

WICHE



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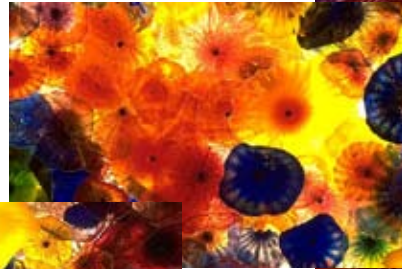
UTAH

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Western Interstate Commission
for Higher Education

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Agenda

WICHE Commission Meeting
May 18-19, 2009
Las Vegas, Nevada

See back cover for information on images



Dale Chihuly is a renowned glass sculptor with installations, both permanent and temporary, around the world. The images on the cover are details from his installation at the Bellagio Resort in Las Vegas, which is composed of over 2,000 handblown glass "flowers" (see above).

Dale Chihuly
Fiori di Como, 1998
70 x 30 x 12'
Bellagio
Las Vegas, Nevada
Photo: Teresa Nouri Rishel

www.chihuly.com

Monday, May 18, 2009

Schedule at a Glance

7.30 - 9.00 am [Tab 1]
Estancia D

Executive Committee Meeting (Open and Closed Sessions)

1-1

Breakfast provided in Estancia G

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of March 25, 2009

1-3

Discussion Item:
May 2009 meeting schedule

Agenda (Closed)



FY 2009 evaluation of the president and
adoption of performance objectives
for FY 2010

1-5

9.00 - 9.15 am

Break

9.15 - 9.30 am [Tab 2]
Estancia G

Committee of the Whole

2-1

Agenda

Call to order: Jane Nichols, chair

Welcome and introduction of new commissioner and guests 2-3



Approval of the Committee of the Whole
meeting minutes of November 10-11, 2008

2-4

Report of the chair

Report of the president

Recess until May 19 at 8.00 am

9.30 - 10.45 am [Tab 3]
Estancia G

Plenary Session I: eScience: Techniques and Technologies for 21st Century Discovery

3-1

Speaker: Ed Lazowska, Bill & Melinda Gates Chair, Computer
Science & Engineering, University of Washington

10.45 - 11.00 am

Break

11.00 am - 12.15 pm [Tab 4]
Estancia G

**Plenary Session II:
Rethinking Student Aid: Recent Developments** 4-1

Speakers: Sandy Baum, economics professor, Skidmore College, and senior policy analyst, College Board; and Michael McPherson, president, Spencer Foundation

12.15 - 1.45 pm [Tab 5]
Estancia F

Lunch and Presentation: What's Up in Nevada? 5-1

Speakers: James E. Rogers, chancellor of the Nevada System of Higher; and Michael Wixom, chair, Nevada System of Higher Education Board of Regents

1.45 - 2.00 pm

Break

2.00 - 3.15 pm [Tab 6]
Estancia G

**Plenary Session III: What's Up at WICHE?
Mental Health First Aid and New Data from
the State Scholars Initiative** 6-1

Speakers: Mimi McFaul and Nicole Speer from WICHE's Mental Health Program, introduced by Dennis Mohatt, WICHE vice president for behavioral health; and Terese Rainwater, program director of the State Scholars Initiative

3.15 - 3.30 pm

Break

3.30 - 5.00 pm [Tab 7]
Estancia G

Programs and Services Committee Meeting 7-1

Agenda



Approval of the Programs and Services Committee meeting minutes of November 10, 2008 7-3



Approval of the FY 2010 Programs and Services workplan 7-8



Approval of criteria for early participation in WICHE's Professional Student Exchange Program (PSEP) by provisionally accredited schools in high-demand fields 7-12

Discussion Item:
State Scholars Initiative Data and Sustainability 7-21

Information Item:
Student Exchange Program updates and report on the May 17, 2009, meeting of the WICHE certifying officers 7-24

3.30 - 5.00 pm [Tab 8]
Estancia E

Issue Analysis and Research Committee Meeting 8-1

Agenda



Approval of the Issue Analysis and Research Committee meeting minutes of November 10, 2008 8-3



Approval of 2010 Policy Analysis and Research workplan 8-5

Information Item:
Unit update

3.30 - 5.00 pm [Tab 9]
Estancia D

Ad Hoc Committee for Self-funded Units 9-1

Agenda



Approval of the Ad Hoc Committee for Self-funded Units meeting minutes of November 10, 2008 9-3



Approval of the FY 2010 Ad Hoc Committee for Self-funded Units workplan 9-4



Approval to make a strategic partnership agreement with the University of North Carolina at Chapel Hill to develop the National Citizen Soldier Behavioral Health Alliance 9-8

Discussion Items:
Mental Health Program: new projects and FY 2010 budget outlook
Technology and Innovation: new projects and FY 2010 budget outlook
American Recovery and Reinvestment Act broadband agenda

6.00 pm [Tab 10]

Reception at Nevada State College

Transportation will be provided

Dinner on your own

Tuesday, May 19, 2009

7.00 - 8.00 am

Estancia G

Breakfast

8.00 - 9.15 am [Tab 11]

Estancia G

Committee of the Whole – Business Session

11-1

Agenda

Reconvene Committee of the Whole: Jane Nichols, chair

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

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

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



Approval of the FY 2010 workplan sections
pertaining to the Programs and Services
unit's activities [tab 7]



Approval of criteria for early participation
in WICHE's Professional Student Exchange
Program by provisionally accredited
schools in high-demand fields [tab 7]

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



Approval of the FY 2010 workplan sections
pertaining to the Policy Analysis and Research
unit's activities [tab 8]

Report and recommended action of the Ad Hoc Committee
for Self-funded Units, Roy Ogawa, committee chair



Approval of the FY 2010 workplan sections
pertaining to the self-funded units' activities
[tab 9]



Approval to make a strategic partnership
agreement with the University of North Carolina
at Chapel Hill to develop the National Citizen
Soldier Behavioral Health Alliance [tab 9]

Committee of the Whole Action Items



Approval of FY 2010 annual operating budget – general fund and non-general fund budgets 11-3



Approval of salary and benefit recommendations for FY 2010 11-11



Approval of the FY 2010 workplan 11-12

Meeting evaluation (electronic)

Go to http://www.surveymonkey.com/s.aspx?sm=fi4AnmlkY86zVc2eJOqnw_3d_3d to complete the meeting evaluation. The link will be sent to commissioners via email.

Other business

9.15 - 9.30 am

Break and hotel check-out

9.30 - 10.45 am [Tab 12]

Plenary Session IV: Where to from Here for the U.S.?

Estancia G

12-1

Speaker: Paul Lingenfelter, president, State Higher Education Executive Officers (SHEEO)

10.45 am - 12.00 noon [Tab 13]

Plenary Session V: Where to from Here for the West? A Commission Discussion

Estancia G

13-1

Moderators: Paul Lingenfelter, president, SHEEO; and David Longanecker, president, WICHE

Noon

Adjournment

Box lunches available



Executive Committee Meeting (Open/Closed)

Monday, May 18, 2009

7.30 - 9.00 am

Estancia D

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 18, 2009

7.30 - 9.00 am
Estancia D

Executive Committee Meeting (Open and Closed Sessions)

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

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

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of March 25, 2009 1-3

Discussion Item: May 2009 meeting schedule

Other business

Agenda (Closed)



FY 2009 evaluation of the president and
adoption of performance objectives for
FY 2010 1-5

Other business

Other*

*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

Executive sessions of the commission may be held at the discretion
of the chairman or at the request of any three commissioners

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

Section 8. Special Executive Sessions

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

ACTION ITEM

Executive Committee Teleconference Minutes

Wednesday, March 25, 2009

Committee Members Present

Jane Nichols (NV), chair
Tom Buchanan, vice chair (WY)
Roy Ogawa (HI), immediate past chair
Diane Barrans (AK)
Joel Sideman (AZ)
David Skaggs (CO)
Robert Kustra (ID)
Mary Sheehy Moe (MT)
Bill Goetz for Dave Nething (ND)
Camille Preus (OR)
Bob Burns for Tad Perry (SD)

Committee Members Absent

Roberta Richards (HI)
Dave Nething (ND)

Patricia Sullivan (NM)
Carl Shaff (NV)
Tad Perry (SD)
William Sederburg (UT)
Ann Daley (WA)
Klaus Hanson (WY)

Staff Present

David Longanecker, president
Sherri Artz Gilbert, for Erin Barber (executive assistant to the president and to the commission)
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Brian Prescott, director of policy research

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

Action Item

Approval of the Executive Committee Meeting Minutes of February 12, 2009

Chair Nichols asked for a motion on the approval of the Executive Committee meeting minutes of February 12, 2009. COMMISSIONER OGAWA MOVED TO APPROVE THE MINUTES OF THE FEBRUARY 12, 2009, EXECUTIVE COMMITTEE MEETING. COMMISSIONER KUSTRA SECONDED THE MOTION. The minutes were approved unanimously.

Discussion Item

Update on WICHE's Budget

David Longanecker explained to the committee that the FY 2009 budget looks much better than as presented in February. The projected deficit in the budget for FY 2009 has been eliminated, and some excess revenue is now projected. The FY 2010 projections also look much better than last month. The shortfall in FY 2010 will be mostly due to the loss of interest income. Longanecker has been able to lower the shortfall in FY 2010 through some staff turnover on soft funds, no salary increases for staff, and other cost-saving measures. The current projected revenue shortfall is about \$43,000, which is about \$60,000 better than last presented. Longanecker said that he will balance the FY 2010 budget, and he will not bring a deficit budget to the commission. Longanecker reported that he has not heard of any states removing the WICHE dues line item from their budgets at this time.

Discussion Item

Preliminary Agenda for May 2009 Commission Meeting

Longanecker reported that May commission meeting will open with the Executive Committee, which will hold a business meeting and review Longanecker's performance. Longanecker reviewed the full agenda. Commissioner Sideman said that he hoped Paul Lingenfelter would cover the latest information on the ways in which states are responding to the federal stimulus package (American Recovery and Reinvestment Act).

Responses to the Stimulus Bill

Possible areas of WICHE engagement. Longanecker reported that WICHE has several areas of potential engagement with the stimulus bill. They include:

- **Broadband accessibility.** Louis Fox is working on broadband access across the U.S., which is way behind the rest of the world in this area. He is working with a number of leaders in broadband accessibility in American higher education to bring broadband beyond research institutions and into communities. The U.S. Department of Commerce and the National Science Foundation have funds. Fox is looking at a collaborative strategy. Longanecker indicated that he and Fox will keep the commission apprised of activities in this area as they progress.
- **Mental health first aid.** Dennis Mohatt is working on a grant proposal. Collaboration with the Office of Special Education and Rehabilitative Services (OSERS) within the Department of Education and the Substance Abuse and Mental Health Services Administration (SAMHSA) within the Department of Health and Human Services (HHS) is possible. Mohatt met with SAMHSA staff recently, and Longanecker met with OSERS staff. This would be easy to get up and running, as it is already running in Australia and WICHE staffers have received training in the program.
- **SSI science and math initiative.** Jere Mock and Terese Rainwater may seek National Institutes of Health (NIH) or National Science Foundation (NSF) funding to develop a science and math initiative for the State Scholars Initiative. The initiative will focus on increasing the rigor of secondary science and math courses and include an end of course student assessment. ACT would be a strong assessment partner because they have already developed end-of-course exams in math and science. Longanecker has discussed a possible partnership with ACT, and they are considering the idea.
- **Mental Health grand rounds.** Mohatt is the lead, and there are likely resources for next year.
- **WICHE ICE.** The WICHE Internet Course Exchange brings the expertise of over 40 higher education institutions together to collaborate in the development and sharing of quality online courses and programs. Jere Mock and Pat Shea are working with institutions in a collaborative effort to design, develop, and share online courses to meet science elective requirements and improve the science content knowledge of pre-service science teachers. The six partner institutions include the University of Alaska Anchorage, Boise State University, Northern Arizona University, Montana State University, University of Northern Colorado, and University of Wyoming. They are working off the Montana State University model, creating uniform undergraduate and graduate courses.
- **Database development.** There is \$250 million in the stimulus bill for statewide database development that would bring elementary/secondary, postsecondary, and workforce databases together. Longanecker indicated that he has been working with the Gates Foundation and with contacts at the U.S. Department of Education to encourage interstate collaboration, rather than the development of 50 disparate databases. He indicated that the State Higher Education Executive Officers, the National Center for Higher Education Management Statistics, and WICHE have been working closely together on this. Longanecker reported that Brain Prescott has taken the lead on this within WICHE.

Possible ways of gaining commission approval. Longanecker asked the commission for suggestions on gaining their approval for WICHE engagement on possible projects associated with the federal stimulus package, as he expected things to happen very quickly and he would need to be able to move rather fast. Longanecker laid out the three possible strategies, outlined in the agenda for the meeting. Chair Nichols proposed that when Longanecker identifies an opportunity he'd like to pursue, he should send an email outlining the basics to the commissioners. Commissioners can share any concerns, and if no red flags are raised, Chair Nichols, Vice Chair Buchanan, and Immediate Past Chair Ogawa will grant approval. The committee supported this idea.

Other Business

Chair Nichols called for any other business before the committee adjourned. There was a suggestion that Longanecker provide a brief report on how the various WICHE states are responding to the economic downturn and federal response at the spring meeting, and in particular how they are preparing for 2012, when the stimulus funds expire.

Chair Nichols adjourned the committee meeting.

ACTION ITEM

FY 2009 Self-Evaluation of the President and Adoption of Performance Objectives for FY 2010

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 2009-10 WICHE workplan, which you will be adopting at this meeting.

- 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 (2009-2010).

For me, this past year has certainly been hectic and often quite challenging, but in a strange way it has also been one of my most enjoyable years at WICHE. In part, this is because challenges make things interesting. But in greater part it is because the staffing changes that we have implemented, particularly in the policy and planning area, have given me greater opportunity as a mentor, and I truly love that role.

Administering the WICHE Organization:

- **Objectives for “maintaining” the organization**

- Internal management

1. **Maintain a balanced budget for fiscal year 2009 and beyond and work with the commission to establish targets for staff compensation, compared to comparable agencies within the West.**

Partially accomplished. The “balanced budget” portion of this objective was accomplished. Although we did not receive the \$87,000 delinquent dues payment anticipated from the California Community Colleges and received only about half of what we anticipated in interest income because of the substantial decline in interest rates, resulting in revenues 6 percent below what we projected, we were able to barely balance the budget by reducing costs in virtually every general-funded office. With respect to the self-funded units, both Mental Health and WCET also finished the year able to contribute funds to their respective reserves.

I characterize this objective as being only partially accomplished, however, because I have not conducted a serious assessment of our salaries as compared to those of other organizations. While I continue to be concerned that we may not be competitive for senior-level staff other than me, the difficult financial circumstances facing our member states and WICHE itself make this an inopportune time to conduct a true salary comparison survey. I am not convinced that such a survey would help us gain much knowledge nor do I believe that the organization would be in much of a position to do anything substantially different than we do today if we were to garner useful information from such a survey.

2010 Recommendation: Modify the objective to retain the balanced budget expectation, but eliminate the salary comparison component.

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

Accomplished. I believe we have essentially achieved both components of this objective. The change in leadership within the Policy and Research unit has led to increased collaboration between that unit and others. And in general such internal collaboration is happening more naturally than in the past. Last year I reported in my self-evaluation that the Executive Team “had coalesced into a very fine, collaborative working group,” which proved to be incorrect. As was made evident to me shortly after last May’s meeting, the Executive Team was very uncomfortable with one member of the team, which contributed in part to that person leaving WICHE. I am quite convinced that my current perception is more accurate than the one I projected last year.

We have also made progress in increasing the diversity of the WICHE staff, hiring one new Hispanic person and one new African American person amongst the five new hires during the past year. At the same time we had a disabled person, an Asian person, and a Hispanic person leave WICHE’s employ. With only slightly more than 10 percent of our staff from communities of color, we clearly do not reflect the Western communities that we serve, but our efforts to change this seem to be paying off. While I report this as “accomplished,” please know that this remains an important imperative for the organization and high on my agenda for improved future performance.

2010 Recommendation: Retain this objective.

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

Achieved. An active staff council and advisory committee continue to help maintain a friendly, cohesive, high-functioning “WICHE team.” In general morale is quite high within the organization. We currently have an exceptionally talented, productive, and nice staff, virtually all of whom enjoy working together. In part this is because we have hired well, but the presence of an exceptionally strong human resources specialist has also contributed substantially to our current admirable staff environment. We were fortunate over the year to sustain funding for some of the activities we had anticipated losing, such as the State Scholars Initiative. But even in the areas where cut backs were necessary, morale remains high. Responding to the concerns of the Executive Team regarding one of the members of that team also helped improve morale within the organization as a whole.

It will be more difficult this coming year to maintain this level of morale amongst staff because the more severe financial circumstances facing many of our funding sources, and thus WICHE itself, will challenge the staff. Freezing salaries, possible staff downsizing as program funding expires, and the tightening of discretionary resources will create a much more challenging workplace environment.

2010 Recommendation: Retain this objective.

- Service to the commission

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

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

2010 Recommendation: Retain the 2009 objective.

- State relations

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

Accomplished. During this past year, I visited nine of the 15 WICHE states, missing Alaska, Hawaii, Idaho, Montana, New Mexico, and South Dakota. I was involved in state policy discussions or related work in seven states (Arizona, Colorado, Nevada, North Dakota, Oregon, Washington, and Wyoming), making presentations or leading discussions. In three other states, I was simply visiting or participating in conferences.

2010 Recommendation: Retain the 2009 objective.

2. Sustain the role of WICHE’s legislative advisors and secure funding to maintain that activity.

Not accomplished. For the second year in a row, we unfortunately did not succeed in our work with the Legislative Advisory Committee (LAC). While those LAC members who attended our LAC meeting last summer rated the event highly, the number of participants was disappointingly small. The abrupt departure of the vice president for policy and research was, in part, responsible for this, but it was compounded by the decision to conduct the session around the National Conference of State Legislatures (NCSL) meeting in New Orleans, which turned out to be a bad decision because of the sparse attendance of Western legislators at that meeting.

2010 Recommendation: For budgetary reasons do not conduct a full-fledged LAC meeting this year, unless external funding can be secured. In lieu of the annual meeting, however, I propose we conduct one or more WEBINARs with interested LAC members and develop a more robust strategy for engaging the LAC in the future, as resources return.

• **Objectives for “development and innovation” within the organization**

- Internal management

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

Partially accomplished. Unfortunately, my State Higher Education Policy Center (SHEPC) colleagues and I have not yet been able to secure funding for the learning center/conferencing facility. Thus, it does not yet contain all of the desired attributes of the contemporary virtual and real learning environment for which we have been striving. We were able, this past year, to purchase new, attractive hardware (tables and chairs) for the room, which has substantially improved both comfort and aesthetics. Furthermore, our invitation to Internet II to share space with us will lead shortly to fully outfitting the video conference facility. But we still need to “high-tech” the large conference room of the Learning Center. The three SHEPC partners have established a modest charge for use of the center, which should help us finance the upgrades we want to incorporate.

2010 Recommendation: Retain this objective.

2. Organize WICHE staff to operate in a team-oriented work environment, with greater collegiality and less unnecessary redundancy.

Accomplished. This objective has become redundant with Objectives 2 & 3 in the “Objectives for ‘maintaining’ the organization’ section; the response is covered well in those objectives.

2010 Recommendation: Drop this objective, because it is duplicative of Objectives 2 & 3 in the previous set of objectives.

• **Commission development and innovation**

1. Work with the governors, as appointment opportunities develop, to increase the diversity of the commission’s membership.

Making solid progress. Erin Barber’s presence as my new executive assistance has made a tremendous difference in this area. We continue to have difficulty securing commissioners from California, despite heroic efforts on Erin’s part to do so.

2010 Recommendation: Continue to work on developing these relationships.

- **State relations development and innovation**

1. **Expand our legislative relations activity to include more direct involvement with legislative and executive staff.**

Partially accomplished. As mentioned earlier our work directly with legislators has waned this past year and needs some repair. We have been somewhat more successful in working with legislative and executive staff, primarily by including them as participants in activities such as our Ford-funded *Legislative Engagement* grant, since expired. Rather than having special meetings for these folks, we have engaged them as participants with other stakeholders in various activities. Additionally, we have continued working with NCSL as faculty for their education workshops and seminars.

2010 Recommendation: Sustain the progress to date and work to enhance these relationships.

2. **Expand partnership relationships, where appropriate, with other organizations, such as the National Center for Higher Education Management Systems (NCHEMS), Council of State Governments–West (CSG-West), National Conference of State Legislatures (NCSL), Pathways to College Network, Western Governors’ Association (WGA), Southern Regional Education Board (SREB), New England Board of Higher Education (NEBHE), Midwestern Higher Education Compact (MHEC), Consortium for North American Higher Education Collaboration (CONAHEC), American Association of Higher Education (AAHE), American Council on Education (ACE), Education Commission of the States (ECS), State Higher Education Executive Officers (SHEEO), Association of Governing Boards (AGB), ACT, the College Board, the Center for the New West, the Center for the Rocky Mountain West, the Center for the American West, EduCause, the National Postsecondary Education Collaborative (NPEC), etc.**

Accomplished. We have maintained strong relationships with almost all of the prospective partners identified above. We continue to have a particularly strong relationship with our most consistent partners – NCHEMS, SHEEO, NCSL, and the National Center for Public Policy and Higher Education. We also continue to maintain a strong networking relationship with the other three regional organizations – SREB, MHEC, and NEBHE. We retain a cordial but relatively inactive relationship with WGA, though we have recently been discussing partnership with them on a possible broadband initiative for the Western states. Our partnerships with some other organizations – ACE, AGB, the Center for the New West, the Center for the Rocky Mountain West, EduCause, NPEC (since my term expired on the board of directors), and others have fallen off, not out of a lack of interest or souring of relationships but simply because our work this past year did not naturally engage these organizations in partnership with WICHE. As indicated last year, we have fostered new relationships, as well, including: the Presidents Forum’s Transparency By Design accountability project; ACT and the College Board on the high-school grads report; the National Student Clearinghouse (NSC) through my membership on the board of directors, the National College Access Network (NCAN); and the National Association of State Scholarship and Grant Programs (NASSGP). In sum, we remain a partner with many other organizations and continue to believe that working collaboratively makes a lot more sense than working competitively.

2010 Recommendation: Retain 2009 objective.

Providing Program Services to the Western States:

- **Objectives for “maintaining” the organization**

- Student Exchange Programs

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

1. **Stemming the decline in Professional Student Exchange Program (PSEP) participation by focusing the program more on states’ individual needs and interests.**

Partially accomplished. Participation in PSEP dropped slightly, to 757 students, a decline of 2 percent, due to small declines in participation in dentistry, optometry, and veterinary medicine. Jere Mock and Margo Schultz have continued 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.

2010 Recommendation: I believe it would be unrealistic to retain this objective, as previously written, for this coming year because we know that many states are reducing their support for this program due to the severe financial constraints they are facing. I would recommend amending the recommendation to read: “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.”

2. **Managing growth of the Western Undergraduate Exchange (WUE) with existing staff and financial resources; and 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.**

Accomplished. Despite nearly 7 percent growth in WUE, which now serves more than 23,600 students, and an increase in the number of programs managed through the Western Regional Graduate Program (WRGP), we have continued to provide strong customer service with a modest commitment of staff. We are examining ways in which the WUE and WRGP programs 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 the current models for these programs. In addition to the continued success of these programs, WICHE’s new Internet Course Exchange (WICHE ICE) has been established and will provide courses beginning this fall. This program contemporizes our array of Student Exchange Programs, now taking courses to students, in contrast to our prior expectation that the students would always come to the courses.

2010 Recommendation: Retain 2009 objective and amplify to include: “successful implementation of the WICHE ICE program.”

- **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.**

In process, but never fully accomplished. Staff continues to explore possible new areas for program development to better serve the future needs of our member states through interstate collaboration. In our fourth year of administering the federal State Scholars Initiative (SSI), we continued to receive accolades from the U.S. Department of Education for our work, and we received permission to extend the life of this program from March of this year to the end of the federal fiscal year (September 30). We continue to search for possible other sources of funding to sustain this program but have been unsuccessful to date. Our property risk management insurance program, which we operate in collaboration with the Midwestern Higher Education Compact (MHEC), had been generating substantial

interest, but the economic downturn, particularly the unique difficulties that large national insurance companies are facing, has damped enthusiasm for the program recently. We expect interest to increase again once the economy begins to stabilize.

We have not been able to progress two “interstate” projects included in the 2008 workplan: the proposed WICHE service repayment program and the proposed WICHE licensure and credentialing service. But a recently completed regional survey of SHEEO officers will inform our efforts around service and loan repayment strategies.

2010 Recommendation: Retain 2009 objective.

2. **Conduct an evaluation of the Student Exchange Programs in advance of the November 2009 commission meeting, so that recommendations from the evaluation can be incorporated into commission actions at the May 2010 meeting.**

Not accomplished. We were unable to secure the resources necessary to conduct this evaluation.

2010 Recommendation: Contingent upon receiving sufficient external funding, conduct the deferred evaluation of the Student Exchange Programs in advance of the November 2010 commission meeting, so that recommendations from the evaluation can be incorporated into commission actions at the May 2011 meeting.

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

Accomplished. WICHE currently has four active grants with the Lumina Foundation for Education. *Getting What You Pay For*, which grew out of our highly regarded *Changing Direction* project, has prepared eight primers for legislators related to the lessons learned from our *Changing Direction* work. *Non-Traditional No More* is working with five states – Arkansas, Colorado, Nevada, New Jersey, and South Dakota – to develop policies and practices that attract adults who left college before completing their degree to return to school. *Transparency By Design* is a project within WCET to develop a robust accountability structure for online institutions. A project being conducted in conjunction with Hezel and Associates is examining *Articulation and Transfer* policies and practices in higher education, with particular attention to computer-based systems that have been developed to assist colleges in managing these processes.

We also secured funding from the Bill and Melinda Gates Foundation to bring higher education, secondary education, and workforce database developers together from all 15 WICHE states to examine ways in which they could bring their databases together to enhance state public policy data analyses.

We have not yet been successful in attracting funding for the project on community college funding. Our Ford Foundation grant, which focused on workforce development, with a particular focus on increasing the success of disadvantaged populations in preparing for high-skill/high-wage occupations, was completed this year; and we have not yet secured funding for future efforts to bring state higher education and workforce development efforts.

2010 Recommendation: Retain 2009 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.**

Partially accomplished. As described earlier we have been very active in this arena. In addition to the interstate efforts, we continue to provide technical assistance to a number of states, most notably during this past year Arizona, Colorado, Nevada, North Dakota, Oregon, and Washington.

2010 Recommendation: Retain 2009 objective.

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

In process. Through Louis Fox's leadership, WCET and WICHE's Technology and Innovation efforts have gained focus and energy. The Mental Health Program has become a strong, financially viable operation. While this unit has secured resources from a number of federal and state sources, we were disappointed that we were unsuccessful in competing for continuation of the Rural Mental Health Research Center, which had helped us develop a national reputation while providing exceptionally valuable research and practice ideas for the frontier West. Both WCET and Mental Health, however, remain valued and valuable parts of the organization, and remain financially viable.

2010 Recommendation: Retain 2009 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. As mentioned previously in this self-evaluation, we were quite successful in securing foundation funding this past year, including receiving our first grant from the Gates Foundation and becoming the most-granted grantee of the Lumina Foundation.

2010 Recommendation: Retain 2009 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.

2010 Recommendation: Retain 2009 objective.

IN SUM:

This self-evaluation for fiscal year 2009 (2008-2009) and proposed objectives for 2010 (2009-2010) reflects what I would characterize as a good year, but not a great year. We accomplished a great deal but could have accomplished more. Though I continue to consider both my leadership (within the region and nation) and my management of the organization as strong, there is without doubt plenty of room for improvement. I look forward to receiving your reactions to my perceptions and to hearing how you believe I can better serve WICHE in the future.

