

# Agenda Book

WICHE Commission Meeting • November 7-8, 2005 • Boulder, Colorado



**WICHE Commission Meeting  
November 7-8, 2005  
Boulder, CO 80301**

**Millennium Harvest House Hotel  
1345 28th Street, Boulder, CO  
phone: 303.443.3850 fax: 303.443.1480**

For further information about this meeting, please contact:

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# Monday, November 7, 2005 - Schedule at a Glance

## 8.00 - 9.15 am [Tab 1]

Millennium Room

### Executive Committee Meeting

#### Regular Session (open)

**Note:** This meeting is open to everyone until the Executive Committee moves into special session, at approximately 8.30 a.m. During the special session, only WICHE commissioners and WICHE's executive director may be present. Guests and staff attending the first part of this meeting will need to leave the room before the start of the special session. A continental breakfast will be available during this session only. The hotel provides guests with a complimentary breakfast.



Executive Committee conference call meeting minutes of September 30, 2005

#### Information Items:

- Mental Health Program report
- Meeting schedule review

#### Executive Session (for WICHE commissioners only)

#### Information Item:

- Informal review of the executive director's performance and travels during calendar year 2005

## 9.15 - 9.30 am

### Break

## 9.30 - 10.00 am [Tab 2]

Century Room

### Committee of the Whole, Call to Order

Call to order: Diane Barrans, chair

#### Introduction of new commissioners and guests



Approval of the Committee of the Whole meeting minutes of May 2005

#### Report of the chair

#### Report of the executive director

#### Report of the Nominating Committee

Recess until November 8, 2005, at 11.00 a.m.

**10.00 - 11.00 am [Tab 3]**

Century Room

**What's Up in the West? A Focus on Idaho, Montana, Oregon, and South Dakota**

*Speakers:* David Longanecker, Cheryl Blanco, and individuals from the focus states in a panel format

**11.00 am - 12.15 pm [Tab 4]**

Century Room

**Policy Discussion: Taking Course Redesign to Scale**

*Speaker:* Carol Twigg, executive director, Center for Academic Transformation, Troy, NY

*Moderator:* Tad Perry, South Dakota WICHE commissioner and executive director, South Dakota Board of Regents, Pierre

**12.15 - 2.00 pm [Tab 5]**

Millennium Room

**Lunch and a Celebration of the WICHE Mental Health Program's 50th Anniversary**

*Speaker:* Steve Mayberg, director, California Department of Mental Health, Sacramento

*Respondents:* Frank McGuirk, former director of the Mental Health Program at WICHE, and Dennis Mohatt, director of WICHE's Mental Health Program

**2.00 - 2.30 pm**

**Break**

**2.30 - 3.45 pm [Tab 6]**

Century Room

**Policy Discussion: Internet2 and Beyond – Will the West Be a Competitor or a Spectator?**

*Speaker:* Louis Fox, vice provost for educational partnerships, University of Washington, Seattle

**3.45 - 4.00 pm**

**Break**

**4.00 - 5.00 pm [Tab 7]**

Century Room

**Programs and Services Committee Meeting**



Programs and Services Committee meeting minutes of May 16-17, 2005



Reciprocal acceptance of California students in the Western Undergraduate Exchange (WUE)

**Information Items:**

- Student Exchange Program updates
- The State Scholars Initiative

**4.00 - 5.00 pm [Tab 8]**

Millennium Room

**Issue Analysis and Research Committee Meeting**



Issue Analysis and Research Committee meeting minutes of May 16-17, 2005



“Benchmarks Report” (distributed separately)



Residency requirements for higher education: State policies and issues

**Discussion Item:**

Accelerated learning options: A study of state and institutional policies and practices

**Information Items:**

- Update: Founding AdjunctMatch – an e-resource for institutions and online faculty
- Assisting Montana students on transitioning into higher education
- Unit updates: WCET and Policy Analysis and Research

**6.00 - 7.30 pm [Tab 9]**

**Reception at WICHE’s Offices**

**6.00 - 6.15 pm**

Lobby Entrance

**Transportation from the hotel to WICHE:** The bus will depart from the main lobby entrance at 6.00 p.m. sharp; please arrive early and immediately board the bus

**6.15 - 7.15 pm**

Learning Center

**Reception in the SHEPC Learning Center**

**7.15 - 7.30 pm**

**Return transportation:** The bus will depart WICHE at 7.15 p.m. It will stop for individuals who wish to get off and enjoy Boulder’s Pearl Street Mall, before continuing on to the Millennium Harvest House Hotel

**Evening**

Dinner on your own

# Tuesday, November 8, 2005 - Schedule at a Glance

## 8.30 - 9.45 am [Tab 10]

Century Room

### Policy Discussion: Linking Student Assessments: The ACT Portfolio

Speaker: Paul Weeks, assistant vice president, educational services, ACT, Iowa City, IA

## 9.45 - 10.00 am

### Break

## 10.00 - 10.15 am

Century Room

### Committee Meetings Continue

Programs and Services Committee meeting

Millennium Room

Issue Analysis and Research Committee meeting

## 10.15 - 11.00 am [Tabs 7 & 8]

Century Room

### Joint Committee Meeting

Programs and Services and Issue Analysis and Research committees meet jointly

#### Information Item:

- The Master Property Program: An avenue for cost savings and institutional contingency planning (brochure distributed separately)

Speakers: Evan Bull, managing director, Marsh USA; Elizabeth Conlin, vice president, higher education practice, Marsh USA, and program administrator, MHEC Master Property Program; and William A. Payton, director of the risk management division, University of Missouri System, former chair, Master Property Program Oversight Committee, and chair, MHEC Package Program Initiative

## 11.00 am - 12.00 noon [Tab 11]

Century Room

### Committee of the Whole, Business Session

Committee of the Whole reconvenes: Diane Barrans, chair

#### Report and recommended action of the Audit Committee



FY 2005 audit report (distributed separately)

#### Report and recommended action of the Executive Committee

(tab 1)

#### Report and recommended action of the Programs and Services Committee (tab 7)



Reciprocal acceptance of California students in the Western Undergraduate Exchange (WUE)

## **Committee of the Whole, Business Session Continues**

### **Report and recommended action of the Issue Analysis and Research Committee (tab 8)**



"Benchmarks Report" (distributed separately)



Residency requirements for higher education: State policies and issues

**Discussion Item:** FY 2006 budget update

### **Elections**



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

### **Remarks from the new chair**

### **Selection of 2006 Executive Committee members**

Note: States should have caucused in advance of this session to determine who will represent their state on the Executive Committee, beginning service immediately and continuing till the end of the November 2006 meeting

### **Meeting evaluation**

Meeting evaluation form (also via e-mail following the meeting)

### **Information Items:**

- Executive Committee meeting minutes of May, June, and August 2005
- Executive Committee meeting minutes of September 2005 (tab 1)

## **References [Tab 12]**

WICHE commissioners

Commission committees 2005

WICHE staff

Higher education acronyms





# Executive Committee Meeting

Monday, November 7, 2005 – 8.00 - 9.15 am  
Millennium Room



Photo courtesy of Boulder Convention & Visitors Bureau

# Monday, November 7, 2005

**8.00 - 9.15 am**

Millennium Room

## **Executive Committee Meeting**

### **Executive Committee Members:**

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

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

## **Regular Session (open to everyone)**



Executive Committee conference call meeting  
minutes of September 30, 2005

1-3

### **Information Items:**

Mental Health Program report

1-9

Review the meeting schedule for the November  
commission meeting (located in this agenda book,  
just before the tabs begin)

## **Other Business**

## **Executive Session (for WICHE commissioners only)**

### **Information Item:**

Informal review of the executive director's performance and  
travels during calendar year 2005

1-11

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 chair or at the request of any three commissioners present and voting. The executive director shall be present at all executive sessions. The chair, 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.

**9.15 - 9.30 am**

**Break**

# **ACTION ITEM**

## **Executive Committee Conference Call Meeting Minutes**

### **September 30, 2005**

#### **Committee Members Attending**

Diane Barrans (AK), chair  
Dave Nething (ND), vice chair

Marshall Lind (AK)  
Louise Lynch for Joel Sideman (AZ)  
Bill Byers (CO)  
Roberta Richards (HI)  
Cindy Younkin for Sheila Stearns (MT)  
Jane Nichols for Carl Shaff (NV)  
Patricia Sullivan (NM)  
Richard Kunkel (ND)  
Bob Burns for Tad Perry (SD)  
Richard Kendell (UT)  
James Sulton (WA)  
Klaus Hanson (WY)

#### **Staff Attending**

David Longanecker, executive director  
Cheryl Blanco  
Jere Mock  
Marla Williams

#### **Committee Members Unable to Attend**

Don Carlson (WA), immediate past chair  
Robert Moore (CA)  
Gary Stivers (ID)  
Camille Preus-Braly (OR)

Chair Barrans called the meeting to order.

#### **Action Item**

### **Approval of the Minutes of the Executive Committee Conference Call Meeting of August 26, 2005**

COMMISSIONERS SULTON/BYERS (M/S) APPROVAL OF THE MINUTES OF THE EXECUTIVE COMMITTEE CONFERENCE CALL MEETING OF AUGUST 26, 2005. The motion passed unanimously.

Commissioner Hanson asked about the reference to Sarbanes-Oxley in the Audit Committee's report. David Longanecker said Sarbanes-Oxley is the name of a federal law that prescribes procedures for the way public organizations and corporations conduct audits. Sarbanes-Oxley recommends that public entities establish audit committees whose members are knowledgeable about their finances. The law does not pertain to nonprofit entities, but it is anticipated that it will in the future. Anticipation that this requirement will extend to nonprofits was a factor in deciding to establish WICHE's Audit Committee.

#### **Action Item**

### **The State Scholars Network: CONNECTING to College and Work**

David Longanecker reported that he had, just prior to the start of today's Executive Committee conference call, received a telephone call from the Department of Education stating that if the WICHE Commission approved the action to allow WICHE to take over the State Scholars Initiative, WICHE would be awarded the two-year contract. As reported during the Executive Committee's conference call meeting in August, the staff had just become aware of this program at that time; WICHE had been encouraged to respond to the expedited RFP (request for proposal) issued by the Department of Education. The RFP was necessitated by the seated program manager's unexpected resignation, following an

inspector general's audit. With only 10 days to write a detailed response to the RFP, Jere Mock and her staff wrote the successful grant proposal.

As described in the attached action item, this is a national program in which only three WICHE states currently participate. If approved, this would not be the first national program administered by WICHE (the Lumina grant is national in scope). Over the next two years, the State Scholars Initiative will expand to include up to 12 new states. The action item estimates administrative costs at \$784,000 in year one, and \$787,000 in year two. However, the Department of Education asked WICHE to trim the budget back to approximately \$600,000 for each year of the two-year award. This amount will allow WICHE to hire three new staff to manage the program: a full-time program director, a full-time program coordinator, and a .80 FTE administrative coordinator. In addition, it will allow WICHE to increase the FTE of three current staff in the communications area. The indirect cost recovery for WICHE was reduced from 15 percent to the department's typical 8 percent, which results in indirect cost recovery of approximately \$50,000 for WICHE for each year of the two-year award. Commissioner Nichols said this program seems like a natural fit for WICHE.

Commissioner Lind asked how the states were using the \$300,000 in grant funds they receive under this program. Jere Mock said it varies in each state. Some states use the funds to encourage high school students to complete a rigorous curriculum and for outreach efforts; others use the funds for grants to students. Each state program has direct involvement of a statewide business/educational association, such as the Arizona Business and Education Coalition, Indiana's Education Roundtable, and the Texas Business and Education Coalition. Under WICHE's management, the states will be encouraged to work on policies that would address issues such as linking high school graduation requirements with college admission requirements. The programs will continue to vary in each state.

Vice Chair Nothing asked if this program would in any way negatively impact WICHE or its mission and objectives. Longanecker said he sees this program as an opportunity for WICHE. It will allow WICHE not only to add three new staff positions but also to sustain three current positions. WICHE will be able to impact the program by gearing it to better match its mission and objectives in the area of student access, making it more diverse in its student representation, and insuring that Western states are aware of this program and have an opportunity to compete for funding when new states are added to the program.

Commissioner Kendell asked about the eight to 12 new state partnerships slated for new funding. Mock said this number was also trimmed when the budget was trimmed back. The program is currently slated to gain six new states each year for a total of 12 new states over the two-year program period.

Longanecker reported that earlier in the week the action item was distributed to the commission with an urgent request that the commissioners respond to him immediately with any concerns. If Longanecker received more than a few concerns about WICHE's involvement in the program, plans were to call an emergency meeting of the Executive Committee because he needed to know if he would have to turn down the grant award, if it was offered to WICHE. Commissioner Hanson said in Wyoming a concern was expressed about WICHE seeking funding for a national project. He said since WICHE responded to an RFP and was encouraged by the Department of Education to take on this project, he felt any concern in this regard would be eliminated. Longanecker reported that staff did not receive any negative written comments in response to his e-mail inquiry about WICHE taking over the management of this program. To the contrary, he received many good wishes for WICHE's successful selection as the program's manager.

COMMISSIONERS NOTHING/NICHOLS (M/S) APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS TO SUPPORT WICHE'S OPERATION OF "CONNECTING TO COLLEGE AND WORK: THE STATE SCHOLARS NETWORK." The motion passed unanimously.

Vice Chair Nothing asked staff to prepare an announcement for distribution to the commission announcing WICHE's successful award of the grant and to identify the resulting benefits to WICHE and its member states.

**Information Item**  
**Schedule for the November Commission Meeting**

David Longanecker said he made the adjustments to the meeting schedule that the Executive Committee requested during the August conference call. Rather than eliminating any of the optional policy discussions shown on the draft schedule presented in August, he had all of the policy discussions included.

Vice Chair Nething questioned the sequencing of the open/closed Executive Committee sessions and suggested it might be better to have the closed session before the open session. It was decided that Longanecker, Barrans, and Nething would determine the best way to sequence the Executive Committee's open and closed sessions during a future conference call among the three of them.

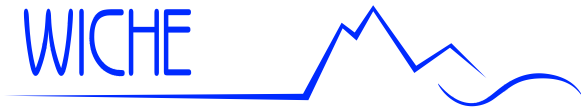
**Other Business**

Commissioner Nichols asked if there was any news on California's dues payment. Longanecker said he has requested that the University of California and the California State University systems be invoiced for both the current dues and the dues in arrears. He said the California State University system seems to be willing to pay both the current and past dues. Longanecker remains optimistic that California will eventually be current in its member dues.

The meeting adjourned.

## ACTION ITEM

### The State Scholars Network: **CONNECTING** to College and Work



## Memorandum

DATE: September 26, 2005

TO: WICHE commissioners

FROM: David A. Longanecker

RE: State Scholars Program

The action item that follows describes a \$4.8 million grant proposal that we submitted earlier this month to the Department of Education. WICHE had little advance notice of this federal competition to select one nonprofit organization to administer the national State Scholars Initiative (SSI). The SSI is a network of state-level business education partnerships (up to 27 state efforts will be supported over the two-year grant) to motivate high school students to enroll in and complete rigorous academic courses. We submitted a proposal that outlined our vision and qualifications for a WICHE-driven “CONNECTING to College and Work: The State Scholars Network.” You need to understand that this is a national program, and its focus is on motivating students to take more challenging courses in high school. We believe this project supports WICHE’s mission to expand access to postsecondary education; it also advances our efforts to strengthen the academic preparation of high school students and better align high school graduation requirements with college admission standards. Further, we would ensure that Western states have equitable opportunities to compete for the state stipends (up to \$300,000 per state) as new states are brought into the initiative.

We understand that the Department of Education plans to award a grant to one nonprofit organization or agency by next Friday, September 30. If WICHE is fortunate enough to be selected to administer the grant, we need your endorsement. Our next Executive Committee teleconference is set for 2:00 p.m. Mountain Time on Friday, September 30, and we will give you more details about our response to the federal competition during the call. **As stated in the e-mail message sent along with this material, if you have concerns about WICHE serving as the grantee for this program, we need to hear from you before Friday, and as soon as possible. Please contact me or Jere Mock with your concerns.**

Dave Longanecker: [dlonganecker@wiche.edu](mailto:dlonganecker@wiche.edu) 303.541.0201  
 Jere Mock: [jmock@wiche.edu](mailto:jmock@wiche.edu) or 303.541.0222

## ACTION ITEM

### **CONNECTING** to College and Work: The State Scholars Network

#### Summary

Staff requests approval to seek, receive, and expend funds to support a project that will build on and expand the national State Scholars Initiative (SSI), funded by the U.S. Department of Education (DOE). The SSI encourages and motivates high school students to enroll in and complete rigorous courses of study that will enhance their opportunities for success

in postsecondary education and the workforce. If federal funds are received, WICHE's "CONNECTING to College and Work: The State Scholars Network" will support 14 existing state-level business/education partnerships and expand the program to up to 12 additional states over a two-year period, beginning in October 2005 and extending through September 2007.

### **Background**

The U.S. Department of Education in mid-August 2005 announced a national, \$4.8 million competition seeking a nonprofit organization or agency to take over the administration of the State Scholars Initiative, which was based over the past three years at the Center for State Scholars (CSS) in Texas. In June 2005, the CSS board notified the DOE that the center would cease operating at the end of September, following an audit by the DOE inspector general that identified significant accounting and administrative problems under the previously awarded \$9.8 million grant. During the August 26 WICHE Executive Committee teleconference, David Longanecker said he was considering whether WICHE should apply for the grant, noting that the submission would need to occur prior to the September 30 Executive Committee teleconference. Subsequently, Jere Mock, director of Programs and Services, and her staff, along with two consultants, developed and submitted a proposal to DOE on September 7, seeking \$4.77 million in federal funds. The department expects to announce and award the federal grant by September 30, 2005.

### **Relationship to WICHE Mission**

The project directly supports WICHE's mission to promote innovation, cooperation, resource sharing, and sound public policy among states and institutions in order to expand educational access and excellence for all citizens of the West. The project is national in scope but will allow WICHE to ensure that Western states have equitable opportunities to receive state-level grants that will foster increased enrollments in postsecondary education. The policy emphasis of the project will promote improved linkages between high school graduation and postsecondary admissions requirements, as well as greater opportunities for students to participate in accelerated-learning opportunities while in high school, so that they are better prepared for college. The project will enhance and expand WICHE's current efforts in these important areas of our workplan.

### **Project Description**

If WICHE is selected to serve as the umbrella organization for the SSI, we will work with multiple states to better prepare their students academically for postsecondary education. Anticipated student outcomes include increased student success in rigorous courses of study during high school and increased enrollment in colleges and universities, as well as additional vocational and technical education and training after high school for students who are not college-bound. WICHE will provide technical assistance, monitoring, oversight, and cost reimbursement to the SSI-funded state business/education partnerships operating in 14 states: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Maryland, Michigan, Mississippi, New Jersey, New Mexico, Oklahoma, Rhode Island, Tennessee, and Washington.

Each of the state-level partnerships has received up to \$300,000 in federal funds to implement a variety of approaches that encourage students to pursue a course of study that includes four credits of English, three credits of math (algebra I and II, geometry), three credits of lab science (biology, chemistry, physics), 3.5 credits of social studies (chosen from U.S. and world history, geography, economics, and government), and two credits of a language other than English. All of the initiatives recruit businesspeople to make classroom visits and work with teachers and counselors to promote completion of the State Scholars course of study.

WICHE will also implement a request for proposal (RFP) process to select eight to 12 new state partnerships to participate in the SSI initiative. To help states develop effective implementation plans, WICHE will provide model guidelines as part of the RFP process and technical assistance, as requested, for partnerships as they develop proposals. Once the new SSI states are selected, WICHE will provide technical assistance, monitoring, oversight, and cost reimbursement to the new state partners.

The state partnerships will have opportunities to share best practices via national and regional forums, teleconferences, a web-based CONNECTING resource center, and listservs. Additionally, WICHE will help the state partners coordinate and leverage their resources with related initiatives in their states, such as MESA (Mathematics, Engineering, Science Achievement), GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and College in the High School (dual-credit) programs.

State policymakers – education agency leaders, legislators, school district administrators, professional associations, and leaders of other education and policy organizations – will be engaged to better align rigorous coursework in high school



with high school graduation requirements. We will promote the alignment of high school graduation requirements with college admission requirements. Statewide strategy summits will provide venues to disseminate information on current research findings, recognize best business/education partnership practices, acknowledge the important contributions made by program volunteers, and celebrate the academic successes of participating students.

WICHE will staff the project with a full-time program director who has substantial professional experience in managing projects that are national in scope and focused on education and business constituents. A full-time program coordinator and a part-time administrative coordinator also will be assigned to this effort. The WICHE Commission will provide oversight, along with an appointed advisory council, whose members will be drawn from a national network of education, legislative, and business experts.

Additionally, WICHE will contract with two independent, third-party evaluators to conduct annual evaluations of the agency’s management of the project and to provide evaluation of the state-level education/business partnerships. Evaluators will also work with WICHE to develop data needed for federal performance measures, and WICHE will provide quarterly, annual, and final reports which summarize the program’s operational and financial accomplishments.

**Staff and Fiscal Impact**

This initiative will be supported primarily by federal funds. Staff estimate the project’s administrative costs will total some \$784,400 in year one and \$787,000 in year two; \$3.2 million will be awarded to the state-level business/education partnerships selected through the RFP process. The amount requested from the Department of Education totals \$4.77 million and will cover administrative and indirect costs and provide funding for eight to 12 state grants.

**Fiscal Impact**

Grant Activities	Internal Chargebacks	Indirect Costs	Total Grant Request
\$1,233,648	\$132,788	\$204,965	\$1,571,400
\$3,200,000	(state grants)		<b>\$4,771,400</b>

**Staff Impact (annualized FTE)**

Staff	Grant Funded	Contributed	Total
Existing Staff	.85 FTE	.60 FTE	1.45 FTE
New Staff	2.90 FTE	--	--
Total:	3.75 FTE	.60 FTE	4.35 FTE

**Action Requested**

Approval to seek, receive, and expend funds to support WICHE’s operation of “CONNECTING to College and Work: The State Scholars Network.”

# INFORMATION ITEM

## Mental Health Program Report

The WICHE Mental Health Program (MHP) celebrated its 50th anniversary during 2005, in honor of its founding in 1955. The theme for this year's celebration has been "A Half-Century of Promoting Excellence in Public Mental Health." The past year has been one of successful performance and adherence to the MHP mission of promoting improvement in public mental health systems in the WICHE West and working to ensure a high-quality public mental health workforce.

Financially, the past several years, following the terrorist attacks of September 11, 2001, have been difficult for state governments and the MHP. With state revenue shortfalls, the MHP struggled to manage the sudden decline in program revenue that followed. The MHP made difficult staff changes and developed new funding opportunities, which have resulted in the elimination of a significant negative fund balance. The program is fiscally very viable today and increasingly active in its work across the WICHE region and the nation.

The past fiscal year has been one of significant growth in the MHP, with the establishment of the WICHE Center for Rural Mental Health Research. The center is funded by the federal Office of Rural Health Policy of the Health Resources and Services Administration (HRSA), with an annual budget of \$500,000. It is a collaboration between the WICHE MHP, the University of Colorado Health Sciences Center, and the University of Arkansas for Medical Sciences. The center conducts research on informing public policy that supports evidence-based practice adoption in rural systems of care. The cooperative funding agreement with HRSA, provides an initial four year funding period. It is one of seven national rural health research centers, two of which focus on mental health.

While the WICHE Center for Rural Mental Health Research is a significant component of the MHP, it is only one part of our work. The following is a list of activities that the program is engaged in today:

- With funding from HRSA, the MHP has submitted the final prepublication draft of a book to be published by the U.S. Government Printing Office, entitled *Mental Health in Rural America: An Overview and Annotated Bibliography*.
- The MHP successfully developed and delivered a series of Rural Mental Health Grand Rounds Webcasts during 2004-2005, with funding from the federal Substance Abuse and Mental Health Services Administration (SAMHSA). These webcasts provide rural mental health providers with access to continuing education around key topics in rural mental health practice. SAMHSA has awarded the program new and expanded funding to support the continuation of this activity in 2005-2006.
- In collaboration with Arizona and Alaska, the MHP has facilitated a dialogue between the public mental health system and higher education to improve cooperation in meeting the behavioral health workforce development needs of state and local programs. This project will expand to Nevada in 2005-2006. Funding comes from state government and the National Association for State Mental Health Program Directors.
- The Alaska Division of Behavioral Health, in collaboration with the Alaska Mental Health Trust Authority, has engaged the MHP in a major consultation agreement to assist in the development of an outcome and performance measurement system for its behavioral health system, to ensure accountability and quality improvement. Staff member Chuck McGee is in Anchorage for one year to coordinate this project.
- In follow-up to its work on the president's New Freedom Commission on Mental Health (the MHP assisted the rural issues subcommittee and prepared the subcommittee report to the commission and president), the program has been engaged to assist in the development of the National Action Agenda for Rural Mental Health and the National Strategic Plan for Behavioral Health Workforce Development. Both of these projects will be ongoing through 2005-2006.
- The MHP facilitates the consumer satisfaction survey process for the mental health systems in Wyoming and South Dakota.
- The MHP continues the study of mental illness prevalence and unmet service need in state mental health systems, completing studies in seven WICHE states over the past several years. During 2005-2006 the program will begin a new study for Nebraska.

- These activities are the major projects of the WICHE MHP, but many other activities are ongoing as well. The program has hired Mimi Bradley, who completed a postdoctoral fellowship with the program during 2004-2005. Bradley joins Scott Adams as a senior research and technical assistance associate in the program. Fran Dong has joined the WICHE Center for Rural Mental Health Research as our programmer. We anticipate we will fill other new positions during 2005-2006. The program's participation with the postdoctoral fellowship partnership with the University of Colorado Health Sciences Center continues this year, with the placement of Candice Tate, who comes to us from Montana.

As the MHP enters the pathway to its second half century of work, it is clear the resources of the program are valued across the region and the nation. The program has found a niche in working around issues relating to rural and frontier mental health and has refocused on the area of workforce development. It is exciting to be working with the Programs and Services unit in WICHE to develop new partnerships among our university partners, such as shared social work training programs. While these new partnerships remain in the early stages of development, the promise of regional collaboration is as strong today as it was 50 years ago, when our efforts first began.

