



San Juan College

Western Interstate Commission
for Higher Education
ANNUAL REPORT
FY 2019



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This report recaps WICHE’s work during Fiscal Year 2019
(July 1, 2018 – June 30, 2019).

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Cover photo: A graduate of San Juan College in Farmington, New Mexico

MESSAGE FROM THE PRESIDENT AND THE CHAIR OF WICHE'S COMMISSION

Since 1953, WICHE has worked to expand access to high-quality higher education in the West by promoting innovation, cooperation, resource sharing, and sound public policy among states and institutions. Today, WICHE continues to partner with our 15 Western states and two U.S. territories to address some of our society's most pressing needs—from providing access for students and families, to affordable higher education, to expanding behavioral health services to treat opioid addiction and preventing suicide. During this past year, WICHE has experienced quite a bit of change – new leadership, exciting initiatives and projects, and collaboration with many different partners. We're excited to share that throughout this year of fresh starts and beginnings, outcomes have been positive and significant. Here are just a few examples:

- WICHE's **Task Force on Closing Postsecondary Attainment Gaps** is making strides in Arizona and Wyoming – bringing new voices, data, and policy ideas to each state's attainment work.
- **Every Learner Everywhere** advanced its mission to support institutions and educators as they navigate the complex digital courseware landscape by providing technical assistance to institutions, producing research-based briefs, and creating high-quality tools such as Solve, a digital library of adaptive implementation resources.
- **Together With Veterans**, a community-engaged process for identifying, selecting, and implementing evidence-based and promising practices for the reduction of suicide and promotion of wellness among Veterans living in rural communities is expanding to new areas.
- **Interstate Passport®** continues its drive towards streamlining transfer across the nation. During FY 2019, five institutions joined growing the Interstate Passport Network, now with a membership of 32 institutions in 14 states. After three years of implementation, over 38,800 Passports have been awarded to students and the post-transfer Academic Progress Tracking data submitted to the National Student Clearinghouse is yielding positive results.
- The **Native American-Serving, Non-Tribal Institutions (NASNTI)** initiative continued to support Native American student attainment in higher education by developing, renewing, and strengthening relationships among leaders of higher education institutions, tribal nations, and tribal communities.

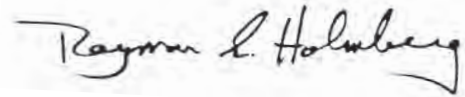
While you review this report and the impact of our work, we hope you'll see the evolution that WICHE is undertaking. This year has been about change, but two foundational principles remain: our commitment to our states and our focus on the mission.

As our work continues into FY 2020, the future looks bright. Cam Preus, the executive director of the Oregon Community College Association, has been elected as WICHE's chair. She returns to this position of leadership, having first served in this role in 2007-08, with a wealth of experience serving community college students and a long tenure as a WICHE Commissioner, making her well suited to guide WICHE throughout the next year. We invite you to join us as we continue to promote higher education access and success, affordability, and opportunity in the West.

Best Regards,



Demarée Michelau
President, WICHE



Ray Holmberg
Chair, WICHE Commission



Ray Holmberg and Demi Michelau

Our Priorities

WICHE'S MISSION



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

Each May, WICHE's 48-member commission develops and approves the organization's annual Workplan (wiche.edu/files/files/FINAL2019Workplan.pdf). This Workplan outlines the diverse set of activities, projects, and initiatives that the WICHE Commission prioritized for the fiscal year beginning July 1, 2019, all of which are intended to advance WICHE's mission.

WICHE's five key focus areas guide the work of the organization:

- **Finance:** supporting aligned appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels
- **Access & Success:** improving student access to and success in higher education, especially for those who are traditionally underserved
- **Workforce & Society:** ensuring that our states and postsecondary institutions are meeting workforce and societal needs
- **Technology and Innovation:** promoting evidence-based innovations that improve higher education and reduce costs
- **Accountability:** ensuring that students receive the education they have been promised, and that government is receiving a strong return on its investment

WICHE has four operational units—Programs and Services, Policy Analysis and Research, Behavioral Health, and the WICHE Cooperative for Educational Technologies (WCET)—that implement the Workplan by conceptualizing and managing a vast array of programs, projects, and initiatives, and by developing valuable resources that address the needs of member states and territories. When appropriate, some initiatives also extend beyond the WICHE region. This Annual Report, which reflects WICHE's progress and accomplishments in each of our five focus areas, is organized by operational unit, which are described below.

- **Programs and Services:** WICHE's Programs and Services unit expands access to higher education through three regional Student Access Programs (the Western Undergraduate Exchange, the Professional Student Exchange Program, and the Western Regional Graduate Program) and national programs such as the Online Course Exchange and Interstate Passport®. Staff also foster higher education collaboration and resource-sharing to enhance students' educational success and institutional effectiveness by developing and coordinating regional initiatives such as the Western Alliance of Community College Academic Leaders and the Western Academic Forum, and the Forum's Western Academic Leadership Academy.

- **Policy Analysis and Research:** WICHE's Policy Analysis and Research unit offers various resources to support better-informed decision-making, principally at the state level. Topics for its numerous research projects and collaborations include postsecondary completion, closing attainment gaps, adult learners, and multistate data-sharing to support educational planning and workforce development. The unit's staff members serve as expert resources on higher education issues including finance, state and federal financial aid, articulation and transfer, strategic planning, and student demographics. Publications, including the *WICHE Insights* series, explore a range of significant policy issues, while staff members also undertake long-term grant-funded projects, collaborate with regional and national partners, and provide short-term technical assistance to WICHE members.
- **Behavioral Health:** WICHE's Behavioral Health Program (BHP) provides technical assistance, education, consulting, and research services in order to improve and strengthen behavioral health care in the West. Initiatives focus on the analysis and growth of the behavioral health workforce, as well as overall improvements of the public mental health system. The BHP has a long history of providing mental health services in rural areas, as well as providing training to support prevention, treatment and recovery efforts throughout our region.
- **WCET:** The WICHE Cooperative for Educational Technologies (WCET) is the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. Its growing membership includes 398 institutions, higher education agencies and systems, nonprofit organizations, government agencies, and corporations in all U.S. states and several Canadian provinces. WCET is widely recognized as one of the most informative, reliable, and forward-thinking organizations focused on the role of technology and innovation in higher education.

Programs and Services

ACCESS & SUCCESS

The [Western Undergraduate Exchange](#) (WUE), WICHE's signature undergraduate tuition savings program and the nation's largest of its kind, saved 40,487 students an estimated \$380.5 million in tuition in 2018-19. Some 160 public two- and four-year institutions in WICHE's 15 states and two territories allow WUE students to pay no more than 150 percent of resident tuition—instead of full nonresident tuition, which can exceed 300 percent of resident tuition. Most WUE colleges and universities offer this reduced rate to incoming transfer students and to new college students from the West. Schools may tailor participation parameters, including admission requirements and available programs of study, to their individual institutional needs.

The [Professional Student Exchange Program](#) (PSEP) provides affordable access to 140 health care professional programs at some 60 institutions and in 10 health care fields for students in the Western region. In 2018-19, 614 students received \$14.6 million (reflecting investment by their home legislatures) in tuition benefit through PSEP. Since its 1953 inception, PSEP has supported more than 15,000 students, many of whom return home to fill key health care positions.

