

# Agenda Book

WICHE Commission Meeting • May 21-22, 2007 • Whitefish, MT



# Monday, May 21, 2007

**7.30 - 8.30 am [tab 1]**

Upper Glacier

## **Executive Committee Meeting (Open and Closed Sessions)**

1-1

### **Agenda (Open)**



Approval of the Executive Committee meeting minutes of April 3, 2007

1-3

Report from the Mental Health Program

**Discussion Item:** May 2007 meeting schedule

### **Agenda (Closed)**



Evaluation of the executive director and adoption of performance objectives for FY 2008

1-5

**8.30 - 8.45 am [tab 2]**

Continental Divide

## **Committee of the Whole**

2-1

Breakfast items available

Call to order: Cam Preus-Braly, WICHE chair

Welcome and introduction of new commissioners and guests

2-3



Approval of the Committee of the Whole meeting minutes of November 13-14, 2006

2-5

Report of the chair

Report of the executive director

**8.45 - 10.00 am [tab 3]**

Continental Divide

## **What's Up in the West? With Reports from California, Idaho, New Mexico, and Oregon**

3-1

*Discussion leader:* David Longanecker, executive director

*Speakers:* Murray Haberman, executive director of the California Postsecondary Education Commission; Dwight Johnson, executive director, Idaho State Board of Education; Beverlee McClure, secretary, New Mexico Higher Education Department; and Cam Preus-Braly, commissioner, Oregon Department of Community Colleges and Workforce Development (and WICHE chair)

**10.00 - 10.15 am**

## **Break**

**10.15 - 11.30 am [tab 4]**  
Continental Divide

**Policy Discussion: What We Know about Brain Development and Cognition and What This Means for Pedagogy** 4-1

*Speaker:* Gwen Jacobs, professor of neuroscience, informatics, and information technology, Montana State University, Bozeman

**11.30 am - 12.15 pm [tab 5]**  
Continental Divide

**What's Up at WICHE?** 5-1

–WICHE's Student Exchange Programs  
–WCET: A New Era

*Speakers:* Jere Mock, senior program director of Programs and Services; Margo Schultz, Student Exchange Program coordinator; and Louis Fox, WCET executive director

**12.15 - 1:30 pm [tab 6]**  
Glacier

**Lunch and Presentation: Herding Cats in Big Sky Country** 6-1

*Speaker:* Sheila Stearns, Montana commissioner of higher education

**1.30 - 2.00 pm**

**Break**

**2.00 - 3.30 pm [tab 7]**  
Continental Divide

**Policy Discussion: The Collegiate Learning Assessment – A Robust Approach to Assessing Student Learning** 7-1

*Speaker:* Roger Benjamin, president and CEO, Council for Aid to Education

**3.30 - 5.00 pm [tab 8]**  
Continental Divide

**Programs and Services Committee Meeting** 8-1



Approval of the Programs and Services Committee meeting minutes of November 13-14, 2006 8-3



Approval of the FY 2008 Programs and Services workplan 8-8



Approval of PSEP restructuring 8-10

**Information Items:**

Student Exchange Program updates 8-19

Report on the State Scholars Initiative 8-22

The American TelEdCommunications Alliance update 8-26

Other Programs and Services updates 8-27

**3.30 - 5.00 pm [tab 9]**  
Upper Glacier

**Issue Analysis and Research Committee Meeting** 9-1

Introduction of Dolores Mize, new director of Policy Analysis and Research 9-3



Approval of the Issue Analysis and Research Committee meeting minutes of November 13-14, 2006 9-5



Approval of the FY 2008 Policy Analysis and Research workplan 9-7

**Discussion Item:** A new prospective agenda for WICHE: *Science, Technology, and Innovation*

*Discussion leader:* Louis Fox, WCET executive director

**Information Items:**

*Back in the Fold: Degree Completion for Returning Adults* 9-9

*Benchmarks report (separate document)*

*Emerging Policy Triangle report, an update to the 2004 publication (separate document)*

Unit updates 9-11

**6.30 - 8.30 pm [tab 10]**

**Dinner at The Pavilion at Grouse Mountain Lodge** 10-1

**Tuesday, May 22, 2007**

**8.30 - 9.45 am [tab 11]**  
Continental Divide

**Policy Discussion: Behavioral Health Professions Education: Challenges of Relevance, Effectiveness, and Accessibility** 11-1

*Discussion leader:* Dennis Mohatt, director, WICHE Mental Health Program

*Speakers:* Michael Hoge, professor of psychology, Yale University School of Medicine; and John Morris, director of the human services practice, Technical Assistance Collaborative

Continental breakfast items available

9.45 - 11.45 am [tab 12]  
Continental Divide

**Committee of the Whole – Business Session**

12-1

Reconvene Committee of the Whole: Cam Preus-Braly, WICHE chair

Report and recommended action of the Audit Committee,  
David Nething, committee chair

**Information Item:** Audit Committee calendar

Report and recommended action of the Executive Committee,  
Roy T. Ogawa, WICHE vice chair (tab 1)

Report and recommended action of the Disaster Recovery Committee,  
Diane Barrans, committee chair

Report and recommended action of the Programs and Services  
Committee, Carl Shaff, committee chair (tab 8)



Approval of FY 2008 workplan sections pertaining to  
the Programs and Services unit's activities



Approval of PSEP restructuring

Report and recommended action of the Issue Analysis and Research  
Committee, Jane Nichols, committee chair (tab 9)



Approval of FY 2008 workplan sections pertaining to  
the Policy Analysis and Research unit's activities

Committee of the Whole action items



Approval of changes in reserve policy and  
requirements

12-3



Approval of salary and benefit recommendations  
for FY 2008

12-5



Approval of annual operating budget –  
general fund and self-funded activities –  
for FY 2008

12-6



Approval of the workplan for FY 2008

12-14

Meeting evaluation (paper or electronic)

12-25

Other business

11.45 am

**Adjournment**

Box lunches available

**Reference [tab 13]**

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Higher education acronyms	13-6

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## Executive Committee Meeting (Open/Closed)

Monday, May 21, 2007 – 7.30 - 8.30 am  
Upper Glacier





Monday, May 21, 2007

7.30 - 8.30 am [tab 1]  
Upper Glacier

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

**Executive Committee Members:**

Cam Preus-Braly, chair (OR)  
Roy Ogawa (HI), vice chair  
David Nething, immediate past chair (ND)

Diane Barrans (AK)  
Joel Sideman (AZ)  
Appointment pending (CA)  
David Skaggs (CO)  
Helene Sokugawa (HI)  
Dwight Johnson (ID)  
Ed Jasmin (MT)  
Pam Kostelecky (ND)  
Patricia Sullivan (NM)  
Carl Shaff (NV)  
James Sager (OR)  
Tad Perry (SD)  
Richard Kendell (UT)  
Ann Daley (WA)  
Klaus Hanson (WY)

**Agenda (Open)**



Approval of the Executive Committee meeting minutes of April 3, 2007

1-3

Report from the Mental Health Program

**Discussion Item:** May 2007 meeting schedule

**Agenda (Closed)**



FY 2007 evaluation of the executive director and adoption of performance objectives for FY 2008

1-5

Other\*

\*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

Executive sessions of the commission may be held at the discretion of the chairman or at the request of any three commissioners present and voting. The executive director shall be present at all executive sessions. The chairman, with the approval of a majority of the commissioners present and voting, may invite other individuals to attend.

Section 8. Special Executive Sessions

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

# **ACTION ITEM**

## **Executive Committee Conference Call Minutes**

### **April 3, 2007**

#### **Committee Members Present**

Cam Preus-Braly (OR), chair  
Roy Ogawa (HI), vice chair  
Diane Barrans (AK)  
Joel Sideman (AZ)  
David Skaggs (CO)  
Dwight Johnson (ID)  
Ed Jasmin (MT)  
Carl Shaff (NV)  
Patricia Sullivan (NM)  
Tad Perry (SD)  
Richard Kendell (UT)  
Tex Boggs for Klaus Hanson (WY)

#### **Committee Members Absent**

Helene Sokugawa (HI)  
Pam Kostelecky (ND)  
David Nething (ND), immediate past chair  
James Sager (OR)  
Klaus Hanson (WY)

#### **Other Commissioners Present**

Bill Hybl (CO)  
Mary Sheehy Moe (MT)

#### **Staff Present**

David Longanecker, WICHE executive director  
Jere Mock, senior program director, Programs and Services  
Dolores Mize, director, Policy Analysis and Research  
Sherri Artz Gilbert, administrative/budget coordinator, WCET

#### **Executive Committee Session**

Chair Preus-Braly asked Executive Director David Longanecker to conduct the roll call. He declared a quorum and called the meeting to order.

### **ACTION ITEM**

#### **Approval of the Executive Committee Meeting Minutes of February 26, 2007**

Commissioner Shaff made a motion, seconded by Commissioner Perry, to APPROVE THE MINUTES OF THE FEBRUARY 26, 2007, MEETING OF THE EXECUTIVE COMMITTEE. The minutes were approved unanimously.

The second agenda item for the meeting was review and discussion of the proposed agenda for the May 21-22, 2007, commission meeting in Whitefish, MT. Longanecker stated that the agenda for the May meeting had some time changes, but the activities and participants were the same as those presented at the February meeting. Commissioner Jasmin reported that it is likely Sheila Sterns will make the luncheon presentation on higher education in Montana. He also warned commissioners of construction delays affecting drive times to Whitefish from Bozeman and Missoula. Longanecker added there was a direct flight from Denver to Kalispell. Commissioner Jasmin suggested that flying to Kalispell was probably the best bet for commissioners; it is only a few miles from Whitefish, and there is a shuttle to transport folks to the meeting location.

The third agenda item for the meeting was to review and discuss progress to date on both the FY 2007 budget and the draft FY 2008 budget. Longanecker stated there were two major changes to the two budgets from the version reviewed at the February Executive Committee meeting. First, he moved some funds around so Dolores Mize could get a running start as the new director of Policy Analysis and Research. This is not a new line item, just reallocating funds.

Second, he would like to add a line item for a new WICHE effort, tentatively called *Science, Technology, and Innovation*, to be headed by Louis Fox. Activity within this area would complement Fox's work with WCET but would focus on the Western states. Longanecker requested \$40,000 for the remainder of this fiscal year and, prospectively, \$80,000 for next fiscal year. This is to cover half of Fox's salary and half of another staff member's salary, essentially 1 FTE. Longanecker explained that in the past, the commissioners voted to exclude WCET from the general fund. He is not interested in changing this policy; these funds would be for the *Science, Technology, and Innovation* effort of WICHE, directly focusing on the West. He asked for action now because by May, it would too close the end of the fiscal year to spend the funds.

VICE CHAIR OGAWA MADE A MOTION, WHICH WAS SECONDED BY COMMISSIONER SIDEMAN. The motion was approved without opposition.

Sideman asked if raises were built into the budget. Longanecker stated that 3.5% was included for merit raises. In the past he has also requested 0.5% for bonuses. Sideman suggested having a recommendation for Longanecker's raise ready for consideration. Chair Preus-Braly indicated that the officers had discussed the compensation for senior officers, including the executive director, at their retreat in February and that they would be prepared to address this issue at the May commission meeting.

Longanecker added that a few years ago, the commission approved a bonus structure for WCET and Mental Health to use non-general fund revenues for bonuses. He would like to extend this to the other units and possibly include administrative service staff.

The fourth agenda item presented a number of possible areas that staff may suggest as additions to or replacements in the workplan, which will be presented for consideration and adoption or amendment at the May commission meeting. These may include a greater focus on each of the following areas:

- Within the accountability theme: Efforts will be made to examine how WICHE can assist states and institutions to develop policies and measures regarding student-learning outcomes and technology.
- Within the finance theme: Although Lumina Foundation did not accept our original proposal, staff believes there are some areas in which we can continue to work with Lumina, especially on issues around the foundation's new efforts to examine ways to increase productivity in higher education. In particular, Lumina is contemplating \$150,000 grants to "willing states" to examine major reform efforts and has indicated there may be a role for regional compacts in assisting with these projects.
- Within the technology and innovation theme: Longanecker will certainly request support for a new effort, called *Science, Technology, and Innovation*, as mentioned previously in the budget discussion. Louis Fox will lead this effort at the staff level.
- Within the workforce development theme: We will likely want to begin discussions with the Ford Foundation about possibly extending our current effort but will also likely seek approval to begin a major focus on connecting higher education and workforce development around health and allied health professions.

Longanecker indicated that the access agenda would remain critically important, even though new efforts have not yet been identified in this area. He indicated that this has been a very significant area of emphasis for Dolores Mize throughout her career, and he expected that she will bring some very creative ideas before the commission.

He also indicated that he may suggest adding an additional theme, related to internationalizing higher education in the West.

Prior to opening this agenda item for discussion, Chair Preus-Braly indicated that she had to leave the meeting for another compelling obligation and transferred the chair to Vice Chair Ogawa. Ogawa opened the agenda item for discussion.

Commissioner Shaff asked for an update on the issue about changing pharmacy from a Group B to a Group A field in the Professional Student Exchange Program. Jere Mock described the discussion about this that had occurred at the November commission meeting and indicated that the staff would recommend action on this at the May meeting, recognizing that not all states, most particularly Nevada, necessarily support this change.

Longanecker mentioned that non-Western states are beginning to actively market PSEP-like contract opportunities in the West. Nebraska is the most active state doing so. He also mentioned that the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) model of providing clinical components to educational exchange programs works well. He indicated that Jere Mock and her staff have been examining whether this would be a good addition to WICHE's programs, though they have discovered it won't work in all locations; for example, Colorado law currently prohibits such actions.

Vice Chair Ogawa asked if there was any further business. Hearing none, he asked for a motion for adjournment. Commissioner Shaff moved and Commissioner Barrans seconded, and the meeting was adjourned.

# ACTION ITEM

## FY 2007 Evaluation of the Executive Director and Adoption of Performance Objectives for FY 2008

This document provides the performance objectives that you, the commission, adopted for me last May; my self-assessment of how well I achieved these objectives as your executive director during this past year; and a proposed set of performance objectives for this coming year, based on what has been incorporated in the draft 2007-08 WICHE workplan, which you will be considering and adopting at this meeting.

- First, I present my current performance objectives.
- Next, I provide my self-evaluation with respect to each of these objectives.
- Last, I present proposed performance objectives for this coming year (2007-2008).

This past year has been a year of transition for WICHE. Three exceptionally valuable senior staff members of the organization left – Cheryl Blanco, Sally Johnstone, and Marv Myers – providing some mighty big shoes to fill but also providing an opportunity for organizational revitalization and renewal. Though I believe these transitions will help make WICHE an even stronger organization than it has been in the past, they certainly did take a toll on the organization's productivity during the year. While we accomplished much, we had little success in attracting new foundation or government funding for future activities.

### **Administering the WICHE Organization:**

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

#### **Internal management**

1. **Maintain a balanced budget for fiscal year 2007 and beyond and conduct a review of budget policy regarding reserves for presentation to the commission at its November 2006 meeting. Also, work with the commission to establish targets for staff compensation, compared to comparable agencies within the West.**

*Accomplished. The \$2.3 million in general fund revenues for FY 2007 will add nearly \$200,000 to reserves. Overall operating revenue of \$6 million will match our original projection and will increase WICHE's net worth by more than \$300,000. The 3.5 percent salary and benefits increase and the additional 0.5 percent salary bonus fund included in the FY 2007 budget, plus the flexibility provided for bonuses in WCET and Mental Health (to be paid from non-general fund resources) have allowed us to keep WICHE's salary structure competitive with those of other, similar organizations.*

**2008 Recommendation: Modify the objective, eliminating the specific references to reviewing reserve policy because that task has been completed.**

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

*Partially accomplished. You will remember that last year I indicated that I had not achieved adequate progress on this objective. I believe we have made substantial progress on the first part of this objective over the past year. With Marv Myers's retirement, I reorganized the Administrative Services unit to have staff members report directly to me, rather than have a unit director for these internal service functions. This streamlines our organization and frees up some resources to dedicate to other program areas. We have also replaced Cheryl Blanco and Sally Johnstone with exceptional new unit directors – Louis Fox in the technology area and Dolores Mize in Policy Analysis and Research. I am convinced that their leadership will take WICHE to even greater levels of performance. And we were able to add a professional staff position in the Programs and Services unit to help*

attend to the exceptional workload of that area. Furthermore, we have begun to explore ways to share staff resources between units, with two positions already being defined as shared resources – one IT position, now shared organizationwide, and another meeting-planning position, shared between WCET and Mental Health.

I have not yet accomplished my objective to increase the diversity of the staff. I was disappointed that I was unable to draw exceptional persons of color into the recruitment of either of the two unit director positions. Neither of the other two hires we made this year came from unrepresented populations; thus, our representation of staff in protected classes remains at only five individuals (15 percent of the staff).

**2008 Recommendation: Retain this objective.**

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

Partially achieved. Our active Staff Council and Advisory Committee continue to help maintain a friendly, cohesive, high-functioning “WICHE team.” Furthermore, the generous 3.5 percent increase in salary and benefits has helped sustain strong staff morale. And the move to the new WICHE facility continues to contribute greatly to maintaining a high level of morale within the organization. The fairly radical and substantial changes in leadership at the top of the organization have led to natural anxiety amongst the staff most affected. That is to be expected, however, and I am convinced that it will actually enhance staff morale in the long run.

**2008 Recommendation: Modify the objective to state “maintain” morale rather than “improve” morale because morale is currently at a high level.**

## Service to the commission

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

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

**2008 Recommendation: Retain the 2007 objective.**

## State relations

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

Accomplished. During this past year I visited 10 of the 15 WICHE states. I was involved in state policy discussions or related work in five states (California, Hawaii, Nevada, Oregon, and South Dakota), made presentations in seven, and simply visited or participated in conferences in two others. I did not visit Alaska, Idaho, North Dakota, Utah, or Washington.

**2008 Recommendation: Retain the 2007 objective.**

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

Accomplished. The Legislative Advisory Committee had one of its most successful meetings in recent years, held in association with the Council of State Governments – West’s annual meeting in Breckenridge, CO, last July. Funding for this activity was in part defrayed by the new Legislative Engagement grant from the Ford Foundation. In addition to the Legislative Advisory Committee meeting, I participated in the National Conference of State Legislatures’s (NCSL) finance workshop in December. I also made a presentation on “What’s Up in the West”

at the annual WICHE breakfast at the Council of State Governments – West’s meeting in Breckenridge. We anticipate that the Ford grant will continue to help fund the activities of the committee.

**2008 Recommendation: Retain the 2007 objective.**

- Objectives for “development and innovation” within the organization

Internal management

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

*Not accomplished. Unfortunately, my SHEPC (State Higher Education Policy Center) colleagues and I have not yet been able to secure funding for the learning center/conferencing facility. Thus, it does not yet contain all of the desired attributes of the contemporary virtual and real learning environment for which we have been striving. Though we haven’t yet secured this funding, the learning center has already become the hub for a number of policy gatherings for each of SHEPC’s three organizations, and we remain committed to securing the resources necessary to transform this space into the contemporary learning environment of our vision.*

**2008 Recommendation: Retain this objective.**

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

*Making progress. As indicated earlier, we have begun to make substantial progress toward this objective, with two recently filled positions actually being shared between units. Furthermore, two recent hires have involved moving existing WICHE staff from one unit to another, which also provides an increased degree of understanding, appreciation, and familiarity throughout the organization.*

**2008 Recommendation: Retain the 2007 objective.**

- Commission development and innovation

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

*Not accomplished and worse. The virtual absence of an executive assistant to the executive director and secretary to the commission has made it very difficult to sustain a relationship with the 15 governors’ offices.*

**2008 Recommendation: Devote substantial attention to rebuilding these relationships.**

- State relations development and innovation

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

*Accomplished. As noted in my comments earlier on legislative engagement, we have been quite successful in expanding our direct efforts with legislators, particularly through our expanding partnership with NCSL. We have sustained a strong relationship with the National Governors Association (NGA) and have begun developing an enhanced relationship with the Western Governors’ Association (WGA). As part of the Changing Direction grant, we were also able to conduct workshops this past year, both with legislative staff and with governors’ education staff. Through the Ford grant, we have also been able to begin developing relationships with the economic development and workforce development policy staff in some states.*

**2008 Recommendation: Sustain the progress to date and work to enhance these relationships.**



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

*Partially accomplished. This past year we have sustained our strong partnerships with our SHEPC partners, NCHEMS and SHEEO, and have also worked very closely with NCSL. We continued our involvement with CSG-West. We further developed our relationship with the Office of Vocational and Technical Education within the U.S. Department of Education through our administration of the federal State Scholars Initiative. While we have continued our collaboration with our sister regional compacts – SREB, NEBHE, and MHEC – we anticipate a changing relationship with our collaborative telecommunication collaborative. I continued to serve on the executive board of NPEC (though I have given up my position as program committee chair); as chair of the board of directors of CONAHEC; and on the ACT Educational Services Advisory Board (though I resigned this last position so that Dolores Mize could retain her membership on this body). I also reengaged WICHE's association with the Multinational Forum on Higher Education, formerly the U.S./U.K. Forum, attending this year's Irish/American Higher Education Research Organization (IAHERO) meeting/seminar in Washington D.C.*

**2008 Recommendation: Retain 2007 objective.**

## **Providing Programs and Services to the Western States:**

- Objectives for “maintaining” the organization

### **Student Exchange Programs**

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

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

*Achieved, but an ongoing effort. Participation in PSEP picked up this year, with 743 students being supported, an increase of nearly 10 percent. This was due primarily to increases in Alaska, Arizona, and Hawaii. Jere Mock and Margo Schultz have continued working with the states' certifying officers to examine ways in which the needs of sending and receiving states can be more equitably and realistically met in the increasingly market-driven environment of professional education. Particular attention is being given to new fields that might be added to PSEP, especially in the field of mental health, as well as to the ways that the program can be tailored to specifically address state workforce development needs and the needs of rural communities.*

**2008 Recommendation: Retain 2007 objective.**

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

*In process. Despite continued modest growth in WUE (7 percent) and an increase in the number of programs managed through the Western Regional Graduate Program (WRGP – now at 142), we have continued to provide strong customer service with a modest commitment of staff. Through the special effort described in (1), above, we are examining ways in which the WUE and WRGP programs can be enhanced to even better serve the students*

and institutions that participate. This will become an increasingly important issue as enrollment strains test the efficacy of the current models for these programs. During the past year, two additional California State University campuses have joined the WUE program, bringing the current total to six, and two Colorado institutions have rejoined the program.

**2008 Recommendation: Retain 2007 objective.**

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

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

*In process, but not fully accomplished. Staff continues to explore possible new areas for program development to better serve the future needs of our member states through interstate collaboration.*

*In our second year of administering the federal SSI program, we conducted another national competition for the program and received a commendation from the department for our work. The program is active in 22 states. The property risk management and insurance program we operate in collaboration with the Midwestern Higher Education Compact (MHEC) has begun to receive substantial institutional interest. The Northwest Educational Outreach Network (NEON) has developed a course exchange program, known as WICHE ICE (WICHE Internet Course Exchange), which allows institutions to share Internet-based courses, offering them as though they were their own. We continue to seek further funding to enhance the programs and to work with the Northwest Academic Forum (NWAFF) on a business plan to sustain NEON and ICE. We are attracting significant interest in and support for the Internet Course Exchange from several institutions and state higher education systems.*

*We have not been able to make progress on two “interstate” projects included in the 2007 workplan – the proposed WICHE service repayment program and the proposed WICHE licensure and credentialing service.*

**2008 Recommendation: Retain 2007 objective.**

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

*Not accomplished; propose deferring until overall WICHE evaluation. We completed our work with Christopher Morphew, associate professor of higher education at the University of Kansas (since moved to the University of Georgia). Morphew examined the efficacy of WUE as a tool for expanding educational opportunity and found that it was accomplishing its objectives with respect to access and equity. We attempted to continue our work in this arena by partnering with Pathways to College to seek funding to examine how well portable financial aid programs work in expanding equity in interstate reciprocal programs, but we were unsuccessful in attracting grant funds to do so.*

*We have not pursued an evaluation of PSEP.*

**2008 Recommendation: Retain 2007 recommendation, although it is recommended that the PSEP evaluation be deferred until a major review of WICHE and its executive director are undertaken in 2009 or 2010.**

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

*Partially accomplished. Our Lumina-funded Changing Direction project, which comes to a close this year, has been recognized as an exemplary national program for linking funding to access and quality. We have not yet been successful, however, in attracting further funding from Lumina, either for the project in the workplan on increasing productivity or the project subsequently approved by the Executive Committee on community college funding. Our Ford Foundation grant, which focuses on workforce development, with a particular focus on increasing the success of disadvantaged populations in preparing for high-skill/high-wage occupations,*

has moved forward quite smoothly, with the first cohorts of participating states having now completed their work under the grant, a second cohort underway, and a third cohort about to begin its work. The American TelEdCommunications Alliance (ATAAlliance), which has been a collaboration with MHEC, SREB, and MiCTA, unfortunately has not met our expectations, as we will be discussing with you later in this meeting. WCET continues to see support for multifaceted projects that enhance technology-mediated instruction, though we have found it increasingly difficult to secure the level of resources that have traditionally flowed to this program. Sally Johnstone's departure temporarily reduced our fundraising efforts for WCET this past year. I have little doubt that this will turn around now that Louis Fox is the new WCET director. The Mental Health Program has had another banner year.

**2008 Recommendation: Retain 2007 objective.**

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

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

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

*Accomplished. The Policy Analysis and Research unit's recently developed annual "Benchmarks Report" allows any interested party to assess how well the West is addressing the most pressing issues of higher education, access, and quality. We also continued to provide technical assistance to a number of states, most notably Alaska, California, Hawaii, Oregon, and South Dakota.*

**2008 Recommendation: Retain 2007 objective.**

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

*In process. While losing Sally Johnstone created mighty big shoes to fill, we are very fortunate to have Louis Fox to lead WCET and WICHE's other technology-related activities. Through Louis's leadership WCET will remain a vital and vibrant part of WICHE. The Mental Health Program has become a strong, financially viable operation, securing a substantial federal grant and numerous other sources of funding that have returned it to a solid financial position.*

**2008 Recommendation: Retain 2007 objective.**

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

1. Accomplish those aspects of the commission-adopted workplan that fit within this objective, including securing external financial support for at least two major policy, research, or technical-assistance projects, consistent with WICHE's mission and priorities.

*Not accomplished. As mention previously in this self-evaluation, we have not secured new funding for work in the Policy Analysis and Research area. We have a number of proposals currently being considered for support, but no firm commitments in place. In part, our failure to secure funds results from Cheryl Blanco's departure, which left us with little time or expertise to pursue such funding, given the need to distribute her workload to other staff members, who had limited time to pursue the future agenda. Ultimately, however, securing such funds is my responsibility, and our failure to do so this past year is, therefore, my own failure.*

*We were able to quite successfully pursue and/or complete a number of projects on the workplan, including successful implementation of the Ford Foundation grant to examine the connection between higher education and state workforce development, with a particular emphasis on using higher education as the avenue for traditionally underrepresented populations to move into high skill/high wage jobs of the future. We are also*

nearing completion of the Changing Direction grant from Lumina, which has allowed us to work with many WICHE states, and others as well, to help them better align their state finance policies to enhance the success of traditionally underrepresented groups in higher education.

**2008 Recommendation: Retain 2007 objective.**

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

*In process. I provided substantial technical assistance to higher education planning efforts in four states this year: South Dakota and Hawaii, with regard to a potential workforce development initiative; Oregon, with regard to assisting in the development of a new "shared responsibility" redesign of state financial aid; and California, with regard both to executive compensation and community college finance.*

**2008 Recommendation: Retain 2007 objective.**

My self-evaluation for fiscal year 2007 (2006-2007) reflects great effort but less substantial performance over the past year; while my proposed objectives for fiscal 2008 (2007-2008) reflect my desire to boost that performance. I spent a great deal of the last year recruiting new leadership to the senior levels of the organization, which limited the time I had available to accomplish the workplan that you adopted last May. Though I continue to consider both my leadership (within the region and nation) and my management of the organization as strong, this past year was certainly not the best indication of that. I look forward to receiving your reactions to my perceptions and to hearing how you believe I can better serve WICHE in the future.

**David Longanecker**



# Committee of the Whole Call to Order/Introductions

Monday, May 21, 2007 — 8.30 - 8.45 am  
Continental Divide

2 Monday 8.30 - 8.45 am



# Monday, May 21, 2007

**8.30 - 8.45 am**

Continental Divide

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

### **Agenda**

Call to Order: Cam Preus-Braly, chair

Welcome and introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole  
meeting minutes of November 13-14, 2006 2-5

Report of the chair

Report of the executive director





## NEW COMMISSIONERS

**Ann Daley** was appointed in January as the executive director of the Washington State Higher Education Coordinating Board, a position she held previously, from 1989 to 1993 (during which time she also served as a WICHE commissioner). Previous to taking the position this year, she was executive director of Washington Learns, where she led a review of the state's public education system, from early learning through higher education; this year, the Washington Learns report formed the basis of a legislative proposal by Governor Chris Gregoire to improve public education funding and accountability. Daley also served as director of the Office of Financial Management, as assistant state treasurer, as a senior policy adviser to Governor Booth Gardner and Governor Gary Locke, as vice president for administration and finance at The Evergreen State College, and in other positions.

**David Skaggs** is the executive director of the Colorado Department of Higher Education and the Colorado Commission on Higher Education. Previous to this, he served as the 2nd Congressional District representative for 12 years. Before that, he served in the Colorado House from 1981-87 and was chief of staff to then-Congressman Timothy Wirth. He is the founder and executive director of the Center for Democracy & Citizenship at the Council for Excellence in Government, which works to strengthen American democracy through several projects and activities, many of them school-based. He earned a bachelor's degree from Wesleyan University and a law degree from Yale Law School. Skaggs is a decorated Marine who served in Vietnam. He is of-counsel with the firm Hogan & Hartson.



