

Agenda Book

WICHE Commission Meeting • May 22-23, 2006 • Bismarck, North Dakota



Image courtesy of North Dakota Department of Tourism

Monday, May 22, 2006

8.00 - 8.30 am [tab 1]

Van Gogh-Remington Rooms

Executive Committee Meeting (Open and Closed Sessions)

1-1

Continental breakfast items available

Agenda (open)



Approval of the Executive Committee conference call meeting minutes of March 27, 2006

1-3

Information Items:

Previously approved Executive Committee meeting minutes of:

– February 16, 2006, amended and approved March 27, 2006

1-9

– November 7, 2005, approved February 16, 2006

1-19

Report from the Mental Health Program

1-23

Discussion Item: May 2006 meeting schedule

Agenda (closed)



Evaluation of the executive director and adoption of performance objectives for FY 2007

1-25

8.30 - 9.15 am [tab 2]

Rembrandt Room

Committee of the Whole

2-1

Continental breakfast items available

Call to order: David Nething, WICHE chair

Introductions of new commissioners and guests

2-3



Approval of the Committee of the Whole meeting minutes of November 7-8, 2005

2-5

Report from the chair

Report from the executive director

Report from the Audit Committee

2-19



Background and approval of Audit Committee's recommendations

2-19



Approval of amendments to the bylaws about the Audit Committee

2-20



Approval of WICHE’s auditors for FY 2006 to FY 2008

2-19

Information Items:

- Audit Committee’s charter 2-21
- Audit Committee’s calendar of events 2-22



Approval of commission code of ethics

2-23



Approval of executive director code of ethics

2-24

9.15 - 10.15 am [tab 3]
Rembrandt Room

What’s Up in the West? A Focus on Colorado, Nevada, Utah, and Wyoming

3-1

Discussion Leader: David Longanecker

Speakers: Commissioners Tom Buchanan of Wyoming, Richard Kendell of Utah, Jenna Langer of Colorado, and Jane Nichols of Nevada

10.15 - 10.45 am [tab 4]
Rembrandt Room

What’s Up in North Dakota Higher Education?

4-1

Speaker: Robert Potts

10.45 - 11.00 am

Break

11.00 am - 12.15 pm [tab 5]
Rembrandt Room

What’s Up at WICHE? State Scholars Initiative, WCET, and Multiregional Collaborative Activities

5-1

Speakers: Sally Johnstone, Jere Mock, and Terese Rainwater

12.15 - 1.15 pm
Liberty-Manhattan Rooms

Lunch

1.15 - 1.30 pm

Break

1.30 - 2.45 pm [tab 6]
Rembrandt Room

Policy Discussion: Higher Education and the Public Good: ACE’s Solutions Project

6-1

Speaker: Amanda Adolph, director of marketing, American Council on Education, Washington, D.C.

2.45 - 3.00 pm

Break

3.00 - 4.15 pm [tab 7]

Rembrandt Room

Programs and Services Committee Meeting

7-1



Approval of the Programs and Services Committee meeting minutes of November 7-8, 2005

7-3



Approval of the FY 2007 Programs and Services workplan

7-7



Approval of support fees for the Professional Student Exchange Program (PSEP) for 2007-08 and 2008-09

7-9

Information Items:

Student Exchange Programs update

7-42

State Scholars Initiative update

7-44

NEON (Northwest Educational Outreach Network) and WICHE ICE (Internet Course Exchange) updates

7-46

3.00 - 4.15 pm [tab 8]

Van Gogh-Remington Rooms

Issue Analysis and Research Committee Meeting

8-1



Approval of the Issue Analysis and Research Committee meeting minutes of November 7-8, 2005

8-3



Approval of the FY 2007 Policy Analysis and Research workplan

8-5

Discussion/Information Items:

"Benchmarks Report" update (distributed separately)

Project on productivity in higher education

8-7

Partnership with Observatory for Borderless Higher Education update




8-8

Unit updates

8-19

4.15 - 5.00 pm

Break

	Approval of budget and salary/benefit recommendations for FY 2007	11-4
	Approval of FY 2008 and 2009 biennium state dues	11-9
	Approval of the workplan for FY 2007	11-11
	Meeting evaluation	11-25
	Other business	

11.30 am

Adjournment

Box lunches to go available

Reference [Tab 12]

WICHE Commission	12-3
Commission committees 2006	12-4
WICHE staff	12-5
Higher education acronyms	12-6

For further information about this meeting, please contact:

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Monday, May 22, 2006

8.00 - 8.30 am

Van Gogh-Remington Rooms

Executive Committee Meeting (Open and Closed Sessions)

Executive Committee Members:

David Nething, chair (ND)

Cam Preus-Braly, vice chair (OR)

Diane Barrans, immediate past chair (AK)

Marshall Lind (AK)

Joel Sideman (AZ)

Francisco Hernandez (CA)

Bill Byers (CO)

Roberta Richards (HI)

Dwight Johnson (ID)

Cindy Younkin (MT)

Carl Shaff (NV)

Patricia Sullivan (NM)

Robert Potts (ND)

Jim Sager (OR)

Tad Perry (SD)

Richard Kendell (UT)

James Sulton (WA)

Klaus Hanson (WY)

Agenda (open)



Approval of the Executive Committee conference call meeting minutes of March 27, 2006

1-3

Information Items:

Previously approved Executive Committee meeting minutes of:

– February 16, 2006, amended and approved
March 27, 2006

1-9

– November 7, 2005, approved February 16, 2006

1-19

Report from the Mental Health Program

1-23

Discussion Item: May 2006 meeting schedule

Other

Agenda (closed)



Evaluation of the executive director and adoption of performance objectives for FY 2007

1-25

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 executive director 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 Executive Director.

ACTION ITEM
Executive Committee Conference Call Minutes
March 27, 2006

Executive Committee Members Present

David Nething (ND), chair
Cam Preus-Braly (OR), vice chair
Marshall Lind (AK)
Joel Sideman (AZ)
Bill Byers (CO)
Roy Ogawa for Roberta Richards (HI)
Cindy Younkin (MT)
Patricia Sullivan (NM)
James Sager (OR)
Bob Burns for Tad Perry (SD)
Richard Kendell (UT)
James Sulton (WA)

Executive Committee Members Unable to Participate

Diane Barrans (AK), immediate past chair
Robert Moore (CA)
Dwight Johnson (ID)
Carl Shaff (NV)
Richard Kunkel (ND)
Klaus Hanson (WY)

Staff Present

David Longanecker, executive director
Cheryl Blanco
Marv Myers
Terese Rainwater
Margo Schultz
Marla Williams

Chair David Nething called the meeting to order.

ACTION ITEM
Approval of the Executive Committee Conference Call Meeting Minutes
of February 16, 2006

David Longanecker requested the February 16, 2006, meeting minutes be amended by replacing "state agency" with "business/education partnership," in two references on p. 7 in the report on the State Scholars Initiative.

COMMISSIONERS SULTON/BYERS (M/S) APPROVAL OF THE EXECUTIVE COMMITTEE CONFERENCE CALL MEETING MINUTES OF FEBRUARY 16, 2006, AS AMENDED. The motion passed unanimously.

INFORMATION ITEM
Draft Schedule for the May Commission Meeting in Bismarck, North Dakota

David Longanecker reported on changes that had been made to the May meeting schedule since February's conference call, as follows:

1. Jane Wellman, who was slated to give the report on the ACE (American Council on Education) Solutions Project, will not be able to attend the meeting. Instead, ACE will send a staff member to report on the project.
2. Bill Byers was asked if he wanted Colorado to remain on the schedule for state reports, given that Rick O'Donnell, Colorado's SHEEO, is no longer with the Colorado Commission on Higher Education. Byers responded that a SHEEO would be the appropriate person to give this report, and since O'Donnell had departed, Colorado should be taken off of the schedule.
3. Longanecker said the North Dakota commissioners have arranged for Monday night to include a dinner, in addition to the reception slated to be held at the Heritage Center.

INFORMATION ITEM

Draft Workplan for FY 2007

David Longanecker described the FY 2007 workplan. The first part of the document describes the organization's activities, much like an annual report; the last two pages (pp. 9 and 10) list activities in a table format. The three tables list activities under five themes: finance; access and success; innovation and info-technology; workforce; and accountability. The first table (on p. 9), titled "Existing Activities," lists activities and funding sources currently underway. The second table (on p. 10), titled "New Directions," lists activities that have been approved by the commission for which funding is being sought before work is initiated. The final table (also on p. 10), titled "On the Horizon," lists activities that have yet to be presented to the commission for approval or previously approved proposals that are being recast and will be resubmitted to the commission. Longanecker said that while it is important for the commission to examine all of the activities in the workplan, the activities listed in the final table, "On the Horizon," should be scrutinized carefully.

Longanecker said there are three activities on the "On the Horizon" table that he may ask the commission to reconsider:

1. A WICHE service repayment program, in which WICHE would help the states to collect unpaid student loans. This activity has not received much state interest.
2. A WICHE licensure and credentialing service, in which WICHE would help the states monitor and maintain various professional-level credentials for individuals in professions requiring licensure. Interest in pursuing this activity remains. However, the resources necessary to fully explore this project's potential and viability have not been available.
3. An initiative to recruit leaders for Western higher education, in which WICHE would help the states by serving as a headhunter for high-level posts. The liability for WICHE might be too great, should an individual's performance not meet expectations.

Longanecker said one item should be added to the "On the Horizon" table, under the accountability theme: "Follow-up initiatives responding to the commission on higher education report." He said this item is in addition to the item "Follow-up initiatives responding to the National Center on Public Policy and Higher Education's report card."

Longanecker said there are two activities in the "On the Horizon" table that he believes are going to be fairly substantial proposals; they may come forward for action at the May meeting. The first one, under "finance," focuses on productivity as a strategy to address cost and affordability concerns. The Lumina Foundation would be receptive to a major proposal in this general area. The other, under "workforce," is on health and allied health workforce development and policy. Dennis Mohatt and Cheryl Blanco have been working on an idea that could draw federal funding, which would provide resources to take a comprehensive view of state planning for medical and health professionals and allied health fields.

Commissioner Sideman asked if there would be follow-up to the recommendation Carol Twigg made at the last commission meeting: to develop a project aimed at developing quality online programming. Longanecker said this item is part of the "productivity" activity under the "finance" theme in the "On the Horizon" table. Carol Twigg has been in touch with him about this issue, and information about it will be distributed to the commission fairly soon.

Longanecker said he would like the commissioners to consider this document and be prepared to challenge the staff on the efficacy of the "On the Horizon" ideas. He may also have some specific recommendations about keeping or removing some of these activities, which he will share at the May meeting. The Executive Committee members may also want to recommend additions or deletions to the activities. In addition, the two standing committees, Programs and Services and Policy Analysis and Research, will review the FY 2007 workplan during the May meeting and may suggest alterations before it comes before the Committee of the Whole for action during its final session on Tuesday morning.

INFORMATION ITEM

Draft Meal Reimbursement Policy

David Longanecker said the proposed revision to WICHE's meal reimbursement policy will be acted on by the Committee of the Whole at the May meeting. The meal limits currently in effect have not been adjusted in 10 years. Staff proposes that WICHE's meal limits become tied to those established by the General Services Administration (GSA), much like the

mileage reimbursement rates are tied to the federal government's established mileage rates. The proposed plan for WICHE's meal reimbursement rate would be to average the GSA's rates for state capitals and primary destination cities in each of the WICHE states. Using this method, WICHE's meal reimbursement rate would increase from its current level of \$44.00 per day to \$52.00 per day. The estimated impact on WICHE's total budget (general fund and non-general fund budgets combined) would be \$12,000 per year. As requested at the February meeting, this item has been factored into the FY 2007 budget. This proposal will be acted on in May by the Committee of the Whole during its final session.

INFORMATION ITEM

FY 2006 Budget Update and Preliminary FY 2007 Budget

David Longanecker said the budget looks good. He referred to the first budget attachment, which is an estimate of the general fund for the balance of FY 2006 and a preliminary projection for the FY 2007 budget. In FY 2006 (on line 40) it shows the year will end with \$183,000 more than projected in the budget. The reason for this improvement is entirely from increased interest income and indirect cost recovery income, resulting from two major grants: the renewal grant for the WICHE Center for Rural Mental Health Research and the newly awarded grant to administer the State Scholars Initiative.

Longanecker said FY 2007 is projected to see in a surplus of \$7,500, a balanced budget. This is less than what was projected during February conference call because of the addition of one FTE in the communications and public affairs area for Jere Mock's unit. Mock and her staff have been stretched too thin for too long, due to the redistribution of responsibilities when Dewayne Matthew's left WICHE, the elimination of approximately three FTE positions at that time, and an ongoing increase in responsibilities (such as the recent State Scholars Initiative). Commissioner Byers asked what position would be created. Longanecker said it would be a new junior assistant position to help manage current activities and relieve Mock and her staff of some activities. This will allow some staff to devote time to the new Master Property Insurance Program and perhaps to some of the other "On the Horizon" initiatives in the FY 2007 workplan. The addition of one FTE brings the budget for FY 2007 into balance.

Longanecker then referred to an additional budget attachment (5a), which reports the original FY 2006 budget, the actual estimate for the FY 2006 budget, and the proposed FY 2007 budget for the Mental Health Program and WCET, two wholly self-supporting, externally funded units at WICHE. The Mental Health Program budget shows an approximate surplus of \$185,000 at the end of FY 2006 and a \$67,000 surplus at the end of FY 2007. The WCET budget reports an approximate surplus of \$27,000 at the end of FY 2006 and a \$3,000 surplus at the end of FY 2007. These two programs, both of which required assistance from the WICHE general fund not too long ago, are in very good financial shape at the current time.

The next budget attachment (5b) covers the same fiscal year periods for the grants and contracts portion of the Policy Analysis and Research unit and the Programs and Services unit. The Policy Analysis and Research unit has brought in external funding totaling just under \$1 million in FY 2006 and is projected in FY 2007 to bring in \$647,000. The drop in external funding in FY 2007 is the result of completing the Lumina-funded project in FY 2006. The Programs and Services unit has brought in external funding totaling \$732,000 in FY 2006 and is projected in FY 2007 to bring in \$833,000. The increase projected is primarily a result of the State Scholars Initiative.

The next and final budget attachment (5c) covers the same fiscal year periods for the general fund. The general fund will be just under \$2 million in FY 2006 and is projected to be just over \$2 million in FY 2007. This attachment also covers the same fiscal year periods for WICHE's total operating budget: that is the general fund budget combined with the budgets for Mental Health, WCET, Policy Analysis and Research, and Programs and Services. WICHE's total operating budget for FY 2006 will be \$5.8 million and is projected to be approximately \$50,000 higher in FY 2007.

The FY 2007 budget will be acted on in May by the Committee of the Whole during its final session.

INFORMATION ITEM
Draft Support Fees for the Professional Student Exchange Program
2007-08 and 2008-09

Setting the support fees for the Professional Student Exchange Program (PSEP) is a major item to be addressed at the May meeting. Longanecker said setting the support fees is a balancing act among very different perspectives: what the states can afford to pay, what the students can afford to pay in tuition, and what the institutions need to operate their programs. The staff have tentatively proposed a 3.4 percent increase in both AY 2007-08 and AY 2008-09 in all fields except occupational therapy, where an additional increase of \$1,000 is recommended for AY 2007-08 for this high-demand field.

The proposed support fees have been distributed for comment to the deans and program directors of all the programs participating in PSEP. In addition, the proposed increase in fees were distributed to WICHE's certifying officers and the state SHEEOs, with a request for comments. Responses to the proposed support fees have been requested by March 29, 2006. Once this feedback has been received, staff will finalize the PSEP support fee recommendations for AY 2007-08 and AY 2008-09 for the May meeting agenda book. WICHE's certifying officers will meet on May 21, 2006, and any further recommendations from them will be reported to the Programs and Services Committee during its discussion of the proposed fees at May 22-23 meetings. The Programs and Services Committee will forward its recommendation concerning the support fees on to the Committee of the Whole before the committee takes final action on the issue during the last session of the commission meeting.

INFORMATION ITEM
Proposed Dues Increase for FY 2008 and FY 2009

David Longanecker said the dues for FY 2007 were set by the commission in May 2004 at \$112,000. He said staff is recommending that dues increase by \$4,000 in each of the subsequent fiscal year, as follows:

FY 2007 (previously approved)	\$112,000	
FY 2008	\$116,000	3.57 a percent increase over FY 2007
FY 2009	\$120,000	3.45 a percent increase over FY 2008

This item included an attachment showing the history of WICHE's dues levels and increases since 2001-2002. An additional attachment reports current dues levels for a number of other organizations and projected dues levels through 2008-2009. The proposed dues increase will be acted on in May by the Committee of the Whole during its final session.

INFORMATION ITEM
Proposed Amendments to the Audit Committee
Portion of WICHE's Bylaws

The Audit Committee is advancing a proposal to amend a section of WICHE's bylaws pertaining to its description and responsibilities. The primary change would shift responsibility of selecting WICHE's auditors from the full commission to the committee. Chair Nething requested the agenda book show the proposed changes to the bylaws in the traditional format, rather than in the Microsoft reviewer's comments in a right column format. This proposal will be acted on in May by the Committee of the Whole during its final session.

INFORMATION ITEM
Proposed Code of Ethics for the Commission
and the Executive Director

The Audit Committee is advancing a proposed code of ethics for both the commissioners and for the executive director of WICHE. These documents will also be acted on in May by the Committee of the Whole during its final session.

REPORT
Results of the Poll to Determine the November 2006
Meeting Venue and Dates

David Longanecker announced the results of the poll to select alternative dates for the November 2006 commission meeting. Votes were overwhelmingly for November 13-14, 2006. He said the Colorado commissioners – Bill Byers of Fruita and Bill Hybl, the chairman and CEO of the El Pomar Foundation – have invited the commission to meet at the Penrose House, which is administered by the El Pomar Foundation in Colorado Springs, CO. The Penrose House – a beautiful, historic, Mediterranean-style mansion, built in 1910 – is made available at no cost, except for meals, to 501(c)(3) nonprofit organizations and government agencies. Sleeping rooms would be located at the adjacent Broadmoor Hotel, a five-star, world-class resort located on 3,000 acres.

Longanecker said the Colorado Springs airport is only eight miles from the Broadmoor and is served by several major airlines, including American, Continental, United, Northwest, Delta, America West, and others. No-stop service is available from many of the West's major airports, including Phoenix, Portland, Seattle, Salt Lake City, Albuquerque, Bozeman, Las Vegas, and Los Angeles. Some commissioners will be required to fly an additional leg to get to Colorado Springs airport; others may chose to fly into the Denver airport. Staff will explore an efficient means of ground transportation from Denver to Colorado Springs for these few commissioners.

The meeting adjourned.

INFORMATION ITEM

Executive Committee Conference Call Minutes

February 16, 2006

Executive Committee Members Present

David Nething (ND), chair
Cam Preus-Braly (OR), vice chair
Diane Barrans (AK), immediate past chair
Marshall Lind (AK)
Joel Sideman (AZ)
Bill Byers (CO)
Dwight Johnson (ID)
Patricia Sullivan (NM)
Tad Perry (SD)
Klaus Hanson and Tom Buchanan (WY)

Executive Committee Members Unable to Participate

Robert Moore (CA)
Roberta Richards (HI)
Cindy Younkin (MT)
Carl Shaff (NV)
Richard Kunkel (ND)
James Sager (OR)
Richard Kendell (UT)
James Sulton (WA)

Staff Present

David Longanecker, executive director
Cheryl Blanco
Sally Johnstone
Marv Myers
Terese Rainwater
Marla Williams

Chair David Nething called the meeting to order and announced the agenda would be adjusted to allow Diane Barrans to report first because her time on the call was limited. Barrans gave reports on both the Audit Committee and the Disaster Recovery Planning Committee.

REPORT

Audit Committee

Commissioner Diane Barrans, immediate past WICHE chair and chair of the Audit Committee, reported that serving with her on the committee were: Roy Ogawa of Hawaii, Jane Nichols of Nevada, Ed Jasmin of Montana, former Arizona WICHE Commissioner Linda Blessing, and Cam Preus-Braly, WICHE vice chair and ex-officio committee member. Barrans reported the Audit Committee met via conference call on February 10 and approved, for advancement to the Committee of the Whole, the firm of Clifton and Gunderson, CPA to conduct WICHE's audit for fiscal years 2006 through 2008. Before the May meeting, the Audit Committee will review the firm's complete bid proposal as the last step in the process of choosing an auditing firm for WICHE. Barrans reported the Audit Committee approved a calendar of activities showing its responsibilities throughout the year (see attachment 1). It also approved several items that will advance to the Committee of the Whole for action at the May meeting:

- An amendment to WICHE's bylaws concerning the authority of the Audit Committee.
- A code of ethics for WICHE commissioners.
- A code of ethics for WICHE's executive director.

REPORT

Disaster Recovery Planning Committee

Commissioner Diane Barrans, immediate past WICHE chair and chair of the Disaster Recovery Planning Committee, reported that this committee held its first meeting via conference call on February 10. At the November meeting,

Executive Director Longanecker raised the point that higher education responded well to the hurricane devastation in Louisiana and other Southern coastal states and that it might be wise for WICHE to have an integrated plan in place should such a devastating event occur in the Western region. During a discussion about this at the Programs and Services Committee meeting in November, it was decided that WICHE should develop such a plan; staff were asked to work on this effort. David Longanecker reported that following the November meeting, he contacted former WICHE Commissioner Bill Kuepper of Colorado about working on this effort. Kuepper volunteered to staff this effort and begin development of such a plan for WICHE. A report on this effort will be made at the May meeting. Commissioner Hanson asked if there would be another report on this during the March 27 meeting and Longanecker said he would put it on the agenda.

ACTION ITEM

Approval of Executive Committee Meeting Minutes of November 6, 2005

COMMISSIONERS HANSON/BARRANS (M/S) APPROVAL OF THE EXECUTIVE COMMITTEE MEETING MINUTES OF NOVEMBER 7, 2005. The motion passed unanimously.

ACTION ITEM

How Does Portable Aid Influence Access and Choice Decisions among Low-Income Students?

Cheryl Blanco described a project titled "How Does Portable Aid Influence Access and Choice Decisions among Low-Income Students?" The action item (attachment 2) requests approval to seek, receive, and expend funds to carry out this project, which would focus on how well current portable aid programs serve low-income students. She said the project would build on work that has been done over the past year, including the work that Chris Morpew did for WICHE by examining trends among students in WICHE's Western Undergraduate Exchange Program (WUE). The project would also study portable aid programs administered by the New England Board for Higher Education (NEBHE), also a regional program, and a state program in Rhode Island. In addition to data from these three programs, data from the Department of Education would also be used. The project would be conducted in conjunction with the current project, Pathways to College, and in partnership with NEBHE and the state of Rhode Island.

Chair Nething asked about the project's budget and how the \$186,000 would be spent. Blanco said there would be consultant expenses and some data expenses, but the majority of the expenses are labor for collecting and analyzing the data. Longanecker said WICHE's contributed costs would be very marginal or about 2.5 percent of 1.0 FTE.

COMMISSIONERS PERRY/LIND (M/S) APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS TO SUPPORT A STUDY OF PORTABLE FINANCIAL AID PROGRAMS AND HOW THEY INFLUENCE ACCESS AND CHOICE DECISIONS AMONG LOW-INCOME STUDENTS. The motion passed unanimously.

DISCUSSION ITEM

Draft Schedule for the May 22-23, 2006 Commission Meeting in Bismarck, North Dakota

David Longanecker said WICHE's officers assisted in developing the draft schedule for the May commission meeting in Bismarck, ND. He said he'd like the Executive Committee's reaction to the schedule, and he reviewed the sessions. The business portion of the meeting will be quite substantive because the commission will be taking action on:

PSEP support fees for academic years 2007-2008 and 2008-2009.
Budget for FY 2007 (including staff salary and benefit increases).
Dues for FY 2008 and FY 2009.
Other proposed changes.

On Friday, May 19, and Saturday, May 20, WICHE's Veterinary Medicine Council will meet.

On Sunday, May 21, WICHE's certifying officers will meet and the orientation session for New WICHE commissioners will be held. That evening, Robert Potts will host the new commissioners, the officers, and their spouses for dinner at his home.

On Monday, May 22, the commission meeting will begin with the Executive Committee meeting, where the executive director's performance will be reviewed. Following this, will be "What's Up in the West," with state reports from Colorado, Nevada, Utah, and Wyoming and a special session on North Dakota, the host state. A late-morning session will be held on what is happening at WICHE, with reports on the new State Scholars Initiative, WCET, and several regional collaborative activities. This session was prompted because some commissioners remarked that they don't get information about a number of WICHE's activities that are covered during the committee meetings. This session is an attempt to provide the full commission with information about some of WICHE's key activities. Following lunch, the first policy discussion will be held on ACE's project "Solutions," a national effort to publicly discuss the contributions that higher education can and should make to the U.S. Commissioners will want to be aware of the rationale for this very high-profile activity. The two standing committees, Programs and Services and Issue Analysis and Research, will meet Monday afternoon, and the day will wrap up with an evening reception at the Heritage Center.

On Tuesday, May 23, the committee meetings will continue. The plan is for the committees to address their business on Monday, saving Tuesday's session to discuss the workplan. The second policy discussion will be held after the committee meetings, focusing on what has been happening recently at the federal level regarding higher education and how this affects state policy. The Committee of the Whole meeting is the final session, scheduled to end at 11:30 p.m. The adjournment time was planned because there are flights departing Bismarck at 1:00 p.m. that many of the commissioners will want to catch. The Committee of the Whole has a fairly substantial agenda, but we should be able to get through it in an hour and a half.

Chair Nothing voiced his concern about the time available for the final session because some of the subjects might generate good discussions. He suggested that Monday's Executive Committee meeting could be held in one-half hour; then the Committee of the Whole session could have more time by starting earlier. With additional time on Monday for the Committee of the Whole meeting, the report of the Audit Committee scheduled for Tuesday could be moved to Monday. This would allow more time to address items on Tuesday's Committee of the Whole agenda. Others agreed with this suggestion, and the schedule will be adjusted to reflect these changes.

Chair Nothing asked about an item on the Committee of the Whole's agenda for Tuesday, titled "Meal Reimbursement Amounts for Those on WICHE Travel Status." Longanecker said the commission will consider a change in the way meal limits for travel reimbursements are determined. The proposal might tie meal amounts to something like the GSA (Government Services Administration) rates of reimbursement. This way, it will not be necessary for the commission to approve every future adjustment to meal reimbursement rates. Currently, WICHE's mileage reimbursement rate is tied to the IRS-determined rate of reimbursement.

Commissioner Sullivan asked if a decision about developing a premed advisory council had been made. Longanecker said this decision would be addressed in the Programs and Services Committee, and he wasn't aware of the initiative. Sullivan suggested a discussion about this might be appropriate in the Committee of the Whole at some point in the immediate future. Longanecker said he'd talk to Jere Mock about getting this on the agenda for the Programs and Services Committee meeting.

Commissioner Hanson asked about the length of the state reports scheduled for Monday morning. Longanecker said he'd be discussing the presentation with each of the states slated for reports in advance of the meeting.

Longanecker said that the location for the November meeting in Colorado had not yet been determined. The officers have put three options on the table: Colorado Springs, Broomfield (the Omni Hotel, where we've met in the past), and downtown Denver. He's had some discussion with Commissioner Hybl about meeting in Colorado Springs. Hybl is president of El Pomar, a conferencing center; he is also the vice president of the Broadmoor Hotel. He said some commissioners have expressed interest in meeting in downtown Denver, while others have wanted to go back to having the meeting at the Omni Hotel in Broomfield, where we've met several times before. Longanecker will email the commission to get a sense of where the meeting should be held this November. Regardless of where the meeting is held, efficient ground transportation will be available to commissioners.

INFORMATION ITEM

Update of the FY 2006 Budget and Preliminary Preview of FY 2007 Budget

Marv Myers gave a report on the budgets for this and next fiscal years. Interest rates have continued to escalate, and the base of funds accumulating interest has been higher than anticipated. New contracts and grants – in particular, the State Scholars Initiative – have resulted in additional indirect cost income. For FY 2006, expenses are forecast to be \$31,000 less than previously estimated; in combination with the fact that revenue is \$127,000 higher, the bottom line is looking \$160,000 better in the current fiscal year (FY 2006).

In FY 2007, the state dues increase from \$108,000 to \$112,000, as approved by the commission two years ago. A proposal for a dues increase for the biennium FY 2008 and 2009 will be addressed at the meeting in May. Interest income is continuing to be higher. Indirect cost recovery will be higher than the current year budget, but a little less than what we currently have, due to some projects ending. Expenditures will be up slightly, but still we show a net of \$67,000 in the black for the next fiscal year (FY 2008). This leaves our reserves in good shape, both with the minimum level required and the overall reserves for WICHE.

Chair Nething asked if the FY 2007 budget presentation will include items such as the proposed increase in meal reimbursements and other proposed increases. Myers said he normally presents it as he did today, but he could present it another way. The increase in meal reimbursement amounts would not have a significant impact on expenses. Longanecker said when the items are presented they would show the expected fiscal impact, so this would be part of the consideration for each item. Nething asked about the proposed increase in staff salaries and benefits. Longanecker said that figure is included in today's budget presentation (line 18) and would also be included in the budget presentation in May. Nething asked if the other proposed items should also be shown as line items in the budget. Staff agreed to include this in the budget presentation in May. Longanecker said he might be proposing some other things that would change these numbers in the coming months, and the numbers will change as the fiscal environment changes. He said the officers had a substantial discussion about revisiting WICHE's policies on the required reserve level to make sure WICHE has a strong reserve system that would give it a robust future; this item may be put on the May agenda, as well.

Commissioner Byers acknowledged the good job the staff are doing with the organization's finances and asked about the status of California's dues. Longanecker said all of the checks have not yet been received, but we've been told they are in the mail. Actually, he said, we have received one check from the California State University System which paid \$140,000 of the \$367,000 owing. In the accompanying letter, they reported that the agreement they have with the other two systems is that the University of California will pay an equivalent amount, leaving \$87,000 owing, and that this smaller amount will be paid by the California Community Colleges. There has been some indication from the University of California that this is also its understanding. There's been no word about this from the community colleges, but Longanecker is confident that they are in agreement with this payment plan.

UPDATE

State Scholars Initiative

David Longanecker said Terese Rainwater, the director of the State Scholars Initiative, will give this report. Chair Nething welcomed Rainwater to the WICHE staff.

Rainwater gave a brief update on the current status of the project and its future direction. The grant funding was awarded to WICHE in October, she started in December, and the program was fully staffed at the beginning of January. In addition to her position as full-time director of the project, there is a full-time program coordinator, Christian Martinez; Michelle Medal, who many of the commissioners know, has moved over as the full-time administrative coordinator for the project. The project also uses (part time) Deborah Jang as the web coordinator and Anne Finnigan for editing and product creation. Jere Mock is also part of the staff for the project.

The State Scholars website was recently launched; it's linked to WICHE's website. An RFP was released on February 6 to bring into the State Scholars network eight to 12 additional states. There are currently 14 states in the network. Funding is available for 6 new states, and if we attract an additional 6 states, funding will come through for those states as well, so there is the potential for 12 new states to join the initiative this year. Each state is awarded \$300,000 as seed money over two years. The deadline for proposals to the RFP is March 14, and by March 30 state awards will be announced.

The state directors of the current 14 states and the directors of the new states will meet at WICHE on April 19-20 for their first meeting. This meeting will include implementation and training session, as well as a discussion around sustainability for the current member states.

Rainwater said tomorrow she will be presenting at an NCSL (National Conference of State Legislatures) meeting, highlighting WICHE's role in the State Scholars Initiative. She will present at an upcoming ECS (Education Commission of the States) meeting. In addition, she will be traveling to each of the current member states and to the new member states to meet with each of the directors and to assist them in implementing the program.

The goal of the State Scholars Initiative is to leverage the business community's voice in classrooms to help students understand the importance of taking a rigorous high school curriculum, to improve their choices in college and work.

Commissioner Hanson asked for information about how many businesses are involved and how the program works in practice, especially with a sparsely populated state such as Wyoming. Rainwater said the money is awarded to a state business/education partnership. In order for a state to be selected, there must be four districts chosen to participate. The idea is to select four diverse districts that are also likely to succeed and have the ability to produce data on the number of students enrolled in rigorous courses, the number of students influenced by the presentations made by business leaders, and the number of students who complete the program. Longanecker said the likely issue for frontier states is that many of them do not have a statewide business organization. Most of the participating states have a chamber of commerce, and several states have what are called business roundtables, business alliances, or business/educational partnerships. Hanson asked how many business leaders are trained in each state. Rainwater said training is provided to the state business/education partnership, which then trains the business leaders in the districts that have been selected for the program. The program would help in the training in the school district if that were necessary.

Longanecker said the recent federal budget bill has a program that gives larger Pell Grants to students who take an academically rigorous curriculum. This piece was built on the concept of the State Scholars Initiative originally, and we may be a part of the partnership on this, given both programs are managed by the Department of Education.

Commissioner Byers asked about the transfer of the program from the original director. Longanecker said it has gone about as smooth as it could. He said the WICHE staff has been marvelous, and they've learned a lot about the federal government. Externally, it has gone very smoothly, to the credit of the staff. Terese Rainwater is doing a wonderful job and has pulled together an exceptional staff. Rainwater said the Department of Education staff in Washington, D.C., are new to the program and are eager to make this program successful.

Commissioner Hanson asked if Rainwater could supply the WICHE commissioners with a brief on how the program works in the states and include some detail about the questions he has asked. Rainwater agreed to do this.

Commissioner Lind said he serves as a member of the State Scholars Advisory Committee, and he feels very comfortable with the way WICHE has taken on this project. WICHE has a very good staff and has put together an excellent advisory committee with good representation from a variety of entities that are involved in high school curriculum reform. The timelines they've had to deal with have been pretty tough, and they've done a great job with this program. This program has a lot of potential for stimulating discussion around the country regarding ways of improving high school curricula. He said he's glad WICHE is involved in this program.

OTHER Federal Budget

Chair Nothing said that during the officers' retreat on February 10, the officers discussed the federal budget and its impact on higher education, as well as the confusion about what was funded and what was cut. He asked if a summary sheet could be developed showing what actually happened. Longanecker said he and Cheryl Blanco have discussed this and decided it would be best to find out what happens with the reauthorization of the Higher Education Act.

The meeting adjourned.

Audit Committee’s Calendar/Schedule of Events

<u>Task or Function</u>	<u>Performed By</u>	<u>Timeline</u>
1. Appointment of the members of the Audit Committee (AC), assuring and confirming the independence of the members.	Chair of the Commission	Nov./Dec.
2. Selection of the auditors for the current fiscal year (including compensation), assuring and confirming the independence of the auditor.	AC	Dec./Feb.
3. Review the Audit Committee’s charter and the code of ethics for WICHE commissioners and the ED, to confirm adherence and recommend changes if deemed appropriate.	AC	Dec./Feb.
4. Report to the commission on Audit Committee activities.	AC	May
5. Review the results of the audit with the auditor and management: <ul style="list-style-type: none"> A Including any findings and recommendations, together with management’s response. B Inquiring about significant risks or exposures and assessing the steps to minimize the risks and to detect material errors or irregularities in a timely way. 	AC	Sept./Oct.
6. Meet privately and separately with the external audit and chief fiscal officer to discuss any matters that any party believes should be discussed privately.	AC	Sept./Oct.
7. Recommend to the commission whether to accept or reject the annual audit, as submitted to the commission.	AC	Sept./Oct.
8. Report to the commission on the Audit Committee activities.	AC	Nov.
9. The executive director will immediately notify AC members on matter related to significant: a) frauds; b) breaches of proper financial conduct; c) violation of laws or regulations; or d) findings by any other auditing agency.	ED	At any time
10. Promptly review and investigate any suspected financial wrongdoings shared with AC.	AC	At any time
11. Periodically review the duties and responsibilities of the Audit Committee to ensure they remain effective and up to date.	AC	At any time

ACTION ITEM

How Does Portable Aid Influence Access and Choice Decisions among Low-Income Students?

Summary

Staff requests approval to seek, receive, and expend funds to conduct a study of portable financial aid programs, with particular emphasis on how these opportunities influence access and choice decisions among low-income students. The project would include further research on WICHE's Western Undergraduate Exchange (WUE) program and a new examination of the Student Exchange Program housed at the New England Board of Higher Education (NEBHE) and of one state program, the Rhode Island State Grant Program.

Relationship to WICHE's Mission

This project directly supports WICHE's mission to promote access and sound public policy in the West. The research emphasis of this study will enable us to better understand how WICHE's Western Undergraduate Exchange serves students, particularly economically disadvantaged students. A study of this nature is consistent with our issue area of access and success.

Background

Much research has been done on the influence of financial aid on college participation and the decision-making process for students of different income groups and race/ethnicity. Little is known, however, about the influence of the portability of student financial aid on students' decisions to attend college and their decisions about which institution to attend. This is particularly salient in light of the declining completion of high school and participation in postsecondary education among African American and Hispanic males. Due to a general lack of information, the education, policy, and research communities know virtually nothing about whether these programs increase access and success for low-income students or influence students differently, depending on their race or ethnicity. This study will help shed light on the extent to which underserved populations take advantage of portable aid, as compared to other populations. It will also look at the potential of portable aid programs to improve college access and success for African American and Hispanic males.

There are essentially three nonfederal types of portable financial aid programs.

State-based programs allow residents to use grant money at any accredited college or university in the region or anywhere in the nation. Rhode Island's program offers both need-based and merit-based aid programs that permit students to use the monies at an in-state or out-of-state college or university. In 2003-004, 15,529 students received grants; awards averaged \$1,102.

Multistate agreements may be institution-, county-, or state-specific. These programs are negotiated and unique in their circumstances, with tuition rates ranging accordingly. These approaches may also be program-specific, as in the case of WICHE's Professional Student Exchange Program (PSEP).

Regional agreements are based in the belief that states can provide greater access to higher education for their citizens if they share, rather than duplicate, higher education offerings across the region. Each of the four regional organizations – the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB), the Midwest Higher Education Compact (MHEC), and WICHE – offers student exchange programs.

Research on student migration has identified several factors that affect how students from historically underrepresented groups access out-of-state institutions. Some findings suggest that low-income students are significantly less likely than similar students from high-income families to migrate to out-of-state colleges and universities. But recent research by Christopher Morphew for WICHE suggests nearly equivalent rates in WUE. There are several reasons why the difference between these two groups may exist. For example, if migration decisions are made on the basis of a cost/benefit analysis that includes cost and consumption, many students from low-income family backgrounds, as well as most minority students, will be more price-sensitive and less likely to be predisposed toward the investment in college.

Project Description

This project will compare three portable financial aid programs to examine how such programs influence student access to higher education and institutional choice, focusing particularly on low-income students and students from underrepresented racial/ethnic groups. It will address the question: How do financial aid programs with awards that are portable across state lines influence student access to higher education and choice of institution, and do these programs influence students of varying income levels and race/ethnicity differently? The specific objectives of the proposed project are:

- To determine the extent to which low-income students are currently participating in selected regional and state programs that provide portable financial aid.
- To examine the extent to which low-income students perceive regional and state programs as an option to increase their choice of postsecondary institution and their access to higher education.
- To inform educators, researchers, policymakers, and practitioners on how existing programs that offer portability of financial aid serve different kinds of students.
- To explore the potential for additional state financial aid programs that would provide portability.

The proposed study will compare two regional compact programs – NEBHE and WICHE – and one state administered portable aid program – Rhode Island – to assess their impact on access and choice, especially for at-risk students. Data have already been gathered on the regional Student Exchange Program administered by WICHE. Data will be collected from the other programs to complement what we have already learned about portable financial aid programs, student choice, and access.

The study will use data from several sources, including the database on the WUE program that has already been constructed. The Rhode Island database and data from the U.S. Department of Education will also be used. To better understand the motivations and college choice decisions of awardees, the researcher will survey awardees of the programs, using a web-based questionnaire and focus groups with students. Like WICHE, NEBHE does not maintain a centralized database, thereby requiring that a survey be undertaken to better understand how its Regional Student Program operates as an access and choice vehicle for low-income students. Survey questions will focus on the utility of the portable aid program and the role the aid played in the decision to attend an out-of-state institution. These questions mirror those asked of WUE students and will allow for a broad analysis of the three portable aid programs.

WICHE staff from the Policy Analysis and Research unit will oversee the project and assist in data collection and analysis. Christopher Morphew of the University of Georgia will be the lead consultant. Representatives from the New England Board of Higher Education and the Rhode Island program will partner with WICHE on this project. The project will produce a final report and a Policy Insight.

Staff and Fiscal Impact

This project will be supported primarily by grant funds. Staff estimates the study will require approximately \$213,000 over two years in external funding.

Fiscal Impact			
Grant Activities	Internal Chargebacks^a	Indirect Costs	Total Grant Request
\$186,891	\$6,782	\$19,367	\$213,041

^a Office rent, telephone equipment, and network services fees.

Staff Impact (annualized FTE)			
Staff	Grant Funded	WICHE Contributed	Total
Existing Staff	.20	.025	.225
New Staff	0	0	0
Total:	.20	.025	.225

Action Requested

Approval to seek, receive, and expend funds to support a study of portable financial aid programs and how they influence access and choice decisions among low-income students.