The [Western Regional Graduate Program](#) (WRGP) allows WICHE-region residents to cross state lines yet pay no more than 150 percent of resident tuition for more than 900 master's, graduate certificate, and doctoral programs at 60 participating public universities. In fall 2018, 1,478 students saved an estimated \$22.7 million in tuition through WRGP. Effective in 2018-19, participating public universities may make any graduate program eligible at the WRGP tuition rate – a change that will likely greatly expand the number of students who can benefit from WRGP in the years ahead.

The [Online Course Exchange](#) (OCE) enables students to seamlessly enroll, through their home institutions, in online courses offered by other two- and four-year institutions participating in a consortium. Consortia contract with WICHE for use of its robust OCE platform, designed to support the exchange of online course enrollments among multiple institutions to provide more options for students and optimize use of institutional resources. A longtime user of OCE is the Nursing Education Xchange (NEXus), a consortium of 17 universities that are mutually optimizing capacity in doctoral nursing courses. The SunPath Consortium, consisting of seven New Mexico community colleges, is in its second year of using OCE to exchange a variety of courses.

The [Western Academic Leadership Forum](#) (Forum) brings together WICHE-region chief academic leaders from four-year institutions and associated systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. The Forum's annual meeting, themed "A Place for All? Belonging in Higher Education," was held in April 24-26, 2019, in Boulder, Colo. The Forum is funded primarily by membership dues, with additional funding provided by meeting sponsors.

The [Western Academic Leadership Academy](#) is a yearlong professional development program aimed at expanding the pipeline of qualified chief academic leaders for four-year institutions in the West. Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets required of chief academic officers. Its fourth cohort of 16, nominated by members of the Western Academic Leadership Forum, completed the program in spring 2019. Academy faculty consist of WICHE-region provosts and chief academic



“To be at a school I believe is the best fit for me and be able

to afford it, has set up my future. Affording undergrad was key in planning for grad school.”

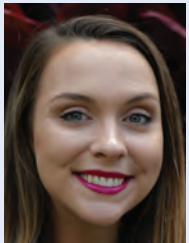
— Josh, Washington resident,
University of Idaho



“Becoming an equine veterinarian in my home state of Arizona has been a dream of mine

for years. I would not have been able to pursue this passion without the support of WICHE’s PSEP. I not only have the privilege of working towards my professional goals, but I also get to do it at my dream school, Colorado State University. Thank you WICHE!”

— *Lauren, Arizona resident, Colorado State University*



“As a first generation college student from a low-income family, I

would not have been able to afford graduate school. Because of WRGP, I was able to pursue a degree in indigenous health at the only school in the country that offers this program. Being an indigenous person, I am incredibly grateful that this program exists, so that I can make a positive impact in my community.”

— *Jacie, Utah resident, University of Hawai’i at Mānoa*

officers who are active in the Forum. The Academy is funded by registration fees, sponsorships, and Forum support.

The [Western Alliance of Community College Academic Leaders](#) (Alliance) brings together academic leaders at community colleges and technical schools and related systems and state agencies to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives supporting the two-year higher education sector. The Alliance’s annual meeting, themed “Embracing the Brave New World: Higher Education and the Future of Work,” was held in April 3-5, 2019, in Salt Lake City. Like the Forum, the Alliance is funded by membership dues and meeting sponsors.

WICHE’s [Native American-Serving, Non-Tribal Institutions \(NASNTI\) Initiative](#) is a collaboration between colleges and universities designated as NASNTI by the U.S. Department of Education. The network of institutions taking part in the initiative work together to narrow the postsecondary attainment gap of Native American and Alaska Native students, and to develop and implement high-impact evidence-based practices. A major objective of this project is to convene annual summits to foster collaboration and better serve the large numbers of American Indian and Alaska Native students. The NASNTI Initiative completed its second year of work in FY 2019 as part of a three-year grant provided by Lumina Foundation.

ACCOUNTABILITY

[Interstate Passport®](#), a nationwide program that facilitates block transfer of students’ lower-division general education attainment based on learning outcomes, was collaboratively developed by WICHE-region faculty, registrars, institutional researchers, and advisors. Thirty-two regionally-accredited institutions in 14 states are currently members of the Interstate Passport Network. More than 38,800 Passports have been officially awarded during the Network’s three years of operations.

Students who earn a Passport and transfer to another Network-member institution need not repeat or take additional courses to meet that institution’s lower-division general education requirements. Taking fewer unnecessary courses helps students complete degrees more quickly and at higher rates, with lower cost and debt—factors that also improve institutions’ performance metrics. The Interstate Passport program’s focus on learning outcomes (instead of course-by-course articulation) increases curricular flexibility and reduces time spent negotiating equivalencies.

The academic progress of students who transfer with a Passport to other Network-member institutions is tracked through the National Student Clearinghouse and reported to students’ sending institutions for use in continuous improvement and sustainability efforts. Interstate Passport is supported by federal government and private foundation grants.

The [Academic Leaders Toolkit](#), jointly funded by the Alliance and Forum, is a peer-reviewed, searchable online repository of decision-making tools contributed by academic leaders. Tools in a range of categories—such as program evaluation, creation, and elimination; faculty recruitment and retention; and learning-outcomes assessment—help academic leaders address a variety of challenges. Cloud-Based Faculty Productivity Reporting (University of Idaho) and the First-Term Advising Model (Williston State College) were honored as academic leaders’ tools of the year.



“WRGP has been enormously helpful in allowing us to recruit top

quality students into our Biostatistics PhD, MS, and MPH/AB programs at CU Anschutz. In just the last two to three years, well more than a dozen students – around 30 percent of those entering our programs – have taken advantage of WRGP and I'm sure some would not have come here without the WRGP benefit. WRGP has greatly strengthened our programs and has provided education in Biostatistics to many great students. Thank you!”

— Gary Grunwald, professor,
School of Public Health,
University of Colorado
Anschutz Medical Campus

FINANCE

The [Master Property Program](#), developed by the Midwestern Higher Education Compact (MHEC), is a property insurance and risk-management initiative that is available to colleges and universities in the WICHE region. The insurance program now serves 165 two- and four-year campuses nationwide with total insured values of \$82 billion. It enables public and nonprofit private institutions to receive coverage at rates below industry averages, while improving their risk management and asset protection. Participating institutions meet annually to review programmatic issues and approve major policy changes and activities. A Leadership Committee oversees the development of program policies, premium allocations, new program membership, and selection of program administrators and insurance underwriters.

[MHECare](#), another partnership with MHEC, offers institutions and systems a student health insurance plan underwritten by UnitedHealthcare StudentResources (UHCSR). UHCSR was selected through a competitive bid process, enabling member institutions to avoid a time- and resource-consuming request-for-proposal process while being served by a carrier that is Affordable Care Act-compliant and fully equipped to rapidly respond to changes in regulations.

A third MHEC partnership, [MHECtech](#), enables institutions to purchase off competitively bid master purchasing agreements for hardware, software, and technology services. Several of the agreements are also available to K-12 districts; state, county, and local governments; and education-related nonprofits. More than 1,600 institutions and other entities in 13 WICHE states benefitted from aggregated volume purchases that lowered product cost and saved institutions \$6.5 million as well as institutional time. Another available MHECtech feature is the e-Transcript Initiative (ETI), which facilitates transfer of student transcript information in a consistent format among WICHE-region high schools and colleges and universities.