David Longanecker



Committee of the Whole Call to Order/Introductions

Monday, May 18, 2009

9.15 - 9.30 am

Estancia G

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 18, 2009

9.15 - 9.30 am

Estancia G

Committee of the Whole – Call to Order

Agenda

Call to order: Jane Nichols, chair

Welcome and introduction of new commissioner and guests 2-3



Approval of the Committee of the Whole
meeting minutes of November 10-11, 2008 2-4

Report of the chair

Report of the president

Recess until May 19 at 8.00 am

New Commissioner

Leah L. Bornstein is the president of Coconino Community College (CCC) in Flagstaff, AZ, a 15-year-old college with other campuses in Page and Williams. CCC reaches some of the most remote stretches of Arizona with online services, including three online degrees and two certificates. Prior to taking this post, Bornstein was dean and CEO of Colorado Mountain College in Summit County, where she led the campus and community through the development of a new 35,000-square-foot campus. Previously, Bornstein served as chief academic officer of Lamar Community College, a small community college in rural Colorado; dean of instruction at the Higher Colleges of Technology–Center for Education Research and Training in Abu Dhabi, United Arab Emirates; and vice president for academic affairs at University College, University of Denver. In each of these positions, she has been responsible for working with and facilitating community advisory boards, boards of trustees, and foundation boards, as well as for strategic planning and budgeting. Bornstein’s lifelong commitment to higher education began with her associate and bachelor of arts degrees from Bradford College in Bradford, MA; master’s of education from the University of Vermont; and doctorate from the University of Denver.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, November 10, 2008

Commissioners Present

Roy Ogawa (HI), chair
Jane Nichols (NV), vice chair
Camille Preus (OR), immediate past chair
Diane Barrans (AK)
Patricia Brown Heller (AK)
Marshall Lind (AK)
David Lorenz (AZ)
Joel Sideman (AZ)
Joseph Garcia (CO)
Kaye Howe (CO)
David Skaggs (CO)
Roberta Richards (HI)
Helene Sokugawa (HI)
Mike Rush (ID)
Dan Harrington (MT)
Kerra Melvin (MT)
Mary Sheehy Moe (MT)
Pamela Kostelecky (ND)
Patricia Sullivan (NM)
Robert Burns (SD)
James Hansen (SD)
Tad Perry (SD)
Bonnie Jean Beesley (UT)
Peter Knudson (UT)
Jeanne Kohl-Welles (WA)
Thomas Buchanan (WY)
Klaus Hanson (WY)

Committee Members Absent

John Haeger (AZ)
Robert Kustra (ID)
Arthur Vailas (ID)

Warren Hardy (NV)
Carl Shaff (NV)
Reed Dasenbrock (NM)
Dede Feldman (NM)
James Sager (OR)
William Sederburg (UT)
Ann Daley (WA)
Phyllis Gutierrez Kenney (WA)
Debbie Hammons (WY)

Guests/Speakers

James Buizer, science policy advisor,
Arizona State University
Louise Lynch, certifying officer, Arizona
Board of Regents
Lisa Shipley, certifying officer, University of Wyoming

WICHE Staff

Erin Barber, executive assistant to the president and
commission
Louis Fox, executive director, WCET, vice president,
Technology and Innovation
David Longanecker, president
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for behavioral health and
director, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis
and Research
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange
Program
Pat Shea, program director, WICHE ICE and Northwest
Academic Forum

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

He introduced two newly appointed commissioners:

- Kerra Melvin, student, Montana Tech.
- William Sederburg, commissioner, Utah System of Higher Education.

Chair Ogawa announced that John Haeger (Arizona) would be leaving the commission. He asked the guests in attendance to stand and introduce themselves.

Action Item
Approval of the Minutes of May 19-20, 2008

COMMISSIONER PERRY MOVED TO APPROVE THE COMMITTEE OF THE WHOLE MINUTES FROM MAY 19-20, 2008. COMMISSIONER LORENZ SECONDED THE MOTION. The motion was approved unanimously.

Report of the Chair

Chair Ogawa recognized WICHE staff for their excellent work under David Longanecker's leadership. He reported that changing Longanecker's title to president was an important step for the organization. He also recognized the importance of having established a new standing committee for the self-funded units. Chair Ogawa mentioned the success of the WCET conference, which had featured Justice Sandra Day O'Connor as a speaker. Finally, Chair Ogawa mentioned the recent five-year evaluation of WICHE and its leadership.

Report of the President

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

Report of the Nominating Committee

Commissioner Preus reported that the 2008 Nominating Committee was appointed by Chair Ogawa and included herself as chair of the committee, Tad Perry, and Jeanne Kohl-Welles. After soliciting nominations from the commissioners in October, the Nominating Committee put forward for the commission's approval the following recommendation: Jane Nichols as 2009 WICHE chair, Tom Buchanan as 2009 vice chair and 2010 chair-elect, and Roy Ogawa as 2009 immediate past chair.

Longanecker reminded the commission to consider their committee appointments and to select their committee members for the Committee of the Whole business session.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, November 11, 2008.

Session II: Business Session

Tuesday, November 11, 2008

Commissioners Present

Roy Ogawa (HI), chair
Jane Nichols (NV), vice chair
Camille Preus (OR), immediate past chair
Diane Barrans (AK)
Patricia Brown Heller (AK)
Marshall Lind (AK)
David Lorenz (AZ)
Joel Sideman (AZ)
Joseph Garcia (CO)
Kaye Howe (CO)
David Skaggs (CO)
Roberta Richards (HI)
Helene Sokugawa (HI)
Mike Rush (ID)
Dan Harrington (MT)
Kerra Melvin (MT)
Mary Sheehy Moe (MT)
Pamela Kostelecky (ND)
Robert Burns (SD)
James Hansen (SD)
Tad Perry (SD)
Bonnie Jean Beesley (UT)
Peter Knudson (UT)
Jeanne Kohl-Welles (WA)
Thomas Buchanan (WY)
Klaus Hanson (WY)

Committee Members Absent

John Haeger (AZ)
Robert Kustra (ID)
Arthur Vailas (ID)

Warren Hardy (NV)
Carl Shaff (NV)
Reed Dasenbrock (NM)
Dede Feldman (NM)
Patricia Sullivan (NM)
Ryan Deckert (OR)
James Sager (OR)
James Hansen (SD)
Tad Perry (SD)
William Sederburg (UT)
Ann Daley (WA)
Phyllis Gutierrez Kenney (WA)
Debbie Hammons (WY)

Guest/Speaker

Kristin Conklin, partner, HCM Strategists
Ken Mortimer, senior consultant, NCHEMS, and president emeritus of the University of Hawai'i and Western Washington University

WICHE Staff

Erin Barber, executive assistant to the president and commission
Louis Fox, executive director, WCET, and vice president, Technology and Innovation
David Longanecker, president
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president of behavioral health and director, Mental Health Program
Terese Rainwater, program director, State Scholars Initiative
Pat Shea, program director, WICHE ICE and Northwest Academic Forum

Chair Ogawa reconvened the Committee of the Whole.

Discussion Item

Ken Mortimer's Report on the WICHE Evaluation

Ken Mortimer explained how the evaluation took place and what the evaluation report includes. He highlighted several findings. The report found that the organization is in good shape and has adequate reserves. The organization and its leadership are periodically evaluated, but the WICHE Commission isn't; that is, the effectiveness of the commission as a governing structure has not been evaluated. Mortimer suggested that the commission should develop a plan in case David Longanecker became incapacitated and was no longer able to serve in his role. He also suggested that a "whistle blower" policy be put into place in case anyone needed to bring something up about WICHE's president or other matters. Other report highlights focused on:

- Ways to improve engagement of all commissioners.
- How soft money affects the organization, and what a healthy balance between soft money and the general fund might be.
- The impact of senior staff members not living in Boulder: how does it affect the culture of the organization?

- The future of WCET.
- The technological needs of the organization: are they being addressed?
- The implications of phasing out the State Scholars Initiative (SSI).
- Future engagement of the Legislative Advisory Committee.
- The change in WICHE's mission over time.

Commissioners discussed these findings and recommendations with Mortimer. Chair Ogawa thanked him for his fine work and indicated that the officers would bring proposed actions in response to the recommendations in the report to the May commission meeting.

Report and Recommended Action of the Audit Committee

Camille Preus, Committee Chair

Commissioner Preus reported that WICHE received a clean audit from Clifton-Gunderson and that there were no reportable issues. Items reported in last year's audit had been resolved. COMMISSIONER PREUS MOVED TO APPROVE THE FY 2008 AUDIT REPORT. COMMISSIONER BUCHANAN SECONDED THE MOTION. The motion was approved unanimously.

Report and Recommended Action of the Executive Committee

Roy Ogawa, Chair and Committee Chair

Chair Roy Ogawa reported that the Executive Committee discussed engagement and participation of the members of the Legislative Advisory Committee. The committee had also talked with Ken Mortimer about establishing a plan in the event that David Longanecker should become incapacitated. During Longanecker's review, he received a vote of confidence from the committee; the committee wants Longanecker to remain at WICHE for as long as possible.

Report and Recommended Action of the Programs and Services Committee

Marshall Lind, Committee Vice Chair

Commissioner Lind reported that there were no action items to be voted on for the Programs and Services Committee (except the minutes, which were approved). The committee received updates on the Student Exchange Programs, WICHE ICE, and NAAF. Lind reported that SSI funding has been extended through September 2009 and that staff are actively pursuing additional funding for the program.

Report and Recommended Action of the Issue Analysis and Research Committee

Jane Nichols, Vice Chair and Committee Chair

Commissioner Nichols reported on the updates in the Issue Analysis and Research Committee, including new hires that have recently joined the Policy unit, Gates' funding that has been received, and the extension of the *Non-traditional No More* grant, funded by Lumina. The committee also heard about an upcoming proposed project with the Organisation for Economic Co-operation and Development.

Nichols asked that the commission approve three action items from the Issue Analysis and Research Committee: COMMISSIONER BURNS MOVED APPROVAL TO RECEIVE AND EXPEND FUNDS TO HOST A MEETING ON EXPANDING THE PIPELINE OF STUDENTS OF COLOR IN THE HEALTH PROFESSIONS. COMMISSIONER HELLER SECONDED THE MOTION. The motion was approved unanimously.

COMMISSIONER NETHING MOVED TO APPROVE CHANGES TO THE FY 2009 POLICY ANALYSIS AND RESEARCH WORKPLAN. COMMISSIONER PREUS SECONDED THE MOTION. The motion was approved unanimously.

COMMISSIONER LORENZ MOVED TO APPROVE A PROJECT WITH THE ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION'S INSTITUTE ON EQUITY AND CRITICAL POLICY ANALYSIS, TO FOCUS GREATER ATTENTION ON RACE AND EQUITY IN THE STUDY OF HIGHER EDUCATION. COMMISSIONER LIND SECONDED THE MOTION. The motion was approved unanimously.

Report and Recommended Action of the Ad Hoc Committee for Self-funded Units

Roy Ogawa, Chair and Committee Chair

Chair Ogawa reported on the updates in the Ad Hoc Committee for Self-funded Units from WCET, the WICHE Technology and Innovation initiative, and the Mental Health Program. The committee heard updates on Transparency By Design and Internet2. They also heard updates from the Mental Health program on its work and its budget.

Discussion Item Update on WICHE's Budget

Craig Milburn gave a report on WICHE's budget. At the end of FY 2008, there was a \$155,000 surplus in the general fund. The Programs and Service unit broke even at the end of the fiscal year. The Policy unit carried a \$17,000 deficit before transition funding was added to their budget. The Mental Health Program had a deficit and spent their reserves and a small portion of WICHE's reserves to recover the balance. WCET spent \$80,000 out of their reserves to cover their budget. Milburn also reported a \$91,000 loss, mostly due to WICHE (along with its partners, the National Center for Higher Education Management Systems and the State Higher Education Executive Officers) making capital contributions to the State Higher Education Policy Center (SHEPC). For FY 2009 no actual budget figures were presented to the commission because the fiscal year began October 1, 2008, and thus there were no monthly figures yet available. Milburn reported that the reserves' balance entering FY 2009 was \$1.164 million; it is funded from excess revenues of all prior years.

Longanecker updated the commission on the California community college's past due balance and the state's commissioner appointments. He also reported that he expected WICHE's interest income to be even less than what was originally anticipated. The budget is otherwise secure. PSEP fees would depend a lot on the economy in the upcoming year. Commissioner Rush asked Milburn if it would be possible to change the wording on the budget reports from "better" or "worse" to "lower" and "higher." Milburn was happy to make the changes.

Commissioner Preus shared with the commission that the Executive Committee had discussed the possibility of delaying the dues increase. Commissioner Nichols thought that Longanecker and Milburn should bring budget recommendations to the Executive Committee before the May 2009 meeting for more consideration about changing the dues increase.

Action Item Election of 2009 Officers of the WICHE Commission

COMMISSIONER BEESLEY MOVED TO APPROVE JANE NICHOLS AS 2009 WICHE CHAIR, TOM BUCHANAN AS 2009 VICE CHAIR AND 2010 CHAIR-ELECT, AND ROY OGAWA AS 2009 IMMEDIATE PAST CHAIR. COMMISSIONER LIND SECONDED THE MOTION. The motion was approved unanimously.

Commissioner Nichols thanked the commission for their vote and said it would be a privilege to serve as chair in the upcoming year. She looked forward to working with WICHE staff.

Chair Ogawa said it had been a privilege to serve as WICHE chair and thanked WICHE staffers for their work and service.

Discussion Item
Selection of 2009 Committee Members

State	Executive Committee	Programs and Services Committee	Issue Analysis and Research Committee	Self-funded Units Committee
Alaska	Diane Barrans	Diane Barrans	Pat Heller	Marshall Lind
Arizona	Joel Sideman	John Haeger	David Lorenz	Joel Sideman
California	pending	pending	pending	pending
Colorado	David Skaggs	Joseph Garcia	David Skaggs	Kaye Howe
Hawaii	Roy Ogawa Roberta Richards	Helene Sokugawa	Roberta Richards	Roy Ogawa
Idaho	Robert Kustra	Michael Rush	Arthur Vailas	Robert Kustra
Montana	Mary Sheehy Moe	Kerra Melvin	Dan Harrington	Mary Sheehy Moe
Nevada	Jane Nichols Carl Shaff	Carl Shaff	Jane Nichols	Warren Hardy
New Mexico	Patricia Sullivan	Dede Feldman	Reed Dasenbrock	Patricia Sullivan
North Dakota	Dave Nething	Pam Kostelecky	Bill Goetz	Dave Nething
Oregon	Cam Preus	James Sager	Ryan Deckert	Cam Preus
South Dakota	Tad Perry	Tad Perry	Bob Burns	James Hansen
Utah	William Sederburg	Peter Knudson	William Sederburg	Bonnie Jean Beesley
Washington	Ann Daley	Phyllis Gutierrez Kenney	Jeanne Kohl-Welles	Ann Daley
Wyoming	Tom Buchanan	Klaus Hanson	Debbie Hammons	Tom Buchanan

Other Business

Longanecker reminded the commission about the May 2009 meeting being held in Las Vegas at the Green Valley Ranch Resort. He hoped the commission would be able to visit the new Nevada State College campus during the meeting. Longanecker also thanked Commissioner Sideman and his staff for their assistance with the November meeting and for the generous gifts they provided. Longanecker thanked Chair Ogawa for his service as WICHE chair.

Chair Ogawa reminded the committee that the meeting evaluation would be taking place online and that they would receive the link from Erin Barber.

The meeting was adjourned.



Plenary Session I: eScience: Techniques and Technologies for 21st Century Discovery

Monday, May 18, 2009
9.30 - 10.45 am
Estancia G

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3 Monday 9.30-10.45 am

Monday, May 18, 2009

9.30 - 10.45 am
Estancia G

**Plenary Session I:
eScience: Techniques and Technologies
for 21st Century Discovery**

Rapid advances in sensors are rapidly transforming all fields of science and engineering from “data poor” to “data rich.” In the 21st century, discovery will be driven by the collection, transmission, storage, and analysis of enormous volumes of data. This requires both new techniques (e.g., data mining and machine learning) and new technologies (e.g., next-generation broadband networking and cloud computing). This new form of computational science – dubbed “eScience” – will be pervasive. Universities that do not excel at it – that do not quickly figure out how to make these techniques and technologies available campuswide – will cease to be competitive. In this talk Ed Lazowska, the Bill & Melinda Gates Chair in Computer Science & Engineering at the University of Washington, discusses the techniques and technologies of eScience.

Speaker: Ed Lazowska, Bill & Melinda Gates Chair, Computer Science & Engineering, University of Washington

Biographical Information on the Speaker

Ed Lazowska holds the Bill & Melinda Gates Chair in Computer Science & Engineering at the University of Washington. His research and teaching concern the design, implementation, and analysis of high-performance computing and communication systems. Lazowska is a member of the Microsoft Research Technical Advisory Board and serves as a board member or technical advisor to a number of high-tech companies and venture firms. He co-chaired the President’s Information Technology Advisory Committee from 2003-05 and chairs the Computing Community Consortium, an effort sponsored by the National Science Foundation to engage the computing research community in envisioning more audacious research challenges. He is a member of the National Academy of Engineering and a fellow of the American Academy of Arts and Sciences, ACM, IEEE, and AAAS.

WICHE



Plenary Session II: Rethinking Student Aid: Recent Developments

Monday, May 18, 2009

11.00 am - 12.15 pm

Estancia G

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4 Monday 11.00 am-12.15 pm

Monday, May 18, 2009

11.00 am - 12.15 pm

Estancia G

**Plenary Session II:
Rethinking Student Aid: Recent Developments**

In September the Rethinking Student Aid study group, chaired by Sandy Baum and Michael McPherson, released a set of comprehensive principles for reform of the federal student aid system. These recommendations have garnered considerable attention and have been favorably received. In addition, the Obama Administration and the National Association of Student Financial Aid Administrators have followed up with proposals that have much in common with the "Rethinking" ideas. The study group chairs will lead a conversation about the need for reform and simplification, about alternative policy approaches, and about the relationship between state and federal student aid policies.

Speakers: Sandy Baum, economics professor, Skidmore College, and senior policy analyst, College Board; and Michael McPherson, president, Spencer Foundation.

Biographical Information on the Speakers

Sandy Baum is professor of economics at Skidmore College and senior policy analyst at the College Board. Baum earned her B.A. in sociology at Bryn Mawr College and her Ph.D. in economics at Columbia University. She has written extensively on issues relating to college access, college pricing, student aid policy, student debt, affordability, and other aspects of higher education finance. Baum is the co-author of *Trends in Student Aid*, *Trends in College Pricing*, and *Education Pays: The Benefits of Higher Education for Individuals and Society* for the College Board. Other recent work includes studies of setting benchmarks for manageable student debt levels and of tuition discounting in public and private colleges and universities. Baum is cochair of the Rethinking Student Aid study group, a foundation-funded effort under the auspices of the College Board that recently released proposals for reforming the federal student aid system.

Michael S. McPherson is the fifth president of the Spencer Foundation, which funds individual investigators pursuing important research projects regarding educational issues. Prior to joining the foundation in 2003, he served as president of Macalester College in St. Paul, MN, for seven years. A nationally known economist whose expertise focuses on the interplay between education and economics, McPherson spent the 22 years prior to his Macalester presidency as professor of economics, chairman of the Economics Department, and dean of faculty at Williams College in Williamstown, MA. He holds a B.A. in mathematics, and an M.A. and Ph.D. in economics, all from the University of Chicago. McPherson, who is coauthor and editor of several books, including *College Access: Opportunity or Privilege?*, *Keeping College Affordable*, and *Economic Analysis and Moral Philosophy*, was founding coeditor of the journal *Economics*

and Philosophy. He has served as a trustee of the College Board, the American Council on Education, and the Minneapolis Institute of Arts. McPherson has been a Fellow of the Institute for Advanced Study and a Senior Fellow at the Brookings Institution.



Lunch and Presentation: What's Up in Nevada?

Monday, May 18, 2009

12.15 - 1.45 pm

Estancia F

Western Interstate
Commission
for Higher Education

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Monday, May 18, 2009

12.15 - 1.45 pm

Estancia F

Lunch and Presentation: What's Up in Nevada?

Nevada System of Higher Education Chancellor James E. Rogers will provide a welcome to Nevada and give a brief perspective on the current legislative session. Michael Wixom, chair of the Nevada System of Higher Education Board of Regents, will outline Nevada's unique situation, as this Wild West state struggles to build a quality higher education system. Nevada – which historically hasn't needed or valued college degrees – currently faces the worst economic picture in the country.

Speakers: James E. Rogers, chancellor of the Nevada System of Higher Education; and Michael Wixom, chair of the Nevada System of Higher Education Board of Regents.

Biographical Information on the Speakers

James E. Rogers was appointed by the Nevada System of Higher Education (NSHE) Board of Regents to serve as the NSHE's ninth chancellor in 2005. He previously served as interim chancellor from 2004 until his appointment. He is a member of the state bar associations of Nevada, Arizona, and California and was in active law practice in Las Vegas from 1964 to 1988. Rogers is the founder and owner of Sunbelt Communications Company, which owns and operates 16 NBC and FOX affiliate television stations in five Western states. In addition, he has served on numerous boards. Rogers was listed as one of the top 12 philanthropists in the nation by *Time* magazine, for having given or pledged more than \$275 million to various colleges and universities. Rogers has a B.S. in accounting and an LL.B. in law from the University of Arizona and a master of laws degree from the University of Southern California. He was a teaching fellow in the law school of the University of Illinois in 1963 and 1964. He holds honorary doctorates from the University of Arizona, Gonzaga University, the University of Nevada, Las Vegas, the University of Idaho, Idaho State University, Albertson College of Idaho, Carroll College of Montana, and Kentucky Wesleyan College, as well as a master of laws in international law from the University of Arizona.

Michael Wixom was appointed by Nevada Governor Kenny Guinn to serve on the Nevada System of Higher Education Board of Regents in 2005 and was elected in 2006. He is the representative for Clark County, District 6, and is currently serving his second term as board chair. He also serves on the board's Audit, Investment, and the ad hoc Technology committees. He attended Idaho State University, where he majored in political science and economics, and graduated with a bachelor of science degree, earning high honors. He later attended the University of Utah's College of Law, graduating as a William L. Leary Scholar and serving as a member of the Utah Law Review. He has practiced law in Las Vegas since 1986 and is a shareholder in the law firm of Smith Larsen & Wixom. His areas of practice include banking, real estate finance, and commercial transactions.



Plenary Session III: What's Up at WICHE? Mental Health First Aid and the State Scholars Initiative

Monday, May 18, 2009

2.00 - 3.15 pm

Estancia G

Western Interstate
Commission
for Higher Education

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Monday, May 18, 2009

2.00 - 3.15 pm

Estancia G

**Plenary Session III: What's Up at WICHE?
Mental Health First Aid and New Data from the State
Scholars Initiative**

This session will focus on the Mental Health Program's mental health first aid training course; and the State Scholars Initiative and its data-gathering efforts.

The Mental Health Program is offering a 12-hour mental health first aid training course in Western states, designed to give members of the public key skills to help someone who is developing a mental health problem or experiencing a mental health crisis. Growing evidence demonstrates that such training helps the public identify, understand, and respond to signs of mental illness. Mental health first aiders learn to assess risk; respectfully listen to and support individuals in crisis; identify and contact appropriate professional help; and work in a variety of situations, such as helping someone through a panic attack or with an acute stress reaction, engaging with someone who may be suicidal, supporting a person experiencing psychosis, and helping an individual who has overdosed. Trainees are also introduced to the risk factors and warning signs of specific illnesses, such as anxiety, depression, psychosis, and addiction; engage in experiential activities that build understanding of the impact of illness; and learn information about evidence-supported treatment programs.

In fall 2005 WICHE was chosen to direct the U.S. Department of Education-funded State Scholars Initiative (SSI). SSI is a national program that uses business leaders to motivate students to complete a rigorous course of study in high school, one that will give them a boost in college and their careers. The grant to WICHE currently totals \$6.6 million. Most of the funds are disbursed to states so they can conduct Scholars programs. The fourth and final year of the State Scholars Initiative was successful in terms of gathering student course enrollment and perception data. Early course enrollment results are encouraging. When challenged to do so, students take more rigorous courses such as algebra I, geometry, biology, chemistry, physics, and languages other than English. Results from perception surveys show that the State Scholars Initiative effectively communicates the message regarding the importance of taking a rigorous high school course of study to students and adult stakeholders.

Speakers: Mimi McFaul and Nicole Speer from WICHE's Mental Health Program, introduced by Dennis Mohatt, program director; and Terese Rainwater, SSI program director.

Biographical Information on the Speakers

Mimi McFaul is associate director of the WICHE Mental Health Program. She has extensive experience in developing, implementing,

and evaluating mental health trainings in rural communities and is routinely involved with designing and implementing evaluation research for state mental health departments.

Dennis Mohatt is vice president for behavioral health for WICHE and directs its Mental Health Program. Founded in 1955 the Mental Health Program is a collaborative venture with 15 Western states. Its mission is twofold: to assist the states in the improvement of systems of care for persons with mental illness and their families; and to advance the preparation of a qualified mental health workforce in the West. Mohatt served as deputy director for the Nebraska Department of Health and Human Services from 1996 to 1999; he was designated the state's commissioner of mental health and provided leadership in the areas of public assistance, rural health, primary care, disabilities, and child welfare. He also was responsible for the administration of Nebraska's public managed care initiatives in Medicaid for both physical and behavioral health. He has over a decade of experience in community mental health and provided executive leadership to a very successful community mental health center in Michigan's rural Upper Peninsula and to the successful integration of community mental health services with primary care in two rural family medicine practices. He served on the National Rural Health Advisory Committee, to the United States Secretary of Health and Human Services, from 1994 to 1998. Recently, he served as the chief consultant to the Rural Issues Subcommittee of the President's New Freedom Commission on Mental Health and lead author of the subcommittee report to the commission. He received his undergraduate training at the University of Oregon and a National Institute of Mental Health training fellowship in rural mental health while at Mansfield University in Pennsylvania, where he received his master of arts degree in rural community-clinical psychology.

Nicole Speer is a research and technical assistance associate in the WICHE Mental Health Program. She is an expert in learning and memory assessment, as well as in behavioral research methods and statistics involving large data sets.

Terese Rainwater is the program director of the State Scholars Initiative, a federally funded program operating in states across the country which utilizes business leaders to motivate students to complete a rigorous course of study in high school and which is administered by WICHE. Prior to joining WICHE, she worked at the Education Commission of the States and served as the project manager of The National Collaborative for Postsecondary Education Policy. Rainwater was the managing editor for *Child Development Abstracts & Bibliography* and a research fellow at the Kansas State Legislature. She received her master's degree and Ph.D. in postsecondary education administration and the foundations of education from the University of Kansas and a bachelor's degree in government from the College of Saint Benedict.

WICHE



Programs and Services Committee Meeting

Monday, May 18, 2009

3.30 - 5.00 pm

Estancia G

Western Interstate
Commission
for Higher Education

www.wiche.edu

7 Monday 3:30-5:00 pm

Monday, May 18, 2009

3.30 - 5.00 pm

Estancia G

Programs & Services Committee Meeting

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

Diane Barrans (AK)
Leah Bornstein (AZ)
Position vacant (CA)
Committee vice chair (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Kerra Melvin (MT)
Committee chair (NV)
Dede Feldman (NM)
Pamela Kostelecky (ND)
James Sager (OR)
Tad Perry (SD)
Peter C. Knudson (UT)
Phyllis Gutierrez Kenney (WA)
Klaus Hanson (WY)

Agenda

Presiding: Carl Shaff, chair
Staff: Terese Rainwater, program director,
State Scholars Initiative
Margo Schultz, program coordinator,
Student Exchange Programs



Approval of the Programs and Services
Committee meeting minutes of
November 10, 2008 7-3



Approval of the FY 2010 Programs and
Services workplan – Terese Rainwater and
Margo Schultz 7-8



Approval of criteria for early participation in WICHE's
Professional Student Exchange Program
by provisionally accredited schools
in high-demand fields – Margo Schultz 7-12

Discussion Item:
State Scholars Data and Sustainability – Terese Rainwater 7-21

Information Item:

Student Exchange Program update and report on the
May 17, 2009, meeting of the WICHE certifying officers –
Margo Schultz

7-24

Other business

Adjournment

ACTION ITEM

Programs and Services Committee Minutes

Monday, November 10, 2008

Committee Members Present

Marshall Lind, committee vice chair (AK)
Joseph Garcia (CO)
Helene Sokugawa (HI)
Mike Rush (ID)
Kerra Melvin (MT)
James Hansen (SD)
Peter Knudson (UT)
Klaus Hanson (WY)

Committee Members Absent

John Haeger (AZ)
Dede Feldman (NM)
William Goetz (ND)
James Sager (OR)
Phyllis Gutierrez Kenney (WA)

Guests

Louise Lynch, certifying officer for Arizona
Lisa Shipley, manager of student affairs, University
of Wyoming

Staff Present

Jere Mock, vice president, Programs and Services
Terese Rainwater, program director, State Scholars
Initiative
Margo Schultz, program coordinator, Student
Exchange Programs
Pat Shea, program director, WICHE ICE and
Northwest Academic Forum

Commissioner Lind called the meeting to order. COMMISSIONER JAMES HANSEN MOVED TO APPROVE THE MINUTES OF THE MAY 19, 2008, PROGRAMS AND SERVICES COMMITTEE MEETING. COMMISSIONER KLAUS HANSON SECONDED THE MOTION. The motion passed unanimously.

Information Item

Student Exchange Program Updates

Margo Schultz, program coordinator of WICHE's Student Exchange Programs, gave an update. Enrollment in the Western Undergraduate Exchange (which allows students from the WICHE region to enroll at participating institutions and pay 150 percent of resident tuition) increased slightly, from 22,100 students in fall 2007 to 23,500 students in fall 2008. There are currently 143 participating universities and community colleges. Staff received an inquiry from a California community college interested in WUE, but in-state tuition in California is low because it is heavily subsidized, and 150 percent of the in-state rate would not cover the costs of education. Staff is trying to pursue a solution and hopes that at some point it will be feasible for some California community colleges to join WUE.

