

WICHE



ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

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Statistical Report

Academic Year 2012-13

Student Exchange Program

Coordinated by the
Western Interstate Commission for Higher Education

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Professional Student Exchange Program

Our need for healthcare professionals will continue to increase as implementation of the Affordable Care Act moves forward. State policymakers are looking for the smartest investment of limited public funds, and sharing educational resources within the West is a fiscally responsible approach. Given fiscal pressures and other factors, it doesn't always make sense for a state to create its own program in certain healthcare professions.

WICHE has provided Western residents with affordable access to the healthcare professions since the 1950s through its Professional Student Exchange Program (www.wiche.edu/psep). Students enrolled through WICHE's PSEP pay reduced tuition at out-of-state public and private institutions. Some 15,000 professionals have received their education through PSEP, most in the healthcare professions. They include dentists, physicians (allopathic and osteopathic), physician assistants, physical therapists, occupational therapists, optometrists, pharmacists, podiatrists, and veterinarians.

Results of our updated 2002-2011 return rate survey show that WICHE states participating in PSEP get an excellent return on their investment when they appropriate funds to educate students in the healthcare professions at other institutions within the 15-state WICHE region. Those funds are administered through PSEP and are sent directly to the enrolling institutions as a "support fee" for the student's seat. Support fees are negotiated biannually between WICHE and the cooperating programs.

In PSEP students usually pay resident tuition at public institutions (except in pharmacy) or reduced tuition at private institutions. Effective fall 2013,

new students enrolling through PSEP in public programs where the support fee is not meeting the resident/nonresident tuition differential will pay nonresident tuition minus the support fee. Current students who enrolled through PSEP prior to fall 2013 in these same programs will continue to pay resident tuition.

Table 1. Institution and Program Totals, 2012-13

Number of Institutions		Number of Programs	
Within WICHE region		Within WICHE region	
Public	29	Public	60
Private	19	Private	56
Outside WICHE region		Outside WICHE region	
Public	3	Public	3
Private	7	Private	7
TOTAL INSTITUTIONS	58	TOTAL PROGRAMS	126

Table 2. Summary of Enrollments and Support Fees, by Profession

Professional Field	2011-12		2012-13		2013-14
	Number of Students	Support Fee Rate per Student	Number of Students	Support Fee Rate per Student	Approved Support Fee Rate
Group A Fields					
Dentistry	113	\$23,000	122	\$23,400	\$23,900
Medicine	33	29,700	31	30,200	30,800
Occupational Therapy	41	12,100	39	12,300	12,600
Optometry	119	15,800	122	16,100	16,400
Osteopathic Medicine	65	19,700	63	20,000	20,400
Physical Therapy	33	10,900	38	11,000	13,689
Physician Assistant	44	11,900	32	12,000	16,400
Podiatry	5	13,700	11	13,900	14,200
Veterinary Medicine	202	29,500	197	30,000	30,600
Group B Field					
Pharmacy	27	7,000	23	7,100	7,250
Total Students	682		678		
Total Support Fees Paid		\$14,255,187		\$14,381,075	

Professional Student Exchange Program

Table 3. Student and Support Fee Totals, by State, 2012-13

State	Number of Students Sent	Total Fees Paid	Number of Students Received			Total Fees Received by Enrolling Institutions		
			Public	Private	Total	Public	Private	Total
Alaska	17	\$193,934	0	0	0	\$0	\$0	\$0
Arizona	190	4,052,800	3	142	145	90,600	2,439,867	2,530,467
California	0	0	4	72	76	90,900	1,274,902	1,365,802
Colorado	24	386,400	179	4	183	4,910,700	51,334	4,962,034
Hawai'i	56	1,044,702	0	0	0	0	0	0
Idaho	1	16,100	3	0	3	43,000	0	43,000
Montana	84	2,202,600	4	0	4	35,967	0	35,967
Nevada	41	753,836	3	21	24	90,600	254,436	345,036
New Mexico	73	1,924,200	4	0	4	86,300	0	86,300
North Dakota	42	825,300	15	0	15	281,935	0	281,935
Oregon	0	0	36	70	106	781,600	1,035,500	1,817,100
South Dakota	0	0	0	0	0	0	0	0
Utah	33	694,400	4	0	4	51,334	0	51,334
Washington	0	0	82	3	85	2,243,200	32,800	2,276,000
Wyoming	117	2,286,803	0	0	0	0	0	0
Out of Region	n/a	n/a	7	22	29	156,500	429,600	586,100
TOTALS	678	\$14,381,075	344	334	678	\$8,862,636	\$5,518,439	\$14,381,075



“Thanks to WICHE, I managed to graduate from optometry school debt-free. I was once just a kid from a public school in Hawai'i who had a dream of becoming a doctor, and WICHE helped make that dream come true. I am currently in private practice in my hometown, Kaimuki, and have the pleasure of providing much needed healthcare in my home state. I am forever grateful to the WICHE program. I encourage legislators to continue supporting students to reach their professional goals and to provide Hawai'i with the healthcare services it needs for the future.”

