, CO). Two new physical therapy programs have also joined: Touro University (Nevada) and San Francisco State University. Finally, Western University of Health Sciences' podiatry program is now fully accredited and has joined the network.

WICHE staff worked with sending PSEP states to update their return rate statistics for graduates. Results are published in the "Student Exchange Program Statistical Report for Academic Year 2012-13." The good news is that return rates are improving. Overall, an average of 68 percent of all PSEP graduates return to their states and served (up from 59 percent five years ago). Service payback states are seeing that 85 percent of their graduates return, on average (as compared to 74 percent when last measured). Even the nonpayback states have noted improvement: 52 percent of their graduates are now returning to their home state, compared to 39 percent five years ago.

WICHE asked states to collect the return rate data over a 10-year period for all healthcare professions except allopathic and osteopathic physicians. State offices counted PSEP alumni who graduated between 2002 and 2011 and who were licensed or practicing in their home state as of 2012 as having "returned." Graduates who had fulfilled their practice obligations in their home state earlier were also counted as returned. All allopathic and osteopathic medicine graduates are required to complete three- to four-year residencies. Some new physicians complete their residencies in state, while others go elsewhere, though the latter may plan to return to their home state at a later date. For these professions WICHE counted PSEP alumni who graduated between 2002 and 2006, in order to allow time for them to complete their residencies and set up practice in their home state.

WICHE's return rates are somewhat conservative; payback states that measure return rates over a longer timeframe will demonstrate higher return rates than shown in our calculations. This is especially true for fields where graduates may be completing a residency, internship, or clinical experience, or may be on deferment for other reasons, though they will ultimately return to serve their state at a later date.

Certifying officers noted a new trend during this cycle: a growing number of veterinary medicine and dentistry graduates are opting for one-year residencies after graduation, rather than going directly into practice. This used to be the case only for medical graduates who were completing their GME (graduate medical education) residencies, which last from three to four years. Some speculate that opting for postgraduate residencies in fields where it's not required (veterinary medicine and dentistry) is a result of graduates postponing their entry into the workforce because of the poor economy. It will be interesting to see if this trend continues once the economy improves. When the students taking residencies identified themselves, they were counted as deferred because it's very possible that they will return to their home state and serve at a later date. For more detail, please see the "Statistical Report, 2012-13" (www.wiche.edu/info/publications/statReport0113.pdf), pp. 13-14.

Increasing rural GME opportunities in the WICHE region. Nevada WICHE Commissioner Senator Joe Hardy is a family physician and had asked WICHE how it might help increase the number of rural graduate medical education residencies in WICHE states. WICHE staff members are looking into the possibility of partnering with the University of Colorado Denver's School of Medicine to convene states to promote establishing more GME rural residencies for physicians in the West and beyond. Residencies are very difficult to create and fund; it's a complicated process with many requirements and restrictions. Creating rural residencies presents additional challenges. It can take years for a state to establish a new residency program in a rural area. Even though GME residency slots are no longer

restricted for rural residencies, the remuneration for primary care residency training is minimal. As a result sponsoring institutions, such as hospitals, cannot afford to get involved.

University of Colorado Denver's School of Medicine is very interested in doing this; several of their key residency administrators and faculty are leading a national effort for GME reform, the GME Initiative, along with the Colorado Commission on Family Medicine. In collaboration with colleagues from Arizona and Idaho, they recently published a journal article entitled "A Proposal for Reform of the Structure and Financing of Primary Care Graduate Medical Education" (www.ncbi.nlm.nih.gov/pubmed/23463428), which outlines the current problems and makes recommendations for reform. In addition to Colorado, individuals from the states of Idaho, Iowa, Nevada, New Mexico, and Texas have endorsed this proposal.

Marguerite Salazar, regional director (Region 8) of the U.S. Department of Health and Human Services (HHS), has expressed interest in working with the University of Colorado Denver's School of Medicine to convene legislators to help build awareness on this topic and improve the GME situation in the future. WICHE states in Region 8 include: Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming. Region 9 includes: Arizona, California, Hawai'i, Nevada, and CNMI. Region 10 includes: Alaska, Idaho, Oregon, and Washington. New Mexico is in Region 6.

WICHE staff will meet with University of Colorado Denver School of Medicine staff and some other key individuals in May to discuss the possibility of convening state legislators and building awareness of GME issues through WICHE's Legislative Advisory Committee at its September 2013 meeting.

A federal bill for GME reform was introduced in the 2013 legislative session (www.aamc.org/download/331004/data/residentphysicianshortagereductionactof2013.pdf). But even if it is passed, representatives of the GME Initiative believe that involvement of state legislators is crucial. In addition to Nevada and Colorado, other WICHE states have expressed an interest in involvement, including Arizona, Montana, South Dakota and Wyoming. Others may be interested, as well.

The Institute of Medicine of the National Academies is conducting a study entitled "The Governance and Financing of Graduate Medical Education" (www.iom.edu/Activities/Workforce/GMEGovFinance.aspx). Study results are expected to be released some time after February 2014. At that time the GME Initiative group hopes to host a GME Summit in Washington, D.C., for legislative aides, to build awareness on the issues.

Veterinary medicine and available WICHE seats. PSEP currently cooperates with three colleges of veterinary medicine: Colorado State University, Oregon State University, and Washington State University. The University of California, Davis, and the Western University of Health Sciences are eligible to enroll PSEP students but have not signed on; they are trying to figure out how to coordinate offer dates with our current system. In 2011-12 an informal survey showed there were about 70 seats that could have gone to WICHE students but were given to national applicants instead because there was not enough state support to fund additional seats.

Despite current capacity and the downturn in hiring D.V.M. graduates, there is a proliferation of vet med programs in the region. Utah created its own 2+2 joint program in partnership with Washington State University (USU/WSU) and enrolled its first class in fall 2012. Midwestern University, a private institution in Glendale, AZ, is establishing a new D.V.M. program and will enroll its first class in fall 2014. Midwestern will likely be fully accredited by fall 2019 and could become a partner WICHE school at point. The University of Arizona is also looking at establishing its own public D.V.M. program on its Tucson campus. It is proposing an accelerated five-year program, where highly qualified second-year undergraduate students would be admitted to a three-year professional program. The University of Arizona has requested $250,000 for a feasibility study; as of this writing, it is still under discussion in the legislative session. The proposed program structure is unique; it's an accelerated program completed during what would normally be considered a student's undergraduate years, but it results in a professional degree, the D.V.M. Currently, all U.S. D.V.M. programs are four-year graduate professional programs, and students almost always a bachelor's degree for entry. No information is available as to how the U.S. accrediting agency for veterinary medicine would evaluate such a program in the U.S., although a similar program does exist in New Zealand. However, the equivalent high school preparatory track for such a program abroad is likely very different and much more rigorous than we typically see here in the United States. Montana State University has proposed a 1+3 vet med program in partnership with Washington State University; one-time funding of $1 million for two years is still under discussion in the state legislature, as of this writing.

Regional 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 20-21, 2013, in Sedona, AZ. The council meets annually to review policies regarding PSEP support in veterinary medicine, the largest PSEP field. In 2012-13 eight states provided almost $5.9 million in support for 197 students studying in veterinary medicine. Agenda items for the meeting will include discussion of the state of veterinary affairs and workforce issues in the West; a dean's panel on trends in veterinary education; policies on the use of social media by D.V.M. students; the increasing cost of veterinary education and rising student debt; state input on the selection of students applying for support through the WICHE vet med program; the proliferation of new veterinary schools in the face of currently diminishing workforce demand; the OneHealth initiative and interprofessional healthcare education models; guidelines for reasonable student duty hours for fourth-year D.V.M. students on rotations; and more.

Certifying officers' May 2013 meeting. Certifying officers from several WICHE states met on May 19, 2013, to discuss WICHE's Student Exchange Program. State budget limitations are prohibiting 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 PSEP, WUE, and WRGP.

WICHE

Issue Analysis and Research Committee Meeting

Monday, May 20, 2013
11:00 am – noon
Academic Center
Boardroom 501

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 20, 2013

11:00 am - noon
Academic Center
Boardroom 501

Issue Analysis and Research Committee Meeting

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

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

Agenda

Presiding: Jeanne Kohl-Welles, committee chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Carl Krueger, project coordinator

Action Item   Approval of the Issue Analysis and Research Committee meeting minutes of November 12, 2012   5-3

Action Item   Approval of *Facilitating Further Development of a Multistate Data Exchange*   5-5

Action Item   Approval of *A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health*   5-7

Action Item   Approval of *Fostering Successful Cooperative Education and Internship Programs to Improve Educational Outcomes and Meet Workforce Demands*   5-9

Action Item   Approval of the FY 2014 workplan sections pertaining to the Policy Analysis and Research unit's activities   5-10

Information Items:

Legislative Advisory Committee

WICHE/Center for Urban Education Equity in Excellence
project update

WICHE Policy Analysis and Research Internship Program

Other business

Adjournment

ACTION ITEM
Issue Analysis and Research Committee Minutes
Monday, November 12, 2012

Committee Members Present
Christopher Cabaldon (CA), vice chair

Susan Anderson (AK)
Leah Bornstein (AZ)
Joe Garcia (CO)
Steven Wheelwright (HI)
Vic Redding (NV)
José Garcia (NM)
Ham Shirvani (ND)
Ryan Deckert (OR)
Robert Burns (SD)
Dave Buhler (UT)

Committee Members Absent
Jeanne Kohl-Welles (WA), chair
Duane Nellis (ID)
Kim Gillan (MT)
Sam Krone (WY)

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

Vice Chair Cabaldon convened the Issue Analysis and Research subcommittee meeting. Roll was called and a quorum was established.

ACTION ITEM
Approval of the Issue Analysis and Research Committee Meeting Minutes of May 21, 2012

Vice Chair Cabaldon asked committee members to review the minutes from the committee meeting on May 21, 2012. Commissioner Burns moved TO APPROVE THE MINUTES. Commissioner Joe Garcia seconded the motion. The minutes were approved unanimously.

ACTION ITEM
Approval of the Issue Analysis and Research Committee Teleconference Minutes of September 27, 2012

Vice Chair Cabaldon asked committee members to review the minutes from the September 27, 2012, Issue Analysis and Research Committee teleconference. Commissioner Anderson asked that they be corrected to reflect her name only once and have it listed under absent. Commissioner Cabaldon moved TO APPROVE THE MINUTES WITH THE CORRECTION. Commissioner Redding seconded the motion. The minutes were approved unanimously.

INFORMATION ITEMS

Commissioner Burns noted that there was not a quorum at either of the previous two teleconferences, and asked whether it was a good idea to continue them. Brian Prescott explained that they are designed to provide the opportunity to expedite the in-person meetings and provide more time for discussion. Commissioner Bornstein said that the Executive Committee is considering in general how to make the meetings more useful. Commissioner Anderson requested that the agenda and materials be provided in advance, with a meeting reminder. Vice Chair Cabaldon suggested that less time be spent on information updates and that they be provided in writing instead; and that more emphasis be placed on the one or two new things for commissioners to know and understand. Commissioner Burns supported this suggestion.

Legislative brief 2012. Demi Michelau provided information about the recently released legislative brief in the *Policy Insights* series. This was the first of a series that will be published annually. She invited feedback from commissioners about the timing of the legislative brief, indicating that this issue was being released at the commission meeting but

could possibly be released earlier. Commissioner Burns asked about the feasibility of timing it relative to the varying states' legislative calendars. Commissioner Deckert requested that it highlight the major things that are happening and provide context. Vice Chair Cabaldon said that if the primary use is to give context for what legislatures in the region might be doing next, as long as timing allows it to be useful for that purpose, it might not be necessary to make a major push to release it earlier.

LAC vacancies. Michelau explained that there will be an unprecedented number of vacancies on the Legislative Advisory Committee (LAC), which she will be bringing up to the Committee of the Whole. In the next couple of months, she will be contacting commissioners to fill vacancies. There was discussion and clarification about timing; commissioners requested that they receive notifications of vacancies and the history of existing members' participation sooner rather than later.

Tuition & Fees 2012-13. Prescott provided an overview and history of *Tuition & Fees* and the related *Policy Insights* document, which will be forthcoming in late winter/early spring and so will be able to address state expenditures. There was discussion about the distribution. Commissioner Redding said that in Nevada, they use this publication and look at it closely. They'd prefer that commissioners receive it in advance of dissemination and be told when it will be made public so they can prepare for inquiries. Prescott requested that the commissioners provide staff with any specific distribution requests they have and look for it as a *Stat Alert* later this week. Vice Chair Cabaldon reiterated its usefulness as a reference that is not otherwise available. Prescott requested comments or feedback about how to make it more useful in regards to published tuition versus net price and differential tuition pricing – in particular in terms of how to get that information, since the *Tuition & Fees'* respondents might not be in the best position to provide it.

DISCUSSION ITEMS

Benchmarks. Prescott explained the original purpose and history of this annual publication, as a document that tracks progress for the region as a whole. There was discussion about its usefulness for regional indicators, versus for states' individual indicators. Commissioners Garcia, Bornstein, and Burns said it has useful information for comparing states to the region and helping commissioners to think regionally. Vice Chair Cabaldon said that while it contains useful information, it has limited usefulness and is not "actionable," since there is no regional strategy or action plan.

The sense was that WICHE needs to do a better job of making it clear that state information is available on the WICHE website, in addition to in the publication. Commissioner Deckert mentioned an especially helpful WICHE commission meeting presentation that he saw a couple of years ago, which highlighted state initiatives and discussed who does what better in terms of college access and completion. Prescott described an alternative "Benchmarks" concept that has been discussed internally at WICHE: to not publish the whole document annually, even if the tables continue to be made available on the website, but rather to call out a specific topic in a given year, choosing it in consultation with the Issue Analysis and Research Committee chair and analyzing it in more detail. There was general interest in this idea, and Prescott requested further feedback.

Priorities for the 2012 Legislative Session. Prescott opened the floor for a general discussion about the big issues or initiatives expected to be addressed in the 2013 legislative sessions. The commissioners discussed issues they anticipated coming up during the coming sessions, including financial aid, governance, indicators of performance, and raising educational attainment while closing attainment gaps.

Other Business
Michelau explained a possible grant opportunity/concept for *Serving Student Soldiers of the West* with the Ford Foundation and requested suggestions for making it a useful and successful WICHE project.

Vice Chair Cabaldon adjourned the meeting.

ACTION ITEM
Facilitating Further Development of a Multistate Data Exchange

WICHE's Policy Analysis and Research unit proposes to seek funding in order to continue, enhance, and expand the work it has done in piloting a multistate longitudinal data exchange spanning K-12 education, postsecondary education, and workforce information in four states (Washington, Oregon, Idaho, and Hawai'i). Planned outcomes for a continuing project include further development of a sustainable architecture and governance plan, expansion into more states, and a second exchange of data.

Relationship to WICHE Mission
This project will help longitudinal data systems fulfill their promise as the means to provide policymakers with improved information about educational outcomes, including workforce outcomes, and about subpopulations commonly targeted by policy, such as students from underrepresented racial/ethnic groups and low-income backgrounds. As a collaborative effort among member states, it also builds on and contributes to WICHE's mission to develop regional solutions to common challenges concerning access to educational opportunity and meeting workforce development needs.

Background
The proposed project builds off of the current effort being funded by the Bill & Melinda Gates Foundation to bring together member states to better link data within each state's K-12 education, postsecondary education, and workforce sectors. WICHE has successfully brokered an initial exchange of individual-level data and is currently analyzing the resulting data file. Currently, this project is the most ambitious, state-driven effort to combine information from multiple states, and it has broken new ground in addressing legal, political, and cultural barriers involving data systems development and analysis.

Project Description
The proposed project will allow WICHE to establish the next phase of the data exchange that's already underway in the Pacific Northwest, to better equip it for sustainability, and to expand the exchange to other interested states. While we are still examining the data assembled during the first project, conceptually the exchange of data provides for a much more comprehensive view of human capital development and its mobility than any single state can possible obtain on its own. The goal for WICHE's data exchange is that it become a truly state-driven resource, rather than simply a resource for the research community. That means that governance for the exchange is facilitated by WICHE staff but really done by staff from participating state agencies. It also means that states are able to receive the personally identifiable information made available through the exchange of data, allowing participating state agencies to conduct their own analyses that account for a wider range of student and employment outcomes than would be available by looking solely at public institutions and the labor market within their own borders.