The Western Regional Graduate Program (WRGP) offers lower-cost access to master's and doctoral-degree programs not widely available in the West. To be eligible for WRGP, programs that are not related to health must be "distinctive," meaning they must be offered at no more than five institutions in the WICHE region (outside of California). Staff initiated a special nominations round in November 2008 for master's, Ph.D., and graduate certificate programs to join WRGP, with a focus on professional science master's (PSMs) and healthcare-related programs. Schultz asked commissioners to visit a website that describes where professional science master's programs are currently offered (www.sciencemasters.com) and encouraged any such programs in their state to apply.

In the 2008-09 academic year, 758 students were enrolled through the Professional Student Exchange Program (PSEP) in 10 healthcare fields, with support fees totaling over \$14.6 million. Participation is down slightly from 773 students in the previous academic year.

WICHE's Veterinary Medicine Advisory Council met in June 2008 and has amended its bylaws concerning council membership categories. Typically, each state has a pre-vet advisor or a practicing D.V.M. and a state legislator. Unfortunately, most states' legislative representatives have found it difficult to participate on the council because of legislative session conflicts or lack of travel funds. Council members voted that states may substitute the executive director of the state veterinary medicine association for the legislator, if they would be more likely to participate.

Schultz encouraged commissioners to read WICHE's newest workforce brief on oral healthcare, released during the WICHE Commission's November 2008 meeting. The brief is the fourth in a series that looks at the West's healthcare workforce needs (previous briefs addressed workforce issues in health information technology, pharmacy, and medical education).

Schultz reviewed some key points from both the medical education and oral healthcare workforce briefs. Access to services in the West is more difficult than elsewhere in the U.S., because our region is very rural; 75 percent of its counties are nonmetro, and 11 percent of the West's population resides in those counties. Recruiting providers in rural areas is also a challenge, and reimbursement rates tend to be lower. It is not financially feasible for most new doctors or dentists with high debt load to locate in the rural areas. The West is also very diverse, but its providers do not reflect its diverse population. Although the West has increased the number of underrepresented minorities in dentistry by 160 percent from 2000 to 2007, they only represent 10.2 percent of the West's entering dentistry classes, which is lower than the 13.2 percent national average. Two solutions include recruiting within diverse and rural communities and providing students with the opportunity to train in community health centers. A.T. Still University's School of Dental and Oral Health in Mesa, AZ, is a good example of such a program.

Allied dental practitioners also can play an important role in filling the workforce gaps. Dental hygiene is among the fastest-growing occupations, but most hygienists work with dentists in private practice. Several Western states are leading the way in expanding dental hygienists' scope of practice and decreasing their supervision requirements, so that they can practice independently. These states include: Alaska, California, Colorado, Oregon, New Mexico, and Washington. The most striking and innovative example is Alaska's dental health aide therapists (DHATs), who serve remote villages in the state. They are trained over two years and are authorized to do procedures that normally only a dentist would do: routine fillings, extractions, and even restorations. On a related note, Schultz also asked the commissioners to consider their states' need for dental hygienists with a master's degree. Several master's programs have developed recently, and WICHE sees the value of these graduates serving as dental hygiene faculty. Programs in the West include those at: University of California, San Francisco, Idaho State University, University of New Mexico, Eastern Washington University, and the University of Washington.

Commissioner Peter Knudson of Utah, who is a practicing orthodontist as well as a state senator, shared his perspective on the current oral healthcare situation in the West and commented on WICHE's oral healthcare workforce brief. Utah is typical of other Western states: there is a concentration of dentists in the state's metropolitan areas. He noted that dentistry has traditionally competed with primary care for Medicaid reimbursement dollars. Rates were so low that many dentists preferred to treat pro bono to avoid the billing hassles. As reimbursement rates increase, more dentists are taking Medicaid patients.

Knudson worked in public healthcare dentistry for three years upon his graduation from dental school. Forty years ago, medical professionals did not understand that good oral health care was essential to a patient's overall well-being. Fortunately, the medical profession has become an ally in advocating for better oral healthcare, especially pediatricians.

Regarding dental hygienists' role, Knudson said that Utah has had several proposals to expand their scope of practice, and he sees the value of this: more people will have access to oral healthcare. Their emerging role is synonymous with that of physician assistants and nurse practitioners in primary care. He also sees a need for M.S. dental hygienists.

Commissioner Garcia commented that he served on a dental board in the past, and dentists were not willing to cede control of their scope of practice. Some dentists are concerned that hygienists could encroach on their scope of practice in urban areas, too. Commissioner Lind, who lived in the Alaskan bush for two years, said there was a lot of opposition to Alaska's DHAT, but that it came to be despite the political pressures against it, and the model has been successful thus far.

Commissioner Hanson questioned Wyoming's decision to not require service payback of its PSEP graduates. Knudson commented that Utah stopped supporting in dentistry through PSEP once it started a state loan repayment program for dentists. Knudson also said that the United States leads the world in state-of-the-art dentistry, but there are still many people in the country who don't receive oral healthcare, and the challenge is making sure that they benefit too.

Commissioner Lind asked why WUE growth seemed to have slowed over recent years. Jere Mock responded that several factors are at play: some institutions are capping the number of WUE slots that are available each year; and there are more state-based scholarships or voucher programs designed to encourage students to enroll in their home state.

Information Item
State Scholars Initiative:
A Closer Look at Successful State Implementation Strategies and Program Update

Terese Rainwater, program director for the State Scholars Initiative (SSI), provided a program update, presented SSI data, and discussed sustainability options. Rainwater reported that SSI has two goals: to increase the number of high school students taking a rigorous course of study; and to engage the business community in this endeavor. WICHE has been granted continuation funding from the U.S. Department of Education through March 31, 2009. WICHE has also submitted a request to extend SSI funding through September 30, 2009.

SSI State Models

As WICHE enters its fourth year of program administration, Rainwater highlighted five examples of state implementation, noting the flexibility SSI provides to accommodate state needs.

- **Kentucky: Community College Partners model.** In an effort to expand the reach of its program and bring it to scale statewide, Kentucky Scholars has entered into a partnership with the Kentucky Community and Technical College System (KCTCS) and its 16 colleges. KCTCS is exploring ways to provide scholarship support to students who graduate as Kentucky Scholars. To sustain this effort, the Kentucky Department of Education will match the KCTCS grant with \$100,000.
- **New Hampshire: Program of attraction model.** Since the beginning of its contract with WICHE, New Hampshire Scholars has sought to enlist new school districts by using every opportunity to meet with school district staff and potential business partners statewide. As a result the program has grown from six pilot school districts in 2007 to 12 school districts in 2008. New Hampshire Scholars anticipates that number doubling in 2009, for a total of 24 school districts. By 2010 they hope to have enlisted 40 school districts, an important milestone since it would represent over half the state's high schools. Once this goal has been reached, the program plans to approach the New Hampshire Legislature for funding to expand the program statewide and sustain efforts in already participating school districts.
- **South Dakota.** South Dakota Scholars is coordinating statewide efforts with the South Dakota Department of Education regarding career planning, career clusters utilization, and career software availability, so that all of these resources are universally available to students in the state. The department of education has expressed interest in sustaining South Dakota Scholars past federal funding. Since the beginning of 2007, when South Dakota Scholars began, the program has grown from four pilot school districts to some 20 school districts.
- **Tennessee.** Tennessee Scholars has developed several different avenues for sustaining its program, including efforts at the state and county levels. Its most recent success was the development of the Educate and Grow Sumner County initiative, which offers full tuition scholarships to Tennessee Scholars interested in attending Volunteer State Community College. The Sumner County Commission allocated \$500,000 in seed money. To qualify, students must meet the following requirements:
 - Complete all Tennessee Scholars requirements.
 - Maintain a GPA of 2.5 or higher.
 - Complete 40 hours of community service.
 - Maintain a 95 percent attendance rate during the last year of high school, with no out-of-school suspensions during the last two year of high school.
- **Utah.** In 2008 Utah Scholars received a state appropriation of nearly \$1 million to create and fund the Regents' Scholarship. The scholarship has two levels. It provides a \$1,000 base scholarship to any student who completes the Utah Scholars core course of study with a minimum GPA; and a scholarship equal to 75 percent of tuition for two years of full-time college enrollment to students who complete the Utah Scholars core course of study with a 3.5 GPA and a 26 score on the ACT.

Rainwater provided a brief summary of the Year Three evaluation findings from SSI's two independent evaluators, Diana Robinson of Northern Illinois University (NIU) and Karen Paulson of the National Center for Higher Education Management Systems (NCHEMS). Three types of data are collected to better understand the effect that SSI has in participating states and school districts. These are: qualitative, student course-level, and perception data. Data from

the NIU and the NCHEMS evaluations point to the importance of the personal connection between the business volunteers and the students in influencing students to take more rigorous courses. Year Three perception data indicate that SSI has had a positive influence on all groups involved: students, parents, businesspeople, teachers, and guidance counselors.

Following up on the National Summit on Academic Rigor and Relevance, Rainwater reported that the summit proceedings, "No Longer at Risk: A Nation in Peril," was produced and disseminated. In addition WICHE created and maintains a National Summit webpage, which provides links to the speeches given and materials provided at the meeting. Finally, WICHE responded to several individual state requests for information.

In preparation for the 2008-2009 school year, WICHE released a multiple products to support state programs, including: the summit proceedings, September 2008 newsletter, "Why Foreign Language?" brief, and the SSI Volunteer Management Database (VMD). The VMD is an online tool that assists states in the management of their programs as they expand, while simultaneously providing a means by which business partners and schools can schedule trainings, presentations, and student recognition events. All active SSI programs received a VMD customized for their state. The VMD was created in partnership with Northern Illinois University.

Rainwater reported that WICHE is funded through March 31, 2009, with a likely extension through September 30, 2009. In the meantime WICHE has approached corporations and foundations to see if they would be willing to assist in providing funds to transition the federal State Scholars Initiative to nonfederal funding and status.

Pat Shea, director of the WICHE Internet Course Exchange (WICHE ICE), provided an update on WICHE's newest exchange. ICE, founded in 2007, allows regionally accredited two- and four-year institutions and consortia to exchange seats in online courses and to collaborate in the development of online programs. This exchange allows institutions to increase their revenue by offering seats in courses with extra capacity and provides institutions importing the seats with a way to expand their academic offerings. Students benefit by registering, using financial aid, and having the courses transcribed by their home institution, avoiding the extra cost of applying to another institution and attempting to transfer a course which may or may not be accepted by their program. Current members of WICHE ICE include: Arizona Universities Network, Bismark State College, Boise State College, Eastern Washington University, Idaho State University, Lewis-Clark State College (ID), Montana State University, North Dakota University System Online, South Dakota System of Higher Education, University of Alaska Anchorage, University of Alaska Fairbanks, University of Nevada, Reno, University of Utah, and University of Wyoming.

Shea focused on findings from the current business and marketing planning process, funded by a grant from the Alfred P. Sloan Foundation. Principal among those findings was that the timing is good for the rollout of the ICE program, due to advances in technology and the market demand for flexible learning opportunities that make online learning an increasingly attractive and financially viable option for institutions. E-learning also provides the flexibility to respond quickly to emerging workforce needs in the state and region, an important goal at this time of global competition. And as the economy further depletes already declining funding for higher education, many institutions are looking for ways to continue to meet student needs in a more cost-effective way. ICE provides some practical and timely solutions.

To help inform the business and marketing plan, WICHE conducted research on the status of e-learning in higher education today. Highlights included the recent study "Making the Grade: Online Education in the U.S., 2006," by the Sloan Consortium, which found that online students now represent close to 17 percent of all higher education enrollments in the U.S. and forecast that this trend will grow. A survey conducted by ICE in September of 400-plus academic leaders at institutions in the WICHE states provided additional insight about the future role of online learning in the West. The survey found that:

- 63 percent have a strategic plan to develop and execute online learning.
- 86 percent are planning to expand online course or program offerings.
- 42 percent are planning to partner with other institutions to grow online enrollments.
- 39 percent are engaged in collaborative online degree programs with other institutions.
- 71 percent are open to internal process assessment and action.
- 90 percent see value in a collaborative online initiative.
- 51 percent interested in learning more about WICHE ICE.

Other findings included a SWOT (strengths, weaknesses, opportunities, and threats) analysis of ICE. Strengths included: a visionary leadership and committed champions; demonstrated market (student) need; a wide range of intellectual capital to draw from; the WICHE "brand" and reputation as a core attribute; and experienced early adopters who know how to implement ICE. Weaknesses included: a lack of funding; the ICE cost/membership model built on an old paradigm; reliance on internal campus infrastructure resources, support, and processes; campus organization and thinking in silos; and busy academic audiences lacking the time to learn how to implement a new program. Opportunities included: expanded access for students; more teaching opportunities for faculty; generation of new revenue sources to fund (and possibly save) programs; recognition of participating institutions as innovative; the chance to step out of old paradigms; and the demonstration of WICHE's continued innovative leadership. Threats included: a lack of funding; silo thinking at institutions; process barriers to integration at the campus level; short-term vs. long-term thinking/commitment; failure to develop a core strategy/plan; and difficulty in getting the word out.

ICE will continue to work on the business and marketing plan over the next few months. During that time it will also mail out a new brochure, distributed to the commissioners at the meeting. It will stress the message, via its website and elsewhere, that ICE provides access to students and opportunity to institutions. More specifically, through ICE, students can have increased access to courses and programs to support career and personal growth; learn with peers to increase the understanding of the bigger world outside their local area; accelerate their course of study and get an education on their own timetable (convenience and flexibility redefined); and enhance the quality of the educational experience by studying and learning from experts at different institutions. Through ICE, institutions can access new and emerging student markets; ensure learning options are available to low (and declining) population areas; increase the strength and presence of specialty or niche course and program offerings to stay viable; save money through a shared revenue model; support student retention; enhance institutional positioning through key faculty collaborations; and increase market awareness of innovative practices and undertakings.

Shea asked commissioners to help spread the word about ICE by talking to their governor, legislators, and academic leaders about opportunities through ICE; by encouraging long-range academic planning for online offerings at the campus, system, and state level with ICE as a strategy; by advising ICE staff on specific academic needs or assets to share; and by assisting in securing funding to develop joint programs and provide stability to ICE operations.

WICHE WORKPLAN 2010

PROGRAMS AND SERVICES (Highlighted)

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (GF)
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina)
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid* (Lumina)
- Performance measurement improvement in the Western states public mental health programs
- Legislative Advisory Committee
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Evaluation of Colorado's College Opportunity Fund (COF) (Colorado Department of Higher Education, Donnell-Kay Foundation)
- Master Property Program, insurance and risk consortium (self-funding)
- Collaborative purchasing through MHEC/WICHE Xerox contracts (self-funding)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program (PSEP); Western Regional Graduate Program (WRGP); Western Undergraduate Exchange (WUE) (state-funded)
- Internet Course Exchange (ICE) (Sloan Foundation and membership dues)
- State Scholars Initiative (OVAE)
- Bridges to the Professoriate (HHS)
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid* (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* (ACT, College Board, and GF)
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Children's mental health improvement projects in Wyoming and South Dakota
- College Access Challenge Grant Consortium and Network (state subcontracts/U.S. Department of Education)
- Initiatives to expand educational equity for underrepresented ethnic students
- Best Practices in Statewide Transfer and Articulation Systems

Technology & Innovation

- Western Academic Leadership Forum (membership dues and TIAA-CREF grant)
- *Fostering Collaborative State-level Education and Workforce Database Development* (Bill & Melinda Gates Foundation)
- Professional development services to help colleges and universities offer quality e-learning programs, including WCET's annual conference (Oct. 21-24 in Denver), CatalystCAMP for new e-learning professionals (in conjunction with annual conference), webcast seminars for faculty development, and establishment of an iTunesU channel to access WCET podcasts (WCET)

- Expansion of the services, scope of resources, and number of participants in the eLearning Consortia common interest group, in partnership with Kansas State University's Institute for Academic Alliance (WCET)
- Provision of comparisons of electronic learning software and online course evaluations via the widely recognized EduTools website (WCET)
- Expansion of utilization of Web 2.0 social networking and new breed of web-based communications tools, serving as a prototype for other WICHE programs (WCET)

Workforce

- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas
- Regional Veterinary Medicine Advisory Council
- Western Consortium for Rural Social Work (WICHE ICE)
- Healthcare and emerging fields' workforce briefs (GF)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)
- Mental health student exchange
- Building partnerships for competency: public mental health workforce development
- Rural mental health training initiatives

Accountability

- *Fostering Collaborative State-level Education and Workforce Database* (Bill & Melinda Gates Foundation)
- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (Substance Abuse and Mental Health Services Administration)
- *Electronic Policy Alerts and Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Launching of the initial phase of the Transparency By Design website, to educate adult students to become better consumers of online education (WCET)
- Establishment of a knowledge base of existing research and best practices about academic integrity and student verification in online learning in response to Higher Education Opportunity Act legislation, serving as a resource to institutions and the accrediting community (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

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

Access & Success

- Expanded access to cyber-infrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West by working with national broadband initiatives of the American Recovery and Reinvestment Act of 2009 (Technology and Innovation)
- Establishment of a knowledge base of existing research and good practices that improve student retention in online courses and programs (WCET)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodology review and expansion
- Expansion of WICHE ICE to develop new multi-institution academic collaborations to produce online courses and programs in high-demand fields

Technology & Innovation

- Transitioning EduTools to a new model focused on community contributions of knowledge, in partnership with WCET's new LMS/CMS common interest group and with the National K-20 Initiative of Internet2 (WCET)
- Advancement of the work of the new common interest group on academic administration and academic policies related to e-learning, attracting more academic administrators to actively participate in peer discussions of a variety of academic and faculty issues related to distance education, online education, and technology-enhanced learning (WCET)
- Expansion of the availability and use of research and education networks (state, regional, and national) for health and mental health services and related educational outreach (Technology and Innovation, Mental Health)
- Development of a broadband technology policy and awareness initiative that supports individual state and regional efforts to deploy, connect, and use advanced networks in support of education, healthcare, and research by working with national broadband initiatives of the American Recovery and Reinvestment Act (Technology and Innovation)
- Technologically enhance the State Higher Education Policy Center (SHEPC) learning center
- Expansion of WICHE ICE (Sloan and memberships)

Workforce

- Expansion of professional advisory councils (health professions)
- Survey of PSEP medical and dental schools' rural track and pipeline programs to identify best practices
- Assessment of Mental Health Program distance-learning opportunities for California's small and frontier counties (Mental Health and WCET)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expanding adult degree completion through online education via ICE
- Expansion of the State Scholars Initiative with new funding
- Broadening on-campus and online educational options for active service members and veterans

Technology & Innovation

- Research on strategies and good practices that promote use of open educational resources in higher education (WCET)
- Research on effective intervention strategies to increase student retention and student success in online courses and programs (WCET)

Workforce

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs and exploring new regional student exchange opportunities
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Extending the Rocky Mountain Collaborative to Transform the Health Professions Workforce initiative into other WICHE states

Accountability

- International Comparisons of Learning Outcomes
- Research and analysis of outcome-based funding approaches
- Second phase of the Transparency By Design website: the site will improve and enrich the institutional and program data offered, recruit more institutions to participate, and expand marketing of the site to attract more users (WCET)

ACTION ITEM

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

Summary

WICHE policy currently requires that professional programs receiving students through the WICHE Professional Student Exchange Program (PSEP) have full accreditation status. Staff proposes that the commission adopt criteria for determining whether provisionally accredited professional schools in high-demand fields should be allowed to enroll students through PSEP. Staff also recommends allowing the new, provisionally accredited dental schools and optometry schools at Midwestern University, in Glendale, AZ, and Western University of Health Sciences, in Pomona, CA, to participate in PSEP, effective in 2010-11. In addition, staff recommends that A.T. Still University's osteopathic medicine program in Mesa, AZ, be allowed to participate once it has satisfactorily addressed all of the additional provisional accreditation requirements specified by the Commission of Osteopathic College Accreditation (COCA).

Relationship to the WICHE Mission

WICHE's Professional Student Exchange Program enables WICHE to fulfill its mission of expanding access to postsecondary education and assisting states with workforce development.

Background

WICHE policy currently requires that professional programs receiving students through the PSEP have full accreditation status. Full accreditation is granted to programs after their first class of graduates, when they meet their professional accrediting body's standards for education. Our policy also requires that if a participating program experiences a change of status affecting its accreditation, the program must report the change to WICHE. If the new status involves a loss of the rights and privileges accorded to graduates of fully accredited programs, the participation of new students will be suspended, pending restoration of full accreditation. This policy has insured that the programs provide the necessary core of required education, training, and experience for their graduates. It also gives students enrolled in the programs reasonable assurance that the professional programs are meeting their stated objectives.

In May 2003 the WICHE Commission was asked to allow two dental schools early participation in the program: A.T. Still University (ATSU), Mesa, and the University of Nevada-Las Vegas. In November 2003 the commission approved the schools' participation, and they were eligible to enroll WICHE-supported students in fall 2004. Both schools graduated their first classes in May 2007 and received full accreditation. Allowing the dental schools to enroll PSEP students prior to their full accreditation worked out well, particularly at ATSU's dental school. ATSU has one of the largest PSEP enrollments of WICHE's 10 cooperating dental schools. Thirty percent of ATSU's dental graduates are now serving in community health centers, a tribute to their innovative model that focuses on public health dentistry. The majority of Arizona's PSEP dental students (over 40 percent) chose to enroll at ATSU in the 2008-09 academic year.

In recent months WICHE has been asked to make an exception to its policy by several new private schools in the fields of dentistry, optometry, and osteopathic medicine. They are:

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

Because of the critical healthcare workforce shortages the West is facing, particularly in oral healthcare, vision care, and primary care, WICHE staff and some certifying officers recommend that the commission review and approve these schools' requests for early participation in the program, provided that the following criteria are met:

1. The institution itself is either fully accredited by a regional accrediting agency or holds candidacy status and is actively pursuing regional accreditation. Candidacy is a pre-accreditation status that demonstrates the institution

meets all eligibility requirements. Candidate institutions are evaluated biennially and typically apply for full accreditation at the end of four years, though some institutions choose to apply after two years of candidacy. Although candidacy is awarded to institutions which show strong evidence that they can achieve accreditation within the candidacy period, it does not assure full accreditation; some institutions are denied. Full accreditation status can take up to seven years.

2. The regional accrediting agency has given approval for the institution to offer the new professional program (when applicable).
3. The new professional program has been approved by the state higher education agency assigned to review new programs (in states where this is applicable).
4. The professional program has received provisional (or initial) accreditation by its professional accrediting body and does not have any specific requirements or any recommendations of major concern cited in its most recent accreditation report.
5. The school offers a program of study in a high-demand field where there is substantial competition for admission; and the number of currently cooperating WICHE schools in that field is proportionately small, compared to the demand for seats.
6. The proposed professional program prepares students to serve underserved, rural, and other vulnerable populations.

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

The following sections, organized by discipline, provide detail on the accreditation process, substantiation of workforce need, information about each petitioning program, and staff recommendations for each program requesting early participation in PSEP.

Dentistry

Dental Schools' Accreditation Process

The American Dental Association's (ADA's) Commission on Dental Accreditation (CODA) is recognized by the U.S. Department of Education and accredits dental schools in the United States. A developing program must apply to CODA for initial accreditation. This classification is granted to any dental, advanced dental, or allied dental education program which is in the planning and early stages of development or at an intermediate stage of program implementation and not yet fully operational. Initial accreditation provides evidence to educational institutions, licensing bodies, and government or other granting agencies that, at the time of initial evaluations, the developing education program has the potential to meet the standards set forth in the requirements for an accredited dental educational program. Initial accreditation is granted based upon one or more site evaluation visits and until the program is fully operational.

Initial accreditation is the highest accreditation level that a school can qualify for until it becomes fully operational. A second site visit is conducted in the second year of the program, and then again prior to the graduation of the first class. Upon favorable review the school should receive full accreditation approval without reporting requirements, which is granted to an educational program that achieves or exceeds the basic requirements for accreditation. Alternatively, a program may receive full accreditation approval with reporting requirements, which indicates that specific deficiencies or weaknesses exist in one or more areas. Evidence of compliance with the cited standards must be demonstrated within 18 months if the program is between one and two years in length or within two years if the program is at least two years in length. If the deficiencies are not corrected within the specified time period, accreditation will be withdrawn, unless CODA extends the period for achieving compliance for good cause.

Students who enter a program with the status of "initial accreditation" and who complete the program are considered graduates of a fully accredited program for purposes of licensure, application to specialty programs, etc. ADA's website (www.ada.org/prof/ed/accred/commission/index.asp) provides additional detail.

New Dental Schools: Background Information

Midwestern University College of Dental Medicine. Midwestern University's Glendale campus opened in 1995 with the Arizona College of Osteopathic Medicine and now consists of 14 healthcare programs in the fields of: osteopathic medicine, pharmacy, dental medicine, optometry, physician assistant studies, physical therapy, occupational therapy, biomedical science, bioethics, health professions education, cardiovascular science/perfusion, podiatric medicine, nurse anesthesia, and clinical psychology. Some 1,300 students are enrolled in the university's programs in Glendale. Midwestern already receives PSEP students in the fields of occupational therapy, osteopathic medicine, pharmacy, physician assistant studies, and podiatric medicine. The parent campus, located in Chicago, was founded in 1900 as the American College of Osteopathic Medicine and Surgery. In 1988 the medical college relocated to Downers Grove, a western Chicago suburb. The university is an independent (private), nonprofit institution. Midwestern University attained full university status in 1993 and maintains full accreditation from North Central Association's Higher Learning Commission through 2017-2018.

Midwestern University's College of Dental Medicine matriculated its first class of 111 students in fall 2008 under the leadership of Dean Richard Simonsen, D.D.S., M.S. The 2008-09 tuition is \$58,000. The class size will be increased to 145 students over time. Graduates of the program will receive a doctor of dental medicine (D.D.M.). Midwestern received approval from the Arizona State Board for Private Postsecondary Education to offer the program, and the North Central Association's Higher Learning Commission reviewed the addition of the program and conducted a follow-up site visit in January 2008. The program received initial accreditation from CODA in February 2008; follow-up site visits are scheduled for spring 2010 and spring 2012; no major concerns were cited in the CODA letter.

Midwestern's dental program focuses on evidence-based critical inquiry; preventive, minimally invasive clinical orientation; and understanding research and a commitment to service. Its curriculum includes basic, behavioral, and clinical sciences; preclinical simulation studies; practical clinical dentistry and community clinical rotations. Its systems-based, preclinical, basic sciences program is distinctive. The students participate in classes based around a particular system (for example, the cardiovascular system) and lectures on the different basic sciences related to that system, while studying a clinical case scenario related to the system, so that they better understand the importance of the basic sciences to their future dental experiences. Midwestern's curriculum also emphasizes ethics and character development. The program gives the student an understanding of the professional obligations and duties of dentists, particularly in regard to underserved populations. Students will do their clinical experiences in a technologically advanced, 242-chair clinic, as well as in off-site rotations into underserved areas at community health centers and other clinics for underserved populations.

Western University of Health Sciences College of Dental Medicine. WUHS was founded in 1977 as the College of Osteopathic Medicine of the Pacific and now consists of nine graduate health professions colleges: optometry, dentistry, podiatric medicine, biomedical sciences, osteopathic medicine, allied health, pharmacy, graduate nursing, and veterinary medicine. It is a private, nonprofit institution. Western University attained full university status in 1996 and has full accreditation from the Western Association of Colleges (WASC). Over 2,200 students attend the university, located in Pomona, CA. WUHS receives PSEP students in the fields of osteopathic medicine, pharmacy, physical therapy, and physician assistant.

The Western University of Health Sciences' College of Dental Medicine will matriculate its first class of 64 students in fall 2009 under the leadership of Dean James Koelbl, D.D.S., M.S., M.J. The 2009-10 tuition is \$49,500. Graduates of the program will receive a doctor of dental medicine. WASC authorized the "substantive change implementation" that allows Western University to offer the new program. In addition to serving as a "regional" accreditor, WASC also serves as the state agency in charge of reviewing new programs in California. The dental program received initial accreditation from CODA in January 2009; follow-up site visits are scheduled for spring 2011 and spring 2013; no concerns were cited in the letter.

Western University's dental curriculum is patient-centered, with a student-centered learning environment. Students develop their skills in state-of-the-art simulation clinics and gain extensive clinical experience on campus and in various community-based settings. Dentistry students are trained alongside students from other healthcare professions, preparing them for multipractice, collaborative clinical settings, which are becoming more common. In addition to the dental curriculum, students are trained in business, practice management, leadership, and communication skills to help them become successful practitioners.

Dental Education and Workforce Issues

The West and the nation have tremendous workforce demand in oral healthcare, especially for practitioners willing to work in rural areas or with underserved populations. At the same time, large numbers of dentists are projected to retire in the next 20 years. The American Dental Education Association (ADEA) estimates that from 2014 to 2027, more dentists will leave the workforce than enter it (assuming that the number of dental graduates remains stable and that retirement age is 65). In 2003, 56 dental programs existed in the U.S. For the 2009-10 academic year, 58 institutions will enroll students. Admission to dental school is extremely competitive. In 2007-08, 13,742 applicants applied for 4,618 seats, giving applicants only a 34 percent chance of being admitted. WICHE released a workforce brief on oral healthcare (www.wiche.edu/SEP/PSEP/oralCare.pdf) in November 2008, providing additional detail.