INFORMATION ITEM

Executive Committee Meeting Minutes

November 7, 2005

Executive Committee Members Present

Diane Barrans (AK), chair
Dave Nething (ND), vice chair
Don Carlson (WA), immediate past chair

Marshall Lind (AK)
Joel Sideman (AZ)
Bill Byers (CO)
Roberta Richards (HI)
Dwight Johnson (ID)
Sheila Stearns (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
Richard Kunkel (ND)
Camille Preus-Braly (OR)
Tad Perry (SD)
James Sulton (WA)
Klaus Hanson (WY)

Other Commissioners Present

Doris Ching (HI)
David Lorenz (AZ)
Roy Ogawa (HI)
Jim Sager (OR)
Cindy Younkin (MT)

Guests Present

Karen Mohatt

Staff Present

David Longanecker, executive director
Scott Adams
Cheryl Blanco
Mimi Bradley
Michelle Médal
Jere Mock
Dennis Mohatt
Marv Myers
Margo Schultz
Jenny Shaw
Candice Tate
Marla Williams

Chair Barrans called the meeting to order.

ACTION ITEM

Approval of the Executive Committee Conference Call Meeting Minutes of September 30, 2005

COMMISSIONER PERRY/LIND (M/S) APPROVAL OF THE MINUTES OF THE EXECUTIVE COMMITTEE'S CONFERENCE CALL MEETING OF SEPTEMBER 30, 2005. The motion passed unanimously.

Chair Barrans said the minutes of the Executive Committee meeting held in May in Juneau and subsequent conference call meetings have been printed in the agenda book under tab 11 as information items only; having been previously approved by the Executive Committee, these items require no action.

INFORMATION ITEM

Mental Health Program Report

Dennis Mohatt, director of the Mental Health Program at WICHE, mentioned a couple of the program's initiatives and said a written report about the program's activities is located on under tab 1 on pp. 1-9 and 1-10 of the agenda book.

The Mental Health Program is fiscally healthy and thriving, which is a tremendous improvement over the past, when at times the budget was troubled and the program's future uncertain. Mental Health currently has three significant areas of engagement:

The Rural Mental Health Research Center. The Rural Mental Health Research Center, funded by the Health Resources and Services Administration (HRSA), has completed its first year and has done extremely well. All of the first-year research projects were done on time, as were the reports required by the HRSA. Mohatt attributes these accomplishments to the hard work of the program's staff. He said current research is centered on how to promote the adoption of evidenced-based practice for mental health care in rural areas, including how to do it effectively and affordably with the workforce at hand and how to gain a better understanding of the components necessary to make it happen. Initially, the focus is on depression and primary care delivery because most people who are having a mental health problem turn first to their primary care physician. Because of the shortage of mental health care providers in rural places across the West and the nation, primary care has become the de facto setting for the delivery of mental health care. Because of this, research is focusing on ways to bolster primary health care providers' ability to deliver mental health care. He noted that of the largest group of people committing suicide – white men over the age of 55 – 37 percent had visited their primary care physician within three weeks of their death. In addition to focusing on depression, the program is also looking at other serious mental health illnesses.

Technical assistance. The program is offering technical assistance to the states, from supporting the development of children's mental health services in Wyoming and South Dakota to helping Alaska redesign how it measures the performance outcomes of its public mental health system (measuring performance indicators from the point of contact with the person in need to the point of service and on up to the required federal reporting). Staff member Chuck McGee has moved to Anchorage for a year to work on this initiative.

Workforce development. The program has reengaged with higher education to try and examine what needs to be done to improve workforce development: behavioral workforce development, especially for rural and underserved places in the West. Mental Health has been engaged by the National Coalition for Behavioral Health Workforce Development (the primary contractor for the federal government) to develop a strategic plan for building a rural behavioral health workforce for the nation. The program's work in this area over the past several years led to this activity. Over the next year and a half, Mental Health will contribute to the establishment of a new workforce development plan for the nation; it is also engaged in this effort at the state level. Currently, the program is assisting Nevada in this area. In addition, a few months ago, the program helped bring together higher education leaders from multiple institutions and people from the state mental health systems in Arizona and California to talk about what kinds of skills individuals needed to be effective in various delivery environs. Finally, in Alaska, over the past two years, the program has been engaged in a very successful project that brought together higher education leaders and public mental health workforce leaders; it resulted in a successful joint effort demonstrating the need for the establishment of doctoral programs in pathology, a shared program offered by the campuses in Fairbanks and Anchorage.

Mohatt then asked his staff to stand and be recognized by those in attendance: without them, the Mental Health Program would not work. He introduced Jenny Shaw, Mimi Bradley, Scott Adams, and Candice Tate. He also recognized Chuck McGee from afar (McGee is in Anchorage). Finally, Mohatt introduced his wife, Karen.

David Longanecker said the Mental Health Oversight Council (MHOC) would be holding its own meeting in the hotel that afternoon while the WICHE Commission was meeting. However, prior to that, the MHOC members will join the WICHE commissioners for lunch and a celebration of the Mental Health Program's 50th anniversary. He encouraged commissioners to be on the lookout for the mental health directors from their states.

Chair Barrans reminded the Executive Committee that the Mental Health Program's written report is located under tab 1 on p. 9 of the agenda book.

INFORMATION ITEM

Review of the November Commission Meeting Schedule

David Longanecker reviewed the schedule for the day-and-a-half commission meeting, describing the policy discussion sessions and the joint committee meeting on the Master Property Program, to be held on Tuesday. During the joint

committee meeting, a discussion will include the topics of loss prevention and recovery from a natural disaster. During the recent hurricane disasters, higher education responded well to the needs of students, but little was done to assist average faculty members who lost their positions and homes. During this joint committee meeting or at some future opportunity, he would like to discuss what WICHE might do to help higher education recover should such a disaster occur in the WICHE region.

Executive Session

Chair Barrans announced the beginning of the executive session, which only the executive director and WICHE commissioners were allowed to attend. She asked all others to leave the room. During the executive session, the commission would informally review the executive director's performance, including a list of his travels during 2005, located under tab 1, pp. 1-11 through 1-13 of the agenda book.

REPORT

Mental Health Program Update

WICHE's Mental Health Program (MHP) has been very involved in the region and beyond since the last commission meeting in November 2005. The areas of concentration for our work lately have been in research, technical assistance, and workforce development. Financially, the program is more fiscally sound than in any period for the past several years.

Research

The WICHE Center for Rural Mental Health Research, funded through a cooperative agreement with the federal Health Resources and Services Administration's Office of Rural Health Policy, is midway through the second of its four years of funded operation. All research projects are on track; the first of our journal submissions has been accepted for publication, while others are under review.

Our current principle investigator, Kathryn Rost, will be stepping down at the close of this contract year. James Ciarlo, a professor emeritus from the University of Denver, has agreed to serve as our new principle investigator. The focus of the research center continues to be on improving the quality of care for rural persons with mental illnesses who are served in primary care settings through evidence-based practice.

Looking forward, beyond the initial term of the cooperative agreement, we have started discussions with the Policy Analysis and Research unit at WICHE to collaborate on diversifying the center's research focus, so that it would include issues relating to higher education for both behavioral health and allied health professionals. We hope to submit at least one such collaborative project in the fourth year of the current cooperative agreement as a prelude to a more robust integration for the competitive proposal that will be due in 2008.

Finally, we have been invited by the National Institute for Mental Health (NIMH) to submit a proposal for an R-34 research grant (\$500,000 per year for five years) to explore rural mental health care models that could be established as evidence-based practices in the future. We are in preliminary discussions with colleagues at the University of New Mexico Health Sciences Center about collaboration on this endeavor. We expect to submit a proposal in summer 2006.

Technical Assistance

The Mental Health Program has become a recognized leader in the area of rural mental health and has been frequently called upon to provide technical assistance aimed at rural and frontier care settings. We are currently involved in a range of activities in the region and beyond to improve systems of care:

- In Wyoming and South Dakota, MHP assists the state public mental health systems in completing assessments of consumer satisfaction.
- In Nebraska and Montana, we are completing a study of the prevalence of behavioral health disorders and gaps in access for specific populations.
- In Alaska, we are involved in assisting the state Division of Behavioral Health to design and implement a performance measurement and outcomes reporting system. A staff member, Chuck McGee, has deployed to Alaska for one year to coordinate this project.
- MHP has been involved in developing the national action plan for rural mental health for the U.S. Department of Health and Human Services.
- Staff has been involved in providing assistance to the Idaho Division of Mental Health in their efforts to promote system transformation.

Workforce Development

The program has become increasingly engaged in consultation relating to behavioral health workforce development, from preservice and para-professional preparation through graduate professional training and continued professional development. Our work includes policy analysis and research relating to supply and demand and specific initiatives to increase supply and address critical shortages, as well as training efforts. Projects include:

- A new contract to assist Alaska in the creation of a behavioral health workforce strategic plan.
- Working with Montana and Nevada on building effective partnerships with higher education to address critical quality and supply gaps.
- Planning and conducting a conference to promote a focus on recovery in mental health services for the South Dakota Division of Mental Health.
- Preparing a rural issues paper to inform the National Strategic Plan for Behavioral Health Workforce Development.
- Planning and conducting the monthly Rural Mental Health Grand Rounds Webcasts under contract to the federal Center for Mental Health Services.
- Planning and hosting a series of rural mental health administrative and clinical management seminars in partnership with private technical assistance company Open Minds.
- Working with the WICHE Programs and Services unit to facilitate the establishment of the Western Collaborative for Rural Social Work, composed of seven state university partners: the University of Alaska Anchorage, Colorado State University, the University of Wyoming, Boise State University, the University of North Dakota, the University of Nevada Reno, and the University of Utah. A proposal seeking funding support from federal and foundation sources is currently under development. State mental health agencies have also agreed to offer support; for example, the Wyoming Division of Mental Health has pledged \$100,000 in tuition support.

ACTION ITEM

Evaluation of the Executive Director and Adoption of Performance Objectives for FY 2007

This document provides the performance objectives that you, the commission, adopted for me last May; my self-assessment of how well I achieved these objectives as your executive director during this past year; and a proposed set of performance objectives for this coming year, based on what has been incorporated in the draft 2007 WICHE workplan, which you will be considering and adopting at this meeting.

- First, I present my current performance objectives.
- Next, I provide my self-evaluation with respect to each of these objectives.
- Lastly, I present proposed performance objectives for this coming year, 2007 (July 1, 2006 - June 30, 2007).

This past year has been a good year for WICHE. We accomplished much. As I have mentioned before, however, the credit for these accomplishment lies not with me but with the exceptional staff with whom I work: individuals whose dedication, exceptional abilities, and boundless energy make WICHE the great organization that it is.

Administering the WICHE Organization:

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

- Internal management

1. **Maintain a balanced budget for fiscal year 2006 and beyond, recognizing the potential draw on reserves, which have been dedicated to replacing possible nonpayment of dues from California. Also, work with the commission to establish targets for staff compensation, compared to comparable agencies within the West.**

Accomplished. The \$2 million in general fund revenues for FY 2006 will add \$186,000 to reserves. Overall operating revenue of \$6.2 million will exceed our original projection by more than 25 percent and will increase WICHE's net worth by more than \$400,000. The two self-funded components of WICHE – Mental Health and WCET – have both returned completely the resources provided to them in previous years and are both now able to contribute to their own reserve accounts. This robust budget scenario, combined with the full payment of California dues, past and present, have made it unnecessary to draw on the reserves as allowed in the "objective." The 3.5 percent salary and benefits increase and additional 0.5 percent salary bonus fund included in the FY 2006 budget have allowed us maintain the competitiveness of WICHE's salary structure with other, similar organizations.

2007 Recommendation: Revise the 2006 objective to eliminate the reference to dedicating a portion of dues to the potential nonpayment of dues and to include a review of budget policy regarding reserves for presentation to the commission at its November 2006 meeting.

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.**

Partially accomplished. Senior staff continues to perform exceptionally yet continues also to maintain very heavy work loads. The new staff members within the Policy and Research unit, to which I referred last year, have performed exceptionally, making Cheryl Blanco's job both more manageable and enjoyable. Our successful bid to become the administrator of the federal State Scholars Initiation (SSI), on the other hand, has made Jere Mock's position even more demanding than it was in the past. To remedy this, at least in part, I am proposing in the FY 2007 budget to add a professional staff position to assist Jere.

I have not yet accomplished my objective to increase the diversity of the staff. During the past year we have hired only three new staff. While two of those individuals come from underrepresented groups – one individual with a disability and one Hispanic individual – the net effect is to increase our representation of staff in protected classes to only five individuals (15 percent of the staff).

2007 Recommendation: Retain the 2006 objective.

3. Improve 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." Furthermore, the generous 3.5 percent increase in salary and benefits, combined with new life brought by new staff over the past year, have led to a substantial improvement in staff morale. Most significantly, however, the move to the new WICHE facility has contributed greatly to maintaining a high level of morale within the organization.

2007 Recommendation: Retain the 2006 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.**

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, have accomplished most it, and have indeed added substantially to it over the year, most significantly with the addition of the federal SSI program.

2007 Recommendation: Retain the 2006 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 13 of the 15 WICHE states. I was involved in state policy discussions or related work in four states (Nevada, Oregon, South Dakota, and Utah), made presentations in another four, and simply visited or participated in conferences in five others. I did not visit Hawaii or North Dakota.

2007 Recommendation: Retain the 2006 objective.

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

Accomplished. The Legislative Advisory Committee had a successful meeting, held in association with the National Conference of State Legislatures (NCSL) annual conference in Seattle last July. Funding for this activity was in part defrayed by the new "Legislative Engagement" grant from the Ford Foundation. In addition to the Legislative Advisory Committee meeting, I participated in NCSL's finance workshop in December and in its regular education legislative workshop in February. I also made a presentation on "What's Up in the West" at the annual CSG-West meeting in San Francisco. We anticipate that the Ford grant will continue to help fund the activities of the committee.

2007 Recommendation: Retain the 2006 objective.

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

- Internal management

1. **Complete the purchase and transition into new "owned" office space, with particular focus on securing the resources to outfit the learning center as an exceptional contemporary learning environment.**

Partially accomplished. Through the limited liability corporation (LLC) that we created with the State Higher Education Executive Officers and the National Center for Higher Education Management Systems, we purchased the new State Higher Education Policy Center (SHEPC), located at 3035 Center Green Court in Boulder, CO, which now serves as exceptionally fine office space for these organizations and includes a small conferencing facility that we refer to as a learning center. To finance this purchase, the LLC secured a \$3 million, 1 percent loan as a program-related investment (PRI) from the Ford Foundation, as well as additional resources (including an \$800,000 loan to WICHE from the Colorado Education and Cultural Facilities Authority). Unfortunately, my 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 a contemporary virtual and real learning environment for which we have been striving. Though we haven't yet secured this funding, the learning center has already become the hub for a number of policy gatherings for each of the three organizations.

2007 Recommendation: Modify the 2006 objective to focus solely on securing the resources to outfit the learning center as an exceptional contemporary learning environment.

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

Making progress. We just keep on trying.

2007 Recommendation: Retain the 2006 objective.

- **Commission development and innovation**

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

In process. None of the new members enhances the racial/ethnic diversity of the commission, though five are women. At present, one-fifth of the WICHE commissioners are from racially or ethnically diverse backgrounds and one-third are women.

2007 Recommendation: Retain 2006 objective.

- **State relations development and innovation**

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

No progress over the past year. As noted in my comments earlier on legislative engagement, we have been quite successful in expanding our direct efforts with legislators, particularly through our expanding partnership with NCSL. We have sustained a strong relationship with the National Governors Association (NGA) and have begun developing an enhanced relationship with the Western Governors' Association (WGA). Still, we have not yet pulled many governors' staff members into the WICHE network in an active way.

2007 Recommendation: Retain 2006 objective.

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), 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), the 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, but never really.... This past year we held or cosponsored events with ACE, CSG-West, MHEC, NCSL, and SHEEO, and initiated a new collaboration with Jobs for the Future (JFF), regarding early intervention strategies. We have collaborated with NCHEMS closely on a number of projects. We continued our collaborative purchasing programs with SREB, NEBHE, and MHEC. I continued to serve on the executive board of NPEC as program committee chair; on the AAHE board of directors, until the organization disbanded last summer; on ACE's policy advisory board; as chair of the board of directors of CONAHEC; on the NCHEMS advisory board on national databases and information systems; and on the ACT Educational Services advisory board. I also reengaged WICHE's association with the Multinational Forum on Higher Education (formerly the U.S./U.K. Forum), which included attending this year's meeting/seminar in New Zealand. I have turned over to Cheryl Blanco principal responsibility for our relationship to the Pathways to College collaborative, as she was already essentially performing this role.

2007 Recommendation: Retain 2006 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 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.**

Not achieved. Participation in PSEP continues to wane, declining by 15 students this past year, despite the financial recovery experienced in most Western states. Jere Mock and Margo Schultz have been 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, especially in the field of mental health, as well as on ways that the program can be tailored to specifically address state workforce development needs.

2007 Recommendation: Retain 2006 objective.

- 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.**

In process. Despite continued modest growth in WUE 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. Through the special effort described in (1), above, 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. During the past year three California State Universities have joined the WUE program, as have two Arizona Community Colleges, and a number of other institutions are exploring joining. In addition, Western Colorado State College has rejoined the program.

2007 Recommendation: Retain 2006 objective.

- Objectives for “development and innovation” of programs to serve the states**

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

In process, but not 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.

The most significant addition this past year has been our successful competition to become the program administrator for the federal SSI program. In collaboration with the Midwestern Higher Education Compact (MHEC), we have begun providing property risk insurance to institutions in WICHE states. NEON, the Northwest Educational Outreach Network, continues to be developed, with all three of the originally planned programs now up and running, and the concept has been expanded to develop a course exchange program, as well. We continue to seek further funding to enhance the programs and to work with the Northwest Academic Forum (NWAFF) on a business plan to sustain NEON.

Our exploration into expanding access to the XAP Mentor program to states currently not participating has essentially ended because of apparent lack of interest in interstate collaboration on the part of the potentially involved states (Alaska, Wyoming, North and South Dakota). Although we have been unsuccessful in finding funding for the Compact for Faculty Diversity, we have completed the initial phase of our partnership with the University of Southern California on the Equity Scorecard project, in which we collaboratively piloted the program in two Colorado colleges during the year. Despite the success of this partnership, it is not clear whether we will be able to secure the funding necessary to sustain this activity.

We have also not progressed three other “interstate” projects included in the 2006 workplan – the proposed WICHE service repayment program, the proposed WICHE licensure and credentialing service, and the proposed WICHE service for recruiting leaders for Western higher education.

2007 Recommendation: Retain 2006 objective.

2. **Begin a formal evaluation of the Student Exchange Programs, particularly PSEP. While I believe that I should continue to seek funding for this initiative, and have imbedded some aspects of such an evaluation within the workplan in the student mobility study, I believe it is our responsibility to evaluate our programs periodically, and we should pursue periodic program evaluations from within existing WICHE operating budget resources, rather than expecting to do so with outside funding.**

In process. We completed our work with Christopher Morphew, associate professor of higher education at the University of Kansas (since moved to the University of Georgia), in which Morphew examined the efficacy of WUE as a tool for expanding educational opportunity, finding that it was accomplishing its objectives both with respect to access and equity. We are continuing our work in this arena, by seeking funding to examine how well portable financial aid programs work in expanding equity in interstate reciprocal programs.

We have not pursued an evaluation of PSEP.

2007 Recommendation: Retain 2006 recommendation.

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

Accomplished. Our Lumina-funded Changing Directions project, which will come to a close this year, has been recognized as an exemplary national program for linking funding to access and quality. Our Lumina-funded work on accelerated learning programs will also finish up over the next couple of months with a national forum, cosponsored with Jobs for the Future (with Gates Foundation funding) in June. We anticipate bringing to the commission another proposal for Lumina funding around the theme of increasing productivity. We received a new grant from the Ford Foundation, which focuses on workforce development, with a particular focus on increasing the success of disadvantaged populations in preparing for high-skill/high-wage occupations. The Western Consortium for Accelerated Learning Opportunities (WCALO), a nine-state, federally funded project focused on early college learning and advanced placement (AP), completed its work in September. The American TelEdCommunications Alliance (ATAAlliance), which is a collaboration with MHEC and SREB, continues to move forward. Unfortunately, we have been less successful than we would have hoped in attracting Western participation in this program, even though the array of cost-effective services provided through the alliance continues to expand. The FIPSE-funded NEON, a virtual (online) collaborative effort that WICHE is managing for the Northwest Academic Forum (NWAFF), has developed its first three virtual interstate collaborative programs. WCET continues to garner support for multifaceted projects that enhance technology-mediated instruction, though we have found it increasingly difficult to secure the level of resources that have traditionally flowed to this program. The Mental Health Program has had a banner year.

2007 Recommendation: Retain 2006 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 policy analysis.**

Accomplished. The Policy Analysis and Research unit completed the first annual WICHE “Benchmarks Report,” which allows any interested party to assess how well the West is addressing the most pressing issues of higher education, access and quality.

2007 Recommendation: Retain 2006 objective.

- 2. Continue the Western Policy Exchange as an initiative to strengthen our policy agenda.**

Accomplished within other activities. We accomplished this objective through myriad activities described elsewhere in this evaluation.

2007 Recommendation: Eliminate this objective. The concept of the Western Policy Exchange, which was the rubric under which our former work supported by the Kellogg Foundation was done, has essentially been assumed under other themes.

- 3. Maintain the strength and vitality of WCET (Western Cooperative for Educational Telecommunications) and the Mental Health Program, and do so without general fund support.**

Accomplished. WCET remains an extremely vital and vibrant part of WICHE. The Mental Health Program has become a strong, financially viable operation, securing a substantial federal grant and numerous other sources of funding that have returned it to a solid financial position. The revised indirect-cost-sharing proposal, adopted last year, has further secured the financial viability of these programs and provides for a more comfortable relationship within WICHE.

2007 Recommendation: Retain 2006 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.**

In process, but not fully accomplished. This past year we did receive a new three-year grant from the Ford Foundation, continuing our strong partnership with the foundation over the past seven years. We had strong support via two grants from Lumina Foundation, though both of these grants will expire this coming year. We also believe that we are likely to receive funding for a grant to examine the efficacy of interstate portable financial aid programs and are hopeful that we will be successful in attracting Lumina Foundation funding for a new project on improving performance and productivity. Unfortunately, we were not successful in our bid to continue funding from the U.S. Department of Education for the AP grant that supported the WCALO project; thus, that program has been shut down. The Mental Health Program has sustained its substantial funding for the WICHE Center for Rural Mental Health Research. WCET continues to receive numerous grants, and though it currently does not have large grant support, it has adapted well to the current funding environment and is successfully attracting a large number of smaller grants and contracts, as is the Mental Health Program. For this past year, 66 percent of WICHE’s operating budget has come from external financial support.

2007 Recommendation: Retain 2006 objective.

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

In process. I provided substantial technical assistance to higher education planning efforts in four states this year: Nevada, with regard to a potential workforce development initiative; Oregon, with regard to assisting in the development of a new “earned opportunity” redesign of state financial aid; South

Dakota, with regard to facilitating discussions about institutional collaboration within the Sioux Falls area; and Utah, with regard to facilitation discussion about collaboration between institutions in southern Utah.

2007 Recommendation: Retain 2006 objective.

This self-evaluation for fiscal year 2006 (2005-2006) and proposed objectives for 2007 (2006-2007) reflect solid performance over the past year. I would consider both my leadership (within the region and nation) and my management of the organization as strong, though not as good as it could or should be. 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

Monday, May 22, 2006

8.30 - 9.15 am
Rembrandt Room

Committee of the Whole

Agenda

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Report from the executive director

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Background and approval of Audit Committee's
recommendations 2-19



Approval of amendments to the WICHE
bylaws about the Audit Committee 2-20



Approval of WICHE's auditors for
FY 2006 to FY 2008 2-19

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- Audit Committee's calendar of events 2-22



Approval of the commission code of ethics 2-23



Approval of the executive director code
of ethics 2-24

Recess until Tuesday, May 23 at 10.00 am (see page 11-1)

NEW COMMISSIONERS

Bonnie Jean Beesley is a member of the Utah State Board of Regents and is the regent representative on the Utah State Board of Education and the Dixie Applied Technology College Board. She served on Salt Lake Community College Board of Trustees for seven years, including five years as chairperson. Salt Lake Community College awarded her an honorary degree of humane letters in 2001. Beesley is an officer or director of several Utah businesses, including Heritage Bank of St. George. She is also active in community affairs and serves on the board of the Utah Symphony and Opera and other civic organizations.

Beverly Evans has served in the Utah Senate since 1998. Prior to that, she served in the House, where she was elected in 1986. In addition, she is the development director of Utah State University, Uintah Basin. She has been a member of numerous boards, including that of the Utah Humanities Council, as well as several on rural life and development. She received her B.S. and M.S. degrees from Utah State University.

Warren B. Hardy II served on the Nevada Senate from 2003 to 2005 and on the Nevada Assembly in 1991. He is the president of Associated Builders and Contractors. Previously, he was president of Warren Hardy and Associates and vice president of the Furman Group. He received his B.A. in political science from University of Nevada, Las Vegas.

Jeanne Kohl-Welles has served in the Washington State Senate since 1995, having been a member for three years of the House of Representatives, where she was majority whip. She is chair of the Senate Labor, Commerce, Research and Development Committee and a member of the Ways and Means, Rules, and Early Learning, K-12 and Higher Education committees. Previously, Kohl-Welles served as assistant dean/coordinator of women's programs at the University of California, Irvine, and educational equity specialist for the U. S. Department of Education. She taught sociology and women's studies at California State University campuses at Long Beach and Fullerton and has been teaching courses at the University of Washington since 1985. She worked as a public school teacher for the Los Angeles Unified School District upon completion of her B.A. and served as a training and demonstration teacher for California State University, Northridge. Kohl-Welles earned her B.A and M.A. in education from California State University, Northridge, and M.A. and Ph.D. in the sociology of education from UCLA. She was a Fannie Mae Foundation Fellow at the Senior Executives in State and Local Government program at Harvard's Kennedy School of Government.

Jenna D. Langer is the executive director of the Colorado Department of Higher Education, where she is responsible for the legal, legislative, and operational issues of the department. Prior to taking this post, she worked as an attorney in private practice. She received her B.A. in political science from Utah State University and her J.S. from the Washington College of Law at American University.

ACTION ITEM
Committee of the Whole
Meeting Minutes
November 7-8, 2005, Boulder, CO

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Committee of the Whole, Second Session (November 8, 2005)

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PARTICIPANTS

Commissioners

* Executive Committee member 2005

ALASKA

Diane M. Barrans, WICHE Chair 2005
Executive Director
Alaska Com. on Postsecondary Education
Juneau

Johnny Ellis
State Senator
Anchorage

*Marshall L. Lind
Former Chancellor of Higher Education
University of Alaska Fairbanks
Juneau

ARIZONA

David Lorenz
Retired Vice President of Administration and Finance
Northern Arizona University
Flagstaff

*Joel Sideman
Executive Director
Arizona Board of Regents
Phoenix

CALIFORNIA

COLORADO

*William F. Byers
Consumer and Public Relations Manager
Grand Valley Power
Fruita
Retha Byers

William J. Hybl
Chairman and CEO
El Pomar Foundation
Colorado Springs

HAWAII

Doris Ching
Vice President for Student Affairs
University of Hawaii System
Honolulu

Roy T. Ogawa
Attorney at Law
Honolulu
Lorine Ogawa

*Roberta M. Richards
State Officer
Hawaii Department of Education
Honolulu

IDAHO

*Dwight Johnson
Interim Executive Director
State Board of Education
Boise

Robert W. Kustra
President
Boise State University
Boise

MONTANA

Ed Jasmin
Immediate Past Chair
Montana Board of Regents
Big Fork
Bobbi Jasmin

*Sheila Stearns
Commissioner of Higher Education
Montana University System
Helena
Hal Stearns

Cindy Younkin
State Representative
Bozeman

Commissioners (continued)

NEVADA

Raymond D. Rawson
Former State Senator
Las Vegas
Linda Rawson

*Carl Shaff
Educational Consultant
Nevada State Department of Education
Reno

NEW MEXICO

Beverlee J. McClure
Cabinet Secretary
New Mexico Higher Education Department
Santa Fe

*Patricia Sullivan
Assistant Dean
College of Engineering
New Mexico State University
Las Cruces

NORTH DAKOTA

*Richard Kunkel
Member
State Board of Higher Education
Devils Lake

Dave Nething, WICHE Vice Chair
State Senator
Jamestown

Robert Potts
Chancellor
North Dakota University System
Bismarck

OREGON

Camille Preus-Braly
Commissioner
Oregon Department of Community
Colleges and Workforce Development
Salem

James K. Sager
Senior Education Policy Advisor
Education & Workforce Policy Office
Salem

SOUTH DAKOTA

Robert Burns
Distinguished Professor
Political Science Department
South Dakota State University
Brookings
Donna Burns

James O. Hansen
Regent
South Dakota Board of Regents
Pierre

Robert T. (Tad) Perry, WICHE Chair 2002
Executive Director
South Dakota Board of Regents
Pierre
Carolyn Perry

UTAH

WASHINGTON

*Don Carlson, WICHE Chair 2004
State Senator
Olympia

*James Sulton, Jr.
Executive Director
Higher Education Coordinating Board
Olympia

WYOMING

Thomas Buchanan
President
University of Wyoming
Laramie

*Klaus Hanson
Professor of German and Chair
Department of Modern and Classical Languages
University of Wyoming
Laramie

Guests

Elizabeth Conlin, Speaker
Vice President of Higher Education Practice
Marsh USA, Inc.
Cleveland, Ohio

Bob Dickeson
Senior Vice President for Higher Education
Policy, Research and Evaluation
Lumina Foundation for Education
Estes Park, Colorado

Louis Fox, Speaker
Vice Provost for Educational Partnerships
University of Washington
Seattle, Washington

Chuck Hayes
Administrator, Wyoming Department of Health
Cheyenne, Wyoming

Bill Hogan
Director, Division of Behavior Health
Alaska Department of Human & Social Services
Juneau, Alaska

Robert O. Kelley
Certifying Officer for Wyoming and
Dean, College of Health Sciences
University of Wyoming
Laramie, Wyoming

Carl Krueger
Policy Analyst, National Collaborative for
Postsecondary Education Policy
Education Commission of the States
Denver, Colorado

Deb Kupfer
Acting Director, Colo. Division of Mental Health
Denver, Colorado

Charles Lenth
Senior Associate at SHEEO
Boulder, Colorado

John Mahalik
Postdoctoral Fellow,
University of Colorado Denver
Health Sciences Center
Denver, Colorado

Steve Mayberg, Speaker
Director, California Department of Mental Health
Sacramento, California

Frank McGuirk, Speaker
Former Director of the Mental Health
Program at WICHE
Boulder, Colorado

Ray Millar
Central Office Program Manager
Adult Mental Health
Idaho Department of Health & Welfare
Boise, Idaho

James Mingle
President, Mingle and Associates
Denver, Colorado

William "Bill" Payton, Speaker
Director
Risk and Insurance Management
University of Missouri System and Past Chair,
MPP Oversight Committee
Kansas City, Missouri

Terese Rainwater
Project Manager
National Collaborative for Postsecondary Education Policy
Education Commission of the States
Denver, Colorado

Scott M. Strong
Postdoctoral Fellow
Colorado Division of Mental Health
Denver, Colorado

Carol Twigg, Speaker
Executive Director
Center for Academic Transformation
Troy, New York

Paul Weeks, Speaker
Assistant Vice President Educational Services
ACT
Iowa City, Iowa

Lee White
Former WICHE Commissioner and
Executive Vice President & Manager
Higher Education and Nonprofit Group
George K. Baum & Co.
Denver, Colorado

Staff

Frank Abbott
WICHE Senior Policy Advisor

Scott Adams
Senior Research and Technical Assistance
Mental Health Program

Paul Albright
WICHE Consultant

Candy Allen
Graphic Designer
Programs & Services

Erin Barber
Administrative Assistant
Policy Analysis & Research

Cheryl Blanco
Director
Policy Analysis & Research

Mimi Bradley
Research Associate
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Fran Dong
Statistical Analyst
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Anne Finnigan
Communications Associate
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Kelly Israelson
Senior Accounting Specialist
Accounting Services

David Longanecker
Executive Director

Michelle Medal
Administrative Assistant
Policy Analysis and Research and
Programs and Services

Demi Michelau
Project Coordinator
Policy Analysis and Research

Craig Milburn
Director of Accounting
Accounting Services

Jere Mock
Director
Programs and Services

Dennis Mohatt
Director
Mental Health Program
Karen Mohatt

Marv Myers
Director
Administrative Services

Russell Poulin
Associate Director
WCET

Brian Prescott
Research Associate
Policy Analysis & Research

Margo Schultz
Coordinator
Student Exchange Programs Coordinator
Programs and Services

Jenny Shaw
Administrative Coordinator
Mental Health Program

Pat Shea
Assistant Director
WCET

Ann Szeligowski
Accounting Specialist
Accounting Services

Candice Tate
Postdoctoral Fellow
Mental Health Program

Marla Williams
Assistant to the Director and Executive
Secretary to the WICHE Commission

COMMITTEE OF THE WHOLE (First Session)

Chair Barrans called the meeting to order and introduced four of the five newly appointed WICHE Commissioners: Tom Buchanan of Wyoming, Dwight Johnson of Idaho, David Lorenz of Arizona, and Beverlee McClure of New Mexico; Michael Gallagher of Idaho was unable to attend meeting. She reported two previously unannounced reappointments to the commission: Patricia Sullivan of New Mexico and Jane Nichols of Nevada.

Approval of the Minutes

COMMISSIONERS POTTS/SULLIVAN (M/S) APPROVAL OF THE MINUTES OF THE MAY 16-17, 2005 COMMISSION MEETING. The motion passed unanimously.

Report of the Chair

Diane Barrans, WICHE Chair

Chair Barrans said this is her final report as the chair of the commission. She thanked those who have supported her in this position and said it has been a wonderful opportunity to serve the organization in this capacity. As some may know, she has been involved in various capacities with WICHE since 1986 – a long association with this organization – and she's come to enjoy and appreciate the benefits it provides to Alaskans and the Western region. Without exception, during her tenure the commissioners, when asked to serve in some capacity, have answered in the affirmative. Given the very busy schedules of the individuals in this group, this response is a sign of the commission's collegiality, as well a recognition of the value of engagement through WICHE. In remarks a year ago, she commented that the culture of WICHE is one of collegiality and encouraged the commissioners, especially the new members, to join in, and she has appreciated the commission's responsiveness during her year as chair. She expressed her appreciation to the leadership and staff of WICHE for their professionalism and their commitment to the organization, the member states, and to the Western region. She said it has been a year of enormous change as WICHE has taken occupancy of a new and greatly improved home office. It's the start of WICHE's second half century, and it is most appropriate for staff to start it in a space that provides a healthy work environment, one that has room for growth with WICHE's two partner organizations: SHEEO and NCHEMS. She is very pleased to leave her post in the capable hands of David Nething and is sure he will rise to the occasion of his new role with WICHE.

Report of the Executive Director

David Longanecker, Executive Director

David Longanecker said this has been a quite good year for WICHE, and he expects that trend will continue. Financially, the organization is as strong as it has been in recent memory. In terms of staff's ability to address and implement the workplan, we have been able to move forward in almost all the areas we identified, as well as with some new programs. We have a very robust workplan as we move forward, including new programs in both Mental Health and WCET and the new State Scholars Initiative. We have a new workplace, which commissioners will see this evening. It is a wonderful facility for us, and it is going to be a wonderful place to work. We also have the Learning Center, which we hope will some day be more technologically complete but which is already serving us extremely well as a place to convene groups in Boulder. (When you are in Boulder and you offer people invitations to use a facility, many of them take you up on that.)

For us to be where we are has taken some exceptional efforts on the part of some of the staff. There is always danger when you acknowledge a few staff that you are not acknowledging others. All of our staff have been working hard, but there are three who have done some really exceptional work during the past few months.

First is Marv Myers, who headed up the efforts to bring the building on line. We all owe Marv a great debt of gratitude for his exceptional work in that regard – all three of the partner organizations benefited from Marv's excellent work.

Next is Jere Mock, who over the last month and a half has done an unbelievable amount of work in bringing the State Scholars Initiative (SSI) to WICHE. Just two months ago, staff learned that the SSI administration was having difficulties and that the U.S. Department of Education was going to seek a new program manager through an emergency RFP. Mock picked up the ball for WICHE, responding to the RFP with an exceptional proposal, and WICHE was awarded the grant. During a meeting with the Department of Education in Washington, D.C., it was clear that the staff were very impressed with Mock and her leadership abilities; as a result, they are very comfortable with having WICHE run the program. WICHE owes Jere Mock a great deal of appreciation.

The third staff member is Dennis Mohatt, who, as some of you may have heard in the Executive Committee meeting earlier today, has turned the Mental Health Program around – from a program in serious jeopardy, one that might not even have survived four years ago, to one that now has a substantial reserve and, more importantly, a great deal of energy and excitement around its work. You will see that reflected today during our lunch celebration of the program’s 50th anniversary.

Longanecker said that only three senior staff members were named, and obviously these individuals were only as good as the staff working with them. He should probably be thanking those staff, as well, but it had really been a remarkable year for those three staff members. He apologized to those he hadn’t acknowledged, but the efforts of these three people deserved a special acknowledgment.

Longanecker thanked Diane Barrans for her service as chair. He mentioned that Diane has been a friend for some time, but she has also been a wonderful chair – there whenever staff needed her. She has been a remarkably able chair, traveling for WICHE from Alaska, which is not easily accomplished. He also said good bye to Don Carlson, who is attending his last meeting as a WICHE commissioner. Don has been a tremendous commissioner.

Report of the Nominating Committee

Tad Perry, Committee Chair

Chair Barrans called on Nominating Committee Chair Tad Perry of South Dakota. Serving with Tad on this committee were Patricia Sullivan of New Mexico and Joel Sideman of Arizona.

Commissioner Perry thanked Patricia and Joel for their work on this committee – a committee that struggled to find time to get together, more than anything else. Perry also thanked those commissioners who took time to send nominations to the committee; several were received. He appreciated the comments received from individual commissioners – an important part of the process – and encouraged all commissioners to engage in this process annually. There were several nominees, drawn from a commission of 45 individuals, all of whom possess leadership qualities.

COMMISSIONER PERRY OF SOUTH DAKOTA, COMMITTEE CHAIR, ON BEHALF OF THE NOMINATING COMMITTEE – PATRICIA SULLIVAN OF NEW MEXICO AND JOEL SIDEMAN OF ARIZONA – NOMINATED WICHE’S SLATE OF OFFICERS FOR 2006, AS FOLLOWS: DAVID NETHING OF NORTH DAKOTA AS CHAIR, CAM PREUS-BRALY OF OREGON AS VICE CHAIR, AND DIANE BARRANS AS IMMEDIATE PAST CHAIR. (Note: The election of the slate of officers occurs on the second day of the commission meeting, during second session of the Committee of the Whole.)

Commissioner Barrans thanked the Nominating Committee members and other commissioners who offered suggestions and ideas throughout the nominating process.

Chair Barrans said elections for this slate of officers will be held on Tuesday, during the Committee of the Whole session, beginning at 11:00 a.m.

The Committee of the Whole recessed until Tuesday, November 8, at 11:00 a.m.

COMMITTEE OF THE WHOLE (Second Session)

Chair Barrans reconvened the Committee of the Whole at 11:00 a.m. on Tuesday, November 8, 2005.

Report of the Audit Committee

Don Carlson, Committee Chair

Committee Chair Don Carlson thanked members of the Audit Committee for their work: Linda Blessing, former WICHE Commissioner from Arizona, Ed Jasmin of Montana, Jane Nichols of Nevada, and Roy Ogawa of Hawaii. Carlson also recognized Marv Myers, Craig Milburn, and David Longanecker for their work with the committee.

ACTION ITEM

Audit Report for FY 2005

Committee Chair Don Carlson said the commission had been sent a consolidated financial statement audit report from Clifton and Gunderson, a C.P.A. firm located in Broomfield, CO. The Audit Committee carefully reviewed this report. He asked if there were questions and then moved on to say that part of the committee's task was to consider possible modifications to the organization's bylaws regarding the Audit Committee and its obligations.

A packet of material was distributed to those present, containing: 1) an excerpt from WICHE's bylaws, describing the Audit Committee's charge; 2) a draft charter for the Audit Committee, detailing the committee's charge; 3) a draft ethics statement for the executive director; and 4) a draft ethics statement for WICHE commissioners.

Carlson reported that the Audit Committee met on Sunday, November 6, and reviewed the material in the packet, suggesting changes and additions to these draft documents. The charge to the Audit Committee contained in WICHE's bylaws is simple and direct, but the committee believes it does not provide enough detail related to its composition, responsibilities, and authority. Because of this lack of detail, the committee will recommend that the commission adopt a charter for the Audit Committee.

David Longanecker said the Audit Committee's proposal will require an amendment to the bylaws, and because of the required notice for any bylaws amendment, commission action on these items will take place at the May meeting. He said work on these draft documents will continue between now and the May meeting.

Longanecker said there are also plans to add a section to the Audit Committee's charter to address whistleblower complaints. The Audit Committee will be recommending approval to briefly amend the bylaws pertaining to the description of the Audit Committee and to add a reference to the Audit Committee's charter. The charter will contain a great deal more detail about the committee.