WICHE envisions that the resulting data exchange will be capable of:

- Tracking the stock and flow of the skills and abilities (represented by education and training) of various populations within a given state.
- Examining the gaps in educational attainment between population groups, based on demography and socioeconomic status.
- Incorporating information from multiple states, given the mobility of the U.S. population and the fact that many population centers are located on state boundaries.

Though the pilot effort to date has demonstrated that linking individual-level data together can be done, the legal environment around data exchange has been fluid throughout the project. With the initial swap of data accomplished, we learned lessons that we hope might translate into a resource for exchanging data that is more flexible and adaptable to a wider array of policy- and practice-relevant research questions, as well as available to an expanded group of states. A second phase of this development would focus some attention on making adjustments to the original architecture to allow for those enhancements in flexibility and utility.

Additionally, we have learned that long-term sustainability is more feasible with more participating states, but the recruitment of and implementation for more states will require some external funding. At the completion of this

project, it is expected that the participating states would see sufficient value in financially supporting the ongoing operation of the data exchange themselves.

As in the initial pilot phase, by engaging leaders and data stewards within the participating states, WICHE's Policy Analysis and Research unit will focus its facilitation efforts on the exchange's architecture/design, governance, and use. WICHE also plans to rely heavily on its strong partnerships with the National Center for Higher Education Management Systems and the State Higher Education Executive Officers, both of which have expertise in this area.

Staff and Fiscal Impact

We anticipate that this proposed phase of the project could cost approximately $1.5 million over four years. This would include support for up to 2.5 FTE annually. Our goal would be to have the funding secured and available by June 1, 2014. Having the funding at this time would allow the data exchange to continue without interruption.

Action Requested

Approval to seek funds to support WICHE's ongoing leadership of this project.

ACTION ITEM
A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health

WICHE's Policy Analysis and Research unit proposes to seek funding in order to expand and improve prison education programs in the Western states by developing better linkages between state higher education, behavioral health, and corrections systems to better prepare those who are released from prison, particularly individuals of color, for a productive, educated life outside of the corrections system, as well as to help meet state college completion goals.

Relationship to WICHE Mission
The Western states are developing and implementing strategies to meet various college completion goals. Those being released from prison, who are more likely to be individuals of color, have most likely been underserved by the education system and generally been ignored in the policy conversations. Not only is this project an opportunity to work toward better alignment at the state level among higher education, behavioral health, and corrections agencies, but it is also an opportunity to increase the chances for a group of people in our region to have productive lives instead of returning to prison. As such, this project is consistent with WICHE's mission to expand educational access and excellence for all citizens of the West.

Background
According to the U.S. Bureau of Justice Statistics (BJS), in 2010 there were 1,612,395 prisoners under the jurisdiction of state or federal correction authorities; of those, 316,064 (about 20 percent) were in the West. Not surprisingly, imprisonment rates for people of color exceed those of white, non-Hispanics. Also in 2010 about 62 percent (or 196,857) of sentenced prisoners were released in the region. The BJS further estimates that 50 percent of these same prisoners will be in some form of legal trouble and reincarcerated within three years of their release. In other words, most incarcerated individuals are released from prison and into the community; about half are in trouble with the law again. While research is somewhat limited on the effectiveness of inmate education programs on reduced recidivism, what does exist suggests they have a positive effect.

Data from the BJS also suggests that state spending on corrections in 2010 ($48.5 billion) makes up approximately 2.6 percent of all state expenditures ($1.9 trillion in that same year). A report by the Pew Center on the States suggests that by 2011 these costs will grow by an additional $25 billion unless new solutions are formulated to reduce the number of people locked up in prisons and jails. Recently, due to budget constraints and some shifts in public opinion, many policymakers have started to look into education and rehabilitation, instead of stiffer punishments and longer sentences. WICHE is in a unique position to engage in this type of work, given the existence and strength of its Policy Analysis and Research unit and Mental Health Program, which would collaborate in this effort.

Project Description
The overall goal of *A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health* is to expand and improve prison education programs in the Western states by developing better linkages between state higher education, behavioral health, and corrections systems, to better prepare those who are released from prison, particularly individuals of color, for a productive, educated life outside of the corrections system, as well as to help meet state college completion goals. Specific project objectives include:

- Assisting state and institutional leaders, including those in the higher education, mental/behavioral health, corrections, and workforce development areas, create or scale up successful reentry programs that focus on adult college completion.
- Conducting research and analysis to better understand the link between inmate education programs and reduced recidivism.
- Helping policymakers understand the economic and societal benefits of inmate education and rehabilitation programs.

- Creating a network of policymakers, educators, behavioral health professionals, and employers interested in reducing recidivism through improved inmate education in their states.

Project activities will include:

- Technical assistance targeted to three states in the West. States will be selected through a competitive RFP process that will be open to all states in the region. Successful states will demonstrate commitment to creating or scaling up successful reentry programs that focus on adult college completion by including support from:

  - The state higher education agency or system office.
  - The state mental health department.
  - The state department of corrections.
  - Two key legislators or the governor's office.

- Data collection at the selected sites, so project leaders can accurately determine whether approaches are successful and which areas are in need of improvement
- A state policy and practice audit of the 15 Western states related to inmate education and rehabilitation efforts. The findings of this audit will form the basis of future research and project activities.
- Creation of a project website featuring the latest research and other resources related to rehabilitation and reentry efforts. The website will also include meeting information and a networking section where key state players will be able to communicate with one another and share best practices.
- State and regional meetings designed to bring key policymakers to the table to network and discuss effective strategies for implementing inmate education programs that lead to reduced recidivism, particularly among individuals of color.
- Presentation of project findings and recommendations at national, regional, and state conferences and meetings.
- A series of policy briefs focusing on various aspects and impacts of prison education programs.
- A final report summarizing the project's findings and offering policy recommendations for states seeking to lower recidivism rates and cut incarceration costs.

Staff and Fiscal Impact
WICHE staff anticipates that this proposed phase of the project could cost approximately $1.5 million over three years; this would include support for up to 1.75 FTE annually.

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

ACTION ITEM
Fostering Successful Cooperative Education and Internship Programs to Improve Educational Outcomes and Meet Workforce Demands

WICHE's Policy Analysis and Research unit proposes to seek funding in order to assist states and institutions (and possibly municipalities) develop effective cooperative education and internship programs. The project will likely explore how state policies such as financial aid can help students to make connections between their academic experiences and the world of work and to gain valuable experience.

Relationship to WICHE Mission
Cooperative education and internship programs hold the potential for fostering better alignment between academe and society's workforce development needs. In addition, paid cooperative and internship experiences provide financial assistance to students, helping them to afford the costs of college. Effective programs also give students exposure to fields of interest to them. Such exposure helps them make better connections between education and the world of work, which also may encourage them to complete degree or certificate programs.

Background
Cooperative programs and internships are a common-sense answer to the challenge of engaging students in applied work related to their postsecondary education, particularly in high-demand areas. Setting them up and supporting them at the state level may be an afterthought at best, and doing so at the institutional level is beset by many challenges. There exist numerous examples of effective initiatives, but they are often isolated, program-specific, and disconnected from a broader state policy for meeting workforce development needs.

Project Description
This project will map the landscape of existing and effective cooperative education and internship programs, measure their results, understand their common features, and determine how states can play a productive role in facilitating partnerships among state institutions and businesses to meet workforce needs. In addition to reviewing what is happening in four-year institutions, WICHE will seek to learn from apprenticeship training programs and other business-education partnerships that have proven successful at producing graduates with the necessary skill sets to hit the ground running in the workforce. Among the activities WICHE proposes to include in this project are:

- **Research.** WICHE will locate and examine effective programs; explore what the state's role is in aiding them or hampering their success, if any; investigate how local authorities seek to connect education resources and local employers; and seek to understand how programs differ by discipline and between institutional types.
- **Technical assistance.** WICHE proposes to select one to three states and do a policy audit to understand the extent to which their policies facilitate the development and operation of effective programs and to help selected states utilize quantitative, linked education and workforce data to evaluate education programs.
- **Financial aid.** WICHE will prepare an analysis of how state financial aid programs might be helpful in promoting effective programs. WICHE will also analyze how cooperative programs and internships can best serve students as a key component of financing the costs of their education.
- **Convening:** WICHE will convene at least one meeting on the topic of alignment between state policy and effective programs.

Staff and Fiscal Impact
We anticipate that this proposed phase of the project could cost approximately $1 million over three years. This would include support for up to 1.75 FTE annually, including one additional new hire to coordinate the project.

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

ACTION ITEM
Policy Analysis and Research FY 2014 Workplan

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion; adult learners; multistate data sharing to support educational planning and workforce development; and other critical areas. WICHE staff serve as a useful resource on a number of higher education issues, including state and federal financial aid, finance, articulation and transfer, the Common Core State Standards, and various college completion initiatives. Its publication series, including *Policy Insights* and *Western Policy Exchanges*, explore a wide range of significant policy issues. The unit also undertakes major, long-term, grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
Tuition and Fees	Finance	Western	.025 FTE	All WICHE members respond
Legislative Advisory Committee	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.10 FTE	All WICHE members
State Higher Education Policy Database	Finance, access & success, workforce & society, technology & innovation, accountability	National	.20 FTE	National Conference of State Legislatures, Lumina Foundation
Policy Publications Clearinghouse	Finance, access & success, workforce & society, technology & innovation, accountability	National	.025 FTE	N/A
Benchmarks	Accountability	Western	.025 FTE	N/A
Regional Fact Book for Higher Education in the West	Accountability	Western	.025 FTE	N/A
Policy Insights	Finance, access & success, workforce & society, technology & innovation, accountability	National	.05 FTE	N/A
Western Policy Exchanges	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.05 FTE	N/A

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Adult College Completion Network	Access & success; workforce & society	National	Lumina Foundation: $1,133,800	1.65 FTE	10/2010 - 9/2014	Lumina Foundation
College Access Challenge Grant (CACG) Consortium and Network	Access & success	Western states, Texas	State memoranda of agreement/ U.S. Dept. of Education: Year 5 revenue, $190,000	1.40 FTE	Year 5: 8/2012 - 8/2013	2 Consortium states (AK, ID) & 4 Network states (ND, TX, UT, and WA)
Equity in Excellence	Access & success, accountability	Western	Bill & Melinda Gates Foundation, Ford Foundation (subcontract): $50,000	.45 FTE	1/2013 - 12/2013	Center for Urban Education at the University of Southern California, Colorado
Facilitating Development of a Multistate Longitudinal Data Exchange	Workforce & society, technology & innovation, accountability	Western	Bill & Melinda Gates Foundation: $1.5 million	.80 FTE	6/2010 - 5/2014	Bill & Melinda Gates Foundation, educational & workforce agencies in HI, ID, OR, WA
Knocking at the College Door: Projections of High School Graduates	Access & success	National	ACT, College Board: $441,000	1.65 FTE	10/2010 - 9/2014	ACT, College Board
Policy and Assessment Framework for Washington's Opportunity Scholarship Program	Finance	Western	Microsoft Corporation via subcontract from NCHEMS: $30,000	.15 FTE	3/2012 - 9/2013	National Center for Higher Education Management Systems, Washington

Adult College Completion Network (www.adultcollegecompletion.org). WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college degree and credential completion by adults with prior college credits.

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

Equity in Excellence. With a focus on the Denver metro area, WICHE is partnering with the Center for Urban Education at the University of Southern California to support the implementation of Colorado's higher education reform agenda

by aligning the state's higher education policy measures with concrete, equity-focused actions within community colleges and four-year institutions.

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

Knocking at the College Door (www.wiche.edu/knocking). With support from its traditional partners, ACT and the College Board, Policy recently released the 8th edition of these projections and is continuing to explore the feasibility of enhancements, such as producing projections for urban areas and disaggregations by sex.

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

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Race Against the Clock: Preparing Teachers to Effectively Utilize Information from the Common Core State Standards	Access & success	✴✴✴ ●●● ■■	Western	$3 million	1.8 FTE	3 years	Stanford (Linda Darling Hammond), SHEEO, CCSSO, NGA, SBAC, PARCC, CAEP & state affiliates, AACTE, NCTM, NCTE, NEA, AFT*
Creating Positive Educational Outcomes through Cooperative Education and Internship Programs	Access & success, workforce & society	✴✴✴ ● ■■	Western	$1 million	1.75 FTE	3 years	TBD
Facilitating Further Development of a Multistate Data Exchange	Workforce & society, technology & innovation, accountability	✴✴✴ ●● ■■■	Western	$1.5 million	2.5 FTE	4 years	Additional Western states
A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health	Access & success, workforce & society	✴✴ ●● ■■	Western	$1 million	1.35 FTE	3 years	WICHE Mental Health Program

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Serving Student Soldiers of the West	Access & success, workforce & society	★ ★ ● ■ ■	Western	$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education

* State Higher Education Executive Officers (SHEEO), Council of Chief State School Officers (CCSSO), National Governors Association (NGA), Smarter Balanced Assessment Consortium (SBAC), Partnership for Assessment of Readiness for College and Careers (PARCC), Council for the Accreditation of Educator Preparation (CAEP) and state affiliates, American Association of Colleges for Teacher Education (AACTE), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), the National Education Association (NEA), and the American Federation of Teachers (AFT).

Race Against the Clock: Preparing Teachers to Effectively Utilize Information from the Common Core State Standards Assessments. The overarching goal of this work is to prepare preservice and veteran teachers throughout the educational pathway to effectively and proficiently utilize information from the new Common Core State Standards (CCSS) assessments to monitor student progress toward mastery of the CCSS in English/language arts and mathematics and use the data to promote continuous improvement toward college and career content readiness.

Fostering Successful Cooperative Education and Internship Programs to Improve Educational Outcomes and Meet Workforce Demands. The goal of this work is to help states (and perhaps metropolitan areas) facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through cooperative education and internship programs.

Facilitating Further Development of a Multistate Longitudinal Data Exchange. The next phase of this project will continue, enhance, and expand the work it has done in piloting a multistate longitudinal data exchange spanning K-12 education, postsecondary education, and workforce information in Washington, Oregon, Idaho, and Hawai'i by working toward further development of a sustainable architecture, governance, and financing plans, as well as expansion into more states and a second round of data exchange and analysis.

A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health. The overall goal of this project is to expand and improve prison education programs in the Western states, to better prepare those who will be released from prison, particularly individuals of color, for a productive, educated life outside of the corrections system.

Serving Student Soldiers of the West: Policy and Practice Solutions. The goal of this project is to increase access to and success in higher education for military students and their families in the Western region.

<div align="center">

POTENTIAL FUTURE PROJECTS

</div>

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education. A project that would assess the impact of enrolling in and successfully completing dual and concurrent enrollment courses while students are still in high school on success in postsecondary education.

Fostering Institutional Fidelity to State Performance-Funding Policies. A project to investigate the responses of

institutions to outcomes-based performance-funding policies and to facilitate the adoption and implementation by institutions of policies and practices that are faithful to the intent of state performance-funding policies and effective at the achievement of them.

Changing Direction 2.0. A project building off WICHE's previous national project of the same name but addressing the new post-recession fiscal climate, which would promote the adoption of contemporary higher education finance policies that link appropriations, tuition setting, and financial aid policies.

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs. A potential partnership with the Institute for Higher Education Leadership and Policy at Sacramento State University to explore how career and technical education and economic development programs can be best organized and informed with contemporary workforce data, in order to meet state workforce needs.

Redefining Degrees. A potential partnership with Sacramento State University's Institute for Higher Education Leadership and Policy to study and recommend more effective degree pathways, including applied degrees.

Assessing the Landscape on State Policy on Student-Learning Outcomes. A project that would assist states in understanding the various efforts underway to better capture student-learning outcomes, especially with respect to the Degree Qualifications Profile and its applicability to statewide and institutional curriculum design and assessment.

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education Policies and Practices. A project that would build on emerging practices in the field to help states more effectively and efficiently target remedial education to students, particularly adult learners.

Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale. A project in which WICHE would launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

Addressing Workforce Needs with the Emerging Majority-Minority. A project that would build on previous work that strengthened the connections between higher education institutions and workforce-training programs in an effort to promote a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

Previously considered projects that we propose to remove from the workplan. None.

<div style="background:#00A0DF;color:white;text-align:center;padding:8px;">COMPLETED PROJECTS</div>

Work that staff finished in FY 2013.

N/A.