**ACTION ITEM**  
**Committee of the Whole**  
**Meeting Minutes**  
**November 13-14, 2006, Colorado Springs, CO**

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Report of the chair ..... 2-9

Report of the executive director ..... 2-10

Report from the Nominating Committee ..... 2-10

Committee of the Whole, second session (November 14, 2006): ..... 2-10

Report of the Audit Committee ..... 2-10

    Action Item: FY 2006 audit report..... 2-10

Report of the Executive Committee ..... 2-10

Report of the Programs and Services Committee..... 2-11

Report of the Issue Analysis and Research Committee ..... 2-11

    Action Item: Approval to seek funds for a higher education productivity study..... 2-12

Review of the general fund budget.... 2-12

Discussion Item: Review of policy regarding reserves..... 2-12

Discussion Item: Review of senior officer salary comparisons ..... 2-13

Action Item: Election of chair, vice chair, and immediate past chair of the WICHE Commission ..... 2-14

Other business ..... 2-14

Selection of the Executive Committee members ..... 2-15

# PARTICIPANTS

## Commissioners

\* Executive Committee member 2006

### ALASKA

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

Patricia Heller  
Director  
Alaska Governor's Office  
Anchorage

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

### ARIZONA

\*Joel Sideman  
Executive Director  
Arizona Board of Regents  
Phoenix

### COLORADO

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

William Hybl  
Chairman and CEO  
El Pomar Foundation  
Colorado Springs

### HAWAII

Roy T. Ogawa  
Attorney at Law  
Honolulu

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

Helen Sokugawa  
Institutional Analyst  
Office of the Vice Chancellor for Academic Affairs  
University of Hawaii  
Manoa

### IDAHO

Arthur Vailas  
President  
Idaho State University  
Pocatello

### MONTANA

Dan W. Harrington  
State Senator  
Montana State Senate  
Helena

\*Ed Jasmin  
Immediate Past Chair  
Montana Board of Regents  
Big Fork

Mary Sheehy Moe  
Dean  
Montana State University-Great Falls College of  
Technology  
Great Falls

### NEVADA

Jane Nichols  
Vice Chancellor for Academic and Student Affairs  
Nevada System of Higher Education  
Reno

\*Carl Shaff  
Educational Consultant  
Nevada State Department of Education  
Reno

### NEW MEXICO

Dede Feldman  
State Senator  
Albuquerque

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

### NORTH DAKOTA

Pamela J. Kostelecky  
Member  
State Board of Higher Education  
Dickinson

\*David E. Nething, WICHE Chair, 2006  
State Senator  
Jamestown

## **OREGON**

Ryan Deckert  
State Senator  
Portland

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

## **SOUTH DAKOTA**

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

James O. Hansen  
Regent  
South Dakota Board of Regents  
Pierre

## **UTAH**

Bonnie Jean Beesley  
Utah Board of Regents  
Salt Lake City

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

## **WASHINGTON**

Jeanne Kohl-Welles  
State Senator  
Olympia

## **WYOMING**

Thomas Buchanan  
President  
University of Wyoming  
Laramie

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

### **Staff Present**

David Longanecker  
Executive Director

Erin Barber  
Executive Assistant

Louis Fox  
Executive Director  
WCET

Susan Vermeer Lopez  
Project Coordinator  
Programs and Services

Mimi McFaul  
Research Associate  
Mental Health Program

Craig Milburn  
Director  
Accounting Services

Jere Mock  
Director  
Programs and Services

Dennis Mohatt  
Director  
Mental Health Program

Jeanette Porter  
Administrative Assistant  
Mental Health Program

Terese Rainwater  
Program Director, State Scholars Initiative  
Programs and Services

Margo Schultz  
Program Coordinator, Student Exchange Programs  
Programs and Services

Jenny Shaw  
Administrative/Project Coordinator  
Mental Health Program

Scott Adams  
Senior Research and Technical Assistance Associate  
Mental Health Program

### **Guests Present**

Art Hauptman  
Consultant

Carol Liu  
California Assembly Member

David Iha  
WICHE certifying officer, Hawaii

Lisa Shipley  
WICHE certifying officer, Wyoming





## **COMMITTEE OF THE WHOLE, FIRST SESSION: CALL TO ORDER**

### **Monday, November 13, 2006**

David Nething, WICHE chair, called the meeting to order and introduced the eight newly appointed commissioners:

- Patricia Brown Heller, director of the Office of the Governor in Anchorage.
- Eddie Dunn, chancellor of the North Dakota University System.
- Dan W. Harrington, a senator from Montana and former member of the state's House of Representatives.
- Peter C. Knudson, a Utah state senator and assistant majority whip.
- Pamela J. Kostelecky, a member of the North Dakota State Board of Education.
- Mary Sheehy Moe, dean of Montana State University-Great Falls College of Technology.
- Helene I. Sokugawa, an institutional analyst in the Office of the Vice Chancellor for Academic Affairs at the University of Hawaii, Manoa.
- Arthur C. Vailas, president of Idaho State University.

Ed Dunn and Peter Knudson were unable to attend this meeting.

Chair Nething welcomed the new commissioners and everyone to the meeting. He outlined the agenda for the day and the logistical arrangements.

David Longanecker, executive director of WICHE, reported the appointment of the following WICHE staff members: Louis Fox, executive director of WCET; Susan Vermeer Lopez, Programs and Services project director; and Candice Tate, Mental Health Program. He also introduced the guests and staff present.

### **ACTION ITEM**

#### **Approval of the Minutes of May 22-23, 2006**

COMMISSIONER JASMIN MADE A MOTION TO APPROVE THE MINUTES OF THE COMMITTEE OF THE WHOLE MEETING OF MAY 22-23, 2006. COMMISSIONER HYBL SECONDED THE MOTION. The motion carried unanimously.

### **Report of the Chair**

#### **David Nething, WICHE Chair**

Chair Nething stated that he'd had an interesting year as chair of the commission. It was challenging with respect to the staff members who have moved on to other things. Although it is a great loss to WICHE to have key staff members leave the organization, it's also a compliment because it speaks to the exceptional quality of the staff, indicating they are attractive to other organizations.

Nething reported that he'd attended several higher education meetings in the past six months. He said that he'd come to the commission as a practicing lawyer rather than as an academician, and he'd also served as a legislator. He feels he has learned a great deal about higher education. Having attended a variety of meetings, he believes that several things are critically important, not only to the states but to the country, as well. Helping college freshmen become successful students is very important, and we must start reaching students earlier, beginning no later than middle school. The biggest problem seems to be students' need for remedial courses. Fifty percent of high school seniors who apply to college require remediation, particularly in math and science. He encourages states to focus a renewed emphasis regarding ways to better serve students.

Nething also recommended that there be a change in educational terminology: "job development" should be changed to "career development." It is important to help students prepare for a career, and higher education must provide the national leadership in that direction. Higher education institutions willing to be leaders in this area will provide more job opportunities for their graduates in the private sector. In addition, there is a need for a new emphasis on ethics, and higher education should take the leadership role in this area. There is a need for a review of ethics by campuses, the private business sector, and students, so that everyone knows what it means to deliver a day's work for a day's pay. Higher education is the only sector that can provide national leadership on this issue.

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

David Longanecker commended Chair Nething for his service and leadership as chair of the commission, stating that he was instrumental in working with the California and with Governor Schwarzenegger's appointment secretary in reengaging that state with WICHE.

Longanecker reported that this has been an interesting year. WICHE is making a huge contribution to West and nationally. The current WICHE staff is one of the strongest in the organization's history, and WICHE has had a history of hiring exceptional staff members, who left enormous imprints. He recognized those who have left the organization and updated the commission on the search processes to date, again stating his excitement about the recent appointment of Louis Fox to WCET.

**Report of the Nominating Committee**  
**Diane Barrans, Committee Chair**

Diane Barrans, chair of the Nominating Committee, reported that the committee's task was to select a new vice chair of the commission. She recognized commissioners Ed Jasmin and Jim Sulton, who also served on the committee. The committee received several outstanding nominations, which was a reflection on the quality of the organization. The committee nominee for vice chair was Commissioner Roy Ogawa. There was strong support from the commission for this nomination.

Chair Nething thanked the Nominating Committee for its efforts. The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, November 14, 2006, at 10:30 a.m.

**COMMITTEE OF THE WHOLE, SECOND SESSION**  
**TUESDAY, NOVEMBER 14, 2006**

Chair Nething reconvened the Committee of the Whole at 10:30 a.m.

**Report and Recommended Action of the Audit Committee**  
**Diane Barrans, Committee Chair**

Commissioner Barrans reported that the members of the Audit Committee included Linda Blessing and commissioners Roy Ogawa, Ed Jasmin, and Jane Nicholas. The Audit Committee requested an audit because the consolidated financial statements were brief and prepared differently than they had been in the past. The Audit Committee conducted a meeting by telephone on October 3, 2006, at 4:00 p.m., without staff. Later, staff members David Longanecker and Craig Milburn were included in the teleconference. They responded to Audit Committee questions. The Audit Committee found the audit to be cogent and found the staff responses to be appropriate.

COMMISSIONERS BARRANS/JASMIN MOVED ACCEPTANCE OF THE FY 2006 AUDIT REPORT FROM CLIFTON GUNDERSON. The motion carried unanimously.

**Report and Recommended Action of the Executive Committee**  
**David Longanecker, for Cam Preus-Braly, Committee Chair**

In the absence of the Vice Chair Cam Preus-Braly, Dave Longanecker reported that the Executive Committee approved the minutes of the last two Executive Committee meetings of May 22, 2006, and August 21, 2006; received a report on the Mental Health Program, which is as strong financially as it has ever been; discussed the schedule for the November 13-14, 2006, meeting; and convened in executive session to discuss the executive director. There were no recommendations made by the Executive Committee.

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

### **Carl Shaff, Committee Chair**

Commissioner Shaff reported that the committee heard an overview of the three WICHE Student Exchange Programs by Jere Mock and Margo Schultz. He stated that Mock also described WICHE's plan to develop a regional health care advisory council, with the goal of helping to develop regional initiatives to encourage and motivate students to enter a range health care fields in rural and underserved areas in the West. The committee also discussed the proposed restructuring of some of the low-use fields in the Professional Student Exchange Program (PSEP), including inactivating a few of the underutilized fields and increasing support fees for pharmacy. Action on the staff recommendation will be taken at the May 2007 meeting.

Chair Shaff stated that Teresa Rainwater provided a report on the State Scholars Initiative (SSI), which she directs and WICHE administers for the U.S. Department of Education. He reported that WICHE has a \$6.6 million grant to work with states to encourage middle and high school students to take a more rigorous high school curriculum. WICHE is currently working with 18 states, and four more states are slated to join this project later this month.

Chair Shaff reported that the national SSI Advisory Board and state representatives will meet in Denver on December 7, 2006. Commissioner Marshall Lind, vice chair of the Programs and Services Committee, serves on this national board along with WICHE Commissioner Jane Nichols. The committee also received an update by Susan Lopez on the new WICHE Internet Course Exchange (WICHE ICE) program, which has 11 two- and four-year institutions as charter members. Shaff reported that the Programs and Services Committee has no recommendations for action items at this time.

Commissioner Mary Sheehy Moe of Montana asked for clarification on the SSI timeline and on the criteria for the rigorous high school curriculum. Teresa Rainwater responded that the RFP has closed and that by November 20, 2006, an expert panel of national scholars will present recommendations to WICHE and the U.S. Department of Education for new SSI members. Up to four states will be selected by November 27, 2006. The U.S. Department of Education has the prerogative to change the date if additional information is required. Rainwater reported that Wyoming and South Dakota have submitted proposals.

Committee Chair Shaff thanked Jere Mock and the WICHE staff for their excellent work and for the reports they have provided to the Programs and Services Committee.

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

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

Commissioner Jane Nichols reported that the committee had had an opportunity to get to know Louis Fox, newly appointed executive director of WCET, and to hear about his plans for that organization. In addition, David Longanecker updated the committee on Policy Analysis and Research, WCET, and other WICHE initiatives. Chair Nichols said there is still an effort to find \$1 million to complete the learning center and mentioned something Louis Fox had said: "It's a little ironic that I'm working for a high tech organization which doesn't have a high tech facility."

Nichols stated that the committee received a report on several projects in the workplan:

- The residency study needs a funding source.
- The affordability study is underway.
- There has been no success in finding funding for the Academic Competitiveness Grant project, so it is off the table.
- The *Changing Direction* grant is ending January 2007. Money is available in this grant that needs to be spent by February; it can be used for up to four states to conduct roundtables or other such activities that link finance and financial aid policy. Interested states should contact the WICHE office.
- The final item was an action item to seek approval for the staff to seek funding for a higher education productivity study. The study will be done in conjunction with the State Higher Education Executive Officers (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS).

COMMISSIONERS NICHOLS/OGAWA MOVED AND SECONDED A MOTION TO GRANT THE WICHE STAFF PERMISSION TO SEEK FUNDING FOR THE HIGHER EDUCATION PRODUCTIVITY STUDY. The motion passed unanimously.

## **Review of the General Fund Budget**

### **David Longanecker, WICHE Executive Director**

David Longanecker presented the WICHE general fund budget for FY 2006 and FY 2007. He stated that Craig Milburn is the new chief financial officer. Milburn was ill and unable to attend this meeting. The budget in the agenda packet was prepared by Marv Myers while he was still on the WICHE staff. In the future the budget format will be modified and will use the American Accounting System format, which is designed for lay consumption. Longanecker stated that WICHE's financial conditions are actually stronger than reflected in the budget in the agenda.

Longanecker succinctly explained the budget, which shows projected revenue of \$2,241,000 in 2007. Commissioner Jasmin asked if the California had paid its dues, and Longanecker responded that they'd been paid for the current year. The California community colleges have not yet paid the \$87,000 they owe in arrears. (Henceforth, the community colleges will not pay any further dues). If they don't pay their arrears, Longanecker will take action against them in the California branch deficiency side of California state government.

Longanecker reported that the revenue side of the budget is running very close to projected figures. Currently, it is difficult to be precise about the interest and indirect cost recoveries because it's not known what grants may come in; also, the interest amount depends greatly upon when PSEP fees are paid. He encouraged states to pay their dues.

On the expenditure side of the budget, Longanecker reported that this was originally anticipated to be a deficit figure. However, there is a surplus of \$95,000, since expenses were less than anticipated and because the organization starting 2007 with a reserve of \$1 million. He reported that one of the reasons for the reserve is due to salary savings because of the resignations of top staff, which is not a good thing for the organization.

Longanecker and Craig Milburn will revise the budget format to focus more attention on the total funding of the organization, which includes SSI (with \$2.4 million) and the Mental Health Program (with \$1.4 million). The one area most at risk is WCET. Sally Johnstone left in June and had not been fundraising for a few months prior to her departure; therefore, the reserves in that program are being depleted at this time. WICHE will be helping WCET rebuild its reserves. Longanecker reported that staff will revise the budget format and present a preliminary draft for FY 2008 at the May 2007 meeting.

Commissioner Byers recommended a different budget-reporting method, which had been presented to the commission some time ago by former commissioner Don Carlson. Longanecker responded that that is the budget format staff will pursue.

Commissioner Jasmin asked if the commission had approved the budget, and Longanecker responded that it was approved at the May 2006 meeting.

## **DISCUSSION ITEM**

### **Review of Policy Regarding Reserves**

Longanecker reported that the commission, at its May 2000 meeting, revised its policy regarding minimum reserve requirements. He outlined the current policy, which was included in the agenda. The current policy required WICHE to maintain a reserve of at least 12 percent of the general fund budget. The intent of that policy was that reserves were not intended to be a balancing wheel for operating fund deficits. That policy has worked reasonably well for the organization. He recommended that it now makes sense to adopt a new reserve policy and suggested that the commission adopt one at the May 2007 meeting.

He outlined the reasons for reviewing the policy. First, it's been six years since the policy has been reviewed, and it is appropriate to consider whether the policy has worked to protect the financial integrity of the organization. Second, the organization now has a substantial asset/liability in the new State Higher Education Policy Center (SHEPC) building,

which requires fiduciary responsibility. It is imperative to rethink the policy to sustain the obligation and responsibility to WICHE, NCHEMS, and SHEEO. Third, unanticipated circumstances (such as the midyear reduction in staff experienced this year) may require the budget to be adjusted.

The proposed recommendations would be to maintain the minimum reserve at 12 percent for the purposes it was originally intended; to maintain a reserve to protect the agency's capacity to meet WICHE's building payment, equal to half the annual facilities cost of \$250,000; to allow reserves of up to 10 percent of budgeted general fund expenditures for unanticipated operating fund shortfalls; and to encourage all self-funded units to strive to maintain a reserve equal to at least 25 percent of their operating budget.

Chair Nething said that unless there was an objection, a policy as outlined in the agenda will be presented to the commission for action at the May 2007 meeting.

Commission Pamela Kostelecky wanted to know if the other partners in the building have a reserve policy. Longanecker responded that he will have a discussion with NCHEMS and SHEEO regarding their reserve policies. At the present time, both of those agencies maintain a higher than 25 percent reserve.

Commissioner Roy Ogawa asked if the percentages and the \$250,000 were cumulative. Longanecker responded affirmatively, stating that the total percentage in reserve could possibly be higher than 45 percent of general fund appropriations.

Commissioner Mary Sheehy Moe asked if the reserves included coverage of deferred maintenance. Longanecker responded that the building costs cover all the deferred maintenance. In a few years the building will be paid in full, and there will no longer be the same nature of liability.

Commissioner Klaus Hanson asked why the 5 percent residual is needed once Mental Health and WCET have their own funds. Longanecker said it would allow WICHE to go into negative fund balance without having to release staff. In essence, this would provide the equivalent of a rainy day fund to protect against modest unanticipated perturbations in financial circumstances.

Commissioner Helene Sokugawa asked where the facility costs are reflected in the budget. Longanecker stated that the facility costs are reflected within the budgets of the different units. A more comprehensive budget, costing out the facility, was provided in the May 2006 agenda.

## **DISCUSSION ITEM**

### **Review of Senior Officer Salary Comparisons**

David Longanecker reported that at the May 2006 meeting, the Executive Committee asked him to present a plan to bring the executive director's salary into line with that of other higher education leaders throughout the nation and to include a way to align the salaries of other senior staff in proportion to that of the executive director. He outlined the straightforward analysis of trying to reach a target annual salary of \$200,000, as suggested by the Executive Committee. The analysis was developed based upon 10 percent incremental increases to reach the desired goal. To reach a \$200,000 annual salary would require an increase of \$31,500, an 18.7 percent increase. The fiscal consequence of that would require that each state's WICHE dues would be increased by 3 percent.

Longanecker pointed out that increasing the executive director's salary would also necessitate increasing the salaries of other professional staff to maintain alignment in managing the organization. When increasing the salary of senior officers in an organization, it is important to maintain the balance with other professional staff. This is one dilemma. Another dilemma is that WICHE staff members live between two differently funded arenas – higher education and state government. Higher education has increased senior salaries at a higher rate than state agencies. Compared to state employees, WICHE staff members are well compensated, and WICHE has been able to attract strong staff. He outlined the fiscal consequences of salary increases for the executive director, senior level staff, and support staff. It would result in an increase in state dues of 3 percent, at a minimum. Dues are currently increased by the amount of inflation on an annual basis.

Commissioner Nichols asked for clarification on the assumption that staff salaries are paid by dues. She said it would be difficult to ask states to increase dues at the 3 percent level. Could WICHE salaries be paid on a bonus system?

Longanecker responded that currently there is a bonus system in place in the self-funded units. He could provide the commission with an analysis of a bonus system and will also provide an analysis of how much WICHE could expect the impact on the budget to be for every 1 percent increase in salary. He also suggested that the commission may want to consider waiting to initiate salary increases until the debt-service requirement on the building is complete. At that point the commission will have more flexibility in the budget to increase salaries, with minimal impact on state dues.

There was a question raised as to whether the current salary is an impediment to the executive director accomplishing his work, particularly with the search for senior staff replacements. Longanecker responded that as he searches for new staff, the issue is more poignant today than it was a year ago because candidates seek higher salaries. WICHE was very fortunate in the hiring of Louis Fox, thanks to the financial cooperation of the University of Washington.

Commissioner Kendell asked if grants and contracts could provide a source of revenue over and above the reimbursed overhead to fund the executive director's salary. Longanecker said it could be a possibility, though in the past the commission has believed strongly that the executive director's salary should be paid for entirely from the general fund.

Longanecker said that the purpose of this discussion was to provide an opportunity for the commission to look at the options. Discussion of this item will continue at the May 2007 meeting.

Chair Nething explained that the Executive Committee had requested that Executive Director Longanecker prepare a plan to bring his salary into a more competitive stance of \$200,000. The comparison study included the impact on senior staff salaries. Commissioner Jasmin suggested that further discussions on salary should be done in executive session. Chair Nething said he will pass that suggestion on to the new chair.

### **ACTION ITEM**

#### **Election of Chair, Vice Chair, and Immediate Past Chair**

Chair Nething reported that at the November 13, 2006, meeting of the Committee of the Whole, Commissioner Barran, chair of the Nominating Committee, reported that the committee had selected Commissioner Roy Ogawa as incoming vice chair of the commission.

COMMISSIONERS BYERS/HYBL MOVED AND SECONDED A MOTION TO APPROVE COMMISSIONER CAM PREUS-BRALY AS CHAIR AND COMMISSIONER ROY OGAWA AS VICE CHAIR OF THE COMMISSION FOR 2007, AND COMMISSIONER DAVID NETHING AS IMMEDIATE PAST CHAIR. The motion carried unanimously.

#### **Other Business**

David Longanecker thanked staff members Erin Barber and Jeannette Porter for their exceptional assistance in organizing the November 2006 commission meeting. He also thanked Candy Allen and Annie Finnigan for their help in putting together the agenda book, which was above their normal responsibilities. He reported that the next commission meeting will be held in Whitefish, MT, on May 21-22, 2007. Montana Commissioner Jasmin from advised that no neckties are allowed in the state, and he outlined the various modes of transportation available to those coming to Montana.

On behalf of the commission Longanecker thanked Commissioner Nething for his excellent chairmanship of the commission, jokingly commending Nething for making it possible for the two of them to walk into California Governor Schwarzenegger's office for a successful meeting.

Longanecker also commended Commissioner Byers, whose term will end in 2007, for his service on the commission.

The Committee of the Whole adjourned into recess at 10:30 a.m. in order to participate in a teleconference presentation by Vickie Schray, deputy director for management and planning at the U.S. Department of Education.

## The Committee of the Whole Reconvenes

Chair Nething reconvened the meeting of the Committee of the Whole to pass the gavel to the new vice chair, Roy Ogawa. The new chair, Cam Preus-Braly, was not present. Chair Nething asked the commission to designate one commissioner from each state to serve on the Executive Committee. The following is the list for the Executive Committee:

Alaska	Diane Barrans
Arizona	Joel Sideman
Colorado	William Hybl
Hawaii	Roy Ogawa and Helene Sokugawa
Idaho	Dwight Johnson
Montana	Ed Jasmin
Nevada	Carl Shaff
New Mexico	Patricia Sullivan
North Dakota	Pamela Kostelecky and David Nething
Oregon	Cam Preus-Braly
South Dakota	Robert "Tad" Perry
Utah	Richard Kendell
Washington	Jim Sulton (need to confirm)
Wyoming	Klaus Hansen

Executive Director Longanecker will confirm the Executive Committee membership with states.

The commission commended Commissioner Hybl for providing the meeting facilities at the El Polmar Foundation's Penrose House and for providing exceptional hospitality to commissioners and staff.

Meeting adjourned at 11:35 a.m.





# What's Up in the West? Reports from California, Idaho, New Mexico, and Oregon

Monday, May 21, 2007 — 8.45 - 10.00 am  
Continental Divide

3 Monday 8.45 - 10.00 am



Monday, May 21, 2007

8.45 - 10.00 am  
Continental Divide

**What's Up in the West? A Focus on California, Idaho, New Mexico, and Oregon**

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

*Speakers:*

Murray Haberman: California SHEEO and executive director of the California Postsecondary Education Commission

Dwight Johnson: Idaho SHEEO, executive director of the Idaho State Board of Education, and WICHE commissioner

Beverlee McClure: New Mexico SHEEO, secretary of the New Mexico Higher Education Department, and WICHE commissioner

Cam Preus-Braly: commissioner of the Oregon Department of Community Colleges and Workforce Development and WICHE chair

*Discussion Leader:* David Longanecker, WICHE executive director

**Biographical Information on the Speakers and Discussion Leader**

**Murray J. Haberman** is the executive director of the California Postsecondary Education Commission. He has conducted and directed public policy research for over 30 years and has held numerous senior positions with the commission, most recently as its director of communications and as a senior policy analyst. Prior to his return to the commission in 2001, Haberman served for eight years as assistant director at the California Research Bureau, an independent, nonpartisan public policy research center, where he was responsible for directing and publishing research on education and human service issues.

He also served as a special consultant to the Little Hoover Commission, as executive staff to the Commission for the Review of the Master Plan for Higher Education, and as an analyst at the State Department of Finance. He has published many reports and studies in the area of higher education. Haberman holds a bachelor's degree in political science and in mass communications and politics from the University of California, Davis, and has completed graduate studies at California State University, Sacramento. He also attended Tel Aviv University in Ramat Aviv, Israel where he studied Middle Eastern politics.

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

**Beverlee McClure** is cabinet secretary to the 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.

**Camille Preus-Braly** is the commissioner of the Oregon Department of Community Colleges and Workforce Development. Previous to this, she was the workforce policy coordinator at the Governor's Office of Education and Workforce Policy, also in Oregon, and served as the director of the Office of Educational Policy and Planning, as well as in a number of other government and industry positions. Her B.S. degree is from Middle Tennessee State University and her M.S. in business administration is from Indiana University. She is the 2007 WICHE chair.

# Policy Discussion: What We Know about Brain Development and Cognition and What This Means for Pedagogy

Monday, May 21, 2007 – 10.15 - 11.30 am  
Continental Divide



Monday, May 21, 2007

10.15 - 11.30 am  
Continental Divide

**Policy Discussion: What We Know about Brain Development and Cognition and What This Means for Pedagogy**

The science of learning, from the perspective of a neuroscientist, spans multiple levels of research, from the cellular basis of learning and memory to functional magnetic resonance imaging of subjects engaged in cognitive tasks. Linking the discoveries by experimental neuroscientists to the theoretical foundations of intellectual development is a daunting task; however, there are common themes that emerge from both human and animal studies that can help to shape our ideas of how individuals learn. This seminar will attempt to illustrate these common themes, using examples that relate to language development, gender differences in cognitive abilities, recovery from brain injury, attention deficit disorder, and post-traumatic stress disorder. It will describe some experiments currently in progress in the classroom, where active-learning strategies are being used to help students master introductory biology. These experiments, designed by active research faculty, illustrate the challenges for both the teacher and the learner in creating an environment conducive to learning.

**Biographical Information on the Speaker**

**Gwen Jacobs** is a professor of neuroscience and assistant chief information officer and director of academic computing at Montana State University, Bozeman. Her research spans several fields of neuroscience, as well as the emerging field of informatics and databases for the scientific community, focusing on development, plasticity, and systems neuroscience with a special emphasis on structure function relationships in the nervous system and information processing in sensory systems. Her work has been funded continuously for the last 25 years by both the National Institutes of Health (NIH) and the National Science Foundation (NSF).

Jacobs received her undergraduate training in human anatomy and physiology from U.C. Berkeley and earned a master's degree in physiology from U.C. Davis and a Ph.D. in neuroscience from SUNY Albany. She was a faculty member at U.C. Berkeley for 15 years prior to taking her current position at Montana State University, where she heads the Department of Cell Biology and Neuroscience. She directs the Howard Hughes Undergraduate Biology Program, an effort to infuse mathematics and quantitative reasoning into the introductory biology sequence in her department. At the national level, she was a member of the National Science Foundation's Biological Sciences Advisory Committee for six years, serving as chair for one year, and has also been a member of the National Advisory Research Resources Council and the Society for Neuroscience Committee on Informatics. She's currently a member of the Pacific Northwest Gigapop Advisory Board.

Jacobs maintains a very active research program in three distinct but overlapping areas of research: probabilistic and compartmental modeling of neural systems; neuroinformatics, specifically the development of semistructured databases; and computational tools for use by the scientific community. She is the principle investigator of the Lariat Networking project, an effort to upgrade the physical network infrastructure in six rural state institutions, thereby improving the research competitiveness and collaborative activities of biomedical researchers at those institutions.



## What's Up at WICHE?

Monday, May 21, 2007 – 11.30 am - 12.15 pm  
Continental Divide



# Monday, May 21, 2007

**11.30 am - 12.15 pm**  
Continental Divide

## **What's Up at WICHE?**

WICHE's WCET, its Programs and Services unit, and its Student Exchange Program (SEP) have witnessed a number of significant developments over the last year, and there are more to come. In this session WCET's Louis Fox, Programs and Services' Jere Mock, and SEP's Margo Schultz will debrief commissioners on what's happening in their programs and what's on the horizon.

### *Speakers:*

Louis Fox, executive director, WCET

Jere Mock, senior program director, Programs and Services unit

Margo Schultz, program coordinator, Student Exchange Program

## **Biographical Information on the Speakers**

**Louis Fox** joined WCET as its executive director in 2006. The founder of the National Internet2 K20 Initiative and a well-known researcher and advocate in the field of technology and education, he came to WCET from the University of Washington, where he served as vice provost for educational partnerships and learning technologies. As vice provost, he created a number of partnership centers that brought university resources to rural communities. He was also instrumental in the creation of the state's Digital Learning Commons, an online educational resource for students, parents, and teachers. On the national level, Fox, executive director of the five-year-old Internet2 K20 Initiative, leads the effort to connect schools, libraries, museums, community colleges, and baccalaureate institutions to Internet2, an advanced networking consortium of U.S. universities and other organizations; over 60,000 institutions in 37 states have been connected, creating a national education grid.

**Jere Mock** is director of the Programs and Services unit at WICHE. She manages WICHE's three Student Exchange Programs – the Professional Student Exchange Program, the Western Regional Graduate Program, and the Western Undergraduate Exchange – which provide a broad range of higher education options for nearly 22,000 students. She oversees the State Scholars Initiative, funded by the U.S. Department of Education's Office of Vocational and Adult Education. She directs WICHE's involvement in several regional initiatives, including the Northwest Academic Forum; the WICHE Internet Course Exchange; and the Master Property Program (a property insurance and risk management consortium developed by the Midwestern Higher Education Compact). In addition, Mock directs WICHE's print and electronic communications. She has received and managed large grants for several WICHE programs, including \$6.6 million for the State Scholars Initiative; \$600,000 from the Fund for the Improvement of Postsecondary Education for the NEON project, and \$400,000 from the



Ford Foundation for the WICHE Institute on Ethnic Diversity. Previously, Mock was executive director of the Mountain Bell Foundation, which distributed \$7 million annually in a seven-state region, and she held managerial positions in the Mountain Bell external affairs and public relations departments. Mock holds a bachelor's in journalism and a master's of public administration from the University of Colorado, as well as an M.B.A. from Regis University. She serves on the boards of several nonprofit organizations.

**Margo Schultz** is WICHE's Student Exchange Program coordinator, overseeing the Western Undergraduate Exchange, the Professional Student Exchange Program, and the Western Regional Graduate Program. Previous to taking this post, she served as the associate director of CONAHEC, the Consortium for North American Higher Education Collaboration, from 1994 to 2003. She was bestowed the Manuel T. Pacheco Award, given to an outstanding individual from Mexico, Canada, or the U.S., for her pivotal role in the development of CONAHEC as a trinational consortium. Schultz also spent seven years in Gabon, Central Africa, teaching English as a foreign language with the Peace Corps and on contract with the Gabonese Ministry of Education. She received her bachelor's degree in business French from the University of Colorado and a master's in international policy studies with an emphasis in intercultural communication from the Monterey Institute of International Studies.