Cooperating PSEP Dental Schools

WICHE states supported a total of 143 students in dentistry in 2008-09. Enrollment details are as shown in the chart below.

DENTISTRY Sending State	Receiving Schools										Total Number Students	Total Fees Paid by Sending State	
	AZHS	LL	UCLA	UCSF	UOP	USC	COLO	UNLV	ORE	WASH			Out of Region
Alaska							3		2			5	\$106,500
Arizona	16	2	3	3	6	4	9		8			51	\$1,128,900
Hawaii				1	4				1	1		7	\$177,500
Montana	2						1		3	3		9	\$191,700
Nevada												0	\$0
New Mexico	3				4		10		4		22	43	\$944,300
North Dakota							3		1		7	11	\$234,300
Wyoming						1	4		1		11	17	\$362,100
TOTALS	21	2	3	4	14	5	30	0	20	4	40	143	\$3,145,300

WICHE staff contacted representatives from cooperating PSEP schools of dentistry regarding the two programs that have requested early participation in PSEP and received one response. The individual encouraged WICHE to grant the petitioning dental schools early admission into PSEP, stating that the accreditation process is rigorous and an institution would not be given a pre-accreditation status to admit an entering class if they did not fulfill important criteria to provide students with a good education that qualified them to test for their license upon graduation.

Staff Recommendation

Competition for seats in dental schools is among the highest of all healthcare professions, and several WICHE states over the past few years have been unable to fully use their PSEP dentistry funding at our preferred in-region institutions. As a result almost 28 percent of our dentistry students are enrolled at out-of-region institutions. Students who study in-region are more likely to remain in the West upon graduating, and PSEP was created to build the regional workforce. Providing access to WICHE students at two additional schools will allow them potential access to an additional 186 seats. *WICHE staff recommends that the commission approve the schools' requests for early participation, effective for the 2010-11 academic year.* Staff will monitor the schools' progress until full accreditation is received.

Optometry

Optometry Accreditation Process

The Accreditation Council on Optometric Education (ACOE) is recognized by the U.S. Department of Education and accredits optometry schools in the United States. If a new program demonstrates that it is developing within council standards, it receives the status of preliminary approval, which allows it to begin student recruitment and admission and start offering the program. The school receives a second site visit after the first class is enrolled, and it must submit periodic reports to the council until its final accreditation visit, when its inaugural class is in its fourth year of the program. If the school is in compliance, it is then granted full accreditation.

Students who enter a program with the status of "preliminary approval" and who complete the program are considered graduates of a fully accredited program for purposes of licensure, application to specialty programs, etc. (Additional detail is available at www.aoa.org/x5157.xml).

New Optometry Schools: Background Information

Midwestern University's Arizona College of Optometry. Midwestern University's Arizona College of Optometry (see background information on Midwestern in earlier section) will matriculate its first class of 50 students in fall 2009 under the leadership of Dean Hector Santiago, O.D., Ph.D. The program will have the potential to eventually enroll 200 students. The 2009-10 tuition is estimated at \$27,500. Graduates will receive a doctor of optometry degree. Midwestern received approval from the Arizona State Board for Private Postsecondary Education to offer the program, and the North Central Association's Higher Learning Commission approved the addition of the program on June 25, 2008. The program received preliminary approval from ACOE in November 2008. ACOE plans to conduct an evaluation visit in March or April 2010, after the first class is enrolled. Periodic reports will be due as the first class progresses through its third year. Twelve months prior to the graduation of the first class (graduation is in spring 2013), ACOE will conduct its final site visit to determine the college's final accreditation status. No concerns were cited in the ACOE November 2008 letter.

Midwestern's program features an interdisciplinary environment where students from different colleges share classes and clinical opportunities. Construction of the Midwestern University Eye Institute began in 2009 and will be completed by spring 2010. The clinic will provide training for optometry students, allow community outreach, and offer state-of-the-art vision care to the surrounding populations. Students will offer vision screening services to schools, nursing homes, and community centers. The college will offer electrodiagnostic and prosthetic eye services not currently offered by optometrists in the region. It will also provide other services not widely available, such as low vision rehabilitation to serve the needs of patients with significant visual impairment, vision training for patients with eye teaming and focusing dysfunctions, sports vision to enhance the visual skills of athletes, and infant vision care. The program is developing innovative educational and clinical opportunities for students interested in serving populations with limited access to vision care. These populations include Hispanics and Native Americans, who have a higher incidence of diabetes-related vision disorders, and African Americans, who have a higher incidence of glaucoma and macular degeneration. The externship program will allow students to practice and provide primary eye care services in federally operated hospitals, the Indian Health Service, and public and private health care institutions in the region.

Western University of Health Sciences College of Optometry. Western University of Health Sciences' College of Optometry (WUCO) will matriculate its first class of 70 students in fall 2009 under the leadership of Dean Elizabeth Hoppe, O.D., M.P.H., Dr.P.H. (Background information on the Western University of Health Sciences is provided in an earlier section.) The 2009-10 tuition is estimated at \$27,700. Graduates will receive a doctor of optometry degree (O.D.). In December 2008 the Western Association of Colleges authorized a "substantive change implementation" that allows Western University to offer the new optometry program. As mentioned earlier, in California, in addition to serving as a "regional" accreditor, WASC also serves as the state agency in charge of reviewing new programs. The optometry program received preliminary approval from the American Council on Optometric Education in February 2008. ACOE will conduct an evaluation visit in March 2010, after the first class is enrolled. After that, periodic reports will be due while the first class of students progress through their third year. Then 12 months prior to the graduation of the first class (the inaugural class will graduate in spring 2013), ACOE will conduct its final site visit to determine the college's final accreditation status. No concerns were cited in ACOE's February 2008 letter.

WUCO offers several distinctive features to prospective students, including early entry into patient care, an emphasis on interprofessional education, and an emphasis on optometric rehabilitation. Students will begin patient contact during the fourth week of the first year in the program through a community-based school screening program and continue to develop their clinical skills throughout the program. Western University has made a commitment to interprofessional education across the entire campus and within all programs (optometry, medicine, pharmacy, and dentistry) during students' preclinical and clinical years. This innovative model fosters a team approach to patient care and healthcare management. The college's focus on optometric rehabilitation includes neuro-optometric rehabilitation, vision therapy, low vision rehabilitation, and care for vulnerable populations such as individuals with autism, developmental disabilities, and physical disabilities.

Optometry Workforce Needs

According to the U.S. Bureau of Labor Statistics, employment of optometrists is projected to grow faster than average for all occupations through 2014, in response to the vision care needs of a growing and aging population. The demand for optometric services will increase because of the growth of those in the oldest age group, who are more likely to suffer from cataracts, glaucoma, diabetes, and hypertension. There are additional factors that will likely increase the demand for optometric services. State and federal programs are expanding children's vision initiatives across the United States. There is also an increase in traumatic brain injuries (TBIs), which affect the eyes. Of note,

the Department of Veterans Affairs estimates there are 7,500 undiagnosed TBI patients among military personnel returning from Iraq. Finally, as technological innovation in eye care continues to increase, more options are available to those with vision disabilities. In addition, in more than half of the communities in the U.S., there is only one licensed optometrist in practice.

Cooperating PSEP Optometry Schools

WICHE states supported a total of 133 students in optometry in 2008-09. Enrollment details are as follows.

OPTOMETRY Sending State	Receiving Schools			Total Number Students	Total Fees Paid by Sending State
	SCCO	PACU	Out of Region		
Alaska	2	1		3	\$43,800
Arizona	13	8	2	23	\$335,800
Colorado	5	8	13	26	\$379,600
Hawaii	3	4		7	\$87,600
Idaho	3	5		8	\$116,800
Montana	0	3		3	\$43,800
Nevada	1	6		7	\$102,200
New Mexico	3	1		4	\$58,400
North Dakota	1	12	2	15	219,000
Utah	2	7		9	116,800
Washington	4	3		7	102,200
Wyoming	8	13		21	296,867
TOTALS	45	71	17	133	\$1,902,867

WICHE staff contacted representatives from cooperating PSEP schools of optometry. One school representative commented that they were not sure why optometry schools warranted exceptions when pharmacy schools, for example, had not had them in the past. (WICHE partners with 17 pharmacy schools, and only 41 students from three states are supported in the field; whereas 12 WICHE states currently support 147 students in optometry, and the majority of the students only have two in-region schools to which they can apply.) They also encouraged the agency to carefully review the programs to assure that they are of high quality.

The second respondent did not believe that participating schools are in a position to advise WICHE on this issue. They also said they are disheartened to see the erosion of WICHE support for Southern California College of Optometry and Pacific University, due to the fact that states can allow their students to take WICHE support outside of the region. (For instance, Colorado allows applicants who are denied an offer at a WICHE school but are accepted by an out-of-region school to take their WICHE support to an out-of-region school. Although the policy was originally written to make sure that all optometry seats were used, it was not consistently applied in years past and may have been abused by applicants in some cases.) Finally, the respondent commented that they could not address the quality of the new programs, as they are not up and running yet.

Staff Recommendation

Competition for optometry seats is very high in the WICHE region. At this time WICHE has only two cooperating institutions in the region: Southern California College of Optometry and Pacific University in Oregon. The University of California, Berkeley ceased taking WICHE students in 2003 because it felt the PSEP support fee was too low. Many WICHE states have been unable to fully use their PSEP optometry funding at our preferred in-region institutions. Except for Colorado and North Dakota, most states do not allow their students to take WICHE funding out of region. Last year Arizona allowed this for the first time because too few of its applicants were offered admission at WICHE schools. As a result, almost 13 percent of our optometry students are enrolled at out-of-region institutions. Students who study in-region are more likely to remain in the West upon graduating, and PSEP was created to build the regional workforce. Providing access to WICHE students at two additional schools will allow them potential access to an additional 120 seats. *WICHE staff recommends that the commission approve the schools' requests for early participation, effective for the 2010-11 academic year.* Staff will monitor the schools' progress until full accreditation is received.

Osteopathic Medicine

Osteopathic Medicine Accreditation Process

The Commission on Osteopathic College Accreditation (COCA) is recognized by the U.S. Department of Education as the accreditor of colleges of osteopathic medicine. Accreditation from COCA signifies that a college has met or exceeded the commission's standards for educational quality.

Pre-accreditation status is the initial recognition status awarded by COCA. Pre-accreditation is reviewed annually, with an on-site visit when indicated. Initial pre-accreditation is awarded following the receipt of a feasibility study and an on-site visit to determine that prerequisites have been met and that the developing college of osteopathic medicine may be expected to attain the next level of accreditation status – provisional accreditation – within the five-year term of pre-accreditation. Colleges holding pre-accreditation may not recruit, accept applications from, or admit prospective students. Pre-accreditation status also does not establish eligibility to participate in federally funded student financial aid programs.

COCA grants provisional accreditation to new colleges of osteopathic medicine through the time of graduation of the first class. COCA reviews schools with provisional accreditation annually to assess the academic progress of first-, second-, and third-year classes up to their time of graduation. Initial provisional accreditation is awarded when a college is able to demonstrate that it will be able to initiate instruction by a specified date. Continuing provisional accreditation is awarded based upon the college's demonstrating that it is meeting the standards for accreditation for each class of instruction being offered.

Initial accreditation is granted if the accreditation standards are exceeded or met at the time of graduation of the college of osteopathic medicine's first class. Accreditation status is the highest level of accreditation awarded, and confers all rights and privileges of accreditation. Accreditation status is reviewed within a seven-year survey cycle of self-study and comprehensive on-site evaluation. Continuing accreditation is granted to those colleges that exceed or meet the accreditation standards. COCA will conduct a final site visit of A.T. Still University (ATSU) Mesa's School of Osteopathic Medicine (SOMA) in March 2011, before its first class graduates. If for some reason a provisionally accredited institution does not qualify for full accreditation after the final visit, there is a "teach out" provision, whereby an accredited institution takes over and the students of the first entering class receive a degree from the fully accredited institution, so the graduates are held harmless and are licensable upon graduation. According to the American Association of Colleges of Osteopathic Medicine (AACOM), this has never occurred.

A.T. Still University Mesa's School of Osteopathic Medicine. A.T. Still University opened the Arizona School of Health Sciences in Mesa in 1995. Its parent campus was founded in 1892 in Kirksville, MO, as the nation's first college of osteopathic medicine. In 2003 the Mesa campus also opened the Arizona School of Dentistry and Oral Health, which was authorized for early participation in WICHE's PSEP, effective fall 2004. The Mesa campus now offers eight graduate and health professions programs in the following disciplines: athletic training, audiology, biomedical sciences, dentistry, occupational therapy, physical therapy, physician assistant, and osteopathic medicine. A.T. Still University's Mesa campus already receives 34 PSEP students in the fields of dentistry, occupational therapy, physical therapy, and physician assistant.

ATSU's SOMA matriculated its first class of 107 students in fall 2007 under the leadership of Dean Douglas Wood, D.O., Ph.D. In fall 2008 SOMA matriculated its second class of 104 students. The 2008-09 tuition is \$36,980. Graduates will receive a doctor of osteopathic medicine degree (D.O.). The Arizona State Board for Private Postsecondary Education authorized the addition of the osteopathic medical degree in April 2008. ATSU's Mesa campus is accredited by the North Central Association (NCA)/Higher Learning Commission (HLC). HLC completed a site visit in February 2009 and has recommended the maximum accreditation of 10 years for ATSU. Authorization to offer the osteopathic medical degree was granted to the parent campus by NCA/HLC in 1994; therefore, special approval for the Mesa campus to offer the doctor of osteopathic medicine degree was not required.

The program received initial provisional accreditation by the COCA of the American Osteopathic Association (AOA) in September 2006. COCA conducted a second site visit in January 2008 and was granted continuing provisional accreditation. At that time the site visit team identified five new requirements and gave two recommendations and three commendations. The new requirements resulting from the January 2008 site visit were to be addressed by July 2008. COCA conducted a second site visit in January 2009 and cited additional requirements that must be addressed by July 2009.

The January 2009 report commends ATSU SOMA for its design and implementation of a technology-based system that supports evidence-based learning for its students and faculty on campus and in the community health centers. The program was also commended for its newly developed and implemented second-year “clinical presentation curriculum.”

ATSU’s SOMA students spend their first year on the Mesa campus learning together in small groups using real-life patient interactions and simulated clinical experiences. Students’ education in the second through fourth years is based at one of the 11 community health center (CHC) campuses across the country. The second year is spent learning additional clinical presentations, observing patient care, and gaining an understanding of the local health system and community health practices. Third- and fourth-year students will complete their clinical rotations at a variety of CHCs and associated hospitals, independent healthcare providers, and other healthcare institutions. The CHC partners located in the WICHE region include the following:

1. **North Country/Canyonlands Community Health Center, based in Flagstaff, AZ**, serves isolated and ethnic populations in rural northern and eastern Arizona.
2. **Clinica Adelante Community Health Center** serves migrant Hispanic and suburban at-risk populations in Maricopa County.
3. **El Rio Community Health Center, based in Tucson, AZ**, serves urban, suburban, ethnic, HIV, and homeless constituents in and around Tucson.
4. **Family HealthCare Network, based in Porterville, CA**, serves suburban and farm-worker populations in the valley at the base of Yosemite National Park.
5. **Northwest Regional Primary Care Association**, serves urban, suburban, rural, and isolated populations through 80 member community health centers in Alaska, Washington, Oregon, and Idaho.
6. **HealthPoint (formerly Community Health Centers of King County)** serves urban, suburban, émigré, and ethnic populations in the county east and south of Seattle.
7. **Waianae Coast Comprehensive Health Center, based in Waianae, HI** (on the island of Oahu), serves Native Hawaiian, Asian, and suburban populations in the northwest coastal section of the island.

ATSU SOMA's most distinctive feature is its partnership with the nation’s community health centers, which provide a healthcare safety net for underserved communities. In addition, SOMA students begin their clinical observations in CHCs at the start of their second year instead of waiting until the third year, as in traditional models.

Primary Care Workforce Needs

There are severe workforce shortages of primary care physicians, especially those willing to work with underserved populations or in rural areas. WICHE’s workforce research on primary care found that osteopathic physicians in the West were practicing in primary care at substantially higher levels than allopathic physicians (53 percent versus 35 percent). Historically, osteopathic physicians are more inclined to serve rural and underserved populations. D.O.s comprise 5 percent of the physician workforce in the WICHE region; 95 of the physician workforce are allopathic doctors (M.D.s). WICHE’s workforce brief on medical education (www.wiche.edu/SEP/PSEP/MedEd08.pdf) provides additional detail.

Cooperating PSEP Osteopathic Medical Colleges

WICHE states supported a total of 54 students in osteopathic medicine in 2008-09. Enrollment details are as follows.

Sending State	Receiving Schools				Out of Region	Total Number Students	Total Fees Paid by Sending State
	TOURO-AZCOM	TOURO-CA	TOURO-WU	TOURO-NV			
Arizona	25	2	1		4	32	\$ 571,844
Montana	2		4	2		8	136,500
New Mexico						0	0
Washington	1	1	4			6	109,200
Wyoming	4		3	1		8	145,600
TOTALS	32	3	12	3	4	54	\$963,144

WICHE staff contacted representatives from cooperating PSEP schools of osteopathic medicine. One respondent stated that although he was not familiar with the program development at the Mesa campus, his institution did have considerable confidence in the ATSU parent campus located in Kirksville, MO. He felt that ATSU Mesa would take all the necessary steps to assure that students on the new Mesa campus received the same quality education delivered on the parent campus.

Staff Recommendation

PSEP students from Arizona have shown a clear preference for enrolling at an institution located in their state if they obtain an offer of admission at one of the two private schools (ASTU or Midwestern). In 2008-09 the state supported 32 students in osteopathic medicine. Seventy-eight percent of them are currently enrolled at Midwestern University's osteopathic program. Allowing ATSU's SOMA early participation in WICHE's PSEP will give WICHE students from Arizona (and other states that support in osteopathic medicine: Montana, New Mexico, Washington, and Wyoming) potential access to an additional 100 seats. *WICHE staff recommends that the commission approve ATSU SOMA's request for early participation in PSEP if the additional COCA requirements are satisfactorily addressed by July 2009. Staff will stay in contact with the school and COCA staff until then. If the school complies with the requirements, PSEP students could enroll in the program, effective for the 2010-11 academic year. Staff will monitor the school's progress until full accreditation is received.*

Action Requested

WICHE staff recommends that the commission adopt the following criteria related to allowing professional schools to participate in WICHE's Professional Student Exchange Program (PSEP).

If new and provisionally accredited schools in high-need healthcare fields, and located in the WICHE region, request early participation in PSEP, staff recommends that these schools be allowed to participate in PSEP provided that:

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

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

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

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

DISCUSSION ITEM

State Scholars Initiative Data and Sustainability

In October 2005 WICHE was selected as the program administrator for the State Scholars Initiative (SSI) by the U.S. Department of Education (ED). SSI is funded under the Carl D. Perkins Vocational and Technical Education Act of 1998. WICHE administers approximately \$6.6 million and provides oversight, monitoring, and technical assistance to 19 state-level business-education partnerships in their implementation of the State Scholars Initiative model. WICHE has been granted a final extension through September 30, 2009.

The State Scholars Initiative has two goals: to encourage students to take a rigorous course of study in high school to prepare them for postsecondary education or work; and to engage businesses to help in this endeavor. Patterned after the National Commission on Excellence in Education recommendations, State Scholars requires that students take: four years of English; three years of math (algebra I, geometry, algebra II); three years of basic lab science (biology, chemistry, physics); 3.5 years of social studies (chosen from U.S. and world history, geography, economics, and government); and two years of the same language other than English.

Nineteen states are receiving federal funds and operating SSI projects or they have completed their SSI projects and remain in the SSI network: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. Five additional states were previously funded, and they created and completed SSI projects: Nebraska, New Jersey, New Mexico, Rhode Island, and Washington.

Evaluation

In its fourth and final year, SSI maintains a robust evaluation component, which encompasses SSI states' performance as participants in the program and WICHE's performance as program administrator.

State performance evaluation is shared between Diana Robinson, associate director at the Center for Governmental Studies of Northern Illinois University (NIU), and Karen Paulson, senior associate at the National Center for Higher Education Management Systems (NCHEMS). State performance is evaluated on three different measures: the quality and success of business education partnerships; student course enrollment and completion data; and perception data from SSI constituents. Findings for Year Four include:

- The fourth and final year of the State Scholars Initiative was successful in terms of gathering student course enrollment and perception data.
- Since October 2005 SSI has collected data on some 1,458,724 student enrollments representing three separate academic years from SSI pilot districts with the associated demographic variables (sex, race/ethnicity, limited English proficiency, economic disadvantage, disability) and course grades in most cases.
- Five terms of data can be compared as trend data for 18 districts in four SSI states, and there is evidence of positive change in student course-taking patterns.
- When challenged to do so, students take more rigorous courses, such as algebra I, geometry, biology, chemistry, physics, and languages other than English.
- Analysis of failure rates indicates that students succeed in these courses at rates commensurate with previous terms.
- Between September 2007 and February 2009, nearly 19,000 perception surveys were submitted from 159 individual State Scholar Initiative events held in 11 SSI states.
- Results from these surveys show that the State Scholars Initiative effectively communicates the message regarding the importance of taking a rigorous high school course of study to students and adult stakeholders.

Copies of SSI 2009 annual evaluation report will be available in paper and on the SSI website this summer.

The evaluation of WICHE's performance is conducted by Diana Robinson. This evaluation focuses on how well the program is being run at the national level. The Year Four report will be available in October 2009.

Publications and Products

In February 2009 WICHE published the national SSI newsletter, featuring 16 State Scholars students from 12 states. In March WICHE provided customized perception and course enrollment data to SSI states and school districts. Later this spring and in early summer, WICHE will provide additional customized state data reports to states, a final evaluation report on state performance, a policy brief on lessons learned and promising practices, and another newsletter.

Sustainability

The State Scholars Initiative is one of a few national initiatives to collect and analyze student course-level data (if not the only one). This data, coupled with SSI constituent perceptions and an in-depth examination of SSI business-education partnerships, provide a wealth of information. As a federal program, however, SSI is funded only through September 30, 2009. WICHE has been approaching corporations and foundations to see if they would be willing to assist in providing funds to transition the federal State Scholars Initiative to nonfederal funding and status.

WICHE's Staffing

In December 2005 Terese Rainwater was hired as SSI program director (1.0 FTE). Michelle Médal serves as SSI associate project director, and Kay Hulstrom serves as SSI administrative coordinator. Jere Mock oversees the program (.20 FTE on the grant). The grant also covers .75 FTE of the WICHE Communications staff's FTE for work by Annie Finnigan, Candy Allen, and Deborah Jang.

The SSI State Network

During WICHE's program administration, 10 states have joined the State Scholars Initiative network (see the list of all participating state business education organizations at the end of this discussion item). Each state program receives up to \$300,000 in federal funding over a two-year period and is administered by a state-level business education partnership.

Of the states that joined the State Scholars Initiative during WICHE's program administration, all 10 have launched the program through statewide kickoff events, secured business volunteers and support, presented to students, and submitted both course-level and perception data.

As part of its oversight responsibilities, WICHE has conducted at least one state site-monitoring visit in every state that received federal funds during WICHE's program administration. These visits were designed to ensure the quality of program implementation and provide technical assistance. Monitoring/technical assistance visits have been conducted in the following states: Arizona, Connecticut, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. WICHE also hosts a monthly state directors' conference call, in which state partnerships learn how to address program needs, share promising practices, and seek advice from other state directors.

National SSI Advisory Board

State Scholars Initiative Advisory Board members will be consulted on an individual basis during Year Four. The members of the advisory board are: Mike Cohen, president, Achieve; Brian Fitzgerald, executive director, Business-Higher Education Forum; Christine Johnson, special assistant to the provost, University of Colorado, Denver; Charles Kolb, president, Committee for Economic Development; Marshall Lind, WICHE commissioner and chancellor emeritus, University of Alaska Fairbanks; Leon Lederman, Nobel laureate in physics and resident scholar at the Illinois Math and Science Academy; Barry Munitz, chair of the California P-16 Council, former chancellor of the California State University and former president of the J. Paul Getty Trust; Jane Nichols, vice chancellor for academic and student affairs, Nevada System of Higher Education; Raymond Paredes, commissioner of higher education, Texas Higher Education Coordinating Board; Suellen Reed, superintendent of public instruction, Indiana Department of Education; Piedad Robertson, president emeritus, Education Commission of the States; Arthur Rothkopf, senior vice president, U.S. Chamber of Commerce; Roger Sampson, president, Education Commission of the States; David Spence, president, Southern Regional Education Board; Susan Traiman, director of education and workforce policy, Business Roundtable; Deborah Wilds, president and chief operating officer, College Success Foundation; and Steve Wing, director of government programs, CVS Pharmacy. (Roger Sampson joined the board in September 2007; and Liz Dietz, former president of Xap, resigned from the board the same month. Janis Somerville, senior associate, K-16 Initiative, NASH/The Education Trust, resigned from the board in November 2008.)

The SSI Network Chronology

WICHE staff oversees the efforts of 10 of the 14 original state-level organizations, most of which began implementing the program in 2003. They include:

- Arkansas Business Education Alliance
- Arizona Business & Education Coalition
- CBIA Education Foundation (an affiliate of the Connecticut Business Industry Association)
- Indiana Chamber of Commerce
- Partnership for Kentucky Schools
- Maryland Business Roundtable for Education
- Michigan Chamber of Commerce
- Public Education Forum of Mississippi
- New Jersey Business Coalition for Educational Excellence (an affiliate of the New Jersey Chamber of Commerce)+
- New Mexico Business Roundtable for Educational Excellence+
- Oklahoma Business Education Coalition
- The Education Partnership of Rhode Island+
- Tennessee Chamber of Commerce and Industry
- Washington Partnership for Learning+

WICHE has overseen the activities of eight of the 10 state business-education partnerships that joined the State Scholars network in March 2006. They include:

- The Fund for Colorado's Future*
- Committee for SECURE Louisiana
- Massachusetts Business Alliance for Education
- North Carolina Business Committee for Education*
- Future Force Nebraska+
- Utah K-16 Alliance
- Virginia Career Education Foundation
- The Education Alliance of West Virginia

WICHE also oversees the SSI activities of the four state business-education partnerships that joined the State Scholars network in November 2006:

- Missouri Chamber of Commerce and Industry
- New Hampshire College & University Council
- South Dakota State Chamber of Commerce and Industry
- The Wyoming P-16 Council

+ These states have concluded their SSI projects.

* In August 2006 two business-education partnerships withdrew from the national State Scholars Initiative network: The Fund for Colorado's Future and the North Carolina Business Committee for Education. After receiving extensive technical assistance, Colorado and North Carolina were not comfortable signing the SSI state contract. Ultimately, the role of business in both states was an accommodation, not the centerpiece of their State Scholars programs.

INFORMATION ITEM

Student Exchange Programs Update

Western Undergraduate Exchange

WICHE's Western Undergraduate Exchange (WUE) is a regional program that enables students to enroll in designated two- and four-year public institutions elsewhere in the WICHE region at reduced tuition. The WUE rate is 50 percent more than the institutions' regular resident tuition.

After more than 20 years in operation, WUE is the nation's largest program of its kind, with some 23,600 students participating in 2008-09. WICHE staff estimates that students and their parents saved \$151.1 million in tuition costs for the same year. Students choose from some 140 WUE institutions. A detailed WUE enrollment report was sent to all commissioners in January 2009 and is now posted on the website.

Two new institutions have joined WUE, and several others have expressed interest. Both Arizona State University's West campus in Glendale and its Polytechnic Campus/College of Technology and Innovation in Mesa will offer the discounted WUE tuition rate to students enrolling in selected majors, effective for the 2009-10 academic year. In addition, Eastern New Mexico University's Roswell campus is part of the WUE network, but its Portales and Ruidoso campuses are not; the Portales campus will likely join the network. Finally, Cerro Coso Community College in California has expressed interest but is hesitant because its in-state tuition rate is only \$20 per credit hour and because tuition at the community college level is heavily subsidized in California; the \$30 WUE rate would probably not cover costs.

Given the reduction in WICHE's travel budget, staff may not be able to participate in many meetings of regional high school counselor organizations this year but will continue to promote the program by communicating with the regional and individual state high school counselor organizations, sending announcements about WUE to their discussion lists and requesting that they establish links to the WUE website, which will be seeing some improvements this year.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP) offers lower-cost access to master's and doctoral-degree students for programs that are not widely available in the West. Some 40 institutions in 14 WICHE states participate in the network. Until this year no institutions in California had reciprocated by offering their programs through WRGP, so California students were not able to enroll at the discounted WRGP rate. California State University's (CSU's) East Bay campus has broken new ground for the state and nominated three new programs to the network, all of which were WICHE peer-approved. They include an M.S. in education/online teaching and learning, an M.A. in multimedia production, and an M.S. in recreation and tourism. California residents are now eligible to enroll through WRGP, beginning in the 2010-11 academic year. WICHE staff will work with existing programs to prepare them for this change. It should be noted that just as in WUE, WRGP programs are not expected to provide an unlimited number of discounted seats to residents of WICHE states; they can cap the number. However, we do ask them to agree to give preferential admission to residents from WICHE states and to provide at least a minimum number of WRGP discounted seats every academic year, which could vary, depending on the size of their program. WICHE staff will continue to work with the CSU system to attract additional WRGP programs from California.