WICHE

Self-funded Units
Committee Meeting

Monday, May 20, 2013
11:00 am – noon
Academic Center
Room 241

Western Interstate
Commission
for Higher Education

www.wiche.edu

WICHE

Monday, May 20, 2013

11:00 am - noon
Academic Center
Room 241

Self-funded Units Committee Meeting

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

Jim Johnsen (AK)
Chris Bustamante (AZ)
Michael Kirst (CA)
Loretta Martinez (CO)
TBD (CNMI)
Francisco Hernandez (HI)
Committee vice chair (ID)
Sheila Stearns (MT)
TBD (NV)
Mark Moores (NM)
Dave Nething (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Agenda

Presiding: Jim Hansen, chair

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

Action Item Approval of the Self-funded Units Committee
meeting minutes of November 12, 2012   6-3

Information Item – Mental Health Program:

Brief overview of current work

Discussion of outlook for FY14

Staffing update

Budget update

Action Item Approval of the FY 2014 workplan sections
pertaining to the Mental Health Program   6-5

Information Items – WCET:

Update on membership, programs, and services   6-9

Budget update

| Action Item | Approval of the FY 2014 workplan sections pertaining to WCET | 6-11 |

Other business

Adjournment

ACTION ITEM
Self-funded Units Committee Meeting Minutes
November 12, 2012

Committee Members Present
Jim Hansen, (SD), committee chair

Mike Rush, (ID) vice chair
Jim Johnsen (AK)
Chris Bustamante (AZ)
D. Rico Munn (CO)
Francisco Hernandez (HI)
Sheila Stearns (MT)
Camille Preus (OR)
Peter Knudson (UT)
Don Bennett (WA)
Tom Buchanan (WY)

Committee Members Absent
Michael Kirst (CA)
Dave Nething (ND)

Staff Present
David Longanecker, president
Mollie McGill, deputy director, WCET
Dennis Mohatt, vice president for behavioral health

Commissioner Hansen called the meeting to order.

A motion TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM SEPTEMBER 25, 2012, was made by Commissioner Buchanan and seconded by Commissioner Bustamante. The minutes were approved as submitted.

Mental Health Program Update

Dennis Mohatt stated that the Mental Health Program finished fiscal year 2012 with a positive fund balance. FY13 is looking fiscally solid.

He reported on the success of the WICHE-developed Alaska Psychology Internship Consortium. This program addresses the significant shortage of doctoral psychology clinical internships in the U.S., especially in the West. The program has received accreditation from the American Psychological Association and will be replicated in Hawai'i. Officials from Montana and South Dakota also have expressed interest. With funding from the U.S. Health Resources and Services Administration, the number of internship slots in the Alaska program will be expanded.

The Mental Health Program is supporting Nevada State University in developing strategies to provide integrated health and behavioral health services on campus.

The last order of business from the Mental Health Program was the appointment of a new commissioner to replace Dave Nething on the Mental Health Oversight Council. Montana Commissioner Sheila Stearns volunteered.

WICHE Cooperative for Educational Technologies Update

Mollie McGill reported that institutional and organizational memberships in WCET are at an all-time high, with 310 members across the country. The membership has identified a number of important issues for attention in the coming year, such as competency-based online programs, guidelines for working with third-party providers, open content, and learning analytics (with particular interest in a bootcamp on this). WCET looks forward to celebrating its 25th annual meeting next year.

WCET also projects a positive fund balance for fiscal year 2013, due to the strong membership growth, indirect funds from the Gates-funded Predictive Analytics Reporting (PAR) project, and revenues from other initiatives.

Phase two of the Gates-funded PAR project is well underway, with 16 participating institutions. WCET is currently inviting inquiries of interest for the next follow-up phase.

WCET's State Authorization Network is in its second year, serving over 600 institutions. SAN will continue to help institutions during this period, before WICHE's proposed State Authorization Reciprocity Agreement (SARA) gains adoption by the states.

Commissioner Bustamante, who serves on the WCET Executive Council and also on the WICHE Reciprocity Committee, shared his perspective on the national leadership role that WCET performs on e-learning issues, as well as the importance of WICHE's lead on the proposed SARA reciprocity agreement.

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

ACTION ITEM
Mental Health Program FY 2014 Workplan

The WICHE Mental Health Program (MHP) 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.

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
Mental Health, General	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.20 FTE	States
Mental Health First Aid Training	Workforce & society	Western	.05 FTE	States & 501(c)3s
Suicide Prevention Training and Toolkits	Workforce & society	Western & national	.10 FTE	States & 501(c)3s

EXISTING ACTIVITIES
PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Alaska Outcomes and System Performance Project	Workforce & society	Western	$100,000	.55 FTE	7/13 - 6/14	Alaska
Alaska Competencies Training	Workforce & society	Western	$20,000	.10 FTE	7/1 - 6/14	Annapolis Coalition and Trust Training Cooperative
Alaska Intern Trainee Support and Development	Workforce & society	Western	$125,000	.20 FTE	7/1 - 6/15	AK Trust
Association of Psychology Postdoctoral and Internship Centers (APPIC)	Workforce & society	Western	$50,000	.20 FTE	7/13 - 6/15	APPIC
Hawai'i Internship Program	Workforce & society	Western	$85,000	.20 FTE	7/13 - 6/14	Hawai'i
South Dakota Survey	Workforce & society	Western	$20,000	.10 FTE	7/13 - 6/14	South Dakota
South Dakota Co-Sig	Workforce & society	Western	$187,476	.60 FTE	8/12 - 9/13	South Dakota
South Dakota State Prevention Enhancement	Workforce & society	Western	$32,457	.20 FTE	8/12 - 9/13	South Dakota

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
South Dakota Tribal Engagement	Workforce & society	Western	$49,980	.10 FTE	8/12 - 9/13	South Dakota
Texas UTEP Intern Program	Workforce & society	Western	$85,000	.15 FTE	7/13 - 6/15	U of Texas, El Paso

Alaska Outcomes and System Performance Project. The Alaska Outcomes and System Performance Project provides the statistical research necessary for the refinement of the performance management system of the Division of Behavioral Health, which is used to monitor the performance of the behavioral health treatment system.

Alaska Competencies Training. This is the final phase of a multiyear project to build core competencies and curriculum to enhance the direct care workforce across human service settings.

Alaska Intern Trainee Support and Development. This contract represents a three-year training grant from the Health Resources and Services Administration to expand the available training slots in the Alaska Psychology Internship Consortium, developed and supported by WICHE.

Association of Psychology Postdoctoral and Internship Centers (APPIC). A two-year collaboration between WICHE and APPIC to conduct a nationwide evaluation of doctoral psychology internship programs that are currently not accredited by the American Psychological Association, to determine the barriers to accreditation and develop a tool to assess accreditation readiness.

Hawai'i Internship Program. The project is developing a doctoral psychology internship consortium within in the Health, Education, and Public Safety departments of Hawai'i.

South Dakota Survey. The South Dakota Consumer is an annual mail survey of clients of the Division of Behavioral Health, used to monitor access to care, quality of care, outcomes, and satisfaction with treatment services.

South Dakota Co-Sig. WICHE staff provides technical assistance to South Dakota on a variety of system improvement projects for persons with co-occurring mental health and substance abuse issues.

South Dakota State Prevention Enhancement. WICHE staff is facilitating the integration of three community prevention coalitions.

South Dakota Tribal Engagement. WICHE staff is facilitating discussions between the South Dakota Division of Behavioral Health and Tribal Behavioral Health programs to provide Medicaid-funded rehabilitation services.

Texas Internship Program. Supporting the University of Texas at El Paso, Texas Tech University Health Sciences Center, and William Beaumont Army Medical Center in developing a doctoral psychology internship consortium.

<div style="background:red;color:white;text-align:center">**NEW DIRECTIONS**</div>

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Alaska Health Reform	Workforce & society	✶✶ ●●● ■■■	Western	$150,000	.20 FTE	7/13-9/14	Alaska & Trust

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
National Institute on Drug Abuse	Workforce & society	★★ ●● ■■■	National	$75,000	.50 FTE	1/14 - 12/14	Montana
Alaska Psychiatric Institute	Workforce & society	★★ ● ■■■	Western	$65,000	.10 FTE	7/13 - 9/14	Alaska
Suicide Prevention Mobile Application	Workforce & society	★★ ● ■■■	National	$75,000	.10 FTE	1/14 - 12/14	Suicide Prevention Resource Center
Suicide Prevention Research Project	Workforce & society	★★ ● ■■■	National	$85,000	.20 FTE	1/14 - 12/14	Suicide Prevention Resource Center
South Dakota Systems Improvement	Workforce & society	★★ ●● ■■■	Western	$100,000	.40 FTE	9/13 - 8/14	South Dakota
University of South Dakota Psychology Department	Workforce & society	★★ ●●● ■■■	Western	$ 10,000	.10 FTE	9/13 - 8/14	University of South Dakota
Robert Wood Johnson Foundation	Workforce & society	★★ ● ■■■	Western	$100,000/ year	.20 FTE	9/13 - 8/14	Robert Wood Johnson Foundation

Alaska Health Reform. WICHE is preparing to bid on a study of readiness and capacity of the existing behavioral health system to serve expanded beneficiary population.

National Institute on Drug Abuse. Research project to study culturally appropriate substance abuse treatment in American indigenous populations.

Alaska Psychiatric Institute. WICHE staff is providing technical assistance in the areas of leadership development, strategic planning, performance improvement, and the provision of distance services through the use of technology.

Suicide Prevention Mobile Application. The development of a mobile application for suicide prevention in primary care settings.

Suicide Prevention Research Project. The evaluation of suicide prevention training modalities in primary care practices.

South Dakota Systems Improvement. WICHE will support the South Dakota Department of Social Services in its transition of responsibility for providing community-based behavioral health to persons involved in the corrections system.

University of South Dakota, Psychology Department. Mental Health Program staff will serve as consultants on a graduate psychology education grant focused on integrated behavioral health training in rural primary care clinics.

Robert Wood Johnson Foundation. Research project to identify leadership and other characteristics needed to maximize the effectiveness of integrated primary care and behavioral health.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

Montana Intern Planning. Project based on building an APA-accredited psychology internship consortia.

Wyoming Intern Planning. Healthcare reform.

Hawai'i Planning. Workforce planning and development.

South Dakota Hospital Planning. Providing evaluation and planning for state hospital.

Alaska Research Center. Project at the University of Alaska Anchorage.

Previously considered projects that we propose to remove from the workplan. None.

COMPLETED PROJECTS

Work that staff finished in FY 2013.

National Association of State Mental Health Program Directors, Arkansas. Technical assistance and support.

Alaska Competencies. Completion of FY13 train-the-trainer program in core competencies.

INFORMATION ITEM
WCET Update

The WICHE Cooperative for Educational Technologies (WCET) is a national, nonprofit, membership-based cooperative of colleges and universities, higher education agencies, and companies that share a commitment to improving the quality and the reach of online, hybrid, and distributed education. WCET coordinates and enables the cooperative exchange of information, resources and services among our members. WCET's mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education.

Membership Services

WCET's membership is at an all-time record high with 315 member institutions and organizations. Growth can be attributed to a number of factors, including media coverage of WCET's work on the Predictive Analytics Reporting (PAR) Framework, the State Authorization Network, a focused membership drive, and WCET's growing presence via social networking. A few highlights follow.

WCET is producing short briefing documents on a range of issues important to our members. Convenient one-pagers in the *Talking Points, Lessons Learned*, and *Q&A* series will be available via wcet.wiche.edu on a variety of topics, including:

- "Third Party Providers of e-Learning Services – When to Outsource or Not?"
- "A Simple Guide to Navigating the MOOC Muddle."
- "Guidelines for Human and Remote Proctoring."
- "Accreditation Issues in Distance Education."
- "Strategies for Managing State Authorization Requirements."

Through member-only email discussions, WCET's popular *Frontiers* blog, and regular Twitter updates, educators from institutions with large as well as small online and distance education programs can readily tap into WCET's network of e-learning experts. The number of member subscribers to the email discussion list has hit a record 2,000, with subscribers from across the country and in Canada.

WCET will celebrate its 25th annual meeting (http://wcetconference.wiche.edu) on November 13-15, 2013, in Denver. WICHE commissioners are invited to attend or have a member of their organization register to attend. Paul LeBlanc, president of Southern New Hampshire University (SNHU), will keynote the annual meeting. SNHU is one of a growing number of universities with competency-based degree programs approved by the U.S. Department of Education to offer title IV financial aid funding. More sessions on alternative credentials and new models of offering competency-based degree programs will be featured throughout the meeting.

The Academic Leadership Forum provides provosts, deans, and senior academic leaders with a peer-to-peer networking opportunity specifically designed for these institutional decision makers. Topics have covered engagement of adjunct faculty and mobile learning; in the coming year, we'll also look at strategies for developing a campuswide culture of integrity.

Predictive Analytics Reporting Framework

The Predictive Analytics Reporting (PAR) Framework (www.wcet.wiche.edu/par) is a multi-institutional data-mining project that brings together two-year and four-year public, proprietary, traditional, and progressive institutions to collaborate on identifying points of student loss and to find effective practices that improve student retention in U.S. higher education. Current efforts focus on removing barriers to student success in online and blended programs. With 16 WCET member institutions, over 1.7 million anonymized student records, and 8.1 million institutionally de-identified course-level records, the PAR Framework offers educational stakeholders a unique multi-institutional lens for examining dimensions of student success. PAR is funded through January 2014. Additional funds will be sought for project continuation.

State Authorization Network: Year 3

SAN (http://wcet.wiche.edu/advance/state-approval) is a membership service for those seeking to comply with state authorization regulations related to the provision of online, distributed, and distance courses and programs. WCET provides training on the state regulations, access to experts, and strategies on meeting state requirements; it also supports and maintains a community of practitioners among participants to share effective practices and latest developments. The State Authorization Network is based on the premise that expecting each institution to navigate authorization regulations in every state is highly inefficient. Working cooperatively, institutions can share the burden. Participation in SAN is an additional fee-for-service opportunity for WCET member institutions, systems, and consortia.

WCET Research: Trends and Issues in Managing Online Education

The Managing Online Education survey obtains data on the instructional, operational, and technology infrastructure of online operations in higher education. Using a series of focused surveys, we seek to learn about trends, issues, opportunities and barriers to success related to the management and operation of online, distributed, and distance-learning programs in U.S. and Canadian postsecondary education.

WCET Leadership Summits

WCET Leadership Summits are single-issue focused, deep-dive discussions among higher education administrators who are considering adoption of an emergent technology-related initiative. The summits are designed to provide these leaders with a checklist of the challenges, opportunities, and options for advancing such initiatives. The 2012 leadership summit focused on digital-learning content. The 2013 leadership summit, "Living under the Sword of Data," explores the impact that big data is having on a broad range of issues, from online quality to student success, across the higher education ecosystem. The summit provides opportunities to hear from leaders who are changing the learning analytics landscape and offers opportunities for engaging in efforts that are already having direct positive effects on keeping college students in school. Contact WCET if you're interested in attending this summit, scheduled for June 12-13, 2013, in Salt Lake City.

Badges, Competency-Based Learning, and High-Value Alternative Credentials

WCET, the Mozilla Foundation, and Blackboard will host a massive open online class (MOOC) on "Badges, Competency-Based Learning, and High-Value Alternative Credentials" in the fall of 2013. This MOOC addresses the opportunities for rethinking the Carnegie unit as the measure of academic achievement. The class will explore the growing interest in using badge systems to document and certify skills and knowledge for competency-based learning, college completion, workplace development, and employment.

Top of the Top 100 Tools for Learning Virtual Event

Jane Hart, an internationally recognized expert on trends and adoption of technology tools for learning, will be featured in a virtual online event showcasing and demonstrating some of the top free digital content creation, management, sharing and distribution tools currently trending in education. WCET will offer this program free of charge for members and nonmembers alike.

Connecting Communities of Broadband and Learning Innovation

Through WCET channels, opportunities exist to bridge the expertise of e-learning and distance leaders with the technology innovators of broadband to bring more authentic and resource-rich learning into the physical classroom and the virtual classroom. WCET membership includes many leading universities that are active in the deployment of broadband networks. WCET serves as WICHE's representative to the Northwest Academic Computing Consortium.

ACTION ITEM
WCET FY 2014 Workplan

The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET's mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. It provides colleges and universities with solutions, interventions, good practices, and access to valuable resources on wide array of important issues in higher education through working groups, special interest groups, discussion lists, social media, content curation, research activities, and its acclaimed annual meeting. The WCET community includes many leading innovators in e-learning from institutions across the United States. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Its membership includes 315 institutions, higher education agencies, nonprofit organizations, and corporations in North America, with close to 2,000 active WCET users.