## Lunch and Presentation: Herding Cats in Big Sky Country

Monday, May 21, 2007 – 12.15 - 1.30 pm  
Glacier



Photo courtesy of Montana Tourist Board

# Monday, May 21, 2007

12.15 - 1.30 pm  
Glacier

## Lunch and Presentation

### Herding Cats in Big Sky Country

The Montana Board of Regents made an unprecedented agreement with the governor in September: if he would support funding the Montana University System at a strong level, then they would not raise tuition for two years. He pushed down on costs; they pushed up for realistic inflation and pay-plan funding. The handshake was well publicized statewide. Then came the hard part. Will the legislature fund it? Will the units of the university system and the research agencies, with their many constituents, buy into the deal? What a dilemma if a local legislator proposes a special appropriation for a particular unit! The board's priority is "access and affordability" for students, but will that trump much-needed buildings or programs well-known to local legislators? Montana has a \$1 billion surplus. Especially in Montana, that amounts to real money. Skeptics have good reason to look askance. As with any deal, have we settled too soon for too little? Do we have the organizational discipline to pull it off? In Big Sky Country it is a case study of harnessing energy toward a single-minded goal: the college affordability plan, CAP. The players include the governing board, the governor, the legislature, campus leaders, student lobbyists, and others. Herding cats irreverently describes the challenge.

### Biographical Information on the Speaker

**Sheila Stearns** is a native Montanan who has held a variety of senior administrative positions in higher education, including vice president of the University of Montana, chancellor of the University of Montana – Western, and president of Wayne State College in Nebraska. Since 2003 she has served as the commissioner of higher education in Montana. Her degrees are in English, history, and educational history and leadership. Her particular interests have included access to college for low-income students and the connection between higher education and economic/workforce development.



# Policy Discussion: The Collegiate Learning Assessment – A Robust Approach to Assessing Student Learning

Monday, May 21, 2007 – 2.00 - 3.30 pm  
Continental Divide



Monday, May 21, 2007

2.00 - 3.30 pm  
Continental Divide

**Policy Discussion: The Collegiate Learning Assessment –  
A Robust Approach to Assessing Student Learning**

The Collegiate Learning Assessment (CLA) offers a distinctive approach to assessment and accountability in higher education. The CLA uses new assessment instruments that present complex, realistic problems or performance tasks. The institution (not the student) is the primary unit of analysis. The performance tasks require students to analyze complex materials, varying in reliability and accuracy, and to construct written responses that demonstrate their abilities to think critically, reason analytically, and communicate clearly and cogently. The CLA is designed to measure an institution's contribution, or value-added, to the development of these competencies, including the effects of changes to curriculum and instructional methods. The results are designed to assist faculty and administrators to improve teaching and learning.

The fundamental rationale for the CLA is the imperative to improve our citizens' higher-order skills (critical thinking, analytical reasoning, problem solving, and written communication abilities). This imperative is made more urgent in the Information Age, which places a greater priority on our students' ability to access, structure, and use information, rather than to merely accrue facts.

The CLA is designed primarily to assist faculty in improving teaching and learning, particularly as these relate to strengthening higher-order skills. It also assumes that multiple assessment indicators are required (though this does not mean that certain critical skills – including the higher-order skills the CLA focuses on – cannot be measured). Moreover, the CLA, based on scientifically developed scoring rubrics, permits and encourages institutions to compare their student-learning results with those of similar institutions.

Once institutions assess their students' skills, the question becomes how to interpret their results and what to do to improve them. We have produced a performance task that will allow faculty to review the scoring rubric, criteria for scoring, and sample answers. The plan is to transmit the methodology underlying the CLA to the classroom. In addition, consortia of institutions now using the CLA are beginning to develop best-practice ideas.

**Biographical Information on the Speaker**

**Roger Benjamin** is president and CEO of the New York-based Council for Aid to Education (CAE). He was director of RAND Education from 1994 to 1999 and senior research scientist at RAND from 1990 to 2005. Previous to this, he held various posts at the University of Minnesota – including serving as a member of the Political Science Department, as associate dean and executive officer of its College of

Liberal Arts, and as vice president for academic affairs and provost – and at the University of Pittsburgh, where he was senior vice chancellor for academic affairs and provost. At both universities he led institutionwide strategic-planning efforts. Benjamin is the author or coauthor of 15 books and monographs and numerous articles on institutional design-related questions in political change and public policy, including “The Environment of American Higher Education: A Constellation of Changes,” “Recreating the Faculty Role in University Governance,” and “Assessment versus Accountability in Higher Education.” He has led research teams in five recent strategic-planning engagements: at the City University of New York (CUNY), and in California, Texas, Nevada, and Qatar. He currently codirects a national initiative to assess student-learning outcomes in undergraduate education.



# Programs and Services Committee Meeting

Monday, May 21, 2007 — 3.30 - 5.00 pm  
Continental Divide

8 Monday 3.30 - 5.00 pm





Monday, May 21, 2007

3.30 - 5.00 pm  
Continental Divide

**Programs and Services Committee**

Carl Shaff (NV), chair  
Marshall Lind (AK), vice chair  
Cam Preus-Braly (OR), ex officio  
Roy Ogawa (HI), ex officio

Committee vice chair (AK)  
John Haeger (AZ)  
Position vacant (CA)  
William Hybl (CO)  
Helene Sokugawa (HI)  
Robert Kustra (ID)  
Dan Harrington (MT)  
Committee chair (NV)  
Dede Feldman (NM)  
Eddie Dunn (ND)  
James Sager (OR)  
James Hansen (SD)  
Peter C. Knudson (UT)  
Phyllis Gutierrez Kenney (WA)  
Tom Buchanan (WY)

**Agenda**

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



Approval of the Programs and Services Committee meeting minutes of November 13, 2007 8-3



Approval of the FY 2008 Programs and Services workplan 8-8



Approval of PSEP restructuring 8-10

**Information Items:**

Student Exchange Program updates 8-19  
Report on the State Scholars Initiative 8-22  
The American TeleEdCommunications Alliance 8-26  
Other Programs and Services updates 8-27  
Other business and adjournment



# **ACTION ITEM**

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

### **November 13, 2006**

#### **Committee Members Present**

Carl Shaff (NV), chair  
Marshall Lind (AK), vice chair  
David Nething (ND), ex officio  
Cam Preus-Braly (OR), ex officio

William Hybl (CO)  
Helene Sokugawa (HI)  
Sen. Dan Harrington (MT)  
Sen. Dede Feldman (NM)  
James Hansen (SD)  
Peter Knudson (UT)  
Tom Buchanan (WY)

#### **Committee Members Absent**

John Haeger (AZ)  
Robert Kustra (ID)  
Eddie Dunn (ND)  
James Sager (OR)  
Phyllis Gutierrez Kenney (WA)

#### **Other Commissioners Present**

Diane Barrans (AK)  
Joel Sideman (AZ)  
William Byers (CO)  
Arthur Vailas (ID)  
Ed Jasmin (MT)  
Patricia Sullivan (NM)

#### **Staff Present**

Jere Mock, senior program director, Programs and Services  
Jeanette Porter, administrative assistant, Mental Health Program  
Terese Rainwater, program director, State Scholars Initiative  
Margo Schultz, program coordinator, Student Exchange Programs  
Susan Vermeer Lopez, project coordinator, Programs and Services  
Dennis Mohatt, Mental Health Program director

#### **Guests Present**

David Iha, certifying officer, Hawaii  
Lisa Shipley, certifying officer, Wyoming

### **ACTION ITEM**

#### **Approval of the Minutes of the May 22-23, 2006, Committee Meeting**

Chair Carl Shaff called the meeting to order and introduced Commissioner Marshall Lind, the new vice chair of the Programs and Services Committee. He also introduced new committee members Helene Sokugawa and Sen. Dan Harrington.

COMMISSIONERS HANSEN AND BUCHANAN MOVED AND SECONDED A MOTION TO APPROVE THE MINUTES OF THE MAY 22-23, 2006, PROGRAMS AND SERVICES COMMITTEE MEETING. The motion passed unanimously.

### **INFORMATION ITEM**

#### **Student Exchange Programs Update**

Chair Shaff reviewed the agenda and introduced Jere Mock, senior program director of Programs and Services, who provided an overview of the Student Exchange Program (SEP). Mock explained that since the May 2006 commission meeting, staff has focused on increasing operating efficiencies, primarily via the development of new databases to administer and promote the programs. Mock also reported that Programs and Services and the Mental Health staff members will work with the commissioners to form a regional health care advisory council. The advisory council's goal will be to identify emerging workforce needs throughout the region and across a range of health care professions; and to identify effective models of health care education and delivery throughout the rural West. Funding from federal agencies or foundations will be sought to cover the costs of convening the advisory council. The feasibility of adding a loan repayment component to PSEP, as an incentive for Professional Student Exchange Program (PSEP) graduates in the health fields to serve in the rural and underserved areas, will also be explored.

Margo Schultz, Student Exchange Program coordinator, gave an update on the three programs. The Western Undergraduate Exchange (WUE) is the largest, with over 21,000 students this year, an increase in enrollment of 5 percent over last year. WUE students pay 150 percent of resident tuition, and there are 133 participating institutions. She reported that WUE students saved an estimated \$129 million for the 2006 academic year.

Schultz reported that two California State University (CSU) institutions have recently joined WUE – CSU Dominguez Hills and CSU Bakersfield – bringing the total of WUE institutions in that state to five. CSU Northridge and CSU Long Beach have also expressed interest. The University of Northern Colorado (UNC) and Colorado State University (CSU) in Fort Collins have rejoined WUE and will begin accepting new WUE students in fall 2007.

Schultz provided more information regarding the new online databases for WUE and the Western Regional Graduate Program (WRGP). Commissioner Barrans wanted to know what control mechanisms were in place to ensure that institutions update their profiles and program listings on a regular basis so that students and parents who used the site would have a positive experience. Schultz said staff will contact institutions each summer to update their listings. All updates entered by institutional representatives are reviewed and approved by WICHE staff before they are posted to the site. The database also has improved reporting features that allow faster reporting and more detailed analysis of program usage, so that states can track trends for both incoming WUE students and their students who use WUE to study out of state.

The second program, Schultz reported, is the Western Regional Graduate Program, which had 450 students enrolled in fall 2006, a slight increase from 2005. This program is made up of 179 distinctive, high-quality programs at 39 institutions in the West. Many of the programs added in the past couple of years are interdisciplinary and dual-degree programs.

Schultz explained that the third program, the Professional Student Exchange Program (PSEP), includes 14 fields, primarily in the health professions, with 744 students enrolled as of fall 2006. States have invested \$13.4 million this year to provide access for their residents to programs not available in their states. The fields with the largest PSEP enrollments are veterinary medicine (207 students), optometry (146 students), and dentistry (144 students). Arizona's \$600,000 increase in PSEP funding contributed largely to the rise in student numbers: almost 70 more students were supported, compared to 2005. Schultz mentioned that staff is working with PSEP states to update their alumni practice location statistics by early 2007, so that policymakers will have a better idea of how many students are returning to their home state to practice.

Attracting more WICHE PSEP graduates into underserved areas throughout the West was a predominant theme at the May 2006 Programs and Services Committee meeting. This will be an important focus for the new health care advisory council. Schultz cited a report which found that the lack of spousal employment opportunities, low compensation, and lack of cultural and educational activities in rural areas were among the primary barriers to recruitment of physicians and registered nurses in underserved areas.

WICHE staff will look to the guidance of the new health care advisory council on how to develop "grow your own" pipeline programs, creating clinical rotations within the Western states, and working with institutions to develop curriculum that addresses health care practice in rural and underserved areas. Depending on funding, WICHE hopes to convene the first meeting by summer 2007. WICHE staff will draft a background paper and pursue funding sources to cover the costs associated with the advisory committee functions.

Commissioner Barrans suggested that a background paper may help the council frame the discussion. She stated that in Alaska there must be careful consideration in identifying communities that can be helped in order to set reasonable expectations about what can be accomplished by the initiative. She suggested that the background paper provide realistic expectations and delineate where and how health care practice might be impacted. She also asked if the council would address long-term versus short-term workforce needs or chronic workforce needs. In Alaska a short-term need often will emerge that may not require a large number of practitioners per year. It would be helpful if the advisory committee could address those varying needs.

Commissioner Lind stated that he had a name he wanted to submit for nomination to the council. Schultz said she will be canvassing the commissioners to get their recommendations for the advisory council. Chair Shaff pointed out that the draft list of advisory council members is confidential and designed as a starting point for commissioners to build upon. He suggested that a manageable size for the advisory council would be around 50 members.

**INFORMATION ITEM**  
**Restructuring of the Professional Student Exchange Program's**  
**Group A and Group B Fields**

Schultz asked the committee members to consider inactivating several low-use "Group B" fields in WICHE's Professional Student Exchange Program and to consider the feasibility of elevating the field of pharmacy to "Group A" status. She explained the differences between PSEP's Group A and Group B fields. Group A is composed of fields in which access is more competitive and where there are significant workforce shortages, such as dentistry, occupational therapy, allopathic medicine, osteopathic medicine, optometry, physical therapy, and veterinary medicine. The students in these programs pay resident tuition at public institutions. In most cases the support fee is high enough to cover the cooperating school's resident/nonresident tuition differential, so that enrolling institutions have an incentive to admit WICHE students.

Historically, there are fewer access issues and less workforce pressure for fields in the Group B category, which includes architecture, graduate library studies, graduate nursing, pharmacy, and public health. The support fees are credited to the nonresident tuition or the full private tuition, and the student pays the balance. Over the past 10 years, enrollments in the Group B fields have been very low, except in pharmacy.

Staff recommends that commissioners consider recategorization of pharmacy to Group A status. If this is done, the support fee would have to be increased by approximately \$6,000 over the AY 2006 support fee rate, bringing the total support fee for pharmacy to approximately \$12,500 to cover the tuition differentials at the majority of WICHE's participating schools in public institutions.

Schultz noted that the University of Southern Nevada's three-year "PharmD" program is now accredited, and that there are plans to open two new pharmacy schools in the next five years, if they are funded. They include the University of Hawaii at Hilo, which plans to admit students as early as fall 2007, and the University of Nevada Reno/University of Nevada Las Vegas School of Pharmacy, which could admit students as early as fall 2009, if funded.

Commissioner Barrans stated that if Nevada and Hawaii intend to have all of their need absorbed by the new pharmacy schools in their own states, eventually Alaska may be the only state enrolling pharmacy students through PSEP. Shaff responded that Nevada will continue to send students to other states' programs until its planned public pharmacy program is fully accredited, which will take four years.

Mock said that Commissioner Jane Nichols, who could not attend the committee meeting, supported the shift of pharmacy to Group A, and she suggested that, if possible, staff consider phasing in the support fee increase.

Chair Shaff responded that the possibility of moving pharmacy to Group A was touched on by the committee back at the May 2006 meeting and suggested that a final decision be delayed until the May 2007, to allow time for further discussion and to let commissioners check the impact on their state budgets.

Schultz summarized the options: maintain the status quo, since at least two new public pharmacy schools are under consideration; or reclassify pharmacy to Group A and increase its support fee as soon as possible. Mock said that commissioners representing the states that currently support students in pharmacy through PSEP will continue to be very involved in conversations regarding this proposed change.

Schultz continued the overview of possibilities for the other Group B fields. Wyoming is the only state supporting students in architecture, and no students have been supported recently. Currently, there are 11 master's programs in region. Staff recommends inactivating architecture in PSEP and inviting cooperating institutions with distinctive programs to join WRGP.

Staff also recommends eliminating graduate library studies from PSEP and inviting cooperating institutions with distinctive programs to join WRGP. Schultz reported that only two states support students in this field: New Mexico and Wyoming, with 1.5 students from New Mexico, and none, currently, from Wyoming. Commissioner Sullivan reported that last spring, New Mexico eliminated graduate library studies as one of its funded programs and will focus on dental and veterinary medicine.

Schultz said the University of Arizona's president has said that its graduate library studies program should become self-supported in the very near future. Given the high demand for seats, it is unlikely that the University of Arizona would

discount its seats at the WRGP resident rate. The program has generously charged PSEP students only resident tuition and has absorbed a significant loss in the tuition differential but will not continue to do so into the future.

Commissioner Buchanan responded that the three Wyoming commissioners have discussed this and support moving three programs (architecture, graduate library studies, and graduate nursing) to WRGP.

Concerning public health, Schultz reported that there is one student from Montana in the program, and she will graduate in May 2006. There are 14 master's programs currently available through PSEP, and one distinctive, border-focused program joined WRGP in spring 2006. Schultz suggested that commissioners consider lifting the "distinctiveness" criteria for WRGP programs in all health-related fields; inactivating public health in PSEP; and then inviting all cooperating PSEP public health programs to join WRGP.

WICHE's support fee for graduate nursing is very low, and no graduate nursing students have been supported through PSEP since the field was reactivated during the 2004 academic year. Schultz said students are likely finding better arrangements through federally funded programs, so there is no reason for them to enroll through PSEP.

Commissioner Sokugawa stated that the University of Hawaii has a doctorate program in nursing that currently has low enrollments, and she asked if the program would qualify for WRGP. Schultz responded that if the WRGP program distinctiveness requirement is lifted for the health fields, WICHE would welcome the program's nomination.

Mock said that staff will submit an action item and propose the discussed changes to the Group B fields at the May 2007 commission meeting. Chair Shaff asked for the consensus of the committee to take action on the staff recommendation at the May meeting, and the committee supported the recommendation.

## **INFORMATION ITEM**

### **The State Scholars Initiative**

Mock introduced Terese Rainwater, program director for the State Scholars Initiative (SSI) program; Rainwater joined the WICHE staff in December 2005 to manage the SSI national program. In October 2005, WICHE received a \$5.5 million grant to serve as program administrator of the SSI, the initiative is funded by the U.S. Department of Education under the Carl D. Perkins Vocational and Technical Education Act. Rainwater said that the goal of the State Scholars Initiative is to increase the number of high school students taking a rigorous course of study, and the centerpiece of SSI is the involvement of business leaders. State Scholars programs bring business leaders into classrooms to encourage and motivate middle and high school students to enroll in and complete a rigorous course of study to prepare them for college and work. State Scholars is targeted at the middle 50 percent of students, those who do not see themselves as being able to complete rigorous courses. The initiative provides positive reinforcement for these students through a variety of incentives. Twenty-four states have received or are receiving federal funding. Of these 24 states, 19 are actively participating, receiving funds and/or operating SSI projects. Two WICHE states that have had successful years are Arizona, which now presents Arizona Academic Scholars to one-third of all high school students in the state, and Utah, which had a successful statewide launch and exceptional media coverage.

Rainwater reported that in September, WICHE completed year one of the SSI grant. It has received a continuation funding award of \$600,000 for year two. Additional funding of \$600,000 was granted for a third year of program administration. WICHE and SSI were selected to receive an additional \$517,000 for program administration, technical assistance, and evaluation from the U.S. Department of Education's Office of Vocational and Adult Education. The total funding for State Scholars is now \$6.6 million, of which \$2.1 million will fund WICHE's administrative costs and \$4.5 million will support up to four new and 15 ongoing state efforts.

Commissioner Barrans said that in Alaska, they are faced with the fact that there are schools with only one teacher, and they cannot provide the full SSI curriculum; therefore, they do not qualify for SSI. She asked if the staff has any suggestions to help rural and frontier states to deliver the math and sciences courses.

Rainwater explained that different solutions have been tried in SSI rural school districts. For example, some school districts have joined together to support and share a teacher in a given subject area. This was done with success in rural counties in Oklahoma, in order to provide physics courses. In Connecticut a model math academy has been developed that

provides summer tutorials in one school district. In another Connecticut school district, a “just-in-time” math lab was developed so students can get help as they need it. In the coming year, WICHE hopes to work with states and state SSI evaluators to identify and share promising practices.

Commissioner Lind, an SSI Advisory Board member, asked Terese to send the results of the first-year evaluation to all WICHE commissioners. Commissioner Sullivan noted that in New Mexico, if high school students take three years of a foreign language, they receive two years of college credit. Commissioner Hybl said that the U.S. Department of Education is very pleased with WICHE’s administration of the program.

## **INFORMATION ITEM**

### **WICHE Internet Course Exchange**

Mock introduced Susan Vermeer Lopez, who joined the WICHE staff in August 2007 as a project coordinator. Vermeer Lopez discussed the development of the WICHE Internet Course Exchange (WICHE ICE). The mission of WICHE ICE is to create a program for students to access high-quality Internet-delivered courses and programs through a model that supports faculty and participating institutions across the WICHE region and beyond. She outlined the guiding principles of the program: the needs of students are the central consideration for the development of WICHE ICE; all institutions must be regionally accredited; and existing institutional policies will be used to complete WICHE ICE transactions as often as possible. WICHE ICE currently has nine dues-paying member institutions and is governed by the WICHE ICE Steering Board, composed of representatives from each member institution. The steering board’s executive committee includes: Tom Miller, chair, University of Alaska Anchorage; Maggi Murdock, vice chair, University of Wyoming; and Joe Fedock, liaison to the Northwest Academic Forum, Montana State University, Bozeman.

In order to support WICHE ICE, WICHE will maintain and coordinate course-sharing lists, assist institutions with resources and technical assistance, increase participation, and serve as secretariat to the WICHE ICE Steering Board.

There are currently two collaborative partnerships in WICHE ICE: a supply chain management graduate certificate and the Nursing Education Exchange (NEXus) for doctoral-level nursing students. Two collaborative partnerships in progress are in the areas of general education and rural social work education (a graduate certificate). Other disciplines being considered for future collaborative partnerships include engineering, public health, teacher education, and other areas, as determined by the steering board.

WICHE ICE works with a “course exchange” model, meaning that partnering institutions accept each WICHE ICE course as if it was their own. Each course carries the student’s home institution course number, and the institution offering the course sets the tuition and fees. A database ([www.wiche-ice.org](http://www.wiche-ice.org)) helps institutions share information to facilitate the course exchange. Member institutions pay \$3,000 per year to join WICHE ICE and an additional \$1,000 for each additional course exchange. The benefits of WICHE ICE to students and institutions include increased access to courses for students; increased faculty interaction and collaboration; and improved collaboration between institutions, an aid in responding to workforce demands.

Chair Shaff thanked the staff for their presentations. He asked the committee to review the list of prospective advisory committee members and contact Jere Mock or Margo Schultz with recommended names. He said the decision on the staff recommendation regarding changes to Group A and Group B fields will be discussed in May at the Montana meeting.

The meeting was adjourned at 4:15 p.m.

## WICHE FY 2008 Workplan: Priority Themes & Activities

### Existing Activities (GF=general fund)

Finance	Access & Success	Innovation & Info-technology	Workforce	Accountability
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the NorthWest Academic Forum's regional initiatives (NNAF)	Escalating Engagement (Ford)	Regional benchmarks (GF)
Multityear policy projects on higher ed finance and financial aid (Lumina Foundation)	State Scholars Initiative (OVAE)	Internet Course Exchange (ICE)	Developing Student Exchange Program responses to critical workforce shortages especially in the West's rural and underserved areas	Electronic Regional Fact Book: Policy Indicators for Higher Education (GF)
Performance measurement improvement in the Western states public mental health programs	Pathways to College Network (GE Fund, James Irvine Foundation, FPSE and others)	Developing best practices in online student services and audits of institutions' online student services via CENTSS, the Center for Transforming Student Services (WCET)	Mental health student exchange	Policy Insights on a range of higher education issues (GF)
Property insurance and risk consortium (self-funding)	Escalating Engagement (Ford)	EdTools provides comparisons of electronic learning software and online course evaluations (WCET)	Workforce Briefs (GF)	Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
Legislative Advisory Committee	Multityear policy projects on higher ed finance and financial aid (Lumina Foundation)	WCET annual conference (WCET)	Building partnerships for competency: public mental health workforce development	Electronic alerts and clearinghouse (GF)
Workshop for legislative staff (Lumina)	High school graduates: projections by state, race/ethnicity, and income		Rural mental health training initiatives	SPIDO (GF)
Technical assistance workshop (Lumina)	Children's mental health improvement projects in Wyoming and South Dakota		State technical assistance with Alaska, Oregon, North Dakota, and Washington (Ford)	



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

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

<p><b>Finance</b> Productivity as a strategy to address cost and affordability concerns</p>	<p><b>Access</b> New traditional students Assisting states and institutions in planning for new types of students (WCET) Projecting financial aid program funding to increase access for low-income students Adult degree completion College access marketing Expand access for minority-serving institutions to cyberinfrastructure networks and applications (Science, Technology, and Innovation – WCET) Expand availability and use of digital arts and humanities</p>	<p><b>Innovation &amp; Info-technology</b> Expansion of ICE Facilitating Internet II connectivity throughout the West Expand the availability and use of e-health and e-science applications (Science, Technology, and Innovation – WCET)</p>	<p><b>Workforce</b> WICHE licensure and credentialing service Recruiting leaders for Western higher education Assisting states in identifying academic program development needs Health and allied health workforce development and policy Workforce credentialing systems</p>	<p><b>Accountability</b> Follow-up initiatives responding to the National Center on Public Policy and Higher Education’s report cards and the National Commission on Higher Education’s Report Assistance to regional accrediting community in assessing online education (WCET) Analysis of technologies’ impact on student assessment and learning outcomes (WCET)</p>
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# ACTION ITEM

## Approval of PSEP Restructuring

WICHE staff recommends the commission inactivate several low-use fields in WICHE's Professional Student Exchange Program (PSEP) and raise the classification and the support fee of its pharmacy program.

### Background

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

Group B includes professional fields in which access is not as significant a problem but where states wish to offset high nonresident and private institution tuition charges for their residents. The five Group B fields are: architecture, graduate library studies, graduate nursing, pharmacy, and public health. Forty-one PSEP students (5 percent) are enrolled in Group B fields.

Students enrolled in Group A fields receive higher support fees than students enrolled in Group B fields because access to the Group A fields is more difficult. Admission to these professional schools is more competitive, and there are significant workforce shortages related to them.

A "support fee" is financial assistance appropriated from the student's home state that reduces the amount of tuition the student must pay. For the 2006 academic year, WICHE states invested over \$13.4 million in support fees to educate 743 PSEP students, primarily in the health professions. Support fee levels are determined by profession. WICHE aims to keep support fee levels as affordable as possible to the state but also to provide a small incentive to the admitting schools by matching or slightly surpassing the resident/nonresident tuition differential of WICHE's public cooperating schools. The fees for Group A fields range from \$9,200 (physician assistant) to \$25,600 (allopathic medicine). Group B fields receive lower support fees because admission to the schools is less competitive and there is less workforce pressure. The Group B fees range from \$4,300 (architecture) to \$6,500 (public health).

Group A students pay resident tuition at public institutions and the balance of the cost of tuition after the support fee is credited at private institutions. For Group B fields, the support fee is credited at both public and private institutions, and the student assumes the balance of the cost of tuition.

With the exception of pharmacy, use of Group B fields has dropped to levels where it is difficult to justify their continued existence in the program. Table 1 shows the participation levels of the Group B fields, the states that support students in those fields, and the level of participation over the past 10 years.

**Table 1. Support History for Group B Fields  
AY 1997 - AY 2006**

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	TOTALS	10 YR AV.
Architecture (WY) AY 2006 fee = \$4,300	5	2	2	2	2	3	3	1	0	0	20	2
Graduate Library (NM, WY) AY 2006 fee = \$5,600	7	4	3	2	2	0	1	3	2	2	26	2.6
Graduate Nursing (WY) AY 2006 fee = \$4,700	0	0	0	0	0	0	0	0	0	0	0	0
Pharmacy (AK, HI, NV) AY 2006 fee = \$6,100	23	31	39	44	44	32	33	34	39	36	355	35.5
Public Health (MT) AY 2006 fee = \$6,500	4	1	0	1	1	1	1	1	1	1	12	1.2

Note: Since 2001, all graduate library students were from New Mexico. From 2000 on, all public health students were from Montana.

Depending on the field, staff proposes three types of changes for the five fields that are now in Group B: (1) recategorization; (2) inactivation; and (3) transferring the field to WICHE's Western Regional Graduate Program. The following are staff recommendations for each field, made after analysis and consultation with commissioners and certifying officers of states that support students in the fields concerned. The recommendations are summarized at the end of this action item.

### **High-Use Field: Pharmacy**

*Note: The states of Alaska, Hawaii, and Nevada support students to study pharmacy.*

Staff recommends that pharmacy be recategorized to Group A. The enrollment in pharmacy through PSEP has averaged 36 students per year over the past 10 years. Pharmacy students supported through WICHE exceed the enrollment of students in several Group A fields. Most importantly, national projections indicate that there will be a shortage of 157,000 pharmacists by 2020 (*source: American Association of Colleges of Pharmacy*). The role of the pharmacist has expanded significantly; in addition to becoming hospital, clinic, or drugstore pharmacists, graduates have opportunities to consult directly with patients on medication use and work as health educators. Professionals are also sought for drug development, research, and health policy.

The state health workforce profiles from the Health Resources and Services Administration (HRSA) cite the following statistics for Alaska, Hawaii and Nevada, which highlight the shortages of pharmacists and pharmacy techs and aides.

- **Alaska:** "There were 320 pharmacists and 320 pharmacy technicians and aides practicing in Alaska in 2000. Alaska had 51 pharmacists and 51 pharmacy technicians and aides per 100,000 population in 2000, which ranked them 49th and 50th, respectively, among the 50 states."
- **Hawaii:** "There were 1,120 pharmacists and 1,420 pharmacy technicians and aides practicing in Hawaii in 2000. Hawaii had 92.4 pharmacists and 117.1 pharmacy technicians and aides per 100,000 population in 2000, which ranked them 4th and 2nd, respectively, among the 50 states." (Despite its relatively high national ranking, Hawaii reports that there is a severe shortage of pharmacists in its remote areas.)
- **Nevada:** "There were 1,470 pharmacists and 1,420 pharmacy technicians and aides practicing in Nevada in 2000. Nevada had 72.8 pharmacists and 70.3 pharmacy technicians and aides per 100,000 population in 2000, which ranked them 31st and 42nd, respectively, among the 50 states."

*Source: Health Resources and Services Administration (<http://bhpr.hrsa.gov/healthworkforce/reports/profiles>).*

There is strong student interest in the field. There was a 53.9 percent increase in the number of applications to U.S. pharmacy schools in the 2004 academic year. Although the American Association of Colleges of Pharmacy is not currently collecting data on unique applicants, pharmacy schools in the U.S. received a record number of applications in 2004 – 79,135 – and there has been a steady increase over the past five years. Nationally, schools of pharmacy report receiving 7.4 applications per entering student in fall 2005, a slight increase from 7.0 the previous year. A total of 46,527 students enrolled in doctor of pharmacy programs (as a first professional degree program) in 2005; this represents a 6.8 percent increase over 2004. In 2005, 8,268 degrees were awarded – the largest number of degrees ever conferred in the history of pharmacy education. Graduates are courted before they have their diplomas in hand, with starting salaries in the \$80,000 range.