MHEC also has invited WICHE to partner on offering a [Cyber Insurance](#) program to public and not-for-profit private institutions in the West. MHEC has contracted with Marsh USA Inc. to serve as the program administrator for the MHEC Cyber insurance program following a competitive bid process. The MHEC program approach analyzes a participating institution's threat environment, assesses the significance of the vulnerabilities in security controls, and determines how much financial exposure the institution faces. It can also provide benchmarking on how much cyber coverage institutions of similar risk are buying.



Policy Analysis and Research

ACCESS AND SUCCESS

For almost 40 years, WICHE's widely known *Knocking at the College Door* publication series has provided comprehensive data about high school graduate trends for policymakers, enrollment managers, college counselors, schools and school districts, researchers, and news media. With support from ACT Inc. and the College Board, WICHE released the ninth edition of *Knocking at the College Door: Projections of High School Graduates* in December 2016. Demographic and enrollment-demand trends suggested by the report include: a decade of stabilization in the number of U.S. high school graduates (driven by reductions in white high school graduates and increases in nonwhite populations) through 2025, followed by a decline in high school graduates for the nation and most states. During this fiscal year, WICHE staff began working with partners – including the College Board, which is again providing financial support – to prepare for the development of new projections in 2020. This work continues on top of continued interest in and demand for presentations about the last round of projections from 2016.

Data from the 2016 edition continue to draw significant interest from state leaders, policymakers, education organizations, media outlets, and others. The data are helping to shape narratives about the future of postsecondary education in the West and across the country.

Throughout the year, WICHE continued the work of the [Task Force on Closing Postsecondary Attainment Gaps](#)—funded by a grant from Lumina Foundation. The participating Task Force states—Arizona and Wyoming—were selected through a competitive RFP process to receive support and technical assistance in catalyzing progress to close their state's most pressing postsecondary attainment gaps. Over the course of FY 2019, cross-sector teams in both states met to identify key barriers and state-level policy solutions to postsecondary attainment for underserved student groups. The interstate Task Force group also convened in Salt Lake City in December





“WICHE provided the highest quality research and strategic

leadership to New Mexico as we tackled tough questions about the state’s higher education governance structure. With WICHE’s assistance, New Mexico was better equipped to thoughtfully explore possible options for reorganization with the goal of improving productivity and student outcomes. The professionalism, quality of work, and timely deliverables provided by WICHE were pivotal to the success of the governance evaluation.”

— **Barbara Damron**,
WICHE Commissioner;

PhD program director, University of New Mexico Health Science Center College of Nursing; associate professor, UNM HSC College of Nursing, UNM HSC School of Medicine, Department of Family & Community Medicine

2018 to learn from each other’s efforts, provide feedback on common challenges, hear from national experts, and draw out lessons learned from the first stage of the work.

As part of the Task Force engagement, WICHE staff have helped to facilitate the development of a strategic planning process in Wyoming that involves the K-12 system, postsecondary education, and workforce development. WICHE’s efforts included multiple staff facilitating listening sessions to gather feedback in communities across the state. Meanwhile, Arizona released *Achieve60AZ State of Attainment Report*, a comprehensive brief detailing strategies to help the state reach its goal of having 60 percent of adults in the state attain a postsecondary credential or degree. Ultimately, the work of WICHE’s Task Force will result in a set of regional recommendations for closing attainment gaps applicable across a variety of contexts.

WICHE completed a project assisting the New Mexico Higher Education Department with its comprehensive study of potential higher education governance structures for the state. WICHE staff assisted in the research and drafting of the department’s Higher Education Governance Report, which was presented to the state’s governor and legislature in fall 2018.

WICHE staff also collaborated with the National Center for Higher Education Management Systems (NCHEMS) to develop a strategic plan for Utah’s public higher education system. This work included leading focus groups that provided key input for the development of the new plan.

WICHE’s [Legislative Advisory Committee](#) (LAC) informs the WICHE Commission and staff about significant legislative issues related to higher education, and WICHE staff serves the LAC by keeping members up to date on emerging postsecondary policy issues, regional trends, and relevant research. LAC members are appointed by the Commission and meet annually. The LAC annual meeting, titled “Serving Students & State Goals: The Shared Mission of State Legislatures & Higher Education,” was held Sept. 25-26, 2018, in Boise, Idaho. The meeting featured discussions with national experts, WICHE staff, and LAC members on legislative trends in the West, specifically focusing on aligning state resources for student success, apprenticeships, rural educator shortages, and the interaction of state and federal policy. Fourteen legislators from 10 WICHE members participated in the convening.

ACCOUNTABILITY

The annual [Benchmarks: WICHE Region](#) report analyzes key higher education metrics and information about the West’s progress in improving access to, success in, and financing of higher education. This resource helps stakeholders monitor regional changes over time and informs discussion in policy and education communities.

WICHE’s [Regional Fact Book for Higher Education in the West](#) presents regional and state-by-state data and analysis on policy indicators across a range of topics. These fiscal, demographic, economic, and social indicators provide up-to-date information for policymakers, educators, and researchers in the West. The Fact Book’s downloadable data tables are updated periodically throughout the year.

The WICHE Policy team also manages a suite of online higher education policy resources and Policy Alerts and Stat Alerts, two digitally disseminated series of key reports related to higher education. For more information or to subscribe to these alerts, please visit wiche.edu/resources/alerts.

FINANCE

The annual update of *Tuition and Fees in Public Higher Education in the West* outlines 2018-19 tuition and fees (and recent rate changes) for all public institutions in the WICHE region. The survey shows increases in tuition and fees at public four-year colleges in the West of 1.6 percent over 2017-18, while the average for two-year institutions increased by 3.1 percent. A related *WICHE Insights* brief, *Tuition and Fees in the West 2018-19: Trends and Implications*, summarized the report's findings and discussed recent trends in state appropriations, fiscal support, and financial aid programs. WICHE found that state support for postsecondary education increased, with a growth of 2.0 percent in total appropriations between FY 2017 and FY 2018, which amounts to a 1.3 percent increase in funding per FTE in the West. The report findings are also updated annually in [WICHE's State Finance Dashboard](#).

TECHNOLOGY AND INNOVATION

WICHE serves as a key technical assistance provider for a program called [Data for the American Dream](#), which is funded by Schmidt Futures and managed by NCHEMS. This project aims to make data about education and training opportunities, skill development, and potential career paths more usable for low-income, unemployed, and underemployed individuals. Under a subcontract, WICHE helps grantees use education and employment data to guide individuals to effective training opportunities and sustaining careers. Several Western states are in consideration for selection with grantees to be announced in FY 2020.



University of Hawai'i Hilo

WORKFORCE AND SOCIETY

In FY 2019, WICHE staff launched an exciting new project funded by Lumina Foundation called [Recognizing Learning in the 21st Century: A Research Initiative to Inform Policy and Practice](#). Through this work, WICHE is leading the development of a landscape analysis of current policies and practices related to the recognition of prior learning. WICHE has commissioned numerous briefs from partners examining various aspects of prior learning and will be contributing multiple briefs of its own to what will become a comprehensive volume focused on the issue. WICHE is also working with the Council for Adult and Experiential Learning (CAEL) to carry out a quantitative assessment of the impact of the receipt of postsecondary credit for learning that takes places outside the classroom. The landscape scan and quantitative study will be released in FY 2020.