The Audit Committee plans to include a matrix or chart in its charter that will show the timelines for the committee's various activities and responsibilities throughout the year.

Longanecker said there is currently a slight variance between the proposed charter and the bylaws regarding the selection of WICHE's auditor. The American Institute of Certified Public Accountants (AICPA) recommends that the Audit Committee be charged with responsibility to select the auditor and improve the compensation for the auditor. Currently, WICHE's bylaws state that this is a responsibility of the full commission. The Audit Committee will be recommending that the bylaws also be amended to make selection of the auditor a responsibility of the Audit Committee. Carlson said the Audit Committee would continue to report to the full commission during the Committee of the Whole meetings.

Carlson said during the Audit Committee's discussion about the whistleblower section, the committee felt strongly that maintaining and assuring a high level of confidentiality would be a priority. To this end, the process for reporting alleged fraud or financial mismanagement concerns may involve the addition of an area on WICHE's website where staff/vendors/others wishing to report such concerns could go to have direct contact with the chair of WICHE or the chair of the Audit Committee.

In reviewing the ethics documents, the committee suggested the inclusion of a statement saying that in addition to being ethical in one's own behavior, there is also a responsibility to raise concerns about any ethical breaches you see in others. Longanecker said an effective way of stating this politely will be developed in the final material.

Carlson said the final documents considered by the Audit Committee were a code of ethics statement for commissioners and one for the executive director. He said the Audit Committee reviewed an extensive amount of material on this subject before deciding on the statements included in the packets.

Carlson said the committee will refine these documents, including an amendment to the bylaws, and present them to the Committee of the Whole for action at the May commission meeting.

COMMITTEE CHAIR CARLSON, ON BEHALF OF THE AUDIT COMMITTEE, MOVED APPROVAL OF THE AUDIT REPORT FOR FY 2005. The motion passed unanimously.

Report of the Executive Committee

David Nething, Vice Chair

Vice Chair Nething reported that the Executive Committee had 13 of the 15 members represented, with the states of California and Utah being unrepresented. He said the committee had no action items. The committee heard a report by Dennis Mohatt, director of the Mental Health Program at WICHE, about the activities of the program (which could be found under tab 1, p. 9, of the agenda book).

Nething reported that the Executive Committee, in executive session, visited with the executive director. The committee reviewed his travel schedule during the past year and expressed concern that such a heavy travel schedule could lead to burnout. The executive director indicated that he understood their concern.

(Please refer to the committee minutes located elsewhere in this agenda book for additional detail about the Executive Committee meeting.)

Report of the Programs and Services Committee

Carl Shaff, Committee Chair

Note: The committee met in two sessions, with the majority of the meeting time taking place on Monday afternoon. On Tuesday morning, following brief, separate meetings, the Programs and Services and Issue Analysis and Research committees convened for a joint session about "The Master Property Program: An Avenue for Cost Savings and Institutional Contingency Planning." (Please refer to the committee minutes located elsewhere in this agenda book, for additional detail about the meetings of these committees.)

ACTION ITEM

Reciprocal Acceptance of California Students in the Western Undergraduate Exchange (WUE) Program

Committee Chair Carl Shaff said the committee had one action item related to increasing participation in WICHE's Western Undergraduate Exchange (WUE) program. The committee approved and advanced for consideration by the Committee of the Whole an action item that will provide California students with equivalent reciprocity through WUE. Since 1997 only seven states (Alaska, Hawaii, New Mexico, North Dakota, South Dakota, Washington, and Wyoming) have allowed California students to participate through WUE. Nevada does allow their participation in one area, bringing the total to eight states. The other states have not allowed California residents to participate because only one California institution accepted students under the WUE program. Recently, three more California State University campuses began participating in WUE; it is anticipated that other California institutions will follow suit. The committee changed slightly the wording of the action-requested sentence that is printed in the agenda book. The revisions to the action-requested sentence are: to delete the word "full" and replace it with "equivalent" before the word "reciprocity" (to read "equivalent reciprocity"); and to delete the words "the same" and replace them with "similar" before the word "opportunity" (to read "similar opportunity"). The motion that follows is the complete committee-amended motion.

COMMISSIONER CARLSON, ON BEHALF OF THE PROGRAMS AND SERVICES COMMITTEE (M/S) APPROVAL THAT ALL OF THE PARTICIPATING STATES IN WUE PROVIDE CALIFORNIA STUDENTS WITH EQUIVALENT RECIPROCITY, THUS PROVIDING THEM WITH SIMILAR OPPORTUNITIES TO ENROLL THROUGH THIS REGIONAL PROGRAM AS STUDENTS FROM OTHER PARTICIPATING STATES. The motion passed unanimously.

Student Exchange Programs

Commissioner Shaff said the committee also heard an update by Margo Schultz about the Professional Student Exchange Program (PSEP), the Western Regional Graduate Program (WGRP), and the Western Undergraduate Program (WUE). In May, the commission will need to approve the PSEP support fees for the coming biennium. Currently, Jere Mock and Margo Schultz are soliciting program nominations for inclusion in WGRP. Shaff said it is important to note that nearly 22,000 students – an all-time high – currently benefit from one of the three WICHE Student Exchange Programs.

State Scholars Initiative

Shaff reported that WICHE has received a \$6.1 million award from the Vocational/Adult Education Division of the U.S. Department of Education to administer the State Scholars Initiative. The purpose of this national program is to support 14 existing and up to 12 new state-level business/education partnerships. The partnerships encourage and motivate high school students to enroll and compete in rigorous courses of study that will benefit their postsecondary education and future careers. Jere Mock will inform the commission as she and her staff implement the RFP process to select in early 2006 new states to participate in this program. The state grants total \$300,000 per state for a two-year period (\$150,000 each year).

Master Property Program

Shaff reported that this morning the committee joined with the Issue Analysis and Research Committee in a joint session on the Master Property Program and heard presentations from Beth Conlin, who is the vice president of higher education practice at Marsh, Inc., in Cleveland, OH, and from Bill Payton, who is the director of risk and insurance management at the University of Missouri System in Kansas City, MO; Payton is also the past chair of the Master Property Oversight Committee. Shaff said all of WICHE's higher education systems and institutions are encouraged to talk to Jere Mock about this program. He said it provides tremendous benefits and is an excellent property insurance program that will save its insured money.

New Disaster Planning Committee

Shaff reported that a brief meeting was held with David Longanecker about the possibility of what WICHE might do in the event of a disaster in our region, such as the recent devastating events faced by the universities in the Southern states. He reported that a committee has been appointed that will report back to the commission in May about ideas that may potentially benefit all of WICHE's states, should the West face some catastrophic or major event. Members of the Disaster Planning Committee, who will work with the executive director, are: Ed Jasmin of Montana, Dwight Johnson of Idaho, Roy Ogawa of Hawaii, and WICHE's chair (soon to be immediate past chair) Diane Barrans of Alaska.

Note: As reported briefly above, the committee met in two sessions, with the majority of the meeting time taking place on Monday afternoon. On Tuesday morning, following brief, separate meetings, the Programs and Services and Issue Analysis and Research committees convened for a joint session about "The Master Property Program: An Avenue for Cost Savings and Institutional Contingency Planning." (Please refer to the committee minutes located elsewhere in this agenda book for additional detail about the meetings of these committees.)

Report of the Issue Analysis and Research Committee

Richard Kunkel, Acting Committee Chair

Commissioner Richard Kunkel of North Dakota served as chair of the Issue Analysis and Research Committee meeting in the absence of both its chair, Jane Nichols of Nevada, and its vice chair, Ryan Deckert of Oregon. Kunkel reported that the committee approved one action item and considered several other items during its session on Monday. During its brief session on Tuesday, the time was devoted to reports from WCET about its programs and activities.

ACTION ITEM **Residency Requirements for** **Higher Education State Policies and Issues**

Kunkel reported that the committee unanimously approved this action item and encouraged staff to seek funding for a study of residency requirements. This project will consider the breadth and scope of residency policies and how state systems and institutional policies promote or hinder access to higher education. The committee suggested specific topics to include in the study.

COMMISSIONER KUNKEL, ON BEHALF OF THE ISSUE ANALYSIS AND RESEARCH COMMITTEE, MOVED APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS TO SUPPORT A COMPREHENSIVE ANALYSIS OF RESIDENCY REQUIREMENTS IN THE 50 STATES AND THE KEY ISSUES RELATED TO RESIDENCY FOR PURPOSES OF PURSUING HIGHER EDUCATION. The motion passed unanimously.

DISCUSSION ITEM
The Benchmarks Report

Kunkel said this previously approved project, "The Benchmarks Report," required no further action by the committee. This new document, recently distributed to all WICHE commissioners, will assist states in measuring progress in two major areas: finance and access, including participation, completion, equity, and affordability.

DISCUSSION ITEM
Accelerated Learning Options:
A Study of State and Institutional Policies and Practices

Kunkel said staff reported on several state- and institutional-level policy issues related to accelerated learning programs, such as: Advanced Placement, dual enrollment, International Baccalaureate, and Tech Prep. He said a final report about these programs will include policy implications and will be published in March.

INFORMATION ITEM
Unit Updates

Staff provided the committee with updates on their activities. Cheryl Blanco reported on the activities of the Policy Analysis and Research unit. Russ Poulin and Pat Shea reported on the activities of WCET, including its recent annual meeting; Adjunct Match, an e-resource for institutions and online faculty; and a new initiative to assist Montana students in transitioning to higher education.

Note: As reported briefly above, the committees met in two sessions, with the majority of the meeting time taking place on Monday afternoon. On Tuesday morning, following brief, separate meetings, the Programs and Services and Issue Analysis and Research committees convened for a joint session about "The Master Property Program: An Avenue for Cost Savings and Institutional Contingency Planning." (Please refer to the committee minutes located elsewhere in this agenda book for additional detail about the meetings of these committees.)

DISCUSSION ITEM
FY 2006 Budget Update

Marv Myers referred to the FY 2006 budget table located under tab 11 on p. 3 of the agenda book. This is a summary of the current status of the FY 2006 budget. During the May meetings the commission acts upon the organization's budget for the coming fiscal year. In preparation for the commission's formal action on the budget, much more comprehensive budget material is provided. At this time, the budget summary for the current fiscal year shows things are going very well, for a number of reasons. First, WICHE has continued to receive additional contract and grant funding beyond original projections and, in particular, was awarded the State Scholars Initiative grant and some additional funding in the Mental Health Programs. Second, interest income is higher because interest rates are higher and the base amount for earning interest is higher as a result of the new grant funding. In May, the general fund was projected to end the fiscal year with \$2,900, and now that figure is estimated at \$102,000. Myers also noted that instead of the projected \$4.7 million in expenditures projected in May, the current estimate is \$5.5 million, as a result of the new grant activity.

Commissioner Perry asked if the budget figures assume receipt of California's dues payment. Myers said yes. Commissioner Carlson said that in an executive session, Commissioner Shaff had raised the same question, and it was decided that it would be better to discuss this later. In the Audit Committee report there was a reference to those dues as well. Carlson said David Longanecker continues to be optimistic that these funds will come through this year; he stated that he isn't quite as optimistic. He added that the commission is still hopeful that California will see its legal and ethical responsibility and pay its dues.

Perry asked what the impact on the bottom line would be if California didn't pay its dues. Myers said that to the end of the last fiscal year, the amount owed by California was \$259,000; if this year's dues of \$108,000 are added to that, the total amount owed by California is \$367,000. He said all of this is being considered an accounts receivable (technically, the current dues of \$108,000 will not be considered an accounts receivable until the end of this fiscal year, if they remain unpaid). Longanecker said the budget table in the agenda book would have the \$108,000 reported as revenue. The

Selection of 2006 Executive Committee Members

Executive Committee Members for 2006 were elected as follows:

David Nething (ND), chair
Cam Preus-Braly (OR), vice chair
Diane Barrans (AK), immediate past

Marshall Lind (AK)
Joel Sideman (AZ)
Robert Moore (CA)
Bill Byers (CO)
Roberta Richards (HI)
Dwight Johnson (ID)
Cindy Younkin (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
Richard Kunkel (ND)
Jim Sager (OR)
Tad Perry (SD)
Richard Kendell (UT)
James Sulton (WA)
Klaus Hanson (WY)

Meeting Evaluation

Chair Nething emphasized the importance of completing the evaluation forms located under tab 11 of the agenda book.

Future Meetings

Chair Nething reported that the next meeting will be held on May 15-16, 2006, in Bismarck, ND (the date was subsequently changed to May 22-23, 2006). He assured everyone that it will be an enjoyable time, as well as an interesting work session. The weather in May in Bismarck can be variable: it can be 100 degrees or there can be six to eight inches of snow on the ground.

Other Business

Farewell to Carlson

Tad Perry said he didn't want this moment to pass without a personal observation about Don Carlson (this was Don's last meeting as a WICHE commissioner). He thanked him for being a wonderful commissioner and colleague over the years and wished him well.

Meeting Venue

Carl Shaff said he has spoken to David Longanecker about the option of meeting closer to the Denver Airport when the meetings are held near Denver, to avoid the hour to two-hour commute from the airport. Everyone's travel time is important. He realizes the meeting had to be held in Boulder this time so everyone could see the new offices. The airport shuttle fees are quite high, and it could prove be more cost effective if the meetings were held closer to the airport, where free shuttles could be caught or something could be worked out with WICHE. This is just a point of information and something he would like the WICHE staff to consider.

David Longanecker said he heard Shaff's message. He said when Bill Hybl was first appointed to the commission, he raised the possibility of meeting in Colorado Springs at some point instead of in the Denver area. Colorado Springs has an airport that is quite proximate to downtown, so it is a fairly easy commute to meeting venues. It's a pretty nifty city, and Bill Hybl can make it even niftier. We might consider meeting in Colorado Springs in the future

Bismarck Trivia

Commissioner Klaus Hanson said he just wanted to note that we will be meeting in Bismarck, a town that is named after the German “ironhanded chancellor” of the 19th century. Chair Nething has already mentioned that we will start on time and finish on time – and that goes right with the territory.

The meeting adjourned.

Special Events Held During This Meeting

- “What’s Up in the WICHE West? A Focus on Oregon, Idaho, Montana, and South Dakota.” Speakers: David Longanecker, executive director of WICHE; and Cheryl Blanco, director of the Policy Analysis and Research unit at WICHE, with individuals from the focus states in a panel format.
- Policy Discussion: “Taking Course Redesign to Scale.” Speaker: Carol Twigg, executive director of the Center for Academic Transformation in Troy, NY.
- “A Celebration of WICHE’s Mental Health Unit’s 50th Anniversary.” Speakers: Steve Mayberg, director of the California Department of Mental Health in Sacramento; Frank McGuirk, former director of WICHE’s Mental Health Program; and Dennis Mohatt, director of WICHE’s Mental Health Program.
- Policy Discussion: “Internet2 and Beyond – Will the West Be a Competitor or a Spectator?” Speaker: Louis Fox, vice provost for educational partnerships at the University of Washington in Seattle.
- A reception at WICHE’s new offices in the SHEPC* complex.
- Policy Discussion: “Linking Student Assessments: The ACT Portfolio.” Speaker: Paul Weeks, assistant vice president of educational services at ACT in Iowa City, IA.
- Presentation: “The Master Property Program (MPP): An Avenue for Cost Savings and Institutional Contingency Planning.” Speakers: Elizabeth Conlin, vice president of higher education practice at Marsh USA, Inc., in Cleveland, OH, and William Payton, director of risk and insurance management at the University of Missouri System in Kansas City and past chair of the MPP Oversight Committee.

*SHEPC is the State Higher Education Policy Center, a limited liability company composed of three owner/partner-organizations: the National Center for Higher Education Management Systems (NCHEMS), State Higher Education Executive Officers (SHEEO), and WICHE.

ACTION AND INFORMATION ITEMS

Report from the Audit Committee

Background

The Audit Committee is advancing six items to the Committee of the Whole. Four of these are action items recommended for approval, and two are informational items. All but one of the items (an action item to approve the auditor) includes a separate action or information item.

David Nething, WICHE's chair, appointed the current members of the Audit Committee: Diane Barrans as chair, and Roy Ogawa, Ed Jasmin, Jane Nichols, and former WICHE Commissioner Linda Blessing as regular members.

The first action item contains the recommended amendments to the WICHE bylaws pertaining to the Audit Committee. The primary change to the bylaws would transfer from the WICHE Commission to the Audit Committee the authority to approve the selection, compensation, and discharge of the accounting firm to conduct WICHE's financial audits each fiscal year.

The second action item (no attachment) recommended by the Audit Committee is to approve the continuation of the certified public accounting firm of Clifton Gunderson to conduct WICHE's audits for fiscal years 2006, 2007, and 2008 at a cost of \$23,000, \$24,000, and \$26,000, respectively. This firm has conducted WICHE's audits since winning an open bid process for fiscal year 2003.

The next two items are informational only and are the Audit Committee's charter and calendar of anticipated tasks or functions and timelines.

The last two action items are recommended code-of-ethics statements for both the WICHE Commission and the WICHE executive director. In light of many considerations, including the context of the Sarbanes-Oxley Act, the Audit Committee recommends the approval of these two new code of ethics statements. If approved, the executive director will develop a similar code of ethics statement for the WICHE staff.

Action Requested

Approval of the four action items recommended by the Audit Committee to the Committee of the Whole, which are:

1. Amendments to the Bylaws pertaining to the Audit Committee and specifically transferring from the WICHE Commission to the Audit Committee the authority to determine the auditing firm for WICHE.
2. Appointment of Clifton Gunderson to conduct WICHE's audits for fiscal years 2006, 2007, and 2008.
3. Commission code of ethics.
4. Executive director code of ethics.

ACTION ITEM

Amendments to the WICHE Bylaws Pertaining to the Audit Committee and Its Authority to Approve WICHE's Auditors

Note: Struck through text are proposed deletions and ***bold-faced italicized*** text are proposed additions to the document.

ARTICLE V

Committees

Section 5. Audit Committee ~~Acumen~~

The Audit Committee of the Commission shall be composed of at least three and not more than five members, shall be composed only of current or former Commissioners, each of whom shall otherwise be independent of any fiduciary advantage from either WICHE or from the public accounting firm employed to audit WICHE. Each member should be knowledgeable about nonprofit financial management principles and practices. The Chair of the Commission, ***notwithstanding Article IV, Section 3.a, shall not serve on the Audit Committee but*** shall appoint the members of the Audit Committee, with the Past Chair of the Commission serving as the Chair of the Audit Committee. In order to preserve continuity, members of the Audit Committee shall be appointed to three- or four-year, staggered terms. No member shall serve for more than five consecutive years. The Audit Committee shall:

- ~~review the appointment and compensation~~ ***approve the selection, compensation, and discharge*** of the registered public accounting firm employed to audit WICHE, ~~and recommend to the Commission retaining or reselecting the auditor; and~~
- ~~review and approve any amendments to the fees to be paid in the audit contract~~ receive the annual audit of the organization from the auditor, engage in a review of the audit with the auditor, and recommend to the Commission whether to accept or reject the annual audit as submitted to the Commission; ***and,***
- ~~establish a charter of the function of the Audit Committee, which is annually reviewed.~~

INFORMATION ITEM

Audit Committee Charter

Purpose

The purpose of the Audit Committee is to assist the commission in fulfilling its oversight responsibilities for the financial reporting processes, the system of internal control over financial reporting, the external audit processes, WICHE's method for monitoring compliance with laws and regulations, and the code of ethics.

Composition

The Audit Committee will consist of at least three and not more than five members and shall be composed only of current or former commissioners, each of whom shall otherwise be independent of any fiduciary advantage from either WICHE or from the public accounting firm employed to audit WICHE. Each member should be knowledgeable about nonprofit financial management principles and practices. The chair of the commission shall not serve on the Audit Committee, but shall appoint the members to the Audit Committee, with the past chair of the commission serving as chair of the Audit Committee. In order to preserve continuity, members of the Audit Committee shall be appointed to three- or four-year staggered terms. No member shall serve for more than five consecutive years.

Responsibility and Authority

The Audit Committee's responsibilities and authority shall include the following:

1. Promote a coordinated, efficient, and effective audit function; be informed, diligent and probing in fulfilling its oversight responsibilities while avoiding unnecessary and inappropriate interaction with the prerogatives of WICHE leadership.
2. Provide an open avenue of communications among management, auditor, and the commission. The oversight should be effective and support a culture and tone which ensures proper and full disclosure.
3. Assure and confirm the independence of the auditor and the members of the Audit Committee.
4. Approve the selection, compensation, and discharge of the auditor.
5. Review the results of the audit with the auditor and management, including any findings and recommendations, together with management's responses. Consider any changes required to the planned scope of future audits.
6. Inquire of the auditor and management about significant risks or exposures and assess the steps management takes to minimize such risks and to detect any material errors or irregularities in a timely manner.
7. At least annually, meet privately and separately with the external auditor and WICHE's chief financial officer to discuss any matters that any party believes should be discussed privately.
8. Require immediate notification be made to the Audit Committee by the executive director relative to significant frauds, breaches of proper financial conduct, violation of laws or regulations, or findings by any other auditing agency.
9. Provide a confidential reporting mechanism for suspected financial wrongdoing, which is available for use by staff members, clients, and vendors of WICHE; such persons may contact the chair of WICHE's Audit Committee or the chair of the WICHE Commission (contact information for these persons will appear on WICHE's website). The WICHE Commission and Audit Committee assure the confidentiality of and lack of reprisals for any person reporting a financial wrongdoing.
10. Review the adherence to and, if appropriate, recommend changes to, the Audit Committee's charter and the code of ethics.
11. Recommend to the commission whether to accept or reject the annual audit, as submitted to the commission.
12. At least annually, report to the commission on the Audit Committee's activities.

INFORMATION ITEM

Audit Committee Calendar of Events

Task or Function	Performed by	Timeline
1. Appointment of the members to the Audit Committee (AC) by the chair of the commission: Assuring and confirming the independence of the members.	Commission chair	Nov/Dec
2. Selection of the auditor for the current fiscal year (including compensation): Assuring and confirming the independence of the auditor.	AC	Dec/Feb
3. Review the Audit Committee's charter and the code of ethics for for WICHE commissioners and the executive director to confirm adherence and recommend changes deemed appropriate.	AC	Dec/Feb
4. Report to the commission the Audit Committee's activities.	AC	May
5. Review the results of the audit with the auditor and management including: a. Findings and recommendations, together with management's response. b. Inquiries about significant risks or exposures and an assessment of the steps needed to minimize the risks and detect material errors or irregularities.	AC	Sept/Oct
6. Meet privately and separately with the external auditor and chief fiscal officer to discuss any matters that any party believes should be discussed privately.	AC	Sept/Oct
7. Recommend to the commission whether to accept or reject the annual audit as submitted by the auditor.	AC	Sept/Oct
8. Report to the commission the Audit Committee's activities.	AC	Nov
9. The executive director (ED) reports to the Audit Committee any significant: frauds, breaches of proper financial conduct, violation of laws or regulations, or findings by any other auditing agency.	ED	At any time
10. Review and investigate any suspected financial wrongdoings shared with the Audit Committee.	AC	At any time
11. Review periodically the duties and responsibilities of the Audit Committee to ensure they remain effective and up to date.	AC	At any time

ACTION ITEM

Commission Code of Ethics

The Western Regional Education Compact calls upon commissioners appointed by each participating state to oversee the development of WICHE's programs in order to strengthen higher education's contribution to the social and economic life of the region. Ethical practices are essential to the creation, implementation, and continued operation of effective, equitable programs that benefit the citizens of the West.

It is essential that WICHE espouse its own standards of ethical conduct, since codes differ by state and do not apply to an interstate agency such as WICHE. In this regard, each WICHE commissioner agrees individually to:

- Fulfill his or her responsibilities in a professional manner, with honesty, integrity, dignity, fairness, and civility.
- Act in an informed, competent, and responsible manner, and adhere with due diligence to provisions of the Western Regional Education Compact, the WICHE bylaws, and the approved policies and procedures of the organization.
- Avoid possible conflicts of interest between his or her responsibilities as a state-appointed official and the policies, procedures, and operations of the multistate organization. Should a potential conflict arise, a commissioner has the responsibility to disclose this to the commission and to recuse herself or himself from any discussion or actions with regard to the potential conflict of interest.
- Foster high standards of professional and ethical conduct within WICHE and the commission.
- Support principles of due process and civil and human rights of all individuals, while being vigilant to resolve circumstances of discrimination, inequity, inappropriate behavior, harassment, or abuse within WICHE.
- Refrain from accepting duties, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between the commissioner's personal interests and the interests of WICHE or its member or affiliated states.
- Avoid exploiting his or her position for personal gain through the use of political, social, religious, economic, or other influence.
- Obey local, state, and national laws and pursue any changes in those laws, policies, and regulations only through legal, ethical, and otherwise appropriate means.
- Support this WICHE Code of Ethics as a fundamental underpinning for the values, the decisions, and the actions of the commission and the organization.

ACTION ITEM

Executive Director Code of Ethics

The executive director is the chief executive officer of the commission, as stated in the bylaws for WICHE. The executive director's ethical practices are essential to the creation, implementation, and continued operation of effective, equitable programs that benefit the citizens of the West.

It is essential that WICHE espouse its own standards of ethical conduct, since codes differ by state and may not apply to an interstate agency such as WICHE. In this regard, the executive director agrees to:

- Fulfill his or her responsibilities in a professional manner, with honesty, integrity, dignity, fairness, and civility.
- Act in an informed, competent, and responsible manner, and adhere with due diligence to provisions of the Western Regional Education Compact, the WICHE bylaws, and the approved policies and procedures of the organization.
- Avoid conflicts of interest between his or her responsibilities and the policies, procedures, and operations of the WICHE; and through policies, procedures, and actions ensure the appropriate ethical conduct of the WICHE staff.
- Disclose any potential conflict of interest, should one ever arise, to the officers of the commission.
- Foster high standards of professional and ethical conduct within WICHE and the commission.
- Support principles of due process and civil and human rights for all individuals, while being vigilant to resolve circumstances of discrimination, inequity, inappropriate behavior, harassment, or abuse within WICHE.
- Refrain from accepting duties, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between the executive director's personal interests and the interests of WICHE or its member or affiliated states.
- Avoid exploiting his or her position for personal gain through the use of political, social, religious, economic, or other influence.
- Obey local, state, and national laws and pursue any changes in those laws, policies, and regulations only through legal, ethical, and otherwise appropriate means.
- Support this WICHE Code of Ethics as a fundamental underpinning for the values, the decisions, and the actions of the commission and the organization.

dues owed for previous years and accounted for as an accounts receivable are reflected in the reserves lines so the \$259,000 owing from past dues would impact the reserves' bottom line.

ACTION ITEM

Election of the Chair and Vice Chair

Chair Barrans reported that there is a motion on the floor to elect David Nething of North Dakota as chair, Cam Preus-Braly of Oregon as vice chair, and Diane Barrans of Alaska as immediate past chair of the WICHE Commission's 2006 slate of officers. She asked if there were further nominations. With no other nominations from the floor, she called for the vote on the motion:

COMMISSIONER PERRY OF SOUTH DAKOTA, COMMITTEE CHAIR, ON BEHALF OF THE NOMINATING COMMITTEE – PATRICIA SULLIVAN OF NEW MEXICO AND JOEL SIDEMAN OF ARIZONA – NOMINATED WICHE'S SLATE OF OFFICERS FOR 2006, AS FOLLOWS: DAVID NETHING OF NORTH DAKOTA AS CHAIR, CAM PREUS-BRALY OF OREGON AS VICE CHAIR, AND DIANE BARRANS AS IMMEDIATE PAST CHAIR. The motion passed unanimously.

Remarks from the New Chair

Chair David Nething reported that he had mislaid the 15 pages of remarks that he had planned to make, so he would have to make his report brief.

Nething congratulated Cam Preus-Braly on being elected vice chair, stating that she will have a full year to learn more about the chair's position before she takes over next November. He also thanked WICHE's outgoing chair, Diane Barrans, for the fairness and expertise she has applied as she has conducted the commission's meetings and other duties. He said he looks forward to working with Barrans as the immediate past chair over the next year.

Nething mentioned Tad Perry, describing him as someone who brings a perspective to the group that few commissioners can. Perry is a faculty member, a department head, and an executive director, which really makes Nething's qualifications look rather minimal because the only experience he's had in higher education is that of a legislator (and that of a student, a state everyone here endured so long ago that we probably don't remember the negatives or the positives). As a legislator, he pledges that our meetings will be run as he likes to run legislative meetings – by starting on time, ending on time, keeping speakers on time, and hopefully doing it in a way that makes our workloads easier.

Nething said he looks forward to being WICHE's chair for a year. One of the reasons is the quality of the staff: it is outstanding, from the executive director to the directors and support staff. Nething told Longanecker he doesn't intend to be a meddler but he looks forward to working with him and with WICHE's outstanding selection of commissioners from across the 15 Western states. By tapping their individual expertise, we can further strengthening the organization.

Tribute to the Outgoing Chair

David Longanecker said Nething had already given his accolades to Diane Barrans for her leadership on behalf of the commission. He would like to add some from the staff perspective. Diane is a friend and has also been his senior boss over the past year. She has been absolutely marvelous to work with. He and the staff love working with Diane; she's there when you need her and is such a pleasant and knowledgeable person with whom to work. We have a very small token of appreciation – an engraved pen. Thank you very much, Diane.

Monday, May 22, 2006

9.15 - 10.15 am
Rembrandt Room

What's Up in the West? A Focus on Colorado, Nevada, Utah, and Wyoming

David Longanecker will lead a discussion with representatives from Colorado, Nevada, Utah, and Wyoming on how activities in their states relate to the general WICHE themes, such as enhancing access, financing the enterprise, and assuring a well-prepared workforce for the future. In addition, they'll also look at innovation and quality assurance issues, as well as at accountability.

Speakers:

Tom Buchanan, WICHE commissioner and SHEEO from Wyoming

Richard Kendell, WICHE commissioner and SHEEO from Utah

Jenna Langer, WICHE commissioner and SHEEO from Colorado

Jane Nichols, WICHE commissioner and SHEEO from Nevada

Biographical Information on the Discussion Leader

David A. Longanecker is the executive director of the Western Interstate Commission for Higher Education in Boulder, CO. Previously, he served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education, developing and implementing national policy and programs that provided more than \$40 billion annually in student aid and \$1 billion to institutions. Prior to that, he was the state higher education executive officer (SHEEO) in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions and has written extensively on a range of higher education issues. His primary interests in higher education are: access and equity; promoting student and institutional performance; finance; the efficient use of educational technologies; and internationalizing American higher education. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from the George Washington University, and a B.A. in sociology from Washington State University.

Monday, May 22, 2006

10.15 - 10.45 am
Rembrandt Room

What's Up in North Dakota Higher Education?

Speaker: Robert Potts, Chancellor of the North Dakota University System

Chancellor Robert Potts will discuss recent developments in the North Dakota system of higher education, touching on the unique challenges and opportunities that face the state. Over the years, WICHE commissioners have heard much about the North Dakota Roundtable and how it helped shape a new partnership between higher education leaders in the state and other policymakers and stakeholders. This past year the state's legislature funded a major review of the roundtable process. Chancellor Potts will discuss the results of this review and how it is impacting higher education policy in the state.

North Dakota has the second smallest population of the WICHE states, with slightly over 600,000 residents, and is projected to have the greatest decline in high school graduates (22 percent) over the next decade. Despite recent declines in the number of high school graduates, however, the state system of higher education has been able to sustain college and university enrollments, in part by attracting students from other states.

North Dakota has the second least ethnically diverse population in the WICHE region, with less than 10 percent of its population coming from communities of color. American Indians are the largest minority community in the state; at 4.5 percent of the population.

North Dakota was not one of the 13 states or territories included in the original Congressional charter that created the Western Regional Education Compact. The state joined WICHE in 1985, originally as an affiliate state but gaining full membership in 1999. North Dakota is unique in that it belongs to both WICHE and the Midwest Higher Education Compact. The North Dakota University System consists of 11 institutions:

University of North Dakota, Dickinson State University, Mayville State University, Minot State University, Minot State University-Bottineau Campus, North Dakota State University, Valley City State University, Bismarck State College, Lake Region State College, North Dakota State College of Science, and Williston State College. The state is also served by a number of tribally controlled or nonprofit American Indian colleges and a small number of private colleges. On the 2004 *Measuring Up* report card, North Dakota received a B on preparation, an A- on participation, a B on completion, and a C on benefits.

Biographical Information on the Speaker

Robert L. Potts became chancellor and CEO of the North Dakota University System in 2005. Previous to this, he served for over 14 years as president of the University of North Alabama (UNA) and for six years

as general counsel of the University of Alabama System. His career has also included clerking for the U.S. District Court chief judge for the Northern District of Alabama; practicing law in Florence, AL, where educational issues were a significant part of his work; and teaching at Boston University, the University of Alabama, and UNA. He is a member of the North Dakota Commerce Cabinet and of the board of directors of the American Association of State Colleges and Universities, as well as a commissioner with the Midwestern Higher Education Compact and immediate past chair of the Alabama Council of College and University Presidents. Potts received a B.A. from Southern Adventist University in Tennessee, a J.D. from the University of Alabama School of Law, and a master of laws from Harvard. He has lectured widely on legal and education topics and is the author of several published articles.

Monday, May 22, 2006

11.00 am - 12.15 pm
Rembrandt Room

What's Up at WICHE?

Although WICHE's committee structure provides a robust environment for committee members to examine and discuss the myriad activities that are occurring within WICHE as an organization, a commissioner needs to be on the relevant committee to be part of these discussions. Because the committees meet at the same time, it is obviously impossible for commissioners to know about all the various activities. As a result, staff often hears commissioners wonder about what is happening in areas of WICHE other than those covered within their specific committees.

To address this concern, we have added a new session to the agenda: "What's Up at WICHE?" While we won't be able to cover everything that's happening within the organization, we will bring to your attention to a few of the most significant activities occurring at the time that the meeting takes place.

For this meeting we will address three general areas of activity:

- Terese Rainwater, program director for the State Scholars Initiative, will discuss progress to date with the program and prospects for the future. (The information item on p. 7-44 provides a sense of what this program intends to accomplish.)
- Sally Johnstone, director of WCET (Western Cooperative for Educational Telecommunications), will lead a discussion of open source courseware, a major development in the use of technology-mediated instruction that may radically transform the delivery of higher education throughout the world.
- Jere Mock, director of the Programs and Services unit at WICHE, will update the commission on the various multistate and multiregional activities in which WICHE is engaged.

Biographical Information on the Speakers

Sally Johnstone is the executive director of WCET, the Cooperative advancing effective use of technology in higher education. Johnstone's special areas of expertise include: the effects of the integration of technology on higher education institutions and system organizations, collaborations, quality assurance issues, open educational resources, project development and evaluation, and generally supporting WCET members in the planning for and implementation of e-learning. WCET's membership includes colleges and universities in 45 U.S. states and eight other countries. Johnstone serves as a contributing editor for *Change* magazine and on the editorial board for the *Journal of Open Learning*. She has also served on the boards of American Association of Higher Education and the U.S. Open University. She has authored dozens of publications on distance and distributed learning. She leads

workshops, serves as a consultant to campus and state system leaders, and gives about a dozen invited addresses each year to higher education organizations around the world. She earned her Ph.D. in experimental psychology from the University of North Carolina at Chapel Hill.

Jere Mock is director of the Programs and Services unit at WICHE. She manages WICHE's three Student Exchange Programs – the Professional Student Exchange Program, the Western Regional Graduate Program, and the Western Undergraduate Exchange – which provide a broad range of higher education options for over 21,000 students. She oversees the State Scholars Initiative, funded by the U.S. Department of Education's Office of Vocational and Adult Education. Mock also serves as codirector of NEON (Northwest Educational Outreach Network), a multistate initiative supported by the Fund for the Improvement of Postsecondary Education. She directs WICHE's involvement in several regional initiatives, including the Northwest Academic Forum (a consortium of nine states and 30 member institutions); the American TelEdCommunications Alliance (a national collaborative purchasing initiative); and the Master Property Program (a property insurance and risk management consortium, developed by the Midwestern Higher Education Compact). In addition, Mock directs WICHE's print and electronic communications. Previously, Mock was executive director of the Mountain Bell Foundation and also held managerial positions in the Mountain Bell external affairs and public relations departments. She holds a master's of public administration from the University of Colorado, as well as an M.B.A. from Regis University.

Terese Rainwater is the program director of the State Scholars Initiative, a federally funded program designed to encourage high school students to take a rigorous core curriculum, 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.

Monday, May 22, 2006

1.30 - 2.45 pm
Rembrandt Room

Higher Education and the Public Good: ACE's Solutions Project

In March, the American Council on Education (ACE) began a campaign entitled "Solutions for Our Future" (www.solutionsforourfuture.org). Its goal is to create a national public dialogue about how higher education helps to provide solutions to a variety of problems the U.S. faces, such as workforce needs, global competition, changes in both the demand for and supply of higher education, and the question of how to provide "the good life" to a broader array of Americans. The campaign attempts to engage us in a discussion about how higher education has helped solve such problems for the U.S. in the past, how it can do so in the future, and how some current trends, if continued, will impede its ability to be part of the solution.

More than 400 institutions of higher education have officially joined the "Solutions" campaign, providing grassroots support in communities throughout the country. To prepare for the campaign and research the perceptions of Americans about the performance of higher education and its role for the future, ACE secured the services of GSD&M, an advertising and marketing firm. The campaign has included complementary ads in the *Wall Street Journal* and public service announcements broadcast during 2006 March Madness NCAA basketball tournament games and on various Fox television shows.

The American Council on Education has provided leadership and a unified voice on key higher education issues since 1918. Through advocacy, research, and innovative programs, ACE represents the interests of more than 1,800 campus executives, as well as the leaders of higher education-related associations and organizations. ACE member institutions serve 80 percent of today's college students. We are privileged to have ACE's Amanda Adolph with us for this session to discuss the goals of the project, its activities to date, its plans for the future, and whether there would be an appropriate role for WICHE in support of the project.

Biographical Information on the Speaker

Amanda Adolph is the director of marketing at the American Council on Education, where she is charged with creating the marketing infrastructure and setting and implementing the council's marketing strategy. Additionally, she is the project manager for "Solutions for Our Future," www.solutionsforourfuture.org, a national public awareness campaign to remind Americans that higher education is one of our nation's greatest resources. Prior to joining ACE, Adolph spent seven years at George Mason University, Virginia's largest public university, serving as director of public relations and communications for the School of Management and the College of Arts and Sciences. In 2000, she earned an M.P.A. from George Mason. She worked at University of California's Washington Center (UCDC) for the Close Up Foundation, a nonpartisan, nonprofit civic education foundation, and at the University of California at Berkeley, where she received her bachelor's degree.

Monday, May 22, 2006

May 22, 2006, 3.00 - 4.15 pm

May 23, 2006, 8.00 - 9.00 am

Rembrandt Room

Programs and Services Committee

Carl Shaff (NV), chair
Doris Ching (HI), vice chair
David Nething (ND), ex officio
Cam Preus-Braly (OR), ex officio

Marshall Lind (AK)
John Haeger (AZ)
Herbert Medina (CA)
Bill Hybl (CO)
Committee vice chair (HI)
Bob Kustra (ID)
Ed Jasmin (MT)
Committee chair (NV)
Dede Feldman (NM)
Robert Potts (ND)
James Sager (OR)
Jim Hansen (SD)
Beverly Ann Evans (UT)
Phyllis Gutierrez Kenney (WA)
Tom Buchanan (WY)

Agenda

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

May 22, 2006, 3.00 - 4.15 pm



Approval of the Programs and Services Committee meeting minutes of November 7-8, 2005 7-3



Approval of the FY 2007 Programs and Services workplan 7-7



Approval of support fees for the Professional Student Exchange Program (PSEP) for 2007-08 and 2008-09 7-9

May 23, 2006, 8.00 - 9.00 am

Information Items:

Student Exchange Programs update 7-42

State Scholars Initiative update 7-44

NEON (Northwest Educational Outreach Network) and WICHE ICE (Internet Course Exchange) updates 7-46

Other business

Adjournment

ACTION ITEM

WICHE Programs and Services Committee Meeting Minutes

November 7-8, 2005

Members Present*

Carl Shaff (NV), chair
Doris Ching (HI), vice chair (Monday)
Diane Barrans (AK), ex officio
Marshall Lind (AK)
Bill Hybl (CO)
Robert Kustra (ID)
Ed Jasmin (MT)
Robert Potts (ND)
James Sager (OR) (Monday)
Jim Hansen (SD)
Don Carlson (WA)
Tom Buchanan (WY)

Members Absent

John Haeger (AZ)
Herbert Medina (CA)
Dede Feldman (NM)
George Mantes (UT)

Other Commissioners Present*

Joel Sideman (AZ)
Patricia Sullivan (NM)
Klaus Hanson (WY) (Monday)
Tad Perry (SD) (Tuesday)

Staff Present*

Anne Finnigan, communications associate (Tuesday)
David Longanecker, executive director
Michelle Médal, administrative assistant IV
Jere Mock, senior program director, Programs and Services
Marv Myers, director, Administrative Services (Tuesday)
Margo Schultz, program coordinator, Student Exchange Program
Marla Williams, assistant to the executive director (Tuesday)

Guests Present*

Paul Albright, WICHE consultant (Monday)
Beth Conlin, vice president, Marsh (Tuesday)
Bill Payton, Master Property Program oversight committee member, MHEC (Tuesday)

*All attendees were present both Monday and Tuesday, unless otherwise noted.