In 2006-07 tuition rates at participating public institutions show that the support fee would need to be increased by a minimum of \$6,000 (to meet the median tuition differential) and a maximum of \$8,500 (to meet all of our participating schools' resident/nonresident tuition differentials). The support fee in pharmacy is currently \$6,100 (nine-month rate) for the 2006 academic year and will increase to \$6,300 for the 2007 academic year.

Staff recommends increasing the support fee as of fall 2008 to give states adequate time to budget for the increase. PSEP students must repay the support fee if they are from Alaska (they receive the funds as a loan); they will also need adequate time to prepare, since their loan amount will double.

Table 2 shows the current 2006-07 tuition levels and differentials at WICHE PSEP schools of pharmacy and the costs that PSEP pharmacy students currently assume at the lower support fee rate. The support fee rate for pharmacy students currently ranges from \$6,100 to \$9,150, with a higher fee for accelerated, three-year programs.

**Table 2. Support Fee Analysis AY 2006 - PHARMACY  
Comparison of Tuition to WICHE Support (Group B level)**

Supporting states: Alaska, Hawaii, Nevada		SUPPORT FEE: \$6,100 (9-month base rate)				
PUBLIC (12 schools)	No. of WICHE students supported	AY 2006 nonresident tuition	AY 2006 resident tuition	AY 2006 res./nonres. differential	AY 2006 tuition paid by WICHE student (nonres. - support fee)	Percentage of tuition covered by AY 2006 support fee
U. Arizona	0	\$23,070	\$13,280	\$9,790	\$16,970	26.44%
U.C. San Francisco	0	\$30,485	\$18,240	\$12,245	\$24,385	20.01%
U. Colorado HSC	4	\$28,560	\$14,508	\$14,052	\$22,460	21.36%
Idaho State U.	0	\$23,140	\$11,300	\$11,840	\$17,040	26.36%
U. Montana	0	\$15,858	\$9,555	\$6,303	\$9,758	38.47%
U. New Mexico	0	\$24,976	\$10,266	\$14,710	\$18,876	24.42%
North Dakota State U.	0	\$12,747	\$4,774	\$7,973	\$6,647	47.85%
Oregon State U.	3	\$23,049	\$13,083	\$9,966	\$16,949	26.47%
U. Utah	0	\$22,690	\$10,604	\$12,086	\$16,590	26.88%
U. Washington	6	\$23,757	\$12,262	\$11,495	\$17,657	25.68%
Washington State U.	8	\$23,596	\$12,162	\$11,434	\$17,496	25.85%
U. Wyoming	0	\$16,165	\$7,631	\$8,534	\$10,065	37.74%
			AVERAGE	\$10,869	\$16,241	28.96%
			MEDIAN	11,465	17,005	26.40%
PRIVATE (4 schools)	No. of WICHE students supported		Full private tuition		Tuition currently paid by WICHE student (full private - support fee)	Percentage of tuition covered by AY 2006 support fee
Midwestern U.*	5		\$31,011		\$22,878	26.23%
U. of the Pacific*	8		\$26,920		\$17,770	33.99%
U. So. California	1		\$34,222		\$28,122	17.82%
Western U.	1		\$34,030		\$27,930	17.93%
Total (public & private)	36			AVERAGE	\$24,175	23.99%
				MEDIAN	\$25,404	22.08%

\* Accelerated three-year programs.

Source: First-year tuition rates as reported by the American Association of Colleges of Pharmacy. Figures do not include fees, which range from \$355 to approximately \$2,000.

Determining the appropriate support fee for pharmacy as a Group A field is complex because of the many factors at play. Tuition differentials among our 12 public participating schools vary widely. To estimate a hypothetical fee if the change were to take effect for the 2007 academic year, staff added an average 7 percent increase to the current 2006 tuition levels.

Using an estimated 7 percent increase, the lowest resident/nonresident tuition differential at the public schools of pharmacy would be \$6,744 at the University of Montana and the highest would be at \$15,740 at the University of New Mexico. PSEP has no students enrolled at either institution at this time. The majority of PSEP students enrolled in public programs are studying at Washington State University (eight students), where the differential is estimated at \$12,234, and the University of Washington (six students), where the differential is estimated at \$12,300. Four students are attending the University of Colorado's Health Science Center, where the tuition differential is the second highest, and is estimated to grow to \$15,036. The median tuition differential at all of WICHE's public schools is estimated at \$11,630 for the 2007 academic year. Full tuition at our four private institutions is predicted to range from \$28,804 (University of the Pacific's three-year accelerated program) to \$36,412 (Western University).

If a new Group A-level support fee is set too high in pharmacy, our institutions with the lowest differentials would receive a considerable incentive payment, while others would just meet their differential, providing no real incentive to save seats for WICHE students. If the fee is too low, some schools may cancel their participation in our program, narrowing access for our students.

**Table 3. Support Fee Analysis - PHARMACY (AK, HI, NV)**  
**Comparison of Estimated 2007 Tuition to WICHE Support at the "Group A" Level**

**Assumptions:**

- Tuition increase of 7% (from previous year)
- Support fee of \$12,500 (9-month base rate. Accelerated programs are paid out faster over three years; cumulative amount equals that of four-year programs).

PUBLIC (12 schools)	No. of WICHE students supported AY 2006	Est. AY 2007 nonresident tuition	Est. AY 2007 resident tuition	Est. AY 2007 res./nonres. differential	Revenues rcd. by inst. with "Group A" support fee of \$12,500	Difference betw. WICHE rate and nonres. tuition	WICHE rate as a percentage of nonres. tuition
U. Arizona	0	\$24,685	\$14,210	\$10,475	\$26,710	\$2,025	108.20%
U.C., San Francisco	0	\$32,619	\$19,517	\$13,102	\$32,017	-\$602	98.15%
U. Colorado HSC	4	\$30,559	\$15,524	\$15,036	\$28,024	-\$2,536	91.70%
Idaho State U.	0	\$24,760	\$12,091	\$12,669	\$24,591	-\$169	99.32%
U. Montana	0	\$16,968	\$10,224	\$6,744	\$22,724	\$5,756	133.92%
U. New Mexico	0	\$26,724	\$10,985	\$15,740	\$23,485	-\$3,240	87.88%
North Dakota State U.	0	\$13,639	\$5,108	\$8,531	\$17,608	\$3,969	129.10%
Oregon State U.	3	\$24,662	\$13,999	\$10,664	\$26,499	\$1,836	107.45%
U. Utah	0	\$24,278	\$11,346	\$12,932	\$23,846	-\$432	98.22%
U. Washington	6	\$25,420	\$13,120	\$12,300	\$25,620	\$200	100.79%
Washington State U.	8	\$25,248	\$13,013	\$12,234	\$25,513	\$266	101.05%
U. Wyoming	0	\$17,297	\$8,165	\$9,131	\$20,665	\$3,369	119.48%
			<b>AVERAGE</b>	<b>\$11,630</b>	<b>AVERAGE</b>	<b>\$870</b>	<b>106.27%</b>
			<b>MEDIAN</b>	<b>12,267</b>	<b>MEDIAN</b>	<b>233</b>	<b>100.92%</b>
<b>PRIVATE (4 schools)</b>	<b>Est. no. of WICHE students supported</b>	<b>Est. 2007 full private tuition</b>			<b>Est. tuition paid by WICHE student minus higher support fee (full private - support fee)</b>	<b>Percentage of tuition covered by WICHE support fee</b>	
Midwestern U.*	5	\$33,182			\$16,516	50.23%	
U. of the Pacific*	8	\$28,804			10,054	65.09%	
U. So. California	1	\$36,618			24,118	34.14%	
Western U.	1	\$36,412			23,912	34.33%	
<b>Total (public &amp; private)</b>	<b>36</b>			<b>AVERAGE</b>	<b>\$18,650</b>	<b>45.95%</b>	
				<b>MEDIAN</b>	<b>20,214</b>	<b>42.28%</b>	

\* Accelerated three-year programs.

Up to 10 new pharmacy schools are slated to open in the U.S. by 2010, and in general, existing schools are increasing their enrollments. This will increase the need to recruit and retain pharmacy faculty. Two new Western pharmacy schools are in the planning. Hawaii is on track to open a new school by fall 2007, or possibly the following year. Nevada, however, has unsuccessfully sought funding to open a public school of pharmacy during the past two legislative sessions. Another bill is under consideration this year, but many believe that it is unlikely to be funded.

The University of Hawaii is opening a college of pharmacy on its Hilo campus. Purdue's pharmacy dean was hired and began working in Hilo in July 2006 with funding from a federal grant. The university has obtained legislative funding and has hired staff and faculty. The program is slated to become self-supporting through tuition dollars.

The school plans to enroll its first class of 80 students in fall 2007 and has already accepted 50 students. However, in addition to obtaining accreditation of its pharmacy school, the Hilo campus must also apply for accreditation to issue

advanced degrees, since it has not previously awarded graduate or professional degrees beyond the bachelor's level. The Accreditation Council for Pharmacy Education's January 2007 report states: "An on-site evaluation was authorized to be conducted during spring 2007, so as to provide the basis for the Board's consideration of precandidate accreditation of the Doctor of Pharmacy program at its June 2007 meeting." The onsite visit is scheduled for May 2007.

The University of Nevada, Reno, and the University of Nevada, Las Vegas, are presenting their third request to fund their joint school of pharmacy to the state legislature. The concept was approved in 2001, but the school has not been funded. The bill requests \$5 million over the next two years so that the school can admit its entering class in 2009. The four-year "PharmD" program would be part of the proposed health sciences center, which is seeking nearly \$300 million for buildings, operations, equipment, and expansion of nursing programs. Despite Nevada's severe shortage of pharmacists and growing elderly population, funding for the new school seems unlikely as of this writing. Legislators are encouraging the state to utilize the pharmacy program at the private University of Southern Nevada, located in Henderson.

Staff sought feedback from our states which support pharmacy students.

- **Alaska** has some reservations about increasing the support fee for pharmacy students and reclassifying it as a Group A field. In Alaska it seems that access or preferential admission is not so much the issue, but rather the cost of professional pharmacy education. If this recommendation passes, the State of Alaska would like to grandfather continuing students through at the lower rate and start only new students at the higher rate. They are concerned that continuing students will not appreciate the additional loan debt that they will need to sign on for at the higher rate. Finally, the state is looking at negotiating an online pharmacy program with Creighton, which may mean that the state would discontinue funding pharmacy students through PSEP anyway. Those arrangements are still being negotiated.
- **Hawaii** has a legislative request in for an additional \$250,000; if it is funded, they could support the increase as early as the 2007 academic year. The shortage of pharmacists in Hawaii's rural areas is a serious problem, so they are seeking to train as many as possible. They are also looking at instituting a legally binding service payback requirement for PSEP students.
- **Nevada** commented that although the new pharmacy school is still in the budget request, it is not recommended by the governor, so its funding is unlikely. They will include funding in the budget for the higher support fee, but suggested that it should apply only to new students for fall 2007 and 2008. Nevada added that the mood of the legislature was to encourage attendance at its private pharmacy school in Las Vegas rather than creating a new one.

WICHE staff recommends that commissioners move pharmacy to Group A by fall 2008, as long as state budgets can respond to the accompanying fee increase. Table 4 illustrates the estimated impact on supporting states' budgets, given a proposed support fee increase from \$6,100 per student to \$12,500 per student and using 2006 PSEP student participation numbers. Please note that the short-term cost for students enrolled in year-round accelerated programs would be slightly higher. Actual impact on the state budget will vary, depending on the year of the implementation, the number of students enrolled, and the final fee level approved at the May 2008 commission meeting.

**Table 4. Fiscal Impact of the Proposed Increase in Pharmacy Fees\***  
(Estimated using AY 2006 tuition rates)

	No. of students 2006-07	Support fees at current "B Rate" 2006-07	Support fees at proposed "A Rate" of \$12,500	Increase between A and B rates	Percentage increase
Alaska	4	\$24,400	\$50,000	\$25,600	104.92%
Hawaii	19	115,900	237,500	\$121,600	104.92%
Nevada	13	79,300	162,500	\$83,200	104.92%
<b>TOTAL</b>	<b>36</b>	<b>\$219,600</b>	<b>\$450,000</b>	<b>\$230,400</b>	

Note: Calculations assume that all students are enrolled in programs that receive a nine-month rate. Actual short-term costs will be slightly higher for students in accelerated programs (Midwestern and University of the Pacific) but relatively equal over the long term.

## **Invite New Pharmacy Schools in the West to Become Cooperating PSEP Schools**

Staff will invite new, fully accredited schools of pharmacy to participate in the PSEP program, effective AY 2008, depending on their current status.

The Accreditation Council for Pharmacy Education (ACPE) is the accrediting body for pharmacy education. Programs that have not yet enrolled students are granted *precandidate status*. *Candidate accreditation* is granted to programs that have enrolled students but have not yet graduated their first class. Finally, programs that have graduated their first class and have met all ACPE standards are awarded *full accreditation*.

Below is a list of Western pharmacy schools and their projected final accreditation date:

1. **University of Southern Nevada, College of Pharmacy (Henderson Campus):** Private institution, accelerated three-year program. Fully accredited as of graduating inaugural class in spring 2006. The school also has an extension campus in South Jordan, UT, which enrolled its first pharmacy students in fall 2006. As an extension campus, it enjoys its parent campus's accreditation status.
2. **Loma Linda University School of Pharmacy:** Private institution, four-year program. Graduated first class in spring 2006. Candidate accreditation status was continued. Spring 2007 visit scheduled.
3. **University of California, San Diego, Skaggs School of Pharmacy and Pharmaceutical Sciences:** Public institution, four-year program. Charter class graduated in June 2006. Candidate accreditation status was continued. Spring 2007 visit scheduled.
4. **Touro University California College of Pharmacy:** Private institution, four-year program. Inaugural class admitted fall 2005. Should be fully accredited by fall 2009.
5. **Pacific University School of Pharmacy:** Private institution, intensive three-year program. The program was granted precandidate status in June 2006 and admitted its inaugural class in fall 2006. Should be fully accredited by fall 2009.
6. **University of Hawaii at Hilo College of Pharmacy:** Projected to receive precandidate accreditation status effective June 2007 after a spring 2007 visit from the council. First class to enroll fall 2007. Should be fully accredited by fall 2011.

## **Low-use Fields: Architecture, Graduate Library Studies, Graduate Nursing, and Public Health**

Staff proposes two options for the remaining low-use fields: rendering them inactive and/or inviting cooperating institutions in the health fields or ones with distinctive programs to join the Western Regional Graduate Program (WRGP) network.

As fewer WICHE states support fewer students in these fields, the relationship with the cooperating schools has become more difficult to maintain and, at times, strained. Many have not enrolled a PSEP student in years, and the department faculty and administration are no longer familiar with our program. Obtaining responses (to our enrollment surveys, tuition-and-fees surveys, and other requests) from these cooperating schools is problematic. Most department staff members seem to resent the additional administrative work, since they see no financial gain for the program or its students. If these programs were offered through WRGP instead, students from all WICHE states (except California) would have access, thus increasing the diversity of the cooperating programs' student body. With a minimal number of states supporting so few positions in these fields, very few students are currently benefiting.

### **Architecture**

*Note: The state of Wyoming supports students to study architecture.*

Effective fall 2008, staff recommends inactivating architecture and inviting cooperating schools with distinctive programs to join WRGP. Qualified programs could be admitted to WRGP and enroll students at the resident rate, effective fall 2008. There is no guarantee that cooperating institutions will apply to WRGP or qualify for entry, unless they demonstrate distinctive elements in their program; but staff will make a strong effort to attract several options for future Wyoming students. Any student already enrolled through PSEP would be grandfathered through the program.

WICHE's 10 cooperating programs are: Arizona State University; University of California, Berkeley; University of Southern California; University of Colorado at Denver; University of Idaho; Montana State University; University of New Mexico; University of Oregon; University of Utah; and University of Washington. Most offer a master's in architecture or in landscape architecture.

The support fee in architecture is \$4,300 for the 2006 academic year, with a maximum of three years of support. Wyoming has not supported any students in architecture since 2004. One student is now certified for architecture for AY 2007 and has an offer of admission from a PSEP school.

### **Graduate Library Studies**

*Note: The state of Wyoming supports students in graduate library studies.*

Staff also recommends inactivating graduate library studies (GLS) in PSEP (effective fall 2008) and inviting cooperating institutions with distinctive programs to join WRGP. Wyoming has not supported any students in GLS since 2000. New Mexico indicated that it must cease supporting students in GLS as of fall 2007. One Wyoming student is now certified for graduate library studies for 2007 but does not hold an admission offer from a cooperating school to date. Neither state has any continuing students enrolled in the program for the 2006 academic year.

WICHE's six cooperating programs are: University of Arizona; San Jose State University; University of California, Berkeley; University of California, Los Angeles; University of Hawaii at Manoa; and University of Washington. They offer several variations of master's degrees in library and information science. The support fee in graduate library studies is \$5,600 for the 2006 academic year, with a maximum of two years of support. Many of the programs are partially or fully available online.

Staff proposes to invite cooperating GLS schools with distinctive programs to join WRGP beginning fall 2008. There is no guarantee that cooperating institutions will apply to WRGP or qualify for entry, unless they demonstrate the distinctive elements of their program; but staff will make a strong effort to attract several options for our Wyoming students.

### **Graduate Nursing**

*Note: The state of Wyoming supports students in graduate nursing.*

Graduate nursing was reactivated as a PSEP field in AY 2005, but no students have been certified in the field as yet. Wyoming is the only state that is offering to support students in the field at this time. One representative from a cooperating graduate nursing school commented that the Group B level of support is not high enough to attract students to use PSEP's graduate nursing option.

WICHE's four cooperating programs are: Loma Linda University (private); University of Hawaii at Manoa; University of North Dakota; and Oregon Health & Science University. The support fee in graduate nursing is \$4,700 for the 2006 academic year, with a maximum of four years of support for Ph.D. students.

Staff recommends inactivating graduate nursing in PSEP and inviting all public cooperating programs to join WRGP. In addition, staff proposes to lift the distinctiveness criteria for any health-related program wishing to apply for WRGP status. Cooperating programs would be ushered into the program effective fall 2008.

The Wyoming certifying office supports the inactivation of the field, since WICHE students already have 12 different nursing programs at five institutions from which to choose through WRGP. WICHE nursing students enrolling through WRGP pay only resident tuition and do not have to pay the balance of the tuition differential not met by the low support fee, so they would be better off. The following programs are currently offered through WRGP by colleges of nursing in the West:

1. Nursing (Ph.D.), University of Arizona
2. Nursing (Ph.D.), University of Colorado Health Sciences Center
3. Nursing – specialization in health care informatics (M.A./M.S.), University of Colorado Health Sciences Center
4. Nursing and Latin American studies (M.A./M.S.), University of New Mexico
5. Gerontology (M.S.), University of Utah
6. Neonatal nurse practitioner (M.S.), University of Utah
7. Nurse midwifery (M.S.), University of Utah
8. Nursing (Ph.D.), University of Utah
9. Outreach nurse practitioner (M.S.), University of Utah



10. Teaching nursing (M.A./M.S.), University of Utah
11. Women's health nurse practitioner (M.S.), University of Utah
12. Rural health nursing (M.A./M.S.), University of Wyoming

## **Public Health**

*Note: The state of Montana supports students in public health.*

Since 2000 Montana has supported one or no new or continuing students in public health per year. New Mexico now has its own public program and stopped supporting in public health as of the 2006 academic year. WICHE's six cooperating programs are: Loma Linda University (private); San Diego State University; University of California, Berkeley; University of California, Los Angeles; University of Colorado Health Sciences Center; and the University of Washington.

The support fee for public health is \$6,500 for the 2006 academic year, with a maximum of two years of support. Extended three-year programs receive an equivalent accumulated rate that is spread over three years. Staff recommends inactivating public health in PSEP and inviting all public cooperating programs to join WRGP. In addition, staff proposes to lift the distinctiveness criteria for any health-related program wishing to apply for WRGP status. As with the other low-use fields, cooperating programs would be ushered in on the "fast track."

The Montana certifying officer understands the logic behind the inactivation of the field but would like some options for its students through WRGP. New Mexico State University currently offers a master's degree program in community health education (with an emphasis on U.S./Mexico border health issues and health disparities) through WRGP. WICHE students enrolling through WRGP would pay resident tuition; they would not have to pay the balance of the tuition differential not met by the low support fee, so they would be better off.

Currently, one Montana resident is supported in the field at the University of Washington's three-year extended program. The student is in her second year and will graduate in May 2008. If this recommendation is approved, staff proposes to grandfather the student through the program until graduation.

## **Recommendation Concerning Private-Institution PSEP Programs and their Participation in WRGP**

To maximize student access to existing programs, staff recommends that WICHE invite cooperating private institutions' programs that would be inactivated in PSEP to join WRGP along with the public institutions. To participate in the WRGP network, the programs would need to be distinctive (unless they are related to the health professions) and would need to meet the same quality standards as our participating public programs. Any private institutions offering graduate programs through WRGP would be required to reduce their full private tuition by 10 percent. Individual agreements would be signed with each private institution and WICHE. The private institutions and the programs concerned in this transition are the University of Southern California (architecture) and Loma Linda University (graduate nursing, public health).

This 10 percent reduced full-private-tuition model could also later be used to approach private institutions in the West to participate in WICHE's Western Undergraduate Exchange. The Midwestern Higher Education Compact (MHEC) currently uses this model for private institutions that participate in Midwest Student Exchange Program (MSEP).

## **Action Requested**

1. Convert pharmacy to a Group A field, whereby students enrolled at public institutions will pay only resident tuition and not the balance of nonresident tuition minus the lower Group B level fee. The higher support fee will be effective fall 2008 or later, depending on supporting state budget capabilities (AK, HI, NV).
  - a. The support fee is estimated at \$12,500 for the 2007 academic year. The commission could confirm a final fee amount at the May 2008 meeting, in conjunction with the 2009-2010 and 2010-2011 support-fee setting. The appropriate fee could be more easily determined once 2008-09 tuition rates for cooperating pharmacy schools are announced. Staff estimates states will need to budget for a support-fee level of approximately \$13,100 for the 2008 academic year, in order to meet the current trend of the 5 percent increase in pharmacy school tuition.
  - b. Once the new fee levels are implemented, there are two options concerning support-fee levels for new students and continuing students. The first option: The support fee for *continuing students* could remain at an equivalent Group B level through their graduation, with a maximum funding period of four years. *New students* enrolling

in pharmacy when the change occurs (anticipated fall 2008) could begin with the higher Group A support fee level.

The second option: The new fee level could apply to *both* new and continuing students. **Staff recommends this option, as it will minimize confusion and complaints from continuing students.** An identical fee amount for new and continuing students will make the transition and billing easier for receiving schools as well. Finally, it will also simplify the state budgeting process and simplify PSEP administration of the program at the WICHE central office.

- c. WICHE will invite new accredited pharmacy schools in the WICHE region, as well as existing accredited schools that are not currently participating in WICHE, to become cooperating schools effective AY 2008.
2. Inactivate architecture and graduate library studies as PSEP fields as of fall 2008; invite qualified, distinctive programs to join WRGP effective fall 2008.
3. Lift the “distinctiveness” criteria for all health care–related programs applying to participate in WRGP.
4. Inactivate graduate nursing and public health as PSEP fields as of fall 2008; invite qualified programs to join WRGP effective fall 2008.
5. Invite former PSEP private institutions with qualified and/or distinctive programs to participate in WRGP if they are willing to offer WICHE students a 10 percent reduction on their full private tuition.

# INFORMATION ITEM

## Student Exchange Program Updates

### WUE

The Western Undergraduate Exchange (WUE) is a regional program that enables students in participating states to enroll in designated two- and four-year public institutions and programs in other participating states at special, reduced tuition levels. The WUE tuition rate is 50 percent more than the institution's regular resident tuition. In 2006-07 WUE students saved some \$131 million in tuition costs.

A total of 21,578 students enrolled in 134 WUE institutions (69 four-year and 65 two-year) in fall 2006. Two California State University (CSU) institutions will begin participating in WUE in fall 2007: Dominguez Hills and Bakersfield. The addition of these two institutions will make a total of six California institutions participating in the WUE network, with five of them having joined in the past two years. CSU Long Beach and Northridge have also indicated a strong interest in joining the program.

**New developments.** The new online WUE database is complete. It allows students and their families to search for specific programs available to WUE students in the geographic area of their choice. Institutions now update their own descriptions, contact information, and information on the specific programs available to WUE students through a password-protected web interface. Institutions report enrollment numbers online, using standardized classification of instructional programs (CIP) codes.

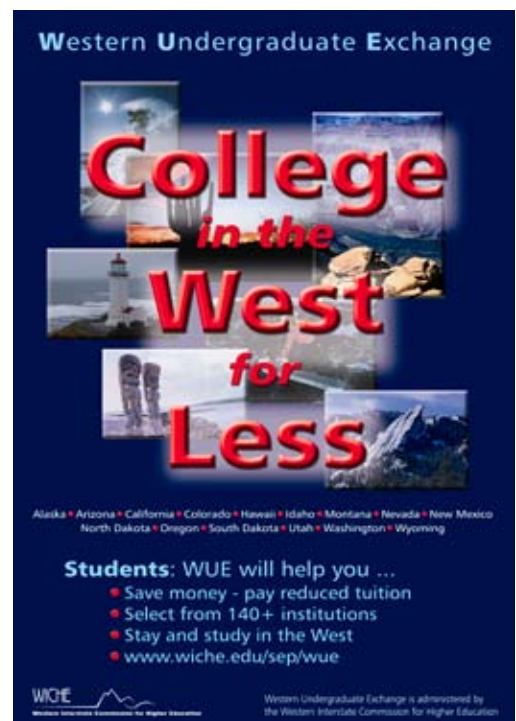
New this year: WICHE has designed a new report format for institutional and state enrollment planners so that they can analyze out-migration trends of their state residents, by program CIP code. This data will allow planners to examine student demand and program capacity within their state and throughout the West. Copies of this special report format will be distributed during the May commission meeting. The detailed *WUE Enrollment Report* for the 2006-07 academic year was released in March 2007; the report is available in a PDF in the Student Exchange Program section of WICHE's website.

WICHE staff presented the WUE program to approximately 500 high school college admission counselors in April 2007 in Denver at the annual conference of the Rocky Mountain Association for College Admission Counseling (RMACAC) and the Pacific Northwest Association for College Admission Counseling (PNACAC). RMACAC and PNACAC are the regional associations of the National Association of College Admission Counseling (NACAC). The participants counsel high school students in the WICHE states of Alaska, Arizona, Colorado, Idaho, Montana, New Mexico, Oregon, Utah, Washington, and Wyoming. Other regional counseling associations to be contacted include the Dakota Association for College Admission Counseling; the Hawaii Association for College Admission Counseling; and the Western Association for College Admission Counseling (California and Nevada).

Finally, 21,000 copies of the new WUE promotional poster (see, on this page) were mailed to WICHE WUE liaison representatives in March. The liaisons will disseminate copies of the posters to high schools in their state, in an effort to promote the program over the next few years. Commissioners will find a copy of the poster in their May 2007 agenda book packet.

### WRGP

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



Through WRGP graduate students who are residents of the 14 participating WICHE states may enroll in participating programs in public institutions on a resident tuition basis. WRGP currently includes 178 programs. In 2006, 457 WRGP students were enrolled in 142 participating programs; only one program did not report its WRGP enrollments.

The WRGP online catalogue is operational, and WRGP programs reported their enrollment numbers through the new web interface for the first time in fall 2006. Each program has also been assigned a CIP code for more meaningful reporting.

In fall 2007 WICHE will request nominations for new programs to join the WRGP network. If the commission approves the staff's May 2007 recommendation to inactivate certain Group B fields in PSEP (architecture, graduate library science, graduate nursing, and public health), then WICHE could see a surge in applications from programs formerly participating in PSEP that want to enroll Western residents from outside their state through WRGP.

## **PSEP**

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

Each participating state determines the fields and the number of students it will support; and each state supports students in some – but not all – fields. Some states have additional arrangements for professional education with schools in the West or elsewhere. The 14 fields include: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, graduate nursing, graduate library studies, pharmacy, public health, and architecture. During the 2006-07 academic year, 743 students were enrolled through PSEP, with support fees totaling \$13,411,728, compared to \$12,344,556 in the previous academic year. The *2006-07 SEP Statistical Report*, containing data on the number of students supported in the various fields, was released in January 2006 and is also available at [www.wiche.edu/sep](http://www.wiche.edu/sep).

Staff is proposing a restructuring of Group B fields in PSEP. Staff's recommendation to the commission is to eventually reclassify pharmacy as a Group A field, which would necessitate higher support fees to cover the nonresident tuition differential. A higher support fee would make enrollment of WICHE PSEP students more attractive to the cooperating schools of pharmacy. Staff proposes inactivation of the remaining fields and inviting them to join WRGP. WICHE would offer a special invitation to the public health and graduate nursing programs to enroll students from the WICHE states through WRGP instead of PSEP; this would necessitate lifting the "fewer than four programs in the West" WRGP program participation requirement for all health-related programs.

## **New Directions: Healthcare Workforce Issues**

Staff is advancing in its research on how to best enhance its Student Exchange Programs to help its member states fill their workforce needs, particularly in the rural West. WICHE's Professional Student Exchange Program has served its states well over the years, but attracting health care professional graduates to rural and underserved areas continues to be an enormous challenge. Even with the benefit of reduced tuition, lower salaries in underserved and rural areas are a primary deterrent for professionals, who are carrying increasingly high debt loads upon graduation.

WICHE proposes to partner with other federal and state agencies and private funders to find strategies to alleviate these growing health care workforce shortages, which are a problem nationwide but are exacerbated in the rural West. We are looking at a number of possible solutions, including: pipeline strategies to attract students into the health professions; loan repayment options that would make it affordable for PSEP graduates to practice in rural and underserved areas; and greater emphasis on rural curriculum and rural rotations and residencies at the cooperating PSEP schools. This may also involve adding new fields to PSEP, particularly in allied health, and may include training and education for advanced dental hygiene practitioners at the master's level, as well as for dental techs, veterinary techs, radiology techs, and pharmacy techs.

To better inform its efforts, WICHE is doing the following: interviewing key leaders in the West who are familiar with rural health workforce issues, including the directors of state offices of rural health; creating an inventory of existing state and other loan repayment programs for practitioners who serve in rural communities; conducting state surveys on these

issues; and collecting workforce data in the various health professions. Over the past few months, staff has met with Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services, as well as with representatives of its National Health Service Corps and the National Rural Health Association.

WICHE's Student Exchange and Mental Health programs are also planning to convene a small group of residency directors of public cooperating PSEP medical and dental schools to develop collaborative efforts that could be coordinated by WICHE. Participants will likely include the University of Arizona, the University of Colorado Health Sciences Center, the University of Hawaii, the University of Nevada, the University of New Mexico, the University of North Dakota, Oregon Health & Science University, and the University of Utah.

In addition, once funding is obtained, WICHE will convene a Western health professionals advisory council, which will include institutional representatives, practicing health professionals, legislators, and state and government representatives of programs with a shared vision.