*– Richard, Hawai'i resident, Class of 2011,
Southern California College of Optometry*

Professional Student Exchange Program

Table 4. Enrollment and Support Fees, by Profession, 2012-13

Sending State	Dentistry	Medicine	Occupational Therapy	Optometry	Osteopathic Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	3 \$46,800		0 \$0	2 \$32,200		7 \$49,700	4 \$51,334	0 \$0	1 \$13,900		17 \$193,934
Arizona	45 1,068,600		19 172,200	20 322,000	49 920,000			10 160,000		47 1,410,000	190 \$4,052,800
California											0 \$0
Colorado				24 386,400							24 \$386,400
Hawai'i	8 187,200		6 65,600	11 177,100		3 21,300	15 203,502			13 390,000	56 \$1,044,702
Idaho				1 16,100							1 \$16,100
Montana	9 210,600	25 724,800	4 32,800	4 64,400	7 120,000				0 0	35 1,050,000	84 \$2,202,600
Nevada				6 96,600		13 111,236		7 96,000		15 450,000	41 \$753,836
New Mexico	38 889,200									35 1,035,000	73 \$1,924,200
North Dakota	9 210,600			27 434,700						6 180,000	42 \$825,300
Oregon											0 \$0
South Dakota											0 \$0
Utah				12 193,200					8 111,200	13 390,000	33 \$694,400
Washington				0 0	0 0						0 \$0
Wyoming	10 187,200	6 135,900	10 98,400	15 241,500	7 140,000		19 242,003	15 224,000	2 27,800	33 990,000	117 \$2,286,803
TOTALS	122 \$2,800,200	31 \$860,700	39 \$369,000	122 \$1,964,200	63 \$1,180,000	23 \$182,236	38 \$496,839	32 \$480,000	11 \$152,900	197 \$5,895,000	678 \$14,381,075

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2012-13

Sending State	Receiving Schools*											Out of Region	Total Number Students	Total Fees Paid by Sending State					
	ATSU	MDWST	LLU	UCLA	UCSF	UOP	USC	WUHS	COLO	UNLV	OHSU				WASH				
Alaska									1		2							3	\$46,800
Arizona	9	9	1		1	5	1		14		2	3						45	1,068,600
Hawai'i							1		2		3	2						8	187,200
Montana	1	1							4			3						9	210,600
New Mexico	6					3	1		16		1						11	38	889,200
North Dakota		1							2		1						5	9	210,600
Wyoming		1							3		4						2	10	187,200
TOTALS	16	12	1	0	1	8	3	0	42	0	13	8					18	122	\$2,800,200

Sending State	Receiving Schools*																	Total Number Students	Total Fees Paid by Sending State	
	AZ-TUC	AZ-PHX	LLU	STAN	UCB/SF	UCD	UCI	UCLA	UCSD	UCSF	USC	COLO	HAW	NEV	UNM	UND	OHSU			UTAH
Montana	1	1	1						1	1		8		2	1	5	4		25	\$724,800
Wyoming	1											1		1	1		2		6	135,900
TOTALS	2	1	1	0	0	0	0	0	1	1	0	9	0	3	2	5	6	0	31	\$860,700

* See Table 6, pp. 9-11, for full names of institutions.



“WICHE gave me access to some of the top medical schools in the western U.S. I was an EMT in Fremont County before I went to medical school, and I’ve matched into an emergency medicine residency program! The support of the Wyoming Legislature through WICHE’s PSEP made it possible for me to afford medical school and pursue a career that will help us bring our family back home for good. Thank you, Wyoming, for your support. And Erik, the baby, thanks you too!”