WICHE staff received a total of 32 nominations for new programs in fall 2008 and over the winter months conducted a peer review by graduate deans and faculty member from institutions throughout the region. WRGP's programs, with the exception of its healthcare programs, must be "distinctive" – available at no more than five institutions in the WICHE region (outside of California). All programs were selected to be added to WRGP, bringing the total to some 220 programs by spring 2009. The new programs broaden the academic options in several areas: applied environmental geosciences, multimedia production, primate behavior, and an education degree in online teaching and learning. The University of Alaska Anchorage nominated its e-learning graduate certificate but later had to withdraw the nomination because the program may be discontinued, due to budget issues.

There are now 50 some healthcare-related programs available at the resident rate through WRGP; new ones include programs in specialized areas of nursing, mental health counseling, social work, audiology and speech pathology, and dental hygiene (with a focus on training future faculty).

Professional Student Exchange Program

The Professional Student Exchange Program (PSEP) provides students in 12 Western states (California, Oregon, and South Dakota do not participate) with access to a wide range of professional programs that are not offered at public institutions in their home states. PSEP students pay reduced levels of tuition – usually resident tuition in public institutions or reduced tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of the students' education.

In the 2008-09 academic year, 757 students enrolled through PSEP, with support fees totaling almost \$14.5 million. The programs available to students include dentistry, medicine, occupational therapy, optometry, osteopathic medicine, physical therapy, physician assistant, podiatry, and veterinary medicine. Complete details on student enrollment and state and institutional participation are available in WICHE's *2008-09 Student Exchange Program Statistical Report*, which was mailed to commissioners in January 2009 and is also available on our website.

Beginning with our member states' January 2009 legislative sessions, the reality of the economic downturn is resulting in a decrease in PSEP participation. Despite the critical need for more healthcare professionals in all the WICHE PSEP states (and all over the West, for that matter), sending states are being forced to cut back on the number of new students funded through PSEP, effective for the fall 2009 entering classes. As of this writing, it is difficult to know exactly how this will play out, but staff estimates a decrease of at least 10 percent of new seats for the fall 2009-10 year and the possibility of similar cuts for the 2010-11 academic year.

Upcoming workforce brief on veterinary medicine. Staff produces a series of publications, *A Closer Look at Healthcare Workforce Needs in the West*, to help policymakers and educational leaders understand workforce trends and available institutional capacity in order to educate more students in the healthcare fields. Previously published briefs are available on the oral healthcare, medical, pharmacy, and health information technology workforces. The upcoming brief examines the West's workforce needs for doctors of veterinary medicine (D.V.M.s) and veterinary technicians, with an emphasis on the shortage of D.V.M.s who are willing to serve in the less lucrative but highly critical areas, such as public health, food safety, biosecurity, and food/animal practices. It analyzes the supply and demand for the different types of providers, the current capacity of veterinary schools in the WICHE region, and projected shortage estimates. It also describes the limited incentives available to attract food/animal practitioners in rural areas, such as scholarships and loan repayment programs. The brief will be released this summer, and a copy will be mailed to commissioners. It will also be available for download on WICHE's website.

New regional provisionally accredited schools in high-need fields that have petitioned for early participation in PSEP. Five new schools in the fields of dentistry, optometry, and osteopathic medicine are requesting to enroll WICHE-supported students, effective fall 2010. They include A.T. Still University's School of Osteopathic Medicine in Mesa, AZ; Midwestern University's College of Dentistry and its College of Optometry in Glendale, AZ; and Western University of Health Science's College of Optometry and College of Dental Medicine in Pomona, CA. Two additional colleges of osteopathic medicine also requested to petition for early participation in PSEP: Pacific Northwest University of Health Sciences College of Osteopathic Medicine in Yakima, WA; and Rocky Vista University College of Osteopathic Medicine in Parker, CO. Although their professional osteopathic colleges have received provisional accreditation, the institutions themselves do not have candidacy status for regional accreditation; however, they are in the process of applying. Because they are newly established institutions, WICHE staff decided it was premature to review their petitions until they held full professional accreditation at the program level or were actively pursuing regional accreditation at the institutional level. For full details, please see the action item write-up in this tab.

Upcoming new initiatives. The West's rural areas have been hardest hit by persistent and growing labor shortages in the healthcare professions. WICHE is exploring a pilot initiative to train primary care physicians committed to working in rural areas. Students of the program will be exposed to rural practice opportunities and will benefit from an enhanced rural curriculum with a strong mental health component through a partnership with WICHE's Mental Health Program. They could also participate in preceptorships and rotations with mentors in their home state; and home state residencies would be available to them. This could be coupled with host community retention efforts, designed to increase the graduate's likelihood of returning to a rural area in the home state to serve. On April 6th, state officials from Idaho, Montana, and Wyoming met and toured the University of Colorado Denver School of Medicine and discuss the development of this "PSEP Plus" initiative, to be coordinated through WICHE. UC Denver School of Medicine launched its Rural Track Program in 2005. Student interest in the program has more than doubled, and early outcomes have been positive; all 12 students of the inaugural cohort have been matched in residencies in fields that are critical to rural practice (family medicine, pediatrics, emergency medicine, and general

surgery). WICHE will continue to work with member states interested in UCD's Rural Track Program. The University of Colorado Foundation is also looking at possible private-funding options to support students interested in the rural track.

WICHE staff is also doing preliminary research on the possible creation of new student exchange models in high-demand fields. Such programs could allow our member states' institutions to collaborate on program offerings and share faculty for cutting-edge professions, such as IT and digital communications specialties, as well as hardware engineering. Biotechnology, nanotechnology, and energy technology are also being explored. The next brief will likely explore the workforce needed to implement more renewable energy options (including wind, solar, biodiesel, ethanol, and hydroelectric) for the West.

Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE), which offers students of its member institutions increased access to online courses and programs while they are enrolled at their home institution, currently has 12 institutional members and four consortia members, bringing its impact to approximately 30 institutions. Staff and the ICE Steering Board members are implementing the marketing and business strategies identified in its new business plan, funded by the Alfred P. Sloan Foundation, to increase memberships, enrollments, and collaborative activities. The steering board held its annual meeting in Boulder, CO, on March 30-April 1, 2009.

A new white paper "The Time is Right for ICE" (www.wiche.edu/provsvcs/ice) helps members and prospective members understand the ways in which ICE can help institutions retain and expand their online course and program offerings even as they trim their budgets. In this period of significant fiscal challenges, the white paper and the new web "getting started" checklist will be used to solicit additional members to take advantage of ICE's benefits during the coming year.

New functionality added in spring 2009 to the WICHE ICE database, which supports the exchange of course, program, and student data, will help institutions to more readily participate in ICE and should lead to more enrollments next year. The results of a recent survey of our members' excess demand and capacity for online courses, along with program information gleaned from their new member profiles, will be used to identify courses and programs where online enrollments can be increased as well.

Several ICE collaborative initiatives are poised to make additional progress this year if pending grant proposals are funded. The social work consortium, consisting of five ICE institutions, will build on the momentum of its first faculty fellows workshop, held in February 2009, to exchange more courses and increase enrollments. In addition it will explore the viability of creating a joint certificate program for K-12 social workers and other programs as needed. The math and science for secondary teachers' initiative will expand its efforts to involve faculty from its five member institutions in discussions and joint activities to develop online courses serving this niche population. Another ICE initiative is focused on building tools for faculty and staff to develop their awareness and to provide training concerning the unique needs of military (active and veteran) students studying online.

During 2010 the ICE partnership with the Colorado Department of Labor in its portal project will enroll students in information technology, healthcare, and energy courses at their home institutions in Colorado. The courses will be imported through ICE from institutions in other states. This U.S. Department of Labor demo project will allow participating students to become better prepared to respond to workforce needs as they are encouraged to form an ongoing relationship with an institution in their state.

WICHE ICE will explore other opportunities for collaborative initiatives in 2010 in the areas of lab courses and renewable energy. It will continue to support the exchange of doctoral-level nursing courses through the Nursing Education Xchange (NEXus), which uses the WICHE ICE database as its platform.

ICE members include:

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

- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Nevada Reno
- University of Utah
- University of Wyoming

Western Academic Leadership Forum

The Western Academic Leadership Forum (WALF) gives academic leaders in the WICHE states – provosts, academic vice presidents at master’s and doctoral-level institutions, and chief executives and chief academic officers for system and state governing boards – 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 year’s annual meeting was hosted by the University of Alaska Anchorage on April 22 to 24. The program, themed “Taking Stock: Strategic Leadership in Changing Times,” allowed attendees to share information about decisions they were making to maintain quality even as they made significant cuts in their budgets due to the downturn in the economy. Models of best practice and lessons learned in supporting student success and faculty work life were of special focus.

WALF, which includes members in all 15 WICHE states, was formerly known as the Northwest Academic Forum (NWAFF). In December 2008 the executive committee expanded the scope of the organization and renamed it. In an era of such tight fiscal resources, a mechanism by which the West’s top academic leaders can share new cost-effective strategies, debate the pros and cons of restructuring, relay lessons learned from innovative initiatives, and discuss the effects of novel decision-making and other activities is critical. Therefore, during fiscal 2010, WALF will implement new web-based communication strategies, whereby its members can more readily share this information on an ongoing basis and also work together on new collaborative initiatives. WALF will also engage in more outreach to prospective members to expand the organization’s ability to build a stronger future for higher education in the WICHE region.

Current members include:

Alaska

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

Arizona

- Arizona Board of Regents

Colorado

- Colorado State University

Hawaii

- University of Hawaii System

Idaho

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

Montana

- Montana State University – Bozeman
- Montana State University – Billings
- Montana University System
- University of Montana Missoula
- Minot State University

Nevada

- University of Nevada – Las Vegas
- University of Nevada – Reno

New Mexico

- New Mexico Higher Education Department

North Dakota

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

Oregon

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

South Dakota

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

Utah

- Utah State Board of Regents

Washington

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

Wyoming

- University of Wyoming

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to higher education needs while improving their risk management and asset protection strategies. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. Currently, MPP institutions have total insured values of \$63.5 billion. WICHE and MHEC members together have achieved savings of approximately \$51.5 million in premiums and dividends (\$11.5 million in savings estimated for 2008-09). The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The program is currently underwritten by Lexington AIG and is jointly administered by Marsh, Inc., and Captive Resources, Inc. under the direction of a leadership committee representative of the insured institutions.

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

- Lewis and Clark College (OR)
- Nevada System of Higher Education:
 - Community College of Southern Nevada
 - Desert Research Institute
 - Great Basin College
 - Nevada State College at Henderson
 - Truckee Meadows Community College
 - University of Nevada – Las Vegas
 - University of Nevada – Reno
 - Western Nevada Community College

- Pima County Community College system – six campuses and four learning and education centers (AZ)
- Reed College (OR)
- Seattle Pacific University (WA)
- University of Northern Colorado
- Westminster College (UT)
- Willamette University (OR)

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

New MHEC/WICHE Contract with Xerox for Printing and Document Management

The Midwestern Higher Education Compact invited WICHE to participate in a three-year contract with four possible one-year renewals with Xerox Corp. for printing equipment and document management services. Under the contract all government agencies and institutions or systems of higher education in the MHEC and WICHE regions can use Xerox for their office printing needs. The contract also includes production-level printing services. MHEC first began working with Xerox in 2003, to provide costs savings and printing product improvements to colleges and universities in its region; it later conducted a national RFP process and negotiated a second contract with Xerox that takes advantage of the power of collective purchasing. In addition to hardware – such as multifunction devices, laser printers, copiers, and fax machines – the contract covers Xerox services, including productivity assessments and document advisories to help manage and streamline records and administrative documents.

The full range of Xerox Global Services' offerings will also be available, including Xerox Office Productivity Assessments that will examine copy, print, and fax volumes across an entire organization and identify opportunities to save money by consolidating equipment. Members can also utilize Xerox's Document Advisor Services to help manage the information overload of student records and administrative documents schools continually face.

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



Issue Analysis and Research Committee Meeting

Monday, May 18, 2009

3.30 - 5.00 pm

Estancia E

8 Monday 3:30-5:00 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 18, 2009

3.30 - 5.00 pm

Estancia E

Issue Analysis and Research Committee Meeting

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

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

Agenda

Presiding: David Skaggs, chair
Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research (unable to attend)



Approval of the Issue Analysis and Research meeting minutes of November 10, 2008 8-3



Approval of the FY 2010 Issue Analysis and Research workplan (with backup information) 8-5

Information Item: Unit update 8-13
Policy staff resources (see bios in this tab)
Policy staff memberships and advisory board participation

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, November 10, 2008

Committee Members Present

Jane Nichols (NV), committee chair
Ryan Deckert (OR), committee vice chair
Patricia Brown Heller (AK)
David Lorenz (AZ)
Kaye Howe (CO)
Roberta Richards (HI)
Pamela Kostelecky (ND)
Bonnie Jean Beesley (UT)
Robert Burns (SD)
Jeanne Kohl-Welles (WA)

Committee Members Absent

Arthur Vailas (ID)
Dan Harrington (MT)
Reed Dasenbrock (NM)
Warren Hardy (NV)
Debbie Hammons (WY)

Guests

Dan Anderson, assistant executive director for institutional analysis, Arizona Board of Regents
Patrick Kelly, senior associate, National Center for Higher Education Management Systems

Staff Present

David Longanecker, president
Brian Prescott, director of policy research

Chair Nichols convened the Issue Analysis and Research Committee on November 11, 2008, and a quorum was established.

COMMISSIONER HELLER MOTIONED TO APPROVE THE MINUTES OF THE MAY 19, 2008, ISSUE ANALYSIS AND RESEARCH COMMITTEE. COMMISSIONER HOWE SECONDED THE MOTION. The minutes were approved unanimously by the committee.

Action Item

Changes to the FY 2009 Workplan

Commissioner Kohl-Welles questioned whether the removal of Dolores Mize's board affiliations from the workplan removed any staff involvement. Brian Prescott replied that the proposed workplan changes reflected elimination of board memberships exclusive to Mize and that those positions were not earmarked for WICHE staff. COMMISSIONER DECKERT MOVED TO APPROVE THE CHANGES TO THE FY 2009 WORKPLAN. COMMISSIONER LORENZ SECONDED THE MOTION. The changes were approved unanimously by the committee.

Action Item

Expanding the Pipeline of Students of Color in the Health Professions: Proposal to Receive and Expend Funds

The committee took up a proposal to receive and expend funds from the Sullivan Alliance (or its funders) to host a meeting on expanding the pipeline of students of color in the health professions. Brian Prescott explained that currently funding is unsure, but approval is needed to move forward if funding comes. Commissioner Kostelecky asked who would be invited to the meeting. Prescott answered that there would be state teams from several of the WICHE states, including Colorado, Utah, New Mexico, North Dakota, South Dakota, Wyoming, Montana, and Idaho. State teams would consist of representatives from state higher education executive offices, four-year institutions, two-year institutions, and health sciences centers in the states that have them, as well as other possible participants, such as state area health education centers. Kostelecky asked if tribal colleges would be invited. Prescott replied that the focus is on Native Americans and Hispanics. Commissioner Howe said that collaboration with community colleges

may be a good idea, and Commissioner Kohl-Welles added that it would be helpful to have a representative from the University of Washington's Health Sciences Center. Longanecker agreed that there is a possibility to collaborate with those individuals, but that the question of inviting a representative from Washington could be problematic, due to the competitive impulses of health sciences centers; he and Prescott said that WICHE hoped to have two additional subregional meetings similar to this first one if the project was successful. One meeting would include Washington, Oregon, Alaska, and Hawaii (and possibly Idaho again); and the other would bring in California, Nevada, and Arizona. Commissioner Deckert asked how WICHE determines whether a project is mission-centered. Longanecker answered that this project relates to our work in the allied health fields, to our focus on access for underrepresented populations, and to workforce development. Longanecker said that staff must seek the commission's approval for projects that exceed \$50,000. Chair Nichols asked if this project and proposal should be added to the workplan. COMMISSIONER KOSTELECKY MOTIONED TO APPROVE THE RECEIVING AND EXPENDING OF FUNDS FROM THE SULLIVAN ALLIANCE. COMMISSIONER HOWE SECONDED THE MOTION. The proposal was approved unanimously.

Discussion Items Other Projects

David Longanecker discussed a proposed project on select Western states' participation with the Organisation for Economic Co-operation and Development's (OECD's) education data collection and analysis. He explained that each state would pay \$300,000 to join the project. Commissioner Beesley asked whether states could join as a consortium rather than as individual states. Longanecker said that this project had a regional rather than an individual state thrust. Bob Burns questioned whether OECD has done subnational projects before. Longanecker gave the example of the Programme for International Student Assessment (PISA), where there was some individual state involvement.

A second project up for discussion was a proposed project with the Association for the Study of Higher Education's (ASHE's) Institute on Equity and Critical Policy Analysis. Funded by the Ford Foundation, the institute focus on race and equity in the analysis of policies related to higher education. Chair Nichols suggested that the committee vote on approving the project, since it has already been funded. COMMISSION LORENZ MOVED TO APPROVE THE PROPOSED PROJECT WITH ASHE. COMMISSIONER RICHARDS SECONDED THE MOTION. The motion was approved unanimously.

Brian Prescott indicated that there were biographical handouts for the unit's two new hires: Carl Krueger as project coordinator and Brandi Van Horn as research analyst.

Chair Nichols turned time over to Patrick Kelly from the National Center for Higher Education Management Systems (NCHEMS) to discuss his paper "Beyond Social Justice: The Threat of Inequality to Workforce Development in the Western United States." Kelly also provided a preliminary look at a forthcoming paper on productivity in higher education that he has prepared for the Delta Project on Postsecondary Education Costs.

Following Kelly's presentation, Brian Prescott proceeded to discuss the Policy unit's activities, which included: updates on the *Non-traditional No More* project; the *Getting What You Pay For* project; the College Access Challenge Grant Consortium and Network; the *Best Practices in Articulation and Transfer* project; a paper on the funding of academic collaborations; progress toward contemporizing the State Policy Issues Database Online (SPIDO); a proposed meeting on statewide longitudinal data systems, to be funded by the Bill and Melinda Gates Foundation; dissemination activities related to the most recent *Knocking at the College Door* publication; a new report on the North Dakota roundtable project; the 2008-09 update to the annual tuition and fees report; plans to prepare a proposal to build off of the recently completed *Escalating Engagement* project, funded by the Ford Foundation; progress on the evaluation of the Colorado Opportunity Fund, supported through a contract with the Colorado Department of Higher Education and the Donnell-Kay Foundation; and technical assistance on state-funded financial aid programs.

Chair Nichols adjourned the meeting.

WICHE WORKPLAN 2010

POLICY ANALYSIS AND RESEARCH (Highlighted)

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (GF)
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina)
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid* (Lumina)
- Performance measurement improvement in the Western states public mental health programs
- Legislative Advisory Committee
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Evaluation of Colorado's College Opportunity Fund (COF) (Colorado Department of Higher Education, Donnell-Kay Foundation)
- Master Property Program, insurance and risk consortium (self-funding)
- Collaborative purchasing through MHEC/WICHE Xerox contracts (self-funding)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program (PSEP); Western Regional Graduate Program (WRGP); Western Undergraduate Exchange (WUE) (state-funded)
- Internet Course Exchange (ICE) (Sloan Foundation and membership dues)
- State Scholars Initiative (OVAE)
- Bridges to the Professoriate (HHS)
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid* (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* (ACT, College Board, and GF)
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Children's mental health improvement projects in Wyoming and South Dakota
- College Access Challenge Grant Consortium and Network (state subcontracts/U.S. Department of Education)
- Initiatives to expand educational equity for underrepresented ethnic students
- Best Practices in Statewide Transfer and Articulation Systems

Technology & Innovation

- Western Academic Leadership Forum (membership dues and TIAA-CREF grant)
- *Fostering Collaborative State-level Education and Workforce Database Development* (Bill & Melinda Gates Foundation)
- Professional development services to help colleges and universities offer quality e-learning programs, including WCET's annual conference (Oct. 21-24 in Denver), CatalystCAMP for new e-learning professionals (in conjunction with annual conference), webcast seminars for faculty development, and establishment of an iTunesU channel to access WCET podcasts (WCET)

- Expansion of the services, scope of resources, and number of participants in the eLearning Consortia common interest group, in partnership with Kansas State University's Institute for Academic Alliance (WCET)
- Provision of comparisons of electronic learning software and online course evaluations via the widely recognized EduTools website (WCET)
- Expansion of utilization of Web 2.0 social networking and new breed of web-based communications tools, serving as a prototype for other WICHE programs (WCET)

Workforce

- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas
- Regional Veterinary Medicine Advisory Council
- Western Consortium for Rural Social Work (WICHE ICE)
- Healthcare and emerging fields' workforce briefs (GF)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)
- Mental health student exchange
- Building partnerships for competency: public mental health workforce development
- Rural mental health training initiatives

Accountability

- *Fostering Collaborative State-level Education and Workforce Database* (Bill & Melinda Gates Foundation)
- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (Substance Abuse and Mental Health Services Administration)
- *Electronic Policy Alerts and Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Launching of the initial phase of the Transparency By Design website, to educate adult students to become better consumers of online education (WCET)
- Establishment of a knowledge base of existing research and best practices about academic integrity and student verification in online learning in response to Higher Education Opportunity Act legislation, serving as a resource to institutions and the accrediting community (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

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

Access & Success

- Expanded access to cyber-infrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West by working with national broadband initiatives of the American Recovery and Reinvestment Act of 2009 (Technology and Innovation)
- Establishment of a knowledge base of existing research and good practices that improve student retention in online courses and programs (WCET)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodology review and expansion
- Expansion of WICHE ICE to develop new multi-institution academic collaborations to produce online courses and programs in high-demand fields

Technology & Innovation

- Transitioning EduTools to a new model focused on community contributions of knowledge, in partnership with WCET's new LMS/CMS common interest group and with the National K-20 Initiative of Internet2 (WCET)
- Advancement of the work of the new common interest group on academic administration and academic policies related to e-learning, attracting more academic administrators to actively participate in peer discussions of a variety of academic and faculty issues related to distance education, online education, and technology-enhanced learning (WCET)
- Expansion of the availability and use of research and education networks (state, regional, and national) for health and mental health services and related educational outreach (Technology and Innovation, Mental Health)
- Development of a broadband technology policy and awareness initiative that supports individual state and regional efforts to deploy, connect, and use advanced networks in support of education, healthcare, and research by working with national broadband initiatives of the American Recovery and Reinvestment Act (Technology and Innovation)
- Technologically enhance the State Higher Education Policy Center (SHEPC) learning center
- Expansion of WICHE ICE (Sloan and memberships)

Workforce

- Expansion of professional advisory councils (health professions)
- Survey of PSEP medical and dental schools' rural track and pipeline programs to identify best practices
- Assessment of Mental Health Program distance-learning opportunities for California's small and frontier counties (Mental Health and WCET)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expanding adult degree completion through online education via ICE
- Expansion of the State Scholars Initiative with new funding
- Broadening on-campus and online educational options for active service members and veterans

Technology & Innovation

- Research on strategies and good practices that promote use of open educational resources in higher education (WCET)
- Research on effective intervention strategies to increase student retention and student success in online courses and programs (WCET)

Workforce

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs and exploring new regional student exchange opportunities
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Extending the Rocky Mountain Collaborative to Transform the Health Professions Workforce initiative into other WICHE states

Accountability

- International Comparisons of Learning Outcomes
- Research and analysis of outcome-based funding approaches
- Second phase of the Transparency By Design website: the site will improve and enrich the institutional and program data offered, recruit more institutions to participate, and expand marketing of the site to attract more users (WCET)

Summary of Workplan Activities – FY 2010

Issue Analysis and Research Committee

Existing Activities

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

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

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

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

State Policy Inventory Database Online (SPIDO). The State Policy Inventory Database Online (SPIDO) is designed to provide state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key policy issue areas related to access and success in higher education.

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

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity. This report is widely used throughout the nation by postsecondary institutions, state agencies, legislatures, governor's offices, K-12 schools, media, libraries, businesses, and others interested in the future size and composition of

enrollment demand for higher education. In the wake of the most recent edition's publication in March 2008, Policy Analysis and Research unit staff have made numerous presentations on its findings (and related demographic information) and continue to respond to media and other inquiries.

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

College Access Challenge Grant Consortium and Network. The College Access Challenge Grant (CACG) is a federally funded formula grant program designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. As part of this effort, WICHE is working with state partners through two mechanisms: the CACG Consortium (comprised of Alaska and Nevada) and the CACG Network (comprised of Alaska, Nevada, North Dakota, and Washington). While the level of WICHE-related services differ, both options allow CACG states the opportunity to learn from each other, share best practices and lessons learned, and receive current evidence-based research.

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

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

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

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

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

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

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

New Directions

Technical assistance with state financial aid program design and funding (single-state support, as requested). Policy Analysis and Research unit staff members have become recognized as experts on the “shared responsibility” model for distributing need-based financial aid, as well as other state grant aid funding approaches. We occasionally receive requests to assist states with rethinking their program design. Such projects are typically done on a contract basis, depending on how well they fit in with existing workload.

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

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

On the Horizon

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

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

Broadening on-campus and online educational options for active service members and veterans. With many veterans returning from Afghanistan and Iraq, states and postsecondary institutions are faced with how to best serve them at a time of increased demand for higher education and tight fiscal times. WICHE is examining possible ways to assist the Western states in this effort.

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

effort to develop more effective and sustainable policy resulting in reduced pressure on state budgets, less crime, and in some cases, maybe even economic development strategies.

Workforce credentialing systems. ACT has been pushing a National Workforce Readiness Certificate based on its WorkKeys assessments (other, similar initiatives also exist). The Policy Analysis and Research unit has been trying to stay abreast of such developments and would be interested both in helping states forge stronger ties between postsecondary education and the business community – through the development of a common language surrounding competency that this activity helps promote – and in conducting research on the efficacy of such efforts.

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

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

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

Policy Analysis and Research Staff

Cheryl Graves is an administrative assistant in the Policy Analysis and Research unit. She works closely with the two unit directors, as well as providing administrative support for three unit project coordinators. She has over 15 years of experience in administrative support, as well as 10 years of experience in information technology support, networks, and project management. She is currently pursuing her bachelor's degree in computer information systems from Colorado Christian University.

Carl Krueger is a project coordinator at WICHE and has an extensive background in education policy, with a focus on increasing postsecondary opportunities for all students. He most recently worked as the research director for Colorado Media Matters, a web-based information center that analyzed media coverage of political and public policy issues. Before that he was a policy analyst for the Education Commission of the States (ECS), a national nonprofit education policy organization, where he worked with selected states on their design and delivery of education and also published numerous policy briefs on issues ranging from P-16 and financial aid to career and technical education. Krueger received a master's degree in history from the University of Colorado at Boulder in 2002.

Patrick Lane joined WICHE in 2008 as a project coordinator. He comes to WICHE after having spent several years working in education policy in the Republic of the Marshall Islands. He served as a special advisor to the Secretary of Education there from 2006-2008, focusing on an effort to align the K-12 system with postsecondary education and the labor demands of the country. He also assisted in developing a new national strategic plan for the education system and in implementing a new longitudinal student data system. Additionally, he worked on several initiatives to improve the readiness of Marshallese students for postsecondary education. Prior to this, Lane was the field director for the WorldTeach program in the Marshall Islands from 2003-2005. He received a master's degree from the Heller School for Social Policy and Management at Brandeis University in 2007.

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

Jeanette Porter is an administrative assistant in the Policy Analysis and Research unit. She has worked on several projects, including the 7th edition of *Knocking at the College Door*, the annual tuition and fees report, the State Policy Inventory Database Online (SPIDO), and the policy clearinghouse. Before joining the Policy staff she supported WICHE's Mental Health staff. Prior to joining WICHE in 2006, Porter received her bachelor's degree from the University of Colorado.

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

Brandi Nicole Van Horn is a research analyst in the Policy Analysis and Research unit. Van Horn's primary responsibilities entail collecting and analyzing data from multiple sources, such as the U.S. Census Bureau, the National Center for Education Statistics, and individual state databases. Utilizing these data, she assists the unit in updating publications such as the *WICHE Regional Factbook*, *Benchmarks*, and *Tuitions & Fees*. Van Horn also aids the director in improving, expanding, and producing signature WICHE publications such as *Knocking at the College Door* and prepares policy briefs and other written material. Prior to joining WICHE, Van Horn gained several years of experience serving students as a higher education administrator and aided the president of the Colorado State Senate

in research and policy analysis. She has also received training from the National Center for Education Statistics in data mining and analyzing national datasets and has demonstrated experience with both quantitative and qualitative research techniques. Van Horn is an alumna of the University of Michigan and Regis University. She is currently completing a doctorate degree in higher education with an emphasis on public policy and quantitative research methods at the University of Denver.