Staff continues to seek counsel from its commissioners on how WICHE can lead its member states in regional and collaborative efforts that will grow their health care workforce and encourage practitioners to serve in rural areas.

# INFORMATION ITEM

## The State Scholars Initiative

### Background

On October 1, 2005, WICHE became the program administrator for the State Scholars Initiative (SSI). The initiative is funded by the U.S. Department of Education under the Carl D. Perkins Vocational and Technical Education Act of 1998. The purpose of the State Scholars Initiative is to support state-level business/education partnerships that will encourage and motivate high school students to enroll in and complete rigorous courses of study that will help them in their future careers and with any postsecondary education or training they undertake. State Scholars models motivate students to take rigorous courses that reflect the National Commission on Excellence in Education recommendations: four years of English; three years of math (algebra I, geometry, algebra II); three years of basic lab science (biology, chemistry, physics); three and a half years of social studies (chosen from U.S. and world history, geography, economics, and government); and two years of the same language other than English.

The 22 states that are currently participating in SSI (receiving funds and operating SSI projects or having completed their SSI projects but remaining in the SSI network) include: **Arizona**, Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New Hampshire, Oklahoma, Rhode Island, **South Dakota**, Tennessee, **Utah**, Virginia, West Virginia, and **Wyoming**. WICHE is responsible for providing technical assistance, monitoring, oversight, and cost reimbursement to the SSI projects in these states. Two additional states previously were funded, and they created and completed SSI projects: **New Mexico** and **Washington**.

### Key Outcomes

The number of participating schools is rapidly growing, as some SSI states move beyond the pilot phase to multidistrict, or in some cases, statewide implementation. Findings from the "Evaluation Report for State Scholars Initiative: October 1, 2005 – November 30, 2006" (the first year evaluation report) show that in 19 of the 24 SSI states, there were approximately 800 schools participating in the network at the end of November 2006. This represents a nearly fourfold increase over the estimated 200 schools participating in October 2005. The State Scholars Initiative has been implemented in a range of schools (urban, suburban, and rural); the diversity of locales and experiences to date will inform, and better position, the initiative for future expansion.

The U.S. Department of Education, through the State Scholars Initiative, has engaged the business community in high school redesign. Participation of State Scholars Initiative business partners has increased from 367 in December 2005 to 904 in November 2006, less than a year later. Shelly Esque, director of public affairs at Intel Corporation in Arizona, says, "At Intel we strongly believe that education is the key to a knowledge-based economy, innovation, and the future. The State Scholars Initiative is providing the venue for getting critical messages such as this out to tens of thousands of Arizona students, their parents, and teachers. Communities and individuals who wish to take advantage of the ever-increasing demand for skilled and professional labor are empowered by the call for more math and science and are supporting and celebrating students' successes."

The State Scholars Initiative provides states and participating school districts with the opportunity to better access and use student course-taking data to support rigor in high schools. A recent study (*America's High School Graduates: Results from the 2005 NAEP High School Transcript Study*, February 2007) highlights the need to both build an academic foundation of rigorous courses and to develop an understanding of competency in each course. The State Scholars Initiative contributes importantly to this discussion by outlining a strong option for schools to follow: the State Scholars Initiative Core Course of Study. Through the State Scholars Initiative and other national efforts, we are learning about the various policies and processes needed to achieve truly rigorous academic coursework.

Some states are using the State Scholars Initiative Core Course of Study to support the development of a statewide rigorous high school default curriculum. At least eight states have passed a statewide default curriculum, six of which are SSI states: Arkansas, Delaware, Indiana, Kentucky, Michigan, Oklahoma, South Dakota, and Texas. Of these, only Delaware and Texas have not received federal State Scholars Initiative funding; SSI helped to motivate policymakers to enact a statewide curriculum in Kentucky, Michigan, and Oklahoma.

## **WICHE's Federal Funding and Staffing**

The total amount of federal funding provided to WICHE for State Scholars is now \$6.6 million: \$2.1 million will fund WICHE's administrative costs, and \$4.5 million is supporting state programs. SSI was originally funded at \$5.5 million; WICHE has successfully completed year one and has received its continuation award of \$600,000 for year two. In addition, WICHE has been notified that an additional \$600,000 of the grant funds may be used for another year of program administration, extending WICHE's administration of SSI to September 20, 2008. Finally, WICHE, in competition with another federally funded program, was selected by the assistant secretary of the Office of Vocational and Adult Education, Troy Justesen, to receive an additional \$517,000 for program administration, technical assistance, and evaluation.

In December 2005 Terese Rainwater was hired as SSI program director (1.0 FTE). Christian Martinez joined the staff in January 2006 (1.0 FTE) along with Michelle Medal as administrative coordinator (1.0). Jere Mock oversees the program (.20 FTE on the grant). The grant also covers .65 FTE of the WICHE communications staff's FTE, supporting the SSI work of Annie Finnigan, Candy Allen, and Deborah Jang.

## **The SSI State Network**

Each of the state programs is administered by a state-level business/education partnership and supported by up to \$300,000 in federal funding over a two-year period. When WICHE took on the program administrator role, there were 14 states in the network. WICHE has conducted two national RFPs since February 2006 to expand the network to its current group of 22 states (a list of the participating state business/education organizations is on pp. 8-24 and 8-25).

New states host a kick-off event to launch State Scholars in their state. All four states that joined in November 2006 have held a statewide kick-off event, and WICHE staff has been present at each. South Dakota held its kick-off on January 10, 2007, and WICHE commissioners James Hansen, regent, South Dakota Board of Regents; and Tad Perry, executive director, South Dakota Board of Regents, attended. WICHE staff has attended State Scholars kick-off events in five of the six states that joined in March 2006; the remaining kick-off, in Nebraska, is being scheduled. On December 2-6, 2006, WICHE hosted a state directors' meeting and sustainability workshop in Denver. The purpose of the meeting was to address the policy, evaluation, and sustainability issues faced by State Scholars states and to orient and train new states in the State Scholars Initiative model.

WICHE hosts a monthly conference call, in which state partnerships learn how to address program needs and share best practices. WICHE has also conducted a series of state site-monitoring visits to ensure the quality of program implementation and provide technical assistance. Monitoring/technical assistance visits have been conducted in the following states: Arizona, Connecticut, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, Oklahoma, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. As part of the technical assistance provided, WICHE helps state partners coordinate and leverage their resources with related initiatives in their states, such as the American Diploma Project, National Governors Association Honor States program, MESA (Mathematics, Engineering, Science Achievement), GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and College in the High School (dual-credit) programs. It also lends assistance to state business, education, and policy leaders.

## **National SSI Advisory Board**

On December 7, 2006, the State Scholars Advisory Board met at the Community College of Denver and provided WICHE and state business education partnerships with advice on how to move from program implementation to sustainability. The members of the advisory board are: Mike Cohen, president, Achieve; Liz Dietz, chief executive officer, XAP Corporation; Brian Fitzgerald, executive director, Business-Higher Education Forum; Christine Johnson, president, Community College of Denver; Charles Kolb, president, Committee for Economic Development; Marshall Lind, WICHE commissioner and chancellor emeritus, University of Alaska Fairbanks; Leon Lederman, resident scholar and Nobel Laureate, physics, Illinois Math and Science Academy; Barry Munitz, chair, California P-16 Council, and former chancellor, California State University, and former president, The J. Paul Getty Trust; Jane Nichols, vice chancellor for academic and student affairs, Nevada System of Higher Education; Raymund Paredes, commissioner of Higher Education, Texas Higher Education Coordinating Board; Suellen Reed, superintendent of public instruction, Indiana Department of Education; Piedad Robertson, president emeritus, Education Commission of the States; Arthur Rothkopf, senior vice president, U.S. Chamber of Commerce; Janis Somerville, senior associate, K-16 Initiative, NASH/Ed Trust;

David Spence, president, Southern Regional Education Board; Susan Traiman, director of education and workforce policy, Business Roundtable; Deborah Wilds, program officer, Bill and Melinda Gates Foundation; and Steve Wing, director of government programs, CVS Pharmacy. (Lederman, winner of the 1988 Nobel Prize for Physics, and Wing, CVS Pharmacy, joined the SSI Advisory Board in March 2007.) In addition to annual in-person board meetings (December 2006), WICHE hosts quarterly conference calls with the advisory board.

### **Other Recent Activities**

As a result of staff changes at the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, WICHE staff has met with OVAE staff in person in December of 2006 and in February, March, and April of 2007. In addition, WICHE staff has provided technical assistance to the Office of Postsecondary Education (OPE) to support the implementation of Academic Competitiveness Grants. In June 2007 WICHE will host OVAE staff at the WICHE offices for the second federal monitoring visit.

From December 2006 through March 2007, WICHE has placed special emphasis on communication and dissemination. At the December 7 SSI Advisory Board meeting, which the new OVAE assistant secretary, Troy Justesen, attended, SSI states shared promising practices about their SSI implementation. Also at this meeting, WICHE provided each SSI state with a media kit with tools and information about how to garner media attention for state SSI programs. On January 8, 2007, WICHE disseminated the second SSI newsletter, which features policy research, program updates, and state sustainability efforts. On February 28, 2007, WICHE released the *State Scholars Initiative 2006 Year in Review*. On March 23, 2007, WICHE launched a redesigned State Scholars website, with more emphasis on business involvement and a stronger underlying structure. On March 29, 2007, WICHE released the *Why Physics?* brief, reviewed by Leon Lederman, the winner of the 1988 Nobel Prize for Physics and SSI Advisory Board member. Most recently, WICHE released the third SSI newsletter. Finally, WICHE is working on the production of a short SSI DVD; a webcast; a *Why Foreign Language?* policy brief, a statewide default curricula policy brief; and a national SSI summit. At this summit WICHE will explore issues surrounding pairing a rigorous high school curriculum with demonstrated competency; determining effective course alignment and assessment; and identifying whether policy options such as a statewide default curriculum support student access and success.

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

### **The SSI Network and Chronology**

WICHE staff oversees the efforts of 13 of the 14 original state-level organizations, most of which began implementing the program in 2003. They include:

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

The eight state business-education partnerships that joined the State Scholars network in March 2006 are:

- The Fund for Colorado's Future\*
- Committee for SECURE Louisiana
- Massachusetts Business Alliance for Education



North Carolina Business Committee for Education\*  
Future Force Nebraska  
Utah K-16 Alliance  
Virginia Career Education Foundation  
The Education Alliance of West Virginia

The four state business-education partnerships that joined the State Scholars network in November 2006 are:

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

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

## **INFORMATION ITEM**

### **The American TelEdCommunications Alliance**

In 2001 WICHE joined with the three other regional higher education organizations (the Midwestern Higher Education Compact, the New England Board of Higher Education, and the Southern Regional Education Board) along with MiCTA, a national nonprofit technology association, to form the American TelEdCommunications Alliance (ATAlliance). This national initiative was created to bring schools, colleges, and state education agencies together to improve access to cutting-edge telecommunications and technologies and to provide better pricing options for our colleges and universities.

The ATAlliance has seen some success in the last six years in using the RFP process to secure contracts with vendors on a number of programs and services (in voice, video, wireless, computer hardware and software, e-learning course-management, power and energy management, library equipment, and office supplies) at prices that are lower than what some institutions might've been able to negotiate on their own. However, the times have changed greatly since the organization was founded, and the ATAlliance is no longer as relevant to our institutions' needs. Today, institutions rarely pay the "off-the-shelf" price for technology goods, programs, or services: the web has allowed everyone to "shop" for the best deals they can get, and this has made vendors much more willing to negotiate. Access to cutting-edge technologies has also vastly improved, thanks to increased competition in the market.

In addition to this, ATAlliance has faced one unanticipated problem that has made marketing the program to our institutions and supporting the program within our organizations very difficult: lack of information. Many vendors – especially those in the telecommunications industry – have been extremely reluctant to share information with us about which of our institutions (and which departments within them) have purchased services under ATAlliance contracts. This has made "selling" the program difficult. Lack of information has created another problem, as well: each of the regional organizations was supposed to be recompensed on the basis of contract usage by its institutions, and these funds were to be used to support the program within our organizations; but without solid information from the vendors, the ATAlliance program manager has never been able to give us a clear picture of what usage was.

The New England Board of Higher Education withdrew from the ATAlliance last year. At a meeting in April, the ATAlliance Board (including David Longanecker and the heads of the Midwestern Higher Education Compact, the Southern Regional Education Board, and MiCTA) discussed whether to dissolve the ATAlliance (contingent upon WICHE commissioners' approval). The decision was made to hold off on this course of action for the time being. While the ATAlliance agreement with its current program administrator, MSC, will expire on June 30, 2007, the ATAlliance vendor contracts run into fall 2008 (and one, in which WICHE is not involved, runs into early 2009); concern that our institutions be served well by vendors for the life of the contracts caused the board to decide to hold off on dissolving the ATAlliance, at least for now. Once the contracts expire, and given the commissioners' approval, it is likely that the corporate structure of the ATAlliance will be dissolved, as recommended by the chief executives of MHEC, SREB, and WICHE.

The group has left the door open for any of the organizations to work together on an RFP in the future – as WICHE currently does with MHEC, for instance, through the Master Property Program, or on a more informal basis. Each ATAlliance partner may seek partnerships with the other compacts related to various technologies on an as-needed basis.

# INFORMATION ITEM

## Programs and Services Update

### **WICHE Internet Course Exchange**

To increase access to higher education, the WICHE Internet Course Exchange (WICHE ICE) is facilitating the sharing of electronically delivered courses and programs throughout the WICHE region and beyond. Currently, 12 higher education institutions and university systems in the WICHE region are members of WICHE ICE. The members, who each pay a \$3,000 membership fee, include: the University of Alaska Anchorage, Bismarck State College, Boise State University, Idaho State University, Lewis-Clark State College, Montana State University, Montana University System, University of Nevada Reno, Central Washington University, Eastern Washington University, University of Utah, and University of Wyoming. These institutions are developing, or are assessing the feasibility of developing, course and program exchanges in a variety of disciplines, including: general education, social work, allied health fields, teacher preparation courses in secondary math and science, and master's level programs in Basque studies, public health, and teacher education. The member institutions are represented on the WICHE ICE Steering Board, which oversees the policies that guide this regional consortium.

The WICHE ICE Steering Board met on April 25-26 in Portland, OR, preceding the Northwest Academic Forum annual meeting along with WICHE staff members Jere Mock and Susan Vermeer Lopez. Topics of discussion included adopting the *WICHE ICE Operations Manual*, which includes topics such as the essential characteristics of e-learning consortia; the financial model for WICHE ICE; and examples of forms and procedures for course and program exchanges among WICHE ICE institutions.

### **Master Property Program and Property and Casualty Program (in collaboration with MHEC)**

The Master Property Program (MPP) is offered by WICHE to Western institutions in collaboration with the Midwestern Higher Education Compact (MHEC). MPP offers an insurance and risk management program that provides comprehensive property coverage related to higher education needs and enhances institutions' risk management and asset protection strategies. MPP's engineering and loss control services are tailored to member institutions' requirements, as well as to the group as a whole. The program has generated more than \$30.5 million in savings for participating institutions and affords its members the opportunity to earn dividends based on annual loss ratios. Members currently include 76 campuses (38 primary policies) with total insured values of \$51.9 billion. The Nevada System of Higher Education was the first system in the WICHE region to participate in the program and saved \$1.3 million a year in the first two years in the MPP on its \$2.8 billion in insured assets.

In 2004 the Property and Casualty Program (P&CP) was introduced to meet the needs of smaller institutions, those with enrollments averaging around 7,500 students. The P&CP offers a package program and lower deductibles to meet their unique needs.

Since October 2006, Jere Mock and Susan Vermeer Lopez have met with six institutions to present the MHEC/WICHE insurance programs: the Colorado School of Mines (CSM), Laramie County Community College (LCC-WY), Oregon University System (OUS), Pima Community College (PCC-AZ), the University of Northern Colorado (UNC), and the University of Wyoming (UW). The program administrator, Marsh, Inc., is currently developing quotes for Pima Community College and the University of Northern Colorado as well as for Westminster College (UT) and the College Liability Insurance Company (CLIC), a consortium of universities in California, Oregon, Utah, and Washington. Additional eligible institutions will be contacted to assess their interest in the program and staff will continue to work with CSM, LCC, OUS, and UW to assess the feasibility of their participation.

### **Northwest Academic Forum 2007 Annual Meeting**

Thirty-two master's and doctoral-level institutions and 10 states participate in the Northwest Academic Forum (NWAFF), represented by their provosts, vice presidents of academic affairs, and state academic officers. The 2007 NWAFF annual meeting was held on April 26-28 at Portland State University. Its theme was "A Perfect World: Student Success through P-16 Alignment." Speakers, including California State University Executive Vice Chancellor and Chief Academic Officer Gary Reichard; Janis Somerville, senior associate of the National Association of System Heads and The Education Trust; Jane Wellman, Executive Director of the Delta Project on Postsecondary Costs, and Cheryl Blanco, Vice President for

Adult and Experiential Learning at the Council for Adult and Experiential Learning; explored the linkages between K-12 and higher education and addressed topics such as how to connect access, quality and the costs of higher education; student civic engagement; and transitions and retention in higher education. During the meeting, the NWAFF members voted to provide an \$8,000 contribution from the NWAFF reserves to support the development of the WICHE Internet Course Exchange. Jere Mock, Susan Vermeer Lopez, and Laura Ewing provide staff support for NWAFF activities.

# Issue Analysis and Research Committee Meeting

Monday, May 21, 2007 — 3.30 - 5.00 pm  
Upper Glacier

9 Monday 3.30 - 5.00 pm



Monday, May 21, 2007

3.30 - 5.00 pm  
Upper Glacier

**Issue Analysis and Research Committee**

Jane Nichols (NV), committee chair  
Ryan Deckert (OR), committee vice chair  
Cam Preus-Braly (OR), ex officio  
Roy Ogawa (HI), ex officio

Patricia Brown Heller (AK)  
David Lorenz (AZ)  
Position vacant (CA)  
William Byers (CO)  
Roberta Richards (HI)  
Arthur Vailas (ID)  
Mary Sheehy Moe (MT)  
Warren Hardy (NV)  
Committee chair (NV)  
Beverlee McClure (NM)  
Pamela Kostelecky (ND)  
Committee vice chair (OR)  
Robert Burns (SD)  
Bonnie Jean Beesley (UT)  
Jeanne Kohl-Wells (WA)  
Tex Boggs (WY)

**Agenda**

Presiding: Jane Nichols (NV), chair

Staff: Dolores Mize, director, Policy Analysis and Research  
Louis Fox, executive director, WCET

Introduction of Dolores Mize, new director of  
Policy Analysis and Research 9-3



Approval of the Issue Analysis and  
Research Committee meeting minutes  
of November 13-14, 2006 9-5



Approval of the FY 2008 Policy Analysis  
and Research workplan 9-7

**Discussion Item:** A new prospective agenda for WICHE:  
*Science, Technology, and Innovation*

*Discussion leader:* Louis Fox, WCET executive director (see bio in tab 5)

**Information Items:**

*Back in the Fold: Degree Completion for Returning Adults* 9-9

*Benchmarks report (separate document)*

*Emerging Policy Triangle* report, an update to the 2004 publication  
(separate document)

**Unit updates**

WCET – Louis Fox

Policy Analysis and Research – Dolores Mize 9-11

Other business

Adjournment



**Western Interstate Commission for Higher Education**

# media release

## **Dolores Mize Is WICHE's New Director of Policy Analysis and Research**

**Boulder, Colorado** — The Western Interstate Commission for Higher Education (WICHE) is proud to announce that Dolores Mize has joined WICHE as its director of policy analysis and research. Mize comes to WICHE from the Oklahoma State Regents for Higher Education, where she was associate vice chancellor and special assistant to the chancellor.

“WICHE is exceptionally fortunate to have attracted Dolores Mize to join our team,” says WICHE Executive Director David Longanecker. “I have had the pleasure of working in various national forums with Dolores over the years, and she is always one of the most intelligent, informed, and engaged participants. Her experience in Oklahoma, a state that has pursued one of the most progressive higher education agendas in the nation in recent years, will serve us well at WICHE. And her exceptional national reputation and presence will help WICHE continue to be appreciated for the quality and relevance of its policy and research efforts.”

Mize has been an active figure in Oklahoma higher education for the last decade, holding a variety of positions with the Oklahoma State Regents. Access issues have been a major policy interest of hers since her graduate days at Oklahoma State University, Stillwater, where she received her Ph.D. in psychology.

“I’m delighted to have the opportunity to work with the higher education leadership in WICHE’s member states and am frankly excited about working with states that represent such a broad diversity of people and places,” says Mize. “It’s hard to leave Oklahoma after nearly 10 years with the Oklahoma State Regents, but I know that I helped build a firm P-16 infrastructure that other states are now emulating. It’s a testament to my high regard for David Longanecker and the WICHE organization that I am willing to pick up stakes.”

“The higher education policy challenges in the Western United States are simultaneously differ-

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ent than and the same as those in the rest of the country,” adds Mize. “Having worked in higher education leadership in the state of Oklahoma, however, I am accustomed to balancing local and state needs against a national public policy picture. I hope I can add value to WICHE’s work because of that experience.”

## **About WICHE**

The **Western Interstate Commission for Higher Education (WICHE)** and its 15 member states work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy among states and institutions, WICHE strengthens higher education’s contributions to the region’s social, economic, and civic life. Our programs – Student Exchange, Policy Analysis and Research, WCET, and Mental Health – are working to find answers to some of the most critical questions facing higher education today, investigating issues such as access to higher ed for low-income students, the financing of higher education and student financial aid, higher education’s role in workforce and economic development, articulation between K-12 and higher education, and distance education. WICHE’s 15 member states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The organization is governed by a 45-member gubernatorially appointed body.

**3/1/2007**

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# ACTION ITEM

## Issue Analysis and Research Committee Minutes

### November 13-14, 2006

#### **Committee Members Present**

Jane Nichols, chair (NV)  
Ryan Deckert (OR), vice chair

Patricia Brown Heller (AK)  
Roy Ogawa (HI)  
Mary Sheehy Moe (MT)  
Pamela Kostelecky (ND)  
Robert Burns (SD)  
Bonnie Jean Beesley (UT)  
Jeanne Kohl-Welles (WA)

#### **Committee Members Absent**

David Lorenz (AZ)  
Jenna Langer (CO)  
Arthur Vailas (ID)  
Beverlee McClure (NM)  
Warren Hardy (NV)  
Tex Boggs (WY)

#### **Other Commissioners Present**

Roberta Richards (HI)  
Richard Kunkel (ND)  
Klaus Hanson (WY)

#### **Staff Present**

David Longanecker, WICHE executive director  
Louis Fox, WCET executive director  
Russ Poulin, WCET associate director  
Erin Barber, executive assistant

#### **Guests Present**

Art Hauptman, public policy consultant  
Pat Heller, president, National Center for Public Policy  
and Higher Education (NCPPE)

Chair Jane Nichols convened the Issue Analysis and Research Committee on November 13, 2006, and a quorum was established. Chair Nichols moved for approval of the minutes of the committee's meeting of May 22-23, 2006. The minutes were approved without revisions.

Executive Director David Longanecker introduced Louis Fox, the new executive director of WCET. Fox is the founder of the National Internet2 K20 Initiative and a well-known researcher and advocate in the field of technology and education. His work in expanding cyber-infrastructure and improving access to high-quality instruction and research in higher education has won him a national and international reputation. He comes to WCET from the University of Washington, where he served as the vice provost for educational partnerships and learning technologies. WICHE is extremely fortunate to have attracted Louis Fox to WCET, and Longanecker expects that under his leadership, WCET will be able to sustain and enhance its reputation as an organization operating on the leading edge of creative endeavors in technology-mediated instruction, administration, and management in higher education.

Louis Fox spoke about his research interests and projects, as well as about his work at the University of Washington and the transition to WICHE. He believes WCET has an opportunity to regain its identity as an innovator and leader in advancing technology in higher education. Fox mentioned the notion of an "integrated brand" across all of WICHE, in which printed and electronic materials have the same look across the organization. Fox also talked about more closely aligning WCET and WICHE activities in the future.

Commissioner Kohl-Welles asked him to discuss his ideas on the advancement of technology, and Patrick Heller, president of the National Center for Public Policy and Higher Education, asked about how information on the Internet can be verified. Fox discussed the "democratization of information," saying that technology literacy and information literacy were both essential skills for the 21st century. Chair Nichols talked about the WICHE/WCET alignment and its benefits. Commissioner Beesley commented on the economics of technology. Commissioner Hanson mentioned his experience with teaching a foreign language course online, and Commissioner Sheehy Moe talked about online courses in Montana. Commissioner Kohl-Welles commented on international use of the Internet.

David Longanecker discussed the second action item, which concerned seeking funds for a higher education productivity

study. The goal of the project, called *Productivity in Higher Education: Lead, Follow, or Get Out of the Way*, is to assist states and policymakers in making college more affordable by addressing productivity issues to reduce the cost of education, thus increasing access and success for economically disadvantaged students.

Longanecker said that this project was a logical extension of WICHE's *Changing Direction* project, which was coming to an end. It was also a major thrust of the Lumina Foundation for Higher Education, which funded *Changing Direction*. He asked for approval to seek funds for *Productivity in Higher Education: Lead, Follow, or Get Out of the Way*.

VICE CHAIR DECKERT MOVED TO APPROVE THE ACTION ITEM, WITH A SECOND BY COMMISSIONER BEESLEY. The motion was approved.

In an aside, Vice Chair Deckert asked Chair Nichols if she used information from the *Changing Direction* project.

Longanecker gave a brief update on the work of the Policy Analysis and Research unit (currently without a director, after Cheryl Blanco's departure).

- The project on the portability of aid was in process.
- The proposed residency study had not found funding.
- The academic competitiveness project did not receive funds from Gates.
- There are some leftover funds from *Changing Direction*, and these will be used for roundtables to help develop the public agenda (\$20,000 will go to four states).

Chair Nichols expressed interest on behalf of Nevada in the last initiative. She also said it was important to continue to seek funds for the residency study.

Longanecker said that the 2008 workplan would be presented at the May 2007 meeting.

Consultant Art Hauptmann commented on Longanecker's work in international education.

Chair Nichols adjourned the committee meeting.

## WICHE FY 2008 Workplan: Priority Themes & Activities

### Existing Activities (GF=general fund)

Finance	Access & Success	Innovation & Info-technology	Workforce	Accountability
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the NorthWest Academic Forum's regional initiatives (NNAF)	Escalating Engagement (Ford)	Regional benchmarks (GF)
Multyear policy projects on higher education and financial aid (Lumina Foundation)	State Scholars Initiative (OVAE)	Internet Course Exchange (ICE)	Developing Student Exchange Program responses to critical workforce shortages, especially in the West's rural and underserved areas	Electronic Regional Fact Book: Policy Indicators for Higher Education (GF)
Performance measurement improvement in the Western states public mental health programs	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)	Developing best practices in online student services and audits of institutions' online student services via CENTSS, the Center for Transforming Student Services (WCET)	Mental health student exchange	Policy Insights on a range of higher education issues (GF)
Property insurance and risk consortium (self-funding)	Escalating Engagement (Ford)	EdTools provides comparisons of electronic learning software and online course evaluations (WCET)	Workforce Briefs (GF)	Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
Legislative Advisory Committee	Multyear policy projects on higher education and financial aid (Lumina Foundation)	WCET annual conference (WCET)	Building partnerships for competency: public mental health workforce development	Electronic alerts and clearinghouse (GF)
Workshop for legislative staff (Lumina)	High school graduates projections by state, race/ethnicity, and income		Rural mental health training initiatives	SPIDO (GF)
Technical assistance workshop (Lumina)	Children's mental health improvement projects in Wyoming and South Dakota		State technical assistance with Alaska, Oregon, North Dakota, and Washington (Ford)	

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

**Finance**

Residency policies

**Access**

Methodological review of Projections of High School Graduates (Spencer)

Student mobility

Portable financial aid

**Innovation &  
Info-technology**

Quality measures in e-learning (WCET)

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

EduTools sustainability model (WCET)

Implementation of WCET strategic planning/branding outcomes (WCET)

Implementation of dynamic, integrated web and communication tools (WCET)

Expand EduTools comparisons of policies (WCET)

Acquiring a regional learning center for SHEPC

**Workforce**

Expanding professional advisory councils (health professions)

Regional social work consortium (seeking funding)

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

Regional rural health care advisory council and new initiatives

**Accountability**

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

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

**Finance**

Productivity as a strategy to address cost and affordability concerns

**Access**

New traditional students

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

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

Adult degree completion

College access marketing

Expand access for minority-serving institutions to cyberinfrastructure networks and applications (Science, Technology, and Innovation – WCET)

Expand availability and use of digital arts and humanities

**Innovation &  
Info-technology**

Expansion of ICE

Facilitating Internet II connectivity throughout the West

Expand the availability and use of e-health and e-science applications (Science, Technology, and Innovation – WCET)

**Workforce**

WICHE licensure and credentialing service

Recruiting leaders for Western higher education

Assisting states in identifying academic program development needs

Health and allied health workforce development and policy

Workforce credentialing systems

**Accountability**

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

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

Analysis of technologies' impact on student assessment and learning outcomes (WCET)

## INFORMATION ITEM

# Back in the Fold: Degree Completion for Returning Adults

### Summary

The Policy Analysis and Research unit is completing preparatory work toward submitting a proposal to a foundation or federal agency for a multiyear project that would help Western states bring former students “back in the fold” and obtain a degree. The project will focus first on identifying students who have stopped-out of college with only a short time to degree remaining. However, it is not enough to merely identify the students. Therefore, this project will also provide resources to help states comprehensively address the data, outreach, curricular, and credentialing issues involved in helping identified students return to college and obtain a degree. Ultimately, the project is designed to help returning adults obtain a degree *quickly* and therefore increase degree attainment in WICHE states at a far more rapid pace than can be achieved without such an effort. The project’s components, once completed, will put a system in place that can be replicated for future cohorts. The project will, in turn, strengthen Western states’ economic competitiveness.

### Background and Importance of the Project

Degree attainment is vital to every state interested in projecting the image of an educated workforce for economic development purposes and for every state that is competing for new business and industry. It is also necessary for retaining businesses in a state – especially now, when “competition” doesn’t just mean other states, it also means other countries. Higher education holds the key to degree attainment and, therefore, the key to the viability of each state’s workforce.

While some colleges and universities in the West have attempted small-scale projects unique to their own campuses (e.g., the University of New Mexico and, more recently, Arizona State University), this project will focus on entire higher education systems and states. The project will examine models that can be adopted by systems and/or states to bring returning adults back to campus, whether their interaction with the campus is in the traditional classroom or, in part, through technology-delivered coursework.