# EXECUTIVE DIRECTOR'S TRAVEL

## Calendar Year 2005

### January

- |       |  |                  |
|-------|--|------------------|
| 6     | Changing Directions: Integrating Higher Education and Financial Aid and Financing Policy – presenter | Boise, ID        |
| 18    | CAEL* Meeting – participant  | Chicago, IL      |
| 26    | Arizona Board of Regents Feasibility and Planning Study Group – facilitator                          | Phoenix, AZ      |
| 27–28 | ACE* CPA Advisory Committee – participant  | Washington, D.C. |

### February

- |       |  |                   |
|-------|--|-------------------|
| 3     | National Collaborative Advisory Group – participant  | Denver, CO        |
| 4–5   | ACT Education Advisory Board – participant   | San Antonio, TX   |
| 5–6   | Associate's Program, The National Center for Public Policy and Higher Education – presenter  | Santa Fe, NM      |
| 7     | ATAlliance Board – participant   | Atlanta, GA       |
| 9     | NPEC* Programmatic Subcommittee – participant (chair)  | Washington, D.C.  |
| 11    | Recession, Retrenchment, and Recovery: State Higher Education Funding and Student Financial Aid National Advisory Committee Meeting, a Jointly Sponsored Project (ISU/NASSGAP/SHEEO* and Lumina) – participant | Chicago, IL       |
| 12    | Arizona Board of Regents Feasibility and Planning Study Group Proposal Review – facilitator  | Phoenix, AZ       |
| 16    | California State University Academic Council – presenter   | San Francisco, CA |
| 17    | Meetings with various California legislators – participant   | Sacramento, CA    |
| 18–21 | NCSL's* Annual Education Finance Seminar – presenter   | Napa, CA          |
| 23    | Arizona Board of Regents Feasibility and Planning Study Group – facilitator  | Phoenix, AZ       |
| 28    | Oregon State University School of Education – participant  | Corvallis, OR     |

### March

- |       |  |                  |
|-------|--|------------------|
| 1     | California Assembly Higher Education Committee Hearing – presenter   | Sacramento, CA   |
| 2     | Oregon Community Colleges Association Annual Meeting – presenter   | Salem, OR        |
| 4–5   | MHOC* Meeting and Conference on Building Partnerships in Rural Mental Health Workforce Development – presenter   | Phoenix, AZ      |
|       | Meeting with the Director of the Office for the Advancement of Telehealth, Health Resources, and Services Administration, U.S. Department of Health and Human Services – participant | Washington, D.C. |
| 16–20 | AAHE* Board of Directors and AAHE National Conference – participant  | Atlanta, GA      |
| 21–22 | NPEC Programmatic Subcommittee – participant (chair) – and Executive Committee – participant   | Washington, D.C. |
| 26    | Colorado Institute for Leadership Training – presenter   | Boulder, CO      |

### April

- |       |   |              |
|-------|---|--------------|
| 7     | Arizona Board of Regents Feasibility and Planning Study Group – facilitator | Phoenix, AZ  |
| 14    | Arizona Board of Regents Feasibility and Planning Study Group – facilitator | Phoenix, AZ  |
| 19    | Investment in Excellence Dinner – participant                               | Denver, CO   |
| 21–23 | NWAF* Annual Meeting – presenter  | Richland, WA |

### May

- |       |                                |             |
|-------|--------------------------------|-------------|
| 10    | DETC* Institutions – presenter | Boulder, CO |
| 15–17 | WICHE Commission               | Juneau, AK  |

## June

- 3 Colorado Academic Library Summit: The Changing Face of Higher Education – presenter Denver, CO
- 6 AGB\* Center for Public Trusteeship and Governance Invitational – participant Washington, D.C.
- 8 The Center for the Study of Education Policy at Illinois State University Recession, Retrenchment and Recovery Project – participant
- SHEEO/NASSGAP/ISU-Lumina Project Advisory Committee – participant Chicago, IL
- 12 New Mexico Dean’s Retreat – presenter Ruidoso, NM
- 14 Western Governors University Board Meeting – attendee Breckenridge, CO
- 15 The National Center for Public Policy and Higher Education Board – presenter Chicago, IL
- 20–22 Opening Opportunity or Preserving Privilege: The Ambiguous Potential of Higher Education, sponsored by The Spencer Foundation and The Macalester College Forum – participant Chicago, IL
- 24 CCHE\* Database Subcommittee – presenter Denver, CO
- 26–28 Changing Directions Technical Assistance Workshop – presenter Santa Fe, NM
- 28–30 Community College Bridges to Opportunity Initiative Summer Conference – presenter Estes Park, CO

## July

- 12 National Collaborative Advisory Committee – participant Denver, CO
- 12–15 ECS\* National Forum on Education Policy – participant Denver, CO
- 18 Kentucky JBL Associates – presenter Lexington, KY
- 20–23 SHEEO Annual Meeting – presenter CO Springs, CO
- 23 WICHE Regional Breakfast Meeting at SHEEO Annual Meeting – participant CO Springs, CO
- 28 Extending Master’s and Ph.D. Programs in Social Work – participant Boulder, CO

## August

- 8 – 9 Pennsylvania Project – participant Harrisburg, PA
- 10 NPEC Programmatic Subcommittee – participant (chair) Washington, D.C.
- 15 WICHE’s Legislative Advisory Committee – presenter Seattle, WA
- 29 Changing Directions Research Advisory Board – participant Boulder, CO
- 30/9–1 Changing Directions High-Growth States Multistate Policy Forum – participant Boulder, CO

## September

- 13 WICHE Breakfast at CSG-West\* Annual Meeting – presenter Portland, OR
- 15–16 ACE Improving Lives Policy Summit – presenter Los Angeles, CA
- 18–19 Kentucky Affordability Project and Trusteeship Conference – presenter Louisville, Kentucky
- 20 WCALO\* State Roundtable – facilitator Denver, CO
- 22–24 Preparation for Success: Strategies Serving Rural Students, A College Board/WICHE–sponsored invitational conference – participant Jackson Hole, WYO
- 24–27 Aspen Symposium on the Future of Higher Education – participant Aspen, CO
- 29 Association for Consortia Leadership – presenter Miami, FLA
- 30 NWAFF Executive Committee – participant Portland, OR

## October

- 1 NWAFF Executive Committee continues – participant Portland, OR
- 3 Strategic Advisory Committee of the Colleges in Colorado Consortium – participant Denver, CO
- 4 WICHE’s College Access Symposium – presenter Boulder, CO
- 6–8 ACE Annual Meeting: Educating All of One Nation: Realizing America’s Promise – Embracing Diversity, Discovery and Change – participant Phoenix, AZ
- 12–15 CONAHEC\* Board of Directors and CONAHEC Annual Conference – presenter San Juan, PR
- 17–18 Accelerated Learning Options: A Study of State and Institutional Policies and Practices – participant Boulder, CO
- 19–20 ACT Annual Meeting – participant Iowa City, IA
- 20–22 Institute for State Legislators, sponsored by NCSL, NCHEMS,\* NCPPHE,\* and WICHE – presenter Denver, CO
- 27–28 NPEC Executive Committee – participant Washington, D.C.

## November

- |     |  |                   |
|-----|--|-------------------|
| 2   | Lumina Summit on College Costs: Making Opportunity Affordable – presenter                                  | Washington, D.C.  |
| 3   | TIAA-CREF Institute 2005 Conference: The New Balancing Act in the Business of Higher Education – presenter | New York, NY      |
| 4–5 | WCET* Annual Meeting – presenter   | San Francisco, CA |
| 8–9 | WICHE Commission Meeting – presenter   | Boulder, CO       |
| 16  | College of Southern Idaho Strategic Planning – presenter   | Twin Falls, ID    |

## December

- |     |   |              |
|-----|---|--------------|
| 1–2 | National Collaborative Advisory Committee Meeting – participant | Santa Fe, NM |
| 5–6 | Changing Directions Leadership Institute – participant          | Chicago, IL  |
| 6–8 | NCSL Fall Forum – participant                                   | Chicago, IL  |

\* Acronyms: CAEL, Council for Adult and Experiential Learning; ACE, American Council on Education; NPEC, National Postsecondary Education Cooperative; NCSL, National Conference of State Legislatures; MHOC, Mental Health Oversight Council; ISU, Illinois State University; NASSGAP, National Association of State Student Grant and Aid Programs; SHEEO, State Higher Education Executive Officers; AAHE, American Association of Higher Education; NWAFF, Northwest Academic Forum; DETC, Distance Education and Training Council; CCHE, Colorado Commission on Higher Education; ECS, Education Commission of the States; CSG-West, Council of State Governments – West; WCALO, Western Consortium of Accelerated Learning Opportunities; CONAHEC, Consortium on North American Higher Education Collaboration; NCHEMS, National Center for Higher Education Management Systems; NCPPHE, National Center for Public Policy and Higher Education; WCET, a self-supporting WICHE unit with a focus on educational telecommunications in higher education, with an international membership, and an independent advisory board.



## Committee of the Whole, Call to Order

Monday, November 7, 2005 — 9.30 - 10.00 am  
Century Room

2 Monday 9.30 - 10.00 am



Photo courtesy of Boulder Convention & Visitors Bureau



# Monday, November 7, 2005

**9.30 - 10.00 am**

Century Room

## **Committee of the Whole, Call to Order**

### **Agenda**

Call to Order: Diane Barrans, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole  
meeting minutes of May 2005 2-5

Report of the chair

Report of the executive director

Report of the Nominating Committee

Recess until November 8, 2005, at 11.00 am



## New Commissioners

**Thomas Buchanan** was appointed the 23<sup>rd</sup> president of the University of Wyoming (UW) in July. Prior to accepting the presidency, he served as vice president for academic affairs at the university and, before that, as chief academic officer, with responsibility for all academic programs at UW. Buchanan is a long-term UW faculty member and administrator, having served as associate provost, associate dean of the College of Arts and Sciences, and head of the Department of Geography. In 1988, he received the Ellbogen Meritorious Classroom Teaching Award and in 1990 the Seibold Professorship in the College of Arts and Sciences; in 1993 he was recognized as an “exemplary alumni” by the College of Arts and Sciences. He is a former chair of the Northwest Academic Forum (NWAFF), a consortium of higher education institutions and systems offices (WICHE is NWAFF’s secretariat). He received a B.S. from the State University of New York, an M.S. from the University of Wyoming, and a Ph.D. from the University of Illinois at Urbana-Champaign.

**Michael Gallagher** was appointed interim president of Idaho State University (ISU) in October. He has spent 36 years in higher education, beginning as a business instructor. He was dean of the ISU College of Business for two years and ISU vice president for academic affairs from 1989 to 1996. He recently retired as the president of Mesa State College in Grand Junction, CO, where he worked for seven years. Gallagher also gained extensive corporate experience working for such companies as Procter & Gamble and Phillips Petroleum. He received his Ph.D. in management from Texas A&M University.

**Dwight Johnson** was named interim executive director of the Idaho State Board of Education in October. Previous to this, he was the assistant deputy director for Idaho Commerce and Labor, where he spent nearly 11 years, overseeing the tourism, international business, and communications and research divisions. He also served as the department’s legislative and congressional liaison and was involved in critical workforce-training issues, helping to ensure the passage of Idaho’s Workforce Development Training Fund and the Farm Worker Minimum Wage law. He has served twice as the interim executive director for the Idaho Rural Partnership and was a key staff member to Governor Dirk Kempthorne’s 2020 Blue Ribbon Task Force. During Governor Phil Batt’s administration, Johnson was a member of the Governor’s Welfare Reform Advisory Council. He has a master’s in public administration from Boise State University and a bachelor’s in political science from Brigham Young University.

**David Lorenz** retired from Northern Arizona University in October 2004 after working in higher education for 37 years in various administrative positions. He moved to Flagstaff, AZ, in 1982 and served as the university’s director of university services, associate vice president of business affairs, and vice president of administration and finance. Previous to that, he served at Grand Valley State University in Michigan for 15 years. Lorenz has been very active in professional organizations and foundations, including serving as president of the National Association of College Auxiliary Services (he received that organization’s highest honor, the Robert F. Newton Award for distinguished service in 2004). He has 10 years of experience in public and county school boards. He received his B.A. from Central Michigan University in 1962 and a M.A. from Michigan State University in 1967. In 1988 he completed the Business Management Institute for Senior College and University Officers.

**Beverlee McClure** is cabinet secretary to the newly established New Mexico Higher Education Department. Previously, she was president of Clovis Community College, where she led the effort to create the Center for Student Success, which received the Quality New Mexico Award from the governor. She also served as provost of the St. Augustine Campus of St. Johns River Community College in St. Augustine, FL, as assistant vice president for student services and university center operations at Westark Community College in Fort Smith, AR, and in other administrative and teaching posts. She received her bachelor’s in business administration from Texas A&M, Commerce, her M.B.A. from the University of Arkansas, Fayetteville, and her doctorate in education from the University of Texas at Austin.



**ACTION ITEM**  
**Committee of the Whole**  
**Meeting Minutes**  
**May 16 -17, 2005, Juneau, AK**

Participants ..... 2-6

Committee of the Whole, First Session: Call to Order ..... 2-9

Report of the Chair ..... 2-9

Report of the Executive Director ..... 2-9

Report of the Nominating Committee (special session) ..... 2-10

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Action Item: Executive Committee meeting minutes of November 2004, January 2005,  
February 2005, and April 2005..... 2-11

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Report and recommended action of the Executive Committee ..... 2-11

Report and recommended action of the Programs and Services Committee ..... 2-12

Action Item: Programs and Services FY 2006 workplan ..... 2-12

Report and recommended action of the Issue Analysis and Research Committee..... 2-12

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Action Item: Establishing the Center for Transforming Student Services ..... 2-13

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# PARTICIPANTS

## Commissioners

### ALASKA

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

Johnny Ellis  
State Senator  
Anchorage

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

### ARIZONA

Lawrence M. Gudis  
Former Senior Vice President  
Apollo Group  
Axia College, Central Services  
Phoenix  
Barbara Gudis

John Haeger  
President  
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

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

Richard O'Donnell  
Executive Director  
Colorado Commission on Higher Education

### HAWAII

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

Roy T. Ogawa  
Attorney at Law  
Honolulu

Roberta M. Richards  
State Officer  
Hawaii Department of Education  
Honolulu

### IDAHO

Richard Bowen  
President  
Idaho State University  
Pocatello  
Connie Bowen

Robert W. Kustra  
President  
Boise State University  
Boise  
Kathy Kustra

### 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  
Former State Representative  
Bozeman  
Terry Koral

## **Commissioners (continued)**

### **NEVADA**

Jane A. Nichols  
Former Chancellor of the University and Community  
College System of Nevada  
Department of Education Leadership  
University of Nevada, Reno  
Reno

### **NEW MEXICO**

Letitia Chambers  
Former Executive Director  
New Mexico Commission on Higher Education  
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  
State Senator  
Jamestown

Robert Potts  
Chancellor  
North Dakota University System  
Bismarck

### **OREGON**

Ryan P. Deckert  
State Senator  
Portland

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

### **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

### **UTAH**

Richard E. Kendell  
Commissioner of Higher Education  
Utah System of Higher Education  
Salt Lake City

### **WASHINGTON**

Don Carlson, WICHE Chair 2004  
Former State Senator  
Vancouver

Phyllis Gutierrez Kenney  
State Representative  
Seattle

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

### **WYOMING**

Tex Boggs  
State Senator and President  
Western Wyoming Community College  
Rock Springs

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

**Guests**

Stephanie Butler  
Director of Operations and Outreach  
Alaska Commission on Postsecondary Education  
Juneau, AK  
Amy O'Mara

Cheryl Frasca  
Former WICHE Commissioner and Director  
Office of Management and Budget  
Juneau, AK

Mark Hamilton  
Former WICHE Commissioner and President  
University of Alaska System  
Fairbanks, AK

Bill Hogan  
Director  
Alaska Division of Behavioral Health  
Juneau, AK

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

Paul Lingenfelter  
Executive Director  
State Higher Education Executive Officers (SHEEO)  
Denver, CO

Chris Morpew  
Associate Professor  
University of Kansas  
Lawrence, KS

Pat K. Pitney  
Associate Vice President  
Planning and Budget  
University of Alaska Statewide Office  
Fairbanks, AK

Lori Steadman  
Special Programs Coordinator  
Alaska Commission on Postsecondary Education  
Juneau, AK

Kelly Stout  
Administrative Assistant to the Executive Director  
Alaska Commission on Postsecondary Education  
Juneau, AK

**Staff**

Cheryl Blanco  
Director  
Policy Analysis and Research

Sally Johnstone  
Director  
WCET

David Longanecker  
Executive Director

Michelle Médal  
Administrative Assistant  
Policy Analysis and Research and  
Programs and Services/Communications

Jere Mock  
Director  
Programs and Services/Communications

Dennis Mohatt  
Program Director  
Mental Health

Marv Myers  
Director  
Administrative Services  
Mary Myers

Margo Schultz  
Program Coordinator  
Student Exchange Programs  
Programs and Services/Communications

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



# **COMMITTEE OF THE WHOLE: CALL TO ORDER**

## **Monday, May 16, 2005**

Chair Barrans called the May 16, 2005, first session of the Committee of the Whole meeting to order.

### **Introduction: New WICHE Commissioners and Guests**

Chair Barrans introduced guests in attendance and welcomed three new WICHE commissioners: James O. Hansen of South Dakota (a returning commissioner), William J. Hybl of Colorado, and Phyllis Gutierrez Kenney of Washington.

Chair Barrans also announced that John Haeger of Arizona and David Nething of North Dakota had been reappointed to the WICHE Commission. She said this would be the last meeting attended by WICHE Commissioner Larry Gudis of Arizona because he has accepted a position located outside of the WICHE region. She presented Gudis with a token of the commission's appreciation for his service to WICHE.

### **Report of the Chair** **Diane Barrans, WICHE Chair**

Chair Barrans thanked her assistant, Kelly Stout, for her efforts in preparing for this meeting. She thanked Senator Johnny Ellis for providing Alaska coffee table books for the meeting participants. After many introductions and announcements during this opening session, she had no further report.

### **Report of the Executive Director** **David Longanecker, WICHE Executive Director**

#### **Office Facility Update**

Executive Director David Longanecker said that within a month the State Higher Education Policy Center (SHEPC) will be housing the National Center for Higher Education Management Systems (NCHEMS), the State Higher Education Executive Officers (SHEEO), and the Western Interstate Commission for Higher Education (WICHE). The new office facility, located at 3035 Center Green Drive in Boulder, CO, has been stripped out and is currently being remodeled to suit the needs of each organization. A substantial debt is owed to Marv Myers who marshaled this entire process every step of the way.

While the SHEPC building will be a fine facility, a portion of it will remain unfinished until external funding can be secured to fully equip it as envisioned. The future high tech resource and learning center will be a conference room until such funding is secured. He has volunteered to take the lead in this effort for the three organizations and will begin this activity after the move takes place.

#### **California Dues Payment Update**

Longanecker said no other issue receives more questions than, "Where are we with the dues payment from California, anyway?" The bad news is: the dues have not been paid. The good news is: there is fairly solid strategy and effort underway to secure payment of those dues. WICHE has secured the services of Nielsen, Merksamer, Parrinello, Mueller, & Naylor to assist in obtaining California's dues. He said contracting for the services of a firm in California was necessary for several reasons: WICHE does not have a strong presence in Sacramento; WICHE does not have active participation from its current California commissioners; and WICHE does not have any commissioners appointed by the current California governor. These disadvantages present WICHE with a unique challenge in securing the dues payment. One reason for selecting this particular lobbying firm is that one of the principals, Dede Alpert, is a former California state senator who was term-limited. Alpert has been a long-term member of WICHE's Legislative Advisory Committee and has been a very active supporter of WICHE. Alpert was WICHE's champion in California during last year's initiative to obtain the dues payment.

Currently, the logistical strategy is to have WICHE's dues imbedded in the budget of the California State University System. The system's president, Charlie Reed, has agreed to this, as has David Spence, who is Reed's executive vice chancellor, and both have been actively working towards this effort. The California State University System does not want to pay for WICHE's dues out of its budget, but it is willing to have the funds placed in their budget for WICHE.

There have also been some recent and positive developments in California. For a long time, the California Maritime Academy was the only California institution participating in the Western Undergraduate Exchange (WUE) program. Currently, there are a number of California State University institutions investigating participation in WUE. Some of

these institutions are also interested in participating in the Western Regional Graduate Program (WRGP) and a few have expressed interest in the Professional Student Exchange Program (PSEP). California may soon have more substantial participation in WICHE's programs than ever before (that is, if they are able to pay their dues and maintain membership).

Currently, the legislative strategy to get the dues paid is to identify sponsors on the Budget Committee (a joint Assembly/Senate committee). Senator Jack Scott, who used to be a member of WICHE's Legislative Advisory Committee when he was in the Assembly, currently holds the position vacated by Dede Alpert – chair of the Education Subcommittee of the Budget Committee. Senator Scott will carry the initiative for WICHE in the Senate. In the Assembly, Assemblywoman Carol Liu, with the assistance of the California Assembly Higher Education Committee's chief consultant, Bruce Hamlett (former New Mexico WICHE commissioner), is working to find two Assembly members of the Budget Committee to carry WICHE's initiative. Potential candidates are: Assemblyman Marvin Dymally of Los Angeles and Lynn Daucher of Orange County. WICHE has also been working with the Budget Committee chairs of both houses: Senator Wesley Chesbro, whose district includes the California Maritime Academy, and Assemblyman John Laird from Santa Cruz. Longanecker said he thinks the strategies are strong ones and is hopeful that California's dues will soon be paid.

Dede Alpert cannot work directly with the California Legislature because of California's conflict-of-interest laws. Instead, Alpert's partner is working with WICHE on this effort; she has helped lay the groundwork in the governor's office and the office of the director of finance.

There is a chance that the request for dues payment will be split into two parts. The first part would be for the arrears portion, which is the largest portion, at more than \$250,000. The arrears portion may prove to be easiest to receive because of funds available for one-time expenses. The second part would be the current annual dues owed, at \$108,000. The current dues may prove to be more difficult to obtain because this funding would be new and recurring.

The timing for action on the dues is difficult to estimate. California's fiscal year ends on June 30. The Budget Committee currently has the governor's revised budget proposal and will work at finalizing it over the next six weeks. However, the likelihood that this will be accomplished by June 30 is not high. California has not had a budget by June 30 for the past eight years. It is more likely that the state's final budget will be finalized sometime in July.

Longanecker reported that none of California's commissioners will be present at the May meeting. Commissioner Francisco Hernandez has been very helpful to WICHE and would have attended this meeting, but he had a scheduling conflict. Commissioner Robert Moore is no longer the director of the California Postsecondary Education Commission, so he isn't in a position to fund his own attendance at WICHE Commission meetings; while Moore is no longer employed in the field of higher education, he remains a very strong proponent of WICHE. Commissioner Herbert Medina is no longer active in WICHE; technically he is still a WICHE commissioner, but he no longer considers himself one.

### **Report of the Nominating Committee (special session) Don Carlson, Committee Chair**

Don Carlson of Washington, who is immediate past WICHE chair, and chair of the Nominating Committee, thanked his colleagues who served on the committee with him: Cam Preus-Braly of Oregon and Gary Stivers of Idaho. He also thanked members of the commission for their very thoughtful and careful nominations of candidates for the vice chair's position.

COMMISSIONER CARLSON, ON BEHALF OF THE NOMINATING COMMITTEE, MOVED THE NOMINATION OF DAVID NETHING OF NORTH DAKOTA AS THE VICE CHAIR AND CHAIR-ELECT OF WICHE FOR CY 2005. The committee's motion did not require a second. The commission will take action on this motion during the second session of the Committee of the Whole, on Tuesday, May 17.

[Note: Vice Chair Phil Dubois' departure from the WICHE region created the vice chair vacancy requiring the special election. Election of WICHE's vice chair usually takes place during the November meeting.]

Chair Barrans recessed the Committee of the Whole until Tuesday, May 17, at 11:00 a.m.

# COMMITTEE OF THE WHOLE, SECOND SESSION

## Tuesday, May 17, 2005

Chair Barrans reconvened the Committee of the Whole for its second session.

### Consent Agenda Item

#### Action Item

#### Approval of the Committee of the Whole Meeting Minutes of November 8-9, 2004, and the Executive Committee Meeting Minutes of November 8, 2004, and January 12, February 9, and April 6, 2005

COMMISSIONERS NETHING/PERRY (M/S) APPROVAL OF THE CONSENT AGENDA –THE COMMITTEE OF THE WHOLE MEETING MINUTES OF NOVEMBER 8-9, 2004, AND THE EXECUTIVE COMMITTEE MEETING MINUTES OF NOVEMBER 8, 2004, AND JANUARY 12, FEBRUARY 9, AND APRIL 6, 2005. The motion passed unanimously.

### Non-Consent Agenda Items

#### Report and Action of the Executive Committee, Open Session

##### Diane Barrans, WICHE Chair

Chair Barrans reported that during the open session of the Executive Committee, the committee approved its April 6 conference call meeting minutes, heard a report about the Mental Health Program's activities, and reviewed the schedule for this May's meeting.

#### Report and Action of the Executive Committee, Closed Session

##### Diane Barrans, WICHE Chair

#### Executive Director's Evaluation and Compensation

Chair Barrans reported that during the closed session of the Executive Committee, the committee reviewed David Longanecker's self-evaluation for FY 2005 and approved his proposed performance objectives for FY 2006, located on pp. 1-37 through 1-44 of the agenda book.

As background to the discussion about David Longanecker's compensation, Barrans said, it is important to note that the dues recommendation for FY 2005 was decreased by the commission during its May 2003 meeting. This was done in reaction to the fiscal constraints the states were experiencing at the time. During that same meeting, the staff recommendation for salary and benefit increases was to have no salary increase and to provide an increase to staff benefits that would cover the increased cost of health insurance. So while staff would not receive a salary increase, they were protected from experiencing a loss in benefits or an increase in the cost of maintaining their existing health insurance benefits. The action to freeze the dues level contributed to the need to cut back staff and to limit the funds available for staff salary increases in FY 2005. Last year, Longanecker refused to accept a salary increase even though the Executive Committee had strong views about the quality of his leadership and the desire to compensate him for his exceptional performance. The committee went along with his request to put his salary increase into a bonus pool for staff because he believed the staff deserved more of a salary increase than what would be possible with the recommended 3.5 percent merit pool. Barrans reported that the committee would not allow him to do this again this year and presented the following Executive Committee recommendations regarding his compensation for FY 2006:

COMMISSIONER BARRANS, ON BEHALF OF THE EXECUTIVE COMMITTEE, MOVED APPROVAL TO INCREASE DAVID LONGANECKER'S ANNUAL SALARY FOR HIS OUTSTANDING PERFORMANCE BY 5 PERCENT, TO INCREASE HIS AUTOMOBILE ALLOWANCE BY \$900, FROM \$4,800 TO \$5,700, AND TO INCREASE HIS EXPENSE ACCOUNT BY \$1,500, FROM \$3,500 TO \$5,000, FOR FISCAL YEAR 2006. THIS ACTION, EFFECTIVE JULY 1, IS ESTIMATED TO COST A TOTAL OF \$10,000 FOR FISCAL YEAR 2006. The motion passed unanimously.

[Note: Please see the committee minutes located elsewhere in this agenda book for additional detail about the open session of the Executive Committee.]

## **Report and Action of the Programs and Services Committee**

### **Doris Ching, Acting Committee Chair**

Acting Committee Chair Doris Ching reported about the meeting of the Programs and Services Committee, held on Tuesday, May 17. During this meeting the committee approved its meeting minutes and approved the Programs and Services section of the FY 2006 workplan (pp. 10-6 and 10-7 of the agenda book).

The committee heard updates on several projects, including NEON (the Northwest Educational Outreach Network). It also heard reports on and accepted staff recommendations for two issues related to WICHE's Student Exchange Program (more on this to follow). The committee also received Chris Morphew's report during a joint meeting of the committees on Monday, May 16.

#### **Discussion Item**

##### **Member States' Use of Out-of-Region Schools for WICHE's Professional Student Exchange Program**

Ching reported that the committee discussed the member states use of out-of-region schools under the Professional Student Exchange Program (PSEP). Nine out-of-region institutions received \$845,000 in PSEP support fees in FY 2004-05. WICHE does not receive any compensation for administering these contracts, and the states where these schools are located do not pay WICHE dues. The question was whether or not these states or institutions should be charged for using the PSEP program. The staff recommendation was not to charge an administrative assessment at this time for two primary reasons. First, staff believes that over time, students will begin to move away from these out-of-region schools with the addition of two new dental schools in the WICHE region, located in Arizona and Nevada. Second, staff believes that assessing a fee might impede access to enrolling students, particularly in optometry programs, because the institutions might pass these fees on to the students. The committee agreed with the staff recommendation, which is not to implement an administrative assessment to out-of-region institutions participating in PSEP at this time.

#### **Discussion Item**

##### **Western Undergraduate Exchange (WUE) Program: Preserving Access through the 150 Percent Formula**

Ching said the committee discussed an evaluation of the Western Undergraduate Exchange (WUE) program's 150 percent formula. Again, the committee agreed with the staff findings that no adjustment to this formula should be made at this time. She said the evaluation of this formula was initiated in response to several institutions requesting an increase in the tuition rate for WUE students. The staff recommendation includes four possible actions that schools could take should they find it necessary to reduce WUE participation. The recommendations, located on pp. 10-10 through 10-12 of the agenda book, are:

1. Raise or lower the GPA or SAT scores to limit enrollment.
2. Establish an early application deadline.
3. Set a cap on the number of WUE students received in a year.
4. Restrict WUE access by specifying certain programs available under the WUE program.

[Note: Please see the committee minutes located elsewhere in this agenda book for additional detail about this committee's meeting.]

## **Report and Action of the Issue Analysis and Research Committee**

### **Jane Nichols, Committee Chair**

Committee Chair Jane Nichols reported about the meeting of the Issue Analysis and Research Committee, held on Tuesday, May 17. During this meeting the committee approved its meeting minutes and heard updates on several grants that will be ending. Staff asked for help in identifying potential funding sources for several continuation projects. The committee discussed and approved several projects, as well as the committee's section of the FY 2006 workplan, with one amendment, detailed below. It also received Chris Morphew's report during a joint meeting of the committees on Monday, May 16.

**Information Item**  
**State Policies and Issues Related to Residency**

The committee reviewed an information item about a potential study on state policies and issues related to residency. It encouraged the staff to develop a more detailed plan for study and to seek funding to provide more information on a national level, perhaps working in partnership with the State Higher Education Executive Officers (SHEEO) to help clarify state policies related to residency. This effort would be inclusive and not just focus on residency for purposes of tuition issues. This item will come back to the committee in November for action.

**Discussion Item**  
**Benchmarks Document**

The committee reviewed and approved the benchmarks document, with a few modifications and a lively discussion. The committee recommended approval of a revision to this document, which will come to the commission in November.

**Action Item**  
**FY 2006 Workplan – Issue Analysis and Research Committee**

The committee reviewed and approved the workplan section that related to this committee's area of responsibility (pp. 11-7 to 11-8 of the agenda book). The committee added an item that would empower the staff to seek funding for a project to evaluate Colorado's controversial College Opportunity Fund. A request has been made that WICHE, possibly in partnership with other organizations, put together an evaluation plan for this Colorado program. Nichols advised the commission to consider this addition when it takes action on the workplan. The project, "Evaluation of the Colorado College Opportunity Fund," would fall in the "Accountability/On the Horizon" section of the workplan.

**Action Item**  
**Establishing the Center for Transforming Student Services**

The committee reviewed and approved WCET's action item to seek funding for a project titled "Establishing the Center for Transforming Student Services." This center would continue WCET's work with campuses and systems to use technology to deliver student services that will enhance student movement through academic courses of study. Creating this center would mean that the service would not be completely dependent upon the funding of one project after another; it would become an ongoing student service.

**Action Item**  
**Founding AdjunctMatch: An E-Resource for Institutions and Online Faculty**

The committee reviewed and approved a second WCET action item to seek funding for a project titled "Founding AdjunctMatch: An E-Resource for Institutions and Online Faculty." This project was requested by WCET's membership and would establish a database and a means for institutions to locate adjunct faculty to teach online distance courses. This service would be fee-based, but funding would be sought for its initial service and base operation.

[Note: Please see the committee minutes located elsewhere in this agenda book for additional detail about this meeting.]

**Action Item**  
**FY 2006 General Fund Budget and Salary and Benefit Recommendations**

David Longanecker said the FY 2006 budget is a balanced budget, as usual. This year there are new budget presentation elements, which were initiated by former Wyoming Commissioner Phil Dubois. Dubois asked that the budget presentation contain more complete information about the full WICHE budget. Therefore, staff has prepared information that includes the non-general fund accounts, in addition to the usual information presented about the general fund budget. Dubois felt strongly (and Longanecker agrees) that the WICHE Commission is responsible for all of the organization's funds and not just the portion pertaining to the general fund. He said the approximate totals for each of the fund areas are: \$2 million for the general fund, \$5 million for the total operation, and \$12 million in PSEP pass-through funds. In addition, another budget piece also raised by Dubois was the new debt service WICHE acquires once it closes on its new office facility. The WICHE Commission is responsible for all of these accounts.