Ad Hoc Committee for Self-funded Units

Monday, May 18, 2009

3.30 - 5.00 pm

Estancia D

Western Interstate
Commission
for Higher Education

www.wiche.edu

9 Monday 3:30-5:00 pm

Monday, May 18, 2009

3.30 - 5.00 pm

Estancia D

Ad Hoc Committee for Self-funded Units

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

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

Presiding: Kaye Howe, chair

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

Agenda



Approval of the Ad Hoc Committee for Self-funded Units meeting minutes of November 10, 2008 9-3



Approval of the FY 2010 Ad Hoc Committee for Self-funded Units workplan 9-4



Approval to make a strategic partnership agreement with the University of North Carolina at Chapel Hill to develop the National Citizen Soldier Behavioral Health Alliance

Discussion Items:

Mental Health Program: new projects and FY 2010 budget outlook –
Dennis Mohatt

Technology and Innovation: new projects and FY 2010 budget outlook –
Louis Fox

American Recovery and Reinvestment Act broadband agenda –
Louis Fox

ACTION ITEM

Ad Hoc Committee for Self-funded Units Minutes

Monday, November 10, 2008

Committee Members Present

Roy Ogawa, (HI), chair
Jane Nichols (NV), ex officio
Camille Preus (OR), immediate past chair
Diane Barrans (AK)
Joel Sideman (AZ)
David Skaggs (CO)
Helene Sokugawa (HI)
Mary Sheehy Moe (MT)
David Nething (ND)
Patricia Sullivan (NM)
Tad Perry (SD)
Tom Buchanan (WY)

Committee Members Absent

Robert Kustra (ID)
Bonnie Jean Beesley (UT)
Ann Daley (WA)

WICHE Staff

Louis Fox, executive director, WCET, and vice president, WICHE Technology and Innovation
Dennis Mohatt, director, Mental Health Program, and vice president, behavioral health

Chair Roy Ogawa called the Ad Hoc Committee for Self-Funded Units to order.

A MOTION AND SECOND WERE GIVEN TO APPROVE MEETING MINUTES FROM MAY 19, 2008. The motion passed unanimously.

Dennis Mohatt provided an update on Mental Health Program activities. He discussed future focus areas.

Louis Fox reviewed the activities of the Technology and Innovation initiative and efforts to enhance the WICHE footprint in this area. He reviewed the evolving status of WCET within WICHE and in the external marketplace, which should be examined further by the committee in the future.

The committee adjourned.

WICHE WORKPLAN 2010

SELF-FUNDED UNITS (Highlighted)

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (GF)
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina)
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid* (Lumina)
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- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Children's mental health improvement projects in Wyoming and South Dakota
- College Access Challenge Grant Consortium and Network (state subcontracts/U.S. Department of Education)
- Initiatives to expand educational equity for underrepresented ethnic students
- Best Practices in Statewide Transfer and Articulation Systems

Technology & Innovation

- Western Academic Leadership Forum (membership dues and TIAA-CREF grant)
- *Fostering Collaborative State-level Education and Workforce Database Development* (Bill & Melinda Gates Foundation)
- Professional development services to help colleges and universities offer quality e-learning programs, including WCET's annual conference (Oct. 21-24 in Denver), CatalystCAMP for new e-learning professionals (in conjunction with annual conference), webcast seminars for faculty development, and establishment of an iTunesU channel to access WCET podcasts (WCET)

- Expansion of the services, scope of resources, and number of participants in the eLearning Consortia common interest group, in partnership with Kansas State University's Institute for Academic Alliance (WCET)
- Provision of comparisons of electronic learning software and online course evaluations via the widely recognized EduTools website (WCET)
- Expansion of utilization of Web 2.0 social networking and new breed of web-based communications tools, serving as a prototype for other WICHE programs (WCET)

Workforce

- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas
- Regional Veterinary Medicine Advisory Council
- Western Consortium for Rural Social Work (WICHE ICE)
- Healthcare and emerging fields' workforce briefs (GF)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)
- Mental health student exchange
- Building partnerships for competency: public mental health workforce development
- Rural mental health training initiatives

Accountability

- *Fostering Collaborative State-level Education and Workforce Database* (Bill & Melinda Gates Foundation)
- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (Substance Abuse and Mental Health Services Administration)
- Electronic *Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Launching of the initial phase of the Transparency By Design website, to educate adult students to become better consumers of online education (WCET)
- Establishment of a knowledge base of existing research and best practices about academic integrity and student verification in online learning in response to Higher Education Opportunity Act legislation, serving as a resource to institutions and the accrediting community (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

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

Access & Success

- Expanded access to cyber-infrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West by working with national broadband initiatives of the American Recovery and Reinvestment Act of 2009 (Technology and Innovation)
- Establishment of a knowledge base of existing research and good practices that improve student retention in online courses and programs (WCET)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodology review and expansion
- Expansion of WICHE ICE to develop new multi-institution academic collaborations to produce online courses and programs in high-demand fields

Technology & Innovation

- Transitioning EduTools to a new model focused on community contributions of knowledge, in partnership with WCET's new LMS/CMS common interest group and with the National K-20 Initiative of Internet2 (WCET)
- Advancement of the work of the new common interest group on academic administration and academic policies related to e-learning, attracting more academic administrators to actively participate in peer discussions of a variety of academic and faculty issues related to distance education, online education, and technology-enhanced learning (WCET)
- Expansion of the availability and use of research and education networks (state, regional, and national) for health and mental health services and related educational outreach (Technology and Innovation, Mental Health)
- Development of a broadband technology policy and awareness initiative that supports individual state and regional efforts to deploy, connect, and use advanced networks in support of education, healthcare, and research by working with national broadband initiatives of the American Recovery and Reinvestment Act (Technology and Innovation)
- Technologically enhance the State Higher Education Policy Center (SHEPC) learning center
- Expansion of WICHE ICE (Sloan and memberships)

Workforce

- Expansion of professional advisory councils (health professions)
- Survey of PSEP medical and dental schools' rural track and pipeline programs to identify best practices
- Assessment of Mental Health Program distance-learning opportunities for California's small and frontier counties (Mental Health and WCET)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expanding adult degree completion through online education via ICE
- Expansion of the State Scholars Initiative with new funding
- Broadening on-campus and online educational options for active service members and veterans

Technology & Innovation

- Research on strategies and good practices that promote use of open educational resources in higher education (WCET)
- Research on effective intervention strategies to increase student retention and student success in online courses and programs (WCET)

Workforce

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs and exploring new regional student exchange opportunities
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Extending the Rocky Mountain Collaborative to Transform the Health Professions Workforce initiative into other WICHE states

Accountability

- International Comparisons of Learning Outcomes
- Research and analysis of outcome-based funding approaches
- Second phase of the Transparency By Design website: the site will improve and enrich the institutional and program data offered, recruit more institutions to participate, and expand marketing of the site to attract more users (WCET)

ACTION ITEM

Partnering with the University of North Carolina at Chapel Hill to Develop the National Citizen Soldier Behavioral Health Alliance

The WICHE Mental Health Program proposes a new partnership with the Odum Institute for Research in Social Science at the University of North Carolina at Chapel Hill to engage communities to support and enhance the resiliency of service members and their families before, during, and after mobilization and deployment. Work will center around creating a statewide network of health and behavioral health providers who have received evidence-based, best practice training to address the psychological issues facing veterans and their families. Training conducted for civilian health and behavioral health providers in this project will result in improved identification of post-traumatic stress disorder and traumatic brain injury. In addition, provider participation in TRICARE, the military healthcare program, will be expanded; and providers will have an improved understanding of military culture, leading to the provision of better care and positive outcomes for military service members.

Action Requested

Approval to make a strategic partnership agreement with the University of North Carolina at Chapel Hill to develop the National Citizen Soldier Behavioral Health Alliance.



Reception at Nevada State College

Monday, May 18, 2009
6.00 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 18, 2009

6.00 - 7.30 pm

Reception at Nevada State College

Welcome: Fred Maryanski, president, Nevada State College

Nevada State College (NSC) in Henderson was established in 2002 as Nevada's first and only midtier institution in the Nevada System of Higher Education. As the first four-year comprehensive college in the state, NSC is dedicated to providing quality education and social, cultural, economic, and civic advancement to the citizens of Nevada. The college also addresses Nevada's need for increased access to higher education. Nevada State College places special emphasis on meeting the state's need for effective, highly educated, skilled teachers and nurses and offers a wide range of baccalaureate degree programs grounded in the liberal arts and sciences.

While the Henderson campus students are primarily from southern Nevada, the college has a presence throughout the state, with partnership programs at Western Nevada Community College in Carson City, Truckee Meadows Community College in Reno, and College of Southern Nevada in Las Vegas.

Transportation to and from the college will be provided.

Biographical Information on the Speaker

Fred J. Maryanski assumed the presidency of Nevada State College in 2005 and has made interaction with the community a priority. Prior to moving to Nevada, Maryanski served as interim provost and executive vice president for academic affairs at the University of Connecticut. From 1989 to 2004 he was the senior vice provost at UConn. During his time in administration at Connecticut, he was responsible for the university's regional campuses, undergraduate education, information technology, registration services, and academic budgeting. He also played a key role in creating new partnerships between the University of Connecticut, the state university system, and the community colleges. Maryanski holds a Ph.D. in computer science from the University of Connecticut, an M.S. in computer science from Stevens Institute of Technology, and a B.S. in mathematics from Providence College.

Dinner on your own



Committee of the Whole Business Session

Tuesday, May 19, 2009

8.00 - 9.15 am

Estancia G

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 19, 2009

8.00 - 9.15 am

Estancia G

Committee of the Whole Business Session

Agenda

Reconvene Committee of the Whole: Jane Nichols, chair

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

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

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



Approval of the FY 2010 workplan sections
pertaining to the Programs and Services
unit's activities [tab 7]



Approval of criteria for early participation in
WICHE's Professional Student Exchange
Program by provisionally accredited schools
in high-demand fields [tab 7]

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



Approval of the FY 2010 workplan sections
pertaining to the Issue Analysis and Research
unit's activities [tab 8]

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



Approval of the FY 2010 workplan sections
pertaining to the Self-funded Unit's
activities [tab 9]



Approval to make a strategic partnership
agreement with the University of
North Carolina at Chapel Hill to develop the
National Citizen Soldier Behavioral Health
Alliance [tab 9]

Committee of the Whole Action Items



Approval of the FY 2010 annual operating
budget – general fund and non-general
fund budgets

11-3



Approval of salary and benefit
recommendations for FY 2010

11-11



Approval of the FY 2010 workplan

11-12

Meeting evaluation (electronic)

Go to: http://www.surveymonkey.com/s.aspx?sm=fi4AnmlkY8d6zVc2eJOqnw_3d_3d to complete the meeting evaluation. **The link will be sent out to commissioners via email.**

Other business

ACTION ITEM

FY 2010 Annual Operating Budget

(Including General Fund Budget and Non-General Fund Budgets)

Background

The general fund budget proposed for FY 2010 (see following tables) is the staff recommendation for a WICHE program that provides service to member states, as well as a wide range of highly significant projects. General fund income not only provides the funds for basic WICHE program activities, such as the work of the Student Exchange Program and the Policy Analysis and Research unit, it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by nonstate dollars.

Action Requested

Approval of the FY 2010 general fund budget and the FY 2010 non-general fund budgets.

Western Interstate Commission for Higher Education

General Fund Budget

Mar 2009

Comparing FY 2009 with FY 2010

Revenue and Expenditures

	FY 2009				FY 2010				
	FY 2009 Budget	FY 2009 Projection	Projection Higher or (Lower) than Budget		FY 2010 Budget	FY 2010 Budget Higher or (Lower) than FY 2009 Budget		FY 2010 Budget Higher or (Lower) than FY 2009 Projection	
Revenue									
4102 Indirect Cost Reimbursements	\$230,000	\$288,158	\$58,158	25.3%	\$230,000	\$0	0.0%	(\$58,158)	-20.2%
4104 Indirect Cost Sharing-WICHE	(\$30,000)	(\$51,758)	(\$21,758)	72.5%	(\$30,000)	\$0	0.0%	\$21,758	-42.0%
4201 Members/Fees States/Institutions	\$1,800,000	\$1,800,000	\$0	0.0%	\$1,875,000	\$75,000	4.2%	\$75,000	4.2%
4202 California Delinquent Dues	\$87,000	\$0	(\$87,000)	100.0%	\$87,000	\$0	0.0%	\$87,000	
4300 Interest	\$180,000	\$101,184	(\$78,816)	-43.8%	\$60,000	\$120,000	-66.7%	(\$41,184)	-40.7%
4400 Publication Sales & Refunds	\$100	\$25	(\$75)	-75.0%	\$100	\$0	0.0%	\$75	299.5%
4600 Other Income	\$14,000	\$8,635	(\$5,365)	-38.3%	\$12,000	(\$2,000)	-14.3%	\$3,365	39.0%
4850 Credit Card Transaction Rev. / Units	\$3,500	\$875	(\$2,625)	-75.0%	\$3,500	\$0	0.0%	\$2,625	300.0%
Total Revenue	\$2,284,600	\$2,147,119	(\$137,481)	-6.0%	\$2,237,600	(\$47,000)	-2.1%	\$90,481	4.2%
Expenditures									
0102 Student Exchange Program	\$306,746	\$279,148	(\$27,597)	-9.0%	\$300,907	(\$5,838)	-1.9%	\$21,759	7.8%
0104 Policy Analysis & Research	\$326,954	\$287,744	(\$39,210)	-12.0%	\$308,075	(\$18,880)	-5.8%	\$20,330	7.1%
0105 Communications & Public Affairs	\$379,689	\$338,422	(\$41,266)	-10.9%	\$435,644	\$55,955	14.7%	\$97,222	28.7%
0107 Science and Technology	\$102,483	\$107,334	\$4,851	4.7%	\$57,009	(\$45,474)	-44.4%	(\$50,325)	-46.9%
0110 President's Office	\$431,354	\$330,550	(\$100,804)	-23.4%	\$366,654	(\$64,700)	-15.0%	\$36,104	10.9%
0111 Commission Meeting Expense	\$134,299	\$172,328	\$38,029	28.3%	\$139,414	\$5,115	3.8%	(\$32,914)	-19.1%
0112 Administrative Services	\$430,155	\$412,605	(\$17,550)	-4.1%	\$435,459	\$5,304	1.2%	\$22,854	5.5%
0115 Miscellaneous Gen. Fund	\$146,471	\$187,982	\$41,511	28.3%	\$167,597	\$21,126	14.4%	(\$20,385)	-10.8%
0116 Program Development	\$25,000	\$30,425	\$5,425	21.7%	\$25,750	\$750	3.0%	(\$4,675)	-15.4%
Total Expenditures	\$2,283,151	\$2,146,538	(\$136,613)	-6.0%	\$2,236,509	(\$46,642)	-2.0%	\$89,971	4.2%
Surplus (Deficit) for the Fiscal Year	\$1,449	\$580	(\$869)		\$1,091	(\$93,642)		\$180,452	
Reserves at Beginning of Year									
1 Minimum Reserve	\$273,978	\$273,978	\$0	0.0%	\$268,381	(\$5,597)	-2.0%	(\$5,597)	-2.0%
2 Reserve for Facility Payments	\$202,000	\$202,000	\$0	0.0%	\$198,000	(\$4,000)	-2.0%	(\$4,000)	-2.0%
3 Reserve for Unexpected Shortfall	\$228,315	\$228,315	\$0	0.0%	\$223,651	(\$4,664)	-2.0%	(\$4,664)	-2.0%
4 Reserve required for CECFA Bond	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 Reserve Available for Dedication	\$389,804	\$389,804	\$0	0.0%	\$353,145	(\$36,659)	-9.4%	(\$36,659)	-9.4%
Reserves at Beginning of Year	\$1,164,097	\$1,164,097	\$0	0.0%	\$1,113,177	(\$50,920)	-15.5%	(\$50,920)	-15.5%
Reserves Dedicated during Year									
6 LAC Meeting	\$25,000	\$25,000	\$0	0.0%					
7 WICHE Performance Evaluation	\$30,000	\$26,500	\$3,500	11.7%					
8 Deficit (Surplus) for the Fiscal Year above	(\$1,449)	(\$580)	(\$869)	60.0%	(\$1,091)	(\$358)	24.7%	\$511	-88.0%
Reserves Dedicated during the Fiscal Year	\$53,551	\$50,920	\$2,631	71.6%	(\$1,091)	(\$358)	24.7%	\$511	-88.0%
Reserves at End of Year	\$1,110,546	\$1,113,177	\$2,631		\$1,114,268	(\$51,278)		(\$50,409)	

(a) Commission set dues for FY 2009 at \$120,000. In May 2008, Commission set dues for FY 2010 at \$125,000 and for FY 2011 at \$130,000.

(b) California unpaid Dues.

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

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

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

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

(g) Legislative Advisory Committee (LAC) meeting.

(h) WICHE Performance Evaluation by NCHEMS

Western Interstate Commission for Higher Education
Two Year Forecast for FY 2009 and FY 2010

Object/Description	FY 2009	FY 2009	FY 2010	Variance	%
	Total	Budget	Budget		
	Actual > 01-Jul-08 – 31-Mar-09 Forecast > 01-Apr-09 – 30-Jun-09	01-Jul-08 20-Jun-09	01-Jul-09 30-Jun-10		
9 months elapsed 3 months remaining				FY 2010 budget higher (or lower) than FY 09	
Programs and Services					
11-01 General Student Services	\$7,665	\$7,665	\$5,382	(\$2,283)	-29.8%
11-20 MHEC Master Property Program	\$11,446	\$11,446	\$13,000	\$1,554	13.6%
11-30 Southern Nevada College Audit	\$25,924	\$25,924		(\$25,924)	-100.0%
11-31 West Hills Community College Di	\$30,000	\$30,000		(\$30,000)	-100.0%
12-30 AT Alliance	\$32,662	\$0	\$32,662	\$32,662	#Error
12-40 USC Equity Scorecard Project	\$21,130	\$21,130	\$21,130	\$0	0.0%
12-41 CDLE Portal Project	\$14,600	\$14,600	\$19,234	\$4,634	31.7%
12-51 USDOL Portal Project	\$0		\$25,000	\$25,000	
14-59 Bridges to Professorate 9	\$62,754	\$161,000		(\$161,000)	-100.0%
14-60 Bridges to Professorate 10	\$0		\$165,235	\$165,235	
15-01 Western Academic Leadership F	\$62,876	\$62,935	\$64,000	\$1,065	1.7%
15-15 Internet Course Exchange	\$69,176	\$69,176	\$78,250	\$9,074	13.1%
15-16 ICE Sloan	\$44,337	\$45,000	\$0	(\$45,000)	-100.0%
16-61 OHSU NEXUS Project	\$25,965	\$25,965	\$0	(\$25,965)	-100.0%
29-51 WSS - WebAIM	\$12,669	\$12,669	\$16,526	\$3,857	30.4%
Revenue	\$421,205	\$487,510	\$440,419	(\$47,090)	-9.7%
Total Revenue	\$421,205	\$487,510	\$440,419	(\$47,090)	-9.7%
11-01 General Student Services	\$2,282	\$2,282	\$5,107	\$2,825	123.8%
11-20 MHEC Master Property Program	\$7,800	\$8,190	\$12,076	\$3,886	47.4%
11-30 Southern Nevada College Audit	\$25,924	\$25,923		(\$25,923)	-100.0%
11-31 West Hills Community College Di	\$26,511	\$26,511		(\$26,511)	-100.0%
12-30 AT Alliance	\$0	\$0	\$32,662	\$32,662	#Error
12-40 USC Equity Scorecard Project	\$0	\$0	\$21,130	\$21,130	#Error
12-41 CDLE Portal Project	\$14,766	\$14,766	\$19,234	\$4,468	30.3%
12-51 USDOL Portal Project	\$0		\$25,000	\$25,000	
14-59 Bridges to Professorate 9	\$64,061	\$160,690		(\$160,690)	-100.0%
14-60 Bridges to Professorate 10	\$0		\$165,235	\$165,235	
15-01 Western Academic Leadership F	\$48,921	\$48,921	\$52,334	\$3,413	7.0%
15-15 Internet Course Exchange	\$56,676	\$56,676	\$78,250	\$21,574	38.1%
15-16 ICE Sloan	\$44,393	\$44,734	\$0	(\$44,734)	-100.0%
16-61 OHSU NEXUS Project	\$25,465	\$25,941	\$0	(\$25,941)	-100.0%
29-51 WSS - WebAIM	\$11,144	\$11,143	\$16,526	\$5,383	48.3%
Expense	\$327,944	\$425,777	\$427,554	\$1,777	0.4%
Total Expense	\$327,944	\$425,777	\$427,554	\$1,777	0.4%
Revenue over (under) Expense	\$93,261	\$61,733	\$12,866	(\$45,313)	-5.0%

Object/Description	FY 2009		FY 2009	FY 2010	Variance FY 2010 budget higher (or lower) than FY 09	%
	Total		Budget	Budget		
	Actual > 01-Jul-08 – 31-Mar-09	Forecast > 01-Apr-09 – 30-Jun-09	01-Jul-08 20-Jun-09	01-Jul-09 30-Jun-10		

State Scholars Initiative

19-50	Prior State Scholars	\$42,186	\$181,150		(\$181,150)	-100.0%
19-51	SSI - Program Administration	\$3,280,726	\$592,651	\$136,553	(\$456,099)	-77.0%
19-52	SSI - State Reimbursements	(\$2,190,008)	\$156,522		(\$156,522)	-100.0%
19-53	SSI - Summit Expenses	(\$101,649)	\$101,182		(\$101,182)	-100.0%
Revenue		\$1,031,254	\$1,031,505	\$136,553	(\$894,953)	-86.8%
Total Revenue		\$1,031,254	\$1,031,505	\$136,553	(\$894,953)	-86.8%
19-50	Prior State Scholars	\$42,186	\$181,150		(\$181,150)	-100.0%
19-51	SSI - Program Administration	\$501,352	\$592,177	\$136,552	(\$455,625)	-76.9%
19-52	SSI - State Reimbursements	\$500,944	\$156,522		(\$156,522)	-100.0%
19-53	SSI - Summit Expenses	\$5	\$101,182		(\$101,182)	-100.0%
Expense		\$1,044,488	\$1,031,030	\$136,552	(\$894,478)	-86.8%
Total Expense		\$1,044,488	\$1,031,030	\$136,552	(\$894,478)	-86.8%
Revenue over (under) Expense		(\$13,233)	\$475	\$0	(\$1,789,431)	-86.8%

Self Supporting Services

03-10	Printing Services	\$20,328	\$19,620	\$27,420	\$7,800	39.8%
03-20	Information Technology Services	\$224,994	\$211,200	\$223,784	\$12,584	6.0%
03-30	Telephone Services	\$34,583	\$27,120	\$34,052	\$6,932	25.6%
05-02	3035 Center Green	\$412,250	\$425,000	\$425,000	\$0	0.0%
Revenue		\$692,154	\$682,940	\$710,256	\$27,316	4.0%
Total Revenue		\$692,154	\$682,940	\$710,256	\$27,316	4.0%
03-10	Printing Services	\$24,341	\$26,083	\$27,834	\$1,751	6.7%
03-20	Information Technology Services	\$178,508	\$169,675	\$227,518	\$57,843	34.1%
03-30	Telephone Services	\$27,550	\$33,572	\$38,288	\$4,715	14.0%
05-02	3035 Center Green	\$405,239	\$420,980	\$420,980	\$0	0.0%
Expense		\$635,638	\$650,311	\$714,619	\$64,309	9.9%
Total Expense		\$635,638	\$650,311	\$714,619	\$64,309	9.9%
Revenue over (under) Expense		\$56,516	\$32,629	(\$4,363)	\$91,625	6.9%

Object/Description	FY 2009	FY 2009	FY 2010	Variance	
	Total	Budget	Budget		%
	Actual > 01-Jul-08 – 31-Mar-09 Forecast > 01-Apr-09 – 30-Jun-09	01-Jul-08 20-Jun-09	01-Jul-09 30-Jun-10	FY 2010 budget higher (or lower) than FY 09	

WCET

20-01 Western Coop for Ed'l Telecomm	\$370,136	\$396,120	\$364,650	(\$31,470)	-7.9%
21-10 WCET - Annual Mtg Fall 2010	\$0		\$22,380	\$22,380	
21-18 WCET - Annual Mtg Fall 2008	\$253,200	\$282,242		(\$282,242)	-100.0%
21-19 WCET - Annual Mtg Fall 2009	\$34,675	\$34,675	\$200,585	\$165,910	478.5%
21-20 WCET Misc. Contracts and Stipe	\$4,215	\$4,000		(\$4,000)	-100.0%
21-23 WCET - Academic Collaborations	(\$383)	\$1,146	\$1,529	\$383	33.4%
21-24 WCET - Transparency Dues	\$29,133	\$50,451	\$75,000	\$24,549	48.7%
21-25 WCET - Catalyst Camp	\$1,110	\$1,212	\$19,388	\$18,176	1499.7%
21-26 WCET - Webinars	\$9,577	\$22,575		(\$22,575)	-100.0%
21-61 WCET - NEXus 2	\$4,198	\$11,250	\$12,702	\$1,452	12.9%
23-40 WCET - Hewlett EduTools Planni	\$17,188	\$27,113	\$13,153	(\$13,960)	-51.5%
23-41 WCET - Hewlett Travels	\$3,270	\$6,300		(\$6,300)	-100.0%
24-01 WCET - Transparency Lumina	\$237,547	\$317,017	\$224,721	(\$92,296)	-29.1%
28-07 WET - IAA Policy	\$877	\$8,000	\$0	(\$8,000)	-100.0%
31-11 Internet2 MUSE	\$33,961	\$52,000	\$24,039	(\$27,961)	-53.8%
Revenue	\$998,703	\$1,214,101	\$958,147	(\$255,954)	-21.1%
Total Revenue	\$998,703	\$1,214,101	\$958,147	(\$255,954)	-21.1%
20-10 WCET - Administration and Gove	\$371,379	\$386,187	\$502,602	\$116,414	30.1%
21-10 WCET - Annual Mtg Fall 2010	\$0		\$22,380	\$22,380	
21-18 WCET - Annual Mtg Fall 2008	\$197,522	\$279,890		(\$279,890)	-100.0%
21-19 WCET - Annual Mtg Fall 2009	\$34,675	\$43,039	\$203,935	\$160,896	373.8%
21-20 WCET Misc. Contracts and Stipe	\$5,543	\$21,085		(\$21,085)	-100.0%
21-23 WCET - Academic Collaborations	(\$383)			\$0	
21-24 WCET - Transparency Dues	\$29,133	\$53,395	\$75,000	\$21,605	40.5%
21-25 WCET - Catalyst Camp	\$1,212	\$2,290	\$19,414	\$17,125	747.9%
21-26 WCET - Webinars	\$10,582	\$21,526		(\$21,526)	-100.0%
21-61 WCET - NEXus 2	\$4,198	\$9,403	\$11,700	\$2,298	24.4%
23-40 WCET - Hewlett EduTools Planni	\$17,188	\$27,113	\$13,153	(\$13,960)	-51.5%
23-41 WCET - Hewlett Travels	\$3,269	\$6,300		(\$6,300)	-100.0%
24-01 WCET - Transparency Lumina	\$237,547	\$317,017	\$224,721	(\$92,296)	-29.1%
28-07 WET - IAA Policy	\$877	\$6,689		(\$6,689)	-100.0%
31-11 Internet2 MUSE	\$33,961	\$27,500		(\$27,500)	-100.0%
Expense	\$946,703	\$1,201,435	\$1,072,906	(\$128,529)	-10.7%
Total Expense	\$946,703	\$1,201,435	\$1,072,906	(\$128,529)	-10.7%
Revenue over (under) Expense	\$52,000	\$12,666	(\$114,759)	(\$384,483)	-15.9%

9 months elapsed 3 months remaining Object/Description	FY 2009	FY 2009	FY 2010		
	Total	Budget	Budget	Variance	%
	Actual > 01-Jul-08 – 31-Mar-09 Forecast > 01-Apr-09 – 30-Jun-09	01-Jul-08 20-Jun-09	01-Jul-09 30-Jun-10	FY 2010 budget higher (or lower) than FY 09	