The proposed project will have several steps, which must be completed sequentially in order to achieve a comprehensive adult degree completion program:

1. Identify the students who are “close” to obtaining a college degree in each state through the use of institutional and/or state databases. (The definition of “close” remains to be specified; different universities and states have defined it differently.)
2. Form partnerships in each state with other state agencies or private businesses to help identify which students still reside in the state. If multistate efforts take shape within the project, we can also identify which students have entered other WICHE states. Assuming that in-migration and out-migration should be fairly predictable, each state in such a partnership will benefit.
3. Create a means of reaching out to the students, including the use of college access marketing targeted to this “stopped-out” population. This form of outreach goes beyond writing letters and making phone calls. College access marketing for this population would also consist of traditional media.
4. Examine the utility of:
  - a. Bringing students back to campus to complete their original degree program.
  - b. Creating a within-system, within-state, or within-WICHE set of common courses or sets of competencies that the returning student must complete. The remaining courses would be unique to the institution but would lead to a common degree (e.g., a B.A. in liberal studies or similar program).
  - c. Whole or partial delivery of courses or sets of competencies through technology.
  - d. Refining state or institutional databases so that ongoing identification of stopped-out students is easily accessible. When this is completed, the project can be replicated over meaningful, discrete time units and therefore can be institutionalized.

This project is ambitious and will require leadership from each state; and within each state, it will require the involvement of multiple sectors. While WICHE has had some interest in this project from a specific foundation, it may be that foundation funding alone will be insufficient to complete all aspects of this project. Because this project is sequential in nature, it easily lends itself to having its various aspects funded by various sources. Additionally, staff will work to seek funding for states through federal grants and other sources. Rather than providing only technical assistance, this project

is designed to provide capacity-building funds for systems and states to undertake all steps of this project and fast-track the development of a comprehensive adult degree-completion program.

### **Next Steps**

Upon initial approval from the Issue Analysis and Research Committee, staff will explore funding opportunities and complete a formal project design. The project design will be submitted to the commission as an action item before we proceed with the formal proposal.

# INFORMATION ITEM

## Policy Analysis and Research Unit Update

### Financing

**Changing Direction: Integrating Higher Education Financial Aid and Financing Policy** (Phase 2). A grant from Lumina Foundation for Education supports this project, which ends June 2007. Phase I activities occurred between November 2001 and August 2003; *Changing Direction* moved into Phase 2 in September 2003, with additional funding of \$1 million over three years to support the expansion and broadening of the scope of this project. The second phase of this grant included financing and retention issues. Project activities included: offering technical assistance to 14 states on integrating financial aid, tuition, and appropriations policies; convening multistate policy forums; cosponsoring leadership institutes for legislators, governors' education policy advisors, regents, and legislative staff; updating and expanding SPIDO (State Policy Inventory Database Online); and commissioning research and policy papers. WICHE received an extension to conduct additional work in select states; this extension was designed to focus the attention of new governors on integrating financial aid and financing policy.

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

### Access

**High School Graduates.** WICHE has begun work on the next edition of *Knocking at the College Door*, our projections of high school graduates by state and race/ethnicity. The most recent edition was published in December 2003 and generated considerable interest from a wide-ranging national audience of policymakers, researchers, institutional officers, the media, and others. As with the previous edition, ACT has agreed to help defray the costs of preparation and publication (the College Board has been invited to participate, as well). The forthcoming edition is planned for publication in December 2007 or January 2008 and will not include projections by income, due to a lack of new data sufficient to update the data from the previous edition. It will, however, be the first *Knocking* to make full use of the Common Core of Data (CCD) available from the federal government. Using the CCD has improved the process of data collection, as well as the implementation of our projection methodology. Furthermore, using CCD data will allow for more extensive analyses, such as projections for major metropolitan areas throughout the U.S., as well as projections by gender and race/ethnicity by state. WICHE is seeking a restricted-use license from the National Center for Education Statistics to obtain the data needed for these and other possible analyses. WICHE intends to improve the quality and usefulness of these projections by updating the projections on a more regular cycle and by extending analyses of these data in sensible directions. Possible directions include making projections by income (the data for which are becoming available through the Census Bureau's *American Community Survey*) and English-language usage.

**Shared Responsibility in Oregon.** Under a contract with the State of Oregon, WICHE worked to help Oregon redesign its principal need-based grant aid program. The result of this work is legislation that would substantially increase appropriations for the program, which would extend larger grants to all eligible aid applicants while expanding eligibility. The design of the grant thoughtfully incorporates state policy with federal financial aid policies. It is also intended to establish a reasonable benchmark for affordability, thereby appealing to both needy and some middle-income students who are considering college.

**High School Graduates Methodology Review.** WICHE will continue working to identify a funding organization to conduct a comprehensive review of the methodology that drives the projections of high school graduates by state and race/ethnicity. The current methodology, known as Cohort Survival Ration (CSR), has been employed since the first edition. CSR is a widely used and respected projection methodology, but advances in technology have made other approaches feasible. The methodology review will examine the accuracy and feasibility of alternative approaches in comparison to CSR, and it will also examine how best to extend the projections in new directions, given the growing availability of useful data (such as the data being generated through the Census Bureau's *American Community Survey*). A proposal brief to the Spencer Foundation for this project is nearing its final draft stage.



## **Workforce**

**Escalating Engagement: State Policy to Protect Access to Higher Education.** Now nearing the end of the second of its three years, this project, funded by a grant from the Ford Foundation, has two main thrusts: protecting access to higher education; and strengthening the connection between higher education and state workforce needs. WICHE is currently organizing a regional policy forum, to be held in Denver in June, titled, *Finding the Right Port in a Storm: Strengthening the Connection Between Higher Education and State Workforce Goals*. This forum will attempt to bring together policymakers whose primary responsibility is education with those who concentrate their efforts on labor and workforce development issues – two groups who too seldom pursue complementary objectives. Additionally, WICHE is currently providing technical assistance to the State of Alaska and recently completed technical assistance activities with South Dakota and Hawaii. Six new fellows were identified in April 2007, and staff members are in the process of identifying new states that will spend a year on specific higher education-workforce alignment issues.

**Policy Publications and Alerts.** WICHE continually updates its electronic fact book, which provides a wide array of data tables related to access, affordability, workforce, and other issues. WICHE also updates its *Benchmarks* publication annually and does an annual report on tuition and fees at public colleges and universities in the West. In addition WICHE continues to periodically prepare short reports, titled *Policy Insights* and *Policy Exchanges*, while distributing its *Policy Alerts* and *Stat Alerts* via weekly email notices. Additionally, as a follow-up to its work on accelerated learning options, WICHE worked in partnership with KnowledgeWorks Foundation to conduct an analysis of Ohio's Postsecondary Enrollment Options program and to make recommendations for state policy.

## Dinner at The Pavilion at Grouse Mountain Lodge

Monday, May 21, 2007 — 6.30 - 8.30 pm



## Monday, May 21, 2007

**6.30 - 8.30 pm**

The Pavilion  
at Grouse Mountain Lodge

### **Dinner at The Pavilion at Grouse Mountain Lodge**

Enjoy a delicious roast-pork dinner with all the fixings at The Pavilion, a beautiful outdoor venue at Grouse Mountain Lodge. Once dinner is over, there'll be an old-fashioned square dance.



# Policy Discussion: Behavioral Health Professions Education — Challenges of Relevance, Effectiveness, and Accessibility

Tuesday, May 22, 2007 — 8.30 - 9.45 am  
Continental Divide



Photo courtesy of Montana Tourist Board

Tuesday, May 22, 2007

8.30 - 9.45 am

Continental Divide

**Policy Discussion: Behavioral Health Professions Education – Challenges of Relevance, Effectiveness, and Accessibility**

While the health care environment changes constantly, education programs in the health professions evolve slowly. Training programs struggle to keep pace with the shifting realities of practice, as these are repeatedly transformed by forces such as the growing evidence base, shifts in health care financing, the changing demographics of patient populations, and demands by consumers to play a much larger role in decisions about their treatment.

In collaboration with the WICHE Mental Health Program, The Annapolis Coalition has just completed a two-year, national strategic-planning process on behavioral health workforce development. The co-leaders of this initiative will review the outcomes of this process, highlighting the relevance of the findings and recommendations for all health professions education.

Potential strategies to be discussed include competency identification and assessment; curriculum revision; evidence-based teaching strategies; the use of technology; and interventions in clinical settings to support the use of newly learned skills. Special attention will be given to the concept of a workforce collaborative that links educational systems with clinical care systems in an effort to ensure an adequate pipeline of relevantly trained health care professionals.

*Discussion leader:* Dennis Mohatt, WICHE Mental Health Program director

**Biographical Information on the Speakers and Discussion Leader**

**Michael Hoge** is professor of psychology in the Psychiatry Department of the Yale University School of Medicine and director of Yale Behavioral Health, with responsibilities for managing a broad array of community-based services for adolescents and adults. He is the immediate past chair of the Behavioral Health Professional and Technical Advisory Committee of the Joint Commission on Accreditation of Healthcare Organizations and recipient of the 2001 Moffic Award for Ethical Practice in Public Sector Managed Behavioral Healthcare. Hoge is an expert on workforce development in behavioral health. He is a founding member of The Annapolis Coalition on the Behavioral Health Workforce, which initiated a national, interprofessional effort to improve the recruitment, retention and training of individuals who provide prevention and treatment services for persons with mental illnesses and substance-use disorders. He is also the senior editor of the recently released *National Action Plan on Behavioral Health Workforce Development*, which was commissioned by the federal Substance Abuse and Mental Health Services Administration. Hoge has consulted on behavioral health workforce issues for the President's New Freedom Commission on Mental Health, the Institute of Medicine Committee on Crossing the Quality

Chasm: Adaptation to Mental Health and Addictive Disorders, and multiple states and organizations. Most recently, he was appointed to serve on the Institute of Medicine Committee on Psychosocial Services to Cancer Patients and their Families, which will be identifying strategies to improve the skills of the behavioral health and general medical workforce in caring for persons with serious and prolonged illnesses. Hoge is the senior editor of three special journal issues on workforce development in behavioral health and author of multiple peer-reviewed articles on this topic.

**Dennis F. Mohatt** became the WICHE Mental Health Program director after serving as deputy director for the Nebraska Department of Health and Human Services from 1996-1999 and as the state's commissioner of mental health. He also administered Nebraska's public managed care initiatives in Medicaid for both physical and mental health. Mohatt has more than 15 years of experience in community mental health, including executive leadership of a very successful community mental health center in Michigan's rural Upper Peninsula, which integrated community mental health services with primary care in two rural family medicine practices. Mohatt received his undergraduate training at the University of Oregon, and a National Institute of Mental Health training fellowship in rural mental health while at Mansfield University in Pennsylvania, where he received his M.A. in rural community-clinical psychology.

**John Morris** is director of the human services practice of the Technical Assistance Collaborative and also director of health policy studies at the University of South Carolina School of Medicine, where he is professor of clinical neuropsychiatry and behavioral sciences. He is executive director of The Annapolis Coalition on the Behavioral Health Workforce, which has recently released a national action plan for workforce development at the request of the Substance Abuse and Mental Health Services Administration. Morris is a past president of the American College of Mental Health Administration (ACMHA) and of the ACMHA Foundation, and in 2006 he was awarded the Saul Feldman Lifetime Achievement Award, ACMHA's most prestigious honor. He is currently chair-elect of the board of directors of Mental Health America (formerly the National Mental Health Association) and a member of the Advisory Council to the Georgetown University National Technical Assistance Center for Children's Mental Health and the Texas Health Institute's Advisory Council on Mental Health Transformation. He is the immediate past-president of the SC Action Council for Cross Cultural Mental Health and Human Services and is a member of the Mental Health Policy Research Network of the John D. and Catherine T. MacArthur Foundation. He is a former state director of mental health in South Carolina, with more than 35 years in the behavioral health field as a clinician, administrator, researcher, and educator. He serves as senior policy consultant with Comprehensive Neuroscience (CNS) and as the editor of *Prescriptions for Progress*. He is a member of the editorial board of *Administration and Policy in Mental Health and Mental Health Services Research* and is a reviewer for *Psychiatric Services* and *PsyCRITIQUES*.



## Committee of the Whole – Business Session

Tuesday, May 22, 2007 – 9.45 - 11.45 am  
Continental Divide



Photo courtesy of Montana Tourist Board



Tuesday, May 22, 2007

9.45 - 11.45 am  
Continental Divide

**Committee of the Whole - Business Session**

**Agenda**

Reconvene Committee of the Whole: Cam Preus-Braly, WICHE chair

Report and recommended action of the Audit Committee,  
David Nething, committee chair

**Information Item:** Audit Committee calendar

Report and recommended action of the Executive Committee,  
Roy T. Ogawa, WICHE vice chair (tab 1)

Report and recommended action of the Disaster Recovery Committee,  
Diane Barrans, committee chair

Report and recommended action of the Programs and Services  
Committee, Carl Shaff, committee chair (tab 8)



Approval of FY 2008 workplan sections pertaining to  
the Programs and Services unit's activities (tab 8)



Approval of PSEP restructuring (tab 8, p. 10)

Report and recommended action of the Issue Analysis and Research  
Committee, Jane Nichols, committee chair (tab 9)



Approval of FY 2008 workplan sections pertaining to  
the Policy Analysis and Research unit's activities (tab 9)

Committee of the Whole action items



Approval of changes in reserve policy and  
requirements 12-3



Approval of salary and benefit recommendations  
for FY 2008 12-5



Approval of annual operating budget – general  
fund and self-funded activities – for FY 2008 12-6



Approval of the workplan for FY 2008 12-14

Meeting evaluation (paper or electronic) 12-25

Other business

**Adjournment**

Box lunches available



# **ACTION ITEM**

## **Proposed Changes to WICHE's Reserve Policy**

At the November 13-14, 2006, commission meeting in Colorado Springs, the commission discussed possible changes to WICHE's reserve policy. Based on the material provided for that discussion (much of which is included below) and on the general support for changing this policy during that discussion, staff proposes the changes in reserve policy reflected below.

### **Background**

The commission, at its May 2000 meeting, revised its policy regarding minimum reserve requirements, as follows:

1. WICHE will maintain a reserve of at least 12 percent of the approved general fund expenditures budget.

Prior to establishing this policy, WICHE's mandated minimum reserve was fixed at \$200,000. As WICHE's budget increased, however, WICHE's fixed costs and potential liabilities also increased, so having a fixed minimum reserve created a problem. When the \$200,000 minimum reserve was originally established, it represented about 20 percent of WICHE's general fund budget. Over time, however, the percentage of the general fund budget that this \$200,000 minimum requirement represented has eroded to only about 10 percent. Adopting a minimum reserve requirement tied to a percent of the general fund budget provides a means for keeping the minimum reserve proportionate to the size of the budget. The 12 percent figure was adopted because it represented the likely level of liabilities that the organization would face, beyond available resources, should it be necessary or desirable to disband the organization.

2. Reserves below the 12 percent minimum threshold can be expended only for exceptional unanticipated losses, as was designated by the commission.

While there had been a minimum threshold before the 12 percent figure, there had been no policy with regard to what conditions would allow this figure to be breached. Stating explicitly that those reserves below the 12 percent minimum could be expended only for "exceptional" and "unanticipated" losses, and that such expenditures would require direct designation by the commission, made it clear that this designation was much more than a casual threshold. It would take a catastrophic circumstance to spend reserves down below this minimum, and staff could not do so without the full understanding and approval of the commission.

3. Reserves in excess of the 12 percent minimum threshold can be expended only for one-time, commission-approved expenditures that will substantially enhance the organization.

This provision makes it clear that reserves aren't intended to be a convenient balancing wheel for operating fund deficits. For three years, WICHE had operated on planned deficit budgets, and this provision established that anticipated deficit budgeting was a thing of the past.

For a number of reasons it is important for the WICHE Commission to revisit these policies and consider changes. First, after six years of experience, it is appropriate to consider whether the policies have worked to protect the financial integrity of the organization. Second, the purchase of WICHE's share in the new State Higher Education Policy Center (SHEPC) building in Boulder adds a new financial responsibility, both to WICHE and to our partnership with the State Higher Education Executive Officers (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS), who also own shares of the facility. Third, the reserve policies adopted in 2000, though a great improvement over prior policies, overlooked one important purpose of reserves, which is to fund modest, unanticipated perturbations in the general fund budget, ones that might legitimately be funded out of reserves.

### **Action Requested**

Approval of the following:

- WICHE will maintain the previously established minimum reserve threshold of at least 12 percent, to be available only for exceptional unanticipated losses, as designated by the commission (essentially retaining parts one and two of the previous policy).

- In addition, WICHE will maintain a reserve to protect the agency's capacity to meet WICHE's building payment requirements equal to half the annual facilities costs. (Our current facilities costs are slightly below \$500,000 per year, so this would require dedicating approximately \$250,000 from reserves for this purpose.)
- In addition, WICHE will allow reserves of up to 10 percent of budgeted general fund expenditures to be dedicated for possible unanticipated operating-fund shortfalls; this amount will be reduced to 5 percent when all self-funded units have been able to accumulate reserves equal to 25 percent of their annual operating budget.
- All self-funded units should strive to establish reserves equal to at least 25 percent of their annual operating budget.
- With reserves in excess of those required to meet the conditions of the first two bullets above, the commission may dedicate reserves to cover unique, one-time expenditures that will substantially enhance the operation and efficacy of the organization.

# ACTION ITEM

## Salary/Benefit Recommendations for FY 2008

### Background

As reflected in the proposed budget agenda item, Executive Director Longanecker recommends an overall increase in salaries for staff of 4.0 percent, 3.5 percent for performance-based increases and 0.5 percent for one-time bonuses to staff who have performed at exceptionally high levels over the past year. This request is identical to the percentage increases requested and granted for the past two years. WICHE does not give staff across-the-board or cost-of-living adjustments in salary; all increases are related to performance. The proposed budget also includes a 3.5 percent increase in benefits for staff, all of which are related either to benefits directly associated with salary (i.e., agency contributions to the retirement plan, life insurance, workers' compensation, unemployment compensation, and Social Security) or to projected changes in the costs of general benefits (i.e., health/dental insurance premiums, Social Security, and workers' compensation). Staff members continue to pay for a portion of their benefits, including a share of health insurance premiums for dependent coverage and their share of Social Security and retirement contributions.

Longanecker also recommends that salary ranges for positions within WICHE be increased by 5 percent to remain consistent with the proposed increases in salary.

In addition to these fairly routine changes in staff compensation, Longanecker also proposes that a new supplemental performance-based bonus program be adopted by the commission. At its November 12, 2001, meeting the commission, at the request of the WCET Steering Committee, approved a policy allowing the two WICHE self-funded units – Mental Health and WCET – “to use a portion of the indirect cost recovery funds from non-grant funded projects and activities to provide **performance-based bonuses**. The bonuses would be up to 20 percent of the annual base salary for key staff. The unit director or executive director would approve these bonuses based on annually-established performance objectives and results.” Because these funds come from entirely self-funded units, this policy obviously has had no impact on WICHE's general fund account. Though this policy has been used only sparsely since its adoption, it has proven useful, both to reward exceptional performance when resources were available and to keep compensation levels competitive for key staff in these two units.

However, it became evident over the past year, as we sought to recruit replacement individuals for senior staff who had left WICHE, that the rationale for providing the capacity to give bonuses to key staff in Mental Health and WCET applies to other units, as well. The challenge, however, is how to provide such a benefit without having it erode WICHE's general fund.

The proposed solution is to extend the performance-based bonus opportunity to all key staff within the organization, at levels consistent with the existing policy and contingent upon resources from indirect cost recovery in excess of those reflected in the annual budget approved by the commission. As with existing policy, all such awards would have to be approved by both the head of the unit and the executive director.

### Action Requested

- Approval of an overall increase in the performance-based salary pool of 3.5 percent, including 0.5 percent for one-time bonuses for exceptional performance.
- Approval of an increase of 5 percent in each salary grade within the organization.
- Approval to extend to all key staff the non-general fund, performance-based bonus program previously extended only to Mental Health and WCET, contingent upon and associated with the availability of such funding to provide these bonuses.

**ACTION ITEM**  
**FY 2008 Annual Operating Budget**  
**(Including General Fund Budget and Self-funded Activities)**

The general fund budget proposed for FY 2007 (see Table 1) is the staff recommendation for a WICHE program that provides service to member states, as well as a wide range of highly significant projects. General fund income not only provides the funds for basic WICHE program activities, such as the Student Exchange Program and the Policy Analysis and Research unit, it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by non-state dollars. The proposed general fund budget will support overall net operating expenses of approximately \$7.5 million in FY 2008.

**Action Requested**

Approval of the FY 2008 general fund budget and overall operating budget, as detailed in Table 1 and Tables 2a-e.

# Table 1. FY 2008 WICHE GENERAL FUND BUDGET

March 2007

## Comparing FY 2007 with FY 2008 Revenue and Expenditures

	FY 2007				FY 2008				
	FY 2007 Budget	FY 2007 Projection	Projection Better or (Worse) than Budget		FY 2008 Budget	FY 2008 Budget Better or (Worse) than FY 2007 Budget		FY 2008 Budget Better or (Worse) than FY 2007 Projection	
<b>Revenue</b>									
4102 Indirect Cost Reimbursements	\$271,000	\$250,727	(\$20,273)	-7.5%	\$280,485	\$9,485	3.5%	\$29,758	11.9%
4110 Grants&Contracts Revenue - Carryover	\$0	\$4,170	\$4,170						
4201 Members/Fees States/Institutions a	\$1,680,000	\$1,680,000	\$0	0.0%	\$1,740,000	\$60,000	3.6%	\$60,000	3.6%
4300 Interest	\$265,000	\$334,006	\$69,006	26.0%	\$290,000	\$25,000	9.4%	(\$44,006)	-13.2%
4400 Publication Sales & Refunds	\$100	\$88	(\$12)	-12.0%	\$103	\$3	3.0%	\$15	17.0%
4600 Other Income	\$12,900	\$12,874	(\$26)	-0.2%	\$13,352	\$452	3.5%	\$478	3.7%
4850 Credit Card Transaction Rev. / Units	\$8,000	\$7,667	(\$333)	-4.2%	\$8,250	\$250	3.1%	\$583	7.6%
4900 Interfund Transfers	\$4,000	\$9,124	\$5,124	128.1%					
<b>Total Revenue</b>	<b>\$2,241,000</b>	<b>\$2,298,655</b>	<b>\$57,655</b>	<b>2.6%</b>	<b>\$2,332,190</b>	<b>\$95,190</b>	<b>4.2%</b>	<b>\$46,828</b>	<b>2.0%</b>
<b>Expenditures</b>									
0102 Student Exchange Program	\$268,908	\$289,085	(\$20,177)	-7.5%	\$287,751	(\$18,843)	-7.0%	\$1,334	0.5%
0104 Policy Analysis & Research	\$336,649	\$304,575	\$32,073	9.5%	\$371,991	(\$35,343)	-10.5%	(\$67,416)	-22.1%
0105 Communications & Public Affairs	\$314,845	\$306,427	\$8,418	2.7%	\$361,626	(\$46,781)	-14.9%	(\$55,200)	-18.0%
0107 Science, Technology & Innovation	\$28,047	\$24,613	\$3,433	12.2%	\$99,761	(\$71,714)	-255.7%	(\$75,147)	-305.3%
0110 Executive Director's Office	\$404,998	\$404,560	\$438	0.1%	\$422,762	(\$17,764)	-4.4%	(\$18,202)	-4.5%
0111 Commission Meeting Expense	\$122,922	\$102,330	\$20,592	16.8%	\$130,387	(\$7,465)	-6.1%	(\$28,058)	-27.4%
0112 Administrative Services	\$457,336	\$382,422	\$74,914	16.4%	\$412,730	\$44,606	9.8%	(\$30,308)	-7.9%
0114 Indirect Cost Sharing Expense	\$74,526	\$67,317	\$7,209	9.7%	\$75,000	(\$474)	-0.6%	(\$7,683)	-11.4%
0115 Miscellaneous Gen. Fund	\$202,884	\$151,003	\$51,882	25.6%	\$142,205	\$60,679	29.9%	\$8,798	5.8%
0116 Program Development	\$25,000	\$14,431	\$10,569	42.3%	\$25,000	\$0	0.0%	(\$10,569)	-73.2%
<b>Total Expenditures</b>	<b>\$2,236,114</b>	<b>\$2,046,761</b>	<b>\$189,354</b>	<b>8.5%</b>	<b>\$2,329,213</b>	<b>(\$93,099)</b>	<b>-4.2%</b>	<b>(\$282,452)</b>	<b>-13.8%</b>
<b>Surplus (Deficit) for the Fiscal Year</b>	<b>\$4,886</b>	<b>\$251,894</b>	<b>\$247,009</b>		<b>\$2,977</b>	<b>\$2,091</b>		<b>(\$235,624)</b>	
<b>Reserves at Beginning of Year</b>									
1 Minimum Reserve b	\$268,334	\$268,334	\$0	0.0%	\$279,506	\$11,172	4.2%	\$11,172	4.2%
2 * Reserve for Facility Payments c					\$206,000				
3 * Reserve for Unexpected Shortfall d					\$232,921				
4 Reserve Available for Dedication	\$775,893	\$775,893	\$0	0.0%	\$519,461	(\$256,432)	-33.0%	(\$256,432)	-33.0%
<b>Reserves at Beginning of Year</b>	<b>\$1,044,227</b>	<b>\$1,044,227</b>	<b>\$0</b>	<b>0.0%</b>	<b>\$1,237,888</b>	<b>(\$245,260)</b>	<b>-28.9%</b>	<b>(\$245,260)</b>	<b>-28.9%</b>
<b>Reserves Dedicated during Year</b>									
5 Exec Dir Office Temp Staffing	\$25,000	\$20,941	\$4,059	16.2%					
6 WICHE Senior Officer's Search	\$50,000	\$37,292	\$12,708	25.4%					
7 Deficit (Surplus) for the Fiscal Year above	(\$4,886)	(\$251,894)	\$247,009	5055.9%	(\$2,977)	(\$1,909)	39.1%	(\$248,917)	98.8%
<b>Reserves Dedicated during the Fiscal Year</b>	<b>\$70,114</b>	<b>(\$193,661)</b>	<b>\$263,775</b>	<b>5014.2%</b>	<b>(\$2,977)</b>	<b>(\$1,909)</b>	<b>39.1%</b>	<b>(\$248,917)</b>	<b>98.8%</b>
<b>Reserves at End of Year</b>	<b>\$974,113</b>	<b>\$1,237,888</b>	<b>\$263,775</b>		<b>\$1,240,865</b>	<b>(\$247,169)</b>		<b>(\$494,177)</b>	

(a) Dues for FY 2007 are \$112,000 and for FY 2008 are \$116,000.

(b) Minimum reserve set by the commission is 12% of Budgeted Expenses.

(c) \* PROPOSED ONLY: Equal to 6 months of Facility Cost.

(d) \* PROPOSED ONLY: Equal to 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize.