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation, access & success	National, with some international	5.35 FTE	Sage Road Solutions, 312 member institutions & organizations
WCET Leadership Summit	Technology & innovation, access & success	National	WCET staff	
WCET Research	Technology & innovation	International	WCET staff	UPCEA, Sloan-C, BCcampus, eCampus Alberta, CT Distance Learning
Connecting Communities of Broadband and Learning Innovation	Access & success	National	WCET staff	Northwest Academic Computing Consortium, institutional members

EXISTING ACTIVITIES
PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Predictive Analytics Reporting (PAR) Framework	Technology & innovation, access & success	National	Bill & Melinda Gates Foundation, $2,557,920	.4 FTE and 7 subcontractors	August 2012 - January 2014	Sage Road Solutions, 16 named partner institutions, Starfish, SSP

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
State Authorization Network (SAN)	Access & success	National	Member fees: $170,000	.25 FTE	April 2013 - March 2014	NCHEMS & 34 member systems or organizations representing more than 600 institutions
Massive Open Online Class (MOOC) on Badges, Competencies, and Alternative Certifications	Technology & innovation, access & success	National	Corporate sponsors	WCET staff	September 2013	Mozilla Foundation, Blackboard
Top of the Top 100 Tools for Learning: Virtual Event	Technology & innovation, access & success	International	Corporate sponsors	WCET staff	June - August 2013	Centre for Learning and Performance Technologies

Predictive Analytics Reporting Framework. The PAR Framework continues to derive results from its multi-institutional data-mining project to develop data assets that member institutions are using to mitigate academic risk: 16 WCET member institutions (including two-year, four-year, public, proprietary, traditional, and progressive schools) continue to collaborate on using big data to improve student retention in U.S. higher education.

State Authorization Network. SAN is a membership service for those seeking to comply with state authorization regulations related to the provision of online, distributed, and distance courses and programs. WCET provides training on the state regulations, access to experts, and strategies on meeting state requirements; it also supports a community of practitioners to share effective practices and latest developments.

Massive Open Online Class on Badges, Competencies, and Alternative Certifications. This MOOC, hosted by WCET and its partners, will address opportunities for rethinking the Carnegie unit as the measure of academic achievement and explore the use of badge systems to document and certify skills and knowledge for competency-based learning, college completion, workplace development, and employment.

Top of the Top 100 Tools For Learning: Virtual Event. Jane Hart, an internationally recognized expert on trends and adoption of technology tools for learning, will be featured in a virtual online event showcasing and demonstrating some of the top free digital content creation, management, sharing, and distribution tools that are currently trending in education.

<div style="background:red;color:white;text-align:center">NEW DIRECTIONS</div>

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
PAR Framework Initiative, Phase 3	Technology & innovation, access & success	✶✶✶ ●●● ■■■	National	Bill & Melinda Gates Foundation	TBD	January 2014 and beyond	Sage Road Solutions

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Badges, Competency-Based Learning, and High-Value Alternative Credentials	Technology & innovation, access & success	★★ ●● ■■	National	TBD	TBD	TBD	Mozilla Foundation, Blackboard

PAR Framework, Phase 3. The PAR Framework team will continue to increase the number of participating schools by as many as 36; efforts in this round are aimed at moving the PAR Framework to a point of self-sufficiency.

Badges, Competency-Based Learning, and High-Value Alternative Credentials. WCET, its partners, and several member institutions will further explore this topic, following up on the fall 2013 MOOC and the 2012 "Who's Got Class" initiative.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

Rethinking the Notion of "System." WCET is partnering with NCHEMS to build on the notion of "unbundling" the academic activities that compose the "system" that we identify as a college or university, an initiative that emerged from our previous partnership in creating the Technology Costing Methodology.

Identification and Dissemination of Best Practices in Conceptualizing and Sustaining High-Quality Distributed Education Programs in Colleges of Agricultural and Food Sciences. WCET is partnering with Texas Tech University and Ohio State University in seeking U.S. Department of Agriculture funding to ascertain, codify, and disseminate best practices in successful distributed education programs.

Previously considered projects that we propose to remove from the workplan:

Digital-Learning Content. In June 2012 WCET convened a leadership summit on digital-learning content, an important issue in higher education but one in which other organizations have a significant presence; WCET will invest its resources in other key issues.

COMPLETED PROJECTS

Work that staff finished in FY 2013.

Transparency by Design. TbD helped adult learners become knowledgeable consumers of online higher education by developing a website that provided student-learning outcome information and tools, allowing users to compare this information across institutions.

Predictive Analytics Reporting Proof of Concept Project. The PAR proof of concept project demonstrated that analyses of millions of course records from six diverse institutions could provide valuable benchmarks for student success in online courses.

WICHE

Lunch and Presentation: Remarks by Washington State University President Elson Floyd

Monday, May 20, 2013
12:15 – 1:45 pm
Nursing Building
Room 205

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 20, 2013

12:15 - 1:45 pm
Nursing Building
Room 205

Lunch and Presentation:
Remarks by Washington State University President Elson Floyd

WICHE is very fortunate to have Elson Floyd, president of Washington State University (WSU) – and a former WICHE commissioner – joining us as our luncheon presenter. Under President Floyd's leadership WSU has gained a national reputation as an innovator in responding the changing dynamics of American higher education in the new millennium. WSU was an early adopter of technology-mediated learning and has been recognized widely as a leader in online learning. But the innovative activities on campus have been as profound as those off campus. President Floyd was one of the few university presidents who used American Recovery and Reinvestment Act (ARRA) funding – provided to assist state-supported education in responding to the Great Recession – to help his institution truly adapt to "the new normal" environment of limited resources and exceptional demand, rather than simply using it to fill budget gaps, in hopes of a return to the glory days when the recession receded. His strategic vision, while difficult to swallow because it meant learning to do more with less, nevertheless positioned WSU to recover from the tough times better than most institutions. It also provided a set of ideas and initiatives that other institutions can follow to their advantage, without having to pave the way, as WSU did.

Key components of WSU's efforts are a focus on evidence-based practices and the establishment of outcome metrics that help guide the institution's direction. Given the focus of this meeting around performance measurement, President Floyd's experience at WSU can help inform our discussion about how institutions are using performance measurement to advance their success.

Biographical Information on the Speaker

Elson S. Floyd is president of the four-campus Washington State University, one of the country's most productive research universities. He brings to WSU an exceptionally wide range of administrative experience, as well as valuable state and national perspectives on higher education issues and policies. Before coming to WSU, he was president of the four-campus University of Missouri for four years and president of Western Michigan University in Kalamazoo for more than four years. While at Western Michigan University, he was also a tenured faculty member in the Department of Counselor Education and Counseling Psychology and in the Department of Teaching, Learning and Leadership. Floyd spent from 1995 to 1998 at the University of North Carolina at Chapel Hill, one of the nation's leading research institutions, where he served as chief administrative and operating officer and the senior official responsible for business and finance; human resources;

auxiliary enterprises; student affairs; information technology; university advancement and development; and enrollment management. For two years he was executive director of the Washington State Higher Education Coordinating Board, the agency responsible for statewide planning, policy analysis and student financial aid programs for Washington's postsecondary education system. From 1990 to 1993, Floyd served as vice president for student services, vice president for administration, and executive vice president, and chief operating officer at Eastern Washington University. A native of Henderson, NC, Floyd holds a bachelor of arts degree in political science and speech, a master of education degree in adult education, and a doctor of philosophy degree in higher and adult education, all from the University of North Carolina at Chapel Hill.

Plenary Session II: Contemporary Performance Measurement at the State Level – Governance and Government

Monday, May 20, 2013
2:00 – 3:30 pm
Health Sciences Building
Room 110 A-D

WICHE

Western Interstate
Commission
for Higher Education

www.wiche.edu

2:00 - 2:30 pm
Health Sciences Building
Room 110 A-D

Plenary Session II:
Contemporary Performance Measurement at the State Level –
Governance and Government

The context for modern performance measurement in American higher education was discussed in the description of Plenary Session I and so is not repeated here. Whereas the first session focused on contemporary performance measurement at the institutional level, this session focuses on performance measurement at the state level. We are extremely privileged to have Dennis Jones, president of the National Center for Higher Education Management Systems and the national guru on state policy regarding performance measurement and rewards with us to discuss the current state-level "state of the art" in this regard. Jones will share what our Western states are doing with respect to measuring performance, what they should be doing (and presumably what they should not be doing), and what they are able to do, given the information currently available. He will distinguish not only between the appropriate accountability strategies of different actors at the state level – the governor, legislature, and governing or coordinating boards – but also appropriate differences in accountability strategies at the institutional level, compared to the state level.

Speaker: Dennis Jones, president, National Center for Higher Education Management Services

2:30 - 3:30 pm
Health Sciences Building
Room 110 A-D

Facilitated Discussion on Contemporary Performance Measurement at the State Level – Governance and Government

Facilitator: Paul Lingenfelter, president, State Higher Education Executive Officers

Biographical Information on the Speaker & Facilitator

Dennis P. Jones, president of the National Center for Higher Education Management Systems (NCHEMS), has more than 40 years of experience in research, development, technical assistance, and administration in the field of higher education management and policymaking. A member of the NCHEMS staff since 1969, he assumed increasing levels of responsibility within that organization, becoming president in 1986. Under his leadership, and in collaboration with an extraordinarily talented staff, NCHEMS has achieved a position of preeminence as a leader in the development and promulgation of information-based approaches to policymaking in higher education. Jones is widely recognized for his work in such areas as: developing "public agendas" to guide state higher education policymaking; financing, budgeting, and resource allocation methodologies for use at both state and institutional levels; linking higher education with states' workforce and economic development needs; and developing and using information to inform policymaking. He has written many monographs and articles on these topics; has presented his work at

many regional, national, and international conferences; and has consulted with hundreds of institutions and state higher education agencies on management issues of all kinds. Jones is a graduate of Rensselaer Polytechnic Institute and served as an administrator (in business and institutional planning) there for eight years prior to his joining the NCHEMS staff. He has served as an advisor to the U.S. Secretary of Education, Lumina Foundation, the National Center for Public Policy and Higher Education, and numerous other associations, policy organizations, and state agencies.

Paul Lingenfelter – See bio in Tab 3.

Plenary Session III:
What's Up at WICHE?
An Update on WICHE's
Multistate Data Exchange

Monday, May 20, 2013
3:30 – 4:30 pm
Health Sciences Building
Room 110 A-D

WICHE

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 20, 2013

3:30 - 4:30 pm
Health Sciences Building
Room 110 A-D

Plenary Session III:
What's Up at WICHE? An Update on
WICHE's Multistate Data Exchange

Spurred on in part by federal investment or grant requirements, many states around the nation are working to link their K-12, postsecondary, and workforce data in order to permit a much richer analyses of the development of human capital and to better target policies and practices. But as long as states look only to their own students and workers and don't take into account the mobility of individuals among states, they will have a limited picture of how educational investments are related to the deployment of human capital to meet their workforce needs. Linked longitudinal data from multiple states within a region provides a much more comprehensive set of data for analyzing the production of educated talent and how it meets regional workforce needs.

With support from the Bill & Melinda Gates Foundation, WICHE has embarked on a project entitled *Facilitating Development of a Multistate Longitudinal Data Exchange*. The goal of the project is to pilot a data exchange among several states – initially, Washington, Oregon, Idaho, and Hawai'i – and to build towards a sustainable resource among these four and potentially other states. This session will address our progress to date. Pending our participating states' review, we also hope to feature preliminary findings from the initial attempt at creating a combined data set. As the most comprehensive effort to link education and workforce data yet undertaken, this project has the potential to inform policymakers and practitioners over and above what current linked data (based principally on data found within a single state) can do.

Speaker: Brian Prescott, director of policy research, WICHE

Biographical Information on the Speaker

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

WICHE

Committee of the Whole
Business Session

Tuesday, May 21, 2013
8:15 – 10:15 am
Health Sciences Building
Room 110 A-D

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 21, 2013

8:15 - 10:15 am
Health Sciences Building
Room 110 A-D

Breakfast and presentation on Washington Student Achievement Council

Speaker: Raymond W. Lawton, member, Washington Student Achievement Council.

Biographical information on the speaker:

Raymond W. Lawton is a former board member of Independent Colleges of Washington and served as a board member and chair of the Whitworth University Foundation, as well as a member and secretary of the Whitworth University Board of Trustees. Lawton served on the higher education committee of Washington Learns, a 2005-06 initiative by the governor to restructure Washington's educational system for the future. Lawton is a former owner of Lawton Printing and vice president of File-EZ Folder, both in Spokane. He founded and co-owns Rumpeltes & Lawton, a consulting business focused on preparing owners to exit their businesses successfully. Lawton graduated from South Dakota State University with a bachelor's degree in printing management. He served in the U.S. Army in Vietnam and was awarded a Bronze Star.

Committee of the Whole – Business Session

Agenda
Reconvene Committee of the Whole: Leah Bornstein, WICHE chair

Report and recommended action of the Audit Committee: Bonnie Jean Beesley, committee chair

Report and recommended action of the Executive Committee: Leah Bornstein, WICHE chair

Report and recommended action of the Programs and Services Committee: Patricia Sullivan, committee chair

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

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

Committee of the Whole Action and Discussion Items

Action Item   Approval of the FY 2014 annual operating budget – general fund and non-general fund budgets   10-3

Meeting evaluation (electronic)
https://www.surveymonkey.com/s/C5P5BSR

Other business

Adjourn Committee of the Whole business session

ACTION ITEM
FY 2014 Annual Operating Budget
(Including General Fund Budget and Non-General Fund Budgets)

Background
This item includes recommended approval of both the WICHE general fund budget and non-general fund budgets for fiscal year 2014 (July 1, 2013, to June 30, 2014).The general fund budget supports the core ongoing activities of WICHE, whereas the non-general fund budget includes those resources generated from fees, grants, and contracts to support WICHE's self-funded units (the Mental Health Program and WCET) and externally funded projects.

General Fund Budget
At the request of WICHE's officers, this budget item includes two possible budget options for FY 2014 (pp. 10-5 & 10-6): the president's recommended budget and another proposal that's dubbed the slim budget.

The president's recommended FY 2014 budget reflects an increase in general fund revenues of $193,786 over the FY 2013 projections. Four major factors account for the lion's share of this projected revenue increase.

1. A projected decline in indirect cost reimbursements of $143,376, offset in part by less indirect cost-sharing with self-funded units ($46,569), for a net revenue decline of $96,807.
2. $96,000 increase in dues revenue, resulting from the $6,000 per member increase to $131,000, approved by the commission at the May 2012 meeting.
3. $93,750 increase in dues revenue, resulting from the addition of the Commonwealth of the Northern Mariana Islands as an active member (less than the $131,000 because of partial payment provided in FY 2013).
4. Presumed payment of the California $87,000 dues in arrears, which were not received in FY 2013, as previously anticipated.

Four factors account for most of the increase in expenditures reflected in the recommended budget.

1. Costs associated with the new membership, reflected in the increased costs for commission and staff expenses related to these new obligations ($40,000).
2. Costs associated with increases in two staff positions:
   - Increasing the HR position to full-time ($12,000).
   - Adding approximately 1/3 FTE in general fund support for professional staff within the Policy Analysis and Research unit, to serve increasing demand for services ($35,000).
3. A 3 percent merit salary increase pool ($40,000).
4. $10,000 for WICHE 60th anniversary event at November 2013 meeting.

In addition to these recommendations for the FY 2014 budget, the president is recommending five dedications to be made from reserves.

1. At the recommendation of WICHE officers, reserve $105,000 to make Colorado Educational and Cultural Facilities Authority bond balloon payment (due in FY15).
2. At the recommendation of WICHE officers, reserve $614,057 to make Ford Foundation loan balloon payment (due in FY16).
3. Funding the reserves component of the president's deferred compensation plan ($24,207).
4. Reestablish $75,000 for dedicated reserves to cover IT infrastructure and software development.
5. Reserve $50,000 for dedicated reserves to support investment in management of collective purchasing activities.

The combination of these revenue estimates, proposed expenditures, and dedication of reserves will provide a balanced budget for FY 2014 and will assure that WICHE is able to continue to provide the excellent level of service that your member states have come to expect and deserve. This budget is both affordable to the member states

and manageable for the WICHE staff. Information from the Rockefeller Institute for State Government indicates that all WICHE states reporting data, except North Dakota, had revenue growth year over year for calendar year 2012, ranging from 3.4 percent in Idaho to 13.4 percent in Hawai'i.