While the budget presentation material has focused on WICHE's general fund accounts, one way the commission has been informed about WICHE's total operation is through the annual audit. He said commissioners' involvement in WICHE's finances will expand with the formation of new Audit Committee. He said staff will endeavor to present the commission with a complete picture of the organization's finances.

This year's budget presentation attempts to incorporate all of the information requested, but this is a process: Longanecker welcomed commissioners' suggestions for content and format. He then asked Marv Myers to review the proposed budget for FY 2006.

### **FY 2005 Budget**

Myers referred to Table 2 (on p. 12-17 of the agenda book) which is the familiar general fund table showing: 1) Column B, the FY 2005 "approved budget" – the budget approved by the commission at the beginning of the fiscal year; 2) Column C, the FY 2005 "actual budget" – which includes actual figures for eight months and projected figures for four months; and 3) Column F, the FY 2006 "proposed budget" – which is being presented to the commission for approval at this meeting.

Myers referred to Column C, reporting that it reflects the most recent projections for the FY 2005 budget for the end of this current fiscal year. For FY 2005, the revenue shortfall shown is primarily due to California's nonpayment of dues. FY 2005 interest income is higher; indirect cost recovery is slightly lower; and expenditures are close to original projections, resulting in a projected deficit for FY 2005 in the amount of \$82,262 (line 22). This deficit is tied directly to California's nonpayment of dues and was anticipated last year when the commission approved a contingent carry-forward figure of \$238,291 (line 34). The end result is a change in reserve levels from \$779,245 (line 24, column C) at the beginning of FY 2005 to \$389,597 (line 24, column F) at the end of FY 2005.

### **FY 2006 Budget**

Myers moved on to FY 2006 budget in Column F, reporting that the revenue figures include the receipt of dues from all 15 member states at the approved level of \$108,000 per state (an increase from \$105,000 in FY 2005). Other items in Column F are pretty straightforward. A new item reported on Line 17 reflects the figures resulting from the commission's approval of the cost-sharing mechanism, where WICHE, the "parent" organization, shares with the self-supporting units a portion of its indirect cost recovery income. Indirect cost revenue is generated by grants and contracts awarded, primarily, to WICHE's self-supporting units (WCET and the Mental Health Program). Myers said the FY 2006 proposed budget results in an overall surplus of \$3,865.

Myers said the proposed budget for FY 2006 includes a 4 percent overall salary increase for staff. This means the FY 2006 budget already contains a good portion of the \$10,000 increase just approved for the executive director's compensation package. Myers is fairly certain that the existing budget proposal will provide the funds needed for the increase in the executive director's compensation package increase and that it will not push the bottom line into a deficit position.

Myers then referred to the newer budget presentation material, stating the Table 3 (on p. 12-18 of the agenda book) provides a detailed breakdown of the general fund budget items for both FY 2005 and FY 2006, which are also reported on Table 2. Table 4 (on p. 12-19 of the agenda book) itemizes WICHE's non-general fund account totals, providing revenue and expenses for FY 2005 and FY 2006, including total expenditures for the Mental Health Program and WCET. Table 5 (on p. 12-20 of the agenda book) provides a detailed breakdown of the non-general fund accounts by revenue and expense by unit (Programs and Services, Policy Analysis and Research, WCET, and the Mental Health Program) for FY 2005 and FY 2006. Table 5 excludes all general fund contributions to these units and reports the total expenditures for all non-general fund accounts on line 20 at \$3,116,875 in FY 2005 and at \$2,959,547 in FY 2006 – showing expenditures are fairly constant from one year to the next. Table 1 (on p. 12-16 of the agenda book) shows revenue by source and expenditure by item for FY 2005 and FY 2006 for general fund accounts in Column 1, non-general fund accounts in Column 2, and a combination of both accounts in Column 3. Line 22 of Table 1 shows that the organization's total operating budget from all sources is \$5,026,138 in FY 2005 and \$4,924,682 in FY 2006. It is important to note, too, that Table 1 excludes figures from pass-through PSEP support fees.

Myers asked if there were any questions about the budget material or if the commission would like him to move into the salary and benefit recommendations proposed for FY 2006 on Table 6 (on p. 12-21 of the agenda book).

### **Staff Bonuses Proposed for FY 2006**

Commissioner Carlson referred to p. 12-15 of the agenda book, which is the budget narrative. Paragraph five describes a 3.5 percent salary increase for staff, and the budget includes .5 percent for "staff bonuses." Last year, when Longanecker forfeited his own salary increase in order to provide it to some staff as bonuses, the Executive Committee agreed to it as a one-time item. Carlson said he doesn't have a problem with the 3.5 percent salary increase, but he does have a problem with the .5 percent proposed for staff bonuses. He said this item should not automatically be carried over again this year. He recalled an Executive Committee recommendation that the WICHE chair consider appointing a committee that would evaluate a long-term plan for WICHE's staff salaries and salary increases. He said consideration does need to be given to WICHE's ability to compete for and maintain its current top-shelf staff, but the bonus item approved last year should not automatically be carried over again this year.

### **Motion to Amend Budget**

COMMISSIONER CARLSON/YOUNKIN (M/S) TO REMOVE THE STAFF BONUSSES FROM THE FY 2006 BUDGET.

Longanecker said the reason he included the .5 percent bonus item with the salary and benefits recommendation is that last year he found it a useful way of rewarding exceptional staff performance. WICHE does not provide any cost-of-living increases for its staff. All staff members' salary increases are based only on merit, which is determined by an evaluation of their performance during the previous year. He included the bonus in the FY 2006 budget because he again wanted to have the flexibility to provide staff with incentives/rewards. He very much appreciated being able to use this tool last year. He is sensitive to issue raised by Carlson and to the fact that last year this was considered as a one-time expenditure; now he is asking for a change of sorts.

### **Discussion of Budget Amendment**

Many commissioners spoke about the motion to eliminate staff bonuses from the FY 2006 budget, making comments such as:

- Last year's bonus pool was \$5,400 and did not go into salaries; therefore, it did not become an ongoing expense. Last year, had the executive director received a salary increase for that amount rather than using it for staff bonuses, this expense would have been added to his base salary and carried forward every year.
- The cost of the proposed staff bonuses will not impact greatly on the FY 2006 budget.
- Staff bonuses are an important management tool and not an annual expense to be carried forward on an ongoing basis.
- We should consider that the executive director has requested a bonus pool for FY 2006 and the request ought to be voted on for its merits.
- This request for a bonus pool again in FY 2006 does not set a precedent or obligate the organization to have another bonus pool ever again. It wouldn't appear in the base salaries so it does not affect future budgets. Whether approved or not, the action is not setting a precedent of any kind. It is a one-time decision for FY 2006, and it should be viewed in this way.
- WICHE has been blessed with an exceptional staff; the Executive Committee was very positive in its evaluation of the executive director and recognizes WICHE is fortunate to have the staff that it has.
- Staff bonuses were approved last year and might have automatically been approved again this year if it had not been raised for discussion. Suddenly, this item just becomes a part of the budget. Commissioners need to be conscious and aware of what we are approving. If we are going to approve staff bonuses again this year, it shouldn't just happen without a conscious decision.
- This decision is being made within the context of the revenue stream that we currently have, and it is not an item that is going to cause a massive dues increase for WICHE. This question has been fairly and correctly put on the table so the commission can make a conscious decision about the bonus item.
- A bonus program is one of the most important budget tools in some ways because it allows you to increase or decrease compensation, as needed, based revenue flows. The concept of a bonus pool is excellent, and it should

be considered every year. In some years there may not be a bonus pool because of revenue flows; in other years it might be considerably larger if there is revenue from extraordinary sources that would allow for such an increase.

- Staff should make a recommendation about the size of the bonus pool and the commission should review this item annually, along with decisions about the annual budget. The bonus pool should be continued, with the understanding that it is an annual decision.

### **Committee to Review Salaries**

As part of the discussion about eliminating staff bonuses, several commissioners recalled a past recommendation that WICHE's chair appoint a committee to review staff salaries. Those comments/recollections follow:

- If the Executive Committee suggested that a committee review this whole area for WICHE, perhaps the decision about staff bonuses should wait and be a part of that committee's discussion.
- The Executive Committee meeting discussion was to analyze the compensation structure for the organization with specific attention paid to those areas where there is competition in the workplace for certain types of expertise. The reason for this suggestion was because of concern about WICHE being able to retain and attract quality staff in these particular areas over the years.
- The Executive Committee's discussion was not about a far-reaching task force that looks at every employee but was focused on the executive director's compensation and whether his salary was competitive. The review was going to include all of the different components of his compensation, including an automobile, etc.
- The Executive Committee's discussion included a related issue about the relationship between the executive director's compensation and the unit directors/other managerial employees' compensation. In some key positions, there might be a chain of succession within the organization, and in order to keep integrity in scale from a relationship standpoint, the review needs to include some other key positions.
- The Executive Committee's discussion was not about a comprehensive study of all of WICHE's positions; it was focused on the executive director's position and on forecasting what might be needed if we had to recruit and hire another executive director. The question for the committee then was to determine if the executive director's compensation was market competitive. The current question is whether or not such a review should be expanded to include more than just the executive director's position.
- How is it possible for WICHE to be competitive in retaining a top-notch staff? If this review committee is appointed, and it decides that WICHE is not competitive and should increase compensation levels, this increase is going to require an increase in the states' membership dues. Consideration needs to also be given to what an increase in compensation or capacity is going to cost in terms of an increase in state dues. How do we defend a dues increase with our state legislative groups and our governors, who approve WICHE's dues? We need to be conscientious in our decision making and not see this as being only about staff salary increases.

Chair Barrans said she believes everyone knows how they would like to vote on the motion to amend the budget. She said the question before the body is specific to the FY 2006 budget and concerns the .5 percent bonus pool for staff. She said if the motion to amend the budget is approved, the FY 2006 budget proposal will exclude the staff bonus pool element. If the motion to amend the budget fails, the commission will consider the original staff recommendation, which includes the staff bonus pool element. She repeated the motion to amend and called for the question.

### **Motion to Amend Budget Fails**

COMMISSIONER CARLSON/YOUNKIN (M/S) TO REMOVE THE STAFF BONUSES FROM THE FY 2006 BUDGET. The motion failed by a voice vote.

### **Potential Revenue Shortfall: California's Dues Payment**

Chair Barrans asked Longanecker if he had any other items to report concerning the FY 2006 budget. Longanecker said he wanted to make sure the commission understood that the FY 2006 budget does not contain an element that it contained in FY 2005: a contingency fund from the reserves to cover the organization's revenue shortfall should California not pay its dues. He said for FY 2006, the budget does not include this element because he is hopeful that California will pay its dues. If, however, California does not pay its dues, there will be a substantial revenue shortfall.



If this occurs, it will be necessary to either make substantial cuts in the services provided (staff layoffs) or to amend the budget to provide a contingency fund to carry the shortfall from the reserves. He said a decision about this might occur as early as August; however, between now and then, he will be making some decisions about the potential consequences for WICHE if California does not pay its dues again this year. If, at some point, California is not going to pay its dues, he will have to restructure WICHE to be able to function at a reduced level of funding. The FY 2006 budget does not anticipate nonpayment from California. Last year, Longanecker did not want to make cuts in the services WICHE provides to the states. However, he hopes it will not be necessary to make these cuts. He said he brings this to the attention of the commission because it needs to be aware of the nature of the FY 2006 budget.

### **Reserve Fund Modification**

Longanecker said he will be working on redefining or somehow modifying the reporting of WICHE's reserves funds. Currently, the reserves have three categories within the budget, and they are all blended together. Those categories are: 1) reserves that are dedicated for some purpose; 2) reserves that are available for dedication for some purpose; and 3) reserves that have an obligation associated with them. The reserves in this third area are usually from grants received by the non-general fund program areas. These grant funds usually need to be spent in certain areas and are essentially dedicated reserves. However, other grant reserves are from funds received for performing under contract; a balance of funds may remain because the contract work was accomplished more efficiently than anticipated. These funds sometimes accrue to WICHE, but in most cases, they accrue back to the self-supporting unit that was awarded the contract. Longanecker said he'd explore alternative reporting methods in an attempt to make the WICHE's reserve fund categories more readily apparent.

### **Staff Retirement**

Commissioner Jasmin asked about WICHE's pension plan and how it was structured. WICHE's retirement fund is through TIAA/CREF. Under this plan, WICHE doubles the staff member's retirement contribution by up to 5 percent. For example, if a staff member contributes 5 percent of his/her salary to his/her retirement fund, WICHE contributes 10 percent to his/her retirement fund. The maximum cap for WICHE's contributions is 10 percent. Employees may contribute more, but WICHE does not match anything above the 10 percent level. All funds contributed by WICHE and staff belong to the staff member from the very start of participation in the program. Participation after one year of employment is mandatory. While WICHE's salary structure could be more competitive, it does have very good benefits.

### **Staff Salary Comparisons**

Longanecker said a quality salary administration program is very important, and incentive compensation or bonuses motivate people to excel in their performance. It is very difficult to find comparisons for WICHE's staff salaries because WICHE is part of three very different industries: 1) the nonprofit 501(c) 3 world, in which WICHE competes pretty well; 2) the public-sector (state) employee world, in which it also competes pretty well; and 3) the higher education world, which has sort of lost its head in recent years. It is difficult for WICHE to compete with the staff salaries in the higher education world, and yet this where WICHE has its closest associates. WICHE's unit directors mingle with colleagues in higher education, yet most of the individuals employed in the higher education world are earning approximately 150 to 200 percent more than WICHE's staff are earning.

Chair Barrans said she would entertain a motion to approve the budget, salary, and benefit recommendations for FY 2006, as recommended by staff and found on p. 12-16 of the agenda book.

### **Motion to Approve Budget Passes**

COMMISSIONERS BYERS/KENDELL (M/S) APPROVAL OF THE FY 2006 GENERAL FUND BUDGET, SALARY, AND BENEFIT RECOMMENDATIONS. The motion passed by voice vote.

Chair Barrans clarified that the action just approved by the commission means that staff bonuses will be reviewed annually, along with other items related to WICHE's proposed annual budget.

## **Action Item**

### **FY 2006 WICHE Workplan**

The ensuing discussion raised the following questions/comments:

COMMISSIONERS NICHOLS/STEARNS (M/S) APPROVAL OF THE FY 2006 WICHE WORKPLAN WITH THE AMENDMENT MADE BY THE ISSUE ANALYSIS AND RESEARCH COMMITTEE TO INCLUDE THE PROJECT "EVALUATION OF THE COLORADO COLLEGE OPPORTUNITY FUND" UNDER THE HEADING "ACCOUNTABILITY" IN THE SECTION "ON THE HORIZON." The motion passed unanimously.

## **Action Item**

### **Election of New Vice Chair for CY 2005**

COMMISSIONER CARLSON, ON BEHALF OF THE NOMINATING COMMITTEE, MOVED THE NOMINATION OF DAVID NETHING OF NORTH DAKOTA AS THE VICE CHAIR AND CHAIR-ELECT OF WICHE FOR CY 2005. The motion passed unanimously.

## **Meeting Evaluation**

Chair Barrans asked the commission to complete the meeting evaluation form, located on p. 12-35 of the agenda book.

## **Special Thanks**

David Longanecker thanked Marla Williams and Diane Barrans for putting on a delightful program. Special thanks also went to Kelly Stout for her many contributions to this meeting.

The meeting adjourned.

## **Special Events Held During this Meeting**

- "Changing Direction in Four WICHE States": State Reports from Arizona, Hawaii, New Mexico, and Washington.
- Policy Discussion: "The National Commission on Accountability and the National Student Record Data Base," with speaker Paul Lingenfelter, executive director, State Higher Education Executive Officers.
- Policy Discussion: "Perspective from the 'For-Profit Sector,'" with speaker Larry Gudis, WICHE commissioner and senior vice president of international development, Apollo Group, Axia College.
- "What's Up in Alaskan Higher Education?" with speaker Mark Hamilton, president, University of Alaska System.
- Policy Discussion: "Results of the Study on Student Mobility," a joint meeting of the Programs and Services and Issue Analysis and Research committees, with speaker Christopher Morphew, associate professor, University of Kansas.
- Reception at the University of Alaska Southeast, Auke Bay Campus.
- Dinner on Mt. Roberts, with entertainment by Tlinglit Dancers, a local Alaska Native dance group.
- "What's Up in the WICHE West?" with speakers David Longanecker and Cheryl Blanco of WICHE.

# What's Up in the West? A Focus on Idaho, Montana, Oregon, and South Dakota

Monday, November 7, 2005 – 10.00 - 11.00 am  
Century Room

3 Monday 10:00 - 11:00 am



Photo courtesy of Boulder Convention & Visitors Bureau

# Monday, November 8, 2005

10.00 - 11.00 am  
Century Room

## **What's Up in the West? A Focus on Idaho, Montana, Oregon, and South Dakota**

Cheryl Blanco will share key summary data from the "Benchmarks Report." David Longanecker will host a discussion with representatives from Idaho, Montana, Oregon, and South Dakota on how activities in their states relate to the general WICHE themes of enhancing access, financing the enterprise, and assuring a well-prepared workforce for the future. They'll also look at innovation and quality assurance issues, as well as at accountability and how to ensure that our rhetoric and reality are in sync.

### **Biographical Information on the Speakers**

**David A. Longanecker** is the executive director of the Western Interstate Commission for Higher Education. 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 providing 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 was president of the State Higher Education Executive Officers. He has written extensively on a range of higher education issues. His primary interests in higher education are: access, teacher education, finance, the efficient use of educational technologies, and academic collaboration in Canada, the United States, and Mexico. He holds an Ed.D. in education from Stanford University.

**Cheryl Blanco** is senior program director for Policy Analysis and Research at WICHE. She monitors historical and emerging socioeconomic and political trends that impact higher education; directs the work of several policy projects; and produces a variety of publications to improve policymaking in higher education. She was appointed by U.S. Secretary of Education Richard Riley to the Advisory Council on Education Statistics for the National Center for Educational Statistics, U.S. Department of Education, and is past chair of the National Postsecondary Education Cooperative. Prior to joining WICHE, she was educational policy director at the Florida Postsecondary Education Planning Commission. She has held faculty and administrative positions at Arecibo Technological University College, University of Puerto Rico, including assistant to the vice president for academic affairs, director of the division of continuing education, coordinator for professional development, and tenured associate professor in the English Department. She received her Ph.D. in higher education from Florida State University.



# Policy Discussion: Taking Course Redesign to Scale

Monday, November 7, 2005 — 11.00 am - 12.15 pm  
Century Room



Photo courtesy of Boulder Convention & Visitors Bureau

11.00 am - 12.15 pm

Century Room

### **Policy Discussion: Taking Course Redesign to Scale**

Carol A. Twigg, president and CEO of the National Center for Academic Transformation, will discuss the center's six-year trek within academe to reform the pedagogy of teaching at the college and university level. The center seeks to demonstrate how the effective use of information technology can improve student learning and reduce instructional costs.

Working originally with 30 "redesign" projects – all focused on restructuring large-enrollment, introductory courses in order to both improve student performance and to achieve substantial reductions in production costs – the center has become recognized as one of the most innovative experiments in changing the delivery of higher education in America. The results have proven truly remarkable. In virtually every project more students have successfully completed the courses for which they enrolled and have demonstrated substantially greater learning (on average) than students in traditional courses. And all of this has been delivered at a lower cost.

Now moving into a new wave of academic transformation, the center is seeking to take the lessons learned to a much larger scale. Interestingly, despite the grand success of virtually every one of the 30 redesign projects, the concepts of redesign have not yet caught fire within academe, even within those institutions involved in the original projects. As a result the center has developed a new stage of activities, designed to work with states and state systems to extend the lessons learned with institutions to a much broader level of policy and practice.

Twigg will share information about this new phase of activity and will discuss what seems to work and what doesn't as the project moves "to scale." She will also discuss ways in which Western states can become involved in this stage of the center's work, if they so desire. Tad Perry, a WICHE commissioner from South Dakota, will moderate.

### **Biographical Information on the Speakers**

**Carol A. Twigg** is president and CEO of the National Center for Academic Transformation. The center serves as a resource for colleges and universities, providing leadership on how effective use of information technology can improve student learning while reducing instructional costs. A widely published writer and a sought-after speaker, Twigg is seen as an authority on using information technology to transform teaching and learning in higher education. In 1995, *Newsweek* named Twigg one of the 50 most influential thinkers in the information revolution, and in 2003, she was the recipient of the prestigious McGraw Prize in Education.

**Tad Perry**, a WICHE commissioner and the commission's chair in 2002, has been the executive director of the South Dakota Board of Regents

since 1994. Previously, he served as chief operating officer at Indiana's Partnership for Statewide Education, a consortium of public universities for the delivery of distance education. He also held a number of positions at Ball State University in Muncie, IN, including serving as faculty member and chair of the Political Science Department, special assistant to the vice president for business affairs, executive assistant for fiscal relations, assistant provost, and associate vice provost. He received his master's and Ph.D. in political science from the University of Missouri at Columbia. He joined the WICHE Commission in 1994.



**The NCAT Course Redesign Program Overview:  
A Structured Approach to Success for the States and Systems**

**Goals of the Program:**

- Implement a research-based and systematic approach to whole course redesign (rather than individual classes or sections) for large-enrollment, core courses to produce significant gains in student learning and substantial cost savings.
- Assist the state in focusing the NCAT program on solving critical operational issues such as enrollment growth, quality assurance and funding limitations.
- Leverage existing investments in information technology to better serve the core mission of the institution - education.
- Build capacity within the system and the individual institutions to undertake subsequent course redesign programs.

**Background:**

From 1999 - 2003, the National Center for Academic Transformation, supported by an \$8.8 million grant from the Pew Charitable Trusts, developed the Program in Course Redesign (PCR). Its purpose was to demonstrate how colleges and universities can redesign their instructional approaches using technology to achieve quality enhancements as well as cost savings. Thirty institutions (affecting more than 50,000 students) were selected from hundreds of applicants in a national competition to participate. The institutions included research universities, comprehensive universities, private colleges and community colleges in all regions of the United States.

***All thirty institutions were able to significantly improve or maintain quality while reducing costs, on average by 37%.***

**At Tallahassee Community College,** students in a redesigned English composition course scored significantly higher on final essays, with an average score of 8.34 compared to 7.33 for traditional students. The cost-per-student was reduced from \$252 to \$145 a savings of 43%.

NCAT required each of the 30 institutions to conduct a rigorous evaluation focused on learning outcomes as measured by student performance and achievement. National experts provided consultation and oversight regarding the assessment of learning outcomes to ensure that the results were reliable and valid. The results were astounding. Twenty-five institutions showed significant increases in student learning (with the other five showing outcomes comparable to the “traditional” course), eighteen (of the twenty-four that measured it) showed sizeable increases in retention, and all thirty reduced instructional costs, on average by 37%. In total, the 30 course redesigns produced \$3,000,000 in annual savings while improving student learning outcomes.

NCAT is now applying the methodology for course redesign developed at the national level to the state level. Specifically, NCAT is consulting with state and system education officials and managing course redesign efforts that result in an organized and scalable process for using technology to improve student learning while reducing instructional costs. The result is institutional capacity to replicate successes throughout the state or system and the ability to accommodate more students, more successfully without increasing resources.

## Why Redesign?

The demand and need for higher education has never been higher while budgets for higher education are flat at best. Course redesign allows institutions to:

- ◆ Improve teaching and learning in large courses whose structures have never been optimal for students or faculty
- ◆ Accommodate more students without adding resources
- ◆ Free up faculty members to offer additional courses and programs of study that are in demand
- ◆ Increase student retention and meet goals for student achievement
- ◆ Decrease time to graduation by adding additional seats in bottleneck courses
- ◆ Improve the consistency of the quality across institution and section
- ◆ Be better stewards of state and student tuition dollars

With an undergraduate minority student population of approximately 46.4%, the **University of New Mexico** leads the nation's research universities in student diversity. Prior to redesign, 41% of traditional psychology students received a C– or below. This percentage was reduced to 23% after redesign. In addition, the cost of the course was reduced from \$161,184 to \$82,340, a 49% reduction.

## The Methodology:

**Portland State University** and the **University of Tennessee-Knoxville** doubled the capacity of their introductory Spanish courses. PSU maintained section size at 20-24 and doubled the number of sections offered, increasing the number of students from 690 to 1270. UTK increased the number of students served from 1500 to 2000 while reducing the cost-per-student by 74%. At both universities, student learning rose in some skill areas and remained equivalent to traditional formats in others.

The NCAT Course Redesign methodology is a three-year; three-phase process based on the proven Pew-funded Program in Course Redesign (PCR), the subsequent Roadmap to Redesign (R2R) program and NCAT's analysis of the effect of course redesign on underserved students. The latter program is an effort supported by Lumina Foundation for Education to assess the impact of the PCR on the success of traditionally underserved students: low-income students, students of color and adults. More information about all three programs is available on the NCAT web site, [www.theNCAT.org](http://www.theNCAT.org).

The process is championed by the state or system, managed by NCAT and driven by the faculty and staff. Because of the complexity of redesigning large enrollment courses, both faculty and administrators are engaged in an initial education and commitment building phase, in a very well structured planning process and a comprehensive implementation

process. Course redesign projects generally focus on large-enrollment, introductory courses, which have the potential of impacting significant student numbers and generating substantial cost savings, but can be applied to any course that is taught through multiple sections or with more than one faculty member. NCAT's proven methodology coupled with an active communications plan ensures that results are achieved and knowledge is passed on in order to leverage those successes.

For more detailed information on the NCAT's state- and system-based redesign program please contact Andrea Fuller, Vice President of Development, at (202)257-7172 or [afuller@theNCAT.org](mailto:afuller@theNCAT.org).

# Lunch and a Celebration of the WICHE Mental Health Program's 50<sup>th</sup> Anniversary

Monday, November 7, 2005 – 12.15 - 2.00 pm  
Millennium Room



Photo courtesy of Boulder Convention & Visitors Bureau

# Monday, November 7, 2005

12.15 - 2.00 pm  
Millennium Room

## **Lunch and a Celebration of the WICHE Mental Health Program's 50th Anniversary**

### **Transforming Mental Health Care in America: Meeting the Challenge in the WICHE West**

As the WICHE Mental Health Program celebrates its 50 years of service to the WICHE West, this luncheon talk and the following panel discussion will focus on the opportunities for transformation articulated in the final report of President Bush's New Freedom Commission on Mental Health. Stephen Mayberg, California's commissioner of mental health and a member of the New Freedom Commission, will discuss the commission's challenge to the nation to improve systems of care for persons with mental health needs. During the panel discussion, immediately following lunch, WICHE's former mental health director, Frank McGuirk, and Dennis Mohatt, the current director, will discuss the role the Mental Health Program has played and will play in the future in improving mental health services and workforce development.

### **Biographical Information on the Speakers**

**Stephen Mayberg**, director of the California Department of Mental Health since 1993, has pursued an ambitious agenda that includes major initiatives to reform the mental health system. These reforms reflect changes based on programmatic research and program outcomes and accountability. Mayberg received his undergraduate degree from Yale University and his doctorate in clinical psychology from the University of Minnesota. He completed his internship at the University of California, Davis, and has worked for the California mental health system since that time. During his public service career, he has been an advocate for interagency programming and planning. In June 2002, he was appointed to President Bush's New Freedom Commission on Mental Health. Mayberg's primary interest has always been that of a clinician; throughout his career he has continued to provide clinical services.

**Frank McGuirk** has worked in leadership positions in human service agencies for over 25 years. He has provided consultation to projects focused on multisite evaluation, as well as formative evaluation and consultation on evaluation design and service delivery for state governments; American Indian tribes; the federal government; and HMOs. McGuirk's career has included a range of senior administrative positions, including chief operating officer of a major urban mental health care delivery system, director of WICHE's Mental Health Program, and other positions in hospital and clinic settings. He received his doctoral degree in psychology from Colorado State University. Since 2003 he has owned Design Mosaic, a management and strategic-planning consultancy for public and private-sector organizations. He is also a founder of TriWest Group, a national research and evaluation firm, and serves that organization in a senior advisor role.

**Dennis Mohatt** is the director of WICHE's Mental Health Program. Prior to taking this post, he served in a number of other positions. He was deputy director for the Nebraska Department of Health and Human Services, where he was designated the state's commissioner of mental health and provided leadership in the areas of public assistance, rural health, primary care, disabilities, and child welfare. He was also responsible for the administration of Nebraska's public managed care initiatives in Medicaid for both physical and behavioral health. He has over a decade of experience in community mental health and provided executive leadership to a successful community mental health center in Michigan's rural Upper Peninsula, as well as working on the integration of community mental health services with primary care in two rural family medicine practices. He served on the National Rural Health Advisory Committee to the United States Secretary of Health and Human Services from 1994 to 1998. Recently, he was the chief consultant to the Rural Issues Subcommittee of President Bush's New Freedom Commission on Mental Health and lead author of the subcommittee report. His undergraduate training was at the University of Oregon. He received a National Institute of Mental Health training fellowship in rural mental health while at Mansfield University in Pennsylvania, where he received his master's in rural community clinical psychology.