WICHE staff continued to work with states throughout the U.S. to launch the second phase of the [Multistate Longitudinal Data Exchange](#) (MLDE). The exchange enables linkages among state education and employment data systems to provide more-complete information to policymakers, students, families, and other education and economic development stakeholders. The MLDE is one of the most ambitious current efforts to provide a sustainable tool for states and institutions to gather relevant information linking education with economic and workforce development. Participating states have completed testing of the MLDE technical infrastructure using data that have been mocked up to resemble state education and employment data. Satisfied with the mechanisms that have been put in place to share data, states gave the technical contractors the go-ahead to move from development to production. The exchange became fully operational, with states sending and responding to actual requests for data, at the end of 2019.

The State Authorization Reciprocity Agreement (SARA) is an initiative (in which 49 states participate) that increases student access to distance education courses across state lines. It also makes it more efficient for states to oversee, and for institutions to participate in, interstate distance education while helping to provide needed quality assurance for distance education programs serving students across state lines. The overall effort is led by the National Council for State Authorization Reciprocity Agreements (NC-SARA), while each of the regional compacts manages state membership in their region. Thirteen Western states are members of WICHE SARA ([W-SARA](#)), while North Dakota works with the Midwestern Higher Education Compact (MHEC) for SARA purposes. Within the 13 W-SARA states, more than 200 institutions participate in the agreement.

Behavioral Health Program

ACCESS AND SUCCESS

The Hawai'i Department of Education continues to contract with the WICHE Behavioral Health Program (BHP) to provide marketing, recruitment, screening, and referral services for behavioral health professionals to fill public school vacancies across the Hawaiian Islands.

Together With Veterans (TWV) enlisted rural veterans and their local partner organizations to join forces to reduce veteran suicide in their communities. WICHE continues its collaboration with the Veterans Administration (VA) Rocky Mountain Mental Illness Research, Education, and Clinical Center (MIRECC) for Veteran Suicide Prevention to implement this enterprise-wide initiative funded by the VA Office of Rural Health. The BHP provided training and technical assistance to rural sites interested in pursuing this veteran-driven, collaborative, evidence-informed approach to assessing community needs and creating a community-centered action plan grounded in the public health model for suicide prevention. TWV practices are in alignment with the VA National Strategy for Preventing Veteran Suicide, and the Substance Abuse and Mental Health Services Administration (SAMHSA)/VA partnership implemented via the Governor's Challenge and Mayor's Challenge to Prevent Suicide among Service Members, Veterans and their Families.

JBS International engaged in a Cooperative Agreement from the Health Resources and Services Administration (HRSA) to support the **Rural Communities Opioid Response Program-Technical Assistance Project**. The BHP worked with JBS International, the National Academy for State Health Policy, and the National Rural Health Association as the technical assistance lead for 16 of the 95 rural planning sites identified by HRSA. The grantees supported by WICHE are in the following states: Colorado, Montana, Nevada, North Dakota, Oregon, South Dakota, Utah, and Washington. The project supports grantees in using evidence-based and sustainable interventions and reducing morbidity and mortality associated with opioid use in their communities.

ACCOUNTABILITY

The Fort McDowell Yavapai Nation leadership contracted with the WICHE BHP to evaluate the organizational structure and effectiveness of their Wassaja Family Services agency to assess whether gaps existed between services offered and services needed within the community, and to assess the readiness of the agency to pursue accreditation from the Commission on Accreditation for Rehabilitation Facilities. WICHE employed a combination of literature review, document review, community surveys, and key informant interviews to address these questions and provide recommendations for agency improvement.

The BHP also partnered with the Arizona Health Care Cost Containment System to support fidelity reviews of four evidence-based practices in the Maricopa County public behavioral health system. In addition, beginning in FY 2019, WICHE employed and supported the project lead and two fidelity reviewers, who completed the reviews of two evidence-based practices in the northern and southern regions of the state.

In FY 2019, the WICHE BHP continued to provide consultation and technical assistance to the South Dakota Division of Behavioral Health on the implementation of its Individualized Mobile Programs of Assertive Community Treatment (IMPACT). The focus of this work included conducting quality-assurance reviews, based on the South Dakota-specific IMPACT Quality Assurance Scale, and the design and implementation



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of activities based on areas of need, established by the quality-assurance scale findings and previous SAMHSA fidelity reviews, along with providing education, training, and consultation.

TECHNOLOGY AND INNOVATION

WICHE provided consultation and technical assistance on evidence-based and best practices for the Washington Student Achievement Council grant program on suicide prevention for postsecondary students.

Secondly, the Wyoming Department of Health, Behavioral Health Division contracted with WICHE to conduct a statewide needs assessment. The project includes an assessment of the strengths and weaknesses of the public behavioral health care system as well as the state's existing data infrastructure. WICHE's final reports will include recommendations for programmatic and data system changes that the state can make to improve service delivery and data storage.

WORKFORCE AND SOCIETY

The [WICHE Rural Psychology Internship Consortium](#) initiative continues to thrive. Adding to accredited psychology internship consortia in Alaska, Hawai'i, Nevada, Oregon, and Colorado, this successful behavioral health workforce development initiative grew this year, with the BHP partnering with Utah, New Mexico, and Idaho, successively, to develop, or in the case of Idaho, revamp and expand, internship consortia that are accreditation-ready. (Utah's program will have an accreditation site visit in early 2020.) WICHE provides administrative support, expert consultation, and data collection assistance to help provide a quality training experience and attract new psychologists to live and work in underserved areas of the states. Typically, these internship programs serve remote locations throughout their respective states, and the BHP facilitates intern and faculty travel for training and program activities and supports distance technology activities in addition to technical assistance to help them obtain and maintain accreditation through the American Psychological Association.

In another exciting initiative, SAMHSA selected the BHP and the University of North Dakota College of Nursing and Professional Disciplines to co-administer a new [Mountain Plains Mental Health Technology Transfer Center](#) (MP-MHTTC). The MP-MHTTC provides comprehensive training, resources, and technical assistance to mental health providers and other practitioners in SAMHSA Region 8 (which comprises Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming) resulting in a stronger and more robust mental health workforce in historically underserved areas. The MP-MHTTC team identifies existing (and develops new) resources that are shared across Region 8, and the larger TTC network. The TTC program consists of three networks – Addiction (A-TTC), Mental Health (MH-TTC), Prevention (P-TTC) – that provide free technical assistance and training in each of the focus areas.

WICHE's BHP assisted the Annapolis Coalition in developing a Behavioral Health Workforce Development Strategic Plan for the University of Alaska. Initiatives included identifying best practices relevant to behavioral health workforce development that would pertain to universities in rural states, and assisting in drafting and editing the strategic plan.

Additionally, the BHP collaborated with Mercy Care Arizona to provide training, education, and guidance concerning evidence-based practices (EBPs) and fidelity tools to ensure provider staff were offering high-quality EBPs and were ensuring fidelity



“Information comes so fast, and having a center that can sort

through information and get that information out to service providers to advance their use of what we know is the best science—that makes the whole system better.”

— *Thomasine Heitkamp*,
professor of graduate nursing,
University of North Dakota,
and co-director with
WICHE's Dennis Mohatt, of the
new Mountain Plains Mental
Health Technology Transfer
Center



“WICHE has been incredibly helpful providing us both

an assessment about workflow at our State Hospital and helping us recruit additional psychologists to Utah through accredited Psychology Internship Consortium placements. We really enjoy working with them and appreciate their technical expertise.”

— Douglas Thomas,
director, Division of Substance Abuse & Mental Health,
Utah State Department of Human Services

to identified EBPs protocols. WICHE also collaborated with Mercy Care Arizona to develop and conduct a training academy to increase workforce expertise through implementing training strategies for the following evidence-based practices: Trauma-Focused Cognitive Behavioral Therapy; Transition to Independence Model; Infant-Toddler Mental Health Coalition of Arizona 0-5 Training; and Cognitive Behavioral Therapy for Substance Use Disorders.