The slim budget is presented should the commission wish to reconsider the increase in dues, thus reducing the expected revenues by $97,000. This would require reducing expenditures by an equal amount, which it is proposed would come from the following reductions:

1. Eliminating the merit salary increase: $40,000.
2. Eliminating the 60th anniversary celebration: $10,000.
3. Maintain the HR position at 85 percent time: $12,000.
4. Maintain Policy Analysis and Research staffing at current level: $35,000.

While these reductions of $97,000 do not match identically the proposed loss of revenues from not increasing dues, they would nonetheless bring the budget into balance and reflect the nature of proposed increases that would have to be foregone to meet the slim budget requirements.

Requiring these reductions would not serve the organization well.

Non-General Fund Budgets
The non-general fund budgets (pp. 10-7 to 10-10) are for all practical purposes nondiscretionary because they reflect funding secured or anticipated for externally funded projects or ongoing activities of the self-funded units. In total, we are projecting non-general fund revenues for FY 2014 as reflected below.

WCET: $2,776,543
Mental Health Program: $1,766,410
Policy Analysis and Research: $1,027,704
Programs and Services: $878,257
TOTAL: $6,448,914

Action Requested
Approval of the president's recommended general fund and non-general fund budgets for FY 2014.

Western Interstate Commission for Higher Education
President's Recommended General Fund Budget
Comparing FY 2013 with FY 2014
Revenue and Expenditures

			FY 2013				FY 2014				
			FY 2013 Budget	FY 2013 Projection	Projection Higher or (Lower) than Budget		FY 2014 Budget	FY 2014 Budget Higher or (Lower) than FY 2013 Budget		FY 2014 Budget Higher or (Lower) than FY 2013 Projection	
Revenue											
4102	Indirect Cost Reimbursements		$260,000	$523,376	$263,376	101.3%	$380,000	$120,000	46.2%	($143,376)	-27.4%
4104	Indirect Cost Sharing-WICHE		($60,000)	($166,569)	($106,569)	177.6%	($120,000)	($60,000)	100.0%	$46,569	-28.0%
4201	Members/Fees States/Institutions	a	$1,875,000	$1,906,250	$31,250	1.7%	$2,096,000	$221,000	11.8%	$189,750	10.0%
4202	California Delinquent Dues	b	$87,000	$0	($87,000)	100.0%	$87,000	$0	0.0%	$87,000	
4300	Interest		$20,000	$12,521	($7,479)	-37.4%	$20,000	$0	0.0%	$7,479	59.7%
4400	Publication Sales & Refunds		$50	$12	($38)	-75.1%	$50	$0	0.0%	$38	301.0%
4600	Other Income		$10,000	$4,424	($5,576)	-55.8%	$10,000	$0	0.0%	$5,576	126.1%
4850	Credit Card Transaction Rev. / Units		$1,000	$250	($750)	-75.0%	$1,000	$0	0.0%	$750	300.0%
	Total Revenue		**$2,193,050**	**$2,280,264**	**$87,214**	**4.0%**	**$2,474,050**	**$281,000**	**12.8%**	**$193,786**	**8.5%**
Expenditures											
0102	Student Exchange Program		$299,897	$302,637	$2,740	0.9%	$313,211	$13,314	4.4%	$10,573	3.5%
0104	Policy Analysis & Research		$313,556	$303,526	($10,030)	-3.2%	$368,987	$55,430	17.7%	$65,460	21.6%
0105	Communications & Public Affairs		$428,467	$390,442	($38,025)	-8.9%	$441,307	$12,840	3.0%	$50,866	13.0%
0107	Technology & Innovation		$13,800	$0	($13,800)	100.0%		($13,800)	-100.0%	$0	
0110	President's Office		$371,703	$385,795	$14,092	3.8%	$429,495	$57,792	15.5%	$43,700	11.3%
0111	Commission Meeting Expense		$140,965	$142,243	$1,277	0.9%	$190,393	$49,428	35.1%	$48,151	33.9%
0112	Administrative Services		$443,821	$461,649	$17,828	4.0%	$520,768	$76,947	17.3%	$59,119	12.8%
0115	Miscellaneous Gen. Fund		$164,801	$144,025	($20,776)	-12.6%	$168,921	$4,120	2.5%	$24,896	17.3%
0116	Program Development		$15,000	$17,092	$2,092	13.9%	$15,000	$0	0.0%	($2,092)	-12.2%
0131	LAC Meeting		$0		$0		$25,000	$25,000		$25,000	
	Total Expenditures		**$2,192,010**	**$2,147,409**	**($44,601)**	**-2.0%**	**$2,473,081**	**$281,071**	**12.8%**	**$325,672**	**15.2%**
Surplus (Deficit) for the Fiscal Year			**$1,040**	**$132,855**	**$131,815**		**$969**	**$562,071**		**$519,458**	
Reserves at Beginning of Year											
1	Minimum Reserve	c	$263,041	$263,041	$0	0.0%	$296,770	$33,729	12.8%	$33,729	12.8%
2	Reserve for Facility Payments	d	$194,000	$194,000	$0	0.0%	$219,000	$25,000	12.9%	$25,000	12.9%
3	Reserve for Unexpected Shortfall	e	$219,201	$219,201	$0	0.0%	$247,308	$28,107	12.8%	$28,107	12.8%
4	Reserve required for CECFA Bond.	f	$70,000	$70,000	$0	0.0%	$70,000	$0	0.0%	$0	0.0%
5	CECFA Bond Balloon Payment	g	$105,000	$105,000	$0	0.0%	$105,000	$0	0.0%	$0	0.0%
6	Ford Loan Balloon Payment	h	$614,057	$614,057	$0	0.0%	$614,057	$0	0.0%	$0	0.0%
7	Reserve Available for Dedication		$106,932	$106,932	$0	0.0%	$130,028	$23,096	21.6%	$23,096	21.6%
	Reserves at Beginning of Year		**$1,572,231**	**$1,572,231**	**$0**	**0.0%**	**$1,682,163**	**$109,932**	**60.1%**	**$109,932**	**60.1%**
Reserves Dedicated during Year											
8	CEO Performance Evaluation			$245							
9	Deferred Compensation / President	i	$22,678	$22,678	$0	0.0%	$24,207	($1,529)	-6.7%	($1,529)	-6.7%
10	IT Development Fund	j	$0	$0	$0		$75,000	($75,000)		($75,000)	
11	Collective Purch. Investment	k	$0	$0	$0		$50,000	($50,000)		($50,000)	
12	Deficit (Surplus) for the Fiscal Year above		($1,040)	($132,855)	$131,815	2678.1%	($969)	($71)	6.8%	($131,886)	99.3%
	Reserves Dedicated during the Fiscal Year		**$21,638**	**($109,932)**	**$131,815**	**2678.1%**	**$148,238**	**($126,600)**	**0.1%**	**($258,415)**	**92.5%**
Reserves at End of Year			**$1,550,593**	**$1,682,163**	**$131,815**		**$1,533,925**	**($16,668)**		**($148,483)**	

(a) FY 2013 Dues remained at $125K for the fourth straight year due to budget difficulties in the WICHE states. At the May 2012 meeting the Commission set the FY 2014 dues to $131K and the FY 2015 dues to $137K. On April 1, 2013, the Pacific Island U.S. Territories & Free States joined the previous 15 member states of WICHE.
(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) CECFA Bond balloon payment amount is $175,100, but the $70,000 reserve requirement will expire at the time the loan is paid off.
(h) Ford Loan ballon payment amount is $1,070,345 of which WICHE owes 57.37%.
(i) Deferred compensation plan for President approved by Commission at the November 2010 meeting.
(j) Funds to increase software development efforts for several programs.
(k) Funds to facilitate transition in purchasing programs.

Western Interstate Commission for Higher Education

Slim Budget

Comparing FY 2013 with FY 2014
Revenue and Expenditures

		FY 2013				FY 2014				
		FY 2013 Budget	FY 2013 Projection	Projection Higher or (Lower) than Budget		FY 2014 Budget	FY 2014 Budget Higher or (Lower) than FY 2013 Budget		FY 2014 Budget Higher or (Lower) than FY 2013 Projection	
Revenue										
4102 Indirect Cost Reimbursements		$260,000	$523,376	$263,376	101.3%	$380,000	$120,000	46.2%	($143,376)	-27.4%
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4201 Members/Fees States/Institutions	a	$1,875,000	$1,906,250	$31,250	1.7%	$2,096,000	$221,000	11.8%	$189,750	10.0%
4202 California Delinquent Dues	b	$87,000	$0	($87,000)	100.0%	$87,000	$0	0.0%	$87,000	
4300 Interest		$20,000	$12,521	($7,479)	-37.4%	$20,000	$0	0.0%	$7,479	59.7%
4400 Publication Sales & Refunds		$50	$12	($38)	-75.1%	$50	$0	0.0%	$38	301.0%
4600 Other Income		$10,000	$4,424	($5,576)	-55.8%	$10,000	$0	0.0%	$5,576	126.1%
4850 Credit Card Transaction Rev. / Units		$1,000	$250	($750)	-75.0%	$1,000	$0	0.0%	$750	300.0%
Total Revenue		**$2,193,050**	**$2,280,264**	**$87,214**	**4.0%**	**$2,474,050**	**$281,000**	**12.8%**	**$193,786**	**8.5%**
Expenditures										
0102 Student Exchange Program		$299,897	$302,637	$2,740	0.9%	$306,316	$6,419	2.1%	$3,678	1.2%
0104 Policy Analysis & Research		$313,556	$303,526	($10,030)	-3.2%	$321,624	$8,067	2.6%	$18,097	6.0%
0105 Communications & Public Affairs		$428,467	$390,442	($38,025)	-8.9%	$441,307	$12,840	3.0%	$50,866	13.0%
0107 Technology & Innovation		$13,800	$0	($13,800)	100.0%		($13,800)	-100.0%	$0	
0110 President's Office		$371,703	$385,795	$14,092	3.8%	$421,739	$50,036	13.5%	$35,944	9.3%
0111 Commission Meeting Expense		$140,965	$142,243	$1,277	0.9%	$179,885	$38,920	27.6%	$37,643	26.5%
0112 Administrative Services		$443,821	$461,649	$17,828	4.0%	$499,935	$56,114	12.6%	$38,286	8.3%
0115 Miscellaneous Gen. Fund		$164,801	$144,025	($20,776)	-12.6%	$168,921	$4,120	2.5%	$24,896	17.3%
0116 Program Development		$15,000	$17,092	$2,092	13.9%	$15,000	$0	0.0%	($2,092)	-12.2%
0131 LAC Meeting		$0	$0	$0		$25,000	$25,000		$25,000	
Total Expenditures		**$2,192,010**	**$2,147,409**	**($44,601)**	**-2.0%**	**$2,379,726**	**$187,716**	**8.6%**	**$232,317**	**10.8%**
Surplus (Deficit) for the Fiscal Year		**$1,040**	**$132,855**	**$131,815**		**$94,324**	**$468,716**		**$426,103**	
Reserves at Beginning of Year										
1 Minimum Reserve	c	$263,041	$263,041	$0	0.0%	$285,567	$22,526	8.6%	$22,526	8.6%
2 Reserve for Facility Payments	d	$194,000	$194,000	$0	0.0%	$210,000	$16,000	8.2%	$16,000	8.2%
3 Reserve for Unexpected Shortfall	e	$219,201	$219,201	$0	0.0%	$237,973	$18,772	8.6%	$18,772	8.6%
4 Reserve required for CECFA Bond.	f	$70,000	$70,000	$0	0.0%	$70,000	$0	0.0%	$0	0.0%
5 CECFA Bond Balloon Payment	g	$105,000	$105,000	$0	0.0%	$105,000	$0	0.0%	$0	0.0%
6 Ford Loan Balloon Payment	h	$614,057	$614,057	$0	0.0%	$614,057	$0	0.0%	$0	0.0%
7 Reserve Available for Dedication		$106,932	$106,932	$0	0.0%	$159,566	$52,634	49.2%	$52,634	49.2%
Reserves at Beginning of Year		**$1,572,231**	**$1,572,231**	**$0**	**0.0%**	**$1,682,163**	**$109,932**	**74.6%**	**$109,932**	**74.6%**
Reserves Dedicated during Year										
8 CEO Performance Evaluation			$245							
9 Deferred Compensation / President	i	$22,678	$22,678	$0	0.0%	$24,207	($1,529)	-6.7%	($1,529)	-6.7%
10 IT Development Fund	j	$0	$0	$0		$75,000	($75,000)		($75,000)	
11 Collective Purch. Investment	k	$0	$0	$0		$50,000	($50,000)		($50,000)	
12 Deficit (Surplus) for the Fiscal Year above		($1,040)	($132,855)	$131,815	2678.1%	($94,324)	$93,284	8972.1%	($38,531)	29.0%
Reserves Dedicated during the Fiscal Year		**$21,638**	**($109,932)**	**$131,815**	**2678.1%**	**$54,883**	**($33,245)**	**8978.8%**	**($165,060)**	**22.3%**
Reserves at End of Year		**$1,550,593**	**$1,682,163**	**$131,815**		**$1,627,280**	**$76,687**		**($55,128)**	

(a) FY 2013 Dues remained at $125K for the fourth straight year due to budget difficulties in the WICHE states. At the May 2012 meeting the Commission set the FY 2014 dues to $131K and the FY 2015 dues to $137K. On April 1, 2013, the Pacific Island U.S. Territories & Free States joined the previous 15 member states of WICHE.
(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) CECFA Bond balloon payment amount is $175,100, but the $70,000 reserve requirement will expire at the time the loan is paid off.
(h) Ford Loan ballon payment amount is $1,070,345 of which WICHE owes 57.37%.
(i) Deferred compensation plan for President approved by Commission at the November 2010 meeting.
(j) Funds to increase software development efforts for several programs.
(k) Funds to facilitate transition in purchasing programs.

Western Interstate Commission for Higher Education
Two Year Budget for FY 2013 and FY 2014

Programs and Services

		FY 2013 Total	FY 2013 Budget	FY 2014 Budget	Variance	%
9 *months elapsed*						
3 *months remaining*					FY 2014 budget higher	
	Actual > 01-Jul-12 -- 31-Mar-13	01-Jul-12	01-Jul-13			
Object / Description	*Forecast >* 01-Apr-13 -- 30-Jun-13	30-Jun-13	30-Jun-14		or (lower) than FY 13	
03-42 Salesforce Development		$30,200	$30,200		($30,200)	-100.0%
03-43 WUE Database Upgrade		$24,100	$23,100		($23,100)	-100.0%
03-45 PSEP Database Upgrade		$19,300	$19,300		($19,300)	-100.0%
11-20 MHEC Master Property Program		$14,344	$26,500	$32,000	$5,500	20.8%
11-21 MHEC/WICHE Xerox Program		$37,437	$84,700	$87,241	$2,541	3.0%
11-22 MHECare		$18,000	$18,000	$7,725	($10,275)	-57.1%
11-33 NANSLO		$53,431	$28,773		($28,773)	-100.0%
11-40 Interstate Passport Project I		$391,790	$280,841	$75,000	($205,841)	-73.3%
11-51 Project GOALS II		$1,745	$9,339		($9,339)	-100.0%
11-53 CHEO		$0	$277,011		($277,011)	-100.0%
12-40 USC Equity Scorecard Project		$0	$8,130		($8,130)	-100.0%
13-01 ICE School		$12,240			$0	
15-01 Western Academic Leadership F		$75,619	$70,956	$65,850	($5,106)	-7.2%
15-15 Internet Course Exchange		$40,255	$58,566	$48,100	($10,466)	-17.9%
15-20 WACCAL--Western Alliance		$96,058	$57,442	$56,200	($1,242)	-2.2%
Revenue		**$814,519**	**$992,858**	**$372,116**	**($620,742)**	**-62.5%**
Total Revenue		**$814,519**	**$992,858**	**$372,116**	**($620,742)**	**-62.5%**
03-42 Salesforce Development		$7,886	$30,193		($30,193)	-100.0%
03-43 WUE Database Upgrade		$8,275	$23,091		($23,091)	-100.0%
03-45 PSEP Database Upgrade		$19,199	$18,559		($18,559)	-100.0%
11-01 General Student Services		$0			$0	
11-20 MHEC Master Property Program		$16,858	$21,610	$17,510	($4,100)	-19.0%
11-21 MHEC/WICHE Xerox Program		$2,695	$300	$309	$9	3.0%
11-22 MHECare		$10,000	$10,000	$2,060	($7,940)	-79.4%
11-33 NANSLO		$63,765	$28,773		($28,773)	-100.0%
11-40 Interstate Passport Project I		$274,625	$279,453	$74,889	($204,564)	-73.2%
11-51 Project GOALS II		$7,888	$9,330	$3,400	($5,930)	-63.6%
11-53 CHEO		$145,149	$163,472	$80,573	($82,898)	-50.7%
13-01 ICE School		$12,240			$0	
15-01 Western Academic Leadership F		$72,616	$70,682	$61,853	($8,829)	-12.5%
15-15 Internet Course Exchange		$43,658	$53,099	$45,960	($7,140)	-13.4%
15-20 WACCAL--Western Alliance		$51,823	$54,303	$55,858	$1,555	2.9%
Expense		**$736,677**	**$762,866**	**$342,412**	**($420,454)**	**-55.1%**
Total Expense		**$736,677**	**$762,866**	**$342,412**	**($420,454)**	**-55.1%**
Revenue over (under) Expense		**$77,843**	**$229,992**	**$29,704**	**($1,041,196)**	**-59.3%**