**2.00 - 2.30 pm**

**Break**

# Policy Discussion: Internet2 and Beyond: Will the West Be a Competitor or a Spectator?

Monday, November 7, 2005 – 2.30 - 3.45 pm  
Century Room



Photo courtesy of Boulder Convention & Visitors Bureau

# Monday, November 7, 2005

2.30 - 3.45 pm  
Century Room

## **Policy Discussion: Internet2 and Beyond – Will the West Be a Competitor or a Spectator?**

Louis Fox, vice provost and professor at the University of Washington and a senior researcher involved in developing research and education applications for the next generation of the Internet, will discuss how the changes in the Internet will fundamentally transform both instruction and research in American higher education and how some of these changes will shape economic opportunities for many regions of the U.S. He will show the commission the current design of the backbone of the next-generation Internet (known as Internet2 and National Lambda Rail) and will explain how this infrastructure, as currently configured, can help the West.

Perhaps most importantly, however, he will discuss how critical the next few months will be in determining who will have access to this advanced technology and who will not. The West faces unique challenges in responding to this opportunity – challenges of geography, resources, and political culture. Yet the West also has some unique assets, including: the new broadband Lariat Network, which is connecting many (but not all) of its research universities; the accumulated political influence of the West at the federal level; and the region's entrepreneurial spirit. In addition, potentially, there are the resources of various higher education organizations, as well as support from state legislatures.

Advanced telecommunications networks have become one of the cornerstones of collaboration for education and research in the 21st century, as the commercial Internet has been unable to support intense bandwidth demands. The challenge will be to ensure that colleges and universities in the West – a region whose geography is complex – can participate seamlessly in national and multinational efforts to create these advanced networks. Broadband access, made available through advanced research and education networks, will transform American higher education – but only for those institutions and citizens who have access to it. The West will need to make sure that all its states, institutions, and citizens share in these advances. Part of the discussion will focus on how WICHE can help the West meet these challenges and gain access to this critical advantage.

### **Biographical Information on the Speaker**

**Louis Fox**, in his day job, is vice provost for partnerships and learning technologies at the University of Washington (UW) and a research professor in the Information School, where he has been for the last 20 years, holding numerous academic and administrative posts, all with obscure titles. The office he leads connects UW's research and education expertise to a range of communities – local, statewide, national, and international – to develop and diffuse new learning technologies. Lacking hobbies, Fox also leads the national Internet2

K20 Initiative, which brings together Internet2 members (180 research institutions) with primary and secondary schools, colleges and universities, libraries, and museums. The initiative works to get new technologies (advanced networking tools, content, and applications) into the hands of innovators across all educational sectors in the United States as quickly and as “connectedly” as possible and to connect these innovators to similar communities around the globe. Casting aside any last shreds of a normal life, and at the request of Washington Governor Gary Locke, Fox served two years as founding CEO of the Washington Digital Learning Commons, a new distance-learning initiative to support all students and teachers in the state.

**3.45 - 4.00 pm**

**Break**



## Programs and Services Committee

Monday, November 7, 2005 – 4.00 - 5.00 pm  
Century Room

Tuesday, November 8, 2005 – 10.00 - 10.15 am  
Century Room

Tuesday, November 8, 2005 – 10.15 - 11.00 am  
Joint Committee Meeting  
Century Room



Photo courtesy of Boulder Convention & Visitors Bureau

# Monday, November 7, 2005

**November 7, 2005, 4.00 - 5.00 pm**  
**November 8, 2005, 10.00 - 10.15 am**  
Century Room  
**November 8, 2005, 10.15 - 11.00 am**  
**Joint Committee Meeting**  
Century Room

## Programs and Services Committee

Carl Shaff (NV), chair  
Doris Ching (HI), vice chair  
Diane Barrans (AK), ex officio  
David Nething (ND), 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)  
George Mantes (UT)  
Don Carlson (WA)  
Tom Buchanan (WY)

## Agenda

Presiding: Carl Shaff, chair  
Staff: Jere Mock, director, Programs and Services  
Margo Schultz, coordinator, Student Exchange Programs



Approval of the Programs and Services Committee meeting minutes of May 16–17, 2005 7-3



Reciprocal acceptance of California students in the Western Undergraduate Exchange (WUE) 7-8

**Information Item:** Student Exchange Program updates 7-9

**Information Item:** The State Scholars Initiative 7-13

## Other business

## Joint Committee Meeting

**Information Item:** The Master Property Program: An avenue for cost savings and institutional contingency planning 7-15

*Speakers:* Evan Bull, managing director, Marsh USA; Elizabeth Conlin, vice president, higher education practice, Marsh USA, and program administrator, MHEC Master Property Program; and Wm. A. "Bill" Payton, director of the risk management division, University of Missouri System, former chair, Master Property Program Oversight Committee, and chair, MHEC Package Program Initiative

**November 8, 2005**  
**10.15 - 11.00 am**  
Century Room



# **ACTION ITEM**

## **Programs and Services Committee Meeting Minutes**

### **May 16-17, 2005**

#### **Members Present**

Doris Ching (HI), acting chair  
Diane Barrans (AK), ex officio  
Marshall Lind (AK)  
Joel Sideman (AZ) for John Haeger  
Robert Kustra (ID)  
Ed Jasmin (MT)  
Robert Potts (ND)  
James Hansen (SD)  
Don Carlson (WA)  
Klaus Hanson (WY)

#### **Members Absent**

Phil Dubois (WY), chair  
Carl Shaff (NV), vice chair  
John Haeger (AZ)  
Herbert Medina (CA)  
William Hybl (CO)  
James Sager (OR)  
George Mantes (UT)

#### **Other Commissioners Present**

Robert "Tad" Perry (SD)

#### **Staff Present**

David Longanecker, executive director  
Michelle Medal, administrative assistant  
Jere Mock, director of Programs and Services  
Marv Myers, director of Administrative Services  
Margo Schultz, Student Exchange Program coordinator

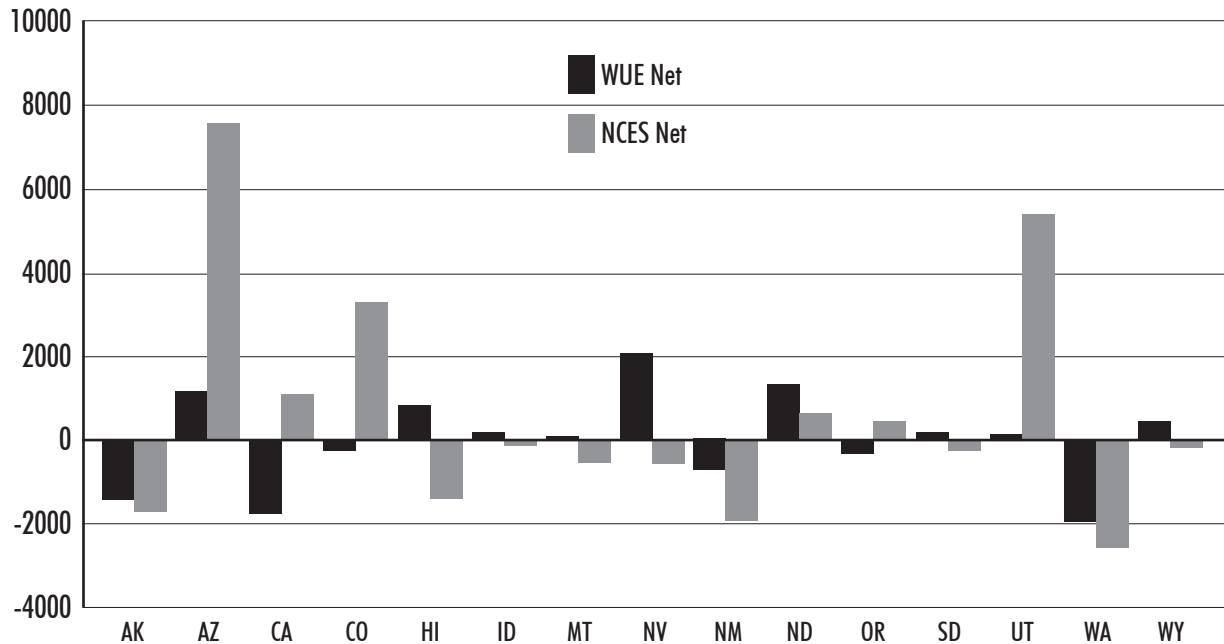
Commissioner Jane Nichols, chair of the Issue Analysis and Research Committee, convened the joint meeting of her committee and the Programs and Services Committee on May 16, 2005. She introduced Christopher Morpew, associate professor in the Institute of Higher Education at the University of Georgia, who made a presentation of the study he conducted for the commission, "Studying Student Mobility," designed to better understand student participation in WICHE's Western Undergraduate Exchange (WUE). Morpew's research was supported by Lumina Foundation for Education and included a pilot study (its results were discussed at the May 2004 commission meeting) and a full study that was conducted in fall of 2004.

Morpew noted that he was pleased with the response to the survey: some 2,600 students from 15 Western states and 53 WUE institutions took part, representing 30.4 percent of the 8,550 students who received the questionnaire. The survey addressed students' motivation to enroll via WUE; migration patterns of WUE students and how these patterns compare with the other student migration patterns; and ways in which programs such as WUE can help shape states' access and diversity policies.

The results show that low-income students (household incomes less than \$40,000) and racial and ethnic minority students have much greater price sensitivity than other students: they were nearly four times as likely to cite "reduced tuition available through WUE" as "very important" as were students whose family income exceeds \$100,000 annually. In addition, minority students were more likely than white students to cite financial aid beyond WUE tuition as "very important" in playing a role in their decision to use WUE.

In some cases WUE migration by state was similar to national net migration patterns as reported by the National Center for Education Statistics (NCES), but this was not always the case. The migration chart below is a useful tool to help states determine how WUE migration patterns affect larger state migration patterns and goals.

## WUE and National Net Migration Patterns



Some interesting observations:

- North Dakota shows a net inflow in both NCES and WUE data; nearly half of its out-of-state students are from the WUE program.
- Some states rely more on WUE for migration than others. Arizona and Utah use WUE relatively less than states like Washington and Alaska.
- WUE migration patterns are quite different than larger migration trends for states such as Nevada. Nevada has a net inflow rate of WUE students, but a net outflow rate for general migration. California is the opposite.

Morphew's research also shows that some institutions provide WUE tuition to any eligible student, while others are very restrictive regarding the admissions process. He said states could better achieve their enrollment goals if they coordinated efforts with all of the participating institutions in the state. Further, students' WUE enrollment trends in some states appear to be inconsistent with sound state access and migration goals. For example, Nevada, Arizona, and North Dakota experience large net inflows of WUE students despite large projected increases in the numbers of high school graduates in two of those states, Nevada and Arizona. New Mexico, conversely, is projecting a decline in high school graduates and has seats available for more students, yet the state has a net outflow through WUE.

The study results show that WUE provides an effective mechanism, overall, for facilitating student migration. Approximately one-third of respondents said they considered attending their current institution only after learning about WUE. Morphew offered several recommendations to the commission based on his research:

- Expand the pool of participating WUE schools to create a more extensive network of institutions that will attract and increase the diversity of WUE students.
- Maintain the 150-percent-of-resident-tuition formula as a means of fostering access for underrepresented minority and low income-students who are the most price sensitive.
- Encourage state policymakers to make financial aid beyond WUE available to students who need it.
- Market WUE more effectively through high school counselors, particularly in schools with large numbers of minority students. Counselors should talk to students before they become juniors and seniors so that they can explore and utilize the full range of options available within the WUE network.

- Information about the WUE program should be available on state-based online college-mentoring websites, such as CollegeinColorado.org, to help middle and high school students learn about their college options.
- Institutions should be flexible in relation to admission requirements for WUE students and not overly restrict admissions. Minority students are more likely to have lower high school GPAs; many of them would not be able to attend institutions that have 3.5+ GPA requirements.
- WUE schools should consider standardizing the application and admissions process, which is currently inconsistent across institutions in some states.

Morphew will visit several campuses through the end of 2005 to interview WUE students and institutional representatives to learn more about student migration. If states or institutions want more data from his study, he is willing to assist and can be reached at Morphew@uga.edu or 706-542-0573.

Following Morphew's presentation, the committee adjourned. Acting Chair Doris Ching reconvened the committee on May 17 to discuss several action and information items, and she welcomed new committee members.

**Action Item**  
**Approval of the Minutes of the November 8-9, 2004, Committee Meeting**

Klaus Hanson moved and Don Carlson seconded a motion to approve the minutes of the November 8-9, 2004, Programs and Services Committee meeting.

**Action Item**  
**FY 2006 Workplan**

Jere Mock presented the FY 2006 Programs and Services workplan by outlining its priority themes and activities. In the area of access, the continuing success of the Student Exchange Programs enables WICHE to expand enrollments in postsecondary education throughout the West. She described the three programs and the range of institutions that participate, highlighting the dramatic tuition savings realized by students who participate in the Western Undergraduate Exchange: students and their families saved an estimated \$112 million last year. WICHE also supports student access through its involvement as a subcontractor on the Equity Scorecard project developed by Estela Bensimon at the Center for Urban Education at the University of Southern California.

In relation to the innovation and technology priority area, Mock described the recent annual meeting of the Northwest Academic Forum, a consortium of 32 master's and doctoral-granting institutions; WICHE serves as the forum's secretariat. The meeting was held at the Pacific Northwest National Laboratory (PNNL) in Richland, WA, and its participants included provosts, vice presidents of academic affairs, and vice presidents of research. They focused on ways in which higher education can play a more engaged role in economic development and benefit from collaborations with research facilities such as PNNL. She also described the collaborative online degree and certificate programs fostered by NEON (the Northwest Educational Outreach Network), which is funded through a \$616,000 grant from the Fund for the Improvement of Postsecondary Education, and plans to create a regional NEON course exchange. The American TeleEdCommunications Alliance was cited as a strategy that enables WICHE and the three other regional higher education organizations to gain purchasing power for technology and telecommunications resources. David Longanecker will become president of the ATAlliance board this summer.

In the area of workforce, Mock mentioned the ongoing publication of "Workforce Briefs," a state-specific look at trends in workforce development and employment, as well as the overall occupational outlook. WICHE offers programs through SEP that respond to current state workforce needs. For example, Programs and Services staff members are working with staff in WICHE's Mental Health Program to add additional fields to PSEP in response to mental health workforce shortages in rural and frontier areas.

Mock mentioned WICHE's collaboration with the Midwest Higher Education Compact on the Master Property Program (MPP), a program that supports WICHE's finance priority theme. Institutions and states that participate in this program achieve economies of scale by purchasing insurance as a group. The Higher Education System of Nevada was the

first system in the WICHE region to participate and has saved approximately \$1 million annually in reduced property insurance premiums. WICHE is encouraging other institutions to join this consortium.

Mock mentioned a couple of areas where WICHE is considering implementing new initiatives. One would assist states that participate in the Professional Student Exchange Program and that hold their students to service or financial payback requirements. WICHE could administer these programs for states if there is sufficient interest throughout the region. Another new project under consideration is a regional licensure and credentialing service that would enable two or more states to turn to WICHE to coordinate this function. Initially, the service would likely focus on teacher education and mental health certifications. Ching said that she would like WICHE to develop a cost and risk analysis before initiating these projects. Longanecker said WICHE will not move forward with these projects unless our analysis shows that the organization would at least break even and that the member states would incur cost savings.

Robert Potts made a motion to accept the workplan, and it was seconded by Ed Jasmin; the motion passed unanimously.

### **Discussion Item** **Member States' Use of Out-of-Region Schools for PSEP**

Ching introduced Margo Schultz, Student Exchange Program coordinator, who said that staff had further analyzed the issues related to whether WICHE should assess a fee to the out-of-region institutions that receive students from the West through the Professional Student Exchange Program. She said nine out-of-region institutions received \$845,000 in PSEP support fees in academic year 2004-05; this represents 7 percent of the total support fees. WICHE currently does not receive any compensation from the schools to administer these contracts, nor do the states where these institutions operate pay WICHE dues. Those dollars represent lost tuition revenues to professional schools located in the WICHE dues-paying states. Fifty-three students are studying at out-of-regional institutions this academic year in the fields of dentistry (41 students), optometry (nine students), and osteopathy (three students).

Schultz said staff does not recommend assessing an administrative fee at the current time for two reasons. First, staff believes that additional students will enroll over time in the two new dental schools in the WICHE region: the Arizona School of Dental and Oral Health in Mesa and the University of Nevada, Las Vegas, School of Dental Medicine. This will likely reduce PSEP enrollments in the four out-of-region dental programs.

Secondly, staff is concerned that assessing a fee would further impede access for WICHE's optometry students, especially if the two participating private schools, Pacific University and Southern California College of Optometry, would pass the fees along to the PSEP students. The only public optometry school in the West, located at the University of California, Berkeley, stopped admitting new PSEP students as of academic year 2004-05 because WICHE's support fee did not fully compensate the resident/nonresident tuition differential. The committee members agreed that the best strategy at this stage is to maintain the status quo and not to charge an administrative fee to out-of-region schools.

### **Discussion Item** **Western Undergraduate Exchange (WUE): Preserving Access through the 150 Percent Formula**

Schultz introduced the discussion item related to whether the amount of tuition students pay as WUE students should be increased to 200 percent, as suggested by two commissioners during the November 2004 committee meeting. She said staff is concerned about the potential impact on access if the WUE tuition rate is increased since many states are increasing, or plan to increase, their tuition rates. She said there is not an exodus of institutions from the program under the current 150 percent of resident tuition formula. If certain institutions want to decrease the number of WUE students they enroll, there are several strategies they can use, including raising admissions standards or setting a cap on the number of students they will receive through this regional mechanism.

Longanecker said the current program works well: supply and demand are increasing, indicating the program benefits institutions and students. He said the 150 percent formula covers marginal costs at most institutions and the number of WUE students at each institution is small enough to not have adverse effects on any institution's profits. Ed Jasmin made a motion to accept the staff recommendations on both of the discussion items; Robert Kustra seconded the motion and it passed unanimously.

**Information Item**  
**NEON, the Northwest Educational Outreach Network**

Jere Mock described NEON as a distance education delivery model which increases access to high-demand programs through institutional collaboration. It was developed over the past three years as a collaboration of the Northwest Academic Forum and WICHE. She and Russ Poulin, associate director of WCET, serve as its codirectors. It includes a regional Ph.D. in nursing that is offering by the Oregon Health and Science University to students in Alaska and Idaho as well as the web site [www.nursingphd.org](http://www.nursingphd.org), which helps students to learn more about the Ph.D. offerings in nursing available throughout the West. Another NEON offering is a graduate certificate in supply chain management, which will be offered by the University of Alaska Anchorage, Boise State University, and the University of Hawaii at Manoa. A graduate certificate in library media also has been developed to provide this area of study to students in states whose institutions do not offer it. She described the newest NEON initiative, a regional course exchange that will be developed over the next several months.

Ching thanked the Programs and Services staff for their contributions to the organization and the committee meeting was adjourned.



# **ACTION ITEM**

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

### **Summary**

Staff proposes that California students receive reciprocity in all of the states that participate in WUE. 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 one California institution was participating, and most of the nonreceiving states wanted California to be a fully reciprocal partner. As has been the case since the program's inception, participating states and their institutions will retain the flexibility to decide how best to utilize WUE to address their unique needs and situations. Each state can decide to what extent it wishes to make its programs and institutions available at the WUE tuition rate to students from all of the WICHE member states.

### **Background**

In 1987, the California Postsecondary Education Commission (CPEC) signed an agreement with WICHE that enabled institutions in the state to receive WUE students. Despite CPEC's intent, none of the postsecondary institutions in California enrolled WUE students; consequently, California students were not eligible to enroll in institutions in other participating states because of the program's reciprocity requirements.

Ten years later, in April 1997, the California Maritime Academy expressed interest in joining WUE. The institution had participated as a receiving institution through WICHE's Professional Student Exchange Program for several years, but because of a steady decline in state support for maritime studies through PSEP, the institution chose to switch to WUE. This request was approved, and the academy began receiving WUE students in the fall of 1997.

At the June 1997 WICHE Commission meeting, the commission approved the following motion:

States participating in the Western Undergraduate Exchange (WUE) may, at their discretion, accept students from states that do not participate in WUE (Arizona, California, and Washington) at the WUE tuition rate.

The commission took this action because enrollment trends were very uneven across the region and some states had substantial capacity to recruit undergraduate students from high growth states. WICHE staff drew up an implementation plan which was approved by the Student Exchange Program Advisory Council and by WICHE's Executive Committee on August 18, 1997.

Over the past few months, three California State University campuses have joined the Western Undergraduate Exchange and will begin receiving WUE students in fall 2006-07. The institutions are: CSU Chico, CSU Humboldt, and CSU Stanislaus. We anticipate that additional California institutions will join WUE in the coming years.

### **Action Requested**

All of the participating states in WUE will provide California students with full reciprocity, thus providing them the same opportunities to enroll through this regional program as students from other participating states.

# INFORMATION ITEM

## Student Exchange Program Updates

### Implementation of Recommendations from the Student Mobility and WUE Study

Staff is following up on recommendations generated by Christopher Morphew's study on student mobility and WICHE's Western Undergraduate Exchange (WUE). Morphew presented his findings at the May 2005 commission meeting in Juneau, AK; minutes of the session begin on p. 7-3 of this agenda book. The results of the study show that overall WUE is very effective in facilitating student migration. Approximately one-third of the students said they decided to attend their out-of-state institution after learning about WUE. Morphew proposed several recommendations to the commission based on his findings. Staff has begun implementing a series of actions in response, as described below.

**Expand the pool of participating WUE schools.** WICHE is working to create a more extensive network of institutions that will attract students and increase the diversity of participating students. During the 2004-05 academic year, five colleges and universities joined the WUE network: University of Arizona (Tucson), Eastern Arizona College, and three California State University (CSU) campuses (Chico, Humboldt, and Stanislaus). WICHE staff will try to recruit additional institutions and will follow up with other campuses in the CSU system that have expressed interest but not yet joined. California signed the WUE agreement in 1987 through the California Postsecondary Education Commission; therefore, interested institutions may join with the approval of their campus or system administration. WICHE may also want to consider bringing private schools into the network but would need to determine how WUE tuition discounts would be calculated. Staff will continue to refine recruiting materials developed over the past year to attract new WUE schools.

**Contain costs.** Morphew also recommended that WICHE hold down WUE tuition costs to 150 percent of resident tuition and encourage schools to provide additional financial support for underrepresented groups. Staff concurs with this recommendation as a means of broadening access to higher education. At the November 2004 commission meeting, two commissioners requested that staff research the possibility of raising the WUE tuition to 175 or 200 percent of in-state tuition. At the following commission meeting, staff recommended that the WUE rate be held at 150 percent in order to provide affordable out-of-state options to students in the West. This recommendation was further confirmed by Morphew's study findings that racial and ethnic minority and low-income students would be most adversely affected if the WUE tuition rate increased, since they are the most price-sensitive. Related to cost containment, given the price sensitivity of underrepresented groups, WICHE will encourage participating institutions to provide additional financial aid (beyond WUE) to financially needy students. (See the May 2005 agenda book, pp. 10-10 through 10-12, for the full WUE tuition analysis.)

**Standardize the WUE application process and examine WUE admission requirements.** WICHE is examining the possibility of adding an online applications component to the online WUE catalogue that is now in the planning stages (described in detail several paragraphs below). Currently, no standardized WUE application exists. Students use institutions' regular admissions applications and indicate on the application form that they are requesting WUE tuition status. On occasion, this has generated problems when students neglect to indicate their intentions to enroll via WUE.

WUE admission requirements are used by participating institutions to meet their individual needs. Some automatically provide WUE tuition to all eligible students. Others are more restrictive and place limits on the numbers of students they enroll through WUE, selecting those with GPAs of 3.5 or higher. WICHE will encourage all WUE institutions to use this exchange as a tool to increase the enrollment of underrepresented students, many of whom would be unable to leave their home state were it not for the tuition savings they receive through WUE.

**Encourage states to synchronize their access goals and enrollment policies.** Morphew found several migration trends that were inconsistent with high school graduate projections and sound state access goals. For example, two high growth states are destinations for WUE students (Nevada and Arizona); while other states (New Mexico, for example) are projecting a decline in high school graduates and have seats available for more students, yet they have a net outflow of students. WICHE encourages commissioners to examine WUE student enrollments with their state policymakers and institutions, so that they might better achieve their enrollment and migration goals through coordinated efforts among their participating institutions.

**Market WUE more aggressively.** The study found that WUE can be marketed more effectively through multiple channels, beginning with high school counselors, particularly in schools with large minority student populations. Counselors need to talk to students before their junior and senior years, so that students can explore the full range of options within the WUE network. Many students do not find out about the program until they are already enrolled in a postsecondary institution; most institutions won't allow reclassification to the WUE tuition rate once the student has enrolled.

WICHE staff is approaching this problem from several angles. We will convene WUE liaisons and certifying officers via conference call to discuss the WUE study findings and emphasize the importance of getting the word out to their state high school guidance counselors. In the past, some states have been lax about sending out WUE bulletins to their state high schools; we will stress the importance of widespread distribution of these materials.

Staff will also encourage WUE liaisons to make presentations to guidance counselor meetings in their state to build awareness about WUE. Finally, WICHE staff hopes to make a presentation about WUE during the American School Counselor Association's June 24-27 meeting in Chicago.

**Creation of an online WUE catalogue.** WICHE has plans to convert the *WUE Bulletin*, which is currently available in hard copy or PDF files on the Internet, into a dynamic and searchable online database. Staff is reviewing two vendor proposals and hopes to have the new system up and running by fall 2006 (for the AY 2007-06 catalogue) or by fall 2007 at the latest. The new database will allow students and their families to search for specific programs available to WUE students in the geographic area of their choice. Once the online WUE database is complete, the program will be promoted through posters and bookmarks we will distribute to prospective students. Conversion to an online catalogue will reduce printing and postage costs, which are estimated at \$8,000 this year. The added advantage is that participating institutions will be able to update their descriptions and contact information online.

Staff is also working to link WUE to state-based, early intervention, online college-mentoring systems that help high school students to research their college options. In addition, we are contacting participating WUE institutions and encouraging them to link to WICHE's WUE page from their home institution.

**Work more closely with participating WUE institutions.** WICHE staff will share the results of Morphew's study with participating institutions and explore some of the recommendations, such as offering additional aid to WUE students, particularly underrepresented, low income, and minority students. Staff will also ask them to consider combining their state border programs into WUE.

### **Setting the PSEP Support Fees for the 2007-08 and 2008-09 Biennium**

During its May 2006 meeting, the WICHE Commission will consider and approve Professional Student Exchange Program (PSEP) support fees for the 2007-09 biennium. Fourteen fields are currently included in PSEP. WICHE states continue to depend on PSEP to meet several key objectives:

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

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

- The relationship between support fees and today's nonresident tuition levels as well as future anticipated tuition increases.
- The impact on enrollments if a greater tuition burden is shifted to students.

- The creation of new professional programs that have absorbed more in-state students and the availability of out-of-state programs.

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support large numbers of students through PSEP 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 nonresident students. Students are bearing heavier financial burdens as sizeable tuition and fee hikes, some in the double digits, become more prevalent at several public and private institutions.

Students generally pay resident tuition at public institutions and one-third of regular tuition at private institutions; the "sending" states provide a support fee to cover the difference between resident and nonresident tuition. Historically, the participating institutions have received an additional financial incentive exceeding the nonresident tuition levels; for many years this differential was approximately 105 percent of nonresident tuition. As tuitions have increased at differing rates across institutions, the incentives have become more variable.

Support fees for the 2005-2006 and 2006-2007 biennium were approved by the full commission in May 2004 and included a 2 percent increase in Group A and B fields for each year of the biennium, along with a \$2,000 increase in the first year of the biennium (2005-06) for optometry and dentistry support fees. Fees are outlined in the chart below.

Field	2004-05	2005-06	2006-07
<b>Group A<sup>1</sup></b>			
Medicine	\$24,600	\$25,100	\$25,600
Dentistry	17,200	19,500	19,900
Veterinary Medicine	24,400	24,900	25,400
Physical Therapy	9,000	9,200	9,400
Occupational Therapy	9,000	9,200	9,400
Optometry	11,100	13,300	13,600
Podiatry	11,400	11,600	11,900
Osteopathic Medicine	16,300	16,600	17,000
Physician Assistant	8,800	9,000	9,200
<b>Group B<sup>2</sup></b>			
Graduate Library Studies	5,400	5,500	5,600
Pharmacy	5,900	6,000	6,100
Public Health	6,200	6,300	6,500
Architecture	4,100	4,200	4,300
Graduate Nursing	4,500	4,600	4,700

Over the next couple of months, staff will analyze the tuition and fees of participating schools and discuss proposals for the 2007-08 support fees with WICHE's certifying officers and participating programs to seek their feedback. We anticipate that some of the schools of osteopathic medicine may challenge the current support levels, as there is a significant imbalance between the support fee for allopathic and osteopathic medicine (\$8,500). In 2004-05, tuition for a first-year student in WICHE's participating osteopathy schools averaged \$33,000 (all private schools). The average tuition for allopathic programs in both public and private institutions was only slightly higher at \$36,300 – a difference of only \$3,300.

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

<sup>1</sup> Group A includes those PSEP fields in which WICHE students would have a difficult time gaining access to public professional schools without the financial incentive provided to schools by PSEP.

<sup>2</sup> 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.

## **WRGP: Call for Nominations of New Programs**

Every two years, WICHE invites new graduate programs to become part of its Western Regional Graduate Program (WRGP). The network consists of high quality master's and doctoral 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, because California institutions do not currently participate in WRGP). 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 or at reduced tuition in private institutions. Along with this obvious benefit to students, WRGP offers states and institutions a means to foster the development and support of innovative programs by enlarging the potential student pool. Like all WICHE student exchanges, WRGP has enjoyed strong support from policymakers in the states as a way to better utilize regional educational resources.