Finally, the BHP provided a review of the Hawai'i State Hospital's new staffing estimates, the methodology/metrics for estimating and funding patient growth, and a review of a phased-in timeline for moving patients into a new forensics building.



WCET (WICHE Cooperative for Educational Technologies)



“WCET membership is especially beneficial as academic technology

continues to evolve and the role of online learning and digital media expands.”

— *Dianne Harrison,*
WICHE Commissioner;
president, California State
University, Northridge

ACCESS AND SUCCESS

WCET’s membership services organizes its work in four broad focus areas. Members share advances and “lessons learned” through resources such as webcasts, blog posts, videos, and research papers. The focus areas include:

- Student learning, the educational experience, and improved outcomes are at the heart of WCET’s activities. **Student Success** concentrates on the emerging and promising practices with technology-enhanced education including academic integrity, adaptive learning, and student services.
- New innovations emerge each year increasing the demand for technology-enhanced instruction and institutions often lag behind in implementing new technology on campuses and in online learning. The **Institutional Success** focus area includes resources on 21st-century faculty, open educational resource (OER), and products and services.
- WCET assists members understand **Policy and Regulations** that institutions offering distance or technology-enhanced learning need to observe. For emerging federal and state regulations, WCET advocates for effective and reasonable language. Once those regulations are in place, WCET helps interpret the requirements and suggests methods institutions may use to comply. The focus area includes state authorization and data protection/privacy.
- The pace of change in the educational technology marketplace is constantly increasing. In addition to our own research, WCET builds upon the experiences of its innovative institutional members to crowd source how institutions are evaluating, supporting, and utilizing emerging technologies to advance teaching and learning. **Technology** includes artificial intelligence, machine learning, and mobile devices.

WCET serves as the intermediary (or backbone organization) for **Every Learner Everywhere**, a dynamic network of 12 partner organizations committed to helping institutions use digital learning technologies to transform teaching and learning practices to foster greater equity in student outcomes – especially for first-generation college students, low-income students, and students of color. The initial focus is on the implementation of adaptive courseware in gateway courses, combined with active teaching and learning in the classroom. Early returns are positive about the effects of adaptive courseware on increasing course-level success rates and outcomes. Every Learner creates and curates resources and services that can be used by faculty, course designers, researchers, and academic technologists. WCET is the recipient of major grant funding to support its work as the intermediary and the network’s services.

WCET is focused on reducing the amount students pay for higher education and improving student outcomes through the implementation of open educational resources (OER). Unique in the OER community, WCET works with the other regional higher education compacts in the U.S., the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), and the Southern Regional Education Board (SREB), state agencies, and higher education systems to conduct research, design state grant programs and initiatives, and provide guidance on regional and statewide OER project implementation. The **OER Initiative**, funded by the William and Flora Hewlett Foundation, brings together OER leaders, champions, legislators, state higher education systems, and educational technologists, with the goal of developing and promoting best practices and policies on the adoption, implementation, scalability, and sustainability of OER and zero or low-cost curricula.



“In my many years of leading online learning organiza-

tions, WCET has consistently been my 'go-to' organization for objective and nuanced policy analysis, leading-edge insights on educational technology, and a source of a reliable, knowledgeable, and inclusive community-of-practice.”

— *Tina Parscal*,
executive director, CCCOnline,
Colorado Community College
System

The Initiative assisted the work of Colorado’s OER Council, the MHEC OER Initiative, the New England Board of Higher Education, and efforts underway in Idaho, North Dakota, and Washington.

ACCOUNTABILITY

WCET serves as a leader in information on state and federal policies that affect distance and technology-enhanced education providers, including financial aid policies, state authorization of distance education, regular and substantive interaction, veteran-student policies, reauthorization of the Higher Education Act, cybersecurity, academic integrity and cheating cartels, and financial aid fraud. In 2019, Russ Poulin (now WCET executive director) was selected by the U.S. Department of Education to serve its negotiated rulemaking subcommittee on 'distance learning and innovations.' WCET also collects and shares information about institution-level policies including the price and cost of distance education, accessibility to educational technologies, and the use of adjunct faculty in online education.

The [State Authorization Network \(SAN\)](#) is a membership service for individuals (in WCET member institutions, systems, and consortia) charged with ensuring that out-of-state activities comply with state and federal regulations governing online learning, field experiences, recruiting, and marketing. SAN offers training on how to meet state and federal requirements, provides access to experts, and maintains a community of practitioners who share effective practices.

TECHNOLOGY AND INNOVATION

WCET highlights innovative work in technology-enhanced learning in varied ways, including connecting technology providers with educational users, hosting events, and showcasing promising innovative practices.

WCET’s [Annual Meeting](#) remains a leading conference on technology-enhanced learning in higher education, offering facilitated discussions, panel presentations, and in-depth sessions on trending topics. WCET’s Annual Meeting, which occurred in November 2018, included the presentation of WCET’s annual [Richard Jonsen Award](#) (won by Heather Nash, University of Alaska, Anchorage), the [Sally Johnstone Award](#) (won by Tom Cavanaugh, University of Central Florida), and the [WCET Outstanding Work Awards \(WOW\)](#), which honor individuals and organizations for leadership, commitment, and problem-solving in improving postsecondary education through innovative uses of technology. The WOW Awards specifically showcase outstanding examples of innovation in higher education so others can learn from them and implement similar initiatives at their own institutions. High points of the conference were the keynote from Chris Gilliard, professor of English at Macomb Community College in Michigan, and a reception celebrating WCET’s 30th anniversary.

[WCET Leadership Summits](#) offer issue-focused discussions among higher education administrators regarding emergent technology-related initiatives and are designed to facilitate discourse with higher education leaders on unique and innovative topics. The June 2019 Leadership Summit, “Workforce Partnerships that Work: Creating Public-Private Partnerships that Serve Students, Institutions, Employers, and Communities,” focused on the role of technology-enhanced education and effective models and partnerships for the collegiate role in producing workforce ready students.

[WCET Membership Services](#) offer benefits including registration discounts on WCET meetings, members-only communities housed in a new online platform (for breaking



“I honestly believe that nowhere else in the country is there such a

talented and experienced community of higher education technology-engaged experts.”

— *Dave Dannenberg,*
former director of academic
innovations and eLearning,
University of Alaska Anchorage

news items and member discussions), and access to webcasts, blogs, issue briefs, job postings, and other resources. WCET's Academic Leadership Forum, held each year during the Annual Meeting, helps provosts, deans, and senior academic leaders network on topics ranging from data analytics to the engagement of adjunct faculty.

WCET's webcasts showcase experts on a variety of important topics within the realm of technology-enhanced learning and distance education. This year, WCET offered sessions such as “Navigating the OPM Marketplace: Picking the Right Partners While Avoiding Market Chaos,” “Retaining Women in Online Programs,” “Student Ready: Increasing Retention for Universities and Career Outcomes for Students,” “A Student Response to Analytics, Privacy, and Security,” and “The Mechanics of Competency-Based Education. Archives are located at wcet.wiche.edu/events/webcasts.