**WICHE DEPARTMENTAL BUDGETS**  
**Table 2a. Communications and Public Affairs**  
**Two-Year Forecast for FY 2007 and FY 2008**

**March 2007**

<i>9 months elapsed/3 months remaining</i> <b>Object/Description</b>	FY 2007	FY 2007	FY 2008	<b>Variance</b> FY 2008 budget higher or lower than FY 07	<b>%</b>
	<b>Total</b>	<b>Budget</b>	<b>Budget</b>		
	<i>Actual &gt; 01-Jul-06 – 31-Mar-07</i> <i>Forecast &gt; 01-Apr-07 – 30-Jun-07</i>	<i>01-Jul-06</i> <i>30-Jun-07</i>	<i>01-Jul-07</i> <i>30-Jun-08</i>		
11-20 MHEC Master Property Program	\$1,161	\$9,500	\$14,250	\$4,750	50.0%
12-30 ATAlliance	\$35,478	\$36,000	\$1,350	(\$34,650)	-96.3%
12-40 USC Equity Scorecard Project	\$21,130	\$22,000	\$12,600	(\$9,400)	-42.7%
14-57 Bridges to Professoriate	\$140,970	\$145,000	\$150,000	\$5,000	3.4%
15-01 NorthWest Academic Forum	\$44,548	\$36,915	\$37,685	\$770	2.1%
15-15 Internet Course Exchange	\$29,000	\$26,280	\$44,600	\$18,320	69.7%
16-61 OHSU NEXus Project	\$26,231	\$26,231	\$996	(\$25,235)	-96.2%
19-50 Prior State Scholars	\$291,695	\$234,189	\$188,252	(\$45,937)	-19.6%
19-51 SSI - Program Administration	\$530,147	\$695,188	\$963,305	\$268,117	38.6%
19-52 SSI - State Reimbursements	\$965,870	\$1,617,392	\$926,087	(\$691,305)	-42.7%
<b>Revenue</b>	<b>\$2,086,229</b>	<b>\$2,848,695</b>	<b>\$2,339,125</b>	<b>(\$509,570)</b>	<b>-17.9%</b>
<b>Total Revenue</b>	<b>\$2,086,229</b>	<b>\$2,848,695</b>	<b>\$2,339,125</b>	<b>(\$509,570)</b>	<b>-17.9%</b>
11-20 MHEC Master Property Program	\$4,512	\$9,500	\$14,250	\$4,750	50.0%
12-30 ATAlliance	\$1,554	\$1,970	\$1,350	(\$620)	-31.5%
12-40 USC Equity Scorecard Project	\$0	\$0	\$12,600	\$12,600	99900.0%
14-57 Bridges to Professoriate	\$140,970	\$145,000	\$150,000	\$5,000	3.4%
15-01 NorthWest Academic Forum	\$14,378	\$36,915	\$37,685	\$770	2.1%
15-15 Internet Course Exchange	\$14,276	\$26,280	\$44,600	\$18,320	69.7%
16-61 OHSU NEXus Project	\$10,055	\$26,231	\$996	(\$25,235)	-96.2%
19-50 Prior State Scholars	\$291,695	\$234,189	\$188,253	(\$45,936)	-19.6%
19-51 SSI - Program Administration	\$530,147	\$695,188	\$963,305	\$268,117	38.6%
19-52 SSI - State Reimbursements	\$965,870	\$1,617,392	\$926,087	(\$691,305)	-42.7%
<b>Expense</b>	<b>\$1,973,457</b>	<b>\$2,792,664</b>	<b>\$2,339,126</b>	<b>(\$453,539)</b>	<b>-16.2%</b>
<b>Total Expense</b>	<b>\$1,973,457</b>	<b>\$2,792,664</b>	<b>\$2,339,126</b>	<b>(\$453,539)</b>	<b>-16.2%</b>
<b>Revenue over (under) Expense</b>	<b>\$112,772</b>	<b>\$56,031</b>	<b>\$0</b>	<b>(\$963,108)</b>	<b>-17.1%</b>



# WICHE DEPARTMENTAL BUDGETS

## Table 2b. Mental Health Two-Year Forecast for FY 2007 and FY 2008

March 2007

Object/Description	FY 2007		FY 2008		Variance	%
	Total	Budget	Budget	Budget		
	<i>Actual &gt; 01-Jul-06 – 31-Mar-07</i> <i>Forecast &gt; 01-Apr-07 – 30-Jun-07</i>		<i>01-Jul-06</i> <i>30-Jun-07</i>	<i>01-Jul-07</i> <i>30-Jun-08</i>		
<i>9 months elapsed/3 months remaining</i>						
40-01 MH - State Affiliation Fees	\$470,604	\$453,727	\$522,000	\$68,273	15.0%	
40-10 MH - Decision Support Group	\$66,000	\$72,000	\$78,000	\$6,000	8.3%	
41-12 MH - HSRI Roundtable Evaluation	\$13,975	\$14,000		(\$14,000)	-100.0%	
41-13 MH - ValueOptions Consultation	\$104,500	\$104,500		(\$104,500)	-100.0%	
41-14 MH - CA Inst. MH Workplan	\$15,000	\$15,000		(\$15,000)	-100.0%	
41-58 MH - SD Technical Assistance	\$14,638	\$39,036	\$14,638	(\$24,397)	-62.5%	
42-58 MH - WY Survey 06-07	\$62,000	\$62,000		(\$62,000)	-100.0%	
43-71 MH - HRSA Rural Issues	\$68,000	\$68,000		(\$68,000)	-100.0%	
43-92 MH - Rural Grand Rounds Y2	\$13,332	\$14,000		(\$14,000)	-100.0%	
43-93 MH - Rural Grand Rounds Y3	\$10,319	\$33,971	\$10,191	(\$23,779)	-70.0%	
44-22 MH - AK OISPP Facilitator	\$176,053	\$71,539	\$21,462	(\$50,077)	-70.0%	
44-23 MH - AK Workforce Development	\$43,805			\$0		
44-62 MH - Rural Health Research Y2	\$258,826	\$260,000		(\$260,000)	-100.0%	
44-63 MH - Rural Health Research Y3	\$499,706	\$500,000		(\$500,000)	-100.0%	
44-64 MH - Rural Health Research Y4	\$0		\$500,000	\$500,000		
45-01 MH - Anticipated New Funding	\$0		\$450,000	\$450,000		
45-02 MH - Anticipated SD Surveys	\$0		\$30,000	\$30,000		
45-03 MH - Anticipated WY Surveys	\$0		\$75,000	\$75,000		
<b>Revenue</b>	<b>\$1,816,759</b>	<b>\$1,707,772</b>	<b>\$1,701,291</b>	<b>(\$6,480)</b>	<b>-0.4%</b>	
<b>Total Revenue</b>	<b>\$1,816,759</b>	<b>\$1,707,772</b>	<b>\$1,701,291</b>	<b>(\$6,480)</b>	<b>-0.4%</b>	
40-01 MH - State Affiliation Fees	\$432,436	\$340,259	\$347,559	\$7,300	2.1%	
40-10 MH - Decision Support Group	\$58,933	\$67,280	\$53,456	(\$13,824)	-20.5%	
41-01 MH - Consulting Main Account	\$8			\$0		
41-12 MH - HSRI Roundtable Evaluation	\$2,248			\$0		
41-13 MH - ValueOptions Consultation	\$9,647	\$9,647		(\$9,647)	-100.0%	
41-14 MH - CA Inst. MH Workplan	\$12,025	\$12,024	\$5,648	(\$6,377)	-53.0%	
41-58 MH - SD Technical Assistance	\$12,959	\$21,050	\$9,548	(\$11,502)	-54.6%	
41-59 MH - WY Technical Assistance	\$0		\$26,675	\$26,675		
42-58 MH - WY Survey 06-07	\$15,414	\$9,345		(\$9,345)	-100.0%	
43-92 MH - Rural Grand Rounds Y2	\$13,332			\$0		
43-93 MH - Rural Grand Rounds Y3	\$37,674	\$30,040	\$10,567	(\$19,473)	-64.8%	
44-22 MH - AK OISPP Facilitator	\$150,156	\$117,454	\$74,673	(\$42,781)	-36.4%	
44-23 MH - AK Workforce Development	\$11,412	\$8,397		(\$8,397)	-100.0%	
44-62 MH - Rural Health Research Y2	\$174,468			\$0		
44-63 MH - Rural Health Research Y3	\$255,261	\$242,712	\$58,989	(\$183,722)	-75.7%	
44-64 MH - Rural Health Research Y4	\$0		\$417,580	\$417,580		
45-01 MH - Anticipated New Funding	\$21,284	\$21,284	\$95,558	\$74,274	349.0%	
45-02 MH - Anticipated SD Surveys	\$6,126	\$12,253	\$24,561	\$12,308	100.5%	
45-03 MH - Anticipated WY Surveys	\$6,126	\$12,253	\$41,689	\$29,436	240.2%	
<b>Expense</b>	<b>\$1,219,510</b>	<b>\$903,997</b>	<b>\$1,166,503</b>	<b>\$262,505</b>	<b>29.0%</b>	
<b>Total Expense</b>	<b>\$1,219,510</b>	<b>\$903,997</b>	<b>\$1,166,503</b>	<b>\$262,505</b>	<b>29.0%</b>	
<b>Revenue over (under) Expense</b>	<b>\$597,249</b>	<b>\$803,774</b>	<b>\$534,788</b>	<b>\$256,025</b>	<b>9.8%</b>	

**WICHE DEPARTMENTAL BUDGETS**  
**Table 2c. Policy Analysis and Research**  
**Two-Year Forecast for FY 2007 and FY 2008**

**March 2007**

<i>9 months elapsed/3 months remaining</i>	FY 2007 <b>Total</b>	FY 2007 <b>Budget</b>	FY 2008 <b>Budget</b>	<b>Variance</b>	<b>%</b>
<b>Object/Description</b>	<i>Actual &gt; 01-Jul-06 – 31-Mar-07</i> <i>Forecast &gt; 01-Apr-07 – 30-Jun-07</i>	01-Jul-06 30-Jun-07	01-Jul-07 30-Jun-08	FY 2008 budget higher or lower than FY 07	
08-12 Oregon Shared Responsibility	\$7,150	\$20,000		(\$20,000)	-100.0%
18-61 Idaho Advanced Placement	\$53,144	\$54,000		(\$54,000)	-100.0%
50-15 High School Grads: Core Account	\$13,596	\$1,000		(\$1,000)	-100.0%
50-42 Pathways to College Network (TERI)	\$771	\$1,000		(\$1,000)	-100.0%
50-43 Pathways to College Network (TERI)	\$18,270	\$19,000		(\$19,000)	-100.0%
50-44 Pathways to College Network (TERI)	\$28,500	\$140	\$15,360	\$15,220	10871.4%
51-01 KnowledgeWorks	\$15,000	\$15,000		(\$15,000)	-100.0%
52-12 Lumina - Phase 2 Changing Direction	\$325,262	\$253,706		(\$253,706)	-100.0%
53-12 Escalating Engagement	\$249,950	\$140,195	\$162,035	\$21,840	15.6%
54-11 Accelerated Learning Options	(\$6,497)			\$0	
54-12 Lumina National Policy Forum	\$4,511			\$0	
55-01 Anticipated New Funding	\$0		\$100,000	\$100,000	
<b>Revenue</b>	<b>\$709,658</b>	<b>\$504,041</b>	<b>\$277,395</b>	<b>(\$226,646)</b>	<b>-45.0%</b>
<b>Total Revenue</b>	<b>\$709,658</b>	<b>\$504,041</b>	<b>\$277,395</b>	<b>(\$226,646)</b>	<b>-45.0%</b>
08-12 Oregon Shared Responsibility	\$9,004	\$20,000		(\$20,000)	-100.0%
18-61 Idaho Advanced Placement	\$53,144	\$54,000		(\$54,000)	-100.0%
50-15 High School Grads: Core Account	\$762	\$1,000		(\$1,000)	-100.0%
50-42 Pathways to College Network (TERI)	\$771	\$1,000		(\$1,000)	-100.0%
50-43 Pathways to College Network (TERI)	\$18,068	\$19,000		(\$19,000)	-100.0%
50-44 Pathways to College Network (TERI)	\$2,412	\$140	\$15,360	\$15,220	10871.4%
51-01 KnowledgeWorks	\$4,690	\$15,000		(\$15,000)	-100.0%
52-12 Lumina - Phase 2 Changing Direction	\$336,321	\$253,706		(\$253,706)	-100.0%
53-12 Escalating Engagement	\$128,005	\$140,195	\$162,035	\$21,840	15.6%
54-11 Accelerated Learning Options	(\$6,497)			\$0	
54-12 Lumina National Policy Forum	\$4,511			\$0	
55-01 Anticipated New Funding	\$0		\$98,761	\$98,761	
<b>Expense</b>	<b>\$551,190</b>	<b>\$504,041</b>	<b>\$276,156</b>	<b>(\$227,885)</b>	<b>-45.2%</b>
<b>Total Expense</b>	<b>\$551,190</b>	<b>\$504,041</b>	<b>\$276,156</b>	<b>(\$227,885)</b>	<b>-45.2%</b>
<b>Revenue over (under) Expense</b>	<b>\$158,467</b>	<b>\$0</b>	<b>\$1,239</b>	<b>(\$454,531)</b>	<b>-45.1%</b>

# WICHE DEPARTMENTAL BUDGETS

## Table 2d. WCET

### Two-Year Forecast for FY 2007 and FY 2008

March 2007

Object/Description	FY 2007		FY 2008		Variance	%
	Total	Budget	Budget	Budget		
	Actual > 01-Jul-06 – 31-Mar-07 Forecast > 01-Apr-07 – 30-Jun-07	01-Jul-06 30-Jun-07	01-Jul-07 30-Jun-08	01-Jul-07 30-Jun-08		
9 months elapsed/3 months remaining						
20-01 Western Coop for Ed'l Telecomm.	\$570,158	\$458,866	\$373,000		(\$85,866)	-18.7%
20-16 WCET - Annual Mtg. Fall 2006	\$95,801	\$123,432			(\$123,432)	-100.0%
20-17 WCET - Annual Mtg. Fall 2007	\$56,776	\$58,000	\$245,475		\$187,475	323.2%
21-10 WCET - Annual Mtg. Fall 2008	\$0		\$48,000		\$48,000	
21-20 Misc. Contracts & Stipends	\$0		\$2,500		\$2,500	
22-33 WCC - AdjunctMatch Pilot	\$0	(\$678)			\$678	-100.0%
22-36 WCC - eCampusAlberta Strategic	\$14,120	\$14,120			(\$14,120)	-100.0%
22-37 WCC-Montana State BATE 4	\$10,636	\$10,560			(\$10,560)	-100.0%
22-38 WCC-Fall 2006 Webcast Series	\$26,960	\$14,700			(\$14,700)	-100.0%
22-39 WCC - OBHE Benchmarking 2007	\$0		\$6,000		\$6,000	
23-40 WCET - Hewlett EduTools Planning	\$88,261	\$139,689	\$37,811		(\$101,878)	-72.9%
23-41 WCET - Hewlett Travels	\$24,801	\$22,250	\$9,980		(\$12,270)	-55.1%
28-01 WET - Core Account	\$48,818	\$57,891	\$1,200		(\$56,691)	-97.9%
28-04 WET - ePortfolios	\$4	\$4			(\$4)	-100.0%
28-05 WET - AK Gap Analysis Project	\$1,466	\$1,466			(\$1,466)	-100.0%
28-06 WET - MIT Peer Comparison	\$639	\$639			(\$639)	-100.0%
28-07 WET - IAA Policy Review	\$0		\$6,000		\$6,000	
29-01 WSS - Core Account	\$46,554	\$38,500			(\$38,500)	-100.0%
29-06 WSS - HLC Meeting	\$11,509	\$10,000	\$27,267		\$17,267	172.7%
29-08 WSS - CENTSS	\$11,076	\$7,182			(\$7,182)	-100.0%
<b>Revenue</b>	<b>\$1,007,579</b>	<b>\$956,621</b>	<b>\$757,233</b>		<b>(\$199,388)</b>	<b>-20.8%</b>
<b>Total Revenue</b>	<b>\$1,007,579</b>	<b>\$956,621</b>	<b>\$757,233</b>		<b>(\$199,388)</b>	<b>-20.8%</b>
20-01 Western Coop for Ed'l Telecomm.	\$485,117	\$482,902			(\$482,902)	-100.0%
20-10 Administration & Governance	\$4,193	\$4,193	\$265,158		\$260,965	6224.0%
20-16 WCET - Annual Mtg. Fall 2006	\$95,801	\$102,413			(\$102,413)	-100.0%
20-17 WCET - Annual Mtg. Fall 2007	\$45,762	\$19,251	\$219,106		\$199,855	1038.1%
20-30 Communication & Research	\$0		\$124,062		\$124,062	
21-01 Membership/Dues Administration	\$0		\$51,071		\$51,071	
21-10 WCET - Annual Mtg. Fall 2008	\$0		\$47,778		\$47,778	
21-20 Misc. Contracts & Stipends	\$0		\$33,779		\$33,779	
22-01 WCC-Consulting Main Account	\$151	\$165	\$79		(\$86)	-52.0%
22-36 WCC - eCampusAlberta Strategic	\$14,120	\$14,100			(\$14,100)	-100.0%
22-37 WCC-Montana State BATE 4	\$10,636	\$10,560			(\$10,560)	-100.0%
22-38 WCC-Fall 2006 Webcast Series	\$16,107	\$16,116			(\$16,116)	-100.0%
22-39 WCC - OBHE Benchmarking 2007	\$1,123		\$3,264		\$3,264	
23-40 WCET - Hewlett EduTools Planning	\$88,260	\$102,812	\$21,283		(\$81,529)	-79.3%
23-41 WCET - Hewlett Travels	\$24,801	\$15,652	\$9,900		(\$5,752)	-36.8%
28-01 WET - Core Account	\$40,534	\$49,957	\$24,455		(\$25,502)	-51.0%
28-04 WET - ePortfolios	\$4	\$4			(\$4)	-100.0%
28-05 WET - AK Gap Analysis Project	\$1,466	\$1,466			(\$1,466)	-100.0%
28-06 WET - MIT Peer Comparison	\$639	\$639			(\$639)	-100.0%
28-07 WET - IAA Policy Review	\$1,348		\$2,702		\$2,702	
29-01 WSS - Core Account	\$46,554	\$46,733	\$11,188		(\$35,545)	-76.1%
29-06 WSS - HLC Meeting	\$10,777	\$8,285	\$90		(\$8,195)	-98.9%
29-08 WSS - CENTSS	\$9,545	\$12,733	\$1,530		(\$11,203)	-88.0%
<b>Expense</b>	<b>\$896,937</b>	<b>\$887,980</b>	<b>\$815,444</b>		<b>(\$72,537)</b>	<b>-8.2%</b>
<b>Total Expense</b>	<b>\$896,937</b>	<b>\$887,980</b>	<b>\$815,444</b>		<b>(\$72,537)</b>	<b>-8.2%</b>
<b>Revenue over (under) Expense</b>	<b>\$110,642</b>	<b>\$68,640</b>	<b>(\$58,211)</b>		<b>(\$271,925)</b>	<b>-14.7%</b>

**WICHE DEPARTMENTAL BUDGETS**  
**Table 2e. Self-Supporting Funds**  
**Two-Year Forecast for FY 2007 and FY 2008**

**March 2007**

<i>9 months elapsed/3 months remaining</i>	FY 2007 <b>Total</b>	FY 2007 <b>Budget</b>	FY 2008 <b>Budget</b>	<b>Variance</b>	<b>%</b>
<b>Object/Description</b>	<i>Actual &gt; 01-Jul-06 – 31-Mar-07</i> <i>Forecast &gt; 01-Apr-07 – 30-Jun-07</i>	<i>01-Jul-06</i> <i>30-Jun-07</i>	<i>01-Jul-07</i> <i>30-Jun-08</i>	FY 2008 budget higher or lower than FY 07	
03-10 Printing Services	\$10,433	\$14,340	\$8,370	(\$5,970)	-41.6%
03-20 Information Technology Services	\$189,449	\$196,068	\$198,427	\$2,359	1.2%
03-30 Telephone Services	\$27,942	\$28,032	\$28,873	\$841	3.0%
05-02 3035 Center Green	\$414,613	\$415,428	\$425,813	\$10,386	2.5%
<b>Revenue</b>	<b>\$642,437</b>	<b>\$653,868</b>	<b>\$661,483</b>	<b>\$7,616</b>	<b>1.2%</b>
<b>Total Revenue</b>	<b>\$642,437</b>	<b>\$653,868</b>	<b>\$661,483</b>	<b>\$7,616</b>	<b>1.2%</b>
03-10 Printing Services	\$8,756	\$9,744	\$14,927	\$5,183	53.2%
03-20 Information Technology Services	\$172,482	\$200,432	\$201,189	\$757	0.4%
03-30 Telephone Services	\$19,158	\$23,963	\$24,682	\$719	3.0%
05-02 3035 Center Green	\$412,828	\$401,797	\$411,842	\$10,045	2.5%
<b>Expense</b>	<b>\$613,223</b>	<b>\$635,936</b>	<b>\$652,640</b>	<b>\$16,704</b>	<b>2.6%</b>
<b>Total Expense</b>	<b>\$613,223</b>	<b>\$635,936</b>	<b>\$652,640</b>	<b>\$16,704</b>	<b>2.6%</b>
<b>Revenue over (under) Expense</b>	<b>\$29,214</b>	<b>\$17,932</b>	<b>\$8,843</b>	<b>\$24,319</b>	<b>1.9%</b>

### Table 3. WICHE PROPOSED GRADE INCREASE

March 2007

<i>Effective Date</i>	<i>Grade</i>	<i>Minimum</i>	<i>Midpoint</i>	<i>Maximum</i>
<i>July 01, 2006</i>				
	1	\$22,810	\$27,942	\$33,075
	2	\$25,540	\$31,287	\$37,033
	3	\$28,190	\$34,533	\$40,876
	4	\$31,500	\$38,588	\$45,676
	5	\$35,430	\$44,288	\$53,145
	6	\$38,830	\$48,538	\$58,245
	7	\$42,740	\$53,425	\$64,110
	8	\$46,890	\$58,613	\$70,335
	9	\$53,290	\$66,613	\$79,935
	10	\$60,030	\$75,038	\$90,045
	11	\$69,480	\$86,850	\$104,220
	12	\$78,870	\$98,588	\$118,305
<i>July 01, 2007</i>				
	1	\$23,951	\$29,340	\$34,729
	2	\$26,817	\$32,851	\$38,885
	3	\$29,600	\$36,260	\$42,920
	4	\$33,075	\$40,517	\$47,960
	5	\$37,202	\$46,502	\$55,802
	6	\$40,772	\$50,964	\$61,157
	7	\$44,877	\$56,096	\$67,316
	8	\$49,235	\$61,543	\$73,852
	9	\$55,955	\$69,943	\$83,932
	10	\$63,032	\$78,789	\$94,547
	11	\$72,954	\$91,193	\$109,431
	12	\$82,814	\$103,517	\$124,220

# HIGHER EDUCATION:

# A

# POWERFUL

# TRUST

WICHE



WORKPLAN 2008

Those of us who work in the higher education community have been given a powerful trust: we've been charged with ensuring that our students are well-prepared to contribute to the communities in which they live – intellectually, socially, civically and economically. Today, the economic imperative looms, perhaps, largest of all. Business is demanding that we educate large numbers of students to be both specifically skilled and flexibly intelligent – so that they can hit the ground running once they graduate and also be prepared to adapt to a marketplace that is bound to change. Our states are requiring us to educate those students – whose numbers are greater than at any time in history – on a tight budget. And our students and their families are asking us to provide more services than ever – everything from remedial services to the highest of high tech tools – for as low a price as possible.

Not only has higher education been given a powerful trust – it is a powerful trust. Few institutions have more clout in state political processes and in influencing the affairs of state (be those intellectual, social, civic, or economic) than does higher education. Higher education can use this power to embrace or thwart the changes that will be necessary to respond to the unique challenges of the years ahead. As a proud public good, higher education has often been reluctant to lead the charge for change. When you are the best in the world, as American higher education has been, it

is hard to see the imperative for change. But the world, it is a-changin' – and higher education must change as well if it is to remain the powerful trust it has been historically.

In fiscal 2008 WICHE will help empower the higher education community to fulfill that powerful – and complex – trust via our work in our five areas of interest: finance, access and success, workforce issues, innovation and information technology, and accountability. WICHE's four units – Policy Analysis and Research, Programs and Services, WCET, and Mental Health – are working on a variety of projects in these areas.

## Finance

College-bound students in the West, as well as graduate students, will have access to a wide array of postsecondary offerings at significant tuition savings, thanks to WICHE's three **Student Exchange Programs** (SEP). Each of the programs allows students to enroll in institutions in the region at reduced costs. The programs also assist the West's colleges and universities in filling enrollment gaps and in managing their resources. In 2006-07 over 21,500 students and their families saved more than \$131 million in reduced tuition by participating in just one of our programs, the Western Undergraduate Exchange (WUE).

More students saved via our two postgraduate programs, the Professional Student Exchange Program (PSEP) and the Western Regional Graduate Program (WRGP). Working with our member states, WICHE's Programs and Services unit, which oversees SEP, will seek to broaden student participation in each program in fiscal 2008 (for more on SEP, see the access section).

The **Master Property Program** (MPP) is another cost-saving initiative offered by WICHE to Western institutions (in collaboration with the Midwestern Higher Education Compact). MPP provides comprehensive property coverage related to higher education needs and enhances institutions' risk management and asset protection strategies. Tailoring its engineering and loss control services to member institutions' requirements, as well as to the group as a whole, MPP has generated more than \$30.5 million in savings for participating institutions. It also affords its members the opportunity to earn dividends based on annual loss ratios.

MPP members currently include 76 campuses (38 primary policies) with total insured values of nearly \$52 billion. The Nevada System of Higher Education was the first system in the WICHE region to participate in the Master Property Program and saved \$1.3 million a year in its first two years in the MPP on its \$2.8 billion in insured assets. For smaller institutions (those with enrollments averaging around 7,500 students), the **Property and Casualty Program** (P&CP), introduced in 2004, offers a package program and lower deductibles. During 2008 WICHE will work to inform more institutions in our region about both MPP and P&CP. We are currently working with institutions in Arizona, Colorado, Oregon, and Wyoming to determine if participation in either of these programs can help them to reduce their insurance costs and improve their assess protection strategies.

Two other WICHE programs – WCET and the Mental Health Program – also work on projects that touch on higher education finance issues (for more information, see boxes on pp. 12-18, 12-19, and 12-21).

## Access & Success

Since it was founded in the 1950s, WICHE has striven to expand access to higher education. Our three Student Exchange Programs, administered by the Programs and Services unit, support this mission by helping students reduce their tuition costs and enabling institutions to attract students from throughout the West.

- ◆ More than 21,500 students are enrolled in public two- and four-year institutions in the West this year through WICHE's **Western Undergraduate Exchange**. WUE allows out-of-state students to pay 150 percent of the resident tuition rate, enabling

## Programs and Services

WICHE's three Student Exchange Programs – the Professional Student Exchange Program, Western Regional Graduate Program, and Western Undergraduate Exchange – currently enroll some 21,500 students in WUE alone and saved students and their families \$131.4 million last year. Other Programs and Services initiatives include:

- ◆ State Scholars Initiative (programs in 22 states)
- ◆ Northwest Academic Forum
- ◆ WICHE ICE (Internet Course Exchange) and NEON
- ◆ Western Rural Health Care Advisory Council
- ◆ Western Consortium for Rural Social Work
- ◆ Master Property Program (insurance and risk management consortium)
- ◆ Communications activities: NewsCap, factsheets, website, annual reports, state briefings, commission agenda books, WICHE Annual Workplan
- ◆ Workforce Briefs (by state and profession)
- ◆ Bridges to the Professoriate
- ◆ ATAlliance

them to save over \$131 million in tuition costs in 2006-07. In all, 134 campuses have opened their doors to WUE students; colleges and universities can tailor the program (including admission requirements and available programs of study) to their individual campus needs. Last year, WUE welcomed two additional California State University institutions to the exchange – CSU Dominguez-Hills and CSU Bakersfield. In addition, two Colorado institutions have returned to the WUE network: University of Northern Colorado and Colorado State University, Fort Collins. Students from all 15 WICHE states are now eligible to participate in the WUE program. WICHE will continue to encourage more institutions to join WUE, and we will expand our marketing efforts so that more students and their families are aware of this valuable program.

- ◆ The **Professional Student Exchange Program** (PSEP) helps students in 12 WICHE states to participate in 14 professional education programs in other Western states. In 2006-07, 744 students took advantage of this program. Programs are available in medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, graduate nursing, graduate library studies, pharmacy, public health, and architecture. Each state determines the fields and the number of students it will support. Currently, we are working with each of our member states to determine if other fields with significant workforce shortages should be added to our regional exchange, work that will extend into fiscal 2008.



- ◆ The **Western Regional Graduate Program** (WRGP) enables students to enroll in more than 175 distinctive graduate programs and pay resident tuition. Over three dozen institutions in 14 WICHE states (all but California) participate. In fall 2007 WICHE will issue a call for nominations for additional programs to be admitted to the network in 2008 and 2009.

The **State Scholars Initiative** (SSI), a program that utilizes business leaders to motivate students to complete a rigorous course of study in high school, is an additional tool for increasing access. In October 2005 WICHE was selected through a national competition to direct SSI, which is funded by the Office of Vocational and Adult Education of the U.S. Department of Education. In fiscal 2008 WICHE will work with up to 22 state-level business/education partnerships to support the next generation of student Scholars.

WICHE's SSI grant was originally funded at \$5.5 million; we have successfully completed year one and have received a continuation award of \$600,000 for year two. In addition, WICHE has been notified that an additional \$600,000 of these funds may be used for a third year of program administration, extending WICHE's administration of SSI through September 20, 2008. Finally, WICHE, in competition with another federally funded program, was selected by the assistant secretary of the Office of Vocational and Adult Education, Troy Justesen, to receive an additional \$517,000 for program administration, technical assistance, and evaluation. The total amount of funding for State Scholars is now \$6.6 million: \$2.1 million will fund WICHE's administrative costs, and \$4.5 million will support the 22 ongoing state efforts.

The 22 states that are currently participating in SSI (either receiving funds and operating SSI projects or having completed their projects but remaining in the network) are: Arizona, Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New Hampshire, Oklahoma, Rhode Island, South Dakota, Tennessee, Utah, Virginia, West Virginia, and Wyoming. Two additional states were previously funded and created and completed SSI projects: New Mexico and Washington.

In fiscal 2008 WICHE will produce a short DVD featuring a diverse group of professionals who will speak to the importance of taking rigorous courses to successfully prepare for college and work. The DVD is targeted to middle and high school students. WICHE will also host a national webcast featuring SSI state successes and challenges. Participants will include policymakers and educators. Finally, WICHE will host a national SSI

policy summit, where participants will explore issues related to pairing a rigorous high school curriculum with demonstrated competency; determining effective course alignment and assessment; and identifying whether policy options, such as statewide default curricula, support student access and success.

Another way Programs and Services is working to increase access to higher education is through the **WICHE Internet Course Exchange** (ICE), which fosters partnerships among institutions to expand the availability of certain online courses, graduate certificates, and degree programs (for more information, see the section on innovation and information technology).

WICHE's Policy Analysis and Research unit oversees several projects related to access. One major endeavor is its work with the **Pathways to College Network**, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Department of Education. The Pathways Network – including researchers, policy analysts, educators, K-12 administrators, government, business, foundations, and community organizations – works to identify the best ways of putting disadvantaged students on the path to college. In 2008 WICHE will do its annual update of its online searchable policy inventory, SPIDO (State Policy Inventory Database Online) in support of this effort and assist with the network's national report, *A Shared Agenda*. We'll also help oversee the project and direct its policy component through representation on the Pathways to College Policy Committee.

Another project that supports our work on access is **Escalating Engagement: State Policy to Protect Access to Higher Education**, funded by the Ford Foundation. Policymakers face tough decisions as they begin to see revenues returning. Higher education not only competes for these limited dollars with other state agencies and federal commitments, but individual systems, sectors, and institutions within states will vie for dollars to replace those lost in the early years of the decade. If current practices persist, few states will make the case that new funds should be channeled toward access for *underrepresented students*. Escalating Engagement works to raise the visibility of "first dollar for access" with policymakers and policy shapers, as well as examining the "new traditional student."

**Projections of High School Graduates**, in its 6th edition, includes projections by family income level, in addition to race and ethnicity. Efforts are underway to update these projections for the 7th edition and to expand analyses to include disaggregation by gender within race/ethnicity, as well as projections for select major metropolitan statistical areas nationwide. This publication is used widely throughout the nation by researchers,



analysts, institutions, businesses, libraries, policymakers and the media. It is a vital resource in helping states plan effectively for meeting higher education needs in the future.

**Back in the Fold**, a project that will be proposed to Lumina Foundation this year, would provide funding for states to identify students who were close to obtaining a college degree but who never finished their college education. States would use college access marketing practices to help bring those students “back in the fold” of higher education so they can complete their degrees. The project would also help states decide on degree-completion policies (including fast-track, unique curricula, and the delivery of courses or traditional college-level work via whole- or mixed-media technology).

For another project, the Policy unit will conduct an environmental scan of the WICHE states to assess the degree to which **college access marketing** can improve college going-rates, especially for low-income students who have perceived college as too expensive. These special marketing techniques, which have garnered great success in Southern states, as well as in those with generous state and federal funding sources, have been particularly effective in improving student readiness for college and access to financial aid sources. The initial scan will be used for the purpose of seeking funding to give states that wish to utilize these techniques the opportunity and the expertise to do so.

Lastly, improving access to behavioral health training – and improving service in rural and frontier communities – is central to the philosophy of the Mental Health Program (for more on this, see the section on workforce and society and the box on pp. 12-21).

## **Innovation & Information Technology**

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WCET explores and advances innovative and effective uses of technology in higher education, focusing on educational quality, including accountability, best practices, and professional development; increased access to higher education opportunities for underserved populations; academic services and administrative processes that support student success; financial models for technology-delivered or supported education; rapid student- and faculty-driven adoption of emerging and innovative technology services and tools; practical applications of technology to teaching and learning; and other areas. (For more information on WCET, see the box on pp. 12-19 and 12-20.)

In fiscal year 2008, work will continue on several education-technology initiatives created by WICHE and the 10-state **Northwest Academic Forum** (NWAF).

NWAF is a regional consortium that fosters interstate and interinstitutional cooperation and advocates technology-based solutions to higher education access issues (WICHE provides staff support to NWAF). Thirty-one master’s and doctoral-level institutions and 10 states participate in the forum, represented by their provosts, vice presidents of academic affairs, and state academic officers. Since 1984 the forum has addressed regional higher education issues and fostered new initiatives aimed at resource sharing, helping to create WCET, the Northwest Academic Computing Consortium, and NorthWestNet. The forum’s 2007 annual meeting, at Portland State University on April 26-28, focused on the alignment of P-16 education and strategies to ensure student success, including topics such as early assessment in high school and strategies for successful student transitions and retention in higher education.