In September 2005, we disseminated the call for nominations to invite graduate programs into the WRGP network. The deadline to submit nominations is November 18, 2005. WICHE staff will work with the regional Student Exchange Program Advisory Council to determine which of the nominated programs to add to WRGP. The list of new WRGP programs will be presented to commissioners at the May 2006 meeting; a WRGP booklet listing the new 2006-08 programs will be published, and the new programs will be added to the WRGP information on our web site.

## **Encouraging College Access through Online Mentoring Systems**

WICHE convened a College Access Symposium on October 4, 2005, at the SHEPC facility in Boulder to explore opportunities for greater state participation in online information systems that promote access to postsecondary education. Representatives of state higher education agencies, institutions, and student loan programs in Alaska, Idaho, Montana, New Mexico, North Dakota, South Dakota, and Wyoming participated. Representatives of several innovative online systems that have been developed in collaboration with the XAP Corporation, including [CollegeinColorado.org](http://CollegeinColorado.org), the College Foundation of North Carolina, and the Southern Regional Education Board, demonstrated their systems. XAP Chief Executive Officer Liz Dietz and two members of her staff also took part.

# INFORMATION ITEM

## The State Scholars Initiative

On September 30, 2005, WICHE was notified that it was selected to become the program administrator of the federal State Scholars Initiative. That same day, the commission's Executive Committee unanimously approved accepting the \$4.8 million grant from the Vocational and Adult Education Division of the U.S. Department of Education. (WICHE has authority to expend \$2.4 million during this federal fiscal year; the remaining \$2.4 million is contingent upon the availability of federal funds.) Some \$1.2 million of the grant will fund WICHE's administrative costs, and \$3.6 million will support up to 12 new state efforts through competitive RFP (request for proposal) processes.

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 benefit their future careers, postsecondary education, and training. The various initiatives motivate students to take rigorous courses that reflect the National Commission on Excellence in Education recommendations:

- 4 credits of English
- 3 credits of math (algebra I, geometry, algebra II)
- 3 credits of basic lab science (biology, chemistry, physics)
- 3.5 credits of social studies (chosen from U.S. and world history, geography, economics, and government)
- 2 credits of the same foreign language

David Longanecker and Jere Mock will meet with the Department of Education staff in Washington, D.C., on October 26, 2005, to review the project timeline and deliverables. In the meantime, recruitment is underway for a program director (1.0 FTE), program coordinator (1.0 FTE), and administrative coordinator (.80 FTE). The grant also provides support for an additional .65 FTE (for some of Mock's, Annie Finnigan's, and Deborah Jang's FTE). A national advisory council also will be formed following the approval of the proposed roster by the Education Department's staff.

Staff will oversee the efforts of 14 existing state-level organizations, including three in the WICHE region, that currently participate in SSI. They include:

- Arkansas Business Education Alliance – Arkansas Scholars
- Arizona Business & Education Coalition – Arizona Academic Scholars
- 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 Scholars (OBEC)
- Rhode Island Scholars – The Education Partnership
- Tennessee Chamber of Commerce and Industry
- Washington Partnership for Learning

Six additional, state-level business/education partnerships will be recruited in early 2006. Each new partnership may be funded at up to \$300,000, over a two-year period, to implement State Scholars programs. New grants to state-level partnerships will be required to meet a series of requirements, including:

- Students in at least four public school districts in the state will be encouraged to take a prescribed course of study (Scholars Course of Study) in the schools.
- High school reform is a priority for the decision leaders in the state.
- The governor and chief state school officer support the program.
- The state's policy structure is aligned, or the state plans to align it, with rigorous high school course completion.

- The applicant business/education partnership is a viable state coalition.
- There are key businesses and corporations in the state that will provide financial and/or in-kind contributions.

The program staff will be available to provide technical assistance to any eligible state entity interested in developing an application. While the timeframe for the RFP needs to be reviewed with the Department of Education, we anticipate it will be announced in early 2006. A second RFP may be conducted in late 2006 or early 2007, contingent upon available federal funding, to bring a final group of state partnerships into the SSI. Once the new SSI states are selected, WICHE will provide technical assistance, monitoring, oversight, and cost reimbursement to the new state partners.

The state partnerships will have opportunities to share best practices via forums, teleconferences, a web-based resource center, and listservs. Additionally, WICHE will help the state partners coordinate and leverage their resources with related initiatives in their states, such as MESA (Mathematics, Engineering, Science Achievement), GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and College in the High School (dual-credit) programs.

By way of background, the federal State Scholars Initiative is predicated upon three important research findings:

- There is a strong link between courses completed in high school and postsecondary achievement.
- A solid high school education can increase wages both for students who enroll in and complete postsecondary education and for students who enter the workforce directly from high school.
- A solid academic foundation in high school benefits every student, regardless of ethnicity and socioeconomic status, (in fact, students from families with lower socio-economic status tend to derive a greater relative benefit from a rigorous course of study).

To derive these research findings, the U.S. Department of Education conducted three long-term studies that tracked students from their sophomore year of high school through age 30. Especially telling are findings related to coursetaking, which show a strong link between courses completed in high school and postsecondary degree completion. Students who took algebra II, for example, earned a bachelor's degree 39.5 percent of the time, while students who stopped at geometry earned a bachelor's degree only 23.1 percent of the time.

# **INFORMATION ITEM**

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

The Master Property Program (MPP) helps institutions seek broad insurance coverage, reduce their premium costs, and improve asset protection. This year, the value of such a program has become vividly clear. In addition to revealing the current status of MPP, we'll look at institutional contingency planning for natural disasters and other emergencies, with speakers Evan Bull, managing director, Marsh USA; Elizabeth Conlin, vice president, higher education practice, Marsh USA, and program administrator, MHEC MPP; and Wm. A. "Bill" Payton, director of the risk management division, University of Missouri System, former chair, MPP Oversight Committee, and chair, MHEC Package Program Initiative.

### **About the Master Property Program**

WICHE has partnered with the Midwest Higher Education Compact (MHEC) since May 2004 to expand the MHEC Master Property Program (MPP) to help more institutions seek broad insurance coverage, reduce their premium costs, and improve asset protection. The Nevada System of Higher Education has been an MPP member since July 2004 and has experienced dramatic savings: nearly \$1 million in premium savings during its first year of membership and an additional \$500,000 savings on its July 1, 2005, policy renewal, along with improved property insurance coverage. WICHE encourages other institutions and systems in the WICHE region to consider joining this consortium.

The Master Property Program provides its members with property, earthquake, flood, terrorism, service interruption, and crime insurance. The program offers loss control surveys, plan reviews and inspections, infrared surveys, web-based data management, and annual loss control workshops for participating institutions' risk managers and facility maintenance staff.

Since the program was developed 11 years ago, it has achieved a critical mass with 46 members (71 campuses); adding more members from the West will enable the purchasing group to positively affect the market when the program administrators seek future bids from insurance underwriters. The MPP has generated more than \$22.9 million in savings for its participating institutions. The program is currently underwritten by Lexington AIG and is jointly administered by Marsh and Captive Resources, Inc., under the direction of an MPP Oversight Committee representative of the insured institutions. Details regarding the program's coverage and benefits are explained in the 2005 enclosed renewal brochure.

During the oversight committee's October 13, 2005, meeting in Chicago, the members agreed to work with Marsh and its subsidiary companies to put more emphasis on helping MPP member institutions develop business continuity and crisis management plans for natural disasters and other risks, particularly in the wake of Hurricane Katrina.

During the November 8, 2005, joint meeting of the Programs and Services and Issues Analysis and Research committees, representatives of Marsh and the past chair of the MPP Oversight Committee will discuss likely impacts that Hurricane Katrina will have on the property insurance and reinsurance marketplace. They will also discuss how institutions and systems of higher education can better prepare for future natural disasters, terrorist risks, and other emergencies.

### **Program Outreach**

Presentations regarding the MPP have been made to institutions in Colorado; to the Oregon community college system and Oregon Health and Sciences University; to a consortium of private colleges in California, Idaho, Oregon, and Washington; and to the University of Wyoming.

Six states in the WICHE region currently require their public institutions to participate in their state's risk management program: Arizona (though their community colleges are eligible), Idaho, North Dakota, New Mexico, Oregon, and Utah. Washington requires its statutory institutions to work through its state risk management program. Thusfar, it is our understanding that California and Montana are eligible to participate but have arrangements or plans for purchasing insurance that currently preclude their interest in participating in a WICHE group. If any commissioners would like to have presentations made regarding this program in their state, please contact Jere Mock at 303-541-0222.





## Issue Analysis and Research Committee

Monday, November 7, 2005 — 4.00 - 5.00 pm  
Millennium Room

Tuesday, November 8, 2005 — 10.00 - 10.15 pm  
Millennium Room

Tuesday, November 8, 2005 — 10.15 - 11.00 am  
Joint Committee Meeting  
Century Room



Photo courtesy of Boulder Convention & Visitors Bureau

# Monday, November 7, 2005

**November 7, 2005, 4.00 - 5.00 pm**  
**November 8, 2005, 10.00 - 10.15 am**  
Millennium Room  
**November 8, 2005, 10.15 - 11.00 am**  
**Joint Committee Meeting**  
Century Room

## Issue Analysis and Research Committee

Jane Nichols (NV), committee chair  
Ryan Deckert (OR), committee vice chair  
Diane Barrans (AK), ex officio  
David Nething (ND), ex officio

Johnny Ellis (AK)  
David Lorenz (AZ)  
Francisco Hernandez (CA)  
Rick O'Donnell (CO)  
Roy Ogawa (HI)  
Richard Bowen (ID)  
Cindy Younkin (MT)  
Ray Rawson (NV)  
Beverlee McClure (NM)  
Richard Kunkel (ND)  
Committee vice chair (OR)  
Bob Burns (SD)  
David Gladwell (UT)  
Phyllis Gutierrez Kenney (WA)  
Tex Boggs (WY)

## Agenda

Presiding: Richard Kunkel, commissioner (ND)

Staff: Cheryl Blanco, director, Policy Analysis and Research  
Russ Poulin, associate director, WCET



Approval of the Issue Analysis and Research Committee's May 16-17, 2005, meeting minutes

8-3



"Benchmarks Report"  
(Separate item mailed with agenda book)



Residency requirements for higher education:  
State policies and issues

8-8

**Discussion Item:** Accelerated learning options: A study  
of state and institutional policies and practices

8-11

**Information Item:** Unit updates

- WCET: Russ Poulin and Pat Shea
- Policy Analysis and Research: Cheryl Blanco

8-12

**Information Item:** Update on founding AdjunctMatch –  
an e-resource for institutions and online faculty

**Information Item:** Assisting Montana students on transitioning into higher education

Other business

**November 8, 2005**  
**10.15 - 11.00 am**  
Century Room

**Joint Committee Meeting**

**Information Item:** The Master Property Program: An avenue for cost savings and institutional contingency planning

8-14

*Speakers:* Evan Bull, managing director, Marsh USA; Elizabeth Conlin, vice president, higher education practice, Marsh USA, and program administrator, MHEC Master Property Program; and William "Bill" Payton, director of the risk management division, University of Missouri System, and former chair, Master Property Program Oversight Committee, and chair, MHEC Package Program Initiative

# **ACTION ITEM**

## **Issue Analysis and Research Committee Meeting Minutes**

### **May 16-17, 2005**

#### **Members Present\***

Jane Nichols (NV), chair  
Ryan Deckert, vice chair (OR) (Mon.)  
Diane Barrans (AK) (Mon.)  
Johnny Ellis (AK)  
Lawrence Gudis (AZ)  
Roy Ogawa (HI)  
Richard Bowen (ID)  
Cindy Younkin (MT)  
Patricia Sullivan (NM) (Mon.)  
Richard Kunkel (ND)  
Robert Burns (SD)  
Phyllis Gutierrez Kenney (WA) (Mon.)  
Tex Boggs (WY)

#### **Members Absent**

Don Carlson (WA)  
Francisco Hernandez (CA)  
Rick O'Donnell (CO)  
Ray Rawson (NV)  
David Gladwell (UT)

#### **Other Commissioners Present\***

Letitia Chambers (NM)  
Camille Preus-Braly (OR)  
Richard Kendell (UT)  
Jim Sulton (WA)

#### **Staff Present**

David Longanecker, executive director  
Cheryl Blanco, senior program director, Policy Analysis  
and Research  
Sally Johnstone, director, WCET  
Marla Williams, assistant to the executive director

\*Present Monday and Tuesday, unless otherwise specified.

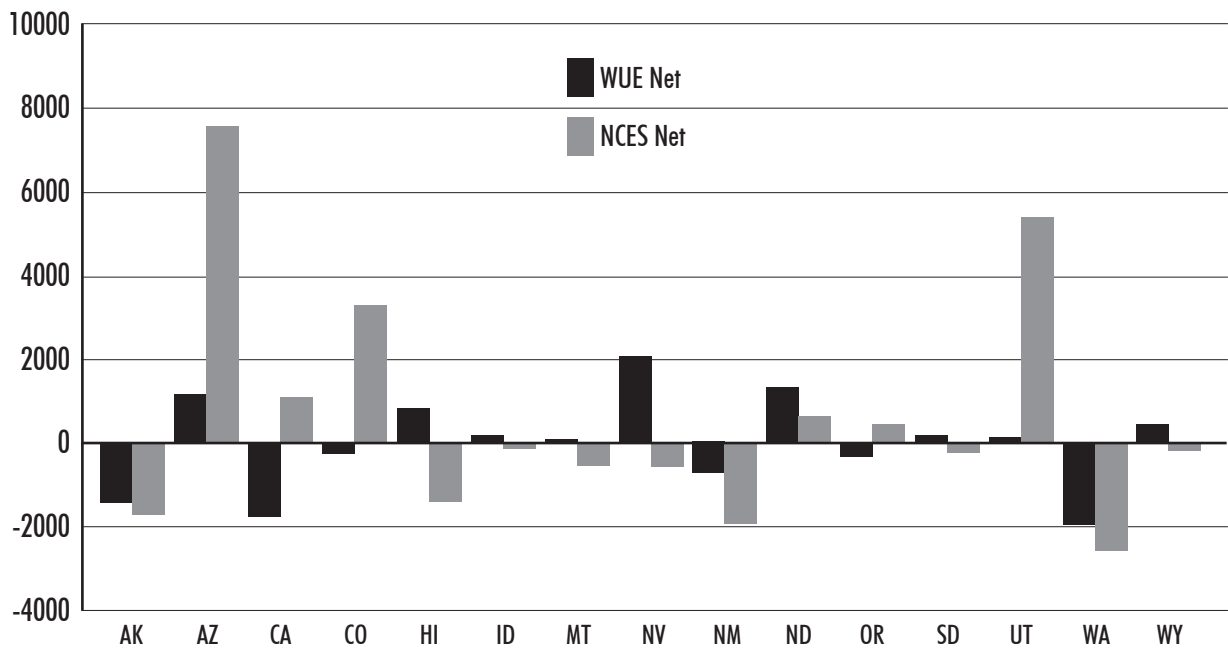
Call to order, May 16, 2005

Commissioner Jane Nichols, chair of the Issue Analysis and Research Committee, convened the joint meeting of her committee and the Programs and Services Committee on May 16, 2005. She introduced Christopher Morpew, associate professor in the Institute of Higher Education at the University of Georgia, who made a presentation of the study he conducted for the commission, "Studying Student Mobility," designed to better understand student participation in WICHE's Western Undergraduate Exchange (WUE). Morpew's research was supported by Lumina Foundation for Education and included a pilot study (its results were discussed at the May 2004 commission meeting) and a full study that was conducted in fall of 2004.

Morpew noted that he was pleased with the response to the survey: some 2,600 students from 15 Western states and 53 WUE institutions took part, representing 30.4 percent of the 8,550 students who received the questionnaire. The survey addressed students' motivation to enroll via WUE; migration patterns of WUE students and how these patterns compare with the other student migration patterns; and ways in which programs such as WUE can help shape states' access and diversity policies.

The results show that low-income students (household incomes less than \$40,000) and racial and ethnic minority students have much greater price sensitivity than other students: they were nearly four times as likely to cite "reduced tuition available through WUE" as "very important" as were students whose family income exceeds \$100,000 annually. In addition, minority students were more likely than white students to cite financial aid beyond WUE tuition as "very important" in playing a role in their decision to use WUE.

In some cases WUE migration by state was similar to national net migration patterns as reported by the National Center for Education Statistics (NCES), but this was not always the case. The migration chart below is a useful tool to help states determine how WUE migration patterns affect larger state migration patterns and goals.



Some interesting observations:

- North Dakota shows a net inflow in both NCES and WUE data; nearly half of its out-of-state students are from the WUE program.
- Some states rely more on WUE for migration than others. Arizona and Utah use WUE relatively less than states like Washington and Alaska.
- WUE migration patterns are quite different than larger migration trends for states such as Nevada. Nevada has a net inflow rate of WUE students, but a net outflow rate for general migration. California is the opposite.

Morphew’s research also shows that some institutions provide WUE tuition to any eligible student, while others are very restrictive regarding the admissions process. He said states could better achieve their enrollment goals if they coordinated efforts with all of the participating institutions in the state. Further, students’ WUE enrollment trends in some states appear to be inconsistent with sound state access and migration goals. For example, Nevada, Arizona, and North Dakota experience large net inflows of WUE students despite large projected increases in the numbers of high school graduates in two of those states, Nevada and Arizona. New Mexico, conversely, is projecting a decline in high school graduates and has seats available for more students, yet the state has a net outflow through WUE.

The study results show that WUE provides an effective mechanism, overall, for facilitating student migration. Approximately one-third of respondents said they considered attending their current institution only after learning about WUE. Morphew offered several recommendations to the commission based on his research:

- Expand the pool of participating WUE schools to create a more extensive network of institutions that will attract and increase the diversity of WUE students.
- Maintain the 150-percent-of-resident-tuition formula as a means of fostering access for underrepresented minority and low-income students who are the most price sensitive.
- Encourage state policymakers to make financial aid beyond WUE available to students who need it.
- Market WUE more effectively through high school counselors, particularly in schools with large numbers of minority students. Counselors should talk to students before they become juniors and seniors so that they can explore and utilize the full range of options available within the WUE network.

- Information about the WUE program should be available on state-based online college-mentoring websites, such as [CollegeinColorado.org](http://CollegeinColorado.org), to help middle and high school students learn about their college options.
- Institutions should be flexible in relation to admission requirements for WUE students and not overly restrict admissions. Minority students are more likely to have lower high school GPAs; many of them would not be able to attend institutions that have 3.5+ GPA requirements.
- WUE schools should consider standardizing the application and admissions process, which is currently inconsistent across institutions in some states.

Morphew will visit several campuses through the end of 2005 to interview WUE students and institutional representatives to learn more about student migration. If states or institutions want more data from his study, he is willing to assist and can be reached at [Morphew@uga.edu](mailto:Morphew@uga.edu) or 706-542-0573.

Following Morphew's presentation, the committee adjourned. Acting Chair Doris Ching reconvened the committee on May 17 to discuss several action and information items, and she welcomed new committee members.

### **Information Item An Update of the Benchmarks Report**

Chair Nichols reconvened the committee for its second session on Tuesday, May 16, 2005. Since a quorum was not immediately present, she moved to the first discussion item on the agenda, the "Benchmarks Report." The committee had discussed all sections of the report in previous meetings, except the section on finance; the chair began the discussion with this section. Cheryl Blanco explained that the elements of the finance section centered on state appropriations per full-time-equivalent student; tuition and fees and appropriations revenues; and state tax revenue. There were no suggested revisions to the information presented. The chair then asked Blanco to briefly review the first two sections of the report. Blanco noted that revisions made in the previous conference call were incorporated in the access and equity sections. Commissioners expressed concern with the readability of Figure 3 and asked that the graphic be revised so that the colors or groups were more easily distinguishable. Another suggestion was to use the same background coloring on the narrative side to match the figures.

Substantial discussion revolved around Figure 12 and whether "savings to families and the state" was appropriate language. Commissioner Boggs said that savings may be realized by families but not for some states and used Wyoming as an example. He suggested that more information was needed on how the amounts in the figure were calculated and that a state-by-state calculation with factors in WUE that benefit the state were needed. The committee decided that the text and the graphic should say, "Savings to families and/or the state." At the conclusion of the "Benchmarks" discussion, Chair Nichols said that the committee had spent considerable time over the past year and a half on the report and suggested that if the committee were comfortable with the document, pending revisions recommended today, it could be treated as an action item and forwarded to the full commission for consideration at the November 2005 meeting. A quorum was established, and the committee expressed support for this approach.

COMMISSIONER YOUNKIN MOVED A VOTE ON APPROVING THE "BENCHMARKS REPORT," WITH A SECOND BY COMMISSIONER STEARNS. The motion was unanimously approved.

### **Action Item Approval of the Issue Analysis and Research Committee Meeting Minutes of November 8-9, 2004, and Conference Call Meeting Minutes of March 30, 2005**

With a quorum established, Chair Nichols returned to the first agenda item.

THE MINUTES OF THE NOVEMBER 8-9, 2004, COMMITTEE MEETING AND THE MARCH 30, 2005, COMMITTEE CONFERENCE CALL WERE APPROVED WITHOUT REVISIONS.

**Action Item**  
**Approval of the Committee's Portion of the FY 2006 Workplan**

The first action item was the FY 2006 workplan. Blanco reviewed the structure of the workplan, pointing out that the items relevant to the Issue Analysis and Research Committee were boxed. She noted that, after the agenda book was finalized, a possible new project to evaluate – the College Opportunity Fund program – had emerged that might be added to the “On the Horizon” section. Staff has had a very preliminary conversation with the Colorado Commission on Higher Education on the possibility of WICHE conducting an evaluation of the state’s new College Opportunity Fund program. Commissioners had several questions and expressed some concern with the role of WICHE in conducting the evaluation. Blanco explained that staff was in the early stages of considering the project, and over the next several months the committee would have the opportunity to discuss this through an information item with much more detail, as well as an action item, should the project reach that point. Chair Nichols summarized the sentiments of the members by stating that the project, if conducted, should be done with integrity and not follow a political agenda. The chair asked for a motion on approving the workplan.

COMMISSIONER YOUNKIN MOVED, AND COMMISSIONER SULTON SECONDED, A MOTION TO APPROVE THE WORKPLAN. It passed with a unanimous vote.

**Information Item**  
**State Policies and Issues Related to Residency: A Proposed New Study**

The next agenda item was an information sheet on a potential study on state policies and issues related to residency. Blanco explained that this topic had been suggested during a meeting of the WICHE officers, and staff developed the information item to begin a conversation with the Issue Analysis Committee about such a study. She mentioned that the State Higher Education Executive Officers (SHEEO) would be a partner with us if the study moves forward. There was extensive support for such a study, and commissioners noted that the issue would cut across several of the workplan areas. They suggested that the study include policies concerning undocumented immigrants and special tuition categories, such as the members of the military and their families, police, firefighters, etc.

**Action Item**  
**Establishing the Center for Transforming Student Services**

Chair Nichols asked Sally Johnstone to present the action item “Establishing the Center for Transforming Student Services.” WCET is seeking funding to consolidate the work that Pat Shea (WCET staff member) and her colleagues have been doing to assist campuses in their translations of student services to the web. This project would assist both distance learners and on-campus students. Sources for funding of this type of work are difficult to find. Commissioners were asked for any suggestions.

THE COMMITTEE APPROVED THIS ACTION ITEM.

**Action Item**  
**Founding AdjunctMatch: An E-Resource for Institutions and Online Faculty**

Johnstone also briefed the committee on the action item “AdjunctMatch.” This project was a recommendation from the WCET two-year caucus members. They need more adjunct faculty members than are typically available in their localities. AdjunctMatch will be a database enabling colleges and universities to locate potential online instructors for their distance-learning courses.

THE COMMITTEE APPROVED THIS ACTION ITEM.



**Information Item**  
**Unit Update: WCET – Sally Johnstone**

Johnstone reviewed WCET’s work. She reminded committee members that WCET is a self-supporting unit, whose members come from 45 states and eight countries. WCET’s upcoming major events include:

- Observatory for Borderless Higher Education (U.K.) partnership on benchmarking for integrating information and communication technologies (ICT) into campus and distance-learning courses, a project that includes seven U.S. campuses and five non-U.S. campuses.
- UNESCO virtual forum on open educational resources (OER), in which WCET staff and members will participate.
- North Central Association workshop on best practices for online student services.
- WCET’s annual conference, to be held in New Orleans on November 3-5.

Johnstone also outlined for the committee some of the member-supported projects, which included:

- Assisting University of Alaska: ICT management consolidation issues; management of the statewide Alaska Distance Education and Technology Consortium.
- Learning object repository software research.
- E-portfolio software research.
- Web-based student services audits.

There are two major proposals pending. One is to the National Science Foundation for the development of principles of good practice for training “digital immigrants” to teach “digital natives.” The second is to the William and Flora Hewlett Foundation for three subprojects, concerning the creation of tools to assess open source readiness; the creation of OER principles of good practice; and the compilation of OER sites worldwide for the Hewlett database.

**Information Item**  
**Unit Update: Policy Analysis and Research – Cheryl Blanco**

The chair asked Blanco to provide an update on the work of the Policy Analysis and Research unit. Using the handout under tab 11 in the agenda book, Blanco highlighted one or two projects under each of the five workplan issue areas.

**Adjournment**

The committee adjourned to rejoin the Committee of the Whole session.

# **ACTION ITEM**

## **Residency Requirements for Higher Education: State Policies and Issues**

### **Summary**

#### **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 project will enable us to better understand the breadth and scope of residency policies and how state, system, and institutional policies promote or hinder access to higher education. A study of this nature is consistent with our issue areas of access and financing.

#### **Background**

Residency requirements that are established by states for their higher education institutions and systems involve significant issues that relate to both access and the financing of higher education. These requirements 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. Additionally, these requirements are important finance strategies through their value as potential revenue generators since out-of-state tuition is often three or four times the amount of in-state tuition.

Residency policies are widely linked to tuition levels for students, yet limited comprehensive analyses have been conducted on the policies in higher education or on residency policies as defined by other agencies. The most recent known compendium of residency policies was published by the College Board in 1997; that organization has a website geared toward international students with residency information that was last updated in 2001. 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 stream.

For example, one of the most controversial issues currently receiving widespread state and national attention is whether undocumented immigrants should qualify for in-state residency for tuition purposes. In recent years, nine states have passed legislation and at least 17 others have introduced bills allowing undocumented immigrants to receive in-state tuition; one of the key requirements is that the students reside in the state for a number of years (American Association of State Colleges and Universities, June 2005). While some state policymakers and educators have struggled with this issue, others have decided to wait for a federal ruling on the status of undocumented immigrants for residency determination.

Another key issue relates to residency status as a revenue stream. In many states, out-of-state students pay three to four times more in tuition or matriculation fees than do in-state students. Institutions have long depended on the revenue generated from nonresident tuition in their budget calculations, and significant shifts in nonresident enrollment can have important fiscal ramifications for colleges and universities, especially if they depend on out-of-state students to help offset reduced state appropriations and to support the cost of doing business. When Colorado raised tuition in July 2005, one of the regents with the University of Colorado was quoted as saying that the decline in out-of-state applications was due at least in part to high prices; other news sources speculated on what the reduction in out-of-state applications would cost the institution in lost revenue. In a 2003 report, the Florida Office of Program Policy Analysis and Government Accountability looked at the state's residency classification criteria and procedures; in one of its findings, it reported a common misperception that out-of-state students believed they would automatically qualify for lower in-state tuition after attending school for a year. The agency said that if Florida eliminated the reclassification of nonresident students, institutions could receive \$28.2 million in additional annual tuition revenue from nonresidents if these individuals remained enrolled at a Florida public postsecondary institution.

In addition to these issues, students are impacted by residency requirement interpretations for determining financial aid eligibility and the packaging of aid at the institution level, as well as by how residency is determined for undergraduate students and graduate students. Other concerns involve residency waivers for selected individuals or groups, such as members of the military, firefighters, police, and others. Residency for higher education's use may not be consistent with

residency rules in other state agencies or within institutions. For example, how is residency determined if one wants to establish a business, buy a fishing license, or pay taxes? Should residency mean the same thing across state agencies?

Because the issues to be considered in this study are wide ranging, staff suggests that WICHE collaborate with a few national organizations. The State Higher Education Executive Officers (SHEEO) has indicated interest in the study and would like to partner with WICHE on this project. Other organizations that staff would approach are the National Association for College Admission Counseling (NACAC), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the National Association of Student Financial Aid Administrators (NASFAA), and the National Association of State Student Grant and Aid Programs (NASSGAP). Each of these groups would provide expertise on the issues, as well as access to informed professionals at state and institutional levels.

## **Project Description**

The purpose of the proposed national study is to examine current policies related to the determination of residency for purposes of pursuing postsecondary education. An analysis of state and institutional policies will then be used to determine how these policies interact with decisions concerning admissions, financial aid, and financing. A study of this complexity, which deals with very core issues in higher education, must be national in scope in order to better understand the implications and interactions of policies beyond our region with the Western states.

The residency study will be conducted over an 18-month period and will commence upon receipt of external funding. The project proposed by the Policy Analysis and Research unit would attempt to answer several questions about these policies, including:

- 1) What are the different residency policies in the 50 states?
- 2) Do residency requirements differ within states for admissions purposes and for financial aid packaging and eligibility?
- 3) How do residency requirements in noneducation areas, such as residency definitions for tax purposes, licensure, and voting, relate to how students establish residency as defined for pursuing postsecondary education in the state?
- 4) How do residency requirements for postsecondary education vary by other factors, such as level (undergraduate vs. graduate) and delivery (traditional classroom courses vs. technologically delivered)?
- 5) What is the relationship between residency and finance policy? How do higher education systems and institutions use residency requirements and policies to influence revenues and the financing of higher education in the states?
- 6) What are the innovative emerging approaches to residency requirements for tuition purposes in the states?
- 7) What are the criteria for determining residency? Do the criteria differ for different types of institutions or programs? Who decides residency status?
- 8) Are there exemptions from existing residency requirements? If so, what are they and why do they exist?