Frontiers, WCET's blog with over 1,800 subscribers, has been called a “must-read” by *EdTech Magazine* and the Tech Edvocate. It offers exclusive WCET content and invited guest-author posts on breaking news topics as well as innovative practices in technology-enhanced learning. Recent blog topics include negotiated rulemaking activities, accessible courseware, OER, adaptive learning, and book and podcast recommendations.



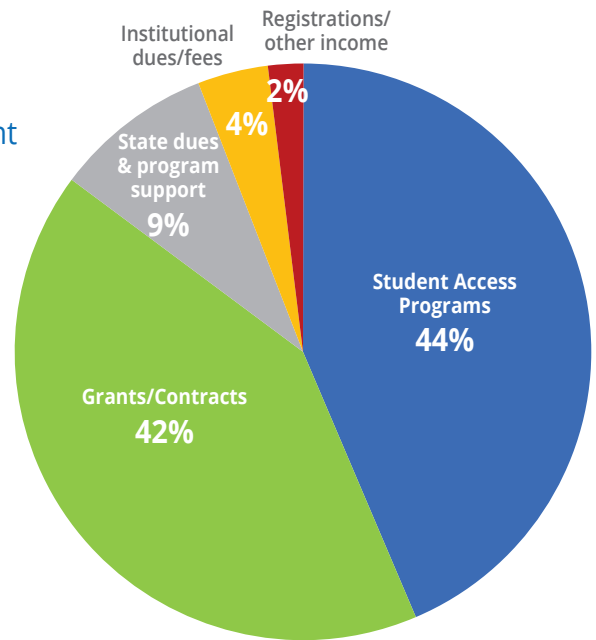
University of North Dakota

WICHE Financial Snapshot

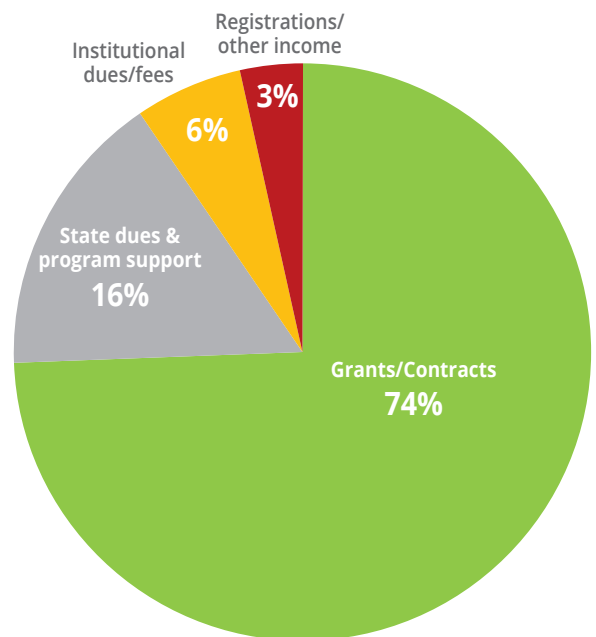
WICHE has an annual operating budget of approximately \$34 million in total revenue. Roughly half of this amount (approximately \$19 million) consists of Professional Student Exchange Program (PSEP) tuition payments—which are paid first by WICHE states to WICHE, then directly transmitted to institutions that enroll students through PSEP. The effect of these PSEP tuition payments on WICHE’s operating budget is neutral.

FY 2019 Operating Revenue

\$34,223,484
with Professional Student
Exchange Program
Support Fees



\$19,283,311
without Professional
Student Exchange
Program Support Fees
& Internal Services



WICHE States and Commission

This past year, WICHE members included: Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, U.S. Pacific Territories and Freely Associated States (Commonwealth of the Northern Mariana Islands and Guam), Utah, Washington, and Wyoming. WICHE is governed by three gubernatorially-appointed commissioners from each member. The WICHE Commission has fiduciary responsibility, stewards the organization's mission, and sets its priorities. Commissioners as of June 17, 2019, were:

Alaska

Susan Anderson, president/CEO,
The CIRI Foundation

Stephanie Butler, executive director,
Alaska Commission on Postsecondary Education

James Johnsen, president,
University of Alaska

Arizona

John Arnold, executive director,
Arizona Board of Regents

Rita Cheng, president,
Northern Arizona University

Kathleen Goepfing, president/CEO,
Midwestern University

California

Christopher Cabaldon, president,
Linked Learning Alliance and mayor,
City of West Sacramento

Dianne Harrison, president,
California State University, Northridge

Francisco Rodriguez, chancellor,
Los Angeles Community College District

Colorado

Jim Chavez, executive director,
Latin American Educational Foundation

Antwan Jefferson, clinical assistant
professor, University of Colorado Denver

Angie Paccione, executive director,
Colorado Department of Higher Education

Hawai'i

David Lassner, president,
University of Hawai'i

Carol Mon Lee, attorney and retired
associate dean,
University of Hawai'i Richardson School of Law

Colleen Sathre, vice president emeritus,
University of Hawai'i

Idaho

Rick Aman, president,
College of Eastern Idaho

Matt Freeman, executive director,
Idaho State Board of Education

David Lent, senator,
Idaho State Legislature

Montana

Clayton Christian (immediate past WICHE
chair), commissioner of higher education,
Montana University System

Laurie Bishop, representative,
Montana State Legislature

Sheil Stearns, past president,
University of Montana

Nevada

Gillian Barclay, academic health center
specialist, University of Nevada Las Vegas

Fred Lokken, professor,
Truckee Meadows Community College

Thom Reilly, chancellor,
Nevada System of Higher Education

New Mexico

Barbara Damron, PhD program director, University of New Mexico Health Science Center (UMD HSC), College of Nursing; associate professor, UNM HSC College of Nursing; UNM HSC School of Medicine, Dept. of Family & Community Medicine

Mark Moores, senator, New Mexico State Legislature

Patricia Anaya Sullivan, director of strategic initiatives, Office of the Chancellor, New Mexico State University

North Dakota

Nick Hacker, chairman, North Dakota State Board of Higher Education

Mark Hagerott, chancellor, North Dakota University System

Ray Holmberg (WICHE chair), senator, North Dakota State Legislature

Oregon

Ben Cannon, executive director, Oregon Higher Education Coordinating Commission

Camille Preus (WICHE vice chair), and executive director, Oregon Community College Association

Hilda Rosselli, policy director on Career & College Readiness and Educator Advancement, Chief Education Office

South Dakota

Paul Beran, executive director/CEO, South Dakota Board of Regents

Robert Burns, dean emeritus of Honors College and distinguished professor emeritus of political science, South Dakota State University

James O. Hansen, former regent, South Dakota Board of Regents

U.S. Pacific Territories and Freely Associated States (currently the Commonwealth of the Northern Mariana Islands [CNMI] and Guam)

Frankie M. Eliptico, interim president, Northern Marianas College, CNMI

Jude Hofschneider, senator, Northern Marianas Commonwealth Legislature, CNMI

Rodney J. Jacob, partner, Calvo Fisher & Jacob LLC, Guam

Utah

Dave Buhler, commissioner, Utah System of Higher Education

Patricia Jones, CEO, Women's Leadership Institute; member, Utah State Board of Regents

F. Ann Millner, senator, Utah State Legislature

Washington

Don Bennett, deputy director, Washington Student Achievement Council

Gerry Pollet, representative, Washington State Legislature

Les Purce, president emeritus, The Evergreen State College

Wyoming

Fred Baldwin, senator, Wyoming State Legislature

Karla Leach, president, Western Wyoming Community College -Kemmerer

1 vacancy

WICHE Legislative Advisory Committee

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

LAC members as of June 2019, were:

**WICHE commissioner*

Number in (parentheses) indicates year appointed

Alaska

Representative Andi Story (2017)
Senator Gary Stevens (2018)

Arizona

Senator Heather Carter (2019)
Representative Aaron Lieberman (2019)
Senator Tony Navarrete (2019)
Representative Michelle Udall (2019)

California

Vacancies

Colorado

Vacancies

Commonwealth of the Northern Mariana Islands

*Senator Jude Hofschneider (2015)

Guam

Senator Tina Rose Muña Barnes (2019)
Senator Amanda Shelton (2019)

Hawai'i

Representative Aaron Ling Johanson (2019)
Senator Michelle Kidani (2019)
Senator Donna Mercado Kim (2019)
Representative Justin Woodson (2019)

Idaho

*Senator David Lent (2019)
Senator Dean Mortimer (2018)
Representative Melissa Wintrow (2019)

Montana

Representative David Bedey (2019)
*Representative Laurie Bishop (2018)
Senator JP Pomnichowski (2019)
Senator Daniel Salomon (2018)

Nevada

Senator Joseph Hardy (2018)
Vacancies

New Mexico

*Senator Mark Moores (2013)
Representative G. Andrés Romero (2018)
Senator John Sapien (2018)
Senator William Soules (2019)

North Dakota

*Senator Ray Holmberg (2015)
Senator Karen Krebsbach (2019)
Representative Bob Martinson (2018)
Representative Mark Sanford (2018)

Oregon

Representative Teresa Alonso León (2018)
Senator Michael Dembrow (2018)
Representative Jeff Reardon (2019)
Senator Rob Wagner (2019)

South Dakota

Representative Scyller Borglum (2019)
Senator Reynold Nesiba (2019)
Senator Jeff Partridge (2019)
Representative Tim Reed (2019)

Utah

Representative Sue Duckworth (2019)
Senator Keith Grover (2019)
Representative Michael McKell (2019)
*Senator F. Ann Millner (2019)

Washington

*Representative Gerry Pollet (2015)
Vacancies

Wyoming

*Senator Fred Baldwin (2017)
Representative Mark Kinner (2018)
Representative Sue Wilson (2018)

WICHE Staff

Staff as of June 2019, were:

President's Office

Demareée Michelau, president
Elizabeth Golder, executive assistant to the president and to the commission
Jeanette Porter, senior administrative coordinator

Accounting Services

Craig Milburn, chief financial officer
Drew Elkshouder, accounting specialist
Alicia Jones, accountant

Behavioral Health Program

Dennis Mohatt, vice president, behavioral health, and co-director, Mental Health Technology Transfer Center
Gina Brimner, director of veterans initiatives
Brittany Copithorn, project coordinator
John Gomez, director of operations
Vanessa Gonzolez, rural opioid technical assistance coordinator
Andie Hancock, budget coordinator
Rebecca Helfand, program director
Hannah Koch, behavioral health research and technical assistance associate
Paulette Lawrence, Together With Veterans specialist
Bethany Rigles, research and technical assistance associate
Annette Robertson, fidelity reviewer
Liza Tupa, director, education and research
Karen Voyer-Caravona, fidelity reviewer
Darlene Williams, administrative assistant
Stefanie Winfield, MHTTC research and technical assistance associate

Communications

Candy Allen, senior graphic designer
John Fellers, web manager
Emma Tilson, administrative coordinator (half time)

Human Resources

Deirdre Coulter, director of human resources
Georgia Frazer, HR assistant

IT Services

Dave Clark, chief of digital services
Andy Mills, systems administrator

Policy Analysis and Research

Patrick Lane, vice president, policy analysis and research
Peace Bransberger, senior research analyst

Laura Ewing, administrative manager
Colleen Falkenstern, research analyst
Sarah Leibrandt, research analyst
Shelley Plutto, administrative assistant (half time)
Christina Sedney, director, policy initiatives and state authorization

Programs and Services

Jere Mock, vice president, programs and services
Suzanne Benally, director, Native-Serving Institutions initiative
Margo Colalancia, director, student access programs
Cherie Curtin, administrative assistant
Anna Galas, director, academic leadership initiatives
Kay Hulstrom, manager, institution services
Kim Nawrocki, coordinator of student access services and events
Angela Roachat, data, policy, and evaluation coordinator, Native-Serving Institutions initiative
Kate Springsteen, member and education services coordinator, Interstate Passport®
Emma Tilson, administrative coordinator (half time)

WCET

Russ Poulin, vice president, educational technologies, and executive director, WCET
Rosa Calabrese, manager, digital and project support services
Laura DaVinci, program manager
Cheryl Dowd, director, State Authorization Network
Lindsey Downs, assistant director of communications, community, and social media
Sherri Artz Gilbert, director of operations
Joyce Holliday, administrative assistant
Mollie McGill, senior director, operations and membership, and director of Every Learner Everywhere
Robert Perez, grant manager, Every Learner Everywhere
Shelley Plutto, administrative assistant (half time)
Megan Raymond, director of programs and sponsorship
Daniel Silverman, assistant director, State Authorization Network
Tanya Spilovoy, director, open policy

WICHE Funders and Partners

We are grateful for the grant and/or contract partnerships we've had with these entities this past year:

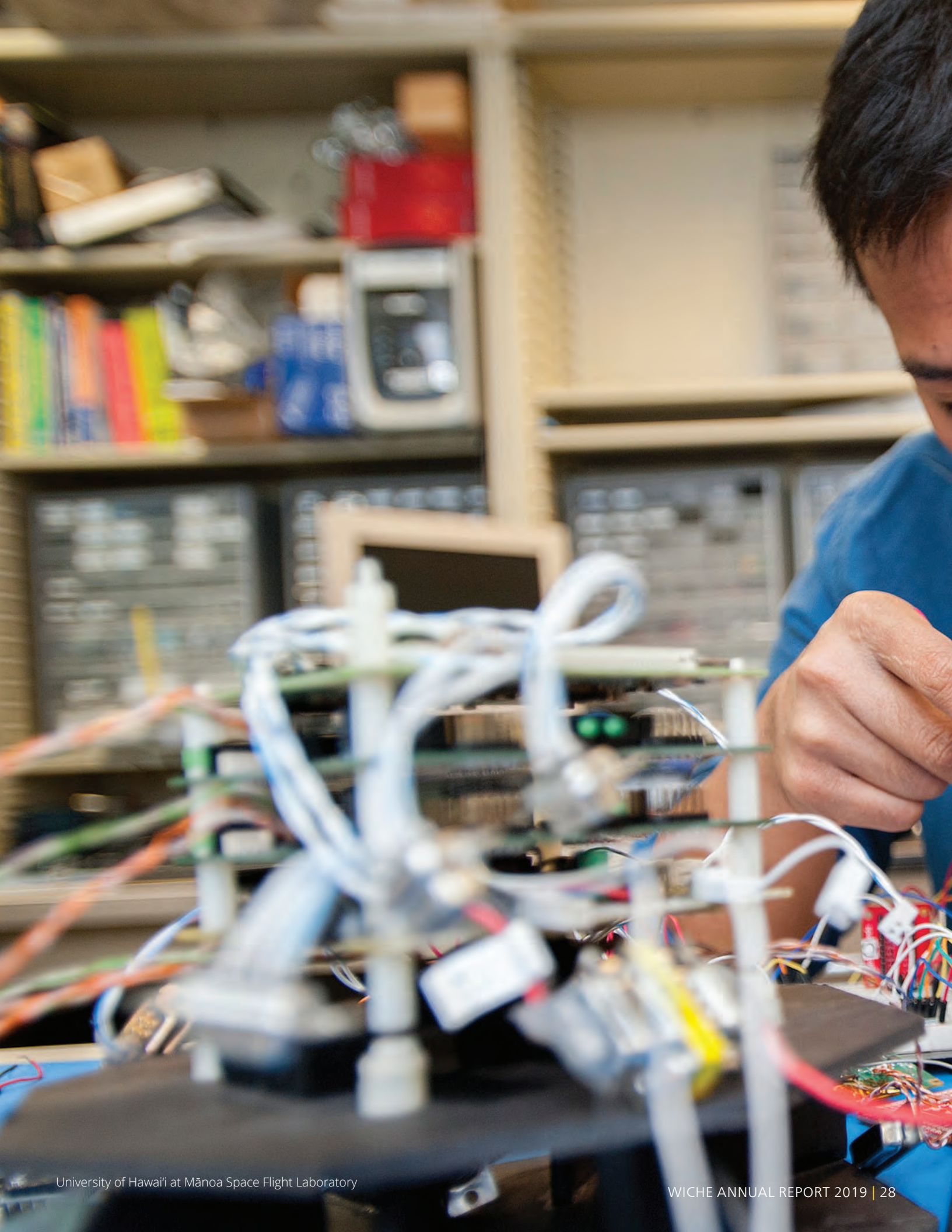
Alaska Division of Behavioral Health
Alaska Mental Health Trust Authority
Annapolis Coalition on the Behavioral Health Workforce
Arizona Health Care Cost Containment System
Beacon Health Options
Bill & Melinda Gates Foundation
Boston College/National Institutes of Health
College Board
Colorado Office of Behavioral Health
Community College League of California
Fort McDowell Yavapai Nation
Hawai'i Department of Health
Hawai'i Department of Public Safety
Idaho Department of Health and Welfare
JBS International
Lumina Foundation
Mercy Care
National Center for Higher Education Management Systems
Nevada Division of Public and Behavioral Health
New Mexico Higher Education Department
Oregon Health Authority
South Dakota Division of Behavioral Health
Strada Education Network
U.S. Department of Education
U.S. Department of Health and Human Services, Health Resources and Services Administration
U.S. Department of Veterans Affairs
University of Hawai'i System
University of North Dakota
University of Texas at El Paso
Utah Department of Human Services
Utah Medical Education Council
Washington State Health Care Authority
Wiley Education Services
William and Flora Hewlett Foundation
Wyoming Department of Health, Behavioral Health Division

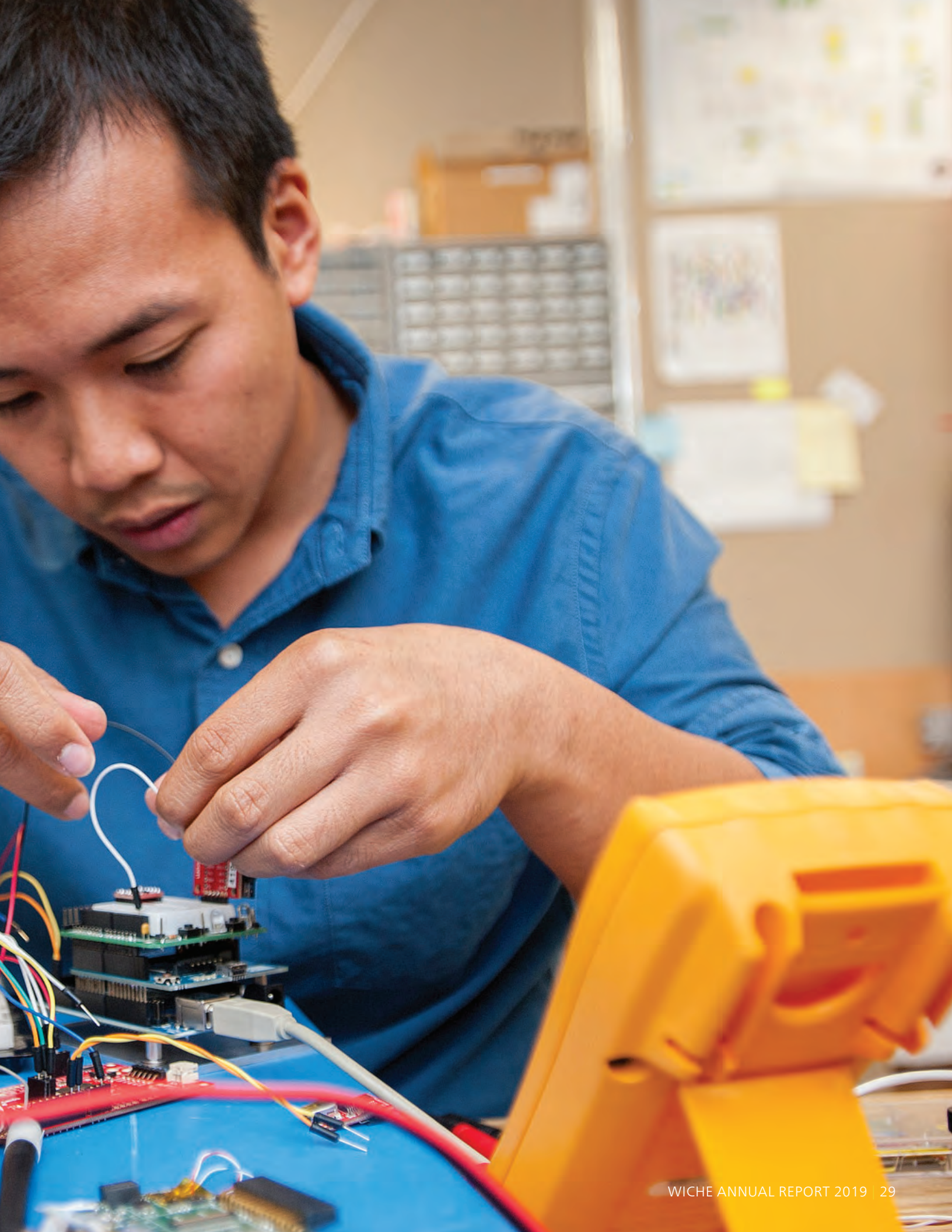


Thank you to these sponsors and partners who supported WICHE meetings and initiatives this past year:

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Academic Search	Intellus Learning	Portfolium
Barnes & Noble Education LoudCloud	LEA(R)N	Proctorio
Beck Institute	Learning House	Realizeit
Blackboard	LearningMate	Rocky Mountain Mental Illness Research, Education and Clinical Center
Cengage	Learning Objects, A Cengage Company	Salt Lake Community College
The Chronicle of Higher Education	MaxKnowledge	Schoology
Civitas	Mediasite	Smart Sparrow
CogBooks	Metropolitan State University of Denver	Stars Training Academy
College Board	Midwestern University College of Veterinary Medicine	StraighterLine
Colorado State University College of Veterinary Medicine and Biomedical Sciences	MindEdge Learning	TBI
Colorado Veterinary Medical Association	MindWires	TIAA
D2L	NameCoach	Top Hat
Ed Map	National Association of State Mental Health Program Directors Research Institute	Tutor.com
e-Literate	National Student Clearinghouse	VitalSource
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