Carl Shaff opened the meeting by thanking Doris Ching for serving as chair of the committee at the May 2005 commission meeting in his absence. He then introduced the first action item.

ACTION ITEM

Approval of the Minutes of the May 16-17, 2005, Committee Meeting

Don Carlson moved and Jim Hansen seconded a motion to approve the minutes of the May 16-17, 2005, Programs and Services Committee meeting.

ACTION ITEM

Reciprocal Acceptance of California Students in the Western Undergraduate Exchange (WUE)

Margo Schultz, Student Exchange Program (SEP) coordinator, described California's current participation in the Western Undergraduate Exchange (WUE). Three California State University campuses have recently joined the California Maritime Academy in accepting WUE students; as a result, staff would like to encourage all WICHE states to provide California students with reciprocity via access to WUE programs in those states. She explained that since 1997, only seven states (Alaska, Hawaii, New Mexico, North Dakota, South Dakota, Washington, and Wyoming) have enrolled California students through WUE. The other states chose not to do so because only the California Maritime Academy was accepting students and many of the WICHE states wanted California to be a fully reciprocal partner. Concerns were raised by Don Carlson and Carl Shaff that California participation may be questioned in light of the fact that the state is delinquent on its WICHE dues, but both commissioners agreed that offering reciprocity was the right thing to do for the benefit of the students. Jere Mock explained that the current imbalance is confusing for California students, who do not understand why some institutions/states will accept them while others will not.

David Longanecker said that it is important to WICHE that the current guidelines, including the 150 percent of in-state tuition policy, not be changed simply to promote California's participation. It is also important that states retain their ability to select the programs and number of students that they want to participate in WUE. Some discussion concerning the wording of the new reciprocity agreement guided the commissioners to settle on changing the phrase "full reciprocity" to "equivalent reciprocity" and "the same opportunities" to "similar opportunities." The resulting action reads, "All of the participating states in WUE will provide California students with equivalent reciprocity, thus providing them with similar opportunities to enroll through the regional program as students from other participating states." Ching made a motion to accept this change in wording, and Carlson seconded this motion. The action was passed unanimously.

Shaff took a moment to introduce two new members of the Programs and Services Committee, James Sager, senior education policy advisor in the Oregon Education & Workforce Policy Office, and Tom Buchanan, president of the University of Wyoming, who replaced Phil Dubois on the commission.

INFORMATION ITEM

Student Exchange Program Updates

Schultz provided an update on the Student Exchange Program, starting with the Professional Student Exchange Program (PSEP). The program has been in existence for more than 50 years. It provides opportunities for study in 14 fields when programs in those fields are not available in a student's home state. Students pay reduced tuition, and the sending state pays a support fee to make up the resident/nonresident tuition differential. In preparation for the commission's consideration of support fees for the next biennium at the May 2006 commission meeting, tuition and fees increases are being analyzed, and input from institutions and the certifying officers in each participating state is being sought. Some 676 students are participating in PSEP this year. Overall, the program has seen a gradual decline in enrollments over the past few years.

The Western Regional Graduate Program (WRGP) helps to provide affordable access to programs of distinction in the West. There are currently 147 programs, in which students pay resident tuition. Graduate institutions from throughout the West have been asked to submit nominations of additional programs that they want to add to WRGP; the deadline for submissions is November 18. Staff will disseminate information on the nominated programs to graduate deans and faculty in similar programs for feedback prior to bringing any new programs into WRGP.

The Western Undergraduate Exchange continues to be an important program for students throughout the region; the total number of students participating in WUE has gradually increased over the last five years and now exceeds 20,000. Some states reported decreases in their enrollment this year: three institutions in Colorado withdrew from the program following the implementation of the state's new Colorado Opportunity Fund (a voucher program); changes in the University of Hawaii's admissions standards for WUE students affected student participation; and Nevada began awarding the Millennium Scholarship, which encourages high-performing students to stay in Nevada by providing scholarships worth up to \$10,000 for academic achievement.

A study of student mobility facilitated by WUE, conducted this year by consultant Chris Morphew, resulted in several recommendations for growing this successful program. The first is to expand the network by inviting new institutions to participate. Other recommendations included: containing the cost to students at the current 150 percent of resident tuition rate; synchronizing state access goals with enrollment policies; and getting the word out about the WUE program by sending brochures to all high schools and better informing guidance counselors, as well as state and national organizations. Diane Barrans commented that the promotion of the WUE program should target states and programs that have the greatest need for students.

Lastly, SEP is working towards an online WUE catalog to replace the hard-copy brochures that are mailed out every year. It is estimated that the web-based brochure would save WICHE \$8,000 annually on printing and staff time; it will be a searchable database and, therefore, more user-friendly for students.

INFORMATION ITEM

The State Scholar's Initiative

Shaff introduced Programs and Services Director Jere Mock, who in turn introduced her staff. Mock said that WICHE submitted a proposal to the Department of Education's Office of Vocational and Adult Education on Sept. 6 as part of a national competition to select a new program administrator for the State Scholars Initiative (SSI). WICHE received word that it had been awarded the \$4.8 million grant on September 30, 2005; the grant period is October 1, 2005, through September 30, 2007.

This initiative supports state-level partnerships between businesses and schools that encourage high school students to enroll in rigorous courses and that strengthen statewide curriculum requirements to meet the SSI Core Course of Study. WICHE will also administer an additional \$1.29 million in federal funds; these monies will be distributed to existing business/education partnerships in 14 states that have been participating in this initiative for varying lengths of time. WICHE will allocate up to \$3.6 million of the \$4.8 million grant to support eight to 12 new state SSI efforts. The remaining \$1.2 million will cover WICHE's administration, evaluation, and dissemination costs. The SSI program is predicated on the strong link between high school course work and postsecondary achievement – research shows that rigorous coursework offers a better chance for higher wages, whether a student continues on to college or not – and the belief that a solid academic foundation benefits all.

The following 14 states currently participate in the initiative: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Maryland, Michigan, Mississippi, New Jersey, New Mexico, Oklahoma, Rhode Island, Tennessee, and Washington. The State Scholars curriculum includes: four years of English; three years of math (algebra I and II, geometry); three years of science (biology, chemistry, physics); three and a half years of social studies (U.S. history, world history, geography, and economics or government), and two years of a language other than English. To motivate students to take the Scholars Core, SSI brings business leaders into the classroom to talk about the real-world value of a challenging curriculum.

WICHE's role will be to provide fiscal and programmatic oversight to the existing states; issue a request for proposals to bring additional states into the program during 2006; provide technical support to participating state-level partnerships; develop links to other high school reform efforts; and increase the visibility of the program. Each state that participates will be awarded up to \$300,000 over a two-year period. The funding is intended to motivate states to pursue other funding sources to sustain their programs and to strengthen the bonds between schools and the business community.

Mock said she has recruitment efforts underway for three new staff positions: a program director, program coordinator, and administrative coordinator; she is managing the program until the new staff is hired. Shaff closed today's meeting by congratulating Mock and her staff for receiving the grant and for their hard work.

On Tuesday, November 8, Carl Shaff opened the meeting by introducing David Longanecker, who discussed issues surrounding Hurricane Katrina and the subsequent devastation experienced by universities, whose physical structures and faculty infrastructures were both damaged. He asked if perhaps there was some way WICHE might help displaced students and staff, which in turn led him to consider what WICHE's responsibilities to higher education in the aftermath of any disaster, natural or man-made, might be. Shaff encouraged the formation of a commission task force to discuss possible actions that WICHE might take to foster coordination among states. Volunteers for this subcommittee include: Robert Kustra and Dwight Johnson, Idaho; Diane Barrans, Alaska; Ed Jasmin, Montana; and Roy Ogawa, Hawaii.

INFORMATION ITEM

The Master Property Program: An Avenue for Cost Savings and Institutional Contingency Planning

Shaff said the earlier discussion provided an ideal segue to the next information item. The Master Property Program (MPP) helps institutions to increase their property insurance coverage, reduce their premium costs, and expand their asset protection. Mock introduced two people who have been instrumental in the success of the Master Property Program: Beth Conlin, vice president for higher education practice of Marsh, Inc., and the MPP program manager; and Bill Payton, director of the risk management division of the University of Missouri System and former chair of the MPP Oversight Committee. Payton provided some background on the Midwest Higher Education Compact's creation of the Master Property Program (MPP) in 1994, with just a few institutions as members. Since then, the program has grown to include 46 member institutions and their 71 campuses. The institutional members have total insured assets of approximately

\$47 billion that are covered through the programs' endorsed underwriters. By working together as a united group, the members have been able to reduce their premium costs, stabilize premium rates over time, expand and improve their insurance coverage, and provide dividend returns to members when favorable (minimal) loss experiences are achieved.

In June 2004 an agreement between MHEC and WICHE made the program available to institutions in the West. In July 2004, WICHE and MHEC welcomed the Nevada System of Higher Education, which saved nearly \$1 million in its first year as a member. States in the Midwest and the West are relatively safe from natural disasters – this helps reduce the cost of insurance in these regions. The program administrator for the Master Property Program is Marsh, Inc. It offers risk management advisers who help institutions to assess their property – whether it relates to lab science research or out-of-print library collections – and purchase the right amount of coverage. MHEC also offers an insurance coverage program called the Property and Casualty Initiative for smaller institutions with less than 7,500 students.

Risk managers and facility managers from institutions that are members of the MPP participate in annual loss control workshops. Experts from throughout the U.S. give seminars on risk management, engineering services, business continuity issues, underwriting challenges, and a range of safety issues.

The Master Property Program is open to two- and four-year public and private higher education institutions. The MPP Oversight Committee, consisting of members who have been appointed by member institutions, meets quarterly to govern MPP. Three subcommittees – engineering/loss control, underwriting, and long-term strategic planning – are helping to shape the future of this important program.

Beth Conlin spoke of the magnitude of hurricanes Katrina and Rita and the billions of dollars of damage caused by these storms. She said it was the most costly year ever for natural disasters: some \$225 billion in property was destroyed or damaged on the Gulf Coast. Due to the storms and the significant insurance claims, insurance companies are now taking a much closer look at the valuations of their clients' properties. Higher education institutions need to look at their potential exposures and be in a position to make accurate asset valuations. Conlin anticipates that most institutions will experience property insurance rate increases as a result of the recent hurricanes, and she encouraged institutions in the WICHE region to learn more about the advantages of the Master Property Program. She also offered the assistance of Marsh's business continuity experts to assist institutions that need to develop expertise in this increasingly important area.

Longanecker stated that there are two main reasons that more institutions in the WICHE region have not joined the Master Property Program: campuses often have strong ties to a local insurance broker; and many institutions are tied into an overarching state policy from which they are unable to secede. Shaff commented on the positive results that Nevada has experienced by participating in the program. Mock said the risk manager for the Nevada System of Higher Education, Jon Hansen, is willing to meet with anyone who is interested in learning more about the program and the benefits Nevada has experienced as a member.

Shaff then adjourned the committee meeting.

WICHE FY 2007 Workplan: Priority Themes & Activities

Existing Activities (GF=general fund)

Finance	Access & Success	Innovation & Info-technology	Workforce	Accountability
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the NorthWest Academic Forum's regional initiatives (NWAF)	Escalating Engagement (Ford)	Regional benchmarks (GF)
WCET's Technology Costing Methodology	State Scholars Initiative (OVAE)	NEON, the Northwest Educational Outreach Network (FPSE) and Internet Course Exchange (ICE)	Developing Student Exchange Program responses to critical workforce shortages	Electronic Regional Facebook: Policy Indicators for Higher Education (GF)
Multyear policy projects on higher education and financial aid (Lumina Foundation)	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)	Developing best practices in online student services and audits of institutions' online student services via CENTSS, the Center for Transforming Student Services (WCET)	Mental health student exchange	Policy Insights on a range of higher education issues (GF)
Performance measurement improvement in the Western States public mental health programs	Escalating Engagement (Ford)	EduTools work to provide comparisons of electronic learning software (WCET)	Workforce Briefs (GF)	Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
Property insurance and risk consortium (self-funding)	Multistate policy forum (Lumina)	Building regional participation in the American TelEd Communications Alliance (self-funding)	Building partnerships for competency: public mental health workforce development	Electronic alerts and clearinghouse (GF)
Legislative Advisory Committee	Multiyield policy projects on higher education and financial aid (Lumina Foundation)	EduTools online course evaluation project	Rural mental health training initiatives	SPIDO (GF)
Workshop for legislative staff (Lumina)	High school graduates projections by state, race/ethnicity, and income		State technical assistance with South Dakota and Hawaii (Ford)	
Technical assistance workshop (Lumina)	Children's mental health improvement projects in Wyoming and South Dakota			
	Accelerated learning options national forum (Lumina)			
	Multistate forum on 1st dollar for access (Ford)			

**New Directions
(proposals have been approved by the commission)**

<p>Finance Residency policies</p>	<p>Access PSEP revitalization Methodological review of Projections of High School Graduates (Spencer) Student mobility Portable financial aid</p>	<p>Innovation & Info-technology Quality measures in e-learning (WCET) Good practice for the creation and use of open educational resources material (WCET) EduTools sustainability model (WCET) Acquiring a regional learning center for SHEPC</p>	<p>Workforce Expanding professional advisory councils (health professions) Regional social work consortium (seeking funding) Development of an R-34 research proposal focused on evidence-based practice in rural mental health with the University of New Mexico Health Sciences Center</p>	<p>Accountability Collaboration with NCEMS, SHEEO and WICHE on database maintenance and exchanges</p>
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**On the Horizon
(proposals not yet submitted to the commission or past proposals that are being recast)**

<p>Finance WICHE service repayment program Productivity as a strategy to address cost and affordability concerns</p>	<p>Access New traditional students Assisting states and institutions in planning for new types of students (WCET) Projecting financial aid program funding to increase access for low-income students</p>	<p>Innovation & Info-technology Expansion of NEON and ICE Development of portal technologies (i.e., WUE and WRGP databases) Facilitating Internet II connectivity throughout the West</p>	<p>Workforce WICHE licensure and credentialing service Recruiting leaders for Western higher education Assisting states in identifying academic program development needs Health and allied health workforce development and policy</p>	<p>Accountability Follow-up initiatives responding to the National Center on Public Policy and Higher Education's report cards and The National Commission on Higher Education's Report Assistance to regional accrediting community in assessing online education (WCET)</p>
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ACTION ITEM

The Professional Student Exchange Program Support Fees for 2007-08 and 2008-09

Summary

Every two years, the WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for the next biennium. In May 2006, the commission will set support fee levels for academic years 2007-2008 and 2008-2009.

WICHE staff recommends support fee increases of 3.4 percent in Group A and Group B fields for each year of the biennium. Staff also proposes increasing the base support fee in the fields of occupational therapy and physician assistant by \$1,000 in academic year 2007-08. Feedback on the recommended increases was sought from the states that provide financial support to students participating in PSEP and from institutions that receive students through the exchange. Comments from participating institutions and states regarding specific fields are included in the following sections.

Relationship to the WICHE Mission

Ensuring that states have access to professional education has been central to WICHE's mission since its inception, as stated in the Western Regional Education Compact, the covenant that established WICHE in the early 1950s. WICHE states continue to depend on PSEP to meet several key objectives:

- To develop a professional workforce, especially in the health professions.
- To provide affordable access to a wide range of professional programs that otherwise might not be accessible to students in some states.
- To enhance the quality and prestige of participating programs by enabling them to attract exceptional students from throughout the West.
- To enable states to avoid the costs of establishing new professional schools.

PSEP programs are divided into two groups: Group A includes those PSEP fields in which WICHE students would have a difficult time gaining access to public professional schools without the PSEP. The nine Group A fields include: dentistry, medicine, occupational therapy, osteopathic medicine, optometry, physical therapy, physician assistant, podiatry, and veterinary medicine. Ninety-four percent of the 677 PSEP students are enrolled in Group A fields.

Group B includes professional fields where access is not as significant a problem but where states wish to offset high nonresident and private institution tuition for their residents. The five Group B fields are: architecture, graduate library studies, graduate nursing, pharmacy, and public health. In the 2005 academic year, 6 percent of PSEP students are enrolled in Group B fields: two in graduate library studies, one in public health, and 39 in pharmacy.

Balancing Diverse Needs

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support students through PSEP face mounting fiscal pressures as they try to provide access to professional education for their residents. The receiving institutions' costs of delivering professional education continue to rise, necessitating greater financial incentives to preserve slots for nonresidents. Students are bearing heavier financial burdens as tuition and fees increase at public and private institutions.

For a number of years, support fees were set to approximate the average cost of instruction for all schools in a given field. The commission later based support fees on the differential between resident and nonresident tuition in order to reduce costs to the states; the fees exceeded nonresident tuition in all public institutions in each field to provide a sufficient incentive to the participating institutions. As tuition has increased at professional schools, the differential has decreased and PSEP no longer provides as significant an incentive to receiving institutions. In some cases there is no fiscal incentive: nonresident tuition exceeds the support fee and resident tuition paid by the student in several PSEP receiving institutions.

These conditions have significantly increased the costs to students in all fields, particularly for those enrolled in private institutions (for both Group A and all Group B fields). Students enrolled in public institutions in Group A fields pay resident tuition; the institutions receive a support fee that is intended to cover the nonresident tuition differential. For students enrolled in private institutions in both Group A and Group B fields, the students pay the balance of tuition after the support fee is credited.

In Group B fields, the WICHE contractual agreement with the schools states that the support fee is credited to the student's account and the student is responsible for the balance. However, some public schools, particularly those that also participate in Group A fields, charge WICHE students only resident tuition, despite the relatively low support fee in Group B fields. In nearly every private institution that participates in PSEP, the support fee covers approximately 40 percent of total tuition and fee charges and the student pays the remaining 60 percent, for both Group A and Group B fields.

Given rising tuition costs, schools that charge only resident tuition to WICHE students in Group B fields are considering or have already begun charging the students the balance of tuition after the support fee is credited to their nonresident tuition and fees, and this could very well be the norm in the future.

The following chart summarizes the fiscal impact of the overall 3.4 percent proposed increase on WICHE's PSEP states.

State	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08/ % Increase from Previous Year	Projected Fees 2008-09/ % Increase from Previous Year
Alaska	17	\$224,300	\$232,000/3.4%	\$239,700/3.3%
Arizona	146	2,826,000	2,944,600/4.2%	3,046,100/3.4%
Colorado	24	326,400	338,400/3.7%	350,400/3.5%
Hawaii	62	731,300	758,400/3.7%	783,700/3.3%
Idaho	8	108,800	112,800/3.7%	116,800/3.5%
Montana	78	1,821,400	1,887,700/3.6%	1,952,200/3.4%
Nevada	51	817,600	851,300/4.1%	880,500/3.4%
New Mexico	82	1,741,300	1,803,000/3.5%	1,864,700/3.4%
North Dakota	41	729,200	755,300/3.6%	781,400/3.5%
Oregon	1	13,600	14,100/3.7%	14,600/3.5%
Utah	36	745,800	772,400/3.6%	799,000/3.4%
Washington	13	204,000	211,300/3.6%	218,600/3.5%
Wyoming	119	2,185,200	2,268,000/3.8%	2,345,400/3.4%
Total	678	12,474,900	12,949,300	13,393,100

Further complicating the process for setting support fees is the challenge the WICHE Commission faces in making assumptions about the expected level of future increases in tuition. This is an imprecise science, as the support fees are set two and three years in advance to provide sufficient notice to all involved parties.

In academic year 2005-06, at least two public institutions in each Group A field except veterinary medicine do not receive the full nonresident tuition differential at the current support fee level. The support fee levels that are proposed for the next biennium will not rectify this situation – double-digit percentage increases in support fees would be needed to reach the full differential in some instances.

WICHE staff proposes to increase the support fees for the next biennium by 3.4 percent, in concert with the 2004-2005 HECA (higher education cost adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) association. In addition, we recommend a one-time adjustment in the base fee for occupational therapy and physician assistant of \$1,000 in 2007-08.

**Proposed Support Fees
for the Biennium 2007-08 and 2008-09**

Field	Approved 2006-07	Recommended 2007-08 (3.4% increase)	Recommended 2008-09 (3.4% increase)
Group A			
Dentistry	\$19,900	\$20,600	\$21,300
Medicine	25,600	26,500	27,400
Occupational Therapy *	9,400	10,700	11,100
Optometry	13,600	14,100	14,600
Osteopathic Medicine	17,000	17,600	18,200
Physical Therapy	9,400	9,700	10,000
Physician Assistant *	9,200	10,500	10,900
Podiatry	11,900	12,300	12,700
Veterinary Medicine	25,400	26,300	27,200
Group B			
Architecture	\$4,300	\$4,400	\$4,500
Graduate Library Studies	5,600	5,800	6,000
Graduate Nursing	4,700	4,900	5,100
Pharmacy	6,100	6,300	6,500
Public Health	6,500	6,700	6,900

* Base fee for occupational therapy and physician assistant adjusted by \$1,000 in 2007-08.

An analysis of the support fee recommendations for each of the fields, enrollment and workforce trends, and projected fiscal impact by state follows.

Group A Field	Page	State	Page
Dentistry	7-12	Alaska	7-37
Medicine	7-16	Arizona	7-37
Occupational Therapy	7-18	Colorado	7-37
Optometry	7-20	Hawaii	7-38
Osteopathic Medicine	7-22	Idaho	7-38
Physical Therapy	7-25	Montana	7-38
Physician Assistant	7-27	Nevada	7-38
Podiatry	7-29	New Mexico	7-39
Veterinary Medicine	7-29	North Dakota	7-39
		Oregon	7-39
Group B Field		Utah	7-39
Architecture	7-33	Washington	7-40
Graduate Library Studies	7-34	Wyoming	7-40
Graduate Nursing	7-35		
Pharmacy	7-34		
Public Health	7-36		

DENTISTRY

Nine WICHE states are supporting 134 students; about one-third are studying at out-of-region schools. The chart below shows the distribution by state, type of school, and location. Nevada recently opened its own public dental school at the University of Nevada, Las Vegas, and is still supporting a handful of students that had previously enrolled in cooperating schools through WICHE's PSEP dental program.

The proposed fees are \$20,600 for 2007-08 and \$21,300 for 2008-09 (representing a 3.4 percent increase each year). During the last biennium, when support fees were last considered, WICHE increased the base support fee in dentistry by \$2,000 for the first time since 1977 due to large increases in nonresident tuitions and the fact that the differential had narrowed in almost all of the public institutions.

Four schools have responded concerning PSEP support fees in dentistry. Craig Yarborough, associate dean for institutional advancement at the University of the Pacific, while appreciating the proposed increase, pointed out that tuition in dentistry is significantly higher than in veterinary medicine and allopathic medicine. The average tuition and fees in the three fields for schools participating in PSEP are below.

State	Total Number of		
	PSEP Dental Students	In-Region	Out-of-Region
Alaska	7	7	0
Arizona	42	42	0
Hawaii	8	8	0
Montana	3	3	0
Nevada	8	6	2
New Mexico	31	14	17
North Dakota	16	5	11
Wyoming	19	8	11
Total	134	93	41

	Support Fee AY 2005	Public		WICHE Rate (av. resident + support fee)	Private Tuition
		Resident Tuition	Nonresident Tuition		
Dentistry	\$19,500	\$29,336	\$44,996	\$48,836	\$54,996
Medicine	25,100	19,558	38,291	44,658	37,984
Vet. Med.	24,900	15,474	33,185	40,314	N/A

Yarborough also stated that the national average increase in the cost of dental education is 5 percent. Finally, he pointed out that federal loan forgiveness programs include an annual loan forgiveness of \$35,000 per year, as compared to WICHE's proposed fee of \$20,600 for the 2007-08 academic year. Ten students from the WICHE region are enrolled at the University of the Pacific.

John Reinhardt of the University of Nebraska's College of Dentistry said that "although the support fees are helpful, the fees paid are not in line with the true cost of education or anywhere near the financial commitment that the state of Nebraska makes to support students, whether they be Nebraskans or not." (At the University of Nebraska, the WICHE rate covers only 93 percent of nonresident tuition for the current academic year.) He also provided an American Dental Education Association (ADEA) comparison of medical versus dental graduate indebtedness for 2003; dental graduates must assume over 21 percent more debt than their medical colleagues. Regarding the projected workforce shortage, in 1994, there were 60.2 professionally active dentists per 100,000 of the U.S. population; in 2020 there will be only 55. Six students from the WICHE region are enrolled at the University of Nebraska.

The dean of University of Missouri, Kansas City, also an out-of-region dental program which serves only New Mexico PSEP dental students, expressed his gratitude for the program and the support offered students.

Randy Kluender, associate dean for admissions at the University of Colorado School of Dentistry (UCSD), stated that the 3.4 percent increase does not meet the school's tuition differential. The state has reduced funding and restricted tuition increases. Nonresident tuition revenues and clinic revenues must compensate for budget shortfalls.

The school's 2006 entering class is 68 percent Colorado (resident) students and 32 percent WICHE students. There is pending legislation in Colorado that will make it impossible for students who enter as nonresidents their first year to convert to resident status for the remaining three years. If this passes and WICHE's dental support fee remains low and fails to cover the tuition differential, the school will likely be forced to admit more nonresident students and fewer WICHE students, Kluender said.

Kluender also commented that equipment and text books are a substantial cost for students. UCSD now leases equipment to its students at approximately \$3,600 per year. Books, which are now primarily sold in DVD format, average about \$5,000 over the four-year program. Students must also purchase a laptop computer.

The support fee for 2005-06 plus resident tuition is less than the nonresident tuition in two public institutions: it is 9.5 percent less at the University of Colorado at Denver and Health Sciences Center and 1 percent less at the University of Washington. WICHE support exceeds nonresident tuition by 19 percent at the University of California, Los Angeles; 16 percent at the Oregon Health & Sciences University and the University of California, San Francisco; and 9 percent at the University of Nevada, Las Vegas. In the four participating private institutions, students must pay from 48 to 67 percent of the full tuition, after the support fee is credited.

Responses from cooperating schools that participated in WICHE's PSEP Enrollment Survey indicate that they received, on average, 20 applications for each available seat in their 2005 entering class. This mirrors the increasing competition in dental admissions on the national level. The average applicant applies to nine schools, and dental schools receive from seven to 20 applications per position. Richard Weaver, the American Dental Education Association's acting director of the Center for Educational Policy & Research, said the number of applicants continues to increase about 15 percent per year, with an estimated 10,847 unique applicants for the 2005-06 academic year, who are competing for about 4,600 student seats. These estimates show that an applicant to dental school has about a 42 percent chance of being admitted. Weaver speculates that the increase in applicants is due to the good financial return for dentists and the fact that they can earn more than their physician colleagues on an hourly basis. An average dentist's income in private practice in 2002 was \$190,000.

The American Dental Association (ADA) states that the professionally active dentist-to-population ratio peaked in 1994 and has continued to decline through 2020. Medicaid patients, such as the poor and senior citizens, are cited as those most lacking in adequate dental care. The ADA's U.S. Dental Education at a Glance fact sheet for 2005 states that "studies that focus merely on the aggregate number of dentists miss the evident issue that a sizeable portion of the population has difficulty in receiving needed or wanted oral health care, regardless of the current or projected number of dentists and their productivity."

Deans of dental schools report that they are at capacity, and most could increase their class size by only a small amount, if at all. Midwestern University has announced plans to open a dental school on their Glendale, AZ, campus. They will begin the accreditation process by fall 2006 and anticipate their first class will matriculate in 2008. They plan to open a dental clinic in an underserved area of the valley so that students and faculty can administer oral care to those most in need.

WICHE staff is reluctant to increase the base support fee in dentistry again this biennium and consequently is recommending an increase of 3.4 percent each year for this field.

Support Fee Analysis AY 2005 - DENTISTRY
 Comparison of tuition and fees to WICHE support levels
 WICHE Region Schools

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$19,500	\$19,900	\$20,600	\$21,300

Supporting states: Alaska, Arizona, Hawaii, Montana, New Mexico, North Dakota, and Wyoming.

NOTE: Tuition and fees (T&F) figures include mandatory equipment fees, without books.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)
U.C., Los Angeles	3	\$46,802	\$36,479	\$10,323	\$55,979	\$9,177	119.61%
U.C., San Francisco	1	45,922	33,677	12,245	53,177	7,255	115.80%
U. Colorado D.H.S.C.	40	47,117	23,139	23,978	42,639	-4,478	90.50%
U. Nevada, Las Vegas	0	45,768	30,768	15,000	50,268	4,500	109.83%
Oregon H.S.U.	18	42,672	30,096	12,576	49,596	6,924	116.23%
U. Washington	3	41,692	21,854	19,838	41,354	-338	99.19%
		AVERAGE	\$29,336			\$3,840	108.53%
		MEDIAN	30,432			5,712	112.82%
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)	
Arizona Sch. Dental & Oral Hlth.	8	\$37,570			\$18,070	51.90%	
Loma Linda U.	6	42,980			23,480	45.37%	
U. of the Pacific *	10	79,085			53,085	32.88%	
U. So. California	4	60,349			40,849	32.31%	
Total (public & private)	93				AVERAGE	\$33,871	40.62%
					MEDIAN	32,165	39.12%

*The program at Pacific University is a three-year, all-year-round program. The school receives four years of support fees over a three-year period (\$26,000/year in AY 2005).

NOTES:

- (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
- (B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
- (C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.
- (D) T&F paid by WICHE student = full private tuition less the support fee.
- (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

Support Fee Analysis AY 2005 - DENTISTRY

Comparison of tuition and fees to WICHE support levels
Out of Region Schools

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$19,500	\$19,900	\$20,600	\$21,300

Supporting states: New Mexico, North Dakota, and Wyoming.

NOTE: Tuition and fees figures include mandatory equipment fees, without books.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)
U. Missouri, Kansas City (NM)	9	\$48,071	\$27,398	\$20,673	\$46,898	-\$1,173	97.56%
U. Nebraska (ND & WY)	6	54,806	31,429	23,377	50,929	-3,877	92.93%
		AVERAGE	\$29,414			-\$2,525	95.24%
Private	Number of WICHE Students	Full Private Tuition & Fees				Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
Creighton U. (NV, NM, ND & WY)	24	\$39,591				\$20,091	49.25%
Marquette U. (ND)	2	45,400				25,900	42.95%
Total (public & private)	41				AVERAGE	\$22,996	46.10%

NOTES:
 (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
 (B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
 (C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.
 (D) T&F paid by WICHE student = full private tuition less the support fee.
 (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

MEDICINE

Montana currently supports 26 students in this field, and Wyoming supports 20. The support fee rate for 2006-07 is \$25,600. The proposed fees are \$26,500 for 2007-08 and \$27,400 for 2008-09 (representing a 3.4 percent increase each year).

In 2005-06, the \$25,100 support fee and the resident tuition paid by a WICHE student does not entirely cover the nonresident tuition in two schools (the University of Colorado at Denver and Health Sciences Center and the University of North Dakota), which enroll 19 of the 43 total WICHE students. Yet both schools continue to accept WICHE students at the current support fee rate. Loma Linda's medical school, the only private institution with WICHE students again this year, charges WICHE students one-third of the regular tuition instead of crediting the support fee and having the student pay the balance.

Several medical schools provided feedback on the proposed support fees. Henry Sondheimer, associate dean of the University of Colorado School of Medicine, reported that given the impending nationwide physician shortage predicted for 2010-2015, the federal government and the Association of American Medical Colleges (AAMC) are changing their enrollment philosophy. Up until 2004, there were approximately 16,700 students in the 126 allopathic medical schools across the U.S. Since 2004, the federal government and the AAMC have been advocating a 15 percent national increase in class size by 2010, which, theoretically, will result in an entering class of 19,200 by the end of the decade. Concerned that this may not be sufficient to meet the country's needs, they are now contemplating a 30 percent increase, which would lead to an entering U.S. class in the 21,700 range.

In response, the University of Colorado School of Medicine has increased its entering class size from 132 to 144 in 2005 and to 156 for 2006 – the maximum number that the school's current campus can accommodate. However, the school's new campus, which will open late in 2007, is being built for an ultimate class size of 200. Considering the ongoing shortage of physicians in Wyoming and Montana (as well as the other Western states), Sondheimer encourages supporting states to increase the number of funded positions.

The University of California Davis supports the proposed increases in medicine support fees. The current fee more than compensates for the nonresident/resident tuition differential of \$12,245. The University of California Irvine wrote that it had reviewed the increases and had no comment.

The University of California Los Angeles School of Medicine predicts that there will be a minimal increase in tuition and fees in 2006 and no increases for 2007. Nonresident tuition for the 2005 academic year was \$33,751, and resident is \$21,506. Again, the WICHE support fee exceeds the nonresident/resident tuition differential.

The University of Southern California, the University of Irvine, and the Oregon Health & Sciences University support the proposed fee increases.

Access to medical schools is a continuing problem for students in WICHE states that do not operate their own medical schools or participate in a regional program. Statistics from the Association of American Medical Colleges shows that in 2005 there were 8,096 unique applicants vying for 3,480 seats, which translates to a 43.1 percent matriculation rate. This is slightly lower than the national average of 45.5 percent.

Responses from cooperating schools that participated in WICHE's PSEP Enrollment Survey indicate that they received, on average, 25 applications for each available seat in their 2005 entering class.

Concerning WICHE states that support medical students through PSEP, applications from Montana residents were down by 7.7 percent from the 2004 academic year, whereas there was a 23.7 percent increase from Wyoming residents. For fall 2005, Montana residents had a matriculation rate of 49.1 percent; Wyoming was lower than the national average, at 38.4 percent.

Support Fee Analysis AY 2005 - MEDICINE

Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$25,100	\$25,600	\$26,500	\$27,400

Supporting states: Montana, Wyoming.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)
U. Arizona *	5	N/A	\$14,462	N/A	\$39,562	N/A	N/A
U.C., Berkeley/U.C.S.F.	0	\$32,909	20,664	\$12,245	45,764	\$12,855	139.06%
U.C., Davis	0	33,694	21,449	12,245	46,549	12,855	138.15%
U.C., Irvine	0	35,065	22,820	12,245	47,920	12,855	136.66%
U.C., Los Angeles	0	33,466	21,221	12,245	46,321	12,855	138.41%
U.C., San Diego	1	32,962	20,717	12,245	45,817	12,855	139.00%
U.C., San Francisco	1	34,573	22,328	12,245	47,428	12,855	137.18%
U. Colorado D.H.S.C.	16	74,911	23,338	51,573	48,438	-26,473	64.66%
U. Hawaii	1	29,966	16,262	13,704	41,362	11,396	138.03%
U. Nevada	1	30,049	11,239	18,810	36,339	6,290	120.93%
U. New Mexico	1	38,781	14,642	24,139	39,742	961	102.48%
U. North Dakota	3	51,699	20,125	31,574	45,225	-6,474	87.48%
Oregon H.S.U.	11	36,903	26,904	9,999	52,004	15,101	140.92%
U. Utah	3	32,807	17,647	15,160	42,747	9,940	130.30%
		AVERAGE	\$19,558			\$6,759	124.10%
		MEDIAN	20,691			12,855	137.18%

*The U. of Arizona only accepts Arizona residents and WICHE PSEP students; it does not have a nonresident rate.

Private	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
Loma Linda U.**	3	\$33,500	\$11,167	69.21%
Stanford U. **	0	38,295	13,195	65.54%
U. So. California	0	42,158	17,058	59.54%
			AVERAGE	64.76%
			MEDIAN	65.54%
Total (public & private)	46			

** Loma Linda charges WICHE students one-third of the full private tuition for all four years in the program. Stanford credits the support fee in years one through three, but in the student's fourth year, the student pays one-third of the full private tuition.

NOTES:

- (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
- (B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
- (C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.
- (D) T&F paid by WICHE student = full private tuition less the support fee.
- (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

OCCUPATIONAL THERAPY

Three WICHE states are supporting 13 students in this field: Arizona, seven; Hawaii, two; and Montana, two. Alaska did not have any new students request support for the current academic year, nor does it have any continuing students supported in the field. The 2005-06 support fee rate is \$9,400.

In addition to the proposed 3.4 percent HECA increase for all fields, we recommend a one-time adjustment in the base fee for occupational therapy of \$1,000 in 2007-08. The last time fees were reset for occupational therapy was in 1997. The full nonresident tuition differential is not being covered at five out of six of the participating public schools; thus, there is no financial incentive for them to reserve spots for WICHE students.

The number of enrollments in PSEP occupational therapy programs continues to decline. Only two of the 13 occupational therapy students are enrolled at public institutions. WICHE support (the amount of the support fee and resident tuition) ranges from 1 to 20 percent below the nonresident tuition at five of our participating schools; it exceeds the nonresident rate by 35 percent at the University of North Dakota. This academic year, students from WICHE states are attending four of the seven private institutions that participate and pay between 31 and 40 percent of the institutions' total tuition costs.

Four schools responded to WICHE regarding the proposed adjustment of \$1,000 and the 3.4 percent annual increase. University of Southern California was pleased about the adjustment. Program director John White of Pacific University reported that although the institution's tuition is rising only 3 percent this year, it rose by 4 percent each the previous two years and the \$1,000 adjustment will help offset those increases. He noted that PSEP is a valuable program, particularly for their maximum-need students who cannot get loan guarantees from government programs to allow them to borrow the full cost of attendance.

Eastern Washington University remarked that for the current academic year, their nonresident tuition rose by 10.2 percent and their resident tuition rose by 6.5 percent.

Juli McGruder, occupational therapy program director for the University of Puget Sound (UPS), stated that they appreciate WICHE's efforts to increase support for the field, but their tuition has risen over 5 percent for the 2006 academic year. Applications to their program are up by 37 percent. She provided anecdotal evidence regarding the workforce shortage: UPS's on-campus job fair for employers seeking to hire occupational therapists was quickly oversubscribed, and prospective employers were turned away. The school receives several job announcements a week, and the hiring bonuses that were common in the mid 1990s are back again.

The federal Bureau of Labor Statistics (BLS) projects the employment of occupational therapists will increase from 21 to 35 percent between 2000 and 2010. The increased demand for occupational therapists is largely due to emerging areas of practice related to the aging population. These areas include rehabilitation of people with low-vision; treatment of Alzheimer's and other forms of dementia; senior driving safety and rehabilitation; and assisted living and home modification that allow seniors to remain in their home environment. There are approximately 113,000 practitioners; 86,000 are therapists and 27,000 are assistants. The median annual income reported to BLS is \$52,000 for occupational therapists, with entry-level salaries at \$40,000. More than 73 percent of practitioners are employed at schools, hospitals, and nursing facilities.

Responses from cooperating schools that participated in WICHE's PSEP Enrollment Survey indicate that they received, on average, two applications for each available seat in their 2005 entering class.

Support Fee Analysis AY 2005 - OCCUPATIONAL THERAPY

Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed \$1,000 adjustment plus 3.4% increase:	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$9,200	\$9,400	\$10,700	\$11,100

Supporting states: Alaska, Arizona, Hawaii, Montana, Wyoming.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)	
Idaho State U.	0	\$19,538	\$8,375	\$11,163	\$17,575	-\$1,963	89.95%	
U. New Mexico	0	15,247	5,949	9,298	15,149	-98	99.36%	
U. North Dakota	0	15,075	11,082	3,993	20,282	5,207	134.54%	
U. Utah	0	22,635	11,599	11,036	20,799	-1,836	91.89%	
Eastern Washington U.	0	21,640	9,269	12,371	18,469	-3,171	85.35%	
U. Washington	2	26,276	11,544	14,732	20,744	-5,532	78.95%	
		AVERAGE	\$9,636			-\$1,232	96.67%	
		MEDIAN	10,176			-1,900	90.92%	
Private	Number of WICHE Students	Full Private Tuition & Fees				Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)	
AZ School of Health Sci.	1	\$21,740				\$12,540	42.32%	
Midwestern U.	8	23,240				14,040	39.59%	
Loma Linda U.	0	28,488				19,288	32.29%	
Samuel Merritt Col.	1	28,274				19,074	32.54%	
U. So. California	0	40,050				30,850	22.97%	
Pacific U.	0	23,405				14,205	39.31%	
U. Puget Sound	1	26,775				17,575	34.36%	
Total (public & private)	13					AVERAGE	\$18,225	34.77%
						MEDIAN	17,575	34.36%

NOTES:

- (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
- (B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
- (C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.
- (D) T&F paid by WICHE student = full private tuition less the support fee.
- (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

OPTOMETRY

Twelve states are supporting a total of 137 students. Colorado supports 24; Wyoming, 23; North Dakota, 19; Arizona, 15; Utah, 12; New Mexico and Hawaii, nine each; Idaho, eight; Nevada, seven; Montana, four; and Alaska and Oregon, one each. Of that number, Colorado supports five students out of region and North Dakota sends four out of region. The majority of WICHE students are studying at three in-region institutions. Oregon's last student in any of the PSEP fields will graduate in optometry in May 2006. The 2006-07 support fee rate is \$13,600. The proposed rates are \$14,100 for 2007-08 and \$14,600 for 2008-09, an increase of 3.4 percent each year.

WICHE support (the support fee plus resident tuition) is 104 percent of nonresident tuition and fees at the University of California, Berkeley (UCB), the only public institution where PSEP optometry students are enrolled. As of 2003-04, UCB stopped accepting WICHE PSEP students because the support fee at the time failed to cover the tuition differential. At this time, three students are being grandfathered through the program. With a \$2,000 increase in fees as of 2005-06, the fee now covers the school's tuition differential by four percent. WICHE staff have reopened conversations with UC Berkeley to request that they resume accepting PSEP students in optometry.