In order to answer these research questions, WICHE and its collaborating organizations will conduct several activities, including:

- Develop and conduct an online survey of academic officers in SHEEO offices.
- Develop and conduct online surveys of admissions officers and registrars and financial aid directors in a representative sample of two- and four-year public and private institutions in the 50 states.
- Conduct an inventory of state laws.
- Conduct a review of five states' agencies rules and regulations concerning residency to determine the similarities and differences among them and higher education's residency rules.
- Review rules related to residency at the system, coordinating, and governing board level.
- Conduct focus groups of SHEEOs, SHEEO academic officers, admissions officers, registrars, legislators, and legislative staff.
- Conduct a review of the literature, including state policy reports, on residency issues and concerns.

The project will produce a final report and a *Policy Insight* report. In addition, it will allow expansion of WICHE’s online searchable database – State Policy Inventory Database Online (SPIDO) – and the Clearinghouse collection. Currently, residency policies are encompassed in another domain; creating a new domain and additional capacity in the Clearinghouse to identify and link to state policy studies on residency issues will provide a more robust resource for the education and policy communities and researchers.

**Staff and Fiscal Impact**

This project will be supported primarily by grant funds. Staff estimates the project will require approximately \$225,000 over 18 months in external funding.

<b>FISCAL IMPACT</b>			
<b>Grant Activities</b>	<b>Internal Chargebacks<sup>a</sup></b>	<b>Indirect Costs</b>	<b>Total Grant Request</b>
\$175,490	\$20,162	\$29,348	\$225,000

<sup>a</sup>Office rent, telephone equipment, and network services fees.

<b>STAFF IMPACT (annualized FTE)</b>			
<b>Staff</b>	<b>Grant Funded</b>	<b>WICHE Contributed</b>	<b>Total</b>
Existing Staff	.66	.05	.71
New Staff	0	0	0
Total	.66	.05	.71

**Action Requested**

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.

## **DISCUSSION ITEM**

### **Accelerated Learning Options: A Study of State and Institutional Policies and Practices**

The Western Interstate Commission for Higher Education (WICHE) has received funding from Lumina Foundation for Education to conduct a study of accelerated-learning programs. Titled “Accelerated Learning Options: A Study of State and Institutional Policies and Practices,” this project’s overarching goal is to increase the number of low-income and underrepresented students participating in accelerated-learning options by informing policy, education, and research communities about existing state and institutional policies and practices associated with these programs. “Accelerated learning” is an umbrella descriptor for programs such as the College Board’s Advanced Placement program and dual or concurrent enrollment, tech-prep, and International Baccalaureate programs. The comprehensive study of accelerated-learning programs will:

1. Identify individual state policies related to accelerated-learning options and key characteristics of those policies, including similarities, differences, funding guidelines or requirements, directives related to K-12 and higher education collaboration, quality issues, faculty requirements, etc.
2. Identify institutional policies and practices related to accelerated-learning options and the application of accelerated-learning credit.
3. Analyze existing data on current types of accelerated programs and the students who participate in them, including who they are; characteristics such as how, when, where, and why they participate; and what kinds of options they select.
4. Determine the student’s perspective on the value of these programs.
5. Analyze the cost effectiveness for students, institutions, and states of accelerated options, especially for low-income, first-generation, and underrepresented populations.
6. Present strategies or recommendations on effective policy and practice at the state and institutional levels to enhance the participation and success of low-income and underrepresented students in accelerated-learning programs.

While accelerated options are widely used across the states, limited analyses have been conducted on associated policies either at the state level or the institutional level; additionally, the research is nearly void of critical analyses of cost efficiency, accessibility, and effectiveness of these programs, most particularly as they affect the participation and success of low-income students in postsecondary education. This study will address current information gaps. Over an 18-month period, WICHE will engage in several activities to gather, analyze, synthesize, and evaluate policies and practices. The project will include a component to solicit student perspectives on accelerated options.

The 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. It will also assist them in designing policies and practices that will more effectively broaden the opportunity for underrepresented students to participate in accelerated learning in order to be more competitive and enjoy the same kinds of options that more privileged students do in selecting their higher education experience.

## Policy Analysis and Research November 2005

### Financing

**Changing Direction: Integrating Higher Education Financial Aid and Financing Policy (Phase 2)** ~ A grant from Lumina Foundation for Education supports this continuation project. Phase 1 activities occurred between November 2001 and August 2003. **Changing Direction** moved into Phase 2 in September 2003 with additional funding of \$1,000,000 over three years to support 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, and regents; sponsoring state roundtables; and commissioning research and policy papers.

**Residency Policies** ~ Pending external funding, a new finance project will begin in 2006 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. This project will include an inventory and analysis of state policies related to residency and an analysis of issues associated with residency requirements within and across states.

**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 purposes of the committee are to: inform the WICHE Commission's Executive Committee and staff about significant legislative issues which pertain to higher education and related state issues; provide input on WICHE initiatives; and 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).

### Access and K-16

**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 its free, searchable policy inventory database online, SPIDO, 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, equity, and governance.

**Western Consortium for Accelerated Learning Opportunities (WCALO)** ~ This five-year grant (October 2000 to September 2005) from the U.S. Department of Education supported a nine-state consortium (Arizona, Colorado, Hawaii, Idaho, Montana, New Mexico, Oregon, South Dakota, and Utah) to increase the numbers of students from underrepresented populations that participate in accelerated-learning options (e.g., AP, dual enrollment, etc.). The total award of over \$3.2 million supported a variety of activities in the states and at the consortium level to promote accelerated learning.

**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 also assist them in designing policies and practices that will more effectively broaden the opportunity for underrepresented students to participate in accelerated learning in order to be more competitive. Major project activities include a national policy inventory, a survey of institutional policies among public two- and four- year and private institutions, a transcript analysis, and student focus groups. The project's final report will be released early in 2006.

**Escalating Engagement: Public Policy to Meet State and Regional Needs** ~ A new award from the Ford Foundation, this grant will allow 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 will include policy forums, state technical assistance, roundtables, and commissioned papers.

**Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity** ~ The 6<sup>th</sup> edition of this report was released in January 2004. This popular publication extends the projections from 2012 to 2018 and adds SES (socioeconomic status) data to our model, enabling us to project high school graduates not only by race/ethnicity but also by family income for the 50 states. Complementary publications include individual state profiles and **Policy Insights** reports.

**Following the Sun: Trends, Issues, and Policy Implications of Student Mobility** ~ Staff will continue to seek funding for a project on student mobility. The purpose of this project would be to assist states in building their capacity to measure and understand the impact of student mobility and to effectively address related public policy issues. A related project explored student migration patterns, looking specifically at who benefits from these patterns, what evidence exists that these patterns serve states' higher education and economic needs, and what political and policy factors contribute to these patterns.

**Other Publications** ~ Ongoing work that informs the access conversation in the West includes our regional fact book, an annual report on tuition and fees, our *Policy Alerts* and *Stat Alerts* e-mail notices, our "Benchmarks Report," our short report series titled **Policy Insights**, and an informational bulletin titled **Exchanges**.

## Accountability

**Readiness for Change** ~ Many states are examining their relationships with higher education institutions and systems in new ways. A few states are breaking new ground in these relationships, particularly in the areas of governance, management and delivery of services, and financing. WICHE is considering a project to measure a state's readiness for significant change in its higher education system. The project would involve developing indicators of effectiveness and testing the indicators in a few states that have recently experienced momentous change in the governance, management, or financing of their higher education systems.

## Workforce

**Escalating Engagement: Public Policy to Meet State and Regional Needs** is 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.

## Information Technology and Innovation

**Western Consortium for Accelerated Learning Opportunities (WCALO)** ~ The initial award from the U.S. Department of Education to increase the number of students from underrepresented populations who participate in accelerated-learning options (e.g., AP, dual enrollment, etc.) supported a variety of activities in the states and at the consortium level to promote accelerated learning. One of our special projects involved further development of an online resource using EduTools to help teachers and administrators assess key features of online advanced placement courses.

## **INFORMATION ITEM**

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

The Master Property Program (MPP) helps institutions seek broad insurance coverage, reduce their premium costs, and improve asset protection. This year, the value of such a program has become vividly clear. In addition to revealing the current status of MPP, we'll look at institutional contingency planning for natural disasters and other emergencies, with speakers Evan Bull, managing director, Marsh USA; Elizabeth Conlin, vice president, higher education practice, Marsh USA, and program administrator, MHEC MPP; and Wm. A. "Bill" Payton, director of the risk management division, University of Missouri System, former chair, MPP Oversight Committee, and chair, MHEC Package Program Initiative.

### **About the Master Property Program**

WICHE has partnered with the Midwest Higher Education Compact (MHEC) since May 2004 to expand the MHEC Master Property Program (MPP) to help more institutions seek broad insurance coverage, reduce their premium costs, and improve asset protection. The Nevada System of Higher Education has been an MPP member since July 2004 and has experienced dramatic savings: nearly \$1 million in premium savings during its first year of membership and an additional \$500,000 savings on its July 1, 2005, policy renewal, along with improved property insurance coverage. WICHE encourages other institutions and systems in the WICHE region to consider joining this consortium.

The Master Property Program provides its members with property, earthquake, flood, terrorism, service interruption, and crime insurance. The program offers loss control surveys, plan reviews and inspections, infrared surveys, web-based data management, and annual loss control workshops for participating institutions' risk managers and facility maintenance staff.

Since the program was developed 11 years ago, it has achieved a critical mass with 46 members (71 campuses); adding more members from the West will enable the purchasing group to positively affect the market when the program administrators seek future bids from insurance underwriters. The MPP has generated more than \$22.9 million in savings for its participating institutions. The program is currently underwritten by Lexington AIG and is jointly administered by Marsh and Captive Resources, Inc., under the direction of an MPP Oversight Committee representative of the insured institutions. Details regarding the program's coverage and benefits are explained in the 2005 enclosed renewal brochure.

During the oversight committee's October 13, 2005, meeting in Chicago, the members agreed to work with Marsh and its subsidiary companies to put more emphasis on helping MPP member institutions develop business continuity and crisis management plans for natural disasters and other risks, particularly in the wake of Hurricane Katrina.

During the November 8, 2005, joint meeting of the Programs and Services and Issues Analysis and Research committees, representatives of Marsh and the past chair of the MPP Oversight Committee will discuss likely impacts that Hurricane Katrina will have on the property insurance and reinsurance marketplace. They will also discuss how institutions and systems of higher education can better prepare for future natural disasters, terrorist risks, and other emergencies.

### **Program Outreach**

Presentations regarding the MPP have been made to institutions in Colorado; to the Oregon community college system and Oregon Health and Sciences University; to a consortium of private colleges in California, Idaho, Oregon, and Washington; and to the University of Wyoming.

Six states in the WICHE region currently require their public institutions to participate in their state's risk management program: Arizona (though their community colleges are eligible), Idaho, North Dakota, New Mexico, Oregon, and Utah. Washington requires its statutory institutions to work through its state risk management program. Thusfar, it is our understanding that California and Montana are eligible to participate but have arrangements or plans for purchasing insurance that currently preclude their interest in participating in a WICHE group. If any commissioners would like to have presentations made regarding this program in their state, please contact Jere Mock at 303-541-0222.



## Reception at WICHE's Offices

Monday, November 7, 2005 — 6.00 - 7.30 pm  
SHEPC Learning Center



Photo courtesy of Boulder Convention & Visitors Bureau

# Monday, November 7, 2005

**6.00 - 7.30 pm**

## **Reception at WICHE's Offices**

**6.00 - 6.15 pm**

Transportation from the hotel to WICHE. The bus will depart from the main lobby entrance at 6.00 p.m. sharp. Please arrive before that time and immediately board the bus.

**6.15 - 7.15 pm**

Reception at WICHE's offices at the State Higher Education Policy Center.

**7.15 - 7.30 pm**

Transportation from WICHE back to the hotel. The bus will depart WICHE at 7.15 p.m. sharp, and will stop for individuals who wish to get off and enjoy Boulder's Pearl Street Mall, then will continue on to the Millennium Harvest House Hotel.

**Evening**

## **Dinner on your own**

### **Background**

In June, WICHE and its partner organizations – the National Center for Higher Education Management Systems (NCHEMS) and the State Higher Education Executive Officers (SHEEO) organization – jointly purchased a newly renovated building in Boulder, CO, to occupy as their respective headquarters and offices. The new facility is known as the State Higher Education Policy Center (SHEPC). The purchase of this facility was made possible by the WICHE Commission's authorization and the Ford Foundation's gracious program-related investment loan of \$3 million to the three partner organizations.

Tonight, the staff are honored and delighted to have the WICHE commissioners and guests over for a brief reception and tour of the facility. The reception will be held in the SHEPC Learning Center, located on the first floor of the complex, where the NCHEMS and SHEEO offices are also located. WICHE's offices occupy the entire second floor of the complex.

The SHEPC Learning Center currently functions as a meeting room, but in the future we envision it as a unique setting where groups from five to 50 will meet in an exceptionally well-equipped facility. It will be ideal for governing boards, leadership forums, small seminars, and faculty and administrative retreats, as well as for small conferences sponsored or endorsed by one or more of the partner organizations. The learning center will incorporate the most contemporary technology and provide the best of face-to-face and virtual-learning opportunities. Real face-to-face professional development opportunities will be enhanced with the ready availability of technology-mediated instructional tools. Virtual-learning opportunities will be available for those who cannot or chose not to travel to join others in a face-to-face setting but who still want to be a part of the learning opportunity. In addition, presenters will have the best arena possible for either virtual or real presentations.

External funding is being sought to equip this facility to be an exceptional resource for higher education in the West and the partner organizations' constituents.

Approximately \$1,000,000 is needed to complete this project. \$650,000 is needed to secure the furnishings and technology – both hardware and software – to equip the center as a contemporary meeting venue, and \$350,000 is needed to defray the debt service for this portion of the facility. The staff would appreciate your recommendations about potential funding sources for equipping the SHEPC Learning Center.

Following the reception, the bus will head for the Pearl Street Mall, where it will drop off passengers who want to spend the evening exploring Boulder. Other passengers will be returned to the hotel. Guests will be on their own for dinner and the remainder of the evening (those who debark at Pearl Street will need to arrange their own transportation back to the hotel).

We hope you will enjoy your visit.

# Policy Discussion: Linking Student Assessments: The ACT Portfolio

Tuesday, November 8, 2005 — 8.30 - 9.45 am  
Century Room



Photo courtesy of Boulder Convention & Visitors Bureau

# Tuesday, November 8, 2005

8.30 - 9.45 am  
Century Room

## **Policy Discussion: Linking Student Assessments – The ACT Portfolio**

10-3

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

This session will have two components. Initially, David Longanecker will present activities, currently underway in the WICHE states, which are working to align standards and assessments within and between secondary and postsecondary education. This presentation will focus not on current discussions in the West but on actual activities aimed at bringing secondary and postsecondary assessments into sync.

The second piece of this session will focus on the efforts of one nonprofit assessment organization, ACT, to accomplish the same thing. ACT has developed a family of related assessments, known as the Educational Planning and Assessment System, which includes assessments at different points in a student's career, from eighth grade through sophomore year in college. This includes the CAAP exam, which, while technically not a part of EPAS, is part of the ACT family of integrated progressive assessments. This bevy of curriculum-based assessments provides schools, students, and their families with a set of indicators for tracking progress toward achievement levels necessary to be successful in college and in life after college. Paul Weeks, assistant vice president for educational services at ACT, will describe what led ACT to move in this direction, what hurdles it has faced in doing so, and how well the effort has been received and has performed.

### **Biographical Information on the Speaker**

**Paul Weeks** is the assistant vice president for educational services for ACT. This is his second stint with ACT, having previously served in the field for the Lincolnshire (Chicago) office in 1989-90. He returned to ACT in 2003 after over six years with College Search Professionals (CSP), a firm he founded; CSP provided college counseling and planning services to over 150 schools and agencies, as well as staff development programs for organizations and institutions, including public and private colleges and universities in Idaho, Illinois, Iowa, Minnesota, Missouri, Tennessee, Texas, and Wisconsin. Weeks has a wide range of educational experience at the secondary and postsecondary levels. Previous to his work with ACT and CSP, he served as vice president and dean of admissions for Ripon College, as an admission officer and football coach for North Central College, and as a high school teacher. He has been a member of the National Association for College Admission Counseling (NACAC), and a member of a number of other organizations. In 1999, the Wisconsin Department of Public Instruction recognized him for creating and developing the JUMP program, a series of workshops designed to encourage underrepresented students to consider postsecondary education. He has been a featured speaker and presenter at numerous conferences and meetings.



# ACT's Educational Planning and Assessment System (EPAS)®

EPAS consists of three aligned programs:

- **EXPLORE®**, for students in grades 8 and 9, provides baseline information on the academic preparation of students that can be used to plan high school coursework.
- **PLAN®**, for students in grade 10, provides a midpoint review of students' progress toward their education and career goals while there is still time to make necessary interventions.
- **The ACT®**, for students in grades 11 and 12, measures students' academic readiness to make successful transitions to college and work after high school. The ACT Assessment is the most widely accepted and used test by postsecondary institutions across the U.S. for college admission and course placement.

ACT has been measuring the academic achievement of eleventh-grade and twelfth-grade students since the first administration of the ACT in 1959, their career aspirations since 1969, and their academic preparation since 1985. We have tracked each of these three areas for tenth graders since the debut of PLAN in 1987, and for eighth graders since 1993, when EXPLORE was added as the newest component of EPAS. Most recently, in 2003, we established ACT's College Readiness Benchmarks, which are defined and discussed in detail below.

For more than forty years the ACT has served as the gold standard for measuring achievement because, unlike other large-scale assessments of academic ability, it is first and foremost an achievement test. It is a measure whose tasks correspond to recognized high school learning experiences, but which at the same time does not precisely duplicate that curriculum. The ACT measures not an abstract quality, such as intelligence or aptitude, but rather what students are able to do with what they have learned in school.

All three components of EPAS (EXPLORE, PLAN, and the ACT) measure achievement because each is firmly based in the curriculum of the grade level for which it is intended. Every 3 to 4 years, ACT conducts its National Curriculum Survey®, in which we ask more than 20,000 educators nationwide in grades 7–14 to identify the knowledge and skills that are important for students to know to be ready for college-level work. We also examine the objectives for instruction in grades 7 through 12 for all states that have published such objectives. We also review textbooks on state-approved lists for courses at these grade levels. We then analyze the information to refine the scope and sequence for each section of each EPAS assessment. In this way, rather than imposing a test construct without empirical support, EPAS is able to represent a consensus among educators and curriculum experts about what is important for students to know and be able to do.

## EPAS Tests

Each component of EPAS (EXPLORE, PLAN, and the ACT) consists of four tests: English, Mathematics, Reading, and Science. The skills assessed in each of the tests are summarized below.

**English.** The items in the English tests assess six elements of effective writing in the two broad categories of usage and mechanics (punctuation, grammar and usage, sentence structure) and rhetorical skills (strategy, organization, style). Spelling, vocabulary, and rote recall of rules of grammar are not tested. The revising and editing issues posed by the items offer a certain richness and complexity. While some items require students to apply their knowledge of standard written English to the task of deciding the best way to write a sentence or sentences, the surrounding context makes the overriding issue that of clear and effective communication of meaning.

**Mathematics.** The items in the Mathematics tests cover four cognitive levels: Knowledge and Skills, Direct Application, Understanding Concepts, and Integrating Conceptual Understanding. Knowledge and Skills items require the student to use one or more facts, definitions, formulas, or procedures to solve problems that are presented in purely mathematical terms. Direct Application items require the student to use one or more facts, definitions, formulas, or procedures to solve straightforward problems set in real-world situations. Understanding Concepts items test the student's depth of understanding of major concepts by requiring reasoning from a concept to reach an inference or a conclusion. Integrating Conceptual Understanding items test the student's ability to achieve an integrated understanding of two or more major concepts to solve non-routine problems.

**Reading.** The items in the Reading tests require the student to derive meaning from texts by referring to what is explicitly stated and reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations. Items do not test the rote recall of facts from outside the text, isolated vocabulary items, or rules of formal logic. Rather, the test focuses upon the complex of complementary and mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas.

**Science.** The items in the Science tests measure students' mastery of the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The items require students to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationships between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions. The items emphasize scientific reasoning skills rather than recall of scientific content, skill in mathematics, or pure reading ability. The tests pose the kinds of questions that college students of science must answer in planning, carrying out, and evaluating scientific investigations and in studying scientific theories.



## EPAS Score Scales

Each test within EXPLORE, PLAN, and the ACT is scored on a common score scale ranging from 1 (lowest) to 36 (highest). Students receive both total test scores and subtest scores in each of the EPAS programs. For example, the ACT reports 12 scores: 4 test scores (English, Mathematics, Reading, Science), one composite score, and 7 subscores (2 in English, 3 in Mathematics, and 2 in Reading). The ACT also reports 3 additional scores to students who take the ACT Writing Test: Writing Test score, combined English/Writing score, and narrative comments offered to help students improve their writing.

## The ACT Core Curriculum

The core curriculum espoused by ACT is based on the curriculum proposed in 1983 in *A Nation at Risk*. ACT has long held that the core curriculum best prepares students for college or other forms of postsecondary training. The courses that constitute ACT's definition of the core curriculum, by subject area, are:

- English (four years or more)—One year credit each for English 9, English 10, English 11, and English 12;
- Mathematics (three years or more)—One year credit each for Algebra I, Algebra II, and Geometry. One half-year credit each for Trigonometry, Calculus, or other mathematics courses beyond Algebra II (e.g., Computer Mathematics/Computer Science);
- Social studies (three years or more)—One year credit each for American History, World History, and American Government. One-half year credit each for Economics, Geography, Psychology, and other History (e.g., European, State); and
- Natural sciences (three years or more)—One year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

## ACT's College Readiness Benchmarks

ACT works with colleges to help them develop guidelines that place students in courses that are appropriate for their level of achievement as measured by the ACT. In doing this work, ACT has gathered course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in a standard first-year college course. Data from 98 institutions and over 90,000 students were used to establish ACT's College Readiness Benchmarks, which are median course placement scores that are directly reflective of student success in a college course.

*Success* here is defined as approximately a 75 percent chance that a student will earn a grade of C or better, and approximately a 50 percent chance that a student will earn a grade of B or better. The courses are the ones most commonly taken by first-year students in the areas of English, mathematics, social science and natural science. The ACT scores established as ACT's College Readiness Benchmarks are 18 on the English Test, 22 on the Mathematics Test, 21 on the Reading Test, and 24 on the Science Test.

The College Readiness Benchmarks were based upon a sample of postsecondary institutions from across the U.S. The data from these institutions were weighted to reflect postsecondary institutions nationally. The benchmarks are median course placement values for these institutions and as such represent a *typical* set of expectations. ACT will work with any particular postsecondary institution or group of institutions within a state to conduct its own validation studies to establish local benchmarks that take specific institutional and student characteristics into account.

We have also established scores on EXPLORE and PLAN that correspond to ACT's College Readiness Benchmarks, these scores indicating, based on their performance on EXPLORE (8th-9th grades) and PLAN (10th grade), whether students are on course to be ready for college-level work when they graduate from high school. In EXPLORE these scores are 13 on the English Test, 17 on the Mathematics Test, 15 on the Reading Test, and 20 on the Science Test; in PLAN, the scores are 15 on the English Test, 19 on the Mathematics Test, 17 on the Reading Test, and 21 on the Science Test.

### **ACT's College Readiness Standards®**

ACT's College Readiness Standards® provide a description of the knowledge and skills students are likely to possess based on their scores on EXPLORE, PLAN, and the ACT. The College Readiness Standards are a set of statements that interpret EPAS scores according to the knowledge and skills students in each score range have likely mastered. The College Readiness Standards relate the scores to the types of skills needed for success in high school and beyond. As an example, following are the College Readiness Standards for Reading.

## College Readiness Standards — Reading

	Main Ideas and Author's Approach	Supporting Details
13–15	Recognize a clear intent of an author or narrator in uncomplicated literary narratives	Locate basic facts (e.g., names, dates, events) clearly stated in a passage
16–19	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage
20–23	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	Locate important details in uncomplicated passages Make simple inferences about how details are used in passages
24–27	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages	Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
28–32*	Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage	Locate and interpret minor or subtly stated details in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument
33–36†	Identify clear main ideas or purposes of complex passages or their paragraphs	Locate and interpret details in complex passages Understand the function of a part of a passage when the function is subtle or complex

\*PLAN only

†PLAN and ACT only

**College Readiness Standards — Reading (continued)**

	<b>Sequential, Comparative, and Cause-Effect Relationships</b>	<b>Meanings of Words</b>	<b>Generalizations and Conclusions</b>
<b>13–15</b>	Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage	Understand the implication of a familiar word or phrase and of simple descriptive language	Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives
<b>16–19</b>	Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives	Use context to understand basic figurative language	Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages
<b>20–23</b>	Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages
<b>24–27</b>	Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
<b>28–32*</b>	Order sequences of events in more challenging passages Understand the dynamics between people, ideas, and so on in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
<b>33–36†</b>	Order sequences of events in complex passages Understand the subtleties in relationships between people, ideas, and so on in virtually any passage Understand implied, subtle, or complex cause-effect relationships in virtually any passage	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative

\*PLAN only

†PLAN and ACT only

## Committee of the Whole, Business Session

Tuesday, November 8, 2005 – 11.00 am - 12.00 noon  
Century Room



Photo courtesy of Boulder Convention & Visitors Bureau

Tuesday, November 8, 2005

11.00 am - 12.00 noon

Century Room

### Committee of the Whole - Business Session

Reconvene Committee of the Whole: Diane Barrans, chair

Report and recommended action of the Audit Committee



FY 2005 audit report (distributed separately)

Report and recommended action of the Executive Committee  
(tab 1)

Report and recommended action of the Programs and Services  
Committee (tab 7)



Reciprocal acceptance of California students in the  
Western Undergraduate Exchange (WUE)  
(tab 7, p. 8)

Report and recommended action of the Issue Analysis and  
Research Committee (tab 8)



"Benchmarks Report" (distributed separately)



Residency requirements for higher education: State  
policies and issues (tab 8, p. 8)

Discussion Item: FY 2006 budget update (tab 11, p. 3)

### Elections



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

Remarks from the new chair

### Selection of 2006 Executive Committee members

Note: States should have caucused in advance of this session to  
determine who will represent their state on the Executive Committee,  
beginning service immediately and continuing till the end of the  
November 2006 meeting

### Meeting evaluation

Meeting evaluation form (tab 11, p. 5)  
(also via e-mail following the meeting)

### Other business

**Information Items:**

- Executive Committee meeting minutes of May, June, and August 2005 (tab 11, pp. 7 to 20 )
- Executive Committee meeting minutes of September 2005 (tab 1, p. 3)

**Adjournment**

**DISCUSSION ITEM**  
**FY 2006 Budget Update**  
**WICHE Revenue and Expenditures - Estimate**

	General Fund	Programs & Services	Policy Analysis	Mental Health	WCET	Estimate TOTAL	Budget TOTAL
<b>1 Revenue</b>							
2 Membership Dues/Fees	1,620,000	33,000	-	178,500	283,080	<b>2,114,580</b>	<b>2,114,580</b>
3 Conference Registration Fees	-	-	-	-	219,721	<b>219,721</b>	<b>212,400</b>
4 Grants & Contracts	-	651,525	928,938	854,259	354,786	<b>2,789,508</b>	<b>2,137,900</b>
5 Indirect Cost Recovery	244,000	-	-	-	-	<b>244,000</b>	<b>200,000</b>
6 Indirect Cost Sharing	-	-	-	45,347	20,888	<b>66,235</b>	<b>45,550</b>
7 Interest	160,000	-	7,145	-	400	<b>167,545</b>	<b>145,000</b>
8 Misc. Income	38,000	-	-	18,000	14,076	<b>70,076</b>	<b>78,576</b>
<b>9 Total Revenue</b>	<b>2,062,000</b>	<b>684,525</b>	<b>936,083</b>	<b>1,096,106</b>	<b>892,951</b>	<b>5,671,665</b>	<b>4,934,006</b>
<b>10 Expenditures</b>							
11 Salaries	820,627	246,208	146,417	367,909	358,683	<b>1,939,844</b>	<b>1,729,999</b>
12 Benefits	296,389	91,183	49,202	134,386	118,970	<b>690,130</b>	<b>626,046</b>
13 Consulting & Subcontracts	80,513	116,016	364,278	203,424	83,514	<b>847,745</b>	<b>520,394</b>
14 Travel & Meeting Expenses	213,352	91,770	246,807	146,400	115,180	<b>813,509</b>	<b>711,547</b>
15 Printing	25,188	12,180	28,383	2,126	14,192	<b>82,069</b>	<b>71,971</b>
16 Office Rent	300,844	25,759	22,735	51,816	51,414	<b>452,568</b>	<b>448,473</b>
17 Telephone & Postage	23,100	7,108	7,710	15,450	15,820	<b>69,188</b>	<b>63,874</b>
18 Information Technology	93,870	26,811	14,666	35,624	32,076	<b>203,047</b>	<b>186,408</b>
19 Supplies & Misc. Expenses	39,353	4,846	1,907	24,135	35,623	<b>105,864</b>	<b>124,034</b>
20 Indirect Costs	-	52,471	46,267	94,981	50,392	<b>244,111</b>	<b>192,124</b>
21 Indirect Cost Sharing	66,235	-	-	-	-	<b>66,235</b>	<b>45,550</b>
<b>22 Total Expenditures</b>	<b>1,959,471</b>	<b>674,352</b>	<b>928,372</b>	<b>1,076,251</b>	<b>875,864</b>	<b>5,514,310</b>	<b>4,720,420</b>
<b>23 Surplus (Deficit) for the FY</b>	<b>102,529</b>	<b>10,173</b>	<b>7,711</b>	<b>19,855</b>	<b>17,087</b>	<b>157,355</b>	<b>213,586</b>





**Meeting Evaluation  
WICHE Commission Meeting  
November 7-8, 2005  
Boulder, Colorado**

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

Please us the other side of the form  
or additional paper, if necessary.  
Thanks.