Western Interstate Commission for Higher Education
Two Year Budget for FY 2013 and FY 2014

Policy Analysis & Research

		FY 2013 Total	FY 2013 Budget	FY 2014 Budget	Variance	%
9 *months elapsed*						
3 *months remaining*		Actual > 01-Jul-12 -- 31-Mar-13	01-Jul-12	01-Jul-13	FY 2014 budget higher	
Object / Description		Forecast > 01-Apr-13 -- 30-Jun-13	30-Jun-13	30-Jun-14	or (lower) than FY 13	
50-15	High School Grads : Core Accoun	$37,098	$0	$0	$0	-100.0%
50-18	HSG Methods Review & Expansio	$182,047	$114,726	$59,000	($55,726)	-48.6%
50-32	Multi-State Data Exchange	$463,954	$556,012	$238,838	($317,174)	-57.0%
51-15	WA Opportunity Scholarship	$3,864	$15,000	$25,000	$10,000	66.7%
51-22	CUE CO Policy Audit	$52,673	$50,000		($50,000)	-100.0%
52-02	Adult Degree Completion Y2	$56,782	$35,098		($35,098)	-100.0%
52-03	Adult Degree Completion Y3	$209,552	$209,455	$40,199	($169,256)	-80.8%
52-04	Adult Degree Completion Y4	$0		$430,922	$430,922	
54-51	College Access Challenge Grant (	$163,878	$161,820	$233,745	$71,925	44.4%
	Revenue	**$1,169,847**	**$1,142,112**	**$1,027,704**	**($114,408)**	**-10.0%**
Total Revenue		**$1,169,847**	**$1,142,112**	**$1,027,704**	**($114,408)**	**-10.0%**
50-15	High School Grads : Core Accoun	$160			$0	
50-18	HSG Methods Review & Expansio	$218,106	$114,726	$40,925	($73,801)	-64.3%
50-32	Multi-State Data Exchange	$475,940	$514,727	$231,639	($283,088)	-55.0%
51-15	WA Opportunity Scholarship	$4,389	$5,913	$6,560	$647	11.0%
51-22	CUE CO Policy Audit	$32,923	$25,296	$24,705	($591)	-2.3%
52-02	Adult Degree Completion Y2	$59,014	$45,911		($45,911)	-100.0%
52-03	Adult Degree Completion Y3	$159,552	$224,418	$40,199	($184,219)	-82.1%
52-04	Adult Degree Completion Y4	$0		$430,444	$430,444	
54-51	College Access Challenge Grant (	$163,877	$191,974	$140,918	($51,056)	-26.6%
	Expense	**$1,113,962**	**$1,122,966**	**$915,390**	**($207,576)**	**-18.5%**
Total Expense		**$1,113,962**	**$1,122,966**	**$915,390**	**($207,576)**	**-18.5%**
Revenue over (under) Expense		**$55,886**	**$19,146**	**$112,314**	**($321,984)**	**-14.2%**

Western Interstate Commission for Higher Education
Two Year Budget for FY 2013 and FY 2014

Mental Health

		FY 2013 Total	FY 2013 Budget	FY 2014 Budget	Variance	%
9 *months elapsed*						
3 *months remaining*		Actual > 01-Jul-12 -- 31-Mar-13	01-Jul-12	01-Jul-13	FY 2014 budget higher	
Object / Description		Forecast > 01-Apr-13 -- 30-Jun-13	30-Jun-13	30-Jun-14	or (lower) than FY 13	
40-01	MH - State Affiliation Fees	$196,588	$616,658	$400,000	($216,658)	-35.1%
40-10	MH - Decision Support Group	$42,000	$45,000	$40,000	($5,000)	-11.1%
40-21	MH - Suicide Prevention Toolkits	$14,350		$20,000	$20,000	
40-22	MH - First Aid Training	$4,000		$6,000	$6,000	
41-01	MH - Consulting Main Account	$27,526	$100,868	$20,000	($80,868)	-80.2%
41-18	AZ State Hospital RiskFY 13	$0	$24,500		($24,500)	-100.0%
41-25	CO JailRestrPsychBedBHFY13	$34,071	$79,500		($79,500)	-100.0%
41-26	CO Crisis Services FY 13	$0	$48,386		($48,386)	-100.0%
41-67	MH - SD Co-Sig FY 12	$102,598	$19,876		($19,876)	-100.0%
41-70	SD Co-Sig FY 13	$0	$151,319		($151,319)	-100.0%
41-72	MH SD Prevention Enhancement	$15,476			$0	
41-73	SD State Prevention Enhanceme	$0	$32,457		($32,457)	-100.0%
41-75	MH - SD Suicide Prevention TA F	$30,135	$17,350		($17,350)	-100.0%
41-77	SD Tribal Engagement FY13	$49,980	$49,980		($49,980)	-100.0%
41-78	SD Survey FY 13	$10,000	$20,000		($20,000)	-100.0%

Mental Health - continued

41-77	SD Tribal Engagement FY13	$49,980	$49,980		($49,980)	-100.0%
41-78	SD Survey FY 13	$10,000	$20,000		($20,000)	-100.0%
41-82	Natl Cncl TA Ctr Yr 1 FY12	$36,653	$67,180		($67,180)	-100.0%
41-91	NASMHPD-Task Orders FY 11/1	$0	$7,500		($7,500)	-100.0%
41-92	GUAM FY13 TTI Task Orders	$0	$23,000		($23,000)	-100.0%
42-02	UTEP FY 13 Intern Program	$4,566	$18,288		($18,288)	-100.0%
42-12	HOGG-UT Intern FY 13 YR1	$20,000	$20,000		($20,000)	-100.0%
42-96	MH CO SE Training FY 12	$155,321			$0	
44-02	SD Criminal Justice INFY13	$13,500			$0	
44-27	AK ePsych Project FY 13	$0	$49,192		($49,192)	-100.0%
44-37	MH AK API FY 13	$0	$65,000		($65,000)	-100.0%
44-81	MH - DOD MHFA Training	$16,344			$0	
45-01	MH - Anticipated New Funding	$486,784	$28,000	$1,156,000	$1,128,000	4028.6%
45-14	MH AK OISSP FY 13	$0	$146,000		($146,000)	-100.0%
45-34	AK Competencies FY 12	$49,059			$0	
45-35	MH AK Competencies FY13	$66,650	$124,970		($124,970)	-100.0%
45-43	MH - AK PIC Interns FY11/FY12/	$38,884	$100,000		($100,000)	-100.0%
45-46	MH - AK PIC FY13	$33,945	$24,999		($24,999)	-100.0%
45-51	MH - HI Internship Ops FY 12	$80			$0	
45-56	AK Trainee Program Fy 13 14 15	$13,191		$134,410	$134,410	
46-07	HI Interns / D of Public Safety	$42,000	$42,000		($42,000)	-100.0%
	Revenue	**$1,503,702**	**$1,922,023**	**$1,776,410**	**($145,613)**	**-7.6%**
	Total Revenue	**$1,503,702**	**$1,922,023**	**$1,776,410**	**($145,613)**	**-7.6%**
40-01	MH - State Affiliation Fees	$611,608	$608,110	$396,834	($211,276)	-34.7%
40-10	MH - Decision Support Group	$9,940	$44,609	$40,000	($4,609)	-10.3%
40-21	MH - Suicide Prevention Toolkits	$2,225			$0	
40-22	MH - First Aid Training	$2,160		$6,000	$6,000	
41-01	MH - Consulting Main Account	$11,786	$84,527	$20,000	($64,527)	-76.3%
41-18	AZ State Hospital RiskFY 13	$3,924	$24,529		($24,529)	-100.0%
41-25	CO JailRestrPsychBedBHFY13	$24,705	$79,500		($79,500)	-100.0%
41-26	CO Crisis Services FY 13	$12,583	$48,386		($48,386)	-100.0%
41-67	MH - SD Co-Sig FY 12	$33,933	$43,183		($43,183)	-100.0%
41-70	SD Co-Sig FY 13	$37,478	$150,787	$18,810	($131,977)	-87.5%
41-72	MH SD Prevention Enhancement	$19,212			$0	
41-73	SD State Prevention Enhanceme	$8,466	$34,457	$3,768	($30,689)	-89.1%
41-75	MH - SD Suicide Prevention TA F	$18,616	$11,489		($11,489)	-100.0%
41-77	SD Tribal Engagement FY13	$29,317	$49,980		($49,980)	-100.0%
41-78	SD Survey FY 13	$17,191	$20,000		($20,000)	-100.0%
41-82	Natl Cncl TA Ctr Yr 1 FY12	$64,799	$62,320		($62,320)	-100.0%
41-91	NASMHPD-Task Orders FY 11/1	$0	$7,500		($7,500)	-100.0%
41-92	GUAM FY13 TTI Task Orders	$12,049	$22,190	$810	($21,381)	-96.4%
42-02	UTEP FY 13 Intern Program	$12,360	$15,469	$2,992	($12,477)	-80.7%
42-12	HOGG-UT Intern FY 13 YR1	$9,867	$9,867	$10,133	$265	2.7%
42-96	MH CO SE Training FY 12	$98,675	$19,656		($19,656)	-100.0%
44-27	AK ePsych Project FY 13	$4,296	$40,489		($40,489)	-100.0%
44-37	MH AK API FY 13	$36,007	$64,997		($64,997)	-100.0%
44-81	MH - DOD MHFA Training	$35,657	$3,092	$41,786	$38,693	1251.3%
45-01	MH - Anticipated New Funding	$0	$0	$1,098,672	$1,098,672	#Error
45-14	MH AK OISSP FY 13	$118,047	$145,671		($145,671)	-100.0%
45-34	AK Competencies FY 12	$60,222			$0	
45-35	MH AK Competencies FY13	$44,723	$124,970		($124,970)	-100.0%
45-43	MH - AK PIC Interns FY11/FY12/	$68,739	$100,000		($100,000)	-100.0%
45-46	MH - AK PIC FY13	$30,304	$24,999		($24,999)	-100.0%
45-51	MH - HI Internship Ops FY 12	$80	$7,190		($7,190)	-100.0%
45-56	AK Trainee Program Fy 13 14 15	$24,733		$132,032	$132,032	
46-07	HI Interns / D of Public Safety	$39,394	$39,394	$2,606	($36,789)	-93.4%
	Expense	**$1,503,097**	**$1,887,363**	**$1,774,442**	**($112,921)**	**-6.0%**
	Total Expense	**$1,503,097**	**$1,887,363**	**$1,774,442**	**($112,921)**	**-6.0%**
	Revenue over (under) Expense	**$605**	**$34,660**	**$1,968**	**($258,534)**	**-6.8%**

Western Interstate Commission for Higher Education
Two Year Budget for FY 2013 and FY 2014

WCET

		FY 2013 Total	FY 2013 Budget	FY 2014 Budget	Variance	%
9 *months elapsed*						
3 *months remaining*		*Actual >* 01-Jul-12 -- 31-Mar-13	01-Jul-12	01-Jul-13	FY 2014 budget higher	
Object / Description		*Forecast >* 01-Apr-13 -- 30-Jun-13	30-Jun-13	30-Jun-14	or (lower) than FY 13	
20-01	WCET Core Revenue	$870,064	$804,418	$1,555,250	$750,832	93.3%
21-12	WCET - Annual Mtg Fall 2012	$167,706	$278,150		($278,150)	-100.0%
21-13	WCET - Annual Mtg Fall 2013	$27,312	$23,488	$250,000	$226,512	964.4%
21-24	WCET - Transparency Dues	$68,450	$133,475		($133,475)	-100.0%
21-27	WCET - State Authorization Netw	$88,271	$136,583		($136,583)	-100.0%
21-28	WCET - eContent Summit	$61,000			$0	
21-29	State Authorization Net. Yr. 3	$50,636	$46,367	$165,953	$119,586	257.9%
24-01	WCET - Transparency Lumina	$305	$15,561		($15,561)	-100.0%
24-30	Gates - PAR Framework	$24,642	$102,345		($102,345)	-100.0%
24-31	Gates - PAR Framework 2	$1,832,760	$1,820,340	$805,340	($1,015,000)	-55.8%
	Revenue	**$3,191,145**	**$3,360,727**	**$2,776,543**	**($584,184)**	**-17.4%**
Total Revenue		**$3,191,145**	**$3,360,727**	**$2,776,543**	**($584,184)**	**-17.4%**
20-10	WCET - Administration	$777,296	$634,761	$1,444,717	$809,956	127.6%
21-12	WCET - Annual Mtg Fall 2012	$167,706	$238,525		($238,525)	-100.0%
21-13	WCET - Annual Mtg Fall 2013	$27,312	$23,488	$243,947	$220,459	938.6%
21-24	WCET - Transparency Dues	$68,450	$133,475		($133,475)	-100.0%
21-27	WCET - State Authorization Netw	$88,271	$101,553		($101,553)	-100.0%
21-28	WCET - eContent Summit	$60,825			$0	
21-29	State Authorization Net. Yr. 3	$50,636	$46,367	$102,901	$56,534	121.9%
21-30	Data Summit June 2013	$1,725			$0	
24-01	WCET - Transparency Lumina	$351	$15,615		($15,615)	-100.0%
24-30	Gates - PAR Framework	$24,641	$102,345		($102,345)	-100.0%
24-31	Gates - PAR Framework 2	$1,832,760	$1,820,340	$805,340	($1,015,000)	-55.8%
	Expense	**$3,099,973**	**$3,116,468**	**$2,596,905**	**($519,564)**	**-16.7%**
Total Expense		**$3,099,973**	**$3,116,468**	**$2,596,905**	**($519,564)**	**-16.7%**
Revenue over (under) Expense		**$91,172**	**$244,258**	**$179,638**	**($1,103,748)**	**-17.0%**

May 20-21, 2013

ACTION ITEM
Salary/Benefit Recommendations for FY 2014

Salary

All standard salary increases at WICHE are provided on the basis of performance; WICHE does not provide across-the-board raises, step increases, or cost-of-living adjustments. Bonus opportunities are available to staff in the self-funded units in the event that revenues exceed budget expectations. Occasional exceptions to the "merit only" policy are made if salary surveys indicate a position is out of alignment with other positions within the organization or, within reason, to retain a valued individual who has been offered a more lucrative position elsewhere.

Consistent with the action taken at the May 2012 commission meeting, we were able in November to provide an average 3 percent merit increase in salary to staff, with the actual percentage dependent upon each staff members performance. In addition to the 3 percent increase, one staff member received an increase associated with a promotion into a position with greater responsibility and the WCET staff received bonuses because net revenue for the unit exceeded expectations. Prior to the 3 percent merit increases, staff had not received a salary increase in the prior three years and they were mighty grateful for the commission's recognition of their exemplary service, reflected in the salary increase. While staff fully understood the budget constraints in the member states that had negated the possibility of increases in state dues and thus appreciated why it had not been possible to increase staff salaries during those years, they nevertheless had suffered because real costs for them were increasing. In addition to the impact of inflation, which obviously reduced the purchasing power of their take-home pay, staff's actual paycheck went down because of increases in benefit costs, which they share (particularly healthcare benefit costs).