Policy Analysis and Research

08-12 Oregon Shared Responsibility	\$1,794			\$0	
50-01 Policy Transition Funding	\$16,000	\$60,000		(\$60,000)	-100.0%
50-15 High School Grads : Core Account	\$15,013			\$0	
50-17 High School Grads : 7th Edition	\$61,766			\$0	
50-31 DQC - Gates 12/08 Mtg	\$212,150			\$0	
50-45 Pathways to College Network (TE	\$37,877	\$16,364		(\$16,364)	-100.0%
51-02 CO College Opportunity Fund	\$59,000			\$0	
51-41 Jobs for the Future SPIDO/MOA	\$47,785	\$18,182		(\$18,182)	-100.0%
51-42 Making Opportunity Affordable	\$25,000	\$100,000		(\$100,000)	-100.0%
52-13 Lumina - Getting What You Pay F	\$277,263	\$255,556		(\$255,556)	-100.0%
52-21 Non-Traditional No More Y1	\$113,835	(\$29,444)		\$29,444	-100.0%
52-22 Non-Traditional No More Y2	\$485,871	\$395,444		(\$395,444)	-100.0%
52-31 Non-Trad No More Expanded Y1	\$311,965			\$0	
52-41 Best Practices in Articulation & Tr	\$300,789			\$0	
53-12 Escalating Engagement	\$44,192			\$0	
54-51 College Access Challenge Grant (\$100,000	\$240,000		(\$240,000)	-100.0%
Revenue	\$2,110,300	\$1,056,101		(\$1,056,101)	-100.0%
Total Revenue	\$2,110,300	\$1,056,101		(\$1,056,101)	-100.0%
50-01 Policy Transition Funding	\$6,493	\$11,345		(\$11,345)	-100.0%
50-17 High School Grads : 7th Edition	\$24,520	\$32,922		(\$32,922)	-100.0%
50-31 DQC - Gates 12/08 Mtg	\$137,554	\$198,582	\$22,292	(\$176,290)	-88.8%
50-32 HSG Methods Review and Expan	\$0		\$203,771	\$203,771	
50-45 Pathways to College Network (TE	\$12,158	\$4,730		(\$4,730)	-100.0%
51-02 CO College Opportunity Fund	\$71,499			\$0	
51-41 Jobs for the Future SPIDO/MOA	\$79,629	\$11,268		(\$11,268)	-100.0%
51-42 Making Opportunity Affordable	\$0	\$28,398		(\$28,398)	-100.0%
52-13 Lumina - Getting What You Pay F	\$129,134	\$233,599		(\$233,599)	-100.0%
52-21 Non-Traditional No More Y1	\$115,652	\$173,938		(\$173,938)	-100.0%
52-22 Non-Traditional No More Y2	\$192,904	\$329,496	\$131,814	(\$197,682)	-60.0%
52-31 Non-Trad No More Expanded Y1	\$116,945	\$158,592	\$51,079	(\$107,513)	-67.8%
52-41 Best Practices in Articulation & Tr	\$78,484			\$0	
53-12 Escalating Engagement	\$44,174			\$0	
54-51 College Access Challenge Grant (\$63,711	\$41,572		(\$41,572)	-100.0%
55-01 Anticipated New Funding	\$4,172	\$45,929		(\$45,929)	-100.0%
Expense	\$1,077,028	\$1,270,371	\$408,956	(\$861,415)	-67.8%
Total Expense	\$1,077,028	\$1,270,371	\$408,956	(\$861,415)	-67.8%
Revenue over (under) Expense	\$1,033,272	(\$214,270)	(\$408,956)	(\$1,917,516)	-82.4%

9 months elapsed 3 months remaining Object/Description	FY 2009	FY 2009	FY 2010		
	Total	Budget	Budget	Variance	%
	Actual > 01-Jul-08 – 31-Mar-09 Forecast > 01-Apr-09 – 30-Jun-09	01-Jul-08 20-Jun-09	01-Jul-09 30-Jun-10	FY 2010 budget higher (or lower) than FY 09	

Mental Health

40-01	MH - State Affiliation Fees	\$347,440	\$347,440	\$494,548	\$147,108	42.3%
40-10	MH - Decision Support Group	\$60,000	\$60,000	\$48,000	(\$12,000)	-20.0%
41-01	MH - Consulting Main Account	\$66,937	\$66,937	\$100,000	\$33,064	49.4%
41-15	MH - SD COEP Project	\$138,405	\$138,405		(\$138,405)	-100.0%
41-16	MH - SD Primary Healthcare TA	\$3,451	\$3,451		(\$3,451)	-100.0%
41-17	MH - Gallup KAT Project	\$38,326	\$47,054		(\$47,054)	-100.0%
41-52	MH - NASMHPD Roundtable	\$712	\$712		(\$712)	-100.0%
41-58	MH - SD Technical Assistance	\$64,771	\$64,771	\$45,000	(\$19,771)	-30.5%
41-60	MH - SD Survey 08-09	\$21,000	\$21,000	\$15,000	(\$6,000)	-28.6%
41-61	MH - SD COSIG Project	\$132,182	\$114,730	\$22,350	(\$92,380)	-80.5%
41-62	MH - SD Transformation Transfer	\$75,895	\$75,895	\$75,895	\$0	0.0%
41-71	MH - AFYA Policy Brief	\$19,808	\$30,936		(\$30,936)	-100.0%
42-59	MH - WY Suicide Prevention TA	\$100,322	\$100,322	\$40,000	(\$60,322)	-60.1%
42-92	MH - ID Implementation Plan	\$130,467	\$150,467	\$75,000	(\$75,467)	-50.2%
42-95	MH - CO Population in Need Stud	\$93,457	\$130,957		(\$130,957)	-100.0%
43-72	MH - HRSA Best Practices	\$17,375	\$52,125		(\$52,125)	-100.0%
44-22	MH - AK OISPP Facilitator	\$102,535	\$102,535	\$112,000	\$9,465	9.2%
44-24	MH - AK Workforce Development	\$3,880	\$3,880		(\$3,880)	-100.0%
44-25	MH - AK Workforce Development	\$41,668	\$50,000	\$50,000	\$0	0.0%
44-26	MH - AK Doctoral Internship Cons	\$81,428	\$122,152	\$105,937	(\$16,215)	-13.3%
44-30	MH - AK Behavioral Health Revie	\$2,113	\$2,113		(\$2,113)	-100.0%
44-31	MH - NM Needs Assessment 200	\$827	\$827		(\$827)	-100.0%
44-32	MH - AK Credentialing	\$95,990	\$283,490	\$125,000	(\$158,490)	-55.9%
44-33	MH - AK Jobs to Careers	\$27,465	\$27,465	\$11,000	(\$16,465)	-59.9%
44-34	MH - AK Intermediate Care Initiati	\$37,500	\$37,500	\$37,500	\$0	0.0%
44-64	MH - Rural Health Research Y4	\$116,056	\$144,830		(\$144,830)	-100.0%
44-71	MH - From the Bench to the Ranc	\$50,182	\$66,179		(\$66,179)	-100.0%
45-01	MH - Anticipated New Funding	\$0		\$1,396,000	\$1,396,000	
Revenue		\$1,870,193	\$2,246,173	\$2,753,230	\$507,057	22.6%
Total Revenue		\$1,870,193	\$2,246,173	\$2,753,230	\$507,057	22.6%
40-01	MH - State Affiliation Fees	\$699,707	\$699,655	\$421,974	(\$277,682)	-39.7%
40-10	MH - Decision Support Group	\$62,183	\$62,186	\$77,805	\$15,619	25.1%
41-01	MH - Consulting Main Account	\$5	\$5		(\$5)	-100.0%
41-15	MH - SD COEP Project	\$132,387	\$132,380		(\$132,380)	-100.0%
41-16	MH - SD Primary Healthcare TA	\$3,451	\$3,451		(\$3,451)	-100.0%
41-17	MH - Gallup KAT Project	\$27,280	\$32,169		(\$32,169)	-100.0%
41-52	MH - NASMHPD Roundtable	\$712	\$712		(\$712)	-100.0%
41-58	MH - SD Technical Assistance	\$24,263	\$24,292	\$43,470	\$19,178	78.9%
41-60	MH - SD Survey 08-09	\$9,368	\$15,612		(\$15,612)	-100.0%
41-61	MH - SD COSIG Project	\$53,999	\$53,953		(\$53,953)	-100.0%
41-62	MH - SD Transformation Transfer	\$19,046	\$19,046	\$132,574	\$113,528	596.1%
41-71	MH - AFYA Policy Brief	\$25,177	\$21,847		(\$21,847)	-100.0%
42-59	MH - WY Suicide Prevention TA	\$11,778	\$11,056	\$47,805	\$36,749	332.4%
42-92	MH - ID Implementation Plan	\$44,375	\$40,083		(\$40,083)	-100.0%
42-95	MH - CO Population in Need Stud	\$88,315	\$84,598		(\$84,598)	-100.0%
43-72	MH - HRSA Best Practices	\$46,283	\$49,142		(\$49,142)	-100.0%
44-22	MH - AK OISPP Facilitator	\$60,516	\$65,432	\$98,654	\$33,222	50.8%
44-24	MH - AK Workforce Development	\$3,880	\$3,880		(\$3,880)	-100.0%
44-25	MH - AK Workforce Development	\$43,737	\$47,277	\$67,006	\$19,729	41.7%
44-26	MH - AK Doctoral Internship Cons	\$49,082	\$80,754	\$131,300	\$50,546	62.6%

continued on next page

Object/Description	FY 2009	FY 2009	FY 2010	Variance	
	Total	Budget	Budget	%	
	Actual > 01-Jul-08 – 31-Mar-09 Forecast > 01-Apr-09 – 30-Jun-09	01-Jul-08 20-Jun-09	01-Jul-09 30-Jun-10	FY 2010 budget higher (or lower) than FY 09	

Mental Health - continued

44-30	MH - AK Behavioral Health Revie	\$2,113	\$2,113		(\$2,113)	-100.0%
44-31	MH - NM Needs Assessment 200	\$827	\$827		(\$827)	-100.0%
44-32	MH - AK Credentialing	\$150,559	\$180,819	\$62,500	(\$118,319)	-65.4%
44-33	MH - AK Jobs to Careers	\$23,401	\$24,366	\$35,549	\$11,183	45.9%
44-34	MH - AK Intermediate Care Initiati	\$23,664	\$30,443	\$44,349	\$13,906	45.7%
44-64	MH - Rural Health Research Y4	\$119,288	\$142,516	\$190,604	\$48,088	33.7%
44-71	MH - From the Bench to the Ranc	\$35,419	\$57,687		(\$57,687)	-100.0%
45-01	MH - Anticipated New Funding	\$0		\$1,391,812	\$1,391,812	
Expense		\$1,760,817	\$1,886,301	\$2,745,401	\$859,100	45.5%
Total Expense		\$1,760,817	\$1,886,301	\$2,745,401	\$859,100	45.5%
Revenue over (under) Expense		\$109,376	\$359,872	\$7,829	\$1,366,157	33.1%

ACTION ITEM

Salary/Benefit Recommendations for FY 2010

Background

As reflected in the proposed budget agenda item, President David Longanecker recommends no increase in salaries for staff in FY 2010. WICHE does not give staff across-the-board or cost-of-living adjustments in salary; all increases are related to performance. The recommendation for no salary increase is not a reflection of poor performance on the part of staff – indeed, the staff has performed at a very high level. Unfortunately, however, WICHE’s budget circumstance at the moment simply makes it impossible to sustain current staffing levels and effort without freezing salaries at their current level. The proposed budget also includes no increase in those staff benefits directly associated with salary (i.e., agency contributions to the retirement plan, life insurance, workers’ compensation, unemployment compensation, and Social Security).

Longanecker also recommends that no changes to salary ranges for positions within WICHE be made.

Action Requested

Approval of no increase in the performance-based salary for fiscal year 2010; and no increase to the salary grades within the organization.



ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

Western Interstate Commission
for Higher Education

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Protecting Our Priorities



2010 WICHE Workplan

Protecting Our Priorities

As our nation struggles to get back on its feet economically, our colleges and universities are working harder than ever to fulfill their mission: to educate the next generation of workers and citizens. In the West that task is arguably more challenging than elsewhere. Our region is highly diverse in terms of both demographics and geography, with densely packed cities and isolated, lightly populated rural areas. What's more, our success in preparing students to succeed in college and their careers varies dramatically across the region, for many reasons. In addition, the West exhibits wide variability in terms of growth: as WICHE's 2008 *Knocking at the College Door* shows, some of our states are anticipating enormous growth in the number of their high school graduates, while others are projecting declines or holding steady.

"Protecting Our Priorities," WICHE's fiscal 2010 workplan, focuses on how we can ensure that *all* our students not only have access to higher education but are well-equipped to succeed at college and able to pay for it. That's essential today, as U.S. students need to be ready to participate in a demanding and highly competitive global economy. WICHE's four units – Policy Analysis and Research, Programs and Services, Mental Health, and WCET – work to make these priorities a reality by focusing on five areas: finance, access and success, workforce and social issues, technology and innovation, and accountability.

Finance

Keeping higher education options affordable for Western residents and sharing higher education resources within our region is more critical than ever before. WICHE's three **Student Exchange Programs (SEP)** offer college students in the West access to an array of postsecondary offerings at a reduced tuition rate, which varies depending on the program. The West's colleges and universities benefit too, as they're able to fill undersubscribed programs and reduce duplication of programs.

Programs and Services

WICHE's three Student Exchange Programs – the Professional Student Exchange Program, Western Regional Graduate Program, and Western Undergraduate Exchange – currently enroll almost 25,000 students. In WUE alone, students and their families saved a record \$151 million in the 2008-09 academic year. Other Programs and Services initiatives include:

- ◆ State Scholars Initiative (programs in 19 states)
- ◆ Western Academic Leadership Forum
- ◆ WICHE ICE (Internet Course Exchange)
- ◆ Western rural healthcare initiatives
- ◆ Western Consortium for Rural Social Work
- ◆ Master Property Program (insurance and risk management consortium)
- ◆ Communications activities: NewsCap, factsheets, website, annual reports, state briefings, commission agenda books, WICHE annual workplan
- ◆ Workforce briefs (by state and profession)
- ◆ Bridges to the Professoriate
- ◆ Collaborative purchasing (Xerox products)

The Western Undergraduate Exchange

(WUE) was founded in 1987 and is now the largest program of its kind in the nation, with students from all 15 WICHE states eligible to participate. Through WUE, students pay 150 percent of resident tuition. More students saved by enrolling through our graduate and professional programs, the **Professional Student Exchange Program (PSEP)** and the **Western Regional Graduate Program (WRGP)**. WICHE's Programs and Services staff, which oversees SEP, will continue to work with our member states to broaden student participation in each program in fiscal 2010 (for more on student exchange, see the Access & Success section).

In 2010 WICHE will provide options for states and institutions to reduce academic and

administrative costs. We will continue our collaboration with the Midwestern Higher Education Compact to offer the **Master Property Program (MPP)** to institutions and systems in the West, helping them save money and obtain comprehensive property insurance coverage tailored to higher education needs. Two-year, four-year, public, and private institutions in the MHEC and WICHE regions are eligible to join and purchase property insurance as a group to reduce costs and to receive dividends when the group's loss experience is favorable.

The MPP also provides engineering and loss control strategies that help institutions protect their assets while saving on their premium costs. Administrators and facilities managers from participating institutions attend an annual loss control workshop to gain expertise on evaluating property exposures; insurance coverage issues; managing and communicating campus security and safety needs; strategies for building design and remodeling that lead to operative efficiencies, increased security, and energy conservation; and other issues.

The Nevada System of Higher Education – including seven colleges and universities, as well as a desert research institute – was the first system in the WICHE region to participate in the Master Property Program, joining in 2004. Seven other institutions or systems have also joined: Lewis & Clark College, Pima Community College District, Reed College, Seattle Pacific University, University of Northern Colorado, Westminster College, and Willamette University. The MPP has generated more than \$40.1 million in savings for participating institutions under the direction of a leadership committee that is representative of the insured institutions. Currently, 49 primary policies are issued to member institutions, including 100 campuses with total insured values of approximately \$63.5 billion. Members' property values range from \$83 million to \$9.6 billion. The minimum program deductible is \$25,000.

WICHE is also partnering with MHEC to provide **discounted purchasing options** to higher education institutions, state agencies, county and municipal governments, and other nonprofits that want to buy printing equipment and document management services from Xerox. Under the contract MHEC and WICHE members can use Xerox for their office printing needs and production printing services. Participants will also be able to use Xerox services, including productivity assessments and document advisories, to help manage and streamline records and administrative documents. In the WICHE region, the City of Lakewood in Colorado and the Hanahauoli School in Hawaii are the first organizations to make purchases under the new contract.

In another initiative, under a contract with the Colorado Department of Higher Education, the Policy Analysis and Research unit conducted an evaluation of the state's **College Opportunity Fund (COF)** legislation, which represents the first and (to date) only attempt by a state to fund higher education through a voucher-based system. The evaluation focused on the original intent of the policy, its impact on access, and its implementation and supply-side effects, and included recommendations.

In addition, the Policy unit also tracks trends in pricing at all public institutions in the region. Its **Tuition and Fees in Public Higher Education in the West** report is updated annually and released every fall.

Access & Success

From its beginnings in the 1950s, WICHE has focused on expanding access to higher education in the West. Our three **Student Exchange Programs** support this mission by helping students reduce their tuition costs, allow them to enroll in the region when specialized programs are not available within their state and by enabling institutions to diversify their enrollments.

In 2008-09 more than 23,600 students enrolled in public two- and four-year institutions in the West through WICHE's **Western Undergraduate Exchange (WUE)**. Out-of-state WUE students pay 150 percent of resident tuition. These students and their families saved an estimated \$151 million in tuition costs in 2008-09. Since WUE's inception in 1988, over 62,000 students are estimated to have used the program; and over the last 10 years, more than 46,300 students (and their families) have saved an impressive \$980,228,307. In all, over 140 campuses have opened their doors to WUE students. Colleges and universities can tailor their participation (including admission requirements and available programs of study) to their individual campus needs. Last year WUE welcomed California State University Sacramento into the network. WICHE staff will continue to encourage more institutions to join WUE and increase its outreach efforts with high school counselors by presenting at regional and national meetings. In addition, staff will boost WUE's visibility with an improved website so that more students and their families are aware of this valuable program.

The **Professional Student Exchange Program (PSEP)** broadens access in 10 professional healthcare fields to students in 12 WICHE states. In 2008-09 almost 760 students were enrolled in programs in medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, and pharmacy at more than 50 public and private institutions. Participating states determine the fields and the numbers of students they will support.

The **Western Regional Graduate Program (WRGP)** enables students to enroll in more than 200 distinctive graduate master's, Ph.D., and graduate certificate programs and pay resident tuition. About 30 new programs will join the exchange in May 2009, following a regional peer review process. Programs are offered in a wide range of fields. WRGP will offer an

expanding menu of more than 50 programs for future health professionals, including some 30 specialized graduate degrees in nursing; degrees in public health, audiology, speech pathology, mental health counseling, and social work; a master's of science in dental hygiene to train future faculty; and other healthcare-related programs. The network also offers cutting-edge graduate programs in applied environmental geoscience, multimedia production, primate behavior, and other areas. Some 40 institutions in 14 WICHE states participate. Until this year, no institutions in California had reciprocated by offering their programs through WRGP, so California students were not able to enroll at out-of-state institutions at the discounted WRGP rate. California State University's East Bay campus has broken new ground for the state, nominating three programs to the network, all of which were WICHE peer approved. California residents are now eligible to enroll through WRGP, beginning in the 2010-11 academic year. We hope to attract additional programs from California in the future.

The **WICHE Internet Course Exchange (WICHE ICE)** offers students of its member institutions increased access to online courses and programs while they are enrolled at their home institution. In fiscal 2010 ICE will focus on implementing the marketing and business strategies identified in its new business plan (the development of which was funded by the Alfred P. Sloan Foundation), with the goal of increasing memberships, enrollments, and collaborative activities. Currently, WICHE ICE has 12 institutional members and four consortia members, totalling some 30 institutions. A new white paper, "The Time Is Right for ICE," available on the website, helps members and prospective members understand the ways in which ICE can help institutions retain and expand their online course and program offerings even as they trim their budgets. The white paper and a new web-based "getting started" checklist will be used to solicit additional members to take advantage of ICE's benefits during the coming year.

New functionality added in spring 2009 to the WICHE ICE database, which supports the exchange of course, program, and student data, will help institutions to more readily participate in ICE and should lead to more enrollments next year. The results of a recent survey of our members' excess demand and capacity for online courses, along with program information gleaned from member profiles, will be used to identify courses and programs where online enrollments can be increased as well.

Several ICE collaborative initiatives are poised to make additional progress this year, if pending grant proposals are funded. The social work consortium, consisting of five ICE institutions, will build on the momentum of its first faculty fellows workshop, held in February 2009, in order to exchange more courses and increase enrollments. In addition, it will explore the viability of creating a joint certificate program for K-12 social workers and other programs, as needed. An initiative focused on math and science for secondary teachers will expand its efforts to involve faculty from its five member institutions in discussions and joint activities to develop online courses serving this niche population. Another ICE initiative is focused on building tools for faculty and staff to develop their awareness of and provide training related to the unique needs of military (active and veteran) students studying online.

During 2010 the ICE partnership with the Colorado Department of Labor in its portal project will enroll students in IT, healthcare, and energy courses at their home institutions in Colorado. The courses will be imported through ICE from institutions in other states. This U.S. Department of Labor demo project will allow participating students to become better prepared to respond to workforce needs, as they are encouraged to form an ongoing relationship with an institution in their state. WICHE ICE will explore other opportunities for collaborative initiatives in 2010 in the areas of lab courses and renewable energy. It will continue to support the

exchange of Ph.D.-level nursing courses through the Nursing Education Xchange (NEXus), which uses the WICHE ICE database as its platform.

The **State Scholars Initiative (SSI)** is a multistate program designed to encourage high school students to take a rigorous course of study and to engage the nation's business leaders in this endeavor. WICHE, selected through a national competition, has been directing the initiative since October 2005. State Scholars Initiative funding, provided by the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education, totals \$6.6 million. WICHE has successfully completed year three and has received an additional continuation award through September 30, 2009.

In fiscal 2010 SSI will continue to work with up to 19 state-level business/education partnerships and some 400 school districts to support Scholars. Four WICHE states – Arizona, South Dakota, Utah, and Wyoming – are active in the initiative. Two other WICHE states – New Mexico and Washington – have completed programs. Other states participating in SSI are: Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Hampshire, Oklahoma, Tennessee, Virginia, and West Virginia. Four additional states were previously funded and completed SSI projects: Michigan, Nebraska, New Jersey, and Rhode Island.

Over the past three years, WICHE has worked with SSI states and school districts to collect perception and course enrollment data that are defensible, comparable across states, and understandable to experts and laypeople alike. WICHE has been collecting these data for three years and is one of a few national programs leading this effort. Early results show that SSI is positively influencing student course-taking behaviors, particularly in algebra, geometry, biology, chemistry, physics, and languages other than English. SSI is also positively influencing both student and adult perceptions about the importance of taking a rigorous course of study

in high school. In fiscal 2010 WICHE will share these data, the lessons that have been learned, and the promising practices that have been developed with national, state, and school district partners. Finally, WICHE will pursue sustainability options designed to continue data collection efforts, to expand the national network, and to diversify the funds that support SSI.

WICHE directs the **Bridges to the Professoriate** project with funding from the U.S. Department of Health and Human Services. The program provides academic support services to underrepresented minority doctoral students to better prepare them for research and teaching careers. Participating students are predoctoral fellows in the Minority Access to Research Careers (MARC) program. The fellows benefit by participating in the annual Institute on Teaching and Mentoring, sponsored by the Compact for Faculty Diversity, a partnership of WICHE, the Southern Regional Education Board, and the New England Board of Higher Education. In addition to the institute, the Bridges program monitors the predoctoral fellows' progress toward completion of their degree and provides information pertinent to graduate school issues and biomedical careers.

The **Western Academic Leadership Forum (WALF)** gives academic leaders in the WICHE states – provosts, academic vice presidents at master's and doctoral-level institutions, and chief executives and chief academic officers for system and state governing boards – a forum for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. The 2009 annual meeting, hosted by the University of Alaska Anchorage in April, was themed "Taking Stock: Strategic Leadership in Changing Times." Attendees shared information about decisions they were making to maintain quality even as they made significant cuts in their budgets due to the downturn in the economy. Models of best practice and lessons learned in supporting student success and

faculty work life were a special focus. WALF, which includes members in all 15 WICHE states, was formerly known as the Northwest Academic Forum (NWAFF). In December 2008 the executive committee expanded the scope of the organization and renamed it.

In an era of tight fiscal resources, WALF provides a mechanism that lets the West's top academic leaders share new cost-effective strategies, debate the pros and cons of restructuring, relay lessons learned from innovative initiatives, and discuss the effects of novel decision making and other activities. During fiscal 2010 WALF will implement new web-based communication strategies allowing its members to more readily share this information and also to work together on new collaborative initiatives. WALF will also engage in outreach to prospective members to expand the organization's ability to build a stronger future for higher education in the WICHE region.

WICHE's Policy Analysis and Research unit manages several projects related to access and success. One of the most exciting initiatives on the unit's agenda is the project titled **Non-traditional No More: Policy Solutions for Adult Learners**, a comprehensive effort to stimulate and guide policy and practice changes to create a more navigable path to degree attainment for "ready adults" – those who are just shy of having enough credits to obtain a degree but have not yet returned to college. Funded by Lumina Foundation for Education, Non-traditional No More includes a specific focus on removing barriers related to data, academic affairs, financial aid and financing, student support services, and communications. Staff continues to work closely with the three original project states: Arkansas, Colorado, and Nevada. Last fall, with additional foundation support, it expanded the project to include two new states: New Jersey and South Dakota.

The Policy unit also works with the **Pathways to College Network**, an alliance of private and corporate foundations, nonprofits, educational

Policy Analysis and Research

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

- ◆ Non-traditional No More: Policy Solutions for Adult Learners
- ◆ College Access Challenge Grant Consortium and Network
- ◆ Best Practices in Statewide Articulation and Transfer Systems
- ◆ Rocky Mountain Collaborative to Transform the Health Professions Workforce
- ◆ State and regional longitudinal data systems development
- ◆ Evaluation of Colorado's College Opportunity Fund

Additional ongoing activities and services include:

- ◆ *Knocking at the College Door* projections of high school graduates
- ◆ SPIDO (State Policy Inventory Database Online)
- ◆ *Tuition and Fees in Public Higher Education in the West*
- ◆ *Policy Alerts and Stat Alerts*
- ◆ *Policy Insights*, a series of brief papers addressing issues in higher education
- ◆ Policy Publications Clearinghouse
- ◆ Benchmarks and a web-based *Fact Book of Policy Indicators for Higher Education in the West*
- ◆ Legislative Advisory Committee
- ◆ State-specific technical assistance on a variety of topics, including financial aid

institutions, and the U.S. Department of Education. Pathways, which includes a vast array of researchers, policy analysts, educators, K-12 administrators, and representatives from government, business, foundations, and community organizations, uses research-based knowledge to improve postsecondary education access and success for the nation's underserved students. These include underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities. WICHE staff helps determine Pathways' overall focus and policy components through representation on its policy committee.

In an effort to assist the Western states with program implementation and administration, the Policy unit manages the **College Access Challenge Grant (CACG) Consortium and Network**. In 2008 the federal government launched a new program designed to foster partnerships among federal, state, and local governments and philanthropic organizations through matching grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Through the CACG Consortium, WICHE is working closely with state leaders in Alaska and Nevada to successfully implement their CACG programs. Simultaneously, the CACG Network is composed of the two consortium states plus North Dakota and Washington to provide a forum in which staff involved in developing, implementing, and maintaining state CACG efforts can share and discuss issues related to the administration of their programs. Through this network state leaders and policymakers share promising practices, lessons learned, common challenges, and the latest research.

Building on the **Changing Direction** project, with funding from Lumina Foundation for Education, the Policy unit is partnering with the National Conference of State Legislatures (NCSL) to promote informed decision making and the alignment of higher education appropriations,

tuition, and financial aid by educating state legislators, news media (especially state house and higher education reporters), and others about these issues in an effort to increase student access and success. The first phase of this project, called **Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid**, is in full swing. WICHE and NCSL collaborated with the Hechinger Institute on Education and the Media to produce eight policy briefs about important issues related to policy integration, targeting them to state legislators. These briefs were disseminated to every state legislator in the country. Over the next year, WICHE staff will present the material at a variety of meetings and policy forums.

Best Practices in Statewide Articulation and Transfer Systems, a joint project of WICHE and Hezel Associates, with funding from Lumina Foundation for Education, seeks to develop a deeper understanding of how states coordinate their articulation and transfer programs for students who move from two-year to four-year institutions. In addition to surveying all 50 states and developing in-depth case studies of selected state systems, WICHE's Policy unit and WCET along with Hezel Associates are examining how state colleges and universities use web portals in the articulation and transfer process to determine the characteristics that make them effective, as well as whether similar models can be used in other states. The project is also examining how well states promote, market, and disseminate information about articulation and transfer to students, faculty advisors, admissions staff, and other administrators. Upon completion of the initial research and case studies, WICHE and Hezel Associates will distill key findings into a best practices guide featuring recommendations for policy and decision makers. The project will host regional and national meetings specifically focused on articulation and transfer. It will also create a set of products that compare the effectiveness of statewide web portals and

disseminate the findings through the EduTools website. Additionally, information from the project will be presented to a national policy audience as part of the State Policy Inventory Database Online (SPIDO). Ultimately, the goal of the project is to guide policy and practice within state higher education organizations, particularly the state higher education executive offices. The project's findings should be a valuable resource to SHEEOs and other policymakers as they confront issues related to postsecondary access and affordability in the years to come.