**INFORMATION ITEM**  
**Executive Committee**  
**Meeting Minutes**  
**May 16, 2005**

**Executive Committee Members Present**

Diane Barrans (AK), chair  
Don Carlson (WA), immediate past chair

Joel Sideman (AZ)  
Bill Hybl for Bill Byers (CO)  
Roberta Richards (HI)  
Sheila Stearns (MT)  
Jane Nichols for Carl Shaff (NV)  
Patricia Sullivan (NM)  
David Nething (ND)  
Camille Preus-Braly (OR)  
Tad Perry (SD)  
Richard Kendell (UT)  
James Sulton (WA)  
Klaus Hanson (WY)

**Committee Members Unable to Attend**

Phil Dubois (WY), vice chair  
Marshall Lind (AK)  
Robert Moore (CA)  
Gary Stivers (ID)

**Other Commissioners Present**

Roy Ogawa (HI)  
Cindy Younkin (MT)

**Guests Present**

Bill Hogan, director  
Alaska Division of Behavioral Health, Juneau

**Staff Present**

David Longanecker, executive director  
Marla Williams, executive secretary to  
the commission  
Cheryl Blanco  
Michelle Medal  
Jere Mock  
Dennis Mohatt  
Marv Myers

**Open Session**  
**Executive Committee**

Chair Barrans called the open session of the Executive Committee meeting to order.

**Action Item**  
**Approval of the Minutes of the Executive Committee**  
**Conference Call Meeting of April 6, 2005**

Chair Barrans reported that action was needed on the committee's meeting minutes of April 6 and that the other minutes contained in the agenda book – November 8, 2004, and January 12 and February 9, 2005 – had previously been approved and were included for information purposes only.

COMMISSIONERS NETHING/SULTON (M/S) APPROVAL OF THE MINUTES OF THE EXECUTIVE COMMITTEE CONFERENCE CALL MEETING OF APRIL 6, 2005. The motion passed unanimously.

**Report**  
**Mental Health Program**

Chair Barrans called on Dennis Mohatt, the director of the Mental Health Program at WICHE, to give the Mental Health Program's annual report to the Executive Committee.

Dennis Mohatt said an annual report about the Mental Health Program's activities was contained in the agenda book on pp. 1-33 through 1-36. He reported that the Mental Health Program is in the best financial condition it has been in since 2001. He referred to p. 1-36 of the agenda book, which lists the program's staff and consultants and provides a brief biographical sketch on each individual. The program is now at the level of staffing it needs and is working with consultants on specific projects. He hopes the program will be able maintain its current level of core staffing by retaining its postdoctoral fellow, Mimi Bradley, beyond her scheduled term in October.

Mohatt briefly highlighted some of the program's current activities, including:

- The WICHE Center for Rural Mental Health Research. WICHE, in collaboration with the University of Colorado Health Sciences Center and the University of Arkansas for Medical Sciences, has been awarded four years of support for a rural health research center focused on mental health. The WICHE center is one of eight rural health research centers funded by the federal Health Resources and Services Administration (HRSA) in the Office of Rural Health Policy (please see p. 1-33 of the agenda book for details).
- With funding from the Substance Abuse and Mental Health Services Administration (SAMHSA), the program has held or will hold eight e-learning webcasts during FY 2005. Over 2,000 participants received continuing education covering a wide range of current issues, at a cost of approximately \$29 per person, thanks to this effort to promote excellence in rural public mental health care. SAMHSA is expected to fund additional rounds of webcasts in FY 2006. (More information about these webcasts can be found on WICHE's website at [www.wiche.edu/mentalhealth](http://www.wiche.edu/mentalhealth).)
- The Mental Health Program is actively supporting efforts to improve the training and continuing education of the public mental health workforce. With funding from SAMHSA, the program held a regional conference to bring together public mental health system stakeholders and higher education representatives to enhance efforts to address rural mental health professional shortages. The "Building Partnerships in Rural Mental Health Workforce Development" meeting was held in Mesa, AZ, in March.
- The Mental Health Program continues to provide the states with technical assistance and recently worked with South Dakota and Wyoming on training initiatives for community mental health staff to promote a shift to integrated care for children with serious emotional disturbances. In Idaho, the program provided training to primary care providers on behavioral health care, working with the Division of Mental Health to enhance collaboration between higher education and the public mental health system in order to ensure an adequate mental health workforce.

Commissioner Carlson asked about the states' payment of the Mental Health Program dues. Mohatt said approximately two-thirds of the states are currently paying the dues, including California. (He noted that while California was unable to pay its WICHE dues, it was able to pay its Mental Health Program dues.) Due to a high turnover rate for state mental health program directors, payment of dues by the states varies from year to year. David Longanecker added that as a general rule, state funding for mental health takes a harder hit than does higher education.

[Note: The WICHE Mental Health Program, under the direction of the WICHE Commission, reports annually to WICHE's Executive Committee and is governed by the Mental Health Oversight Council (MHOC), which is composed of the state mental health directors from the 15 WICHE states, plus special advisors and a WICHE commissioner.]

### **Discussion Item**

#### **May 2005 Meeting Schedule**

David Longanecker reviewed the schedule for the WICHE Commission meeting, set to last one-and-a-half days. He reported that at the request of the commissioners, the Executive Committee's agenda had many items moved to the Committee of the Whole's agenda for its second session. This was done to eliminate duplication, and more importantly, because the Executive Committee, which is authorized to act between commission meetings, had gradually moved into the role of acting on behalf of the commission during commission meetings. This had the effect of making the Committee of the Whole a rubber stamp of sorts for the Executive Committee's action. Shifting these important items to the Committee of the Whole allows for full commissioner participation and makes the final session much more interesting and significant. He hopes this will also mean that more commissioners will stay for the entire meeting because the bulk of the commission's business will be addressed during the final session.

The open session of the Executive Committee adjourned.

## **Closed Session Executive Committee**

The Executive Committee asked all those who were not committee members to leave so that the closed session of the Executive Committee meeting could begin. The Executive Committee then reviewed the executive director's performance over the past year (FY 2005) and adopted objectives for the coming year (FY 2006).

[Note: A report on the committee's action during the closed session is included in its report to the commission during the Committee of the Whole's second session. Please see the May meeting minutes of the Committee of the Whole, located in this agenda book.]

**INFORMATION ITEM**  
**Executive Committee Conference Call**  
**Meeting Minutes**  
**June 2005**

**Executive Committee Members Present**

Diane Barrans (AK), chair  
David Nething (ND), vice chair  
Joel Sideman (AZ)  
Bill Byers (CO)  
Roy Ogawa for Roberta Richards (HI)  
Gary Stivers (ID)  
Cindy Younkin for Sheila Stearns (MT)  
Carl Shaff (NV)  
Robert Potts (ND)  
Camille Preus-Braly (OR)  
Bob Burns for Tad Perry (SD)  
James Sulton (WA)

**Committee Members Unable to Attend**

Don Carlson (WA), immediate past chair  
Marshall Lind (AK)  
Robert Moore (CA)  
Patricia Sullivan (NM)  
Richard Kendell (UT)  
Klaus Hanson (WY)

**Staff Present**

David Longanecker, executive director  
Marv Myers  
Marla Williams

Chair Barrans called the meeting to order.

**Action Item**

**Approval of the Certificate of Resolutions Authorizing WICHE's Guarantee of the  
Ford Foundation Loan in the Amount of Approximately \$3,000,000**

David Longanecker explained that the Ford Foundation's attorney decided the documents previously approved by all of the three partner's governing boards were not explicit enough. He requested approval of a new "Certificate of Resolutions" that specifically stated that the loan from the Ford Foundation was being guaranteed by the governing board members of the three organizations. He said the Executive Committee's approval of Attachment 1, the "Certificate of Resolutions," would satisfy the attorney's requirement and keep the closing for the building on track as scheduled for tomorrow (June 10).

COMMISSIONERS BYERS/SHAFF (M/S) APPROVAL OF THE "CERTIFICATE OF RESOLUTIONS" AUTHORIZING WICHE'S GUARANTEE OF THE FORD FOUNDATION LOAN IN THE AMOUNT OF APPROXIMATELY \$3,000,000. The motion passed unanimously by roll call vote.

**Action Item**

**Approval of the Minutes of the Executive Committee  
Conference Call Meeting Held on June 9, 2005**

David Longanecker read the proposed minutes of the June 9, 2005, Executive Committee conference call meeting.

COMMISSIONERS YOUNKIN/SULTON(M/S) APPROVAL OF THE MINUTES OF THE EXECUTIVE COMMITTEE CONFERENCE CALL MEETING OF JUNE 9, 2005, AS READ. The motion passed unanimously.

The meeting adjourned.

**CERTIFICATE OF RESOLUTIONS ADOPTED BY  
THE EXECUTIVE COMMITTEE OF  
THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION  
ON JUNE 9, 2005**

**Authorizing Guarantee of Ford Foundation Loan**

The undersigned, being the Secretary/Treasurer and Executive Director of The Western Interstate Commission for Higher Education, an interstate compact ("**WICHE**"), hereby certifies the following resolutions were approved and adopted at a duly called meeting of WICHE's Executive Committee, a quorum of which was present and accounted for, held on June 9, 2005:

**RESOLVED:** In order to facilitate the acquisition of the property commonly known as 3035 Center Green Drive, Boulder, Colorado (the "**Property**"), by State Higher Education Policy Center, LLC, a Colorado limited liability company of which WICHE is a member ("**SHEPC**"), WICHE shall guarantee an approximate \$3,000,000 loan from the Ford Foundation to SHEPC (the "**Loan**"), which Loan shall be used by SHEPC to fund, among other things, a portion of the Property's purchase price; and

**FURTHER RESOLVED:** that any Commissioner or officer of WICHE, including but not limited to Diane Barrans, David Nething, Don Carlson and/or David Longanecker (each an "**Authorized Officer**"), is hereby authorized, empowered and directed to take all steps and do all acts and things necessary or appropriate on behalf of WICHE so that SHEPC may obtain the Loan, including without limitation executing and delivering to the Ford Foundation such guarantees as such Authorized Officer deems reasonable, necessary or appropriate.

\_\_\_\_\_  
David Longanecker, Secretary/Treasurer and  
Executive Director

**ACTION REQUESTED:** Approval of the Certificate of Resolutions authorizing WICHE's guarantee of the Ford Foundation loan in the amount of approximately \$3,000,000, as detailed above.



# **INFORMATION ITEM**

## **Executive Committee Conference Call Minutes**

### **August 26, 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)  
Gary Stivers (ID)  
Carl Shaff (NV)  
Patricia Sullivan (NM)  
Richard Kunkel (ND)  
Camille Preus-Braly (OR)  
Joyce Cottrell for Richard Kendell (UT)

#### **Committee Members Unable to Attend**

Robert Moore (CA)  
Sheila Stearns (MT)  
Tad Perry (SD)  
James Sulton (WA)  
Klaus Hanson (WY)

#### **Staff Present**

David Longanecker, executive director  
Cheryl Blanco  
Sally Johnstone  
Jere Mock  
Marv Myers  
Marla Williams

Chair Barrans called the meeting to order.

### **Action Item**

#### **Approval of the Minutes of the Executive Committee**

#### **Meeting of May 16, 2005**

COMMISSIONERS SULLIVAN/RICHARDS (M/S) APPROVAL OF THE MINUTES OF THE EXECUTIVE COMMITTEE MEETING OF MAY 16, 2005. The motion passed unanimously.

### **Report**

#### **Audit Committee**

Commissioner Don Carlson, chair of the Audit Committee, reported that the Audit Committee, appointed by Chair Diane Barrans last November, includes commissioners Ed Jasmin of Montana, Roy Ogawa of Hawaii, Jane Nichols of Nevada, and former Arizona Commissioner Linda Blessing. The committee met by conference call on August 23 and will meet again face to face in Boulder on September 21. At that time, the committee will meet with WICHE's auditors and will review a report detailing the results of their examination of WICHE's books, which began in early July. The committee's recent conference call meeting suggests the Audit Committee may have recommendations for revisions to WICHE's bylaws, which will further define the committee's role and its terms of membership. The committee will likely have preliminary recommendations for the Executive Committee at its next conference call meeting (September 30) and will have a final report for the full commission at the November meeting. The committee is aware of Sarbanes-Oxley; the

commission should feel confident about the committee's review of WICHE's audit report for FY 2005 and its resulting recommendations.

### **Discussion Item** **Draft Meeting Schedule for November**

David Longanecker reviewed a draft schedule for the November commission meeting. The meeting will be held in Boulder, and consideration is being given to having part or all of the meeting at WICHE's new offices. The draft schedule before the Executive Committee includes:

- A session for state reports from five member states: Colorado, Idaho, Montana, Oregon, and South Dakota. He reminded the Executive Committee that the inclusion of state reports was requested by the commission. At the November meeting, the state reports will take place in a panel format, with a moderator to help keep the reports from running over the time allotted for the session.
- An anniversary celebration marking the Mental Health Program's 50<sup>th</sup> year of operation. The celebration is scheduled during lunch on Monday, with proposed speaker Mike Leavitt, former Utah governor and current U.S. secretary for health and human services.
- Two policy discussions, with three potential topics for consideration by the Executive Committee: 1) "Taking Course Redesign to Scale," with proposed speaker Carol Twigg, executive director of the Center for Academic Transformation at Rensselaer Polytechnic Institute in Troy, NY; 2) "Internet2 and Beyond: The Technology Infrastructure," with proposed speaker Louis Fox, vice provost for educational partnerships at the University of Washington in Seattle; and 3) "Linking Student Assessments: The ACT Portfolio," with proposed speakers Cyndie Schmeiser, senior vice president for research and educational services at ACT in Iowa City, IA, or Jon Erickson, vice president for educational services at ACT.
- The Programs and Services and Issue Analysis and Research committees would meet for an hour late Monday afternoon and again on Tuesday morning.
- On Tuesday morning, following the second set of committee meetings, the Committee of the Whole would reconvene to address the business of the commission. Longanecker said the most significant items on this agenda are likely to be the approval of the audit report for FY 2005 and the election of chair and vice chair of the commission.

Longanecker added that if the meeting is held at a Boulder hotel, there will be a reception at the new offices on Monday night. If, however, the meeting is held at the new offices, everyone will be "on their own" on Monday evening.

Chair Barrans asked for discussion about the three options presented as potential policy discussions at the November meeting.

Commissioner Carlson said Carol Twigg would be able to give some thoughtful direction about the evaluation of the success of the 20 colleges involved in a study of cost savings related to use of telecommunications systems.

Commissioner Shaff said both the Internet2 and the ACT portfolio options are very timely. Commissioners Sullivan and Preus-Braly agreed.

Longanecker said that while he is not trying to pitch any one option, he wanted to mention the importance and timeliness of the Internet2 topic because the infrastructure for Internet2 access is currently being planned. Making sure that the infrastructure includes access for colleges that are not currently part of the research community is critical at this early stage of planning. It is possible that there may be a future role for WICHE in building support to ensure these institutions are included as the backbone of Internet2 is forged. Access to Internet2 will significantly increase the capacity of the Internet. Currently, Internet2 is designed around the major research universities in this country; in some cases it passes right by the front door of colleges that would benefit from direct access. Internet2's backbone is being planned without consideration for these institutions; it will remain this way unless something is done at this early stage.

Carlson said it would be useful to hear from institutions currently using the Internet in the classroom, to have the benefit

of their opinions. He would also like to hear about the fiscal investment required to become a part of the Internet2 system. Longanecker said he believes the presentations on this would include investment requirements, structure, options, timelines, etc.

Commissioner Shaff asked if the schedule could be adjusted to allow for all three presentations. Longanecker said the commissioners have complained that there is too much squeezed into the meetings. He'd rather do an adequate job than try to force too many things into the schedule. If the Internet2 session is held, it should be moved to Monday to allow former Utah Governor Leavitt to attend it because of his interest in technology.

Chair Barrans asked if all of the speakers for these sessions were available to attend the meeting. If not, the speakers' availability might determine which sessions are held at the November meeting and which are not. Longanecker said he wasn't sure if Carol Twigg would still be available, but he has had recent preliminary discussions about the November meeting with Louis Fox. He suggested if the committee is reasonably comfortable with all three topics, he would find out about the speakers' availability. The session on linking student assessments could be postponed until the May meeting, but the Internet2 discussion is more critical and shouldn't wait.

Discussion turned to shaving time off of other sessions, including the state reports, the breaks, and the committee meetings. Commissioner Carlson said the committees need the time allotted to them. He added that the most interesting version of the state reports was when Cheryl Blanco cleverly linked state data to the game show "Jeopardy."

Longanecker said if Chair Barrans was comfortable with it, he would take a look at the schedule and try to add an additional policy discussion on Monday. He added that this might not be necessary if one of the session speakers is unavailable. Chair Barrans thanked him for reworking the draft meeting schedule for November. She said it should be noted that there are times when the commission is circular in its direction to staff.

## **Report**

### **Budget Update: Final Figures for FY 2005**

Marv Myers said the budget material was developed in response to the commission's request to have broader information about WICHE's budget. He referred to Attachment 1, "WICHE Revenue and Expenditures Summary for Fiscal Year 2005." The column labeled "General Fund" shows that WICHE's deficit at the end of FY 2005 was \$109,405, which is a much smaller deficit than projected. The total revenue reported on Attachment 1 is \$1,924,992. This figure is different from the total revenue amount reported on Attachment 2 of \$1,819,992. The reason for this difference is that Attachment 1 reports California's nonpayment of dues as an accounts receivable; Attachment 2 reports it as delinquent dues (on line 2). The effective deficit for the year was \$214,405 (Attachment 2, column C, line 40) rather than the \$109,405 on Attachment 1. In Attachment 1, in the columns labeled "Programs and Services" and "Policy Analysis," revenue balances expenditures, and excess revenue from grants and contracts carried over into the next fiscal year. This is why both the revenue and expenditures are the same for these two units on Attachment 1. The Mental Health Program and WCET both ended the fiscal year significantly in the black: Mental Health had a surplus of \$137,219; WCET, a surplus of \$179,665.

Longanecker said commissioners should not be alarmed about the reported \$214,405 deficit (Attachment 2) because while it is reported as a deficit, it was a planned deficit and some of the reserves were allocated for this purpose. The expenditure of reserves is not reported as cash or revenue and therefore is not reflected as such on these year-end reports. Myers said Attachment 2 (line 28, column B) shows the total reserves at the beginning of the fiscal year at \$780,644, with \$513,303 of this (line 35, column B) allocated to items listed on lines 29-34 (column B). The actual use of these encumbered funds was only \$214,405 (line 35, column C), which is approximately \$300,000 less than initially projected and budgeted. The two primary reasons the reserve funds were used is because of California's nonpayment of \$105,000 in dues for FY 2005; and because of expenses required to purchase the office building in the amount of \$285,000 for FY 2005. WICHE ended FY 2005 with \$298,898 in reserve funds.

Myers said the numbers reported in the budget for FY 2006 (Attachment 2, column D) are similar to those approved by the commission at the May meeting, with two exceptions: an increase in projected interest income; and an allocation of the salary and benefits figures across unit budgets on July 1. WICHE is projected to end FY 2006 with a surplus of \$2,900.

Commissioner Carlson asked if health care costs were increasing in Colorado. Myers said they have been, but WICHE's last annual renewal did not have an increase for the year. Over the past several years, WICHE's health care costs increases have been double-digit figures, averaging 20 percent per year. The news of no increase in health insurance premiums this past year was a relief.

Chair Barrans asked if Myers' interest income projections were conservative by simply using last year's yield or if there was some growth factored into his projections. Myers said because of interest rate increases over the past 15 months, his projections are based on current interest rates plus a projected quarter point increase during the coming fiscal year. Clearly, there will be more than just one increase in interest over the coming year so these projections are fairly conservative.

Myers said Attachment 3 reports WICHE's actual facility costs for FY 2005 and projected facility costs for FY 2006. For FY 2005, the cost for the leased building at WICHE's prior location is reported, along with the costs experienced in FY 2005 for the purchased facility. The cost of WICHE's leased office space totaled \$404,934 (line 20). The amount spent for the new building totaled \$301,519 (line 20), with most of this expense being the equity contribution toward the purchase of the facility and WICHE's portion of the costs shared with its two partner organizations – primarily attorney fees associated with the facility purchase. The combined figures show WICHE's total facility costs were \$706,453 for FY 2005. Facility costs for FY 2006 are projected at \$456,154; the bulk of these costs are for items labeled "Contributions to SHEPC" (line 9) and are expenses associated with the limited liability company (LLC) formed with NCHEMS and SHEEO to partner in ownership of the office building. This figure also includes payments to the Ford Foundation, insurance costs, janitorial costs, maintenance, etc. The other large-ticket item for FY 2006 is for payments to CECFA (line 11), which is for WICHE's secondary loan towards the purchase the office building.

## **Report Update on California's Dues Payment**

David Longanecker said he received an e-mail update this morning from Richard West, who is the chief financial officer for the California State University System. West indicated that it looks pretty certain that WICHE will receive the \$108,000 dues for FY 2006 and we should expect this payment next month. California State University is currently negotiating with the University of California System about WICHE's dues payments. While California State University System is still committed to raising funds to pay the past dues, it does not want to be the sole contributor toward this payment. The University of California System is apparently baulking at contributing toward the back dues, so this discussion continues. Both systems know there is a lot of legislative interest in WICHE getting paid so there is some incentive for getting this resolved. Longanecker said he is less optimistic today about getting the back dues paid but is fairly certain that WICHE will receive the current dues payment within the next couple of weeks.

Commissioner Carlson said he is not as optimistic about getting these payments from California. WICHE may need to develop a policy or begin to think about the consequence for states that try to simply wipe out past obligation and start paying dues from the current date forward. Longanecker said he thinks Carlson is correct. Currently, WICHE has a lot of allies working on our behalf. It has never been his intention that the institutions pay WICHE's dues: it was expected that the state would pay the dues. The governor's office told the institutions that they essentially had to pay WICHE's dues. It has also been suggested that WICHE go through the California Claims Act for the past dues, and since California has paid through the Claims Act process in the past, it suggests they have an obligation to pay again. It will be helpful, once the state has paid its current dues, if the governor appoints commissioners so there are people in the state we can work with directly.

Chair Barrans asked if California recognizes the tremendous savings to their resident-families as a result of Californians now being accepted as incoming WUE students. Longanecker said yes, staff has done the full "What Have We Done for You Lately" analysis, and the results are fairly compelling: California's return on investment is over \$100 for each \$1 spent. The University of California frankly doesn't see much value in WICHE's programs because it does not participate in the WUE program, and they have withdrawn the one program they had in PSEP. This is one of the dilemmas with expecting the institutions to pay for the dues rather than the state because the benefit, to a great extent, is to the state's citizens.

As for support in the state, we have had three California State University campuses join the WUE program for next year, so the CSU System will have additional interest in WUE. WICHE has a lot of strong support from the private sector, too. And WICHE continues to have allies in the legislature who are willing to help us with the past-dues effort. WICHE will be able to garner these resources, and now it is a matter of how to proceed. Last year, we thought we had a pretty good strategy, and it certainly worked on getting the current dues, but it didn't work on getting the past dues. Chair Barrans said she appreciates that WICHE needs to be cautious about how it proceeds. She said there are also states with a particular interest in seeing this resolved. This is especially true in those states with institutions that are willing to receive students from California. This, too, is a caution to keep in mind as we proceed.

Commissioner Byers recalled that three or four years ago, Colorado was going through problems paying all of its dues, and WICHE adopted a policy about nonpayment of dues – is that policy still in effect? Longanecker said the same policy is still in effect, and all of the items have gone into effect as stated in the policy. Perhaps the policy should be revisited. We are suffering a bit from our policy, in that we have not been willing to pay for the travel expenses for California commissioners to attend the commission meetings over the past couple of years – and we have not had any representation from California over the past couple of years. One revision we may want to consider, after California's payment of the current dues is received, is to revise our position on reimbursement for commissioner travel expense.

### **Report Nominating Committee**

Chair Barrans appointed past chair (2002) Tad Perry of South Dakota as the chair of the Nominating Committee, which will select the nomination for vice chair of WICHE during elections to take place at the November meeting. Other members of the Nominating Committee are Patricia Sullivan of New Mexico and Gary Stivers of Idaho. Nominations will be sought from commissioners; information about this process, along with background about the selection of the next vice chair, will soon be distributed. Following the close of the nomination period, the committee will meet via conference call to select its nomination. The committee's nominee will be announced at the November commission meeting and a vote will be taken. During the November meeting, Diane Barrans will pass the gavel to Senator Dave Nething of North Dakota, who will become the WICHE's chair, as prescribed in the bylaws (p. 5, Article IV, section 3), "The Vice Chair shall be the Chair-Elect and shall succeed the Chair in office."

### **Other**

**Nichols' News.** Commissioner Shaff announced that Commissioner Jane Nichols has been appointed vice chancellor for academic and student affairs of the Nevada System of Higher Education.

**NCSL/Legislative Advisory Committee Meetings.** Commissioner Carlson asked if WICHE had any kind of presence at the NCSL (National Conference of State Legislatures) meeting in Seattle this month. Cheryl Blanco attended the NCSL meeting, but WICHE was not on the agenda this year. However, in an effort to increase participation and to defray some travel expenses, WICHE's Legislative Advisory Committee was held the day before the start of the NCSL meeting. The committee meeting was very well attended and was presided over by WICHE's vice chair, Senator David Nething of North Dakota.

**Saving the State Scholars Initiative (a federally funded/nationwide initiative).** David Longanecker said as a heads-up, he wanted to mention that he just received word that a federally funded initiative called the State Scholars Initiative was at risk. Three WICHE states participate in this program: Arizona, New Mexico, and Washington. He understands that the program's manager closed the office because of difficulties in administering this nationwide program. A new program manager is being sought through a national competition, and WICHE has been approached with the notion of taking on the administration of this initiative. Longanecker said he doesn't know if this is a good idea for WICHE or not; he just wanted to mention it to the commission.

The initiative provides approximately \$9.5 million per year to programs in 14 states, and funding is being sought to expand it to another 12 states. These programs are generally both publicly and privately funded. The State Scholars Initiative encourages high school students to better prepare for college. Students agree to take college prep curriculum and follow the general rules of the program, and in exchange, they are eligible for support.

Longanecker said at this time, this is just a heads-up about this and if WICHE were to get serious about looking at taking over the administration of this program, it would be formally brought before the commission for discussion/action.

Commissioner Byers asked about the time frame for making decisions about getting involved in this program. Longanecker said the federal government has called this an "emergency effort" because it is a program that is currently operating without an operating office. He was asked why the office closed down. He understood the office shut down while it was under investigation by the inspector general of the United States. Longanecker said he recalls that this was a very good program and the office was well meaning. It may be that the office didn't have the systems in place to effectively manage the philanthropic activity, coupled with a lot of federal assistance. WICHE, of course, is much more sophisticated, and has had many federal grants with very clean federal audits.

Commissioner Nething asked if WICHE couldn't help them out in the mean time in an emergency capacity. Longanecker said that is partly why WICHE was approached about this – because it already has an infrastructure and is a known entity.

Longanecker said he'd do some more exploration about taking over the State Scholars Initiative on an emergency basis and beyond. Then if he thinks it is warranted, he will ask to have an emergency meeting of the Executive Committee to take formal action on WICHE's involvement in this program.

Commissioner Carlson said if WICHE is taking on this program, it should only do so for the Western states. Longanecker said the federal government would not be interested in having WICHE administer the program for only the Western states. This would be a national program, and this aspect may be one of the commission's biggest dilemmas in considering any WICHE involvement in the program. If WICHE takes on this program, it would be administered through the Programs and Services unit. Commissioners Carlson of Washington and Commissioner Patricia Sullivan of New Mexico said they would follow up in their states to see what they might be able to learn about this program.

Chair Barrans asked about the time frame for gathering more information and making a recommendation about WICHE's long- or short-term involvement in this program. Longanecker said he wasn't sure; the federally written material he received just yesterday leads to more federally written material located elsewhere; he hasn't had an opportunity to read through or collect all of the material related to the emergency effort. He'll try to get a sense of it over the weekend. Longanecker agreed to e-mail a summary of the program to commissioners Carlson and Sullivan, to assist them in their search for information about the program in their states.

The meeting adjourned.