Other than Berkeley, there are only two options for students wishing to study optometry in the West, and both are private institutions. The support fee covers 44 percent of the students' tuition and fees at Southern California College of Optometry (SCCO) and 47 percent at Pacific University (PACU). Four WICHE students are also enrolled at the Illinois College of Optometry, where the support fee covers 48 percent of students' tuition and fees.

Lorraine Voorhees, vice president of Student Affairs at the Southern California College of Optometry, commented that WICHE students enrolled there are grateful for any increases in the support fee and that the proposed levels looked good. WICHE did not receive any comments from Pacific University's College of Optometry.

The Association of Schools and Colleges of Optometry reports that the schools received 6,060 applications for the 2004 academic year, and that a total of 1,329 new students enrolled that same year. Admission to WICHE's cooperating PSEP schools is very competitive. In the 2004 academic year, SCCO received 457 applications, accepted 141 students, and enrolled 98. PACU received 282 applications, accepted 135 students, and enrolled 94. UCB received 215 applications, accepted 71 students and enrolled 60.

Support Fee Analysis AY 2005 - OPTOMETRY

Comparison of tuition and fees to WICHE support levels
WICHE Region Schools

	Approved		Proposed (3.4% increase):	
SUPPORT FEES:	AY 2005	AY 2006	AY 2007	AY 2008
	\$13,300	\$13,600	\$14,100	\$14,600

Supporting states: All.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)
U.C., Berkeley *	3	\$28,748	\$16,503	\$12,245	\$29,803	\$1,055	103.67%
* The School of Optometry at the University of California Berkeley is no longer accepting new WICHE students. Three WICHE students will graduate from the program at the end of AY 2005.							
Private	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)	
So. Calif. Col. of Opt.	44	\$23,887			\$10,587	55.68%	
Pacific U.	80	25,236			11,936	52.70%	
Total (public & private)	127				AVERAGE	\$11,262	54.19%

NOTES:

- (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
- (B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
- (C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.
- (D) T&F paid by WICHE student = full private tuition less the support fee.
- (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

Support Fee Analysis AY 2005 - OPTOMETRY

Comparison of tuition and fees to WICHE support levels
Out of Region Schools

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$13,300	\$13,600	\$14,100	\$14,600

Supporting states: Colorado, North Dakota.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Ohio State U. (ND)	0	\$41,916	\$28,616	31.73%
NOTE: Per North Dakota's contract with Ohio State U., the support fee is credited even though it is a public institution. Its resident tuition is \$16,050 for AY 2005. OSU has not enrolled a WICHE student since 1991.				
Private	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Illinois College of Opt. (ND)	4	\$27,838	\$14,538	47.78%
Total (public & private)	4			

OSTEOPATHIC MEDICINE

Five states support 45 students in this field: Arizona, 20 (which includes four students in an out-of-region program); Washington and Wyoming, eight each; Montana, six; and New Mexico, three. The 2006-07 support fee is \$17,000. The proposed fees are \$17,600 for 2007-08 and \$18,200 for 2008-09.

There are no public institutions in the WICHE region that offer this program. PSEP students are enrolled in four private institutions. The support fee currently covers 50 percent of the tuition at Touro University's Nevada and California campuses; 47 percent at Western University (also in California); and 45 percent at the Arizona College of Osteopathic Medicine.

Several of the cooperating schools of osteopathic medicine requested an increase in the base fee. In 2004, WICHE received a letter from Debra Blackwell, dean of Touro University, objecting to the disparity between osteopathy and allopathic medicine support fees that has existed over the years. The school wrote again in March 2006 in response to the proposed fees and reiterated its concern. Nicole Fonovich, director of financial aid, and Nathan Church, vice president for student affairs and dean of students, explained that the tuitions are similar and that costs for students of osteopathic medicine are often greater, since they must learn additional procedures, such as manipulation. They also see the disparity in the fee as a sign of continued discrimination against the profession, even though in general society has finally accepted osteopathic medicine as an equal.

Regarding the disparity in fees, James Cole, dean of Midwestern University's College of Osteopathic Medicine commented: "As you undoubtedly know, osteopathic medicine is considered comparable to allopathic medicine in training and practice. The major difference lies in the philosophy and the value placed on the musculoskeletal system for diagnosis and therapy. It seems unreasonable that there would be any differentiation in the reimbursement for these training opportunities."

Western University's senior vice president for executive affairs, Gary Gugelchuk, urged WICHE to make an adjustment for osteopathic medicine, stating, "The similarities and the scopes of practice of both M.D. and D.O. physicians and in the costs of tuition at M.D. and D.O. medical colleges would suggest a closer alignment of support levels."

The support fee for osteopathy is currently \$16,600, and the fee for allopathic medicine is \$25,100, which represents a difference of \$8,500. Average tuition costs in the two fields are similar. In 2005-06, tuition for a first-year student in WICHE's participating osteopathy schools averages \$34,754 (all private schools). The average nonresident or private tuition for allopathic programs is only slightly higher at \$38,234 – a difference of \$3,480. The support fee for osteopathy has never been adjusted since its incorporation into PSEP (1983), when its initial fee was established at \$9,000.

However, if we compare costs borne by students in allopathic and osteopathic medicine, osteopathy fees do not merit an adjustment. In the 2005 academic year, allopathic students pay an average of \$18,545 in WICHE's public and private institutions. After their support fee of \$16,600 is credited to their full private tuition, osteopathy students pay an average of \$18,154, almost \$400 less than allopathic students. If we were to increase osteopathy's base fee by \$2,000 in AY 2005, osteopathy students would pay \$2,400 less in tuition than their allopathic counterparts. Since all osteopathic medicine schools participating in PSEP are private, the cost shouldered by the student should be a prevailing factor. By contrast, if public schools existed in the WICHE region, meeting the institution's tuition differential and giving them an incentive to hold spots for our WICHE students would be an important consideration as we set our support fees.

WICHE staff spoke with Tom Levitan, vice president for research and application services of the American Association of Colleges of Osteopathic Medicine (AACOM). The 2004 academic year data show that nationally 7,240 unique applicants submitted a total of 45,164 applications (an average of 6.24 per prospective student). These students were vying for 3,646 seats, giving them a 50.3 percent chance of admission. Although data for current and future academic years are not yet complete, AACOM anticipates 8,255 unique applicants for 2005 and 9,600 in 2006. This represents an average increase in applications of 15 percent.

Though there are a few public schools of osteopathy in the United States, there are only private schools in the West. A new for-profit school of osteopathic medicine is scheduled to open its doors in Denver in fall 2008. Responses from cooperating schools that participated in WICHE's PSEP Enrollment Survey indicate that they received, on average, eight applications for each available seat in their 2005 entering class.

A 2004 study showed that the average student of osteopathic medicine graduates with \$145,000 in debt; in contrast, allopathic graduates carry a debt load of \$95,000. AACOM asserts that this is due largely to the fact that 75 percent of allopathic schools are public – and students who attend their state schools have access to lower tuition – while only 25 percent of schools of osteopathic medicine are public.

In regards to the national shortage of medical doctors, the osteopathic medical community is examining the possibility of increasing its class size by 30 percent to meet national demand, but no specific goals or timeframes have been set, as they have with allopathic medicine.

Support Fee Analysis AY 2005 - OSTEOPATHIC MEDICINE

Comparison of tuition and fees to WICHE support levels
WICHE Region Schools

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$16,600	\$17,000	\$17,600	\$18,200

Supporting states: Arizona, Montana, New Mexico, Washington, Wyoming.

Private	Number of WICHE Students	Nonresident Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
AZCOM (Midwestern)	28	\$36,811	\$20,211	45.10%
Touro U. - Vallejo Campus	5	33,000	16,400	50.30%
Touro U. - Henderson Campus	1	33,000	16,400	50.30%
Western U.	7	35,260	18,660	47.08%
Total	41	AVERAGE MEDIAN	\$17,918 17,530	48.20% 48.69%

NOTES:

(D) T&F paid by WICHE student = full private tuition less the support fee.

(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

Support Fee Analysis AY 2005 - OSTEOPATHIC MEDICINE

Comparison of tuition and fees to WICHE support levels
Out of Region School

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$16,600	\$17,000	\$17,600	\$18,200

Supporting state: Arizona.

Private	Number of WICHE Students	Nonresident Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
AT Still U. Kirksville, MO (AZ)	4	\$33,945	\$17,345	48.90%
Total	4			

NOTES:

(D) T&F paid by WICHE student = full private tuition less the support fee.

(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

PHYSICAL THERAPY

Three states are supporting 39 students at nine of the 19 participating physical therapy programs in the region: Wyoming sends 18; Hawaii, 16; and Alaska, five. The 2006-07 support fee rate is \$9,400. The proposed fees are \$9,700 for 2007-08 and \$10,000 for 2008-09 (3.4 percent annual increases). As of 2005-06, the length of WICHE support in the field of physical therapy was increased from a maximum of three academic years (six semesters or nine quarters) to a maximum of three academic years plus six months (or 11 quarters). All of WICHE's cooperating schools now have doctoral physical therapy programs, except CSU Fresno and the University of New Mexico, which still have master's programs.

WICHE staff has received two requests thus far to consider an adjustment in fees for physical therapy. These requests are from private schools (Pacific University and University of Puget Sound). In the 2005 academic year, our participating public schools' tuition differentials are being covered by a median of 102.5 percent. Median resident tuition at WICHE's public providers is \$10,401; it is \$14,572 in private schools. Sixteen WICHE students are enrolled in public institutions and 23 are enrolled at private institutions. Support fees for physical therapy were adjusted in 1999 by 18 percent and, as mentioned above, the duration of support was increased as of 2005.

Kathy Hummel-Berry, director of the University of Puget Sound's program, feels strongly that physical therapy should receive an adjustment identical to occupational therapy, given the shortage of physical therapists.

Richard Rutt, director of Pacific University's school, states that their tuition for physical therapy is \$1,500 higher than that of their occupational therapy program and that there is a greater shortage for physical therapists than occupational therapists in the Northwest. He would encourage WICHE to consider a similar adjustment for physical therapy.

Although the physical therapy program did not receive an increase in the base fee in the 2005 academic year, the increase in the duration did bring up the total fees that a state must pay for the program over time. If we consider the total cost to the state over a three-year period, 15 of our 19 programs received an additional 18 percent in fees at 2005-06 rates, compared to the year prior; one program (University of Utah) received an additional 10 percent. Two schools (CSU Fresno and the University of the Pacific) received no additional increase beyond the 2 percent approved for the previous biennium because their programs are only two semesters in length. As a result, staff does not propose to increase the base support fee beyond the 3.4 percent annual increase.

Nationally, institutions receive on average 99 applications for a class of 32 seats; about 52 percent of applicants are offered admission. Physical therapy is among the fastest-growing professions and the number of practitioners is projected to increase by 36 percent. The annual mean wage for physical therapists in the West is \$62,000.

Responses from cooperating schools that participated in WICHE's PSEP Enrollment Survey indicate that they received, on average, four applications for each available seat in their entering class.

Support Fee Analysis AY 2005 - PHYSICAL THERAPY
Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$9,200	\$9,400	\$9,700	\$10,000

Supporting states: Alaska, Hawaii, Wyoming.

NOTE: Support fees vary for physical therapy programs depending on length and intensity (nine months versus 12 months).

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)
Ca. St. U., Fresno *	0	\$15,886	\$3,682	\$12,204	\$12,882	-\$3,004	81.09%
U. Colorado H.S.C.	1	35,277	15,692	19,585	27,959	-7,318	79.26%
Idaho St. U.	0	20,561	9,401	11,160	21,668	1,107	105.38%
U. Montana	0	21,599	10,401	11,198	22,668	1,069	104.95%
U. New Mexico *	0	15,192	6,173	9,019	18,440	3,248	121.38%
U. North Dakota	9	13,027	9,675	3,352	21,942	8,915	168.43%
U. Utah	0	24,844	13,192	11,652	25,459	615	102.48%
E. Washington U.	5	26,344	11,688	14,656	23,955	-2,389	90.93%
U. Washington	1	26,360	13,760	12,600	26,027	-333	98.74%
*MPT programs; all others are DPT.		AVERAGE	\$10,407		AVERAGE	\$212	105.85%
		MEDIAN	10,401		MEDIAN	615	102.48%
Private	Number of WICHE Students	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)	
AZ School of Health Sci.	2	\$21,740			\$9,473	56.43%	
Chapman Univ.	2	24,674			12,407	49.72%	
Loma Linda U.	1	32,872			20,605	37.32%	
Mt. St. Mary's Col.	1	29,671			15,871	46.51%	
Samuel Merritt Col.	0	28,274			16,007	43.39%	
U. So. California	4	40,463			28,196	30.32%	
U. of the Pacific	1	39,262			25,462	35.15%	
Western U.	0	25,540			13,273	48.03%	
Pacific U.	7	21,616			12,416	42.56%	
U. Puget Sound	5	21,420			12,220	42.95%	
Total (public & private)	39				AVERAGE	\$16,593	43.24%
					MEDIAN	\$14,572	43.17%

NOTES:

(A) Revenues received by the institution with support fee = resident tuition plus the support fee.

(B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.

(C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.

(D) T&F paid by WICHE student = full private tuition less the support fee.

(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

PHYSICIAN ASSISTANT

Three states are supporting 21 students in five institutions; Arizona assists 12, Nevada sends five, and Wyoming sends four.

In addition to the 3.4 percent HECA increase for all fields, we recommend a one-time adjustment in the base fee for physician assistant of \$1,000 in 2007-08. The last time fees were reset for physician assistant was in 2003, when it was reclassified as a Group A field. The full nonresident tuition differential is not being covered at three out of four of the participating public schools, where there is a tuition differential; thus, there is no financial incentive for them to reserve spots for WICHE students.

The 2006-07 support fee is \$9,200 for nine-month programs. The proposed fees are \$10,500 for 2007-08 and \$10,900 for 2008-09. Even with the proposed increase, we estimate that only two out of the four institutions will cover their tuition differential.

Only two out of six public institutions enroll PSEP students: the University of Colorado enrolls two and the University of Washington enrolls four. In three public programs the support fee does not cover the tuition differential; it covers 83 percent at the University of California Davis to 88 percent at the University of Colorado and 96 percent at Idaho State University. In only one public institution (the University of Utah) does the WICHE rate exceed nonresident tuition (107 percent). As of the 2005-06 academic year, there is no longer a differential for resident and nonresident tuition at Oregon Health & Science University. The same is true for the University of Washington; both institutions credit the support fee, as do most private schools. Students in the private institutions pay 53 percent of tuition on average, and the support fee covers the remaining 47 percent.

Though WICHE's public providers' costs are only being covered at a rate of 92.5 percent (median), the majority of WICHE students (21) are enrolled in private institutions; six are enrolled in public institutions. Resident tuition in our public institutions (\$18,266 median) is considerably higher than tuition paid by our students at private schools (\$13,667) – a difference of \$4,600. An adjustment of \$1,000 would help meet the tuition differential for our public institutions and might encourage them to enroll more WICHE students.

WICHE received feedback from several of the cooperating programs. The University of California Davis has the highest tuition differential of WICHE's cooperating programs, and it is covered at only 83.31 percent. They are contemplating leaving WICHE's Professional Student Exchange Program because of the substantial shortfall.

Midwestern requested a fee adjustment, maintaining that the costs of education for physician assistant, medicine, and dentistry are similar. Their assertion, however, does not take into consideration that the duration of studies for a physician assistant averages only two years, compared to four years for a doctor or dentist, and that the debt incurred by the latter professions is substantially higher.

The chair of Idaho State University's department wrote that the proposed increase of 3.4 percent was appropriate but noted that the institution is proposing a 7.5 increase in tuition and fees for AY 2006-07.

Pacific University's program director, Randy Randolph, commented that "while the increases are modest and cover only a portion of the students' expenses, any increase in support is welcomed by both faculty, administration, and, of course, the students."

The University of Washington's MEDEX Northwest Physician Assistant Program commented that its tuition and fees will increase to \$18,696, or by just over 4.5 percent. Their applicant pool for the 2005-06 academic year was up by about 26 percent, with 55 applications for 85 slots. MEDEX graduates are not having difficulty finding employment, but the trend seems to be more in specialty opportunities than in primary care.

The demand for physician assistants nationally remains strong. Physician assistant is the third-fastest growing profession in the country, with the Bureau of Labor Statistics predicting a 49 percent increase in the number of jobs between 2002 and 2012. Physician assistants are a critical link in health care delivery for underserved populations and in rural areas. The average physician assistant student in the 2005 entering class anticipates graduating with over \$51,000 in debt. New 2004 graduates report annual incomes of approximately \$68,000.

Responses from cooperating schools that participated in WICHE's PSEP Enrollment Survey indicate that they received, on average, eight applications for each available seat in their 2005 entering class.

Support Fee Analysis AY 2005 - PHYSICIAN ASSISTANT

Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed \$1,000 adjustment plus 3.4% increase:	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$9,000	\$9,200	\$10,500	\$10,900

NOTE: The support fee is \$9,000 for a nine-month program and \$12,000 for a 12-month program in AY 2005.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)
U. C., Davis	0	\$26,809	\$10,334	\$16,475	\$22,334	-\$4,475	83.31%
U. Colorado H.S.C.	2	30,518	14,984	15,534	26,984	-3,534	88.42%
Idaho State U.	0	31,795	18,660	13,135	30,660	-1,135	96.43%
Oregon Health Sciences U.**	0	26,235	26,235	0	26,235	N/A	N/A
U. Utah HSC	0	30,150	20,300	9,850	32,300	2,150	107.13%
U. Washington **	4	17,872	17,872	0	17,872	N/A	N/A
		AVERAGE	\$18,064		AVERAGE	-\$1,749	93.82%
		MEDIAN	18,266		MEDIAN	-2,335	92.43%

** There is no difference between resident and nonresident tuition at the Oregon Health Sciences U. and U. Washington's PA program; therefore, the support fee is credited and the student pays the balance, as for most private institutions.

Private	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
AZ School of Health Sci.	5	\$21,740	\$9,740	55.20%
Midwestern U.	9	25,667	13,667	46.75%
Loma Linda U. ***	0	30,234	21,234	39.69%
Samuel Merritt College	0	28,044	16,044	42.79%
U. So. California ***	0	34,584	25,584	34.70%
Western U.	1	24,040	12,040	49.92%
Pacific U.	0	21,831	9,831	54.97%
Total (public & private)	21		AVERAGE	\$15,449
			MEDIAN	13,667
				46.29%
				46.75%

*** At Loma Linda and Univ. of Southern California, students would have received the following amounts for AY 2005, depending on their year in the program: Year 1 = \$9,000; year 2 = \$12,000; and year 3 = \$3,000 (the balance of maximum support for physician assistant).

NOTES:

- (A) Revenues received by the institution with support fee = resident tuition plus the support fee.
- (B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.
- (C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.
- (D) T&F paid by WICHE student = full private tuition less the support fee.
- (E) Percentage of T&F that the support fee covers = the support fee divided by T&F.

PODIATRY

Only two states currently support students in this field: Utah, two; and Wyoming, one. The 2006-07 support fee is \$11,900. The proposed fees are \$12,300 for 2007-08 and \$12,700 for 2008-09 (a 3.4 percent increase each year).

No public institution in the WICHE region offers this program; it is only offered by the California School of Podiatric Medicine, affiliated with Samuel Merritt College. The current support fee covers 49 percent of the tuition and WICHE students pay the balance. WICHE staff did not receive feedback from the school regarding the proposed fees.

The demand for podiatrists is rising, in part due to the growing prevalence of diabetes and its effects on people's feet, as well as an increasing number of injuries due to exercise. The California School of Podiatric Medicine received a total of 258 applicants for the 2005-06 academic year and enrolled 40 students in its fall 2005 entering class.

The American Association of Colleges of Podiatric Medicine reports that approximately 600-800 applicants vie for 500-600 new seats per year. The first year enrollment for the 2005-06 entering class was 552, and 50 percent of the new students are female.

Support Fee Analysis AY 2005 - PODIATRY				
Comparison of tuition and fees to WICHE support levels				
SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$11,600	\$11,900	\$12,300	\$12,700
Supporting states: Alaska, Montana, New Mexico, Utah, Wyoming.				
Private	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student (D)	Percentage of Tuition & Fees Covered by Support Fee (E)
Calif. Sch. of Pod. Med. of SMC	3	\$23,790	\$12,190	48.76%
Total	4			
NOTES:				
(D) T&F paid by WICHE student = full private tuition less the support fee.				
(E) Percentage of T&F that the support fee covers = the support fee divided by T&F.				

VETERINARY MEDICINE

Veterinary medicine continues to be the largest PSEP field: 198 students are supported by eight states. The sending states and the students they support are: Arizona with 50, New Mexico with 37, Montana with 36, Wyoming with 24, Utah with 22, Nevada with 17, and Hawaii and North Dakota with six each. The 2006-07 support fee is \$25,400. The proposed fees are \$26,300 for 2007-08 and \$27,200 for 2008-09 (3.4 percent annual increases).

Colorado State University (CSU) receives the most WICHE students (133), followed by Washington State University (WSU) with 63, and Oregon State University (OSU) with two. CSU's nonresident tuition is set as the sum of resident tuition and the WICHE support fee. WICHE tuition exceeds nonresident tuition by a margin of 13 percent at WSU and 40 percent at OSU.

Oregon State University and Washington State University reviewed the proposed fee increases and do not have any concerns. Colorado State University's College of Veterinary Medicine & Biomedical Sciences stated that there is an estimated shortfall of \$8,000 between the actual costs to educate a student and the WICHE rate that CSU receives from

PSEP students (resident tuition plus the support fee). Despite the shortfall, CSU is supportive of the proposed support fee increase. (The shortfall is covered by revenues generated by the college through its teaching hospital and the generous support of donors.)

Admissions to WICHE’s participating schools is very competitive. For the 2005 entering class, CSU, OSU, and WSU received a total of 2,818 applications for 283 seats. This represents an average of 10 applications per available seat. There are 28 colleges of veterinary medicine in the U.S., and they graduate only 2,500 veterinarians per year. There is an identified shortage of veterinarians serving in numerous public health areas, including food safety, animal disease control, biosecurity and homeland security, wildlife disease control, laboratory animal care, and research. The shortage of veterinary services in rural communities is becoming more acute, as well. Currently, there is a shortage of 1,500 veterinarians working in rural areas; only about 20 percent of practicing professionals elect to serve in these areas, with the remaining 80 percent preferring small animal and private practice. Given projected needs, experts predict a shortage of 15,000 veterinarians serving these areas in 20 years.

Support Fee Analysis AY 2005 - VETERINARY MEDICINE

Comparison of tuition and fees to WICHE support levels
WICHE Region Schools

	Approved		Proposed (3.4% increase):	
SUPPORT FEES:	AY 2005	AY 2006	AY 2007	AY 2008
	\$24,900	\$25,400	\$26,300	\$27,200

Supporting States: Arizona, Hawaii, Montana, Nevada, New Mexico, North Dakota, Utah, Wyoming.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	“WICHE Rate” as a Percentage of Nonresident Tuition & Fees (C)
U.C., Davis	0	\$32,575	\$20,330	\$12,245	\$45,230	\$12,655	138.85%
Colorado State U.	133	36,965	12,065	24,900	36,965	0	100.00%
Oregon State U.	2	28,323	14,850	13,473	39,750	11,427	140.35%
Washington State U.	63	34,878	14,650	20,228	39,550	4,672	113.40%
Total	198	AVERAGE	\$15,474			\$7,189	123.15%
		MEDIAN	14,750			8,050	126.12%

NOTES:

(A) Revenues received by the institution with support fee = resident tuition plus the support fee.

(B) Difference between “WICHE Rate” and nonresident T&F = the difference between the institution’s revenues collected for a full nonresident student versus those collected for a PSEP student.

(C) “WICHE Rate” as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.

Support Fee Analysis AY 2005 - VETERINARY MEDICINE

Comparison of tuition and fees to WICHE support levels
Out of Region Schools

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$24,900	\$25,400	\$26,300	\$27,200

Supporting States: North Dakota, Utah, Wyoming.

Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident & Resident Tuition	Revenues Received by Institution with Support Fee (A)	Difference bet. WICHE Rate and Nonresident Tuition & Fees (B)	"WICHE Rate" as a Percentage of Nonresident Tuition & Fees (C)
U.C., Davis	0	\$33,108	\$12,908	\$20,200	\$37,808	\$4,700	114.20%
Total	0						

NOTES:

(A) Revenues received by the institution with support fee = resident tuition plus the support fee.

(B) Difference between "WICHE rate" and nonresident T&F = the difference between the institution's revenues collected for a full nonresident student versus those collected for a PSEP student.

(C) "WICHE rate" as a percentage of nonresident T&F = percentage of revenues that an institution receives as compared to what it would have received from a nonresident student.

Group B Fields: Architecture, Graduate Library Studies, Pharmacy, Public Health, and Graduate Nursing

The five fields in Group B represent only about 6 percent of all PSEP students. With few exceptions, WICHE students enrolled in Group B fields are responsible for a relatively higher portion of tuition than those enrolled in Group A fields. Increases of 3.4 percent in each year of the biennium are proposed for each of the five fields for 2007-08 and 2008-09.

Architecture

Wyoming is not supporting any students this year.

Graduate Library Studies

This is a very low-use field. New Mexico sends two students to the University of Arizona.

Pharmacy

Pharmacy is Group B's largest field, supporting 39 students (93 percent of the Group B students). Four students from Alaska, 21 students from Hawaii, and 14 from Nevada are attending 11 institutions in the region.

Nationwide, there is a projected shortage of 157,000 pharmacists in the labor force by 2020. The role of the pharmacist has expanded significantly; in addition to the drugstore pharmacist who first comes to mind, graduates also have opportunities consulting directly with patients on medication use and working as health educators. Professionals are also sought for drug development, research, and health policy.

Fortunately, there is a strong interest in the field. There was a 53.9 increase in the number of applications in the 2004 academic year. Although the American Association of Colleges and Pharmacy (AACCP) is not currently collecting data on unique applicants or the number of schools applied to by the average applicant, pharmacy schools in the U.S. received a record number of applications that year – 72,799 – and there has been a steady increase over the past four years. A total of 43,884 students enrolled in doctoral programs in 2004. Graduates are courted before they have their diplomas

in hand, with starting salaries in the \$80,000 range. Cooperating schools of pharmacy that participated in WICHE's PSEP Enrollment Survey indicated that they received, on average, seven applications for each available seat in their 2005 entering class.

Up to 10 new pharmacy schools are expected to open in the U.S. by 2010, and existing schools are increasing their enrollments. This will exacerbate the difficulties of recruiting and retaining pharmacy faculty.

The University of Hawaii is planning to open a college of pharmacy on its Hilo campus. Purdue's pharmacy dean has been hired and will begin working in Hilo in July 2006, using funding from a federal grant. The university will still need to obtain legislative funding and accreditation and hire faculty. The school's website anticipates it could enroll its first class in fall 2007, but this is quite ambitious given the many issues that must be resolved. The Hilo campus has not previously issued graduate or professional degrees beyond the bachelor's level, so in addition to the program accreditation, the institution must also meet new criteria. Once it is established, the program is slated to be self-supporting.

Nevada has been conducting a feasibility study on creating a pharmacy school at the University of Nevada Reno, but thusfar there are no concrete plans to open one. Nonetheless, a private institution, the University of Southern Nevada, is operating a program that appears to be in its third year. Regarding accreditation, the website reads: "The University of Southern Nevada has been granted Candidate for Accreditation status by the Northwest Commission on Colleges and Universities. Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation."

Four comments were received from WICHE's cooperating pharmacy schools. Wayne Kradjan, dean of Oregon State University's College of Pharmacy, commented that while he appreciated the proposed increases of 3.4 percent, tuition increases at OSU in the next few years will far surpass the support fee increases. The school projects an increase of \$2,500 for residents and \$1,500 for nonresidents in 2006. Tuition will continue to increase by \$1,000 in 2007 and 2008, bringing resident tuition to \$15,000 and nonresident to \$25,000.

The University of Montana's School of Pharmacy approved of the proposed 3.4 percent increase in fees.

Two schools, the University of Southern California (USC) and the University of California San Francisco (UCSF), requested that pharmacy be moved from Group B to Group A. USC's director of admission and student affairs, Jim Granderson, stated that in the past Hawaii was a feeder state for the school, but as tuition has increased, participation from Hawaii students has dropped to almost nothing (they currently have one student). He added that students from Hawaii are very interested in USC, but claim that the low level of WICHE support in pharmacy does not allow most of them to enroll there.

In response to USC and UCSF's request, WICHE staff studied the possibility of reclassifying pharmacy to Group A. Calculations using the 2005-06 tuition and fee rates indicate that a minimum increase of \$4,500 in the support fee would be needed just to meet the average school tuition differential. This level of increase, which would boost sending states' costs by more than \$175,000, given the current number of funded students, would still not cover half of the public schools' tuition differentials, providing them with little incentive to give preference to WICHE students. Given rising tuition costs, an increase of \$5,500 to \$6,000 would be fairer and more appropriate.

Given that two out of the three WICHE supporting states will likely have a pharmacy school within the next five years or so, WICHE staff decided not to pursue the reclassification of the field at this time. Nonetheless, staff will reevaluate the entire "Group A/Group B" model over the next year and make recommendations on how PSEP might be restructured for the future.

Public Health

Over the past few years, public health has been a very low-use field. Currently, one student from Montana is attending the University of Washington. In the future, the commission might want to consider moving public health to WICHE's Western Regional Graduate Program so that more students will be able to take advantage of the program.

Graduate Nursing

This field was reactivated at the Ph.D. level in November 2003. Four schools now participate: Loma Linda University, University of Hawaii, University of North Dakota, and Oregon Health & Science University. At this time, Wyoming is the

only state which has appropriated funds in the field. To date, for both the 2004-05 and 2005-06 academic years, no certified students have applied for funding in the field of graduate nursing, despite the severe workforce shortages that prevail.

OHSU's School of Nursing commented that the proposed fees for the field of graduate nursing are very reasonable. Gail Houck, the program's director, said that they have been using their new PSEP affiliation to recruit Wyoming students, but that she thinks the prospective applicants anticipated more support from their legislature, in terms of full tuition support.

In the future, supporting states and the commission may want to consider increasing the support fee for graduate nursing to make it a more attractive option for students.

Support Fee Analysis AY 2005 - ARCHITECTURE					
Comparison of tuition and fees to WICHE support levels					
SUPPORT FEES:	Approved		Proposed (3.4% increase):		
	AY 2005	AY 2006	AY 2007	AY 2008	
	\$4,200	\$4,300	\$4,400	\$4,500	
Supporting State: Wyoming.					
Public	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Arizona St. U.	0	\$18,324	\$8,060	\$14,124	22.92%
U.C., Berkeley	0	22,229	7,268	\$18,029	18.89%
U. Colorado Denver	0	19,472	9,560	\$15,272	21.57%
U. of Idaho	0	13,982	5,272	\$9,782	30.04%
Montana St. U.	0	17,648	7,922	\$13,448	23.80%
U. New Mexico	0	14,234	4,937	\$10,034	29.51%
U. Oregon	0	15,402	10,812	\$11,202	27.27%
U. Utah	0	15,119	5,889	\$10,919	27.78%
U. Washington	0	20,259	9,207	\$16,059	20.73%
			AVERAGE	\$13,208	24.72%
			MEDIAN	13,448	23.80%
Private	Number of WICHE Students	Full Private Tuition & Fees		Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
U. So. California	0	\$31,942	\$10,647	\$27,742	13.15%
Total (public & private)	0				

Support Fee Analysis AY 2005 - GRADUATE LIBRARY STUDIES

Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$5,500	\$5,600	\$5,800	\$6,000

Supporting states: New Mexico, Wyoming.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
U. Arizona	2	\$17,671	\$6,751	\$12,171	31.12%
San Jose St. U.	0	13,878	6,759	8,378	39.63%
U.C., Berkeley	0	22,228	7,268	16,728	24.74%
U.C., Los Angeles	0	23,070	8,109	17,570	23.84%
U. Hawaii	0	10,338	4,836	4,838	53.20%
U. Washington	0	20,019	8,970	14,519	27.47%
Total (public & private)	2		AVERAGE	\$12,367	33.34%
			MEDIAN	13,345	29.30%

Support Fee Analysis AY 2005 - PHARMACY

Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$6,000	\$6,100	\$6,300	\$6,500

Supporting states: Alaska, Hawaii, Nevada.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
U. Arizona	0	\$20,931	\$11,951	\$14,931	28.67%
U.C., San Francisco	1	30,087	17,842	24,087	19.94%
U. Colorado H.S.C.	3	28,474	13,918	22,474	21.07%
Idaho St. U.	1	20,780	9,760	14,780	28.87%
U. Montana	0	19,120	9,192	13,120	31.38%
U. New Mexico	0	20,916	6,973	14,916	28.69%
North Dakota St. U.	0	16,905	9,624	10,905	35.49%
Oregon St. U.	6	22,716	11,850	16,716	26.41%
U. Utah	0	21,404	10,363	15,404	28.03%
U. Washington	6	21,707	11,257	15,707	27.64%
Washington St. U.	6	21,970	11,574	15,970	27.31%
U. Wyoming	1	16,833	7,869	10,833	35.64%
			AVERAGE	\$15,820	28.26%
			MEDIAN	15,168	28.35%

Continued on next page

Support Fee Analysis AY 2005 - PHARMACY (continued)

PRIVATE	Number of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U.*	3	\$28,639	\$20,639	27.93%
U. of the Pacific*	9	39,652	30,652	22.70%
U. So. California	2	33,032	27,032	18.16%
Western U.	1	32,270	26,270	18.59%
Total (public & private)	39		AVERAGE MEDIAN	21.85% 20.65%

* Accelerated three-year programs.

Support Fee Analysis AY 2005 - GRADUATE NURSING

Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$4,600	\$4,700	\$4,900	\$5,100

Supporting state: Wyoming.

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
U. Hawaii	0	\$10,611	\$6,021	\$6,011	43.35%
U. North Dakota	0	22,531	11,130	17,931	20.42%
Oregon Hlth. & Sci. U.	0	15,594	11,109	10,994	29.50%
			AVERAGE MEDIAN	\$11,645 10,994	31.09% 29.50%
PRIVATE	Number of WICHE Students	Full Private Tuition & Fees		Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Loma Linda U.	0	\$18,340	\$6,113	\$13,740	25.08%
Total (public & private)	0				

Support Fee Analysis AY 2005 - PUBLIC HEALTH

Comparison of tuition and fees to WICHE support levels

SUPPORT FEES:	Approved		Proposed (3.4% increase):	
	AY 2005	AY 2006	AY 2007	AY 2008
	\$6,300	\$6,500	\$6,700	\$6,900

Supporting states: Montana, New Mexico

PUBLIC	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
San Diego St. U.	0	\$11,840	\$3,704	\$5,540	53.21%
U.C., Berkeley	0	23,780	11,268	\$17,480	26.49%
U.C., Los Angeles	0	23,691	11,179	\$17,391	26.59%
U. Colorado H.S.C.	0	15,280	8,060	\$8,980	41.23%
U. Washington*	1	9,310	9,310	\$5,110	45.11%
			AVERAGE	\$10,900	38.53%
			MEDIAN	8,980	41.23%

*The U. of Washington does not have a nonresident rate. A decelerated fee of \$4,200 (AY2005) is spread over three years. Most MPH programs are two years in length.

PRIVATE	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Loma Linda U.	0	\$535/unit	N/A	N/A	N/A
Total (public & private)	1				

Fiscal Impact of the Proposed PSEP Support Fees by State

Alaska						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	7	\$139,300	\$144,200	\$4,900	\$149,100	\$4,900
Occupational Therapy	0	0	0	0	0	0
Optometry	1	13,600	14,100	500	14,600	500
Physical Therapy	5	47,000	48,500	1,500	50,000	1,500
Physician Assistant	0	0	0	0	0	0
Podiatry	0	0	0	0	0	0
Pharmacy	4	24,400	25,200	800	26,000	800
Total	17	\$224,300	\$232,000	\$7,700	\$239,700	\$7,700
Percent Change				3.4%		3.3%

NOTE: By contract, Alaskan students agree to repay all support fees paid on their behalf plus interest, beginning six months after completion of the program.

Arizona						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	42	\$835,800	\$865,200	\$29,400	\$894,600	\$29,400
Occupational Therapy	7	65,800	74,900	9,100	77,700	2,800
Optometry	15	204,000	211,500	7,500	219,000	7,500
Osteopathic Medicine	20	340,000	352,000	12,000	364,000	12,000
Physician Assistant	12	110,400	126,000	15,600	130,800	4,800
Veterinary Medicine	50	1,270,000	1,315,000	45,000	1,360,000	45,000
Total	146	\$2,826,000	\$2,944,600	\$118,600	\$3,046,100	\$101,500
Percent Change				4.2%		3.4%

Colorado						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Optometry	24	\$326,400	\$338,400	\$12,000	\$350,400	\$12,000
Total	24	\$326,400	\$338,400	\$12,000	\$350,400	\$12,000
Percent Change				3.7%		3.5%

Hawaii						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	8	\$159,200	\$164,800	\$5,600	\$170,400	\$5,600
Occupational Therapy	2	18,800	21,400	2,600	22,200	800
Optometry	9	122,400	126,900	4,500	131,400	4,500
Physical Therapy	16	150,400	155,200	4,800	160,000	4,800
Veterinary Medicine	6	152,400	157,800	5,400	163,200	5,400
Pharmacy	21	128,100	132,300	4,200	136,500	4,200
Total	62	\$731,300	\$758,400	\$27,100	\$783,700	\$25,300
Percent Change				3.7%		3.3%

Idaho						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Optometry	8	\$108,800	\$112,800	\$4,000	\$116,800	\$4,000
Total	8	\$108,800	\$112,800	\$4,000	\$116,800	\$4,000
Percent Change				3.7%		3.5%

Montana						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	3	\$59,700	\$61,800	\$2,100	\$63,900	\$2,100
Medicine	26	665,600	689,000	23,400	712,400	23,400
Occupational Therapy	2	18,800	21,400	2,600	22,200	800
Optometry	4	54,400	56,400	2,000	58,400	2,000
Osteopathic Medicine	6	102,000	105,600	3,600	109,200	3,600
Podiatry	0	0	0	0	0	0
Veterinary Medicine	36	914,400	946,800	32,400	979,200	32,400
Public Health	1	6,500	6,700	200	6,900	200
Total	78	\$1,821,400	\$1,887,700	\$66,300	\$1,952,200	\$64,500
Percent Change				3.6%		3.4%

Nevada						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	8	\$159,200	\$164,800	\$5,600	\$170,400	\$5,600
Optometry	7	95,200	98,700	3,500	102,200	3,500
Physician Assistant	5	46,000	52,500	6,500	54,500	2,000
Veterinary Medicine	17	431,800	447,100	15,300	462,400	15,300
Pharmacy	14	85,400	88,200	2,800	91,000	2,800
Total	51	\$817,600	\$851,300	\$33,700	\$880,500	\$29,200
Percent Change				4.1%		3.4%

New Mexico						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	31	\$616,900	\$638,600	\$21,700	\$660,300	\$21,700
Optometry	9	122,400	126,900	4,500	131,400	4,500
Osteopathic Medicine	3	51,000	52,800	1,800	54,600	1,800
Podiatry	0	0	0	0	0	0
Veterinary Medicine	37	939,800	973,100	33,300	1,006,400	33,300
Graduate Library Studies	2	11,200	11,600	400	12,000	400
Public Health	0	0	0	0	0	0
Total	82	\$1,741,300	\$1,803,000	\$61,700	\$1,864,700	\$61,700
Percent Change				3.5%		3.4%

North Dakota						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	16	\$318,400	\$329,600	\$11,200	\$340,800	\$11,200
Optometry	19	258,400	267,900	9,500	277,400	9,500
Veterinary Medicine	6	152,400	157,800	5,400	163,200	5,400
Total	41	\$729,200	\$755,300	\$26,100	\$781,400	\$26,100
Percent Change				3.6%		3.5%

Oregon						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Optometry	1	\$13,600	\$14,100	\$500	\$14,600	\$500
Total	1	\$13,600	\$14,100	\$500	\$14,600	\$500
Percent Change				3.7%		3.5%

Utah						
FIELD	No. of Students 2005-06	Cumulative Approved Fees 2006-07	Cumulative Proposed Fees 2007-08	Projected Increase 2007-08	Cumulative Proposed Fees 2008-09	Projected Increase over 2008-09
Optometry	12	\$163,200	\$169,200	\$6,000	\$175,200	\$6,000
Podiatry	2	23,800	24,600	800	25,400	800
Veterinary Medicine	22	558,800	578,600	19,800	598,400	19,800
Total	36	\$745,800	\$772,400	\$26,600	\$799,000	\$26,600
Percent Change				3.6%		3.4%

Washington						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Optometry	5	\$68,000	\$70,500	\$2,500	\$73,000	\$2,500
Osteopathic Medicine	8	136,000	140,800	4,800	145,600	4,800
Total	13	\$204,000	\$211,300	\$7,300	\$218,600	\$7,300
Percent Change				3.6%		3.5%

Wyoming						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	19	\$378,100	\$391,400	\$13,300	\$404,700	\$13,300
Medicine	20	512,000	530,000	18,000	548,000	18,000
Occupational Therapy	2	18,800	21,400	2,600	22,200	800
Optometry	23	312,800	324,300	11,500	335,800	11,500
Osteopathic Medicine	8	136,000	140,800	4,800	145,600	4,800
Physical Therapy	18	169,200	174,600	5,400	180,000	5,400
Physician Assistant	4	36,800	42,000	5,200	43,600	1,600
Podiatry	1	11,900	12,300	400	12,700	400
Veterinary Medicine	24	609,600	631,200	21,600	652,800	21,600
Architecture	0	0	0	0	0	0
Graduate Library Studies	0	0	0	0	0	0
Graduate Nursing	0	0	0	0	0	0
Total	119	\$2,185,200	\$2,268,000	\$82,800	\$2,345,400	\$77,400
Percent Change				3.8%		3.4%

Totals by Academic Field						
FIELD	No. of Students 2005-06	Projected Fees 2006-07	Projected Fees 2007-08	Projected Increase From AY 2006-2007	Projected Fees 2008-09	Projected Increase From AY 2007-2008
Dentistry	134	\$2,666,600	\$2,760,400	\$93,800	\$2,854,200	\$93,800
Medicine	46	1,177,600	1,219,000	41,400	1,260,400	41,400
Occupational Therapy	13	122,200	139,100	16,900	144,300	5,200
Optometry	137	1,863,200	1,931,700	68,500	2,000,200	68,500
Osteopathic Medicine	45	765,000	792,000	27,000	819,000	27,000
Physical Therapy	39	366,600	378,300	11,700	390,000	11,700
Physician Assistant	21	193,200	220,500	27,300	228,900	8,400
Podiatry	3	35,700	36,900	1,200	38,100	1,200
Veterinary Medicine	198	5,029,200	5,207,400	178,200	5,385,600	178,200
Architecture	0	0	0	0	0	0
Graduate Library Studies	2	11,200	11,600	400	12,000	400
Graduate Nursing	0	0	0	0	0	0
Pharmacy	39	237,900	245,700		253,500	
Public Health	1	6,500	6,700		6,900	
Total	678	\$12,230,500	\$12,696,900	\$466,400	\$13,132,700	\$435,800
Percent Change				3.8%		3.4%

Note: All tables show the fiscal impact of the proposed PSEP support fees based on current year enrollments. Actual funding levels will vary based on changes in enrollment and other factors.