During fiscal 2007 the WICHE-NWAF initiative **NEON** (the Northwest Educational Outreach Network) strengthened ongoing programs in three disciplines: nursing (Ph.D.), global supply chain management, and library media (graduate certificates). WICHE provides ongoing support to the supply chain management graduate certificate, which is jointly offered by the University of Alaska Anchorage and Boise State University. In the area of nursing, NEON has collaborated with the Western Institute of Nursing (WIN), creating [www.NursingPhd.org](http://www.NursingPhd.org) to provide information on available nursing doctoral programs in the WICHE West, with an emphasis on those programs that are delivered electronically. During fiscal 2008 WCET and other WICHE staff will continue to work with another collaborative effort, the **NEXus** (Nursing Education Xchange) project. NEXus is a partnership among five colleges and schools of nursing to allow students to share seats in four nursing Ph.D. cognates, using the database of the new regional **WICHE Internet Course Exchange** (WICHE ICE); the NEXus consortium is based at WIN.

WICHE ICE grew out of the NEON project, for which NWAF provided support and oversight. WICHE ICE seeks to provide broader access to courses and programs by facilitating the sharing of electronically delivered courses throughout the WICHE region and beyond. Currently, 12 higher education institutions and university systems in the West are members. These institutions are developing (or assessing the feasibility of developing) course and program exchanges in a variety of disciplines, including general education, social work, allied health fields, teacher preparation courses in secondary math and science, and master’s level programs in public health and education. Member institutions are represented on the WICHE ICE Steering Board, which oversees the policies that guide this regional consortium.

## Policy Analysis and Research

The Policy Analysis and Research unit offers analysis, support, and data to constituents on issues including access, finance and financial aid, accountability, workforce development, and information technology. Current projects include:

- ◆ Pathways to College Network
- ◆ Escalating Engagement: State Policy to Protect Access to Higher Education
- ◆ Tuition and Fees in Public Education in the West
- ◆ The WICHE Factbook: Policy Indicators for Higher Education
- ◆ Benchmarks: WICHE region
- ◆ SPIDO (State Policy Inventory Database Online)
- ◆ State-specific projects and activities
- ◆ Workforce certification feasibility
- ◆ Back in the Fold – degree completion activities for returning adults
- ◆ College access marketing environmental scans
- ◆ Examination of college-level learning measurements and costs
- ◆ Policy Insights – short reports on major policy issues
- ◆ Exchanges – bulletin on unit activities and initiatives
- ◆ Legislative Advisory Committee

WICHE ICE enables institutions to share development costs for Internet courses, increases the menu of online course and program offerings available to students, and helps states address workforce shortages in several targeted fields. Students will enroll for WICHE ICE courses at their own institutions, eliminating financial aid and transfer hassles and enabling students to get the courses they need to complete their degrees. Faculty members will benefit from cross-institutional interactions as they become acquainted with faculty at other ICE member institutions. ICE will help colleges and universities in two primary ways: they can avoid the cost of developing new courses that are available elsewhere, and they can attract more students to their online courses. In fiscal 2008 WICHE staff will continue to support WICHE ICE, with the goals of building new cooperative programs through expanded institutional membership in ICE, filling gaps and expanding existing programs, and meeting immediate campus needs for new academic offerings.

WCET also works with institutions and state agencies as they integrate technologies into their academic and student support activities. One example: WCET and WICHE's Policy unit have collaborated on **EduTools for Online Advanced Placement Courses**, a web-based resource containing reviews of online AP courses.

The website, overseen by the Western Consortium for Accelerated Learning Opportunities (a cooperative effort administered by WICHE and the Colorado Department of Education) and the Monterey Institute of Technology in Education, provides independent reviews of online Advanced Placement courses to help educators and administrators make more informed decisions on which courses will best serve students. (For a full review of WCET's work, see box on pp. 12-19 and 12-20.)

The WICHE Mental Health Program provides consultation and facilitated workshops on models of distance learning in behavioral health through distance technology. In addition, it offers monthly webcasts that allow rural professionals to obtain training on current issues in mental health practice via distance learning technology. (For a full review of Mental Health's work, see box on p. 12-21.)

Lastly, the **American TeleEdCommunications Alliance** (ATAlliance) – a national initiative of WICHE and two other regional higher education organizations (the Midwestern Higher Education Compact and the Southern Regional Education Board) along with MiCTA, a national nonprofit technology association – will continue its work, providing our institutions with improved purchasing options for technology, telecommunications, and other products.

## Workforce & Society

WICHE's annual **Workforce Briefs**, produced by the Programs and Services unit, detail workforce projections in each of our 15 member states, emphasizing the health professions and other fields covered in PSEP.

**Escalating Engagement**, a Policy project sponsored by the Ford Foundation, allows us to focus more intensely on the connections between postsecondary education and state workforce and economic development. Over a three-year period, WICHE is collaborating with the National Center for Higher Education Management Systems (NCHEMS), the Council on Adult and Experiential Learning (CAEL), and other groups and states to examine the nexus between higher education and the states' needs for the right kind of individuals to support workforce and economic development. WICHE and its partners are promoting informed, balanced discussions that lead to public policy decisions supportive of strong education and workforce development initiatives within the states in the West, as well as to initiatives that address unique regional challenges faced by groups of states. Having already completed work with Hawaii and South Dakota in the first year of the project, we will extend our efforts to Alaska and three other states through a grant competition in 2008. The project provides technical assistance and other support in analyzing state needs and priorities around economic development, the impact on workforce

development, and the connections to higher education. (A regional policy forum, to be held just before the start of fiscal '08 in Denver, will bring together key policymakers from several WICHE states to hear from national experts, as well as each other, on the topic.) This project has also provided WICHE fellowships for early to mid-career higher education faculty, policy staff, and others through an annual competition. In fiscal 2008, seven new fellows will work on research informing two issues: "first dollar for

access" and "preparing our own talent." WICHE is also establishing rural behavioral health training initiatives, including regional exchange programs and collaborative training ventures between states and institutions. WICHE's Student Exchange and Mental Health programs (which conducted a survey of higher education institutions in the West to learn more about existing programs that prepare rural mental health professionals, as well as to identify programs that may be interested in

## WCET 2007-2008: New Strategic Directions

### WCET History and Purposes

WCET is a nonprofit organization founded by WICHE in 1989 to explore and advance innovative and effective uses of technology in higher education. We seek to leverage technology to enhance the effectiveness of instruction and student learning, improve access to higher education by underserved populations, and, where possible, lower the costs of high-quality higher education.

WCET is a national and, increasingly, international organization, and membership is open to providers and users of educational technology, including higher education institutions; corporations; state or government agencies; nongovernmental and not-for-profit organizations; and others approved by the WCET Executive Council.

WCET addresses pressing technology-related issues in higher education, helping member institutions and organizations achieve their individual and collective goals in areas such as:

- ◆ Educational quality – including accountability, best practices, and professional development.
- ◆ Increased access to higher education opportunities for underserved populations.
- ◆ Academic services and administrative processes that support student success.
- ◆ Financial models for technology-delivered or supported education.
- ◆ Rapid student- and faculty-driven adoption of emerging and innovative technology services and tools, for use both on- and off-campus.
- ◆ Practical applications of technology to teaching and learning.
- ◆ Support for international education and exchange.
- ◆ Campus-based action and implementation.

### 2007 Strategic Planning

WCET recently engaged in a strategic-planning process, involving all of its key constituencies. The goals of this process were to insure that WCET remains a premier and highly valued pathfinder, resource, and catalyst in advancing practical applications of innovative technologies in higher education; and to realign many of WCET's strategic goals with those of its parent organization, WICHE.

Institutional members, WCET leadership groups, and other important stakeholders identified three strategic goals and various emerging opportunities in each of these areas. Working groups are in place to develop specific project plans and identify prospective resources for each project. A new project plan will be available by June 2007. The three goals and emerging opportunities identified through the strategic-planning process are as follows.

#### Strategic Goal #1: Innovation

WCET will be the leading expert and provider of information on innovative technologies – both proven and emerging – that offer significant advantages for achieving goals related to quality and access in higher education.

Emerging opportunities related to innovative technologies in higher education include:

- ◆ Building and advancing cyberinfrastructure, e-science, e-health, e-learning, and e-culture.
- ◆ Providing the high-quality, life-long education necessary to succeed in an innovation economy (in which valued goods are intellectual rather than physical entities).
- ◆ Addressing issues of institutional management (outcomes), content management (publishing), curriculum management (approach), and learning management (tools).
- ◆ Increasing student participation in discovery (creation and application of new knowledge).

expanding their outreach) are currently working with six schools of social work in Western universities – Boise State University, University of Alaska Anchorage, University of Nevada – Reno, University of North Dakota, University of Utah, and the University of Wyoming – to create the **Western Consortium for Rural Social Work Education** (WCRSWE), in order to increase the number of social workers with M.S.W. and Ph.D. degrees who are committed to working in rural communities or as faculty members preparing students to serve rural clients. There

is a shortage of doctorate-level social workers to serve as faculty to educate the workforce, particularly in rural states and states that do not have Ph.D. programs in this discipline. The participating institutions will recruit and retain doctoral candidates who will enroll in the online technology-enhanced doctorate offered by the University of Utah. Additionally, an online program exchange, supported by WICHE ICE, will enable participating institutions to share courses focused on social work practice in rural and frontier areas. These courses will

## WCET 2007-2008: New Strategic Directions

- ◆ Enabling individualized education and student-directed learning (mass customization) and real fluency in information technology (not just literacy).
- ◆ Bridging the gap between secondary and postsecondary education with the help of e-learning and online learning.

### Strategic Goal #2: Quality

WCET will be the leading expert on, and resource for, the uses of innovative technologies to achieve quality objectives – especially delivery and outcomes objectives – in higher education. To fulfill this role, we will be the best provider of information, tools, relationship facilitation, and activities related to quality in education.

Emerging opportunities related to quality in higher education include:

- ◆ Addressing issues of institutional management (outcomes), curriculum management (approach), and learning management (tools).
- ◆ Establishing quality measurements and methods of measuring.
- ◆ Identifying and sharing best practices.
- ◆ Providing better and more effective methods of teaching and learning (including mass customization).
- ◆ Ensuring relevance of educational outcomes (for both individuals and society).
- ◆ Increasing access to quality higher education for underserved populations.

### Strategic Goal #3: Access

WCET will be the leading expert and resource on the uses of innovative technologies to achieve increased access objectives in higher education. To fulfill this role, we will be the best provider of information, tools, relationship facilitation, and activities related to access in education for those individuals, groups, and communities who currently encounter geographic, cultural, financial, or physical barriers to higher education.

Emerging opportunities related to access in higher education include:

- ◆ Removing geographic, economic, and social barriers to equal access.
- ◆ Developing content-rich repositories and providing increased access to them.
- ◆ Moving content management beyond traditional publishing and textbooks.
- ◆ Providing anytime, anywhere learning environments.
- ◆ Supporting the globalization of higher education and information technology.
- ◆ Enabling and encouraging student and life-long citizen participation in, and contributions to, our democratic society.
- ◆ Ensuring that higher education delivers advantages in an innovation economy.
- ◆ Facilitating collaboration across all disciplines and institutions.

### WCET Financial Stability

This “strategic goal” is a necessary condition for those above. Achieving financial stability will be done through a variety of means – all of which are currently underway:

- ◆ Seeking, securing, and perpetuating sources of federal, state, and private funding.
- ◆ Developing new membership benefits and increasing the membership base.
- ◆ Inventing and implementing revenue-generating activities, services, or tools.
- ◆ Controlling internal (operating) and external (direct) costs.
- ◆ Partnering with other WICHE units in areas of common interest and mutual benefit.
- ◆ Partnering with other organizations in areas of common interest and mutual benefit.
- ◆ Closing the gap between good ideas and the financial means to pursue them without placing a burden on members.
- ◆ Reducing costs, where possible, to the organization, members, and end users.

eventually lead to a jointly offered, fully online graduate certificate in rural social work practice to enhance the professional training of current practitioners. The participating M.S.W. and Ph.D. programs will expand their enrollments by offering these online courses.

WICHE's Professional Student Exchange Program has helped Western states to recruit and retain thousands of well-educated practitioners since the program's inception in the early 1950s. A regional strategy that has enabled states to "grow their own" practitioners, PSEP has served WICHE states well over the years, but persistent labor force shortages continue to affect many rural and underserved areas. Attracting primary care, oral health, and behavioral health professionals to rural and underserved areas continues to be an enormous challenge. Lower salaries, high education debt load, professional isolation, and fewer opportunities for continuing education in rural areas are deterrents for many professionals. WICHE and its 15 member states want to develop a comprehensive regional strategy to help rural communities improve their access to health professionals, either through enhanced recruitment strategies or through new models of health care delivery.

WICHE proposes a regional partnership with federal and state agencies to incorporate pipeline strategies to attract students from rural and underserved areas and give them loan repayment options and other financial incentives to practice in those areas upon graduation. Part of the answer to the rural and underserved health workforce challenge will continue to be efforts to encourage graduating health care professionals to relocate to those areas. However, WICHE believes the most sustainable rural and underserved workforce strategy will be a **grow our own approach** that provides a range of educational options to students and practitioners already living and working in those communities, including more widespread availability of distance learning (online) education options. Expanding the use of telemedicine and rural rotations for practitioners are other strategies under consideration.

To explore future directions for this effort, WICHE will convene a **Western Health Professionals Advisory Council**, which will include institutional representatives, practicing health professionals, state policymakers, and leaders of health agencies. The council's mission will be to propose and help develop regional strategies regarding pipeline issues, curriculum development, new service delivery models, and strategies to attract professionals to underserved and rural communities. Initially, we will focus on: oral health care; primary care and nursing; behavioral health; pharmacy; public health; emergency medical services; and disaster preparedness.

A new project for the Policy Analysis and Research unit

includes feasibility studies for states that may be interested in **workforce certification programs**, like those currently operating in Louisiana, Kentucky, Virginia, and other states. These certification programs bring business/industry and higher education together to agree on a common assessment and language, which identify workforce readiness not only for students exiting colleges and universities but also for people who are already in the workforce. These programs also help identify people in the workforce that could benefit from continued higher education experiences.

In fiscal 2008 WICHE will continue to communicate with key stakeholders to broaden their understanding of what WICHE offers. Our **Legislative Advisory Committee** will convene its annual meeting in mid-August in conjunction with the annual meeting of the Council of State Governments – West to discuss the access, preparation, and fiscal challenges states are facing throughout the region, as well as other important higher education issues. We will continue to collaborate with other higher ed and policy organizations to expand the reach of our work and to share resources.

## Accountability

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For a new project, Policy Analysis and Research is in the process of examining several methodologies for measuring **college-level student learning**. Part of our analysis will include an examination of the costs of various instruments that can be used for such measures so higher education systems in the West can benefit from cooperative purchasing.

Several other continuing Policy activities focus on accountability. We have developed performance benchmarks for the region so that we can determine how well the West is serving the educational needs of its citizens. WICHE also helps Western states design new strategic plans to encourage greater accountability in relation to higher education investments. Our multiyear *Escalating Engagement* project, described previously, provides an opportunity for policymakers, institutional leaders, and others in the higher ed community to better understand the relationships between access and accountability issues. The National Center for Public Policy and Higher Education's *Measuring Up 2006*, a state-by-state report card for higher education, allows WICHE to assist policymakers with accountability issues. Through state technical assistance, roundtables, and small meetings with state leaders, WICHE has supported Western states' efforts on a broad range of accountability issues. WICHE has been assisting several states, including Alaska, Hawaii, North Dakota, Oregon, South Dakota, and Utah.

Our short report series, *Policy Insights*, covers numerous



higher education topics, including accountability, while *Policy Alerts* and *Stat Alerts* offer weekly e-mail notices of new policy- and data-related reports. In addition, we produce an annual *Tuition and Fees in Public Higher Education in the West* report, with detailed data on all

public institutions in the West, as well as the *Regional Fact Book for Higher Education in the West*, which provides a wealth of data on access, affordability, finance, faculty, technology, and workforce issues. ■

## Mental Health Program

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

**WICHE Center for Rural Mental Health Research.** This federally funded research institute conducts studies that help inform health policy at multiple levels of decision making. Focused upon rural mental health, the center is one of seven rural health research centers in the United States funded by the Office of Rural Health Policy of the Health Resources and Services Administration (HRSA). Since most rural Americans obtain their mental health care through primary care providers, rather than specialty mental health providers, the initial focus of the research seeks to expand knowledge around supporting adoption of evidence-based practices in primary care and the potential impact of such adoption on health outcomes for the consumer. (A resource for this work, the recently published *Mental Health and Rural America: 1994-2005: An Overview and Annotated Bibliography*, a reference book prepared under contract with HSRA, was edited by Mental Health Program Director Dennis F. Mohatt and staffers Scott J. Adams and Mimi M. Bradley, along with Chad D. Morris.)

**Western States Decision Support Group (WSDSG).** Through a partnership in funding between the federal Center for Mental Health Services and 15 WICHE states, the Mental Health Program coordinates a regional effort to enhance and coordinate program evaluation and data-driven decision support in the public mental health systems of the WICHE West. WSDSG meets face to face three times yearly to focus on regional issues related to enhancing accountability through sound data management to support quality improvement, policy formation, and administration.

**Workforce Development.** The Mental Health Program is engaged in an array of activities to improve the preparation and continuing education of the public mental health workforce in the WICHE West.

◆ The Mental Health Program continues its work with Alaska,

Nevada, and North Dakota to improve collaboration in training between state mental health systems and higher education training programs.

- ◆ The program produces a monthly series of Rural Mental Health Grand Rounds Webcasts, funded by the federal Center for Mental Health Services (CMHS). These webcasts enable rural professionals to obtain training on current issues in mental health practice and continuing education credit. Over the first two years of the series, the WICHE Mental Health Program developed 18 sessions on key topics; year three consists of four broadcasts. At the end of this series, the Mental Health Program will submit a report that identifies promising rural practices – including mental health promotion, prevention of mental illness and substance abuse, and treatment practices across the lifespan.
- ◆ The program continues to work on improving the behavioral health workforce of the rural West in regards to deaf and hard-of-hearing populations.
- ◆ The Mental Health Program is routinely called upon by member states and others to offer state-specific technical assistance, facilitating activities focused upon system improvement, planning, and needs assessment.
- ◆ The program is working with Alaska to support an initiative related to building an integrated delivery system and an integrated data system.
- ◆ The program has an ongoing project in South Dakota related to supporting the development of systems of care for children and families; and is providing technical assistance conducting surveys of consumers.
- ◆ Mental Health Program staff members are currently the evaluators for two federally funded suicide grants – one in Wyoming and one in South Dakota.
- ◆ Staff is also involved in a project to train rural primary care providers in South Dakota on the identification of depression and other mental health disorders in rural primary care practice.
- ◆ Staff members frequently work with states across the region in areas of needs assessment and gap analysis. An epidemiologist has updated the model estimating the prevalence of serious disorders. New estimates are based on the National Comorbidity Survey Replication Study and include estimates of individuals with serious emotional disturbances, serious mental illness, and substance use disorders. Eight Western states have contracted with WICHE for state-specific synthetic estimates of serious disorders at the county level.

## WICHE FY 2008 Workplan: Priority Themes & Activities

### Existing Activities (GF=general fund)

Finance	Access & Success	Innovation & Info-technology	Workforce	Accountability
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the NorthWest Academic Forum's regional initiatives (NWAF)	Escalating Engagement (Ford)	Regional benchmarks (GF)
Multyear policy projects on higher ed finance and financial aid (Lumina Foundation)	State Scholars Initiative (OVAE)	Internet Course Exchange (ICE)	Developing Student Exchange Program responses to critical workforce shortages, especially in the West's rural and underserved areas	Electronic Regional Fact Book: Policy Indicators for Higher Education (GF)
Performance measurement improvement in the Western states public mental health programs	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)	Developing best practices in online student services and audits of institutions' online student services via CENTSS, the Center for Transforming Student Services (WCET)	Mental health student exchange	Policy Insights on a range of higher education issues (GF)
Property insurance and risk consortium (self-funding)	Escalating Engagement (Ford)	EdTools provides comparisons of electronic learning software and online course evaluations (WCET)	Workforce Briefs (GF)	Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
Legislative Advisory Committee	Multyear policy projects on higher ed finance and financial aid (Lumina Foundation)	WCET annual conference (WCET)	Building partnerships for competency: public mental health workforce development	Electronic alerts and clearinghouse (GF)
Workshop for legislative staff (Lumina)	High school graduates projections by state, race/ethnicity, and income		Rural mental health training initiatives	SPIDO (GF)
Technical assistance workshop (Lumina)	Children's mental health improvement projects in Wyoming and South Dakota		State technical assistance with Alaska, Oregon, North Dakota, and Washington (Ford)	

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

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
Residency policies	Methodological review of Projections of High School Graduates (Spencer)	Quality measures in e-learning (WCET)	Expanding professional advisory councils (health professions)	Collaboration with NCHEMS, SHEEO and WICHE on database maintenance and exchanges
	Student mobility	Good practice for the creation and use of open educational resources material (WCET)	Regional social work consortium (seeking funding)	
	Portable financial aid	EduTools sustainability model (WCET)	Development of an R-34 research proposal focused on evidence-based practice in rural mental health with the University of New Mexico Health Sciences Center	
		Implementation of WCET strategic planning/branding outcomes (WCET)	Regional rural health care advisory council and new initiatives	
		Implementation of dynamic, integrated web and communication tools (WCET)		
		Expand EduTools comparisons of policies (WCET)		
		Acquiring a regional learning center for SHEPC		

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

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
Productivity as a strategy to address cost and affordability concerns	New traditional students	Expansion of ICE	WICHE licensure and credentialing service	Follow-up initiatives responding to the National Center on Public Policy and Higher Education's report cards and the National Commission on Higher Education's Report
	Assisting states and institutions in planning for new types of students (WCET)	Facilitating Internet II connectivity throughout the West	Recruiting leaders for Western higher education	Assistance to regional accrediting community in assessing online education (WCET)
	Projecting financial aid program funding to increase access for low-income students	Expand the availability and use of e-health and e-science applications (Science, Technology, and Innovation – WCET)	Assisting states in identifying academic program development needs	Analysis of technologies' impact on student assessment and learning outcomes (WCET)
	Adult degree completion		Health and allied health workforce development and policy	
	College access marketing		Workforce credentialing systems	
	Expand access for minority-serving institutions to cyberinfrastructure networks and applications (Science, Technology, and Innovation – WCET)			
	Expand availability and use of digital arts and humanities			



**Meeting Evaluation  
WICHE Commission Meeting  
May 21-22, 2007  
Whitefish, Montana**

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:

Erin Barber, WICHE, PO Box 9752, Boulder, CO 80301

Fax: 303.541.0204; email: [ebarber@wiche.edu](mailto:ebarber@wiche.edu) or [dlonganecker@wiche.edu](mailto:dlonganecker@wiche.edu)



## Reference

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# WICHE Commission

WICHE's 45 commissioners are appointed by their governors from among State Higher Education Executive Officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Cam Preus-Braly, commissioner, Oregon Department of Community Colleges and Workforce Development, is the 2007 chair of the WICHE Commission; Roy T. Ogawa, attorney at law, Oliver, Lau, Lawhn, Ogawa & Nakamura, is vice chair.

## ALASKA

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

Patricia Brown Heller, Director, Office of the Governor

\*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

Appointments pending.

## COLORADO

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

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

David E. Skaggs, Executive Director, Colorado Department of Higher Education

## HAWAII

Roy T. Ogawa (WICHE Vice Chair), Attorney at Law, Oliver, Lau, Lawhn, Ogawa & Nakamura

\*Roberta M. Richards, State Officer, Hawaii Department of Education

Helene I. Sokugawa, Institutional Analyst, University of Hawaii, Manoa

## IDAHO

\*Dwight Johnson, Executive Director, State Board of Education

Robert W. Kustra, President, Boise State University

Arthur Vailas, President, Idaho State University

## MONTANA

Dan W. Harrington, State Senator

\*Ed Jasmin, former Chair and Member, Montana Board of Regents of Higher Education

Mary Sheehy Moe, Dean, Montana State University-Great Falls College of Technology

## NEVADA

Warren Hardy, State Senator

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

\*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

\*Eddie Dunn, Chancellor, North Dakota University System

Pamela J. Kostelecky, Member, State Board of Higher Education

\*David E. Nething (WICHE Chair, 2006), State Senator

## OREGON

Ryan P. Deckert, State Senator

\*Camille Preus-Braly (WICHE Chair), 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 (WICHE Chair, 2002), Executive Director, South Dakota Board of Regents

## UTAH

Bonnie Jean Beesley, Member, Utah Board of Regents

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

Peter C. Knudson, State Senator

## WASHINGTON

Phyllis Gutierrez Kenney, State Representative

Jeanne Kohl-Welles, State Senator

Ann Daley, 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, Emeritus Professor of German, University of Wyoming

\*Executive Committee member

# Commission Committees 2006

## Executive

Cam Preus-Braly (OR), chair  
Roy Ogawa (HI), vice chair  
David Nething (ND), immediate past chair

Diane Barrans (AK)  
Joel Sideman (AZ)  
Position vacant (CA)  
David Skaggs (CO)  
Helene Sokugawa (HI)  
Dwight Johnson (ID)  
Ed Jasmin (MT)  
Pam Kostelecky (ND)  
Patricia Sullivan (NM)  
Carl Shaff (NV)  
James Sager (OR)  
Tad Perry (SD)  
Richard Kendell (UT)  
Ann Daley (WA)  
Klaus Hanson (WY)

## Issue Analysis and Research

Jane Nichols (NV), chair  
Ryan Deckert (OR), vice chair  
Cam Preus-Braly (OR), ex officio  
Roy Ogawa (HI), ex officio

Patricia Brown Heller (AK)  
David Lorenz (AZ)  
Position vacant (CA)  
William Byers (CO)  
Roberta Richards (HI)  
Arthur Vailas (ID)  
Mary Sheehy Moe (MT)  
Warren Hardy (NV)  
Beverlee McClure (NM)  
Pamela Kostelecky (ND)  
Committee vice chair (OR)  
Robert Burns (SD)  
Bonnie Jean Beesley (UT)  
Jeanne Kohl-Wells (WA)  
Tex Boggs (WY)

## Programs and Services

Carl Shaff (NV), chair  
Marshall Lind (AK), vice chair  
Cam Preus-Braly (OR), ex officio  
Roy Ogawa (HI), ex officio

Committee vice chair (AK)  
John Haeger (AZ)  
Position vacant (CA)  
William Hybl (CO)  
Helene Sokugawa (HI)  
Bob Kustra (ID)  
Dan Harrington (MT)  
Committee chair (NV)  
Dede Feldman (NM)  
Eddie Dunn (ND)  
James Sager (OR)  
Jim Hansen (SD)  
Peter C. Knudson (UT)  
Phyllis Gutierrez Kenney (WA)  
Tom Buchanan (WY)

## Audit Committee

David Nething (ND), chair and immediate past  
WICHE chair  
Linda Blessing (AZ), former WICHE commissioner  
Roy Ogawa (HI), ex officio  
Ed Jasmin (MT)  
Jane Nichols (NV)

## Disaster Recovery Planning Committee

Diane Barrans (AK), committee chair  
Cam Preus-Braly (OR)  
Bill Kuepper (CO), consultant and former WICHE  
commissioner  
Roy Ogawa (HI)  
Dwight Johnson (ID)  
Ed Jasmin (MT)

# WICHE Staff

## Executive Director's Office

David Longanecker, executive director  
Erin Barber, assistant to the executive director and executive secretary to the commission

## Accounting and Administrative Services

Craig Milburn, director of accounting  
**Paul Huntsberger**, web/database developer  
Kelly Israelson, senior accounting specialist  
Ann Szeligowski, accounting specialist  
Jerry Worley, director of information technology

## Mental Health

Dennis Mohatt, director  
Scott Adams, senior research and technical assistance associate  
Fran Dong, statistical analyst  
**Debra Kupfer**, technical assistance consultant  
Mimi McFaul, research associate II  
Chuck McGee, project director  
Jenny Shaw, project coordinator  
Candice Tate, research associate II

## Policy Analysis and Research

**Dolores Mize**, senior program director  
Jeanette Porter, administrative assistant IV  
Demarée K. Michelau, project coordinator  
Brian T. Prescott, research associate III

## Programs and Services

Jere Mock, senior program director  
Candy Allen, graphic designer  
**Laura Ewing**, administrative assistant  
Annie Finnigan, communications associate  
Deborah Jang, web design manager  
Susan Vermeer Lopez, project coordinator  
Christian Martinez, program coordinator, State Scholars Initiative  
Michelle Médal, administrative coordinator, State Scholars Initiative  
Ken Pepion, director, Bridges to the Professoriate  
Terese Rainwater, program director, State Scholars Initiative  
Margo Schultz, program coordinator, Student Exchange Programs

## WCET

Louis Fox, executive director  
Sherri Artz Gilbert, administrative/budget coordinator  
**Paul Huntsberger**, web/database developer  
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.

## Future Commission Meeting Dates

### 2007

November 5-6 – Boulder, Colorado

### 2008

May – South Dakota\*  
November – Arizona\*

### 2009

May – Boulder/Denver, CO\*

\* Date/city to be decided.



## Higher Education Acronyms

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

AACC	American Association of Community Colleges	<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>
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	<a href="http://www.agb.org">www.agb.org</a>
	Center for Public Higher Education Trusteeship & Governance	<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>
CAE	Council for Aid to Education	<a href="http://www.cae.org">www.cae.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>
CLA	Collegiate Learning Assessment	<a href="http://www.cae.org/content/pro_collegiate.htm">www.cae.org/content/pro_collegiate.htm</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>
ICE	Internet Course Exchange (WICHE)	<a href="http://www.wiche.edu/ice">www.wiche.edu/ice</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>
NAAL	National Assessment of Adult Literacy	<a href="http://nces.ed.gov/naal/">http://nces.ed.gov/naal/</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>
NCLB	No Child Left Behind	<a href="http://www.ed.gov/nclb/landing.jhtml">www.ed.gov/nclb/landing.jhtml</a>
NCPPHE	National Center for Public Policy and Higher Education	<a href="http://www.highereducation.org">www.highereducation.org</a>
NCPR	National Center for Postsecondary Research	<a href="http://www.postsecondaryresearch.org">www.postsecondaryresearch.org</a>
NCSL	National Conference of State Legislatures	<a href="http://www.ncsl.org">www.ncsl.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>

OECD	Organization for Economic Cooperation and Development	<a href="http://www.oecd.org">www.oecd.org</a>
PISA	Program for International Student Assessment	<a href="http://www.pisa.oecd.org">www.pisa.oecd.org</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/statescholars">www.wiche.edu/statescholars</a>
SURA	Southeastern Universities Research Association	<a href="http://www.sura.org/home/index.html">www.sura.org/home/index.html</a>
UNCF	United Negro College Fund	<a href="http://www.uncf.org">www.uncf.org</a>
UNESCO	United Nations Educational, Scientific, and Cultural Organization	<a href="http://www.unesco.org/">www.unesco.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	WICHE unit, an organization focused on education and technology	<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/hechche.htm">www.state.co.us/cche_dir/hechche.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	NSHE	Nevada System of Higher Education	<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>