## WICHE Revenue & Expenditures Summary for FY 2005

	General Fund	Programs & Services	Policy Analysis	Mental Health	WCET	<b>TOTAL</b>	%
<b>1 Revenue</b>							
2 Membership Dues/Fees	1,575,000	30,000	-	188,000	278,903	<b>2,071,903</b>	40.4%
3 Conference Registration Fees	-	-	-	3,800	243,920	<b>247,720</b>	4.8%
4 Grants & Contracts	-	401,412	752,696	658,099	559,868	<b>2,372,075</b>	46.2%
5 Indirect Cost Recovery	217,649	-	-	-	-	<b>217,649</b>	4.2%
6 Indirect Cost Sharing	-	-	-	32,512	26,407	<b>58,919</b>	1.1%
7 Interest	96,485	-	10,251	-	2,108	<b>108,844</b>	2.1%
8 Misc. Income	35,858	-	8,233	5,074	3,308	<b>52,473</b>	1.0%
<b>9 Total Revenue</b>	<b>1,924,992</b>	<b>431,412</b>	<b>771,180</b>	<b>887,485</b>	<b>1,114,514</b>	<b>5,129,582</b>	100.0%
<b>10 Expenditures</b>							
11 Salaries	814,401	83,873	186,168	277,473	317,682	<b>1,679,597</b>	34.1%
12 Benefits	276,328	31,021	61,608	91,720	105,191	<b>565,867</b>	11.5%
13 Consulting & Subcontracts	62,305	120,141	198,963	92,749	171,977	<b>646,135</b>	13.1%
14 Travel & Meeting Expenses	126,114	124,367	178,580	100,185	150,401	<b>679,647</b>	13.8%
15 Printing	27,847	2,126	16,224	2,043	13,258	<b>61,498</b>	1.2%
16 Office Rent	269,064	26,079	40,984	44,277	44,508	<b>424,911</b>	8.6%
17 Telephone & Postage	28,988	4,392	8,857	12,687	15,572	<b>70,495</b>	1.4%
18 Information Technology	85,681	5,924	18,067	37,820	38,533	<b>186,024</b>	3.8%
19 Supplies & Misc. Expenses	59,750	1,630	3,256	22,585	19,140	<b>106,360</b>	2.2%
20 Indirect Costs	-	31,860	58,473	68,728	58,588	<b>217,649</b>	4.4%
21 Indirect Cost Sharing	58,919	-	-	-	-	<b>58,919</b>	1.2%
22 New Office Furniture (dedicated)	(30,000)	-	-	-	-	<b>(30,000)</b>	-0.6%
23 Moving Expenses (dedicated)	(30,000)	-	-	-	-	<b>(30,000)</b>	-0.6%
24 Office building equity & expenses	285,000	-	-	-	-	<b>285,000</b>	5.8%
<b>25 Total Expenditures</b>	<b>2,034,397</b>	<b>431,411</b>	<b>771,180</b>	<b>750,266</b>	<b>934,849</b>	<b>4,922,103</b>	100.0%
<b>26 Surplus (Deficit) for the FY</b>	<b>(109,405)</b>	<b>-</b>	<b>-</b>	<b>137,219</b>	<b>179,665</b>	<b>207,480</b>	

# WICHE General Fund Budget: Actual for FY 2005 and Budget for FY 2006

Aug. 24, 2005

\$105,000 --- Dues per State --- \$108,000

A	B C D E				F G H I J						
	FY 2005				FY 2006						
	FY 2005 Budget (a)	FY 2005 Actual	Estimate Better or (Worse) than Budget \$ %		FY 2006 Budget	Comparing FY 2005 to FY 2006 Better or (Worse) than FY 2005 Budget \$ %					
<b>1 Revenue:</b>											
2	(b)	1,575,000	1,575,000	0	0.0%	(b)	1,620,000	45,000	2.9%	45,000	2.9%
3	(c)	0	(105,000)	(105,000)	na	(c)	0	0	na	105,000	-100.0%
4	(d)	30,000	96,485	66,485	221.6%	(d)	143,000	113,000	376.7%	46,515	48.2%
5		262,000	217,649	(44,351)	-16.9%		200,000	(62,000)	-23.7%	(17,649)	-8.1%
6		24,000	35,858	11,858	49.4%		42,000	18,000	75.0%	6,142	17.1%
7											
8		<b>1,891,000</b>	<b>1,819,992</b>	<b>(71,008)</b>	<b>-3.8%</b>		<b>2,005,000</b>	<b>114,000</b>	<b>6.0%</b>	<b>185,008</b>	<b>10.2%</b>
<b>9 Expenditures:</b>											
10		262,295	238,518	23,777	9.1%		261,873	422	0.2%	(23,355)	-9.8%
11		272,273	244,124	28,149	10.3%		277,335	(5,062)	-1.9%	(33,211)	-13.6%
12		215,968	205,370	10,598	4.9%		238,150	(22,182)	-10.3%	(32,780)	-16.0%
13		114,948	87,258	27,690	24.1%		110,100	4,848	4.2%	(22,842)	-26.2%
14		368,443	336,436	32,007	8.7%		384,010	(15,567)	-4.2%	(47,574)	-14.1%
15		438,985	418,640	20,345	4.6%		446,002	(7,017)	-1.6%	(27,362)	-6.5%
16	(e)	200,620	132,389	68,231	34.0%	(e)	230,009	(29,389)	-14.6%	(97,620)	-73.7%
17		7,300	58,919	(51,619)	-707.1%		45,550	(38,250)	-524.0%	13,369	22.7%
18	(g)					(g)	0	na	na	na	na
19		(11,320)	0	0	0.0%		(10,930)	(390)	3.4%	na	na
20		20,000	20,355	(355)	-1.8%		20,000	0	0.0%	355	1.7%
21		<b>1,889,512</b>	<b>1,742,009</b>	<b>147,503</b>	<b>7.8%</b>		<b>2,002,099</b>	<b>(112,587)</b>	<b>-6.0%</b>	<b>(260,090)</b>	<b>-14.9%</b>
22		<b>1,488</b>	<b>77,983</b>				<b>2,901</b>				
23				<b>76,495</b>	<b>4.0%</b>		<b>1,413</b>	<b>95%</b>		<b>(75,082)</b>	<b>-96.3%</b>
<b>24 Reserves:</b>											
<b>25 Beginning of the Fiscal Year:</b>											
26	(h)	226,741	226,741	0	0.0%	(h)	240,252	13,511	6.0%	13,511	6.0%
27	(f)	553,903	553,903	0	0.0%		325,987	(227,916)	-41.1%	(227,916)	-41.1%
28		<b>780,644</b>	<b>780,644</b>	<b>0</b>	<b>0.0%</b>		<b>566,239</b>	<b>(214,405)</b>	<b>-27.5%</b>	<b>(214,405)</b>	<b>-27.5%</b>
<b>29 Encumbered Reserves During the Fiscal Year:</b>											
30		1,488	77,983	76,495			2,901	1,413	95%	(75,082)	na
31	(i)	(50,000)	0	50,000	-100.0%	(i)	0	50,000	-100.0%	0	na
32	(k)	(6,500)	(7,388)	(888)	13.7%	(k)	0	6,500	-100.0%	7,388	-100.0%
33		(220,000)	(285,000)	(65,000)	na	(l)	0	220,000	-100.0%	285,000	na
34		(238,291)	0	0	na	(l)	0	238,291	na	0	na
35		<b>(513,303)</b>	<b>(214,405)</b>	<b>60,607</b>	<b>-11.8%</b>		<b>2,901</b>	<b>516,204</b>		<b>217,306</b>	
<b>36 End of the Fiscal Year:</b>											
37	(h)	226,741	226,741	0	0.0%	(h)	240,252	13,511	6.0%	13,511	6.0%
38		40,600	339,498	298,898	736.2%		328,888	288,288	710.1%	(10,610)	-3.1%
39		<b>267,341</b>	<b>566,239</b>	<b>298,898</b>	<b>111.8%</b>		<b>569,140</b>	<b>301,799</b>	<b>112.9%</b>	<b>2,901</b>	<b>0.5%</b>
40		<b>(513,303)</b>	<b>(214,405)</b>				<b>2,901</b>				
41				<b>298,898</b>	<b>111.8%</b>		<b>516,204</b>	<b>100.6%</b>		<b>217,306</b>	<b>101.4%</b>

(a) Budget approved by the commission in May of 2004, adjusted for actual carry over from FY 2004 and actual benefit cost increases by unit.

(b) Dues as approved by the Executive Committee during a conference call on Feb. 25, 2003 for FY 2005 and FY 2006.

(c) Assumes California paying their FY 2005 state dues of \$105,000. after June 30, 2005, but paying their FY 2006 state dues of \$108,000 prior to June 30, 2006.

(d) Ave. daily balance: Actual for FY 2005 is \$5,068,000 at 1.90% ; and budget for FY 2006 is \$4,510,000 at 3.17%.

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

(f) Excludes \$154,000 in accounts receivable in state dues from CA (\$51,000 for FY 2003 and \$103,000 for FY 2004) + \$60,000 dedicated for office move + \$60,000 for office furniture and equipment.

(g) Preliminary estimate of salary and benefit cost increases for FY 2006.

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

(i) Approved by the Commission at the Nov. 2000 meeting in Seattle, WA.

(k) Approved by the Commission at the May 2002 meeting in Santa Fe, NM.

Sheet: Exec Cmte

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## WICHE's Facilities Costs Summary: Actual for FY 2005 and Budget for FY 2006

Aug. 24, 2005

	Previous Building Leased 2520 55th St.	New Building through SHEPC 3035 55th St.	<b>TOTAL</b>	%	FY 2006 Budget
<b>1 Revenue</b>					
2 Rent Charges	424,911	-	<b>424,911</b>	59.5%	463,401
3 Equity Contribution - GF	-	285,000	<b>285,000</b>	39.9%	-
4 Interest	-	4,698	<b>4,698</b>	0.7%	500
5 Interfund Transfer	(19,977)	19,977	-	0.0%	-
<b>6 Total Revenue</b>	<b>404,934</b>	<b>309,676</b>	<b>714,609</b>	100.0%	<b>463,901</b>
<b>7 Expenditures</b>					
8 Legal and Subcontracts	3,140	25,147	<b>28,287</b>	4.0%	-
9 Contributions to SHEPC	-	221,300	<b>221,300</b>	31.3%	314,974
10 CECFA Loan Fees	-	45,511	<b>45,511</b>	6.4%	-
11 CECFA Loan Payments	-	-	-	0.0%	103,000
12 Base Monthly Rent	282,871	-	<b>282,871</b>	40.0%	2,772
13 Property Taxes	30,707	-	<b>30,707</b>	4.3%	-
14 Insurance	16,411	-	<b>16,411</b>	2.3%	14,000
15 Common area maintenance	47,659	-	<b>47,659</b>	6.7%	-
16 Janitorial services	9,860	-	<b>9,860</b>	1.4%	-
17 Telephone & Postage	1,493	10	<b>1,503</b>	0.2%	1,488
18 Depreciation furniture	7,954	1,004	<b>8,958</b>	1.3%	16,000
19 Supplies & Misc. Expenses	4,839	8,547	<b>13,386</b>	1.9%	3,920
<b>20 Total Expenditures</b>	<b>404,934</b>	<b>301,519</b>	<b>706,453</b>	100.0%	<b>456,154</b>
<b>21 Surplus (Deficit) for the FY</b>	<b>-</b>	<b>8,157</b>	<b>8,157</b>		<b>7,747</b>

# References

WICHE Commissioners

2005 Commission Committees

WICHE Staff

Higher Education Acronyms



Photo courtesy of Boulder Convention & Visitors Bureau

## Reference

- WICHE commissioners 12-3
- Commission committees 2005 12-4
- WICHE staff 12-5
- Higher education acronyms 12-6



## WICHE Commissioners

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. Diane Barrans, executive director of the Alaska Commission on Postsecondary Education, is chair of the WICHE Commission; David E. Nething, state senator from North Dakota, is vice chair.

### ALASKA

\*Diane M. Barrans (WICHE Chair, 2005), Executive Director, Alaska Commission on Postsecondary Education

Johnny Ellis, State Senator

\*Marshall L. Lind, former Chancellor of Higher Education, University of Alaska Fairbanks

### ARIZONA

John Haeger, President, Northern Arizona University

David Lorenz, retired Vice President of Administration and Finance, Northern Arizona University

\*Joel Sideman, Executive Director, Arizona Board of Regents

### CALIFORNIA

Francisco J. Hernandez, Vice Chancellor, University of California, Santa Cruz

Herbert A. Medina, Associate Professor, Department of Mathematics, Loyola Marymount University

\*Robert Moore, former Executive Director, California Postsecondary Education Commission

### COLORADO

\*William F. Byers, Consumer and Public Relations Manager, Grand Valley Power

William J. Hybl, Chairman and CEO, El Pomar Foundation

Richard O'Donnell, 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

### IDAHO

Michael Gallagher, interim President, Idaho State University

Robert W. Kustra, President, Boise State University

Dwight Johnson, interim Executive Director, State Board of Education

### MONTANA

Ed Jasmin, Immediate Past Chairman, Montana Board of Regents of Higher Education

\*Sheila Stearns, Commissioner of Higher Education, Montana University System

Cindy Younkin, former State Representative

### NEVADA

Jane A. Nichols, Vice Chancellor for Academic and Student Affairs, Nevada System of Higher Education

Raymond D. Rawson, former State Senator

\*Carl Shaff, Educational Consultant

### NEW MEXICO

Dede Feldman, State Senator

Beverlee McClure, Cabinet Secretary, New Mexico Higher Education Department

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

### NORTH DAKOTA

\*Richard Kunkel, Member, State Board of Higher Education

\*David E. Nething (WICHE Vice Chair), State Senator

Robert Potts, Chancellor, North Dakota University System

### OREGON

Ryan P. Deckert, State Senator

\*Camille Preus-Braly, Commissioner, Oregon Department of Community Colleges and Workforce Development

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

### SOUTH DAKOTA

Robert Burns, Distinguished Professor, Political Science Department, South Dakota State University

James O. Hansen, Regent, South Dakota Board of Regents

\*Robert T. (Tad) Perry (Past Chair, 2002), Executive Director, South Dakota Board of Regents

### UTAH

David L. Gladwell, Attorney and Former State Senator

\*Richard E. Kendell, Commissioner of Higher Education, Utah System of Higher Education

E. George Mantes, Regent, State Board of Regents

### WASHINGTON

\*Don Carlson (Immediate Past Chair, 2004), former State Senator

Phyllis Gutierrez Kenney, State Representative

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

### WYOMING

Tex Boggs, State Senator and President, Western Wyoming Community College

Thomas Buchanan, President, University of Wyoming

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

\*Executive Committee Member

## Commission Committees 2005

### Executive

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

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

### Issue Analysis and Research

Jane Nichols (NV), chair  
 Ryan Deckert (OR), vice chair  
 Diane Barrans (AK), ex officio  
 David Nething (ND), ex officio

Johnny Ellis (AK)  
 David Lorenz (AZ)  
 Francisco Hernandez (CA)  
 Rick O'Donnell (CO)  
 Roy Ogawa (HI)  
 Dwight Johnson (ID)  
 Cindy Younkin (MT)  
 Ray Rawson (NV)  
 Beverlee McClure (NM)  
 Richard Kunkel (ND)  
 Committee vice chair (OR)  
 Robert Burns (SD)  
 David Gladwell (UT)  
 Phyllis Gutierrez Kenney (WA)  
 Tex Boggs (WY)

### Programs and Services

Carl Shaff (NV), chair  
 Doris Ching (HI), vice chair  
 Diane Barrans (AK), ex officio  
 David Nething (ND), 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)  
 George Mantes (UT)  
 Don Carlson (WA)  
 Tom Buchanan (WY)

### Audit Committee

Don Carlson (WA), chair  
 Linda Blessing (AZ), former WICHE commissioner  
 Roy Ogawa (HI)  
 Ed Jasmin (MT)  
 Jane Nichols (NV)

### 2005 Nominating Committee

Tad Perry (SD), chair  
 Patricia Sullivan (NM)  
 Gary Stivers (ID)

# WICHE Staff

## **Executive Director's Office**

David Longanecker, executive director  
Frank Abbott, senior advisor  
Marla Williams, assistant to the executive director and executive secretary to the commission

## **Accounting and Administrative Services**

Marv Myers, director  
Kelly Israelson, senior accounting specialist  
Craig Milburn, director of accounting  
Ann Szeligowski, accounting specialist  
Jerry Worley, information technologies manager

## **Mental Health**

Dennis Mohatt, director  
Scott Adams, senior research and technical assistance associate  
Mimi Bradley, research associate  
Fran Dong, statistical analyst  
Chuck McGee, project director  
Jenny Shaw, project and administrative coordinator  
**Candice Tate, postdoctoral fellow**

## **Policy Analysis and Research**

Cheryl D. Blanco, director  
Erin Barber, administrative assistant II  
Michelle Médal, administrative assistant IV  
Demarée K. Michelau, project coordinator  
Brian T. Prescott, research associate

## **Programs and Services**

Jere Mock, director  
Candy Allen, graphic designer  
Anne Ferguson, administrative assistant I  
Annie Finnigan, communications associate  
Deborah Jang, web design manager  
Michelle Médal, administrative assistant IV  
Ken Pepion, director, Bridges to the Professoriate  
Margo Schultz, program coordinator, Student Exchange Programs

## **WCET**

Sally Johnstone, director  
Rachel Dammann, conference assistant  
Tim Dammann, web developer  
Sherri Artz Gilbert, administrative/budget coordinator  
Deborah Jang, web design manager  
Russell Poulin, associate director  
Pat Shea, assistant director

Names in **bold** type indicate new employees.

The WICHE website, [www.wiche.edu](http://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	<a href="http://www.aacc.nche.edu">www.aacc.nche.edu</a>
AACTE	American Association of Colleges for Teacher Education	<a href="http://www.aacte.org">www.aacte.org</a>
AAC&U	Association of American Colleges and Universities	<a href="http://www.aacu-edu.org">www.aacu-edu.org</a>
AAHE	American Association for Higher Education	<a href="http://www.aahe.org">www.aahe.org</a>
AASCU	American Association of State Colleges and Universities	<a href="http://www.aascu.org">www.aascu.org</a>
AAU	Association of American Universities	<a href="http://www.aau.edu">www.aau.edu</a>
ACE	American Council on Education	<a href="http://www.acenet.edu">www.acenet.edu</a>
ACT	(college admission testing program)	<a href="http://www.act.org">www.act.org</a>
ACUTA	Association of College & University Telecommunications Administrators	<a href="http://www.acuta.org">www.acuta.org</a>
AED	Academy for Educational Development	<a href="http://www.aed.org">www.aed.org</a>
AERA	American Educational Research Association	<a href="http://www.aera.net">www.aera.net</a>
AGB	Association of Governing Boards of Universities and Colleges Center for Public Higher Education Trusteeship & Governance	<a href="http://www.agb.org">www.agb.org</a> <a href="http://www.agb.org/center/">www.agb.org/center/</a>
AIHEC	American Indian Higher Education Consortium	<a href="http://www.aihec.org">www.aihec.org</a>
AIR	Association for Institutional Research	<a href="http://www.airweb.org">www.airweb.org</a>
ASPIRA	(an association to empower Latino youth)	<a href="http://www.aspira.org">www.aspira.org</a>
ASHE	Association for the Study of Higher Education	<a href="http://www.ashe.missouri.edu">www.ashe.missouri.edu</a>
ATA	American TelEdCommunications Alliance	<a href="http://www.atalliance.org">www.atalliance.org</a>
CAEL	Council for Adult and Experiential Learning	<a href="http://www.cael.org">www.cael.org</a>
CASE	Council for Advancement and Support of Education	<a href="http://www.case.org">www.case.org</a>
CGS	Council of Graduate Schools	<a href="http://www.cgsnet.org">www.cgsnet.org</a>
CHEA	Council for Higher Education Accreditation	<a href="http://www.chea.org">www.chea.org</a>
CHEPS	Center for Higher Education Policy Studies	<a href="http://www.utwente.nl/cheps">www.utwente.nl/cheps</a>
CIC	Council of Independent Colleges	<a href="http://www.cic.org">www.cic.org</a>
COE	Council for Opportunity in Education	<a href="http://www.trioprogams.org">www.trioprogams.org</a>
CONAHEC	Consortium for Higher Education Collaboration	<a href="http://www.wiche.edu/conahec/english">www.wiche.edu/conahec/english</a>
CONASEP	CONAHEC's Student Exchange Program	<a href="http://www.wiche.edu.conahec./conasep">www/wiche.edu.conahec./conasep</a>
CSG-WEST	Council of State Governments – West	<a href="http://www.westrends.org">www.westrends.org</a>
CSHE	Center for the Study of Higher Education	<a href="http://www.ed.psu.edu/cshe">www.ed.psu.edu/cshe</a>
CSPN	College Savings Plan Network	<a href="http://www.collegesavings.org">www.collegesavings.org</a>
ECS	Education Commission of the States	<a href="http://www.ecs.org">www.ecs.org</a>
ED	U.S. Dept. of Education links:	
ED-FSA	Federal Student Aid	<a href="http://www.ed.gov/about/offices/list/fsa/index.html">www.ed.gov/about/offices/list/fsa/index.html</a>
ED-IES	Institute of Education Sciences	<a href="http://www.ed.gov/about/offices/list/ies/index.html?src=mr">www.ed.gov/about/offices/list/ies/index.html?src=mr</a>



ED-NCES	National Center for Education Statistics	<a href="http://nces.ed.gov">http://nces.ed.gov</a>
ED-OESE	Office of Elementary & Secondary Education	<a href="http://www.ed.gov/about/offices/list/oese/index.html?src=mr">www.ed.gov/about/offices/list/oese/index.html?src=mr</a>
ED-OPE	Office of Postsecondary Education	<a href="http://www.ed.gov/about/offices/list/ope/index.html?src=mr">www.ed.gov/about/offices/list/ope/index.html?src=mr</a>
ED-OSERS	Office of Special Education & Rehabilitative Services	<a href="http://www.ed.gov/about/offices/list/osers/index.html?src=mr">www.ed.gov/about/offices/list/osers/index.html?src=mr</a>
ED-OVAE	Office of Vocational and Adult Education	<a href="http://www.ed.gov/about/offices/list/ovae/index.html?src=mr">www.ed.gov/about/offices/list/ovae/index.html?src=mr</a>
FIPSE	Fund for the Improvement of Postsecondary Education	<a href="http://www.ed.gov/about/offices/list/ope/fipse/index.html">www.ed.gov/about/offices/list/ope/fipse/index.html</a>
EDUCAUSE	(An association fostering higher ed change via technology and information resources)	<a href="http://www.educause.edu">www.educause.edu</a>
ETS	Educational Testing Service	<a href="http://www.ets.org">www.ets.org</a>
GHEE	Global Higher Education Exchange	<a href="http://www.ghee.org">www.ghee.org</a>
HACU	Hispanic Association of Colleges and Universities	<a href="http://www.whes.org/members/hacu.html">www.whes.org/members/hacu.html</a>
HEA	Higher Education Abstracts	<a href="http://www.cgu.edu/inst/hea/hea.html">www.cgu.edu/inst/hea/hea.html</a>
IHEP	Institute for Higher Education Policy	<a href="http://www.ihep.com">www.ihep.com</a>
IIE	Institute of International Education	<a href="http://www.iie.org">www.iie.org</a>
IPEDS	Integrated Postsecondary Education Data System	<a href="http://www.nces.ed.gov/ipeds">www.nces.ed.gov/ipeds</a>
McCrel	Mid-continent Research for Education and Learning	<a href="http://www.mcrel.org">www.mcrel.org</a>
MHEC	Midwestern Higher Education Compact	<a href="http://www.mhec.org">www.mhec.org</a>
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	<a href="http://www.middlestates.org">www.middlestates.org</a>
NACOL	North American Council for Online Learning	<a href="http://www.nacol.org">www.nacol.org</a>
NACUBO	National Association of College and University Business Officers	<a href="http://www.nacubo.org">www.nacubo.org</a>
NAEP	National Assessment of Educational Progress	<a href="http://www.nces.ed.gov/nationsreportcard">www.nces.ed.gov/nationsreportcard</a>
NAFEO	National Association for Equal Opportunity in Higher Education	<a href="http://www.nafeo.org">www.nafeo.org</a>
NAFSA	(an association of international educators)	<a href="http://www.nafsa.org">www.nafsa.org</a>
NAICU	National Association of Independent Colleges and Universities	<a href="http://www.naicu.edu">www.naicu.edu</a>
NASC	Northwest Association of Schools and Colleges, Commission on Colleges	<a href="http://www.cocnasc.org">www.cocnasc.org</a>
NASFAA	National Association of Student Financial Aid Administrators	<a href="http://www.nasfaa.org">www.nasfaa.org</a>
NASPA	National Association of Student Personnel Administrators	<a href="http://www.naspa.org">www.naspa.org</a>
NASULGC	National Association of State Universities and Land-Grant Colleges	<a href="http://www.nasulgc.org">www.nasulgc.org</a>
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	<a href="http://www.ncacasi.org">www.ncacasi.org</a>
NCHEMS	National Center for Higher Education Management Systems	<a href="http://www.nchems.org">www.nchems.org</a>
NCSL	National Conference of State Legislatures	<a href="http://www.ncsl.org">www.ncsl.org</a>
NCPPE	National Center for Public Policy and Higher Education	<a href="http://www.highereducation.org">www.highereducation.org</a>
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	<a href="http://www.neasc.org">www.neasc.org</a>
NEBHE	New England Board of Higher Education	<a href="http://www.nebhe.org">www.nebhe.org</a>
NEON	Northwest Educational Outreach Network	<a href="http://www.wiche.edu/NWAF/NEON">www.wiche.edu/NWAF/NEON</a>
NGA	National Governors' Association	<a href="http://www.nga.org">www.nga.org</a>
NPEC	National Postsecondary Education Cooperative	<a href="http://www.nces.ed.gov/npec">www.nces.ed.gov/npec</a>
NUCEA	National University Continuing Education Association	<a href="http://www.nucea.edu">www.nucea.edu</a>
NWAF	Northwest Academic Forum	<a href="http://www.wiche.edu/NWAF">www.wiche.edu/NWAF</a>

RMAIR	Rocky Mountain Association for Institutional Research	<a href="http://www.unlv.edu/PAIR/rmair">www.unlv.edu/PAIR/rmair</a>
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	<a href="http://www.sacscoc.org">www.sacscoc.org</a>
SHEEO	State Higher Education Executive Officers	<a href="http://www.sheeo.org">www.sheeo.org</a>
SHEPC	State Higher Education Policy Center	n/a
SONA	Student Organization of North America	<a href="http://www.conahec.org/sona">www.conahec.org/sona</a>
SREB	Southern Regional Education Board	<a href="http://www.sreb.org">www.sreb.org</a>
SREC	Southern Regional Electronic Campus	<a href="http://www.electroniccampus.org">www.electroniccampus.org</a>
SSI	State Scholars Initiative	<a href="http://www.wiche.edu">www.wiche.edu</a>
UNCF	United Negro College Fund	<a href="http://www.uncf.org">www.uncf.org</a>
WAGS	Western Association of Graduate Schools	<a href="http://www.wiche.edu/wags/index.htm">www.wiche.edu/wags/index.htm</a>
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	<a href="http://www.accjc.org">www.accjc.org</a>
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	<a href="http://www.wascweb.org/senior/wascsr.html">www.wascweb.org/senior/wascsr.html</a>
WCET	Western Cooperative for Educational Telecommunications	<a href="http://www.wiche.edu/telecom">www.wiche.edu/telecom</a>
WGA	Western Governors' Association	<a href="http://www.westgov.org">www.westgov.org</a>
WICHE	Western Interstate Commission for Higher Education	<a href="http://www.wiche.edu">www.wiche.edu</a>
WIN	Western Institute of Nursing	<a href="http://www.ohsu.edu.son.win">www.ohsu.edu.son.win</a>

#### SHEEO Offices in the West, by State:

Alaska	ACPE	Alaska Commission on Postsecondary Education	<a href="http://www.state.ak.us/acpe/acpe.html">www.state.ak.us/acpe/acpe.html</a>
	UAS	University of Alaska System	<a href="http://www.alaska.edu">www.alaska.edu</a>
Arizona	ABOR	Arizona Board of Regents	<a href="http://www.abor.asu.edu">www.abor.asu.edu</a>
California	CPEC	California Postsecondary Education Commission	<a href="http://www.cpec.ca.gov">www.cpec.ca.gov</a>
Colorado	CCHE	Colorado Commission on Higher Education	<a href="http://www.state.co.us/cche_dir/heccche.htm">www.state.co.us/cche_dir/heccche.htm</a>
Hawai'i	UH	University of Hawai'i	<a href="http://www.hawaii.edu">www.hawaii.edu</a>
Idaho	ISBE	Idaho State Board of Education	<a href="http://www.sde.state.id.us/osbe/board.htm">www.sde.state.id.us/osbe/board.htm</a>
Montana	MUS	Montana University System	<a href="http://www.montana.edu/wwwbor/docs/borpage.html">www.montana.edu/wwwbor/docs/borpage.html</a>
New Mexico	NMCHE	New Mexico Commission on Higher Education	<a href="http://www.nmche.org">www.nmche.org</a>
Nevada	UCCS	University & Community College System of Nevada	<a href="http://www.nevada.edu">www.nevada.edu</a>
North Dakota	NDUS	North Dakota University System	<a href="http://www.ndus.nodak.edu">www.ndus.nodak.edu</a>
Oregon	OUS	Oregon University System	<a href="http://www.ous.edu">www.ous.edu</a>
South Dakota	SDBOR	South Dakota Board of Regents	<a href="http://www.ris.sdbor.edu">www.ris.sdbor.edu</a>
Utah	USBR	Utah State Board of Regents	<a href="http://www.utahsbr.edu">www.utahsbr.edu</a>
Washington	HECB	Higher Education Coordinating Board	<a href="http://www.hecb.wa.gov">www.hecb.wa.gov</a>
Wyoming	WCCC	Wyoming Community College Commission	<a href="http://www.commission.wcc.edu">www.commission.wcc.edu</a>
	UW	University of Wyoming	<a href="http://www.uwyo.edu">www.uwyo.edu</a>