Action Requested

Approval to increase PSEP support fees by 3.4 percent in Group A and Group B fields for each year of the biennium; to increase the base support fee in the fields of occupational therapy and physician assistant by \$1,000, as detailed in this action item.

INFORMATION ITEM

Student Exchange Programs

WUE

The Western Undergraduate Exchange (WUE) is a regional exchange program enabling students in participating states to enroll in designated two- and four-year public institutions and programs in other participating states at special, reduced tuition levels. The WUE tuition rate is 50 percent more than the institution's regular resident tuition. In 2005-06, WUE students saved some \$106 million in tuition costs.

WUE enrollment saw only a small increase this year, with 20,197 students enrolled in 127 WUE institutions (65 four-year and 62 two-year). In recent years, participation in WUE increased an average of 10 percent annually, so the small increase of only 125 students came as a surprise. Staff presumes that the leveling out is due to two factors. Three Colorado institutions opted out of the program and did not accept students for the first time in 2005-06 (Colorado State University, University of Northern Colorado, and Western State College). These institutions froze their WUE participation because of uncertainty as to how the Colorado Opportunity Fund (a state voucher program) would affect their budgets. Western State College has since rejoined WUE for 2006-07, and staff will approach the University of Northern Colorado and possibly Colorado State for reconsideration.

A combination of saturated state and institutional WUE enrollment caps may also have contributed to the level participation numbers. Several states and institutions are now reexamining their caps, and many have reported lifting them where they are no longer congruent with state needs and enrollment policies.

At the November 2005 commission meeting, commissioners voted to grant equivalent reciprocity to California students, allowing them to seek the WUE tuition rate in all of the WUE states. This was prompted by three new California State University institutions – Chico, Humboldt and Stanislaus – joining the WUE network, making for a total of four California institutions, with the California Maritime Academy. CSU Monterey Bay has recently shown strong interest in WUE, and staff will work to attract others as well.

In previous years, several WICHE states (Arizona, Idaho, Montana, Nevada, Oregon and Utah) were not admitting California students through WUE because of its limited offerings. After a period of internal and local discussion, the new reciprocity policy was welcomed in most states. To date, the only institution that staff is aware of that will not exercise full WUE reciprocity for California students is the University of Oregon.

New Developments – Staff has almost completed the online WUE catalogue, which is a dynamic, searchable database, and is now testing data. The new resource will allow students and their families to search for specific programs available to WUE students in the geographic area of their choice. Institutions will update their descriptions, contact information, and specific programs available to WUE students through a password-protected web interface. Institutions will also continue to report enrollment numbers online, using the new and improved user-friendly system with standardized CIP codes. Staff anticipates a mid to late summer roll out.

WRGP

The Western Regional Graduate Program (WRGP) includes master's and doctoral degree programs that are not widely available throughout the West. To be eligible for WRGP, programs must be distinctive on two criteria: they must be of demonstrated quality, and they must be offered at no more than four institutions in the WICHE region (exclusive of California). WRGP is particularly strong in programs targeted to the emerging social, environmental, and resource development needs of the West and in innovative interdisciplinary programs.

Through WRGP, graduate students who are residents of the 14 participating states may enroll in participating programs in public institutions on a resident tuition basis. WRGP currently includes 145 programs. In 2005, 438 WRGP students were enrolled in 142 participating programs; three of the programs did not report their WRGP enrollments.

New Developments – Staff sought feedback from institutions and higher education agencies in the region regarding new WRGP programs. A record number of programs – 36 – were nominated by Western institutions in nine of our participating states. As a result, 34 new programs will be welcomed into the WRGP network beginning in fall 2006 or 2007, at each program's option.

The programs admitted cover a broad variety of areas, including the biological sciences (four); education (three); engineering and materials sciences (three); fine arts (two); health sciences (five); humanities and area studies (seven);

natural resources (four); physical sciences and mathematics (one); and social work, mental health, and rehabilitation services (three). Staff noted a growing trend in interdisciplinary and joint degree programs, such as those that combine MBAs with humanities disciplines, among others. A full list and descriptions of the new programs are provided in the commissioners' packets.

We are also developing a new online catalogue for WRGP programs and institutions. Staff anticipates it will be available by mid to late summer.

PSEP

Professional Student Exchange Program (PSEP) provides students in 12 Western states with access to a wide range of professional programs that otherwise might not be available to them because the fields of study are not offered at public institutions in their home states. PSEP students pay reduced levels of tuition – usually resident tuition in public institutions or reduced tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of the students' education. WICHE students receive some preference in admission.

Each participating state determines the fields and the number of students it will support; each state supports students in some – not all – fields. Some states have additional arrangements for professional education with schools in the West or elsewhere. The 14 fields include: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, graduate nursing, graduate library studies, pharmacy, public health, and architecture. During the 2005-06 academic year, 678 students were enrolled through PSEP. (See *The 2005-06 SEP Statistical Report* for data on the number of students supported in the various fields.)

On the Horizon – Staff are examining how PSEP might be restructured to better serve our Western states' workforce needs. In addition to analyzing PSEP enrollment trends, staff is revising the state-specific workforce reports to help build awareness of state needs with policymakers and others who help determine support levels for programs such as PSEP.

PSEP fields are currently divided into two groups: Group A includes those PSEP fields in which WICHE students would have a difficult time gaining access to public professional schools without PSEP. The nine Group A fields include: dentistry, medicine, occupational therapy, osteopathic medicine, optometry, physical therapy, physician assistant, podiatry, and veterinary medicine. Ninety-four percent of PSEP students are enrolled in Group A fields.

Group B includes professional fields where access is not as significant a problem but where states wish to offset high nonresident and private institution tuition charges for their residents. The five Group B fields are: architecture, graduate library studies, graduate nursing, pharmacy, and public health. Forty-two (6 percent) of PSEP students are enrolled in Group B fields.

With the exception of pharmacy, use of Group B fields has dropped to levels where it is difficult to justify their continued existence in the program. Over the next fiscal year, WICHE staff will work with supporting states and cooperating programs to discuss alternative options for maintaining student access in these fields. This might include transferring architecture, graduate library studies, and public health to the Western Regional Graduate Program, where there is no state support involved but where more students could potentially take advantage of the programs.

Given the tremendous workforce shortages in pharmacy and graduate nursing, moving these fields to Group A and increasing the support fees in these fields may ultimately help states better meet their workforce needs. Staff will conduct an analysis and bring its recommendations to the commission in May 2007.

Veterinary Medicine Advisory Council – WICHE staff met with state, legislative, and institutional representatives of WICHE's Veterinary Medicine Advisory Council on May 19-20. The council meets once a year to review policies regarding PSEP support in veterinary medicine, the largest field for WICHE support. In 2005-06, eight states offered \$4.8 million in support for 198 students studying in veterinary medicine. The council discusses admissions and workforce trends and is currently examining strategies to attract to and maintain student interest in large animal production in order to meet the West's need for rurally based practitioners.

Certifying Officers – Certifying officers from 12 WICHE states met on May 21st to discuss WICHE's three Student Exchange Programs. Officers gave state updates related to PSEP legislative appropriations; workforce needs; applicant pools and acceptances; current payback policies and new ones under consideration; and general administration of the program. They also discussed promotional strategies for WUE and WRGP and ways to finetune the administration of these programs in cooperation with receiving institutions.

INFORMATION ITEM

The State Scholars Initiative

On October 1, 2005, WICHE became the program administrator for the State Scholars Initiative. The initiative is funded by the U.S. Department of Education under the Carl D. Perkins Vocational and Technical Education Act of 1998. Currently funded at \$5.5 million, with an additional \$600,000 of federal funds available upon the successful completion of year one, the State Scholars Initiative is also supported by an in-kind contribution from WICHE. Some \$1.2 million of the grant will fund WICHE's administrative costs, and \$4.9 million will support up to 12 new and 13 ongoing state efforts.

The purpose of the State Scholars Initiative is to support state-level business/education partnerships that will encourage and motivate high school students to enroll in and complete rigorous courses of study that will help them in their future careers and with any postsecondary education or training they undertake. State Scholars models motivate students to take rigorous courses that reflect the National Commission on Excellence in Education recommendations:

- 4 years of English
- 3 years of math (algebra I, geometry, algebra II)
- 3 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)
- 2 years of the same foreign language

In December 2005, Terese Rainwater was hired as program director (1.0 FTE); in January 2006 Christian Martinez joined the staff as program coordinator (1.0 FTE), along with Michelle Médal as administrative coordinator (.80 FTE). The grant also provides support for an additional .65 FTE (for some of Jere Mock's, Annie Finnigan's, and Deborah Jang's FTE). Also in December, the State Scholars Advisory Board was formed and approved by the Department of Education's staff. The members of the advisory board are:

Mike Cohen	President	Achieve
Kristin Conklin	Program Director	National Governors Association
Liz Dietz	Chief Executive Officer	XAP Corporation
Brian Fitzgerald	Executive Director	Business-Higher Education Forum
Christine Johnson	President	Community College of Denver
Charles Kolb	President	Committee for Economic Development
Marshall Lind	WICHE Commissioner and Chancellor Emeritus	University of Alaska, Fairbanks
Barry Munitz	Chair Former Chancellor Former President	California P-16 Council California State University The J. Paul Getty Trust
Jane Nichols	Vice Chancellor for Academic and Student Affairs	Nevada System of Higher Education
Raymund Paredes	Commissioner of Higher Education	Texas Higher Education Coordinating Board
Suellen Reed	Superintendent of Public Instruction	Indiana Department of Education
Piedad Robertson	President	Education Commission of the States
Arthur Rothkopf	Senior Vice President and Counselor to the President	U.S. Chamber of Commerce
Janis Somerville	Senior Associate	K-16 Initiative, NASH/Ed Trust
David Spence	President	Southern Regional Education Board
Susan Traidman	Director of Education and Workforce Policy	Business Roundtable
Deborah Wilds	Program Officer	Bill and Melinda Gates Foundation

Staff will oversee the efforts of 13 of the 14 original state-level organizations, including two in the WICHE region. 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

On February 6, 2006, WICHE distributed electronic and paper copies of the State Scholars RFP to governors and their staffs, chief state school officers, SHEEOs, legislative education chairs and their staffs, WICHE commissioners, WICHE certifying officers, foundations, business associations, national education policy organizations, and the media. On February 23, WICHE hosted a national bidder's conference call to provide information to and answer questions from prospective applicants. Approximately 20 states participated in the conference call. On March 14, WICHE received 11 proposals. A bipartisan group of three national experts representing the philanthropic, business, and education communities was appointed select eight to 12 additional, state-level business/education partnerships. On March 27, the panel recommended funding eight new partnerships for up to \$300,000 over a two-year period to implement State Scholars programs. The eight new state business education partnerships are:

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

On April 18-20, WICHE hosted a state directors' meeting in Boulder, which brought together old and new state directors. The purpose of the meeting was to address the policy, evaluation, and sustainability issues faced by the old states and to orient and train the new states in the State Scholars model.

In addition to the state director's meeting, WICHE hosts a monthly conference call in which state partnerships learn how to address program needs and share best practices. On February 3, the State Scholars website was launched to provide information, resources, and tools about the model. WICHE has also begun a series of state site visits to ensure the quality of program implementation and provide technical assistance. As part of the technical assistance provided, WICHE will help the state partners coordinate and leverage their resources with related initiatives in their states, such as the American Diploma Project, National Governors Association Honor States program, MESA (Mathematics, Engineering, Science Achievement), GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and College in the High School (dual-credit) programs.

WICHE's performance is monitored by an independent third party evaluator, Diana Robinson, senior research associate at the Regional Development Institute of Northern Illinois University. State performance is monitored by another independent third party evaluator, Karen Paulson, senior associate at the National Center for Higher Education Management Systems. WICHE is in regular contact with both evaluators.

INFORMATION ITEM

The Northwest Educational Outreach Network (NEON) and the WICHE Internet Course Exchange

Summary

NEON, the Northwest Educational Outreach Network, was created as a collaboration of the Northwest Academic Forum (NWAFF) and WICHE to help institutions and states to share academic programs and resources using distance-delivered education. NWAFF is an association of academic officers representing 32 public colleges and universities and state higher education agencies in 10 states; WICHE serves as the secretariat and fiscal agent for NWAFF. Over the past three years we have developed NEON with a grant of \$616,000 from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE). (The grant period extended from October 1, 2004 through March 30, 2006.)

NEON's mission is to increase student access to high-demand academic programs using electronically delivered courses and leverage regional academic resources that can be shared across states and institutions. Throughout the three-year NEON project, the NWAFF Executive Committee functioned as a regional steering committee. WICHE and WCET staff members, Jere Mock and Russ Poulin, implemented the project and provided fiscal management.

Distance-delivered degree or certificate programs, each involving multiple institutions, are being expanded or created in three disciplines through NEON: nursing (Ph.D.), supply chain management, and library media (graduate certificates). A new dimension of the consortium is an Internet course exchange, which is being developed with several groups of institutions and will offer courses in several academic areas, as described below.

Background

Regional Ph.D. in Nursing – The NEON nursing Ph.D. consortium has reached out to 18 institutions in the 15 WICHE states to encourage collaborations that will expand access to Ph.D. nursing programs.

One important NEON "access partnership" that has developed involves the Oregon Health & Science University School of Nursing (OHSU SON), which is offering its Ph.D. program in nursing to rural Western states and institutions that do not have doctoral programs in nursing. Prior to NEON's development, OHSU had used interactive video to deliver Ph.D.-level courses to students at Montana State University, Brigham Young University, and Pacific Lutheran University, as well as to OHSU students who were not based in Portland. OHSU proposed to work with Alaska, Wyoming, Idaho, and Nevada – states without any nursing Ph.D. programs.

After months of exploring the compatibility of technologies, dealing with internal administrative issues, deciding on financial arrangements, and negotiating the terms of a written contract, the University of Alaska at Anchorage, the University of Wyoming, and Idaho State University joined OHSU in a formal NEON access partnership. Idaho delayed their participation for a year; and although students from Wyoming applied and some were accepted, none enrolled. The University of Alaska followed through, and three students have enrolled in OHSU's nursing Ph.D. program; two Idaho students have enrolled through Idaho State University; and Montana State University has continued as a partner, with nine students enrolled. OHSU took the lead in developing and winning a Health Resources and Services Administration (HRSA) grant for its distance learning regional Ph.D. program; all the previously mentioned institutions were partners in that grant proposal. This has been a successful and sustained NEON access partnership, serving a total of 26 new Ph.D. students in six states. Prior to NEON, master's prepared nursing faculty members who lived and worked in Alaska, Idaho, and Wyoming had no access to the Ph.D. Now through NEON and OHSU, they have had the opportunity to pursue the nursing Ph.D.

In addition, NEON has convened deans and directors of graduate nursing programs on several occasions to consider potential regional strategies to address the growing national and regional shortage of nurses, and this has resulted in a number of institution-to-institution partnerships. For example, the University of Colorado at Denver and Health Sciences Center (UCDHSC) School of Nursing (SON) and the University of Northern Colorado (UNC) now share research expertise and online nursing education courses. The University of Hawaii at Manoa is developing a memorandum of agreement with the University of New Mexico to share online courses and faculty. The University of Wyoming is partnering with the UCDHSC and UNC to encourage its faculty and Wyoming community college faculty to pursue nursing doctorates.

NEON has also created, in partnership with the Western Institute of Nursing (WIN), the NursingPhD.org website. The site is designed primarily to serve potential nursing graduate students and provides information on all of the doctoral

programs offered in the 15 Western states. The site guides prospective students on several important decisions, such as matching their scholarly interests with faculty research expertise and career opportunities. NEON also conducted a survey of all of the schools of nursing in the West to determine what master's programs are currently available, and this information is available on NursingPhD.org.

Another significant outcome is the result of the NEON/WIN relationship: the development of the NEXus (Nursing Education Exchange) project proposal, also funded by FIPSE. As the NEON project developed, it became clear that the sharing of online courses, as opposed to full programs, among schools that had already developed their Ph.D. programs would be advantageous to the schools as well as to the students. An ongoing organizational structure was also needed if interinstitutional partnerships developed through grant projects were to be sustained. WIN agreed to be the organization home for NEXus, and five institutions that participated in the NEON forums became NEXus partners: the University of Arizona, UCDHSC, UNC, OHSU, and University of Utah.

Supply Chain Management Graduate Certificate – Also through NEON, two institutions in the WICHE region have created an online graduate certificate program in supply chain management. This is a growing field in the business and military sectors that involves managing supply chains to move materials and component parts into and within businesses and organizations and to customers. The partner institutions for this new online program are Boise State University and the University of Alaska Anchorage (UAA). The certificate will be offered by each institution at the same tuition rate; students will be able to enroll at either institution, and courses taken from either institution will serve as resident credit. A team of faculty members collaborated to develop the state-of-the-art curriculum.

The certificate program includes nine credit hours of core courses that will be taken by all students seeking the certificate and six credit hours of concentration courses. The three core courses include: logistics, supply chain management, and supply chain measurement. The concentration courses are: radio frequency identification, travel and transportation, lean operations, and a capstone course. Each of the partner institutions is developing specific core and concentration courses for the joint program.

Both UAA and Boise have taken the certificate program through their respective universities' approval process – from department approval through faculty governance to the boards of regents. The joint faculty members' work in preparing comprehensive outcomes and assessments made this a smooth process.

The institutions are now working to implement a course-sharing database called the WICHE Internet Course Exchange (ICE). The course-sharing database is modeled after the Illinois Community Colleges' Online Internet Course Exchange (ICE) database and the University of Alaska's version, called AK ICE. Institutions wishing to share "seats" list the courses they are willing to share on WICHE ICE. The institutions interested in requesting "seats" for their students can do this by clicking on a course listed on WICHE ICE. This essentially reserves a certain number of seats in a particular course for students from a particular campus. For this to work smoothly, institutions must work together to develop the campus systems needed for program/course implementation. Boise and UAA administrative personnel are set for fall 2006 implementation, and the participating faculty members are well on their way to having the courses complete and online for fall enrollment.

The first students will soon enroll for the fall semester of 2006. All discussion, assignments, and tests will be handled online. Each university will be allotted 15 seats in each course, for a maximum enrollment of 30 students per course. Students will move through the program as a cohort, enabling them to undertake group activities and research and to share professional experiences with one another.

The NEON project was successful in developing, implementing, and completing several essential and challenging processes. Those processes include:

- Creation of joint curriculum.
- Creation of standard rubric for grading.
- Faculty development for teaching online.
- Implementation of WICHE ICE.
- Administrative issues identification and solutions.

The implementation of WICHE ICE, the course sharing database, will assure students have a "seat" in shared courses, access to the course management system, and confidential transfer of grades and credit information between partnering institutions. Administrative relationships have been formed between partnering institutions that will allow for continuous improvements of processes for sharing courses.

Graduate-Level Library Media Certification – The third NEON academic program involves extending online programs in library media certification to rural Western states that do not provide these programs through state-supported institutions. There is a growing shortage of certified school library media specialists in many Western states, fueled by staff retirements, a shortage of distance-delivered educational opportunities in this field, and the discontinuation of higher education library media preparation programs in several Midwestern states. Montana State University Bozeman is working with North Dakota’s Department of Public Instruction, Library Association, and State Library to make their programs available in North Dakota. The MSU program has also been approved to meet certification standards in Alaska, Idaho, Montana, South Dakota, and Wyoming.

NEON Internet Course Exchange

The NEON project is now focused on developing the NEON Internet Course Exchange (NEON ICE) that will foster institutional collaboration and leverage institutions’ academic resources. Donna Schaad, formerly the director of both the Illinois Course Exchange and the University of Alaska ICE, is working under contract to WICHE to help develop the administrative infrastructure for the exchange and to encourage institutions to participate.

WICHE’s role will be to develop partnership agreements, operational procedures, and a fiscal plan to generate revenues to cover central administrative costs for the NEON Internet Course Exchange. We are beginning the exchange with four initial groupings of institutions:

1. Five universities and one community college plan to share excess seats in courses meeting **general education requirements** as well as other courses to meet student need: University of Wyoming, University of Alaska Anchorage, University of North Dakota, Colorado State University, Boise State University, and Bismarck State College.
2. The schools and colleges of **social work** at seven universities in the WICHE region have formed a consortium to enhance curriculum options and access to graduate social work education in states. The schools include: the University of Alaska Anchorage, Boise State University, Colorado State University, University of North Dakota, University of Nevada-Reno, University of Utah, and the University of Wyoming. The goal is twofold: to address the mental health workforce needs for the rural areas of our states by sharing educational resources; and to prepare the faculty of the future by creating an educational pipeline that provides opportunities for students who do not have access to a doctoral program in their own state. Each of the campuses is identifying courses that it will make available to students at the other partnering institutions through the ICE.
3. The two business schools that are offering the NEON **supply chain management** graduate certificate will use the online administrative ICE database to share seats in the program’s courses, record students’ grades, and assure effective, ongoing communication.
4. The five universities participating in the NEXus project also are using the ICE database to exchange seats in a broad range of **nursing Ph.D. courses** in areas including informatics, health systems and outcomes, transcultural nursing and health disparities, and nurse educator. The courses will be available beginning fall 2006 and spring 2007. The project partners have completed a set of guiding principles to define their relationship in offering courses through NEXus, and they have completed a comprehensive policies and procedures survey to identify issues and barriers to course enrollment across multiple institutions. Functional teams of graduate deans, registrars, chief financial officers and the deans of the partnering programs have met to address issues and facilitate the course sharing among the partner schools.

Partner institutions will benefit from the NEON Internet Course Exchange by:

- Enrolling students in online courses that have additional capacity, providing for more cost effective use of institutional resources and easing the enrollment process for students.
- Sharing instructional resources with partner institutions at a time when financial constraints and increasing student numbers combine to limit higher education programs. The ICE database will help academic administrators to identify existing courses as they consider institutional, state, and regional needs for various academic programs.
- Facilitating the transfer or cross-listing of the partner institutions’ courses.
- Enabling the administrative “backroom” processes (e.g., course lists and grading) between campuses.

Students who enroll in courses offered through the NEON ICE will benefit by having more timely access to specific courses that are not available at the student’s home institution. These students may be denied an opportunity to enroll in a course at their home campus for a variety of reasons: courses may be closed due to under- or overenrollment or because of faculty going on leave, retiring, or terminating. In other cases, a required face-to-face course may be offered, but scheduling conflicts may lead some students to pursue an online course.

Monday, May 22, 2006

May 22, 2006, 3.00 - 4.15 pm

May 23, 2006, 8.00 - 9.00 am

Van Gogh-Remington Rooms

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Jeanne Kohl-Welles (WA)
Tex Boggs (WY)

Agenda

Presiding: Jane Nichols, chair
Staff: Cheryl Blanco, director, Policy Analysis and Research
Sally Johnstone, director, WCET

May 22, 2006, 3.00 - 4.15 pm



Approval of the Issue Analysis and Research
Committee meeting minutes of
November 7-8, 2005

8-3



Approval of the FY 2007 Issue Analysis
workplan

8-5

May 23, 2006, 8.00 - 9.00 am

Information Items:

"Benchmarks Report" update (separate document)

Project on productivity in higher education

8-7

Partnership with Observatory for Borderless Higher
Education update

8-8

Unit updates

8-19

- WCET – Sally Johnstone
- Policy Analysis and Research – Cheryl Blanco

Other business

Adjournment

ACTION ITEM

WICHE Issue Analysis and Research Committee

Meeting Minutes

November 8-9, 2005

Members Present*

Johnny Ellis (AK)
David Lorenz (AZ)
Roy Ogawa (HI)
Dwight Johnson (ID) (Monday)
Cindy Younkin (MT)
Ray Rawson (NV)
Beverlee McClure (NM)
Richard Kunkel (ND)
Robert Burns (SD)

Other Commissioners Present*

Bill Byers (CO)
Camille Preus-Braly (OR) (Monday)
Klaus Hanson (WY)

Members Absent

Jane Nichols, chair (NV)
Don Carlson (WA)
Francisco Hernandez (CA)
Rick O'Donnell (CO)
James Sager (OR)
David Gladwell (UT)
Phyllis Gutierrez Kenney (WA)
Tex Boggs (WY)

Staff Present

David Longanecker, executive director
Cheryl Blanco, senior program director, Policy Analysis and Research
Russ Poulin, associate director, WCET
Pat Shea, assistant director, WCET
Marvin Myers, director, Administrative Services
Brian Prescott, research associate, Policy Analysis and Research
Demarée Michelau, project coordinator, Policy Analysis and Research
Erin Barber, administrative assistant

Guests Present

Sharmila Basu-Conger, State Higher Education Executive Officers
David Wright, State Higher Education Executive Officers

*All attendees were present both Monday and Tuesday, unless otherwise noted.

In the absence of Chair Jane Nichols and Vice Chair Ryan Deckert, Commissioner Richard Kunkel convened the Issue Analysis and Research Committee on November 7 and 8, 2005. The minutes of the committee's meeting of May 16-17, 2005, were approved without revisions.

Commissioner Kunkel asked Cheryl Blanco to take attendance, and a quorum was established. He stated that the agenda would be modified slightly by moving the "Benchmarks" item from an action item to an information item. He called on Blanco to give a summary of the action item on the residency study. She noted that this would be a national study of current policies related to the establishment of residency for purposes of pursuing postsecondary education in order to determine how these policies interact with decisions concerning such areas as admissions, financial aid, and financing. A major partner in this project would be the State Higher Education Executive Officers (SHEEO). David Wright was introduced as the key SHEEO staff member involved. Interest in residency requirements has escalated in the form of new 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 source for institutions. Due to the complexity of the study, it would be conducted over an 18-month period and would address a number of research questions, as outlined in the action item. Major activities would include: separate online surveys designed for all academic officers in SHEEO offices and a representative sample of admissions officers, registrars, and financial aid directors in two- and four-year public and private institutions in the 50 states; an inventory of state laws related to residency; and focus groups of SHEEOs, SHEEO academic officers, admissions officers, registrars, legislators, and legislative staff. The estimated budget would require \$225,000 through external funding.

In the discussion which followed, Commissioner Hanson suggested that references to aliens include documented as well as undocumented individuals. Commissioner Burns mentioned that the National Center for Education Statistics (NCES) at the U.S. Department of Education may have data available. Commissioner McClure suggested that it would be very helpful to have standardized language related to immigrants and mentioned that some work in that area has been done by another group; she agreed to share that information with staff. Commissioner Rawson suggested that the study should take into account differences in the relative contributions of tuition and state funding and that the study look at those proportions across the states. Commissioner Younkin asked that the study compare residency requirements in areas other than education across states. Commissioner Burns noted that residency requirements are politically driven.

COMMISSIONER JOHNSON MOVED A VOTE ON APPROVING THE RESIDENCY STUDY, WITH A SECOND BY DAVID LORENZ. The motion was unanimously approved.

Commissioner Kunkel turned to the "Benchmarks" item on the agenda and asked Blanco to review the changes made. Blanco mentioned that the committee approved the "Benchmarks" document at its May 2005 meeting. At that time, members suggested a few changes concerning layout and wording. Those changes were made, and the "Benchmarks" report in the agenda book reflects the content and format approved in May. She said that the information would be updated annually and brought before the committee so that regional progress on access and finance issues could be monitored and discussed at the annual May meeting. Commissioner Rawson suggested that additional information be considered for "Benchmarks" to show how lifetime earnings are related to educational attainment. David Longanecker pointed out that the "Benchmarks" document had recently been made available for dissemination at the Western Governors' Association meeting.

The accelerated learning options project was the next agenda item, and Commissioner Kunkel asked Blanco to talk about this study, supported by Lumina Foundation for Education. Her presentation covered the project's major activities, as well as some very preliminary results of the policy audit, transcript analysis, and institutional survey. The project examines Advanced Placement (AP), dual/concurrent enrollment, International Baccalaureate, and Tech-Prep programs. She also presented some preliminary policy implications for discussion. Committee members reacted to the implications and made some suggestions.

Following brief comments from Blanco on other activities underway in the Policy Analysis and Research unit, the committee adjourned for the day.

When the committee reconvened on Tuesday morning, Commissioner Kunkel asked Russell Poulin and Pat Shea to update the committee on WCET. Poulin updated the committee on WCET's membership and activities, including the evaluation of eArmyU courses, the EduTools reviews of e-learning software and courses, a benchmarking project with the Observatory for Borderless Higher Education, the "No Significant Difference" website, and WCET consulting projects. Shea discussed the Center for Transforming Student Services, a new service to match institutions with adjunct faculty, and a project to improve electronic student services for students at Montana's institutions.

Commissioner McClure said that the information presented throughout the commission and committee meetings was very helpful, especially the various links to online material. She asked if there was a single place on the WICHE website where anyone could go to get the online information mentioned during the meeting and easy access to other resources. Staff said not to their knowledge but they would look into the possibility of developing such a site.

Before the Issue Analysis and Research Committee adjourned to join the Programs and Services Committee, Blanco introduced staff from the Policy Analysis and Research unit and a guest. For the remainder of the Tuesday morning meeting, the Issue Analysis and Research Committee met in joint session with the Programs and Services Committee for a presentation and discussion of the Master Property Program.

WICHE FY 2007 Workplan: Priority Themes & Activities

Existing Activities (GF=general fund)

Finance	Access & Success	Innovation & Info-technology	Workforce	Accountability
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the NorthWest Academic Forum's regional initiatives (NWAf)	Escalating Engagement (Ford)	Regional benchmarks (GF)
Multiyear policy projects on higher education and financial aid (Lumina Foundation)	State Scholars Initiative (OVAE)	NEON, the Northwest Educational Outreach Network (FPSE) and Internet Course Exchange (ICE)	Developing Student Exchange Program responses to critical workforce shortages	Electronic Regional Facebook: Policy Indicators for Higher Education (GF)
Performance measurement improvement in the Western States public mental health programs	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)	Developing best practices in online student services and audits of institutions' online student services via CENTSS, the Center for Transforming Student Services (WCET)	Mental health student exchange	Policy Insights on a range of higher education issues (GF)
Property insurance and risk consortium (self-funding)	Escalating Engagement (Ford)	EduTools work to provide comparisons of electronic learning software (WCET)	Workforce Briefs (GF)	Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
Legislative Advisory Committee	Multistate policy forum (Lumina)	Building regional participation in the American TelEd Communications Alliance (self-funding)	Rural mental health training initiatives	Electronic alerts and clearinghouse (GF)
Workshop for legislative staff (Lumina)	Multiyear policy projects on higher education finance and financial aid (Lumina Foundation)	EduTools online course evaluation project	State technical assistance with South Dakota and Hawaii (Ford)	SPIDO (GF)
Technical assistance workshop (Lumina)	High school graduates projections by state, race/ethnicity, and income			
	Children's mental health improvement projects in Wyoming and South Dakota			
	Accelerated learning options national forum (Lumina)			
	Multistate forum on 1st dollar for access (Ford)			

**New Directions
(proposals have been approved by the commission)**

Finance

Residency policies

Access

PSEP revitalization

Methodological review of Projections of High School Graduates (Spencer)

Student mobility

Portable financial aid

Innovation & Info-technology

Quality measures in e-learning (WCET)

Good practice for the creation and use of open educational resources material (WCET)

EduTools sustainability model (WCET)

Acquiring a regional learning center for SHEPC

Workforce

Expanding professional advisory councils (health professions)

Regional social work consortium (seeking funding)

Development of an R-34 research proposal focused on evidence-based practice in rural mental health with the University of New Mexico Health Sciences Center

Accountability

Collaboration with NCHEMS, SHEEO and WICHE on database maintenance and exchanges

**On the Horizon
(proposals not yet submitted to the commission or past proposals that are being recast)**

Finance

WICHE service repayment program

Productivity as a strategy to address cost and affordability concerns

Access

New traditional students

Assisting states and institutions in planning for new types of students (WCET)

Projecting financial aid program funding to increase access for low-income students

Innovation & Info-technology

Expansion of NEON and ICE

Development of portal technologies (i.e., WUE and WRGP databases)

Facilitating Internet II connectivity throughout the West

Workforce

WICHE licensure and credentialing service

Recruiting leaders for Western higher education

Assisting states in identifying academic program development needs

Health and allied health workforce development and policy

Accountability

Follow-up initiatives responding to the National Center on Public Policy and Higher Education's report cards and The National Commission on Higher Education's Report

Assistance to regional accrediting community in assessing online education (WCET)

INFORMATION ITEM

Project on Productivity in Higher Education

Summary

Staff is considering submitting a proposal to a foundation for a multiyear project concerning productivity in higher education as a strategy to remedy some college cost and affordability issues. The goal of the project would be to assist states and policymakers in making college more affordable by addressing productivity issues and thus increasing access and success for economically disadvantaged students. A study of this nature is consistent with our issue areas of access and success and financing.

Background

The increasing cost of higher education and the associated concerns with affordability and access for economically disadvantaged and traditionally underserved students have generated much public debate. Accompanying this national conversation is widespread interest in strategies to stabilize – or possibly reduce – costs and increase productivity in order to protect access to college, particularly for disenfranchised populations.

“No issue is more important than the matter of affordability in keeping open the doors of college opportunity, particularly for students from low-income groups. Over the past several years, dramatic increases in college costs have raised the issue’s importance even further.” This quote from Lumina Foundation for Education for its initiative *College Costs: Making Opportunity Affordable* succinctly underscores the primacy of cost, affordability, and access issues in American higher education. The project proposed by the Policy Analysis and Research unit would address these issues from the perspective of productivity.

The proposed project would have at least three major objectives:

- 1) To assist states and their institutions in exploring and implementing measures that improve college affordability and access and success by increasing productivity.
- 2) To assist policymakers and policy shapers nationally in learning how a range of productivity strategies might make college more affordable for economically disadvantaged students.
- 3) To expand the policy and research literature with new studies and white papers on topics related to affordability, productivity, and increased access.

Through multiple activities such as state technical assistance, commissioned papers, focus groups, town meetings, leadership institutes for policymakers and policy shapers, and a national forum, the project would strive to help a number of states develop action plans and begin implementing productivity strategies to improve college affordability for disadvantaged students.

For purposes of the project, productivity would be interpreted in terms of state and institutional policies and practices. For example, in the initial phase staff and consultants would work closely with state and institutional officials to identify policies that promote or inhibit greater productivity to increase access and success. In the second phase, new approaches would be examined in order to design an action plan for change and formulate an assessment of progress. In the final implementation phase, the state and its institutions would apply the new change strategies and evaluate performance in terms of effects on productivity, cost, affordability, access, and success. Ten to 12 states would receive technical assistance, and most states would benefit from other activities, such as the national forum and publications.

Next Steps

Staff will explore funding opportunities to support a national project on productivity. Upon initial approval from the Issue Analysis and Research Committee, staff will develop a more complete project design and return to the commission with an action item to move forward on a formal proposal.



The OBSERVATORY
on borderless higher education

wet

The Cooperative advancing the effective
use of technology in higher education

INTERNATIONAL BENCHMARKING



**Good Practices in Integrating ICT
and On-line Learning Operations**

SUMMARY

This summary highlights the lessons of the first International Benchmarking Programme jointly sponsored by the Observatory on Borderless Higher Education¹ and the WCET². The purpose of the programme was to examine current institutional practice of strategic development and implementation of policies and practices in the campus-wide integration of information and communication technologies and on-line learning with a view to identifying institutional good practice.

Both the sponsoring organisations believe that it is important to share experiences with the subscribing institutions of the OBHE and WCET. The considerable value gained through actively participating in the whole of the benchmarking process is drawn from undertaking the institutional self-review process and participating in the workshop and cannot be fully appreciated in this distillation. However, we believe that it will provide a very useful point of departure for institutions to begin to reflect on their current practice and to implement change. (A full report on the workshop is available.)

There are two key elements to the overall programme: an institutional review followed by a workshop. In the first instance, institutions are given an institutional self-review document which was developed by the OBHE/WCET Facilitation Team. The document set out a series of questions under identified themes which participating institutions worked through; they then submitted an institutional report. The institutional self-review documents were submitted for analysis by the Facilitation Team. Draft statements of good practice were drawn from the submissions as well as brief overview reports which illustrated different aspects of institutional practice in each of the key areas. Participating institutions then came together for a two-day workshop in Vancouver, Canada to share experiences and to refine the statements of good practice. Thereafter, participants were able to make further comment on the statements via the Project website.

Participating institutions reflected a cross-section of the higher education sector including large research intensive institutions and smaller liberal arts universities. This diversity is regarded as a strength of the programme as good management practice is transferable across all types of institutions. Having said this, there are clearly some limitations and caveats that should be acknowledged when utilising the statements of good practice.

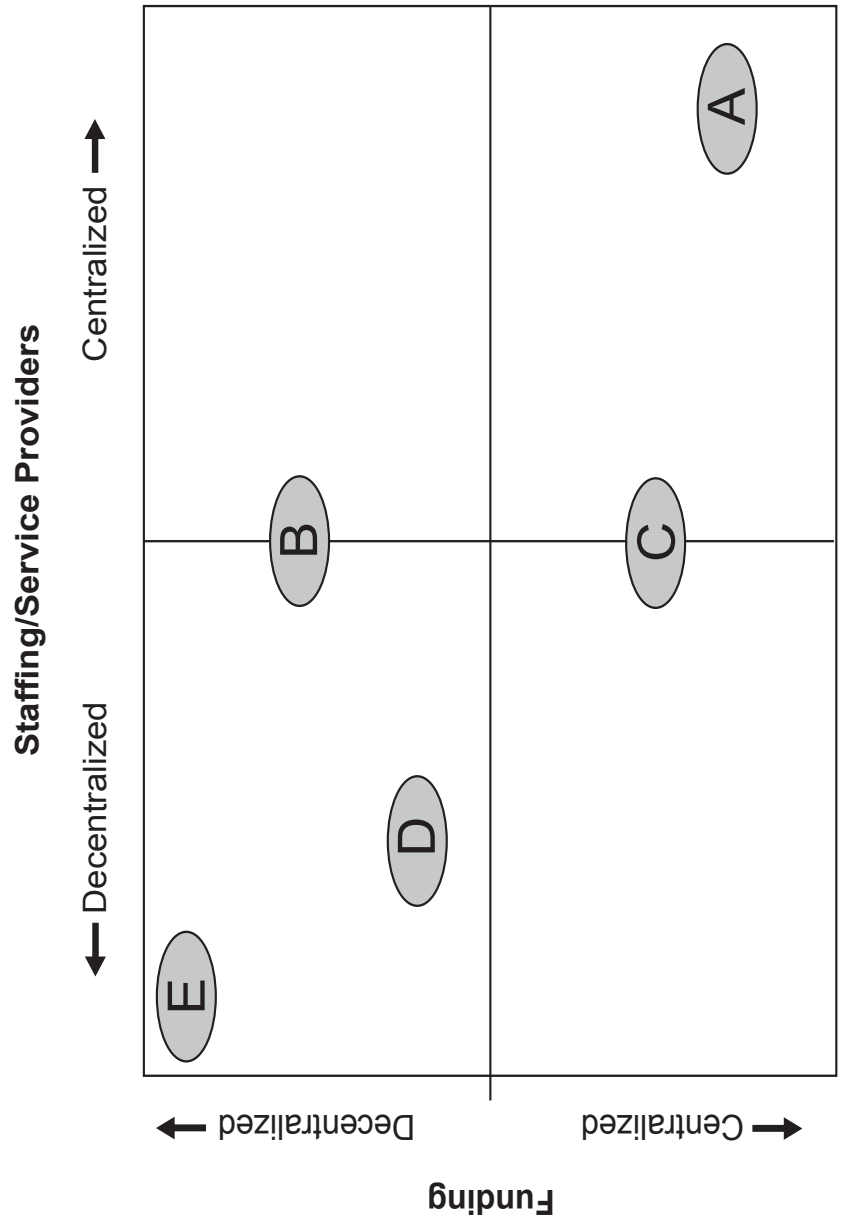
These statements are not meant to be exhaustive. Rather, they are indicative of how universities' management processes might respond to the various elements of strategy, implementation and dissemination. The statements are a reflection of the institutions that participated – thus, some statements suggest certain assumptions about organisational structures (e.g. Heads of e-learning or whether functions are centralized or decentralized). Such statements should not be considered as placing a particular value on any one institutional model; instead, they should be seen as one possible approach to a particular practice set in a particular organisational context. The differing contexts may also lead to some level of inconsistency across the statements put forward. It must be recognised that institutions may be at different stages in development and evolution and therefore good practice in one institution may be less appropriate in another. Each institutional leader will need to make a judgement as to the appropriateness and utility of the statement to their organisation.