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity (7th edition), released nationally last year, is widely used by politicians and policymakers; librarians; researchers; the media; businesses; state agencies (including SHEEO offices and education departments); postsecondary institutions; school districts, and individual public and private schools. In the 7th edition, Policy made some changes that will allow WICHE to update these projections more regularly (the income projections from the 6th edition could not be replicated for the 7th, due to data limitations). Policy is seeking funding for a project to examine the methodology behind the projections, which has changed little since WICHE published the first edition of the projections in 1979. The project will also investigate ways to incorporate additional analyses sought by our constituents, such as income-based projections. Finally, it will modernize the content and delivery of the data through an interactive and dynamic web application, allowing users to develop meaningful, real-time reports for their specific needs.

In the summer of 2008, WICHE began a partnership with a national organization, the Sullivan Alliance to Transform the Health Professions Workforce, to help states broaden the pipeline of underrepresented student populations into jobs in the health professions. This partnership organized a meeting that took place

in April 2009 to build institutional commitments that foster the success of targeted populations enrolled in prerequisite coursework at two- and four-year colleges and to ensure a place in post-baccalaureate professional training programs for those students. This initial meeting, titled the **Rocky Mountain Collaborative to Transform the Health Professions Workforce**, is funded with money from the U.S. Department of Health and Human Services through its Office of Minority Health and is also cosponsored by the Anschutz Medical Campus of the University of Colorado, Denver. With this collaborative effort between all four units – Policy Analysis and Research, Mental Health, Programs and Services, and WCET – WICHE hopes to replicate the meeting and the models that emerge from it in other parts of the region, pending the necessary additional funding.

WCET

WCET is a membership cooperative of institutions and organizations dedicated to advancing access and excellence in higher education through the innovative use of technology. WCET's membership includes many of the top technology innovators from colleges, universities, nonprofit organizations, and companies around the country. WCET develops research projects that focus on integrating technology into the teaching and learning processes; consults with higher education institutions; holds professional development conferences for practitioners; and supports its members in the planning and implementation of e-learning. Some of WCET's projects and working groups include:

- ◆ Transparency By Design
- ◆ CatalystCAMP
- ◆ Student retention in online learning
- ◆ eLearning Consortia
- ◆ Academic integrity and student authentication
- ◆ EduTools 2.0
- ◆ Webcast series on e-learning practices and policies

Technology and Innovation

WCET and the Educational Technology Cooperative of the Southern Regional Education Board (SREB) have been exploring opportunities for working more closely together on **e-learning initiatives**. The two organizations have begun sharing more information, and SREB is a cosponsor of WCET's new professional development event, CatalystCAMP, which will be held in conjunction with WCET's annual conference on October 21-24, 2009, in Denver. Other professional development offerings on a range of educational technology topics will be released, including a spring 2009 webcast series on Web 2.0 teaching that will focus on several topics, including helping students to avoid plagiarism; mobile learning and innovations in online student retention; and a new series of podcasts that can be accessed via WCET's new iTunesU, hosted by the University of Northern Colorado. Given current travel restrictions for many of those who work in public higher education, these web-based professional development services will become even more valuable to members.

WCET will continue to facilitate dialogues and partnership opportunities between **China Open Resources for Education (CORE)** and North American institutions that are interested in developing targeted training programs for the Chinese market. WCET and CORE, which has been active in promoting international exchanges of open courseware, signed a memorandum of understanding in 2007 and have been working together to advance the use of open courseware in China. Open courseware and open educational resources are gradually being adopted by postsecondary institutions around the world, especially in countries where student demand greatly exceeds institutional capacity.

EduTools, the highly successful model for providing comparative reviews of various e-learning products, is being redesigned to take advantage of more contemporary Web 2.0 models and practices. The new EduTools website

will make it easier for higher education administrators and faculty to obtain good information on many of the emerging educational technologies and ideas on how they can be used in teaching and learning. The development of the EduTools 2.0 prototype was delayed this year due to staffing changes but will proceed apace during 2009-2010, in partnership with the National Internet2 K20 Initiative.

WCET's governance committees conducted a priorities-setting process to identify a select number of topics or challenges to be addressed by WCET in 2009. As a "cooperative" organization, WCET is defined by the volunteer participation from individual members. Member contributions to specific projects are invaluable and result in work reflecting various perspectives, the pragmatism of the user community, and oftentimes a more up-to-date knowledge of the technology. The following three areas will become new **common interest groups** (CIGs), and each will produce one or more resources or other products to share with the membership at large: student retention in online learning; evaluation and ownership of learning management systems; and institutional policies and initiatives affecting faculty roles, workload, and other institutional and statewide practices.

The Academic Collaboration Common Interest Group recently changed its name to more clearly describe the types of organizations it serves. The renamed **eLearning Consortia CIG** consists of interinstitutional organizations that share resources to increase institutional capacity for, sharing of, and access to technology-mediated courses and programs. The eLearning Consortia CIG is producing a repository of policies and publications for all WCET/WICHE members to use.

Access to broadband networks has been identified as a national priority and is slated to receive a significant investment of federal stimulus funds. Ubiquitous access to broadband will stimulate job and knowledge creation and improve educational, health, and mental health

services to citizens. The vice president for WICHE Technology and Innovation, Louis Fox, continues to serve as an advocate with state and national government entities and as a facilitator among the leading advanced research and education networking entities. WICHE and WCET are well positioned to help states, colleges, and universities in the areas of policy development and applications in education and healthcare. In 2009 Fox hosted the Northern Tier Networking Consortium and, with WICHE President David Longanecker, met with the Western Governors' Association (WGA) concerning broadband networks and the role of states in the national broadband initiatives. In 2007 WICHE published the white paper "Can You Hear Us Now? Connecting Minority-Serving Institutions in the West to U.S. Advanced Cyberinfrastructure," which includes recommendations to raise awareness of the critical importance of cyberinfrastructure for the future of research, education, and healthcare. This paper and conversations among WCET/WICHE leaderships, the WGA, and many national higher education and research organizations (e.g., Internet2, National LambdaRail, the Community Computing Research Association, EDUCAUSE, The Quilt, StateNets, National Science Foundation, EPSCoR/IDeA Foundation, and the Southeastern Universities Research Association) have elevated WICHE to a leadership role in helping the higher education community shape its national broadband agenda. This work will continue throughout the year.

Workforce & Society

WICHE was created more than 55 years ago to help our Western member states affordably "grow their own" healthcare practitioners and has successfully done so. More than 14,100 graduates have enrolled through its Professional Student Exchange Program (PSEP) since the early 1950s. Nonetheless, persistent workforce shortages across the West continue to affect rural and underserved areas. The West's demographics and its wide expanse of rural counties make

Mental Health

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

- ◆ **Mental Health first aid training.** The Mental Health Program is pleased to announce mental health first aid training opportunities in the Western states. Mental health first aid is a 12-hour training course designed to give members of the public key skills to help someone who is developing a mental health problem or experiencing a mental health crisis.
- ◆ **Mental health first aid training for military communities.** The program also submitted a proposal to work with the Department of Defense on adapting mental health first aid training for military communities.
- ◆ **Rural behavioral health.** In collaboration with the Health Resources and Services Administration's Office of Rural Health Policy and the Nakamoto Group, the program is working to identify promising practices, best practices, models that work, and evidence-based practices in rural behavioral health.
- ◆ **Idaho behavioral health system redesign.** The Mental Health Program plans to support Idaho in its effort to create the Governor's Behavioral Health Transformation Work Group and to develop a plan to increase the availability and access to quality services.
- ◆ **WICHE Center for Rural Mental Health Research.** This federally funded research institute conducts studies that help inform health policy at multiple levels of decision making. Focused upon rural mental health, the center is one of seven rural health research centers in the United States funded by the Office of Rural Health Policy of the Health Resources and Services Administration (HRSA). Since most rural Americans obtain their mental health care through primary care providers rather than specialty mental health providers, the focus of the research seeks to expand knowledge around supporting adoption of evidence-based practices in primary care and the potential impact of such adoption on health outcomes for the consumer.
- ◆ **Western States Decision Support Group (WSDSG).** Through a partnership in funding between the federal Center for Mental Health Services and 15 WICHE states, the Mental Health Program coordinates a regional effort to enhance and coordinate program evaluation and data-driven decision support in the public mental health systems of the WICHE West. WSDSG meets face to face three times yearly to focus on regional issues related to enhancing accountability through sound data management to support quality improvement, policy formation, and administration.
- ◆ **Workforce development.** The Mental Health Program is engaged in an array of activities to improve the preparation and continuing education of the public mental health workforce in the WICHE West.
- ◆ **Collaboration in training.** The Mental Health Program continues its work with the Western states to improve collaboration in training between state mental health systems and higher education training programs.
- ◆ **Webinars.** The program produces Rural Mental Health Grand Rounds webinars, funded by the federal Center for Mental Health Services. These webcasts enable rural professionals to obtain training on current issues in mental health practice and continuing education credit.
- ◆ **Technical assistance.** The Mental Health Program is routinely called upon by member states and others to offer state-specific technical assistance, facilitating activities focused upon system improvement, planning, and needs assessment.
- ◆ **Key competencies.** The program is working with Alaska to identify key competencies for behavioral health workers across the career ladder. Additionally, we are leading an effort to establish a new internship consortium in Alaska for doctoral internships in psychology.
- ◆ **Care for children and families.** The program has an ongoing project in South Dakota related to supporting the development of systems of care for children and families and is providing technical assistance, conducting surveys of consumers.
- ◆ **Suicide prevention.** Mental Health Program staff members are currently the evaluators for two federally funded suicide prevention grants – one in Wyoming and one in South Dakota.
- ◆ **Needs assessment and gap analysis.** Staff members frequently work with states across the region in areas of needs assessment and gap analysis. An epidemiologist has updated the model estimating the prevalence of serious disorders. New estimates are based on the National Comorbidity Survey Replication Study and include estimates of individuals with serious emotional disturbances, serious mental illness, and substance use disorders. Eight Western states have contracted with WICHE for state-specific synthetic estimates of serious disorders at the county level.

attracting healthcare professionals to rural and underserved areas all the more challenging. Even with tuition assistance to reduce initial student debt load, low Medicare reimbursement rates and lower salaries in many underserved and rural areas are major deterrents for professionals, as are the lack of employment opportunities for spouses.

In 2010, under the multipronged **Healthcare Workforce Issues and the West's Rural Needs initiative**, WICHE will continue to explore partnerships with federal and state agencies and private funders, seeking support for regional strategies to alleviate healthcare workforce shortages. To better understand the region's options, WICHE developed an inventory of the PSEP cooperating medical schools' rural track programs and their plans for expansion. Staff also completed an inventory of incentives for rural healthcare practitioners. Expanding on this work in 2010, WICHE is developing a pilot initiative to train primary care physicians committed to working in rural areas. Students of the program will be exposed to rural practice opportunities; will benefit from an enhanced rural curriculum with a strong mental health component; and will participate in preceptorships and rotations with mentors in their home state. In addition, home state residencies will be available to them, coupled with host community retention efforts that will increase the graduate's likelihood of returning to a rural area in their home state to serve.

WICHE staff is also researching the creation of new **student exchange models in emerging career fields**. Such programs would allow our member states' institutions to collaborate on offerings and share faculty for cutting-edge programs to train IT and digital communications specialists, as well as hardware engineers. Programs for high-demand fields, including biotechnology, nanotechnology, and energy technology, are also being explored.

The **Rocky Mountain Collaborative to Transform the Health Professions Workforce** meeting (described in the Access & Success section) will have a workforce component, aiding in eight member states' efforts to ensure an adequate supply of trained healthcare workers in fields currently projecting shortages. Because the meeting will focus on underrepresented populations, the commitments of states and institutions to broadening the pipeline of underrepresented students into healthcare jobs will also have the long-term effect of reducing health disparities.

WICHE's Policy Analysis and Research unit is seeking funding for a project that will build on its previous Ford Foundation-supported work in helping states build stronger **linkages between their higher education investments and their labor force needs**. The proposed project will more explicitly focus on how well institutions are recruiting, retaining, and preparing students from underrepresented populations in fields for which the state projects a substantial demand.

In 2010 WICHE will continue working closely with its **Legislative Advisory Committee (LAC)**, a group of state legislators from the West who inform the WICHE Commission's Executive Committee and staff about significant legislative issues related to higher education; provide input on WICHE initiatives; and advise staff on program and participant considerations related to WICHE's policy forums. Staff serves the LAC by informing members about emerging policy issues in the West. This year the activities of the LAC will look a bit different than in previous years. Instead of holding an annual meeting over the summer, the LAC will convene via webinar in an effort to conserve resources and increase participation and interest. As in years past, the focus of the meeting will be on important higher education issues facing the Western states and their legislatures.

Accountability

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

The Policy Analysis and Research staff will continue their ongoing support for state accountability efforts, providing assistance to states. With funding from the Bill & Melinda Gates Foundation, the Policy unit recently hosted a meeting attended by delegations from 14 member states. The meeting, **Fostering Collaborative State-Level Education and Workforce Database Development**, focused on the design and development of statewide longitudinal data systems that span K-12 education, postsecondary education, and workforce data. Such linked data systems are vital to providing useful analyses pointing to effective policies and practices, but their development is hindered by an array of factors, among the most obstructive of which often is a misunderstanding of legal privacy restrictions. Though the meeting has concluded, WICHE continues to provide follow-up services with member states. We are also planning to work with one or more states on a pilot project to broker data linkages within and across states, which we hope will provide a model for other states or regions.

In 2010 Policy will continue to update **SPIDO (State Policy Inventory Database Online)**, at <http://wiche.edu/SPIDO>, the nation's only online searchable database of higher education policies. WICHE staff will develop ways to increase the utility and visibility of this web resource, which boasts a new look and additional features. In addition, staff will conduct presentations about SPIDO at national meetings to highlight how the database can be used to support accountability and other higher education efforts in the states. Policy will continue to work with databases – federal and others – as well as other sources of information, to create Western-specific research and policy briefs on timely and relevant topics.

The Higher Education Opportunity Act of 2008 includes a new requirement directed to accrediting agencies: institutions must have processes in place to **authenticate students in distance education courses and programs**. The new requirement potentially has significant cost and student privacy implications for colleges and universities. WCET established a study group on academic integrity and student authentication in online learning to create a body of knowledge and shared expertise. The study group produced several resources to inform member institutions about current practices and policies employed by institutions to secure student access and use of campus network resources and to promote academic honesty in online education, including a webcast, podcast, conference presentation, and briefing paper. The study group is developing a set of good practices for academic integrity, modeled on the best practices in electronically delivered degree and certificate programs, developed by WCET nearly a decade ago.

Information Resources

Part of WICHE's mission is to provide legislators and decision makers with the data and information they need. In 2010 WICHE will provide the following resources on our website (www.wiche.edu), in print, and via email.

- ◆ **Policy Alerts** and **Stat Alerts** offer weekly e-mail notices of new policy and data-related reports.
 - ◆ **Policy Insights**, our short report series, covers numerous higher education topics.
 - ◆ **Policy Publications Clearinghouse** (<http://wiche.edu/policy/Clearinghouse>), maintained by the Policy Analysis and Research unit, is a database of policy publications, offered in a continuing effort to provide those in the West with access to the latest studies, reports, surveys, and policy briefs published by various research and public policy organizations.
 - ◆ **Regional Fact Book for Higher Education in the West**, updated annually by the Policy Analysis and Research unit, provides a wealth of data on access, affordability, finance, faculty, technology, and workforce issues.
 - ◆ **Tuition and Fees in Public Higher Education in the West** is an annual survey produced by the Policy Analysis and Research unit, with detailed data on tuition and fees at all public institutions in the West. While the data collected for this publication go back in some cases to the mid-1980s, in recent years the unit has sought to improve the reliability of the data through additional accuracy checks and through improved survey instructions and definitions. This past year the unit also queried respondents about the degree to which public institutions in the West
- employ tuition differentiation policies and practices, the first such attempt to gather this information at the institutional level. This annual project supports the development of a *Policy Insights* on tuition and fees and also provides the vital information on tuition required by the Student Exchange Programs, run by WICHE's Programs and Services unit.
- ◆ **Workforce reports** make the connection between education and work clear. The Programs and Services unit's new workforce brief series *A Closer Look at Healthcare Workforce Needs in the West*, informs policymakers and higher education decision makers in the Western states about education and employment trends (the oral healthcare workforce and the primary care physician workforce were two recent topics). In 2009 the series will evaluate the regional workforce needs in veterinary medicine, with an emphasis on veterinarians who are willing to serve in the less popular but critical areas, such as public health, food safety, biosecurity, and food/animal practices. Additional issues are planned for public health, the allied health professions, optometry, and podiatry. In addition to providing much needed information, these briefs will help WICHE determine if other fields with significant workforce shortages should be added to PSEP or WRGP.
 - ◆ **Other publications and services:** Our website (www.wiche.edu) posts a slew of reports and newsletters (such as *NewsCap* and the SSI newsletter), as well as hosting the WCET online community and archiving a host of resources, including the Mental Health Grand Rounds webcasts.

WICHE WORKPLAN 2010

EXISTING ACTIVITIES

Finance

- Annual *Tuition and Fees* report (GF)
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina)
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid* (Lumina)
- Performance measurement improvement in the Western states public mental health programs
- Legislative Advisory Committee
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Evaluation of Colorado's College Opportunity Fund (COF) (Colorado Department of Higher Education, Donnell-Kay Foundation)
- Master Property Program, insurance and risk consortium (self-funding)
- Collaborative purchasing through MHEC/WICHE Xerox contracts (self-funding)

Access & Success

- Student Exchange Programs: Professional Student Exchange Program (PSEP); Western Regional Graduate Program (WRGP); Western Undergraduate Exchange (WUE) (state-funded)
- Internet Course Exchange (ICE) (Sloan Foundation and membership dues)
- State Scholars Initiative (OVAE)
- Bridges to the Professoriate (HHS)
- *Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid* (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* (ACT, College Board, and GF)
- *Non-Traditional No More: Policy Solutions for Adult Learners* (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Children's mental health improvement projects in Wyoming and South Dakota
- College Access Challenge Grant Consortium and Network (state subcontracts/U.S. Department of Education)
- Initiatives to expand educational equity for underrepresented ethnic students
- Best Practices in Statewide Transfer and Articulation Systems

Technology & Innovation

- Western Academic Leadership Forum (membership dues and TIAA-CREF grant)
- *Fostering Collaborative State-level Education and Workforce Database Development* (Bill & Melinda Gates Foundation)
- Professional development services to help colleges and universities offer quality e-learning programs, including WCET's annual conference (Oct. 21-24 in Denver), CatalystCAMP for new e-learning professionals (in conjunction with annual conference), webcast seminars for faculty development, and establishment of an iTunesU channel to access WCET podcasts (WCET)
- Expansion of the services, scope of resources, and number of participants in the eLearning Consortia common interest group, in partnership with Kansas State University's Institute for Academic Alliance (WCET)
- Provision of comparisons of electronic learning software and online course evaluations via the widely recognized EduTools website (WCET)

- Expansion of utilization of Web 2.0 social networking and new breed of web-based communications tools, serving as a prototype for other WICHE programs (WCET)

Workforce

- Rocky Mountain Collaborative to Transform the Health Professions Workforce (U.S. Department of Health and Human Services' Office of Minority Health, Sullivan Alliance)
- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas
- Regional Veterinary Medicine Advisory Council
- Western Consortium for Rural Social Work (WICHE ICE)
- Healthcare and emerging fields' workforce briefs (GF)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)
- Mental health student exchange
- Building partnerships for competency: public mental health workforce development
- Rural mental health training initiatives

Accountability

- *Fostering Collaborative State-level Education and Workforce Database* (Bill & Melinda Gates Foundation)
- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (Substance Abuse and Mental Health Services Administration)
- *Electronic Policy Alerts and Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- State Policy Inventory Database Online (SPIDO) (GF, Lumina, Pathways)
- Launching of the initial phase of the Transparency By Design website, to educate adult students to become better consumers of online education (WCET)
- Establishment of a knowledge base of existing research and best practices about academic integrity and student verification in online learning in response to Higher Education Opportunity Act legislation, serving as a resource to institutions and the accrediting community (WCET)

NEW DIRECTIONS

(approved by the commission)

Finance

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

Access & Success

- Expanded access to cyber-infrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West by working with national broadband initiatives of the American Recovery and Reinvestment Act of 2009 (Technology and Innovation)
- Establishment of a knowledge base of existing research and good practices that improve student retention in online courses and programs (WCET)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* methodology review and expansion
- Expansion of WICHE ICE to develop new multi-institution academic collaborations to produce online courses and programs in high-demand fields

Technology & Innovation

- Transitioning EduTools to a new model focused on community contributions of knowledge, in partnership with WCET's new LMS/CMS common interest group and with the National K-20 Initiative of Internet2 (WCET)
- Advancement of the work of the new common interest group on academic administration and academic policies related to e-learning, attracting more academic administrators to actively participate in peer discussions of a variety of academic and faculty issues related to distance education, online education, and technology-enhanced learning (WCET)
- Expansion of the availability and use of research and education networks (state, regional, and national) for health and mental health services and related educational outreach (Technology and Innovation, Mental Health)
- Development of a broadband technology policy and awareness initiative that supports individual state and regional efforts to deploy, connect, and use advanced networks in support of education, healthcare, and research by working with national broadband initiatives of the American Recovery and Reinvestment Act (Technology and Innovation)
- Technologically enhance the State Higher Education Policy Center (SHEPC) learning center
- Expansion of WICHE ICE (Sloan and memberships)

Workforce

- Expansion of professional advisory councils (health professions)
- Survey of PSEP medical and dental schools' rural track and pipeline programs to identify best practices
- Assessment of Mental Health Program distance-learning opportunities for California's small and frontier counties (Mental Health and WCET)
- Collaboration with Colorado Department of Labor to expand access to online education via WICHE ICE in four-state demonstration project (Sloan Foundation)

ON THE HORIZON

(not yet submitted to the commission)

Finance

- Residency policies
- Research and analysis of outcome-based funding approaches

Access & Success

- Expanding adult degree completion through online education via ICE
- Expansion of the State Scholars Initiative with new funding
- Broadening on-campus and online educational options for active service members and veterans

Technology & Innovation

- Research on strategies and good practices that promote use of open educational resources in higher education (WCET)
- Research on effective intervention strategies to increase student retention and student success in online courses and programs (WCET)

Workforce

- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs and exploring new regional student exchange opportunities
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Extending the Rocky Mountain Collaborative to Transform the Health Professions Workforce initiative into other WICHE states

Accountability

- International comparisons of learning outcomes
- Research and analysis of outcome-based funding approaches
- Second phase of the Transparency By Design website: the site will improve and enrich the institutional and program data offered, recruit more institutions to participate, and expand marketing of the site to attract more users (WCET)



Plenary Session IV: Where to from Here for the U.S.?

Tuesday, May 19, 2009
9.30 - 10.45 am
Estancia G

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 19, 2009

9.30 - 10.45 am

Estancia G

**Plenary Session IV:
Where to from Here for the U.S.?**

The American Recovery and Reinvestment Act is now in the first stages of implementation. What is it really intended to do? What is the best-case scenario? What will be left to do even if the best-case scenario is realized? And what are the downside risks and challenges?

Speaker: Paul Lingenfelter, president, State Higher Education Executive Officers (SHEEO).

Biographical Information on the Speaker

Paul E. Lingenfelter is president of SHEEO. His work has focused on successful participation in higher education, accountability, and finance. Under his leadership SHEEO organized and staffed the National Commission on Accountability in Higher Education, which in March 2005 issued its report *Accountability for Better Results: A National Imperative for Higher Education*. He previously served as vice president of the John D. and Catherine T. MacArthur Foundation, where he established and led the MacArthur Foundation Program on Human and Community Development. Earlier, Lingenfelter served as deputy director for fiscal affairs for the Illinois Board of Higher Education. He received 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.



Plenary Session V: Where to from Here for the West? A Commission Discussion

Tuesday, May 19, 2009
10.45 am - 12.00 noon
Estancia G

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 19, 2009

10.45 am - 12.00 noon

Estancia G

**Plenary Session V:
Where to from Here for the West?
A Commission Discussion**

In this follow-up to Plenary Session IV ("Where to from Here for the U.S.?"), Paul Lingenfelter and David Longanecker will shift the focus from the nation to the West, leading WICHE commissioners in a discussion of the region's future.

Moderators: Paul Lingenfelter, president, SHEEO; and David Longanecker, president, WICHE.

Biographical Information on the Speakers

Paul E. Lingenfelter's work as president of SHEEO has focused on successful participation in higher education, accountability, and finance. Under his leadership SHEEO organized and staffed the National Commission on Accountability in Higher Education, which in March 2005 issued its report *Accountability for Better Results: A National Imperative for Higher Education*. He previously served as vice president of the John D. and Catherine T. MacArthur Foundation, where he established and led the MacArthur Foundation Program on Human and Community Development. Earlier, Lingenfelter served as deputy director for fiscal affairs for the Illinois Board of Higher Education. He received 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.

David A. Longanecker is the president of the Western Interstate Commission for Higher Education (WICHE) in Boulder, CO. WICHE is a regional compact between 15 Western states created to assure access and excellence in higher education through collaboration and resource sharing among the higher education systems of the West. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: access, promoting student and institutional performance, teacher education, finance, the efficient use of educational technologies, and academic collaboration in Canada, the United States, and Mexico. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.



Reference

WICHE Commission
Commission Committees 2009
WICHE Staff
Future Commission Meeting Dates
Higher Education Acronyms

Western Interstate
Commission
for Higher Education

www.wiche.edu

Reference

- WICHE Commission 14-3
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WICHE COMMISSION

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

ALASKA

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

ARIZONA

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

CALIFORNIA

Appointments pending

COLORADO

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

HAWAII

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

IDAHO

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

MONTANA

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

NEVADA

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

NEW MEXICO

Dede Feldman, State Senator
*Patricia Sullivan, Assistant Dean, College of Engineering, New Mexico State University, Las Cruces
One appointment pending

NORTH DAKOTA

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

OREGON

Ryan P. Deckert, President, Oregon Business Association
*Camille Preus, Commissioner, Oregon Department of Community Colleges and Workforce Development
James K. Sager, Senior Education Policy Advisor, Education and Workforce Policy Office

SOUTH DAKOTA

Robert Burns, Distinguished Professor Emeritus, Political Science Department, South Dakota State University, and Dean Emeritus, SDSU Honors College
James O. Hansen, Regent, South Dakota Board of Regents
*Robert T. (Tad) Perry (WICHE Chair, 2002), Executive Director, South Dakota Board of Regents

UTAH

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

WASHINGTON

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

WYOMING

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

*Executive Committee member

COMMISSION COMMITTEES 2009

Executive Committee

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

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

Issue Analysis and Research

David Skaggs, chair
Position vacant, vice chair
Tom Buchanan (WY), ex officio
Roy Ogawa (HI), ex officio

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

Disaster Recovery Planning Committee

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

Programs and Services

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

Diane Barrans (AK)
Leah Bornstein (AZ)
Position vacant (CA)
Joseph A. Garcia (CO)
Helene Sokugawa (HI)
Michael Rush (ID)
Kerra Melvin (MT)
Committee chair (NV)
Dede Feldman (NM)
Pamela Kostelecky (ND)
James Sager (OR)
Tad Perry (SD)
Peter C. Knudson (UT)
Phyllis Gutierrez Kenney (WA)
Klaus Hanson (WY)

Self-funded Units

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

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

Audit Committee

Roy Ogawa (HI), chair and immediate past
WICHE chair
Linda Blessing (AZ), former WICHE commissioner
Position vacant (NM)
David Lorenz (AZ)

WICHE STAFF

President's Office

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

Accounting and Administrative Services

Robin Berlin, senior accounting specialist
Peggy Green, accounting specialist
Craig Milburn, chief financial officer

Human Resources

Tara Hickey, human resources coordinator

IT Services

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

Mental Health

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

Policy Analysis and Research

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

Programs and Services

and Communications and Public Affairs

Jere Mock, vice president
Candy Allen, graphic designer
Laura Ewing, administrative assistant
Annie Finnigan, communications manager
Kay Hulstrom, administrative coordinator
Deborah Jang, web design manager
Michelle Médal, associate project director, State Scholars Initiative
Ken Pepion, director, Bridges to the Professoriate
Terese Rainwater, program director, State Scholars Initiative
Margo Schultz, program coordinator, Student Exchange Programs
Pat Shea, program director, WICHE ICE and Western Academic Leadership Forum

Technology and Innovation

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

WCET

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

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

Future Commission Meeting Dates

2009	2010	2011	2012
November 2-3, Boulder, CO	May 17-18, OR* November 8-9, HI*	May 16-17, CA* October 31-November 1, CO*	TBD

* City to be decided.

HIGHER EDUCATION ACRONYMS

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

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

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

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

SHEEO Offices in the West, by State:

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