Benefits

Major benefits to staff include the following:

- Participation in WICHE's retirement plan, which provides two-to-one matching for contributions up to a combined 15 percent (5 percent from staff, 10 percent from WICHE), in TIAA/CREF managed accounts.
- Health and dental insurance, which includes participation in a health savings account (HSA) plan through Anthem/Blue Cross insurance company. WICHE provides a set portion of the payment for the health and dental insurance, with the staff paying the remainder, which varies depending upon the plan they select. WICHE also contributes an amount annually to each staff member's health savings account.
- An optional flex spending account for exceptional medical expenses and dependent care. Staff pays the full costs associated the with flex spending account but receives tax benefits from participating.
- Life, accidental death and disability, short-term disability, and long-term disability insurance. Staff and WICHE share in the costs of these benefits.
- Generous vacation, sick leave, paid holidays, and personal business leave.
- Conversion of up to 450 hours of accumulated sick leave for most individuals retiring from WICHE (requires at least five years of service and combined age and tenure at WICHE of at least 70 years).

In the president's recommended budget for FY 2014, David Longanecker proposes a 3 percent merit increase for staff. The increase in revenues resulting from the $6,000 increase in dues approved at the May 2012 meeting and the addition of a new member territory provide sufficient revenue to afford this increase. No changes in the organization's benefit or bonus packages are proposed, though the budget does anticipate a manageable increase in the costs of health benefits for both the organization and its staff.

Action Requested

Approval of a pool of 3 percent of current staff salaries to be provided to staff, based on each staff member's assessed performance for the past year.

ACTION ITEM
WICHE FY 2014 Workplan

WICHE and its 16 member states and territories work collaboratively to expand educational access and excellence for their citizens. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to our social, economic, and civic life.

WICHE's 16 members include Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the U.S. Pacific territories and freely associated states (the Commonwealth of the Northern Mariana Islands is the first to participate).

Focus Areas. In fiscal 2014 WICHE's four units – Programs and Services, Policy Analysis and Research, Mental Health Program, and WCET – will strive to assist our members' institutions and students, focusing on five areas.

- **Finance**: Examining appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal level.
- **Access & Success**: Improving students' access to higher education and success in it, especially those students we haven't served well in the past.
- **Workforce & Society**: Helping to ensure our institutions are meeting workforce and society needs.
- **Technology & Innovation**: Developing innovations that improve higher education and lower costs.
- **Accountability**: Working to ensure that students receive the education they've been promised, and that government is receiving a strong return on its investment.

Workplan Activities. The FY 2014 workplan has been redesigned, per commissioners' request. Our work for FY 2014, our potential projects for the future, and our recently completed projects are organized according to the following categories.

- **Existing Activities**: Our current work, divided into two types:
  - Ongoing Activities: Continuing work that supports WICHE's mission, supported by the general fund or fees.
  - Projects & Initiatives: Continuing (or new) work supported by grants and contracts.
- **New Directions**: Commissioner-approved projects for which staff is seeking funding.
- **Potential Future Projects**: Work that staff is considering pursuing (and bringing to the commission for approval); in addition, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.
- **Completed Projects**: Work that staff finished in FY 2013.

Priority. In the FY 2014 workplan, we've made a small change to the way we prioritize our work, again per commissioners' request. Existing Activities are initiatives that WICHE staff is committed to accomplishing and therefore are not given a priority ranking. New Directions are prioritized by mission relevance, opportunity, and staff competence. Potential Future Projects are under consideration and have not been commissioner-approved; therefore, they're not prioritized.

Action Requested
Approval of the WICHE workplan for FY 2014.

Programs & Services

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

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members
Professional Student Exchange Program (PSEP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members, except SD and CNMI (CA, HI, OR, and WA are receiving states only)
Western Regional Graduate Program (WRGP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE member states and CNMI
WICHE Internet Course Exchange	Access and success; technology and innovation	Western	.30 FTE and consultants	12 institutions, 3 systems, 2 consortia
Western Academic Leadership Forum	Access and success; accountability	Western	.41 FTE	50 institutions, 11 systems
Western Alliance of Community College Academic Leaders	Access and success; accountability	Western	.40 FTE	54 institutions, 6 systems
Academic Leaders Toolkit	Access and success	Western	(Forum/Alliance FTE)	Forum/Alliance members
MHECare	Access and success; finance	WICHE/MHEC/NEBHE states	.20 FTE	MHEC/Mercer/United HealthCare Student Resources, 1 state (CO), 5 institutions
Master Property Program	Finance	WICHE/MHEC/NEBHE states	.15 FTE and consultant	MHEC/Marsh/Lexington, 7 states (AZ, CO, NV, OR, UT, WA, WY) 1 system, 17 institutions
MHECtech	Finance	WICHE/MHEC states	.05 FTE	All WICHE member states
Workforce Briefs	Workforce and society	Western/U.S.	.05 FTE and consultants	All WICHE members
WICHE website, print and electronic communications, media relations	Finance, access & success, workforce & society, technology & innovation, accountability	Western/U.S.	3.0 FTE	All WICHE members

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Bridges to the Professoriate	Access & success	National	National Institute of Health: $27,500 annually	.20 FTE	7/1/2008 - 6/30/2013	Southern Regional Education Board
Gaining Online Accessible Learning through Self-Study	Access & success	National	U.S. Dept. of Education, FIPSE: WICHE share, $36,000	.05 FTE	1/2011 - 12/2013	National Center on Disability and Access to Education (lead) & 3 other partners
Interstate Passport Initiative	Access & success	Western	Carnegie Corporation of New York: $550,000	1.15 and consultants	10/2011 - 9/2013	23 two- & four-year institutions in 5 states (CA, HI, ND, OR, UT)
Consortium for Health Education Online (CHEO)	Access & success; technology & innovation	Western	Department of Labor, Trade Adjustment Assistance CC & Career Training: WICHE contract, $823,859	1.6 FTE	10/2012 - 9/2016	Pueblo Community College (CO), fiscal agent; & 8 institutions in 5 states (AK, CO, MT, SD, WY)
Implementation of the State Authorization Reciprocity Agreement (SARA)	Access & success; technology & innovation	Western and national	Lumina Foundation: $2.16 million; $1.14 million, WICHE region & national office share & institutional fees	Nationwide, 3.3 FTE (1st year), based at WICHE: WICHE, 2.5 FTE	7/2013 - 6/2014	WICHE member states that sign the reciprocity agreement; & MHEC, NEBHE, SREB

Bridges to the Professoriate. Provides National Institute of General Medical Sciences-Minority Access to Research and Careers' predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity's Institute on Teaching and Mentoring, helping them to gain skills needed in doctoral programs and academic careers.

Gaining Online Accessible Learning through Self-Study. GOALS develops web accessibility tools that institutions can use in the continuous improvement process for reaffirmation by regional accrediting agencies.

Interstate Passport Initiative. The Interstate Passport Initiative is creating a new interstate block transfer framework for lower-division general education, one based on student-learning outcomes rather than seat time in courses and credits.

Consortium for Health Education Online (CHEO). Eight community colleges in five WICHE states are creating or transforming existing allied health courses for delivery in an online or hybrid format, incorporating new, web-based lab experiments from the recently completed North American Network of Science Labs Online (NANSLO) project, where it's appropriate to do so.

Implementation of the State Authorization Reciprocity Agreement (SARA). WICHE and the other three regional higher education compacts will administer SARAs so that any institution offering distance education may acquire authorization from its home state to reciprocally enable it to operate in other participating states.

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
North American Network of Science Labs Online (NANSLO) Expansion Project 1	Access & success	✳ ✳ ✳ ● ● ● ■ ■ ■	International	Previous grant, Next Generation Learning Challenges: $750,000	.05	TBD	Colorado Community College System, 5 institutions in CO, MT, WY, & 1 institution & organization in British Columbia

North American Network of Science Labs Online Expansion Project 1. NANSLO will seek funding to expand its collection of experiments, conduct research on the best practices in lab experiments for students in online courses, and add new member institutions to its network.

Work we're considering pursuing (and bringing to the commission for approval); also previously considered projects that we propose to remove from the workplan.

Rural medical education residencies: Develop partnerships with federal and state agencies and funders to help increase the number of rural graduate medication education residencies in the West.

Previously considered projects we propose to remove from the workplan. None.

Work that staff finished in FY 2013.

North American Network of Science Labs Online. NANSLO furthered the development of openly licensed online science courseware in biology, physics, and chemistry and replicated a Canadian innovation known as Remote Web-Based Science Laboratory, through a NGLC grant.

Policy Analysis and Research

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion; adult learners; multistate data-sharing to support educational planning and workforce development; and other critical areas. WICHE staff serve as a useful resource on a number of higher education issues, including state and federal financial aid, finance, articulation and transfer, the Common Core State Standards, and various college completion initiatives. Its publication series, including *Policy Insights* and *Western Policy Exchanges*, explore a wide range of significant policy issues. The unit also undertakes major, long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
Tuition and Fees	Finance	Western	.025 FTE	All WICHE members respond
Legislative Advisory Committee	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.10 FTE	All WICHE members
State Higher Education Policy Database	Finance, access & success, workforce & society, technology & innovation, accountability	National	.20 FTE	National Conference of State Legislatures, Lumina Foundation
Policy Publications Clearinghouse	Finance, access & success, workforce & society, technology & innovation, accountability	National	.025 FTE	N/A
Benchmarks	Accountability	Western	.025 FTE	N/A
Regional Fact Book for Higher Education in the West	Accountability	Western	.025 FTE	N/A
Policy Insights	Finance, access & success, workforce & society, technology & innovation, accountability	National	.05 FTE	N/A
Western Policy Exchanges	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.05 FTE	N/A

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Adult College Completion Network	Access & success; workforce & society	National	Lumina Foundation: $1,133,800	1.65 FTE	10/2010 - 9/2014	Lumina Foundation
College Access Challenge Grant (CACG) Consortium and Network	Access & success	Western states, Texas	State memoranda of agreement/ U.S. Dept. of Education: Year 5 revenue, $190,000	1.40 FTE	Year 5: 8/2012 - 8/2013	2 Consortium states (AK, ID) & 4 Network states (ND, TX, UT, and WA)
Equity in Excellence	Access & success, accountability	Western	Bill & Melinda Gates Foundation, Ford Foundation (subcontract): $50,000	.45 FTE	1/2013 - 12/2013	Center for Urban Education at the University of Southern California, Colorado
Facilitating Development of a Multistate Longitudinal Data Exchange	Workforce & society, technology & innovation, accountability	Western	Bill & Melinda Gates Foundation: $1.5 million	.80 FTE	6/2010 - 5/2014	Bill & Melinda Gates Foundation, educational & workforce agencies in HI, ID, OR, WA
Knocking at the College Door: Projections of High School Graduates	Access & success	National	ACT, College Board: $441,000	1.65 FTE	10/2010 - 9/2014	ACT, College Board
Policy and Assessment Framework for Washington's Opportunity Scholarship Program	Finance	Western	Microsoft Corporation via subcontract from NCHEMS: $30,000	.15 FTE	3/2012 - 9/2013	National Center for Higher Education Management Systems (NCHEMS), Washington

Adult College Completion Network (www.adultcollegecompletion.org). WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college degree and credential completion by adults with prior college credits.

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

Equity in Excellence. With a focus on the Denver metro area, WICHE is partnering with the Center for Urban Education at the University of Southern California to support the implementation of Colorado's higher education reform agenda by aligning the state's higher education policy measures with concrete, equity-focused actions within community colleges and four-year institutions.

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

Knocking at the College Door (www.wiche.edu/knocking). With support from its traditional partners, ACT and the College Board, Policy recently released the 8th edition of these projections and is continuing to explore the feasibility of enhancements, such as producing projections for urban areas and disaggregations by sex.

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

<div style="background:#cc0000;color:white;text-align:center">NEW DIRECTIONS</div>

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Race Against the Clock: Preparing Teachers to Effectively Utilize Information from the Common Core State Standards	Access & success	✳✳✳ ●●● ■■	Western	$3 million	1.8 FTE	3 years	Stanford (Linda Darling Hammond), SHEEO, CCSSO, NGA, SBAC, PARCC, CAEP & state affiliates, AACTE, NCTM, NCTE, NEA, AFT*
Creating Positive Educational Outcomes through Cooperative Education and Internship Programs	Access & success, workforce & society	✳✳✳ ● ■■	Western	$1 million	1.75 FTE	3 years	TBD
Facilitating Further Development of a Multistate Data Exchange	Workforce & society, technology & innovation, accountability	✳✳✳ ●● ■■■	Western	$1.5 million	2.5 FTE	4 years	Additional Western states

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health	Access & success, workforce & society	★★ ●● ■■	Western	$1 million	1.35 FTE	3 years	WICHE Mental Health Program
Serving Student Soldiers of the West	Access & success, workforce & society	★★ ● ■■	Western	$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education

* State Higher Education Executive Officers (SHEEO), Council of Chief State School Officers (CCSSO), National Governors Association (NGA), Smarter Balanced Assessment Consortium (SBAC), Partnership for Assessment of Readiness for College and Careers (PARCC), Council for the Accreditation of Educator Preparation (CAEP) and state affiliates, American Association of Colleges for Teacher Education (AACTE), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), the National Education Association (NEA), and the American Federation of Teachers (AFT).

Race Against the Clock: Preparing Teachers to Effectively Utilize Information from the Common Core State Standards Assessments. The overarching goal of this work is to prepare preservice and veteran teachers throughout the educational pathway to effectively and proficiently utilize information from the new Common Core State Standards (CCSS) assessments to monitor student progress toward mastery of the CCSS in English/language arts and mathematics and use the data to promote continuous improvement toward college and career content readiness.

Fostering Successful Cooperative Education and Internship Programs to Improve Educational Outcomes and Meet Workforce Demands. The goal of this work is to help states (and perhaps metropolitan areas) facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through co-op/internship programs.

Facilitating Further Development of a Multistate Longitudinal Data Exchange. The next phase of this project will continue, enhance, and expand the work it has done in piloting a multistate longitudinal data exchange spanning K-12 education, postsecondary education, and workforce information in Washington, Oregon, Idaho, and Hawai'i by working toward further development of a sustainable architecture, governance, and financing plans, as well as expansion into more states,and a second round of data exchange and analysis.

A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health. The overall goal of this project is to expand and improve prison education programs in the Western states, to better prepare those who will be released from prison, particularly individuals of color, for a productive, educated life outside of the corrections system.

Serving Student Soldiers of the West: Policy and Practice Solutions. The goal of this project is to increase access to and success in higher education for military students and their families in the Western region.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education. A project that would assess the impact of enrolling in and successfully completing dual and concurrent enrollment courses while still in high school on success in postsecondary education.

Fostering Institutional Fidelity to State Performance Funding Policies. A project to investigate the responses of institutions to outcomes-based performance funding policies and to facilitate the adoption and implementation by institutions of policies and practices that are faithful to the intent of state performance-funding policies and effective at the achievement of them.

Changing Direction 2.0. A project building off WICHE's previous national project of the same name but addressing the new post-recession fiscal climate, which would promote the adoption of contemporary higher education finance policies that link appropriations, tuition setting, and financial aid policies.

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs. A potential partnership with the Institute for Higher Education leadership and Policy at Sacramento State University to explore how career and technical education and economic development programs can be best organized and informed with contemporary workforce data, in order to meet state workforce needs.

Redefining Degrees. A potential partnership with Sacramento State University's Institute for Higher Education leadership and Policy to study and recommend more effective degree pathways, including applied degrees.

Assessing the Landscape on State Policy on Student-Learning Outcomes. A project that would assist states in understanding the various efforts underway to better capture student-learning outcomes, especially with respect to the Degree Qualifications Profile and its applicability to statewide and institutional curriculum design and assessment.

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education Policies and Practices. 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 Effective College Persistence and Success Projects and Working to Bring Them to Scale. A project in which WICHE would launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

Addressing Workforce Needs with the Emerging Majority-Minority. A project that would build on previous work that strengthened the connections between higher education institutions and workforce-training programs in an effort to promote a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

Previously considered projects that we propose to remove from the workplan. None.

COMPLETED PROJECTS

Work that staff finished in FY 2013.

N/A.

Mental Health Program

The WICHE Mental Health Program (MHP) 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.