¹ The Observatory on Borderless Higher Education is an international strategic information service headquartered in London, England. It is a joint initiative of the Association of Commonwealth Universities and Universities UK. (www.obhe.ac.uk)

² WCET is a membership organization headquartered in Boulder, Colorado. It is a self-supporting affiliate of the Western Interstate Commission for Higher Education. (www.wcet.info)

The issue of decentralisation versus centralisation in the context of e-learning operations is a critical issue for consideration when considering the statements of good practice which follow. Various models for funding and services were outlined in the course of the benchmarking process. These included a centralised structure and funding model, a central funding and more decentralised services model and a centralised funding and decentralised services structure etc. By way of illustration, the chart below indicates the level of centralisation for four of the institutions included in the benchmarking project and one outlier from outside the project, as an example.

Centralisation vs. Decentralisation of e-Learning Operations



The chart depicts an institution's placement regarding e-learning operations. The two axes are:

Funding

- o A completely centralised institution would have all of its funding for e-learning operations derive from the government or the central administration of the institution.
- o A completely decentralised institution would have all of its funding for e-learning operations derive from charging for its services.
- o Most e-learning operations have a combination of some central support funds and having to earn some funding on its own.

Staffing/Service Providers

- o A completely centralised institution would employ staff to provide all of the e-learning services.
- o A completely decentralised institution would have no centralised staff and it would be the responsibility of each academic unit to provide all of the e-learning services.
- o Most e-learning operations have a combination of some central support staff and some "service providers".

Institution A receives most of its funding centrally and has a centralised staff to provide e-learning operations support. This is a common model in small institutions where the economies of scale lead to a more centralised approach.

Institutions B and C use a combination of central and decentralised staffing. Institution C derives most of its funding from a central source, but some of the funds are "pass through" funds that support e-learning support staff that are located in the academic units. Institution B uses the "service agreement" model where there is some central funding to support base administrative functions of the e-learning operations, but most of the funding is derived from contracting with the academic units on a "fee for service" basis.

Institution D has a variety of providers of e-learning service providers. Some academic units have their own operations and others use a central unit. Very little of the funding is centrally provided. Some economies of scale are lost as the different providers of e-learning services offer some services that are shared at most institutions, but compete with each other at this institution.

Institution E is the University of California, Los Angeles, which was not part of the benchmarking study. This model was included as a radical new attempt to have all funding and services (other than a few centralised staff) completely devolved out to academic units. The central unit provides a few "economy of scale" services, such as joint purchasing.

This illustration has been provided by way of contextualization of the different institutional approaches taken by participating universities. It therefore provides an important background for reading the Statement of Good Practice.

Summary of Good Practices from 2005 International Benchmarking Project

<p>IT and e-learning Strategy Development</p>	<ol style="list-style-type: none"> 1. The entire institutional community is involved in IT planning and chief IT staff members are engaged with institutional strategic planning processes. 2. Planners integrate, prioritize, and apply IT wisely to all activities on campus as a way to improve the business of the institution (ranging from administrative processes to the teaching, research and learning processes of the institution.) 3. The IT strategy is reviewed regularly for consistency with university goals. An IT strategic plan is considered a “living document” with regularly scheduled reviews and revisions. 4. IT planners are intimately involved in the e-learning strategic planning process for all aspects of the campus (regardless of whether e-learning is centralized or departmentalized). The e-learning strategies come from the institution’s goals to ensure campus wide acceptance and support. 5. IT plans include appropriate elimination of obsolete equipment and services. 6. IT planners use a consistent methodology across campus units/departments to assess the full costs of specific IT choices. This allows for comparisons across campus units/departments. 7. IT planners are sensitive to how IT implementation may change people’s jobs and communicate that effectively. 8. Security plans include procedures to safeguard data and equipment, improper use of university resources, legal issues for students and faculty members. 9. The monitoring of IT strategic development and implementation is not to be solely in the hands of the chief information officer, but includes academic and administrative staff leaders. 10. Institutions support a single Course Management System to save money, allow for better internal support for faculty and students, and integration with administrative systems. 11. Where appropriate and within well-defined and articulated institutional plans, IT and e-learning planners
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incorporate available consortia, partners, or communities to take full advantage of their resources to leverage programmatic, technical and administrative services and systems.	
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<p>IT Operations Management</p> <ol style="list-style-type: none"> 1. IT management structure reflects the complexity of the institution; <ol style="list-style-type: none"> a) Whatever is decentralized still enjoys coordination, communication & support with the central IT shop – perhaps using a “federated” model. b) IT is governed in compliance with existing structures, including campus advisory committees and trustee engagement. 2. The head of IT serves in the CEO’s cabinet and may report directly to the CEO. In any case, both the CAO and CFO are actively engaged with IT issues and IT has a strong champion at the highest levels. 3. Library IT support and management is organizationally integrated with IT support & management. 4. Online information systems provide answers to common problems and questions, but students, faculty and nonacademic staff also have access to human support as needed. 5. A single Help Desk organization supports all IT customers using best practices in customer support. 6. A portal provides convenient personalized access to all online campus services through a single sign-on process. 7. Innovative practices from anywhere are shared throughout the institution. 8. The institution has the capacity to develop and implement IT policies as needed. 9. IT partners with and supports innovators and innovation as a recognized aspect of organizational mission. 10. Service standards are set and measured for IT services provided. 11. Project management methodologies are embraced and applied appropriately. 12. Equipment is fully & cost-effectively maintained through its entire useful lifecycle, but no longer. 13. The organization understands modern security practices and balances the security/service tension 	
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	<p>appropriately.</p> <p>14. Users understand the security environment including their responsibilities and its impact on them.</p> <p>15. The e-learning infrastructure provides hardware and software resources that are redundant, highly reliable and recoverable should a disaster strike.</p>
<p>E-learning Operations Management</p>	<ol style="list-style-type: none"> 1. The role of e-learning in supporting the institution's mission is included in key strategic documents. The expected goals and outcomes of technology use (i.e., increase access, increase quality, control costs) are clearly stated and understood. 2. E-learning clearly communicates how it supports the institution's mission and serves institutional stakeholders. 3. E-learning is one of the responsibilities of the chief academic officer. It is not a technical issue. 4. As appropriate to meet institutional goals and outcomes, e-learning is integrated into the instructional fabric of the university. 5. The head of e-learning has input to the key academic decision-making processes in the institution. 6. The e-learning management and support structure reflects the complexity of the institution and the institution's maturity in implementing e-learning. 7. Decentralized e-learning support units coordinate and cooperate with the centralized e-learning unit. 8. Central support units and academic unit personnel meet on a yearly basis to create an agreement of what e-learning services will be provided by that centralized support unit. 9. E-learning planning is addressed by a committee that has representation from appropriate academic and administrative units from throughout the institution. 10. While e-learning support may be dispersed, there is a central strategic plan for e-Learning and central oversight that the academic units are in line with the strategic plan. 11. The institution has a publicly-available set of policies regarding teaching and learning via e-learning

	<p>technologies.</p> <p>12. Promotion and tenure policies are supportive of faculty teaching with and experimenting with e-learning technologies.</p> <p>13. The institution has a policy regarding intellectual property rights.</p> <p>14. Standards are set for e-learning systems that will be supported by the campus. If other systems are allowed, they are not supported.</p> <p>15. National and international standards for e-learning technologies, software, and learning objects are monitored and implemented, as appropriate.</p> <p>16. The institution has a supportive environment for faculty to learn about e-learning technologies and to experiment in teaching with those technologies.</p> <p>17. Faculty and administrators examine how changing faculty roles may better enable them to meet their institution's mission and goals. E-learning technologies are not just add-ons, but are integrated into the instructional strategy.</p> <p>18. Faculty new to teaching via e-learning are required to participate in faculty development on how to use these tools. They learn how to teach via e-learning through activities that make use of the e-learning tools that they will use.</p> <p>19. Students have access to comparable student support services, regardless of location.</p>
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<p>Resources for IT Infrastructure</p>	<p>1. Resources are allocated for major IT projects only after review through established and well-understood institution-wide processes.</p> <p>a) The institution is capable of understanding its full costs</p> <p>b) The institution is capable of understanding return and/or value on investment relative to stated institutional visions and plans</p> <p>2. Decentralized initiatives are reviewed before substantial decentralized resources are committed</p>
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	<ol style="list-style-type: none"> 3. The institution applies lifecycle funding models for all components of the IT infrastructure, with appropriate lifecycles established for desktops, laptops, printers, software, network equipment, and servers; IT is part of the operating budget of the institution. 4. Standards are set for software and hardware systems throughout the campus to allow for cost savings in support and licensing; these standards are reviewed regularly 5. The institution understands chargeback mechanisms and applies them appropriately. 6. The institution understands Service Level Agreements (SLA's) and applies them appropriately. 7. Resources are fungible between personnel and other expenses. 8. The institution understands outsourcing and when to use it.
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<p>Staff Development Training</p>	<ol style="list-style-type: none"> 1. Training funds are a priority in the budgeting process. 2. The outcomes of all training programs are adequately assessed. 3. There is a consistency of approach to IT training campus-wide (regardless of reporting lines). 4. New staff members are proactively inducted into training opportunities. 5. When IT strategic planning is likely to change people's jobs, they are involved in the training design process 6. Incentives for using IT in teaching and research are built into regular promotion and tenure processes. 7. Awards for excellence will advertise full campus commitment for innovative use of IT in teaching. 8. Demonstrated proficiency is required before using new tools in teaching (driver's license approach). 9. New faculty members hired with expectation that they will be innovative in their use of technology in teaching. 10. Incentives (positive and/or negative) used to encourage faculty to share instructional resources
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	<ol style="list-style-type: none">11. To help fill the pipeline for future teachers and leaders, institutions encourage graduate student learning in information technology and e-learning.12. Students are provided training and support consistent with required information literacy, legal issues, and computing skills.13. Access to IT training is available to on- and off-campus students.14. Training materials and opportunities are available to fit staff and student schedules and can be delivered through alternative modalities allowing for just-in-time training.15. Administrative, IT, and executive support staff training materials include project management, financial, and statistical packages.16. Training material selection and/or development include input from experienced trainers and users.
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<p>Communication and Feed-back</p>	<ol style="list-style-type: none">1. Collect feedback from IT and e-learning users on a planned schedule and utilizes the feedback to improve services.2. Have a process to collect and act upon complaints and suggestions from IT and e-learning users.3. Actively use the data collected (survey results, suggestions, help desk requests, down time, faculty requests, etc.) to inform decisions.4. Plan to manage user expectations, including developing ways to handle user feedback on issues that can not be immediately resolved.5. Communicate your past performance, current plans, and future goals to your user audience.6. Inform your audience on back-up plans when the technology inevitably fails.7. Periodically benchmark IT and e-learning services against those of other institutions, including participating in benchmarking collaborations.
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	<ul style="list-style-type: none">8. Periodically benchmark IT and e-learning services against similar services in other industries.9. Have a defined process and set of measures to examine the effectiveness of IT and e-learning services in meeting user needs.10. Have a defined process and set of measures to examine the “value for the money” of IT and e-learning services.11. Actively seek opportunities to join collaborative partnerships (both internal and external) to improve the IT and e-learning services (both in effectiveness and “value for the money”) it provides to its users.
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For further information on how your institution can be involved in the OBHE/WCET Benchmarking Programme contact:

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INFORMATION ITEM

Policy Analysis and Research

Unit Update

May 2006

Financing

Changing Direction: Integrating Higher Education Financial Aid and Financing Policy (Phase 2) ~ A grant from Lumina Foundation for Education supports this project, which ends in August 2006. Phase 1 activities occurred between November 2001 and August 2003; *Changing Direction* moved into Phase 2 in September 2003, with additional funding of \$1 million over three years to support the expansion and broadening of the scope of this project. New areas under this grant include financing and retention issues. Project activities include offering technical assistance to 14 states on integrating financial aid, tuition, and appropriations policies; convening multistate policy forums; cosponsoring leadership institutes for legislators, governors' education policy advisors, regents, and legislative staff; updating and expanding our SPIDO (State Policy Inventory Database Online) and commissioning research and policy papers.

Residency Policies ~ Pending external funding, a new finance project will begin in FY 2007 to look at residency policies. Residency requirements for higher education are gatekeepers for access in that they provide protection through lower tuition rates for in-state students. They also align the contributions that taxpayers implicitly provide for higher education with the benefits they receive as "residents." Finally, these requirements are important finance strategies through their high value as potential revenue generators. The project will examine how state residency requirements interact with other state and institutional policies, particularly those concerning admissions, financial aid, and financing, to promote or inhibit access to and success in postsecondary education for underserved populations.

Legislative Advisory Committee ~ To ensure that we engage state legislators in a variety of ways, WICHE created a Legislative Advisory Committee in 1995 composed of two legislators from each of the 15 WICHE states. The purpose of the committee is to inform the WICHE Commission's Executive Committee and staff about significant legislative issues which pertain to higher education and related state issues; to provide input on WICHE initiatives; and to advise staff on program and participant considerations related to WICHE's regional or subregional educational policy workshops. In recent years, the committee has met in conjunction with the annual meeting of the National Conference of State Legislatures (NCSL) or the Council of State Governments - West.

Access and Success

Pathways to College Network ~ *Pathways* is an alliance of major foundations, nonprofit organizations, educational institutions, and the U.S. Department of Education to improve college access and success for large numbers of underserved youth. WICHE has been the lead organization in developing and implementing the public policy and financial aid components of *Pathways*. As a lead partner, WICHE participated in the national release of *A Shared Agenda*, the alliance's call to action for creation of an education system in the U.S. that encourages all young people to prepare for college. WICHE also expanded SPIDO, its free, online policy inventory database, with policies from the 50 states related to: tuition and fees; teacher quality; financial aid; articulation and alignment; early outreach programs; remediation; data and accountability; and equity. A new domain on accelerated learning options was added this year.

Accelerated Learning Options: A Study of State and Institutional Policies and Practices ~ Findings from this project will help guide policymakers and institutional leaders in K-12 and higher education on how to best channel limited resources for students. The study will assist them in designing policies and practices that will more effectively broaden the opportunity for underrepresented students to participate in accelerated learning – Advanced Placement, dual/concurrent enrollment, the International Baccalaureate diploma, and Tech-Prep – in order to enhance their chances for access and success. Major project activities include: a national policy inventory; a survey of institutional policies among public 2- and 4-year and private institutions; a transcript analysis; and student focus groups. The project's final report, *Accelerated Learning Options: Moving the Needle on Access and Success*, will be released in May 2006.

National Policy Forum on Accelerated Learning ~ In conjunction with the release of our report, *Moving the Needle on Access and Success*, WICHE will convene a national policy forum in partnership with Jobs for the Future. The forum, "Accelerated Learning: Shaping Public Policy to Serve Underrepresented Youth," will be held in Atlanta, GA, on June 8-9, 2006. The conference will examine policy issues, research, and practices related to accelerated learning and increasing access for low-income youth, quality of accelerated learning courses, and the financing of these programs.

Escalating Engagement: State Policy to Protect Access to Higher Education ~ A new grant from the Ford Foundation allows WICHE to expand and accelerate the work we have started both in terms of access as a key issue area and the involvement of policymakers. Major activities include policy forums, state technical assistance, roundtables, and commissioned papers.

Portable Aid and Access and Choice Decisions among Low-income Students ~ Contingent upon external funding, this project will examine how financial aid programs with awards that are portable across state lines impact student access to higher education and choice of institution and whether these programs influence students of varying income levels and race/ethnicity differently. Building on a study of WICHE's Western Undergraduate Exchange, this study will include two state portable aid programs in Rhode Island and the regional exchange program at the New England Board of Higher Education.

Other Publications ~ Ongoing work that informs the access conversation in the West includes our projections of high school graduates, *Knocking at the College Door*, regional fact book, an annual report on tuition and fees, our Policy Alerts and Stat Alerts e-mail notices, *Benchmarks*, our short report series titled *Policy Insights*, and an informational bulletin titled *Exchanges*.

Workforce

Escalating Engagement: State Policy to Protect Access to Higher Education is a new project funded by the Ford Foundation to expand and accelerate our efforts related to workforce issues. Workforce activities will include policy forums, state technical assistance, roundtables, and commissioned papers. Hawaii and South Dakota were selected for technical assistance in 2006 to examine how higher education can better support state economic development and workforce needs. *Escalating Engagement* will also assist the North Dakota State Board of Higher Education in working with members of the Roundtable on Higher Education and other state decision makers in creating new strategies that more closely link postsecondary education to near-term and future economic and workforce development goals of the state.

Monday, May 22, 2006

5.00 - 8.45 pm

Heritage Center

5.00 - 5.15 pm

Bus departs hotel from main lobby entrance and arrives at the Heritage Center

5.15 - 8.30 pm

Reception/dinner at the Heritage Center

8.30 - 8.45 pm

Bus departs the Heritage Center and arrives at hotel

Reception and Dinner at the North Dakota Heritage Center

Transportation to the reception and dinner will depart from outside the main hotel lobby entrance. Please immediately board the bus upon your arrival at the hotel lobby at 5:00 p.m.

Our hosts, North Dakota's WICHE commissioners – Dave Nething (WICHE's chair), Richard Kunkel, and Robert Potts – have arranged for us to spend the evening at the North Dakota Heritage Center (see below), where you experience a unique menu with offerings only available from the great plains of North Dakota. Special thanks to Terry Meyer, assistant to Robert Potts, for the time and energy she devoted to preparing for this special evening for the benefit of the WICHE commissioners, WICHE staff, and guests.

The North Dakota Heritage Center

North Dakota's uncommon history is on display at the North Dakota Heritage Center, home to the collections of the State Historical Society of North Dakota. The center's many exhibits tell the story of life on the Northern plains: a story that includes the conflicts between Native Americans and Anglo-Americans for control of a vast prairie empire; the struggles and successes of homesteaders and pioneers; and the economic boom of the early 20th century and disillusioning bust of the 1930s. Visitors can crank a Model-T, listen to music from different eras, take a look at North Dakota "way back when" through films from 1916 to 1921, or learn more about the buffalo that once ruled the prairies.

The North Dakota Heritage Center boasts numerous resources, including the State Archives, a large collection of books, newspapers, maps, manuscripts, photographs, and more. There are also special collections dedicated to archeology, historic preservation, and artifact collections. Lastly, the Heritage Center Museum Store features original handcrafted items, a wide selection of books and videos about North Dakota history, and many items related to Heritage Center exhibits and programs.

Tuesday, May 23, 2006

9.00 - 9.45 am
Rembrandt Room

Policy Discussion: Federal Policy – The Impact of Federal Higher Education Actions on State Policy

Speaker:

David Longanecker, WICHE Executive Director

As the current round of reauthorization of the Higher Education Act (HEA) comes to a close, there is again a buzz about the impact that the changes evolving from reauthorization will have on states and state policy. State policymakers, if they think about federal policy, often think of Pell Grant and student loan programs and federal research funding – but federal policy impacts state higher education policy in a number of other important ways. This session will address several aspects of federal policy of which state policymakers should be aware.

While the Pell Grant and student loan programs have become central policies for advancing access to higher education in the U.S., they are not the only aspects of the Higher Education Act that significantly impact states. For example, the GEAR-UP program, authorized in the last reauthorization of the HEA in 1998, has transformed the linkage between secondary and postsecondary education, placing heightened attention on the need to better prepare students, particularly at-risk students, for success beyond high school.

While most of the changes in the current reauthorization are essentially incremental in nature, some could have a profound impact on state higher education policy. For example, the change in the federal definition of what constitutes “an institution of higher education” (IHE) includes many proprietary for-profit institutions. While this will have little impact on eligibility for federal student aid (because these institutions already appreciate the benefits of participation in federal programs), it will radically expand access to aid in many states. Many states use the federal definition of an IHE as the criteria for state aid eligibility, so states that have not included these institutions in the past may now do so. Furthermore, this change will make a much larger universe of institutions eligible for federal non–student aid programs, such as TRIO and Title III. Traditional public and private colleges that currently participate in those programs will have to compete with a much larger set of institutions for what is likely to be about the same overall amount of funds, which will probably diminish the overall level of federal support that they receive.

Beyond HEA, there are other, equally important policies of which state policymakers should be aware. Just as in the states, much “policy” is imbedded in the federal appropriations and budget processes. Pell Grants, for instance, are “authorized” to increase every year, but “appropriations” levels have kept them at the same \$4,050 maximum level for the past five years. And the Budget Reconciliation Act for FY 2006, passed recently, achieved more than \$12 billion in savings over the next five years through reductions in lender subsidies and student benefits in the federal student loan programs. Particularly important

to WICHE and its member states, this same act included a new enhancement to the Pell Grant program: academic competitive grants and smart grants that will provide in the neighborhood of a billion dollars.

Increasingly, federal tax policy has also become an important area for state policymakers to follow. Many states have yet to recognize the significant increase in benefits appreciated by their residents from the HOPE tuition tax credits and deductions adopted in 1997. Today, these tax benefits provide nearly \$8 billion in benefits to middle-income students throughout the country, yet in some states many students receive no benefit from these federal benefits because either state tuition policy or financial aid policy makes them ineligible for the benefits. Indeed, states leave billions of federal resources on the table each year, money that could benefit their citizens or the state coffers.

Topping this all off, Secretary of Education Margaret Spellings has convened a National Commission on Higher Education and the Economy, which will conclude its work this summer or early fall and will like suggest significant ways in which higher education should approach its service to the nation in the future and how the nation should hold higher education accountable for doing so.

This session will address how these various federal (and national) policy areas and activities come together to impact state policy.

Biographical Information on the Speaker

See bio in tab 3.

Tuesday, May 23, 2006

10.00 - 11.30 am
Rembrandt Room

Committee of the Whole – Business Session

Agenda

Reconvene committee: David Nething, chair

Report of the Disaster Recovery Planning Committee

Report and recommended action from the Executive Committee,
Cam Preus-Braly, WICHE vice chair (tab 1)

Report and recommended action from the Programs and
Services Committee, Carl Shaff, committee chair (tab 7)



Approval of FY 2007 workplan sections
pertaining to the Programs and Services
unit's activities (tab 7)



Support Fees for the Professional Student
Exchange Program (PSEP) for 2007-08
and 2008-09 (tab 7)

Report and recommended action from the Issue Analysis and
Research Committee, Jane Nichols, committee chair (tab 8)



Approval of FY 2007 workplan sections
pertaining to the WCET and Policy Analysis
and Research units' activities (tab 8)

Committee of the Whole Action Items:



Approval of meal reimbursement amounts
for those on WICHE travel status 11-3



Approval of the budget and salary/benefit
recommendations for FY 2007 11-4



Approval of the FY 2008 and FY 2009
biennium state dues 11-9



Approval of the workplan for FY 2007 11-11

Meeting evaluation 11-25

Other business

Adjournment

ACTION ITEM

Proposed Revision to the Meal Reimbursement Policy

WICHE's current policy provides for meal reimbursement up to \$44 per day (\$9 for breakfast, \$12 for lunch and \$23 for dinner). This amount has not been adjusted since July 1, 1996. This policy applies to staff, WICHE commissioners, and others traveling on WICHE business. This amount includes meals, taxes, and tips.

In recognition that meal costs have risen over the last decade, an increase in the meal reimbursement schedule for WICHE is proposed. In addition, it is proposed that future increases in WICHE's meal reimbursement rates be tied to the General Services Administration's (GSAs) average for 30 cities in the WICHE region (WICHE's mileage reimbursement rate is already linked to the federal government's rates). Under this plan, WICHE would use the GSA's average meal reimbursement rates for the state capitals/primary destination cities for each of the WICHE states; WICHE's current maximum meal reimbursement level would increase from \$44 to \$52 per day. Future increases established by the GSA would take effect at the same time that the federal rates are adjusted each year – historically, on October 1.

It is estimated that a meal allowance of \$52 per day (\$11 for breakfast, \$14 for lunch and \$27 for dinner) would increase WICHE's overall meal reimbursement costs by approximately \$12,000 per year. The increased costs would be paid by both general and non-general fund accounts.

Action Requested

Approval of a new policy linking the maximum meal reimbursement rates allowed by WICHE to the rates established each year by the General Services Administration's average for 30 cities within the WICHE region.

ACTION ITEM

Budget and Salary/Benefit Recommendations for FY 2007

Background

The left side of Table 1 provides current estimates of WICHE's general fund income and expenditures for fiscal year 2006, which include actual income and expenditures through March 31, 2006, with estimates for the final four months of FY 2006. The right side of Table 1 provides similar columns for the proposed budget for FY 2007.

General fund income for FY 2006 (column C, line 8) will be higher than budgeted because of higher interest rates (column C, line 4, and footnote d) and significantly higher indirect cost recovery (column C, line 5), primarily as a result of additional funding in the Mental Health Program and the State Scholars Initiative (SSI). By June 30, the full payment of dues from all 15 states is anticipated. Expenditures have been slightly lower than originally budgeted; resulting in an anticipated surplus of \$165,592 (column C, line 23).

Table 1 also contains the proposed general fund budget for FY 2007 (column F), reflecting a proposed budget surplus of \$20,003 (column F, line 23). Estimated income is \$2,210,000 (column F, line 8), which reflects an increase of \$205,000 from the budget approved for FY 2006. Continued full payment of dues from all 15 states is anticipated during FY 2007. Three factors account for the revenue changes from FY 2006: the increase in the dues from \$108,000 to \$112,000 per state (footnote b); projected higher interest income (footnote d); and slightly less indirect cost recovery and miscellaneous income. Proposed expenditures are \$2,189,997 (column F, line 22), which include an additional exempt-level position in the Programs and Services unit.

Tables 2, 3 and 4 provide a new format for summarizing the revenue and expenditures by major groupings of activities within WICHE. The comprehensive organizational summary, which includes all general and non-general fund WICHE accounts, appears on the right side of Table 4.

The proposed budget for FY 2007 on Table 1 also provides for the general fund staff salary and benefit cost increases of \$56,050 (column F, line 18). The proposed salary and benefit recommendations include an increase of 3.5 percent for performance-based salary increases. (Note: WICHE does not give staff across-the-board or cost-of-living increases.) In addition to merit salary increases, this action item includes recommendations for a few equity salary adjustments, one-time bonuses for four to six staff members of .5 percent of total salaries; benefit costs related to the salary increases (i.e., retirement plan, life insurance, workers' compensation, unemployment compensation, and Social Security); and costs not related to the salary increases (i.e., estimated increases in health/dental insurance premiums, Social Security, and workers' compensation). Staff members continue to pay for a significant and increasing portion of their benefits, primarily those associated with increasing health insurance premiums for dependent coverage, copays for health-related items not covered by health insurance, and their share of Social Security.

Based primarily on a review of external salary comparisons, Table 5 reflects the first proposed adjustments to the WICHE salary schedule since July 1, 2002. The proposed increases in the minimums for each salary grade are relatively small, ranging up to 3.5 percent. More notable is the proposed increase in the salary range percentages, from 42 to 45 percent for nonexempt positions and from 45 to 50 percent for exempt positions.

Table 6 details WICHE's facility costs for FY 2006 and FY 2007. The expenditures for FY 2006 are slightly higher than anticipated because of a one-time settlement payment for various tenant finish items associated with the completion of the building.

In summary, the general fund budget proposed for FY 2007 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 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 non-state dollars. The proposed general fund budget will support overall net operating expenses of approximately \$5.9 million in FY 2007.

Action Requested

Approval of the FY 2007 general fund budget as detailed on Table 1 (column F), which includes the FY 2007 salary and benefit recommendations and the salary schedule adjustments detailed on Table 5.

Table 1

WICHE General Fund Budget Estimate for FY 2006 and Proposed Budget for FY 2007 Revenue & Expenditures

		\$108,000 --- Dues per State ---				\$112,000				
A	B C D E				F G H I J					
		FY 2006				FY 2007				
				Estimate Better or (Worse) than Budget		Comparing FY 2006 to FY 2007				
		FY 2006 Budget	FY 2006 Estimate			FY 2007 Budget	Better or (Worse) than FY 2006 Budget		Better or (Worse) than FY 2006 Estimate	
		(a)		\$	%	\$	%	\$	%	
1	Revenue:									
2	Member dues	(b) 1,620,000	1,620,000	0	0.0%	(b) 1,680,000	60,000	3.7%	60,000	3.7%
3	Delinquent dues	(c) 0	0	0	na	(c) 0	0	na	0	na
4	Interest	(d) 143,000	201,000	58,000	40.6%	(d) 234,000	91,000	63.6%	33,000	16.4%
5	Indirect cost recovery	200,000	274,000	74,000	37.0%	271,000	71,000	35.5%	(3,000)	-1.1%
6	Miscellaneous income	42,000	38,000	(4,000)	-9.5%	25,000	(17,000)	-40.5%	(13,000)	-34.2%
7										
8	Total Revenue	2,005,000	2,133,000	128,000	6.4%	2,210,000	205,000	10.2%	77,000	3.6%
9	Expenditures:									
10	SEP - Programs	261,873	266,962	(5,089)	-1.9%	253,085	8,788	3.4%	13,877	5.2%
11	Policy Analysis & Research	277,334	269,014	8,320	3.0%	278,666	(1,332)	-0.5%	(9,652)	-3.6%
12	Communications & Public Affairs	238,149	216,875	21,274	8.9%	330,636	(92,487)	-38.8%	(113,761)	-52.5%
13	Commission Meeting Expense	110,100	98,958	11,142	10.1%	113,886	(3,786)	-3.4%	(14,928)	-15.1%
14	Executive Director's Office	389,010	382,433	6,577	1.7%	403,090	(14,080)	-3.6%	(20,657)	-5.4%
15	Administrative Services	446,002	436,313	9,689	2.2%	448,977	(2,975)	-0.7%	(12,664)	-2.9%
16	Miscellaneous Expenses	(e) 225,011	213,975	11,036	4.9%	(e) 213,381	11,630	5.2%	594	0.3%
17	Indirect Cost Sharing Expenses	45,550	62,878	(17,328)	-38.0%	74,526	(28,976)	-63.6%	(11,648)	-18.5%
18	Staff Salaries & Benefits Cost Increases for FY 2007					(f) 56,050	na	na	na	na
19	Staff Turnover/Vacancy Estimate	(10,930)	0	0	0.0%	(12,100)	1,170	-10.7%	na	na
20	GF Portion of Meal Reimbursement Increase (if approved)					4,800	na	na	na	na
21	Program Development Fund	20,000	20,000	0	0.0%	25,000	(5,000)	-25.0%	(5,000)	-25.0%
22	Total Expenditures	2,002,099	1,967,408	34,691	1.7%	2,189,997	(187,898)	-9.4%	(222,589)	-11.3%
23	Surplus (Deficit) for the Fiscal Year	2,901	165,592			20,003				
24	Better or (Worse) than Budget or Estimate			162,691	8.1%	17,102	590%	(145,589)	-87.9%	
25	Reserves:									
26	Beginning of the Fiscal Year:									
27	Minimum Reserve	(g) 240,252	240,252	0	0.0%	(g) 262,800	22,548	9.4%	22,548	9.4%
28	Reserves Available	328,888	328,888	0	0.0%	471,932	143,044	43.5%	143,044	43.5%
29	Total Reserves - Beginning of the Fiscal Year:	569,140	569,140	0	0.0%	734,732	165,592	29.1%	165,592	29.1%
30	Encumbered Reserves During the Fiscal Year:									
31	Surplus (Deficit) Applied to Reserves	2,901	165,592	162,691		20,003	17,102	590%	(145,589)	na
32		0	0	0	na	0	0	na	0	na
33		0	0	0	na	0	0	na	0	na
34	Net Reserve Encumbrances During the Fiscal Year	2,901	165,592	162,691	5608.1%	20,003	17,102		(145,589)	
35	End of the Fiscal Year:									
36	Minimum Reserve	(g) 240,252	240,252	0	0.0%	(g) 262,800	22,548	9.4%	22,548	9.4%
37	Reserves Available	331,789	494,480	162,691	49.0%	491,935	160,146	48.3%	(2,545)	-0.5%
38	Total Reserves - End of the Fiscal Year:	572,041	734,732	162,691	28.4%	754,735	182,694	31.9%	20,003	2.7%
39	Change in Total Reserves - Increase or (Decrease)	2,901	165,592			20,003				
40	Better or (Worse) than Budget or Estimate			162,691	28.4%	17,102	-589.5%	(145,589)	87.9%	
(From the Beginning of the Fiscal Year to the End of the Fiscal Year)										

(a) Budget approved by the commission in May of 2005, adjusted for actual carry over from FY 2005 and actual benefit cost increases by unit.

(b) Dues as approved by the Commission during the meeting in May 2004 for FY 2006 and FY 2007.

(c) Assumes California paying their state dues for both fiscal years.

(d) Ave. daily balance: Actual for FY 2006 is \$5,206,000 at 3.87% ; and budget for FY 2007 is \$5,125,000 at 4.57%.

(e) Includes legal fees, unallocated rent, and other miscellaneous costs not allocated to unit budgets.

(f) Estimate of salary and benefit cost increases for FY 2007. Assumptions 3.5% merit, .5% bonuses, .3% equity adjustments, and associated benefit costs.

(g) The minimum reserve level authorized by the Commission (12% of budgeted expenditures, per May 2000 Commission Meeting).

Mental Health & WCET Budget Summary

Table 2

	Mental Health			WCET		
	FY 2006 Budget	FY 2006 Estimate	FY 2007 Budget	FY 2006 Budget	FY 2006 Estimate	FY 2007 Budget
1 Revenue						
2 Membership Fees	178,500	214,500	214,500	283,080	327,705	300,000
3 Conference Registration Fees	0	0	0	212,400	233,766	207,497
4 Grants & Contracts	812,012	954,592	931,317	294,635	474,722	545,526
5 Indirect Cost Recovery	0	0	0	0	0	0
6 Indirect Cost Sharing	32,050	35,110	41,887	13,500	27,768	32,639
7 Interest	0	0	0	0	1,255	250
8 Misc. Income	18,000	51,461	43,600	129,082	17,580	11,980
9 Total Revenue	1,040,562	1,255,663	1,231,304	932,697	1,082,795	1,097,892
10 Expenditures						
11 Salaries	317,898	372,008	436,792	358,884	359,961	386,505
12 Benefits	116,541	137,827	158,670	123,955	119,491	134,462
13 Consulting & Subcontracts	170,045	151,171	259,057	85,599	176,038	177,100
14 Travel & Meeting Expenses	71,780	124,835	116,671	125,325	206,791	143,456
15 Printing & Photocopying	2,800	1,467	1,824	14,165	15,226	17,060
16 Office Rent	48,969	52,887	68,842	51,830	50,541	56,703
17 Telephone & Postage	14,056	16,417	11,974	14,989	13,632	16,864
18 Information Technology	31,320	34,674	38,770	35,423	31,901	34,004
19 Supplies & Expense	41,067	28,820	28,870	37,442	17,196	34,099
20 Indirect Cost Sharing	0	0	0	0	0	0
21 Indirect Costs	90,504	78,662	94,538	65,334	65,933	75,374
22 Total Expenditures	904,980	998,768	1,216,008	912,946	1,056,710	1,075,627
23 Surplus (Deficit) for the FY	135,582	256,895	15,296	19,751	26,085	22,265

Policy Analysis and Programs & Services Budget Summary

Grants & Contracts

Table 3

	Policy Analysis			Programs and Services ^a		
	FY 2006 Budget	FY 2006 Estimate	FY 2007 Budget	FY 2006 Budget	FY 2006 Estimate	FY 2007 Budget
1 Revenue						
2 Membership Fees	0	0	0	33,000	34,203	34,000
3 Conference Registration Fees	0	0	0	0	0	0
4 Grants & Contracts	826,391	919,445	647,104	98,056	709,139	800,015
5 Indirect Cost Recovery	0	0	0	0	0	0
6 Indirect Cost Sharing	0	0	0	0	0	0
7 Interest	2,000	16,100	500	0	0	0
8 Misc. Income	0	0	0	0	0	-150
9 Total Revenue	828,391	935,545	647,604	131,056	743,342	833,865
10 Expenditures						
11 Salaries	180,656	172,721	148,168	41,745	194,706	277,431
12 Benefits	66,269	59,200	54,984	14,036	77,571	107,179
13 Consulting & Subcontracts	248,850	388,093	132,428	5,200	138,731	30,000
14 Travel & Meeting Expenses	215,857	185,367	202,502	32,632	170,547	232,397
15 Printing & Photocopying	26,256	15,719	21,175	1,890	13,980	10,700
16 Office Rent	20,962	29,288	23,658	7,400	24,426	26,215
17 Telephone & Postage	6,767	6,372	6,260	1,827	7,810	9,197
18 Information Technology	25,126	13,222	12,441	6,083	24,127	29,146
19 Supplies & Expense	1,712	5,123	1,425	581	5,351	16,816
20 Indirect Cost Sharing	0	0	0	0	0	0
21 Indirect Costs	34,772	60,439	38,371	9,390	70,553	81,604
22 Total Expenditures	827,227	935,545	641,412	120,785	727,802	820,684
23 Surplus (Deficit) for the FY	1,165	0	6,192	10,271	15,541	13,181

^a Figures exclude Profession Student Exchange Program (PSEP) fees and payments, and State Scholars Initiative (SSI) scholars revenue and payments.

General Fund & WICHE Total Budget Summary

Table 4

	General Fund			WICHE TOTAL ^a		
	FY 2006 Budget	FY 2006 Estimate	FY 2007 Budget	FY 2006 Budget	FY 2006 Estimate	FY 2007 Budget
1 Revenue						
2 Membership Fees	1,620,000	1,620,000	1,680,000	2,114,580	2,196,408	2,228,500
3 Conference Registration Fees	0	0	0	212,400	233,766	207,497
4 Grants & Contracts	0	0	0	2,031,094	3,057,898	2,923,963
5 Indirect Cost Recovery	200,000	274,000	271,000	200,000	274,000	271,000
6 Indirect Cost Sharing	0	0	0	45,550	62,878	74,526
7 Interest	143,000	201,000	234,000	145,000	218,355	234,750
8 Misc. Income	42,000	38,000	25,000	189,082	107,041	80,430
9 Total Revenue	2,005,000	2,133,000	2,210,000	4,937,706	6,150,346	6,020,666
10 Expenditures						
11 Salaries	840,433	833,209	936,290	1,739,616	1,932,605	2,185,186
12 Benefits	308,049	292,976	340,878	628,850	687,065	796,173
13 Consulting & Subcontracts	78,800	91,113	103,120	588,494	945,146	701,705
14 Travel & Meeting Expenses	217,752	205,140	232,628	663,346	892,679	927,654
15 Printing & Photocopying	24,561	19,215	22,904	69,672	65,608	73,663
16 Office Rent	320,529	299,054	308,987	449,690	456,196	484,405
17 Telephone & Postage	25,521	25,022	26,115	63,160	69,253	70,410
18 Information Technology	98,277	97,356	103,411	196,229	201,280	217,772
19 Supplies & Expense	42,627	41,445	41,138	123,429	97,935	122,348
20 Indirect Cost Sharing	45,550	62,878	74,526	45,550	62,878	74,526
21 Indirect Costs	0	0	0	200,000	275,587	289,887
22 Total Expenditures	2,002,099	1,967,408	2,189,997	4,768,036	5,686,232	5,943,728
23 Surplus (Deficit) for the FY	2,901	165,592	20,003	169,670	464,114	76,937

a Figures exclude Profession Student Exchange Program (PSEP) fees and payments, and State Scholars Initiative (SSI) scholars revenue and payments.