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
Mental Health, General	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.20 FTE	States
Mental Health First Aid Training	Workforce & society	Western	.05 FTE	States & 501(c)3s
Suicide Prevention Training and Toolkits	Workforce & society	Western & national	.10 FTE	States & 501(c)3s

EXISTING ACTIVITIES
PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Alaska Outcomes and System Performance Project	Workforce & society	Western	$100,000	.55 FTE	7/13 - 6/14	Alaska
Alaska Competencies Training	Workforce & society	Western	$20,000	.10 FTE	7/1 - 6/14	Annapolis Coalition and Trust Training Cooperative
Alaska Intern Trainee Support and Development	Workforce & society	Western	$125,000	.20 FTE	7/1-6/15	AK Trust
Association of Psychology Post-doctoral and Internship Centers (APPIC)	Workforce & society	Western	$50,000	.20 FTE	7/13-6/15	APPIC
Hawai'i Internship Program	Workforce & society	Western	$85,000	.20 FTE	7/13-6/14	Hawai'i
South Dakota Survey	Workforce & society	Western	$20,000	.10 FTE	7/13-6/14	South Dakota
South Dakota Co-Sig	Workforce & society	Western	$187,476	.60 FTE	8/12-9/13	South Dakota
South Dakota State Prevention Enhancement	Workforce & society	Western	$32,457	.20 FTE	8/12-9/13	South Dakota
South Dakota Tribal Engagement	Workforce & society	Western	$49,980	.10 FTE	8/12-9/13	South Dakota

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Texas UTEP Intern Program	Workforce & society	Western	$85,000	.15 FTE	7/13-6/15	U of Texas, El Paso

Alaska Outcomes and System Performance Project. The Alaska Outcomes and System Performance Project (OISPP) provides the statistical research necessary for the refinement of the performance management system of the Division of Behavioral Health, which is used to monitor the performance of the behavioral health treatment system.

Alaska Competencies Training. This is the final phase of a multiyear project to build core competencies and curriculum to enhance the direct care workforce across human service settings.

Alaska Intern Trainee Support and Development. This contract represents a three-year training grant from the Health Resources and Services Administration to expand the available training slots in the Alaska Psychology Internship Consortium, developed and supported by WICHE.

Association of Psychology Post-doctoral and Internship Centers (APPIC). A two-year collaboration between WICHE and APPIC to conduct a nationwide evaluation of doctoral psychology internship programs that are currently not accredited by the American Psychological Association, to determine the barriers to accreditation and develop a tool to assess accreditation readiness.

Hawai'i Internship Program. The project is developing a doctoral psychology internship consortium within in the Health, Education, and Public Safety departments of Hawai'i.

South Dakota Survey. The South Dakota Consumer is an annual mail survey of clients of the Division of Behavioral Health which is used to monitor access to care, quality of care, outcomes, and satisfaction with treatment services.

South Dakota Co-Sig. WICHE staff provides technical assistance to South Dakota on a variety of system improvement projects for persons with co-occurring mental health and substance abuse issues.

South Dakota State Prevention Enhancement. WICHE staff is facilitating the integration of three community prevention coalitions.

South Dakota Tribal Engagement. WICHE staff is facilitating discussions between the South Dakota Division of Behavioral Health and Tribal Behavioral Health programs to provide Medicaid-funded rehabilitation services.

Texas Internship Program. Supporting the University of Texas at El Paso, Texas Tech University Health Sciences Center, and William Beaumont Army Medical Center in developing a doctoral psychology internship consortium.

<div style="background:red;color:white;text-align:center">**NEW DIRECTIONS**</div>

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Alaska Health Reform	Workforce & society	✶✶ ●●● ■■■	Western	$150,000	.20 FTE	7/13-9/14	Alaska & Trust

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
National Institute on Drug Abuse	Workforce & society	★★ ●● ■■■	National	$75,000	.50 FTE	1/14-12/14	Montana
Alaska Psychiatric Institute	Workforce & society	★★ ● ■■■	Western	$65,000	.10 FTE	7/13-9/14	Alaska
Suicide Prevention Mobile Application	Workforce & society	★★ ● ■■■	National	$75,000	.10 FTE	1/14-12/14	Suicide Prevention Resource Center
Suicide Prevention Research Project	Workforce & society	★★ ● ■■■	National	$85,000	.20 FTE	1/14-12/14	Suicide Prevention Resource Center
South Dakota Systems Improvement	Workforce & society	★★ ●● ■■■	Western	$100,000	.40 FTE	9/13-8/14	South Dakota
University of South Dakota Psychology Department	Workforce & society	★★ ●●● ■■■	Western	$ 10,000	.10 FTE	9/13-8/14	University of South Dakota
Robert Wood Johnson Foundation	Workforce & society	★★ ● ■■■	Western	$100,000/ year	.20 FTE	9/13-8/14	Robert Wood Johnson Foundation

Alaska Health Reform. WICHE is preparing to bid on a study of readiness and capacity of the existing behavioral health system to serve expanded beneficiary population.

National Institute on Drug Abuse. Research project to study culturally appropriate substance abuse treatment in American indigenous populations.

Alaska Psychiatric Institute. WICHE staff is providing technical assistance in the areas of leadership development, strategic planning, performance improvement and the provision of distance services through the use of technology.

Suicide Prevention Mobile Application. The development of a mobile application for suicide prevention in primary care settings.

Suicide Prevention Research Project. The evaluation of suicide prevention training modalities in primary care practices.

South Dakota Systems Improvement. WICHE will support the South Dakota Department of Social Services in its transition of responsibility for providing community-based behavioral health to persons involved in the corrections system.

University of South Dakota, Psychology Department. Mental Health Program staff will serve as consultants on a Graduate Psychology Education grant focused on integrated behavioral health training in rural primary care clinics.

Robert Wood Johnson Foundation. Research project to identify leadership and other characteristics needed to maximize the effectiveness of integrated primary care and behavioral health.

<div style="background-color:#4caf50;color:white;text-align:center;font-weight:bold;">POTENTIAL FUTURE PROJECTS</div>

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

Montana Intern Planning. Project based on building an APA-accredited psychology internship consortia.

Wyoming Intern Planning. Healthcare reform.

Hawai'i Planning. Workforce planning and development.

South Dakota Hospital Planning. Providing evaluation and planning for state hospital.

Alaska Research Center. Project at the University of Alaska Anchorage.

Previously considered projects that we propose to remove from the workplan. None.

<div style="background-color:#29abe2;color:white;text-align:center;font-weight:bold;">COMPLETED PROJECTS</div>

Work that staff finished in FY 2013.

National Association of State Mental Health Program Directors, Arkansas. Technical assistance and support.

Alaska Competencies. Completion of FY13 train the trainer program in core competencies.

WCET

The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET's mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. It provides colleges and universities with solutions, interventions, good practices, and access to valuable resources on wide array of important issues in higher education through working groups, special interest groups, discussion lists, social media, content curation, research activities, and its acclaimed annual meeting. The WCET community includes many leading innovators in e-learning from institutions across the United States. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Its membership includes 315 institutions, higher education agencies, nonprofit organizations, and corporations in North America, with close to 2,000 active WCET users.

EXISTING ACTIVITIES
ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation, access & success	National, with some international	5.35 FTE	Sage Road Solutions, 312 member institutions & organizations
WCET Leadership Summit	Technology & innovation, access & success	National	WCET staff	
WCET Research	Technology & innovation	International	WCET staff	UPCEA, Sloan-C, BCcampus, eCampus Alberta, CT Distance Learning
Connecting Communities of Broadband and Learning Innovation	Access & success	National	WCET staff	Northwest Academic Computing Consortium, institutional members

EXISTING ACTIVITIES
PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Predictive Analytics Reporting (PAR) Framework	Technology & innovation, access & success	National	Bill & Melinda Gates Foundation, $2,557,920	.4 FTE and 7 subcontractors	August 2012 - January 2014	Sage Road Solutions, 16 named partner institutions, Starfish, SSP

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
State Authorization Network (SAN)	Access & success	National	Member fees, $170,000	.25 FTE	April 2013 - March 2014	NCHEMS & 34 member systems or organizations representing more than 600 institutions
Massive Open Online Class (MOOC) on Badges, Competencies, and Alternative Certifications	Technology & innovation, access & success	National	Corporate sponsors	WCET staff	September 2013	Mozilla Foundation, Blackboard
Top of the Top 100 Tools for Learning: Virtual Event	Technology & innovation, access & success	International	Corporate sponsors	WCET staff	June - August 2013	Centre for Learning and Performance Technologies

Predictive Analytics Reporting Framework. The PAR Framework continues to derive results from its multi-institutional data-mining project to develop data assets that member institutions are using to mitigate academic risk: 16 WCET member institutions (including two-year, four-year, public, proprietary, traditional, and progressive schools) continue to collaborate on using big data to improve student retention in U.S. higher education.

State Authorization Network. SAN is a membership service for those seeking to comply with state authorization regulations related to the provision of online, distributed and distance courses and programs; WCET provides training on the state regulations, access to experts, strategies on meeting state requirements, and supports a community of practitioners to share effective practices and latest developments.

Massive Open Online Class on Badges, Competencies, and Alternative Certifications. This MOOC, hosted by WCET and its partners, will address opportunities for rethinking the Carnegie unit as the measure of academic achievement and explore the use of badge systems to document and certify skills and knowledge for competency-based learning, college completion, workplace development, and employment.

Top of the Top 100 Tools For Learning: Virtual Event. Jane Hart, an internationally recognized expert on trends and adoption of technology tools for learning, will be featured in a virtual online event showcasing and demonstrating some of the top free digital content creation, management, sharing, and distribution tools that are currently trending in education.

<div style="background-color:red; color:white; text-align:center">NEW DIRECTIONS</div>

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

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

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
PAR Framework Initiative, Phase 3	Technology & innovation, access & success	✶✶✶ ●●● ■■■	National	Bill & Melinda Gates Foundation	TBD	January 2014 and beyond	Sage Road Solutions

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Badges, Competency-Based Learning, and High-Value Alternative Credentials	Technology & innovation, access & success	★★ ●● ■■	National	TBD	TBD	TBD	Mozilla Foundation, Blackboard

PAR Framework: Round 3. The PAR Framework team will continue to increase the number of participating schools by as many as 36; efforts in this round are aimed at moving the PAR Framework to a point of self-sufficiency.

Badges, Competency-Based Learning, and High-Value Alternative Credentials. WCET, its partners, and several member institutions will further explore this topic, following up on the fall 2013 MOOC and the 2012 "Who's Got Class" initiative.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

Rethinking the Notion of "System." WCET is partnering with NCHEMS to build on the notion of "unbundling" the academic activities that compose the "system" we identify as a college or university, an initiative that emerged from our previous partnership in creating the Technology Costing Methodology.

Identification and Dissemination of Best Practices in Conceptualizing and Sustaining High-Quality Distributed Education Programs in Colleges of Agricultural and Food Sciences. WCET is partnering with Texas Tech University and Ohio State University in seeking U.S. Department of Agriculture funding to ascertain, codify, and disseminate best practices in successful distributed education programs.

Previously considered projects that we propose to remove from the workplan:

Digital Learning Content. In June 2012 WCET convened a leadership summit on digital-learning content, an important issue in higher education, but one in which other organizations have a significant presence; WCET will invest its resources in other key issues.

COMPLETED PROJECTS

Work that staff finished in FY 2013.

Transparency by Design. TbD helped adult learners become knowledgeable consumers of online higher education by developing a website that provided student-learning outcome information and tools, allowing users to compare this information across institutions.

Predictive Analytics Reporting Proof of Concept Project. The PAR proof of concept project demonstrated that analyses of millions of course records from six diverse institutions could provide valuable benchmarks for student success in online courses.

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 IV: Contemporary Performance Measurement at the Institutional Level – Governance Responsibility in Educational Quality

Tuesday, May 21, 2013
10:15 – 11:15 am
Health Sciences Building
Room 110 A-D

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 21, 2013

10:15 - 10:45 am
Health Sciences Building
Room 110 A-D

Plenary Session IV:
Contemporary Performance Measurement at the Institutional Level – Governance Responsibility in Educational Quality

The context for modern performance measurement in American higher education was discussed in the description of Plenary Session I, so it is not repeated here. This third in the series of discussions about contemporary performance measurement focuses on the role of institutional governing boards. Although institutional governing boards' responsibilities in educational quality involve more than just "measuring performance," boards have an evolving role of in this arena, which in the past was mostly the purview of faculty and administrators. But today, in our era of heightened public accountability, governing boards are expected to be knowledgeable about the academic performance of their institutions.

We are very fortunate to have Peter Eckel, vice president for governance and leadership programs at the Association of Governing Boards of Universities and Colleges, joining us to discuss the preliminary findings of a project he is leading that focuses on the governing board's role in the oversight of educational quality. Although the project, funded by the Teagle Foundation, is still in process, Eckel and his colleagues have already observed much and begun to formulate a view of the current and preferred roles of governing boards in this area of public policy. As you will note from Eckel's biography, we could have found no one better prepared to share in the discussion of this topic.

Speaker: Peter Eckel, vice president for governance and leadership programs, Association of Governing Boards of Universities and Colleges

10:45 - 11:15 am
Health Sciences Building
Room 110 A-D

Facilitated Discussion on Contemporary Performance Measurement at the Institutional Level – Governance Responsibility in Educational Quality

Facilitator: Paul Lingenfelter, president, State Higher Education Executive Officers

Biographical Information on the Speaker and Facilitator

Peter Eckel serves as the vice president for governance and leadership programs at the Association of Governing Boards of Universities and Colleges (AGB). He is responsible for AGB Consulting, which serves 70-90 boards annually, as well as the National Conference on Trusteeship, the Institute for Board Chairs and Presidents, AGB Regional Meetings on Effective Governance, and the Presidents Workshop on Trusteeship. He is the point person for a national project on the board's oversight of educational quality.
Eckel has written and spoken extensively on academic leadership, institutional change and campus governance. He has written/edited six books. His most recent book is the rereleased *Changing Course: Making the Hard Decisions*

to Eliminate Academic Programs. In 2009 he co-edited *Privatizing the Public University: Perspectives from Across the Academy.* He has written 23 nationally disseminated papers, as well as numerous articles and book chapters. He was the lead author of *The CAO Census*, the first national study of chief academic officers. His papers have appeared in *Trusteeship*, *Change* magazine, the J*ournal of Higher Education*, the R*eview of Higher Education*, and *Higher Education Policy*, among others. Internationally, he has spoken in Saudi Arabia, Malaysia, South Africa, Ireland and France.

Eckel additionally serves as adjunct professor in the University of Pennsylvania's Graduate School of Education, teaching in its Executive Doctorate Program. Prior to joining AGB, he spent 16 years at the American Council on Education (ACE), where he finished his tenure as director, Center for Effective Leadership, developing and running the ACE Institute for New Chief Academic Officers, the Advancing to the Presidency Workshop, and the ACE Presidential Roundtable Series. He earned his doctorate from the University of Maryland, College Park, in education policy, planning, and administration. He was recognized with the Thomas Magoon Distinguished Alumni Award from Maryland's Department of Counseling and Personnel Services, from which he received his master's degree. His bachelor's degree is in journalism, from Michigan State University. He has been a fellow at the Salzburg Seminar in Austria and at the Centre for Higher Education Transformation in South Africa.

Paul Lingenfelter – See bio in Tab 3.

Reference

WICHE

Western Interstate
Commission
for Higher Education

www.wiche.edu

Reference

WICHE COMMISSION

WICHE's 48 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from 15 Western states and the Commonwealth of the Northern Mariana Islands, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Leah Bornstein, president of Coconino Community College, is the 2013 chair of the WICHE Commission; Dianne Harrison, president of California State University, Northridge, is vice chair.

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LEGISLATIVE ADVISORY COMMITTEE

WICHE's Legislative Advisory Committee works to strengthen state policymaking in higher education in the West by engaging legislators who are appointed by the WICHE Commission in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration.

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Names in **bold** type indicate new employees or new
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Future Commission Meeting Dates

2013	2014	2015
November 11-12 – Boulder, CO	May 19-20 – New Mexico	
	November 10-11 – Boulder, CO	

HIGHER EDUCATION ORGANIZATIONS & ACRONYMS

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

AACC	American Association of Community Colleges	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)	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
CHEO	Consortium for Health Education Online	www.wiche.edu/NANSLO/CHEO
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
EC	Electronic Campus Initiatives	ecinitiatives.org
EDUCAUSE	An association for higher ed change via technology and info resources	educause.edu
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	ets.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
McREL	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
NANSLO	North American Network of Science Labs Online	http://wiche.edu/nanslo
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-CoC	Southern Association of Schools and Colleges, Commission on Colleges	sacscoc.org
SARA	State Authorization Reciprocity Agreement	n/a
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
SHEPD	State Higher Education Policy Database	higheredpolicies.wiche.edu
SONA	Student Organization of North America	conahec.org/conahec/sona
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
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