Proposed Salary Schedule for WICHE Beginning July 1, 2006

Table 5

Current Salary Schedule, 7/1/2002 - 6/30/2006						Proposed Salary Schedule Beginning July 1, 2006											
Salary Grade	Minimum	Mid Point	Range Maximum	Range \$ Amt	Range % Amt	Salary Grade	Minimum	Mid Point	Range Maximum	Range \$ Amt	Range % Amt	Amount of Increase in Dollars			Amount of Increase in Percent		
												Minimum	Mid Point	Maximum	Minimum	Mid Point	Maximum
NONEXEMPT						NONEXEMPT											
1	22,250	26,700	31,150	8,900	40.0%	1	22,810	27,942	33,075	10,265	45.0%	560	1,242	1,925	2.5%	4.7%	6.2%
2	24,920	29,904	34,888	9,968	40.0%	2	25,540	31,287	37,033	11,493	45.0%	620	1,383	2,145	2.5%	4.6%	6.1%
3	27,500	33,000	38,500	11,000	40.0%	3	28,190	34,533	40,876	12,686	45.0%	690	1,533	2,376	2.5%	4.6%	6.2%
4	31,500	37,801	44,101	12,601	40.0%	4	31,500	38,588	45,676	14,176	45.0%	na	788	1,575	na	2.1%	3.6%
EXEMPT						EXEMPT											
5	35,080	42,973	50,866	15,786	45.0%	5	35,430	44,288	53,145	17,715	50.0%	350	1,315	2,279	1.0%	3.1%	4.5%
6	38,450	47,102	55,753	17,303	45.0%	6	38,830	48,538	58,245	19,415	50.0%	380	1,436	2,492	1.0%	3.0%	4.5%
7	42,320	51,842	61,364	19,044	45.0%	7	42,740	53,425	64,110	21,370	50.0%	420	1,583	2,746	1.0%	3.1%	4.5%
8	46,430	56,877	67,324	20,894	45.0%	8	46,890	58,613	70,335	23,445	50.0%	460	1,736	3,011	1.0%	3.1%	4.5%
9	51,490	63,076	74,661	23,171	45.0%	9	53,290	66,613	79,935	26,645	50.0%	1,800	3,537	5,274	3.5%	5.6%	7.1%
10	58,000	70,760	83,520	25,520	44.0%	10	60,030	75,038	90,045	30,015	50.0%	2,030	4,278	6,525	3.5%	6.0%	7.8%
11	67,130	81,228	95,325	28,195	42.0%	11	69,480	86,850	104,220	34,740	50.0%	2,350	5,623	8,895	3.5%	6.9%	9.3%
12	76,200	91,440	106,680	30,480	40.0%	12	78,870	98,588	118,305	39,435	50.0%	2,670	7,148	11,625	3.5%	7.8%	10.9%
13	Discretion of Commission					13	Discretion of Commission										

Facilities Cost Summary for FY 2006 & FY 2007 WICHE's Portion of 3035 Center Green Drive, Boulder, CO

Table 6

Category	FY 2006 Budget	FY 2006 Estimate	FY 2007 Budget
1 SHEPC Contributions:			
2 Principal & Interest pymnts.	\$ 125,035	\$ 125,035	\$ 125,035
3 Operating Expenses a	144,500	144,500	152,529
4 Building Maint. Reserve b	28,161	28,161	32,855
5 Settlement Costs c	-	34,800	-
6 <u>Total SHEPC Payments</u> (Lines 2 through 5)	<u>\$ 297,696</u>	<u>\$ 332,496</u>	<u>\$ 310,419</u>
7 CECFA Loan Payments d	103,525	105,126	105,126
8 <u>Sub-Total - Building Base</u> (Lines 6 and 7)	<u>\$ 401,221</u>	<u>\$ 437,622</u>	<u>\$ 415,545</u>
9 Storage Locker (off-site SecurCare)	2,400	2,380	1,860
10 Furniture e	18,350	20,836	29,800
11 Telephones (Learning Center, Conf. Rm., & Kitchen)	1,488	1,400	1,300
12 Property/Liability Insur.	16,147	13,126	16,000
13 Supplies	4,500	4,510	4,700
14 Bottled Water Service	1,920	1,300	1,500
15 Incoming Mailing Services	2,520	2,520	2,621
16 Moving Expenses	1,200	1,292	1,300
17 Misc/Other Items	1,200	1,054	1,200
18 <u>Sub-Total - Other</u> (Lines 9 thru 17)	<u>\$ 49,725</u>	<u>\$ 48,418</u>	<u>\$ 60,281</u>
19 <u>TOTAL EXPENDITURES</u>	<u>\$ 450,946</u>	<u>\$ 486,040</u>	<u>\$ 475,826</u>

a WICHE contribution agreement amount (rent) for SHEPC, which includes:

All utilities (electricity, gas, water, and sewer), building repairs and maintenance, parking, snow removal, trash removal, recycling, landscaping and maintenance (mowing), building security, HVAC, lighting, janitorial cleaning and supplies, and etc.

b Increases from \$1.50 to \$1.75 per square foot from FY 2006 to FY 2007.

c WICHE's portion of negotiated settlement with RS Investments for remaining tenant finish issues.

d Payments for \$800,000 equity loan for WICHE through CECFA, plus bank administrative fees.

e Systems furniture - depreciated over seven years (84 months) and regular office furniture - depreciated over 10 years (120 months).

ACTION ITEM

The FY 2008-2009 Biennium State Dues

The commission establishes dues in May every other year for the coming biennium. Action on the dues for the FY 2008 and FY 2009 is needed at this meeting. The reason the dues are set for two years is because a number of states operate on biennial budgets. In those states, once the budget item is set for the two years, it is difficult to change it in the second year. The establishment of dues at the May 2006 commission meeting is necessary because states begin preparing budgets for the following year or biennium in late summer or early fall.

Dues for FY 2007 have already been established at \$112,000 per member state.

The staff recommendation is to increase the dues by \$4,000 in FY 2008 and \$4,000 in FY 2009. The dues would be as follows:

	Amount	% Increase
FY 2007 Approved	\$112,000	
FY 2008	\$116,000	3.57%
FY 2009	\$120,000	3.45%

The ratio of WICHE's total expenditures to dues was 3.13 to 1 during FY 2005; will be 3.51 to 1 during FY 2006; and is budgeted to be 3.53 to 1 during FY 2007.

Why is a Dues Increase Needed?

The total revenue provided by the dues increases would be \$60,000 in FY 2008 and FY 2009. There would not be any significant change or expansion in programming as a result of this increase. It is needed for the increased cost of doing business. Salaries are increased in order to keep quality staff. Health insurance costs continue to significantly escalate. Facility costs continue to rise because of increases in building operating expenses.

The state dues provide the core support for WICHE. These funds are used for basic WICHE program activities, such as the Student Exchange Program and Policy Analysis and Research, but they also are used to provide an organizational structure that allows WICHE to become involved, as determined by the commission, in numerous activities in regional resource sharing.

In a separate information item, the FY 2007 budget will be reviewed. Staff believes the budget reflects the priorities that have been established by the commission in ongoing discussions over the last several years. As evidenced by the total budget, many of these projects are funded in part by sources other than the state dues. State dues represent 28 percent of WICHE's total revenue for FY 2007.

Dues for the Other Organizations

With the proposed increases for FY 2008 and FY 2009, the WICHE dues would remain below the FY dues for SREB (Southern Regional Education Board) and NEBHE (New England Board of Higher Education). One of the following tables provides a comparison of dues for other organizations. MHEC (Midwestern Higher Education Commission), the newest regional higher education organization, began operating in FY 1991.

Action Requested

Approval of the following WICHE dues schedule for each member state:

FY 2008	\$116,000
FY 2009	\$120,000

WICHE State Dues – Proposal for FY 2008 & FY 2009

Fiscal Year	Member States			TOTAL FY DUES (All States)		
	Dues Amount	Increase Amount	Increase Percent	Sum of All Dues	Increase Amount	Increase Percent
2001 - 2002	99,000			1,485,000		
		4,000	4.04%		60,000	4.04%
2002 - 2003	103,000			1,545,000		
		-	0.00%		-	0.00%
2003 - 2004	103,000			1,545,000		
		2,000	1.94%		30,000	1.94%
2004 - 2005	105,000			1,575,000		
		3,000	2.86%		45,000	2.86%
2005 - 2006	108,000			1,620,000		
		4,000	3.70%		60,000	3.70%
2006 - 2007	112,000			1,680,000		
Proposed increases for WICHE Commission consideration.						
		4,000	3.57%		60,000	3.57%
2007 - 2008	116,000			1,740,000		
		4,000	3.45%		60,000	3.45%
2008 - 2009	\$120,000			\$1,800,000		

Fiscal Year State Dues by Organization

Fiscal Year	WICHE (per state)	SREB ^a (per state)	NEBHE ^b (avg. per state)	MHEC ^c (per state)	CSG ^d (avg. per state)	NCSL ^e (avg. per state)	SHEEO ^f (avg. per state)
2005 - 2006	\$ 108,000	\$ 177,100	\$ 170,833	\$ 90,000	\$ 124,897	\$ 155,236	\$ 9,253
2006 - 2007	112,000	182,400	170,833	90,000	129,143	161,445	tbd
2007 - 2008	116,000 ^p	187,900	tbd	90,000 ^{pe}	133,663	tbd	tbd
2008 - 2009	120,000 ^p	tbd	tbd	90,000 ^{pe}	tbd	tbd	tbd

a Southern Regional Education Board (SREB).

b New England Board of Higher Education (NEBHE).

c Midwestern Higher Education Compact (MHEC).

d Council of State Governments (CSG).

e National Conference of State Legislatures (NCSL).

f State Higher Education Executive Officers (SHEEO).

p Proposed.

pe Preliminary estimate.

tbd To be determined.

The Big Picture

Fostering Innovation in Higher Education
through Collaboration



WICHE 2007 Workplan



The Big Picture

In higher education, the days of the ivory tower are over. Our colleges and universities are no longer set apart from the rest of the world – instead, they’re increasingly connected to it, and to each other. The policymakers who shape higher education, the legislators who fund it, and the citizens who pay for and use it want reassurance (and sometimes proof) that our institutions are preparing students to be intelligent, productive employees and responsible, caring citizens – and that they’re accomplishing this task as economically as possible. That’s the big picture. To make it a reality in this era of modest budgets, our colleges and universities are reaching out to each other and to business and civic organizations to form partnerships. Indeed, the future of affordable, accessible higher education depends on honing the fine art of collaboration.

Collaboration has been key to the work of the Western Interstate Commission for Higher Education since the 1950s. Back then, the big picture was a vision of a nation in which the many, not the few, had access to college and in which professional education was available to students from every state. WICHE’s first job was to forge alliances with the region’s universities, to enable them to offer affordable professional education to students throughout the West – and to educate more doctors, dentists, and veterinarians for those states that lacked their own professional schools.

Today, the big picture is even bigger, involving a vision of a nation in which *all* of us have access to good, affordable higher education that prepares us to contribute to our communities. WICHE’s job in 2007 is to continue to forge alliances with a host of stakeholders to make that vision a reality. Our goals in our core areas of interest – finance, access and success, workforce issues, accountability, and technology – absolutely require such collaboration. It’s the way we work – the way we’re helping to bring the West, little by little, closer to realizing the big picture.

Finance

Finance issues are a critical part of WICHE’s mission. *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*, a Policy Analysis and Research initiative, focuses on aligning policy that deals with financial aid, financing, and appropriations. This three-year project, funded by Lumina Foundation for Education, supports the restructuring of policies and practices to maximize participation, access, and success for all students; it also examines the impact of revenue and expenditure constraints on the future viability of higher education. The project, which ends this year, engages policymakers and higher education leaders in key policy issues related to how states will sustain their investment in higher education. Fourteen states – Arizona, California, Connecticut, Florida, Hawaii, Idaho, Kentucky, Louisiana, Missouri, New Mexico, Oklahoma, Oregon, Tennessee, and Washington – have been developing fiscal plans that will allow them to better integrate financing and financial aid policies in higher education. *Changing Direction* has assisted these states in evaluating the ways they generate and sustain revenues for higher education and how this affects issues such as access, delivery, and quality.

Students and their families are paying a larger share of postsecondary education costs than ever before. WICHE’s three Student Exchange Programs (SEP) help tens of thousands of students cut those costs each year. Through the SEP, students can attend out-of-state institutions in the region at reduced costs. The program also helps the West’s higher education institutions to fill enrollment gaps and better manage their resources. In 2005-06, over 20,000 students and their families saved about \$106 million in reduced tuition costs by participating in just one of our programs, the Western Undergraduate Exchange (WUE). Students also saved via our two postgraduate programs, the Professional Student Exchange Program (PSEP) and the Western Regional Graduate Program (WRGP). WICHE’s Programs and Services unit, which oversees SEP, is working with our member states to seek opportunities to broaden student participation in each program (for more on SEP, see the access section).

Another cost-saving initiative, the Master Property Program (MPP), is offered by WICHE to Western institutions in collaboration with the Midwestern Higher Education Compact. MPP offers an insurance and risk management program that provides comprehensive property coverage related to higher education needs and enhances institutions’ risk management and asset protection strategies. MPP’s engineering and loss control services are tailored to member institutions’ requirements, as well as to the group as a whole. The program has generated more than \$22.9 million in savings for participating institutions and affords its members the opportunity to earn dividends based on annual loss ratios. Members currently include 46 institutions (71 campuses) with total insured values of \$47.3 billion. The Nevada System of Higher Education was the first system in the WICHE region to participate in the program and has saved \$1.3

million a year in the first two years on its \$2.8 billion in insured assets. During fiscal '07, staff will continue to work with other institutions and higher education systems in the WICHE region to invite their participation in this program.

WCET (Western Cooperative for Educational Telecommunications) works on a number of projects related to finance (for more about WCET, see box on p. 11-15). The Mental Health Program provides technical assistance to WICHE member states and the public mental health system on implementing creative means of financing service and training needs in rural and frontier areas (for more about the program, see box on p. 11-16).

Access & Success

Expanding access to higher education has been WICHE's overarching mission since the 1950s. The Programs and Services unit supports this mission by administering the three Student Exchange Programs, mentioned earlier.

- The Western Undergraduate Exchange enrolled more than 20,000 students in public two- and four-year institutions in the West this year. WUE allows out-of-state students to pay 150 percent of the resident tuition rate, saving themselves and their families \$106 million in tuition costs in 2005-06. Some 132 campuses have opened their doors to WUE students; colleges and universities can tailor the program (including admission requirements and available programs of study) to their individual campus needs. Last year, WUE was pleased to welcome three new California institutions – CSU Chico, CSU Humboldt, and CSU Stanislaus (previously, only the California Maritime Academy had accepted WUE students). All 15 WICHE states are now participating as equal partners in WUE, and beginning in January 2006, all are encouraged to receive qualified students from California. WUE also welcomes Western New Mexico University, Eastern Arizona College and the University of Arizona (the latter is receiving students in mining and geological engineering). In addition, Western State College of Colorado will return to the WUE network this fall.
- The Professional Student Exchange Program (PSEP) helps students in 12 WICHE states to participate in 14 professional education programs in other Western states. In 2005-06, 677 students took advantage of this program. Each state determines the fields and the number of students it will support. Programs are available in medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, graduate nursing, graduate library studies, pharmacy, public health, and architecture. Currently, we are considering whether other fields with significant workforce shortages should be added to our regional exchange.
- The Western Regional Graduate Program (WRGP) enables students to enroll in some 144 distinctive graduate programs and pay resident tuition. Some three dozen institutions in 14 WICHE states (all but California) participate. In fall 2006, 34 new WRGP programs will be admitted to the network, bringing the total number of offerings to 179.

In October 2005, WICHE was selected through a national competition to direct the U.S. Department of Education's State Scholars Initiative (SSI). In fiscal 2007, WICHE, as program administrator, will be working with up to 26 state-level business/education partnerships to support the next generation of scholars. SSI utilizes 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 totals \$5.5 million, with an additional \$600,000 of federal funds available upon the successful completion of year one; SSI is also supported by an in-kind contribution from WICHE. Fourteen states have implemented the State Scholars program: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Maryland, Michigan, Mississippi, New Jersey, New Mexico, Oklahoma, Rhode Island, Tennessee, and Washington. Eight new states are joining the network in 2006. Each state is funded at up to \$300,000 over a two-year period to implement SSI programs

Policy Analysis and Research

The Policy Analysis and Research unit offers analysis, support, and data to constituents on issues including access, finance and financial aid, accountability, workforce development, and information technology. Current projects include:

- Changing Direction: Integrating Higher Education Financial Aid and Financing Policy
- Pathways to College Network
- Escalating Engagement: State Policy to Protect Access to Higher Education
- Accelerated Learning Options: A Study of State and Institutional Policies and Practices
- Tuition & Fees in Public Education in the West
- The WICHE Factbook: Policy Indicators for Higher Education
- Benchmarks: WICHE Region
- SPIDO – State Policy Inventory Database Online
- Policy Insights – short reports on major policy issues
- Exchanges – bulletin on unit activities and initiatives
- Legislative Advisory Committee

in school districts and bring business leaders into the classroom to talk about the real-world value of a challenging curriculum.

WICHE is also increasing student access to higher education by fostering partnerships among institutions to expand the availability of certain online courses, graduate certificates, and degree programs. NEON (Northwest Educational Outreach Network) is an example of such an initiative (for more on NEON, see the section on innovation and information technology).

The Policy Analysis and Research unit oversees several projects related to access. In addition to *Changing Direction* – which focuses on access, success, and finance (and is described in the finance section, above) – one of its major endeavors for 2006-07 is its work with the *Pathways to College Network*, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Department of Education. *Pathways* works to improve access to higher education for disadvantaged students and to prepare them to take advantage of what college has to offer. The *Pathways Network* – made up of researchers, policy analysts, educators, K-12 administrators, government, business, foundations, and community organizations – seeks to identify the best ways of putting disadvantaged students on the path to college. To support this effort, WICHE annually updates its online searchable policy inventory, SPIDO (State Policy Inventory Database Online) and assists with the implementation of the network’s national report, *A Shared Agenda*. WICHE also helps oversee the project’s major components and directs its policy component. New research efforts may be directed toward assessing the impact of financial aid on student mobility, particularly among low-income students.

Programs and Services

WICHE’s three Student Exchange Programs – the Professional Student Exchange Program, Western Regional Graduate Program, and Western Undergraduate Exchange – currently enroll some 21,000 students and saved students and their families some \$106 million last year. Other Programs and Services initiatives include:

- State Scholars Initiative
- Northwest Academic Forum
- NEON (Northwest Educational Outreach Network) and ICE (Internet Course Exchange)
- American TelEdCommunications Alliance
- Communications activities: NewsCap, factsheets, website, annual reports, state briefings, commission meeting support
- Workforce Briefs
- Western Consortium for Rural Social Work
- Property insurance and risk consortium
- Bridges to the Professoriate

Another project, *Accelerated Learning Options: A Study of State and Institutional Policies and Practices*, funded by Lumina Foundation for Education, works to increase the number of low-income and underrepresented students participating and succeeding in college via its examination of accelerated learning options and practices. So far, limited analyses have been conducted on accelerated learning policies, either at the state or institutional level. Additionally, the research is nearly void of critical analyses of the cost efficiency, accessibility, and effectiveness of these programs, most particularly as they affect the participation and success of low-income students in postsecondary education. The project, initiated in fiscal 2005 and extending into fiscal 2007, will help guide policymakers and institutional leaders in K-12 and higher education on how to best channel limited resources for students. It will also assist them in designing policies and practices that broaden accelerated learning opportunity for underrepresented students. A supplemental grant to this project will support a national policy forum on *Accelerated Learning: Shaping Public Policy to Serve Underrepresented Youth*, to be held in June in partnership with Jobs for the Future.

Escalating Engagement: State Policy to Protect Access to Higher Education, a new project funded by the Ford Foundation, also supports our work on access. Policymakers are facing very difficult decisions as they begin to see

revenues returning. Not only must higher education compete for these limited dollars with other state agencies and federal commitments, but individual systems, sectors, and institutions within states will vie for dollars to replace those lost in the early years of the decade. If current practices persist, few states will make the case that new funds should be channeled toward access for underrepresented students. Through this project, we are making that case with policymakers and policy shapers, both to raise the visibility of “first dollar for access” and to examine the “new traditional student” among our key constituents in the West.

Projections of High School Graduates, in its 6th edition, includes projections by family income level, in addition to race and ethnicity. Another important demographic issue relates to differing concepts of residency. Students and families are finding states often have several different definitions of residency, depending on whether it is defined for the purpose of higher education, or for other activities conducted in a state, or for such things as taxation and licensing. Contingent

WCET

WCET (Western Cooperative for Educational Telecommunications), the Cooperative advancing the effective use of technology in higher education, is a national leader in helping states and institutions use new technologies to improve education. Members representing more than 45 U.S. states and four continents cooperate in sharing information, identifying barriers to the use of telecommunications in education, evaluating technological approaches to education, and facilitating multistate approaches to technology-based learning. Its annual conference, to be held this year in Portland, OR, draws together some of the world's most innovative thinkers on technology and education. Current projects include:

- **EduTools – Web Resource for Comparisons:** developed with support by the William and Flora Hewlett Foundation, EduTools addresses the needs of institutions implementing online education by giving administrators a single place to go for product comparisons. This year, the system is being used for course evaluations (with the Monterey Institute of Technology for Education) and to explore ePortfolio software (with the Electronic Portfolio Action Committee).
- **Technology Costing Methodology:** This project involves implementing standard analytical principles to assess the costs of higher education's use of technology; the project was developed by WCET and the National Center for Higher Education Management Systems, with support from FIPSE.
- **Research on effective online student services:** WCET is continuing its work with web-based student services for online learners, with support from its corporate and state members. In partnership with the Minnesota State Colleges and Universities and Seward Inc., WCET established the Center for Transforming Student Services (CENTSS) in fall 2005. Primary among the center's resources is the CENTSS Online Audit Tool, which institutions can license to benchmark their online services. CENTSS also provides a searchable resource library and best practice profiles of student services online for easy reference along with consulting services.
- **Developing worldwide awareness of open educational resources:** This project, supported by the William and Flora Hewlett Foundation, is allowing WCET to study new IT developments, such as the policy implications of the open courseware movement worldwide.
- **International work:** WCET is partnering with a nonprofit group in the U.K., the Observatory for Borderless Higher Education, on a benchmarking project for institutions evaluating their policies to remove barriers for better use of faculty and staff activities in service to students. In addition, WCET continues to work with institutions and agencies (state, national, and international) as they fully integrate technologies into their academic and student support activities (as part of its global outreach, WCET worked with the United Nations Educational, Scientific, and Cultural Organization and the Organisation of Economic Co-operation and Development to explore issues related to the use of open education resources worldwide).
- **Research on e-learning issues at traditional institutions.**
- **Consulting on statewide and campus e-learning projects.**

upon external funding, during fiscal 2007, WICHE will conduct a national study of policies related to residency for purposes of pursuing postsecondary education.

Lastly, improving access to behavioral health training – and improving service in rural and frontier communities – is central to the philosophy of the Mental Health Program (for more on this, see the innovation and information section).

Innovation & Information Technology

Technology is the touchstone for WCET (Western Cooperative for Educational Telecommunications), which works with institutions and state agencies as they fully integrate technologies into their academic and student support activities. WCET and WICHE's Policy unit have collaborated on an independent web-based resource containing reviews of online AP courses, called *EduTools for Online Advanced Placement Courses*. This website provides independent reviews of courses (content, instructional design, and technical characteristics) to help educators and administrators examine the

Mental Health Program

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:

- 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 research center is one of seven Rural Health Research Centers in the United States funded by the Health Resources and Services Administration's Office of Rural Health Policy. Since most rural Americans obtain their mental health care through primary care providers, rather than specialty mental health providers, the initial 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 13 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 upon regional issues of 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. The program produces a monthly series of Rural Mental Health Grand Rounds Webcasts, 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 credits, without the need or expense of travel. In partnership with the Annapolis Coalition, the Mental Health Program is the content advisor for the development of a national strategic plan for rural behavioral health workforce development. The Mental Health Program is also working with Alaska, Nevada, and Montana to improve collaboration in training between state mental health systems and higher education training programs.
- State-specific technical assistance: The Mental Health Program is routinely called upon by member states and others to facilitate activities focused upon system improvement, planning, and needs assessment. The program is working with Alaska to support an initiative related to building an integrated delivery system and an integrated data system. In Wyoming and South Dakota, the program continues to support the development of systems of care for children and families. Staff members frequently work with states across the region in areas of needs assessment and gap analysis.

availability and quality of online Advanced Placement courses in order to make more informed decisions on which courses will best serve students. (For more on WCET, see box on p. 11-15).

In fiscal 2007, work will begin or continue on several other education-technology initiatives that have been created by WICHE and the 10-state Northwest Academic Forum (NWAFF). NWAFF is a regional consortium that fosters interstate and interinstitutional cooperation and advocates technology-based solutions to higher education access issues (WICHE provides staff support to NWAFF); 31 master's and doctoral-level institutions and 10 states participate in the forum, represented by their provosts, vice presidents of academic affairs, and state academic officers. Since 1984, the forum has addressed regional higher education issues and fostered new initiatives aimed at resource sharing, helping to create WCET, the Northwest Academic Computing Consortium, and NorthWestNet. The forum's 2006 annual meeting, at Montana State University-Bozeman on April 28-29, focuses on strategies for higher education to achieve academic excellence, economic development, and global awareness.

One WICHE-NWAF initiative is NEON (the Northwest Educational Outreach Network), which helps institutions and states to pool their academic resources and expertise so that groups of institutions can share electronically delivered degree programs, certificates, and courses. WICHE developed NEON with a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). Degree or certificate programs, each involving multiple institutions, have been expanded or created in three disciplines: nursing (Ph.D.), global supply chain management, and library media (graduate certificates). In collaboration with the Western Institute of Nursing (WIN), NEON also created www.NursingPhd.org, to provide information on available nursing doctoral programs in the WICHE West, with an emphasis on those programs that are delivered electronically.

The regional Internet Course Exchange (ICE) is also being developed as an element of this innovative consortium. Participating institutions will open registration to online courses to students enrolled at partner campuses. ICE will lower academic and administrative barriers faced by students who want to enroll in courses offered by partner institutions; it will also enable those institutions to supplement their academic offerings through the sharing of courses from other institutions, giving their students a wider array of high-quality courses from which to choose. A regional database has been developed to facilitate the sharing of student enrollments among the participating institutions.

Staff is also sharing academic collaboration strategies developed through NEON with another new collaborative effort, the NEXus (Nursing Education Xchange) project. Funded by FIPSE, NEXus is creating a partnership among five colleges and schools of nursing to allow students to enroll in electronically delivered doctoral nursing courses offered by the participating institutions. The consortium is based at the Western Institute of Nursing. The pilot project partners are the Oregon Health & Science University, University of Arizona, University of Colorado at Denver and Health Sciences Center, University of Northern Colorado, and the University of Utah. Staff members are researching the potential for creating a regional database to support NEON and NEXus institutions (and others in the future), as they participate in collaborative academic programs and course exchanges.

The WICHE Mental Health Program provides consultation and facilitated workshops on models of distance learning in behavioral health through distance technology. In addition, it offers monthly webcasts that allow rural professionals to obtain training on current issues in mental health practice via distance learning technology.

Lastly, the American TelEdCommunications Alliance (ATAlliance) – a national initiative created in 2001 by WICHE and the three other regional higher education organizations (the Midwestern Higher Education Compact, the New England Board of Higher Education, and the Southern Regional Education Board) along with MiCTA, a national nonprofit technology association – brings schools, colleges, and state education agencies together to improve services while offering a best-pricing model, providing improved purchasing options and access to cutting-edge technologies and telecommunications via competitively bid contracts. The ATAlliance menu includes voice, video, wireless, computer hardware and software, e-learning course management system products, power and energy management programs, library equipment, and office supplies. In 2007, the ATAlliance will be looking at adding internal connections and voice-over-IP to the menu.

Workforce & Society

The Programs and Services unit produces a series of *Workforce Briefs* each year, detailing workforce projections in each of our 15 member states, with an emphasis on the health professions and other fields covered in PSEP.

WICHE is also exploring the need to establish rural mental health training initiatives, such as regional exchange programs or collaborative training ventures between states and institutions. WICHE's Student Exchange and Mental Health programs conducted a survey of higher education institutions in the West to learn more about existing programs that prepare rural mental health professionals, as well as to identify programs that may be interested in expanding their outreach. They are currently working with six Western universities – University of Alaska Anchorage, the University of Wyoming, Boise State University, the University of North Dakota, the University of Nevada Reno, and the University of Utah – to create the Western Consortium for Rural Social Work, in order to increase the number of M.S.W. and Ph.D.-prepared social workers who are committed to working in rural communities or as faculty members preparing students to serve rural clients. There is a shortage of doctorate-level social workers to serve as faculty to educate the workforce, particularly in rural states and states that do not have Ph.D. programs in this discipline. The participating institutions will recruit and retain doctoral candidates who will enroll in the online technology-enhanced doctorate offered by the University of Utah. Additionally, an online course exchange will enable the participating institutions to share courses focused on social work practice in rural and frontier areas. The participating M.S.W. and Ph.D. programs will expand their enrollments by offering these online courses. They will jointly offer a graduate certificate in rural social work practice to enhance the professional training of current practitioners.

Escalating Engagement, our Ford-sponsored project, also allows us to focus more intensely on the connections between postsecondary education and state workforce and economic development. Over a three-year period, the Policy unit is collaborating with the National Center for Higher Education Management Systems (NCHEMS), the Council on Adult and Experiential Learning (CAEL), and other groups and states to examine the nexus between higher education and the states' needs for the right kind of individuals to support workforce and economic development. WICHE and its partners are promoting informed, balanced discussions that lead to public policy decisions supportive of strong education and workforce development initiatives within the states in the West, as well as to initiatives that address unique regional challenges faced by groups of states. Working with Hawaii, South Dakota, and North Dakota in 2006, the project provides technical assistance and other support in analyzing state needs and priorities around economic development, the impact on workforce development, and the connections to higher education.

This year, we'll continue to communicate with key constituencies to broaden their understanding of WICHE's programs and services. Our Legislative Advisory Committee will convene its annual meeting in mid-August in conjunction with the annual meeting of the Council of State Governments-West to discuss the access, preparation, and fiscal challenges states are facing throughout the region and other important higher ed issues. We will continue to collaborate with other higher ed organizations and policy organizations to expand the reach of our work and to share resources.

Accountability

A number of continuing Policy Analysis and Research activities relate to accountability. Our short report series, *Policy Insights*, covers a wide range of higher ed topics, including accountability, while *Policy Alerts* and *Stat Alerts* provide weekly e-mail notices on new policy- and data-related reports. We also publish an annual *Tuition and Fees* report with detailed data on all public institutions in the West, as well as a regional fact book that provides a wealth of data on access, affordability, finance, faculty, technology, and workforce issues. We have developed performance benchmarks for the region so that we can determine how well the West is serving the needs of its citizens.

WICHE helps Western states to develop new strategic plans, designed to encourage greater accountability in relation to the states' higher education investments. Our multiyear *Escalating Engagement* project provides an opportunity for policymakers, institutional leaders, and others in the higher ed community to better understand the relationships between access and accountability issues. The release of the National Center for Public Policy and Higher Education's *Measuring Up 2006*, a state-by-state report card for higher education, also allows WICHE opportunities to assist policymakers with accountability issues. Through state technical assistance, roundtables, and small meetings with state leaders, WICHE has supported Western states' efforts on a broad range of accountability issues. WICHE has been assisting several states, including Alaska, Hawaii, North Dakota, Oregon, South Dakota, and Utah.

WICHE FY 2007 Workplan: Priority Themes & Activities

Existing Activities (GF=general fund)

Finance	Access & Success	Innovation & Info-technology	Workforce	Accountability
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the NorthWest Academic Forum's regional initiatives (NWAIF)	Escalating Engagement (Ford)	Regional benchmarks (GF)
WCET's Technology Costing Methodology	State Scholars Initiative (OVAE)	NEON, the Northwest Educational Outreach Network (FPSE) and Internet Course Exchange (ICE)	Developing Student Exchange Program responses to critical workforce shortages	Electronic Regional Facebook: Policy Indicators for Higher Education (GF)
Multiyear policy projects on higher education and financial aid (Lumina Foundation)	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)	Developing best practices in online student services and audits of institutions' online student services via CENTSS, the Center for Transforming Student Services (WCET)	Mental health student exchange	Policy Insights on a range of higher education issues (GF)
Performance measurement improvement in the Western States public mental health programs	Escalating Engagement (Ford)	EduTools work to provide comparisons of electronic learning software (WCET)	Workforce Briefs (GF)	Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
Property insurance and risk consortium (self-funding)	Multistate policy forum (Lumina)	Building regional participation in the American TelEd Communications Alliance (self-funding)	Building partnerships for competency: public mental health workforce development	Electronic alerts and clearinghouse (GF)
Legislative Advisory Committee	Multiyear policy projects on higher education and financial aid (Lumina Foundation)	EduTools online course evaluation project	Rural mental health training initiatives	SPIDO (GF)
Workshop for legislative staff (Lumina)	High school graduates projections by state, race/ethnicity, and income		State technical assistance with South Dakota and Hawaii (Ford)	
Technical assistance workshop (Lumina)	Children's mental health improvement projects in Wyoming and South Dakota			
	Accelerated learning options national forum (Lumina)			
	Multistate forum on 1st dollar for access (Ford)			

**New Directions
(proposals have been approved by the commission)**

<p>Finance Residency policies</p>	<p>Access PSEP revitalization Methodological review of Projections of High School Graduates (Spencer) Student mobility Portable financial aid</p>	<p>Innovation & Info-technology Quality measures in e-learning (WCET) Good practice for the creation and use of open educational resources material (WCET) EduTools sustainability model (WCET) Acquiring a regional learning center for SHEPC</p>	<p>Workforce Expanding professional advisory councils (health professions) Regional social work consortium (seeking funding) Development of an R-34 research proposal focused on evidence-based practice in rural mental health with the University of New Mexico Health Sciences Center</p>	<p>Accountability Collaboration with NCHEMS, SHEEO and WICHE on database maintenance and exchanges</p>
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**On the Horizon
(proposals not yet submitted to the commission or past proposals that are being recast)**

<p>Finance WICHE service repayment program Productivity as a strategy to address cost and affordability concerns</p>	<p>Access New traditional students Assisting states and institutions in planning for new types of students (WCET) Projecting financial aid program funding to increase access for low-income students</p>	<p>Innovation & Info-technology Expansion of NEON and ICE Development of portal technologies (i.e., WUE and WRGP databases) Facilitating Internet II connectivity throughout the West</p>	<p>Workforce WICHE licensure and credentialing service Recruiting leaders for Western higher education Assisting states in identifying academic program development needs Health and allied health workforce development and policy</p>	<p>Accountability Follow-up initiatives responding to the National Center on Public Policy and Higher Education's report cards and The National Commission on Higher Education's Report Assistance to regional accrediting community in assessing online education (WCET)</p>
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PARTNER ORGANIZATIONS

WICHE projects are often supported via grants, contracts, or in-kind support from foundations, corporations, institutions, government agencies, and other organizations. Organizations supporting our recent projects include:

Alaska Department of Health and Social Services, Division of Behavioral Health
Annapolis Coalition
Arizona Board of Regents
Arizona Division of Behavioral Health Services
Association of Governing Boards
Athabasca University (Canada)
California Department of Mental Health
Colorado Department of Education
Colorado Mental Health Institute
Council of Regional Accrediting Commissions
Council of State Governments-WEST
Education Commission of the States
Elluminate
The Ford Foundation
The Health Resource and Service Administration (HRSA)
The William and Flora Hewlett Foundation
The Higher Education Funding Council of England
Idaho Department of Health & Welfare
Idaho State University
Lumina Foundation for Education
National Conference of State Legislatures
National Institutes of Health
New Jersey Institute of Technology
New Mexico Commission on Higher Education
Open Minds
Oregon Department of Human Services
Oregon University System
Pathways to College Network (with funding from the Daniels Fund, the GE Fund, the James Irvine Foundation, the Ford Foundation, Lucent Technologies Foundation, Lumina Foundation, KnowledgeWorks Foundation, the Bill & Melinda Gates Foundation, and the U.S. Department of Education's Fund for the Improvement of Postsecondary Education)
South Dakota Department of Human Services
South Dakota Division of Mental Health
Southern Regional Education Board
Southwest Counseling Service (Wyoming)
Substance Abuse and Mental Health Services Administration
United Nations Educational, Scientific, and Cultural Organization
University of Alaska
University of Colorado Health Sciences Center
U.S. Department of Education
U.S. Department of Education: FIPSE
U.S. Department of Health & Human Services
University of North Carolina
Wyoming Department of Education
Wyoming Division of Behavioral Health

The 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. David E. Nething, state senator from North Dakota, is chair of the WICHE Commission; Camille Preus-Braly, commissioner, Oregon Department of Community Colleges and Workforce Development, is vice chair.

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Herbert A. Medina, Associate Professor, Department of Mathematics, Loyola Marymount University

*Robert Moore, former Executive Director, California Postsecondary Education Commission

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William J. Hybl, Chairman and CEO, El Pomar Foundation

Jenna D. Langer, Executive Director, Colorado Commission on Higher Education

HAWAII

Doris Ching, Vice President for Student Affairs, University of Hawaii System

Roy T. Ogawa, Attorney at Law, Oliver, Lau, Lawhn, Ogawa & Nakamura

*Roberta M. Richards, State Officer, Hawaii Department of Education

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Michael Gallagher, interim President, Idaho State University

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*Patricia Sullivan, Assistant Dean, College of Engineering, New Mexico State University, Las Cruces

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James K. Sager, Senior Education Policy Advisor, Education & Workforce Policy Office

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**Meeting Evaluation
WICHE Commission Meeting
May 22-23, 2006
Bismarck, North Dakota**

Please give us your suggestions on the following areas:

Program (presentations and discussions, Committee of the Whole structure, and speakers):

Agenda Book (format, content):

Schedule (structure, schedule, pace of meeting):

Facilities (hotel, sleeping rooms, food):

Future topics for policy discussions:

Other comments you care to make:

Your name (optional):

Please return to:

Marla Williams, WICHE, PO Box 9752, Boulder, CO 80301

Fax: 303.541.0291; email: mwilliams@wiche.edu or dlonganecker@wiche.edu

Reference

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Bill Byers (CO)
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Bill Kuepper (CO), consultant and former WICHE
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Dwight Johnson (ID)
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Pat Shea, assistant director

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The WICHE website, www.wiche.edu, includes a staff directory with phone numbers and e-mail addresses.

Higher Education Acronyms

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

AACC	American Association of Community Colleges	www.aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	www.aacte.org
AAC&U	Association of American Colleges and Universities	www.aacu-edu.org
AASCU	American Association of State Colleges and Universities	www.aascu.org
AAU	Association of American Universities	www.aau.edu
ACE	American Council on Education	www.acenet.edu
ACT	(college admission testing program)	www.act.org
ACUTA	Association of College & University Telecommunications Administrators	www.acuta.org
AED	Academy for Educational Development	www.aed.org
AERA	American Educational Research Association	www.aera.net
AGB	Association of Governing Boards of Universities and Colleges	www.agb.org
	Center for Public Higher Education Trusteeship & Governance	www.agb.org/center/
AIHEC	American Indian Higher Education Consortium	www.aihec.org
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
CAEL	Council for Adult and Experiential Learning	www.cael.org
CASE	Council for Advancement and Support of Education	www.case.org
CGS	Council of Graduate Schools	www.cgsnet.org
CHEA	Council for Higher Education Accreditation	www.chea.org
CHEPS	Center for Higher Education Policy Studies	www.utwente.nl/cheps
CIC	Council of Independent Colleges	www.cic.org
COE	Council for Opportunity in Education	www.trioprograms.org
CONAHEC	Consortium for Higher Education Collaboration	www.wiche.edu/conahec/english
CONASEP	CONAHEC's Student Exchange Program	www.wiche.edu.conahec./conasep
CSG-WEST	Council of State Governments – West	www.westtrends.org
CSHE	Center for the Study of Higher Education	www.ed.psu.edu/cshe
CSPN	College Savings Plan Network	www.collegesavings.org
ECS	Education Commission of the States	www.ecs.org
ED	U.S. Dept. of Education links:	
ED-FSA	Federal Student Aid	www.ed.gov/about/offices/list/fsa/index.html
ED-IES	Institute of Education Sciences	www.ed.gov/about/offices/list/ies/index.html?src=mr
ED-NCES	National Center for Education Statistics	http://nces.ed.gov

ED-OESE	Office of Elementary & Secondary Education	www.ed.gov/about/offices/list/oese/index.html?src=mr
ED-OPE	Office of Postsecondary Education	www.ed.gov/about/offices/list/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
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
McCrel	Mid-continent Research for Education and Learning	www.mcrel.org
MHEC	Midwestern Higher Education Compact	www.mhec.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	www.middlestates.org
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
NCSL	National Conference of State Legislatures	www.ncsl.org
NCPPHE	National Center for Public Policy and Higher Education	www.highereducation.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
NUCEA	National University Continuing Education Association	www.nucea.edu
NWAF	Northwest Academic Forum	www.wiche.edu/NWAF
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
SHEEO	State Higher Education Executive Officers	www.shceo.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
UNCF	United Negro College Fund	www.uncf.org
WAGS	Western Association of Graduate Schools	www.wiche.edu/wags/index.htm
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	Western Cooperative for Educational Telecommunications	www.wiche.edu/telecom
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.state.ak.us/acpe/acpe.html
	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	CCHE	Colorado Commission on Higher Education	www.state.co.us/cche_dir/hechche.htm
Hawai'i	UH	University of Hawai'i	www.hawaii.edu
Idaho	ISBE	Idaho State Board of Education	www.sde.state.id.us/osbe/board.htm
Montana	MUS	Montana University System	www.montana.edu/wwwbor/docs/borpage.html
New Mexico	NMCHE	New Mexico Commission on Higher Education	www.nmche.org
Nevada	UCCS	University & Community College System of Nevada	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