*– Alicia, Wyoming resident, Class of 2015,
University of Arizona, College of Medicine – Phoenix*

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2012-13 (continued)

Sending State	Receiving Schools*																Total Number Students	Total Fees Paid by Sending State
	ATSU	MDWST	LLU	SMU	USC	ISU	TOURO-NV	UNM	WNMU	UND	PACU	USD	UTAH	EWU	UPS	WASH		
Alaska																	0	\$0
Arizona	10	8					1										19	172,200
Hawai'i		1	1								3			1			6	65,600
Montana											1			1	2		4	32,800
Wyoming	2	1							2	2	1			1	1		10	98,400
TOTALS	12	10	1	0	0	0	1	0	2	2	5	0	0	3	3	0	39	\$369,000

Sending State	Receiving Schools*					Out of Region	Total Number Students	Total Fees Paid by Sending State
	MDWST	SCCO	WUHS	PACU				
Alaska		1		1			2	\$32,200
Arizona	11	7		2			20	322,000
Colorado	8	1		8	7		24	386,400
Hawai'i	1	6	1	3			11	177,100
Idaho		1					1	16,100
Montana				4			4	64,400
Nevada		1		5			6	96,600
New Mexico							0	0
North Dakota		3		22	2		27	434,700
Utah	2	6		4			12	193,200
Washington							0	0
Wyoming		9		6			15	241,500
TOTALS	22	35	1	55	9		122	\$1,964,200

* See Table 6, pp. 9-11, for full names of institutions.

“WICHE gave me the financial means to attend veterinary school. It also gave me preferential admission, and I wasn’t required to travel for any interviews, which saved me time and expense in travel and lost wages. I would like to thank the taxpayers of Montana for supporting me through WICHE. What I will bring back in veterinary service to my home state will be worth every penny. WICHE’s PSEP is a good investment for the State of Montana.”

*– Ryan, Montana resident, Class of 2016,
Oregon State University, College of Veterinary Medicine*



“The cost of dental school is prohibitive for those of us without the benefit of in-state tuition. The PSEP program has helped me to reach my goals by easing the financial burden of attending school, and by giving me a leg up on the highly competitive application process. Thanks to PSEP, I will be able to return to the home I love in Alaska with a world-class education and the chance to serve my community.”

*– Ray, Alaska resident, Class of 2015,
Oregon Health and Science University, School of Dentistry*

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2012-13 (continued)

OSTEOPATHIC MEDICINE										
Sending State	Receiving Schools*							Out of Region	Total Number Students	Total Fees Paid by Sending State
	ATSU MESA	MDWST	TOURO-CA	WUHS	RVU	TOURO-NV	PNWHS			
Arizona	1	42	1	2		1		2	49	\$920,000
Montana	1	3							7	120,000
Washington									0	0
Wyoming	1	3		2		1			7	140,000
TOTALS	3	48	1	4	0	5	0	2	63	\$1,180,000

“What a blessing WICHE has been for me and my family as I pursue my medical training in podiatric medicine. It also gave me the time to volunteer in a homeless clinic setting. The people I had the privilege to serve were warm and grateful and their kindness changed me. In addition, WICHE PSEP support has played a critical role in helping me manage financial matters in my home. I want to extend my appreciation to the State of Utah for offering this program to its residents.”

*– John, Utah resident, Class of 2014,
Midwestern University, Podiatric Medicine*

PHARMACY																			Total Number Students	Total Fees Paid by Sending State
Sending State	Receiving Schools*																			
	ARIZ	MDWST	UCSF	UOP	USC	WUHS	COLO	HILO	UH ISU	MONT	RUHS	UNM	NDSU	OSU	PACU	WASH	WSU	WYO		
Alaska							1			3				2		1			7	\$49,700
Hawai'i			1	1												1			3	21,300
Nevada											10			3					13	111,236
TOTALS	0	0	1	1	0	0	1	0	0	3	10	0	0	5	0	2	0	0	23	\$182,236

PHYSICAL THERAPY																						Total Number Students	Total Fees Paid by Sending State
Sending State	Receiving Schools*																						
	ATSU	CSF	CHAP	LLU	MSMC	SMU	UOP	USC	WUHS	COLO	REGIS	ISU	MONT	TOURO-NV	UNM	UND	PACU	UTAH	UPS	EWU	WASH		
Alaska								1		1			1				1					4	\$51,334
Hawai'i			4					3	1	1		1					5					15	203,502
Wyoming	1										3	1				8	1	4		1		19	242,003
TOTALS	1	0	4	0	0	0	3	2	1	1	4	1	1	0	0	8	7	4	0	1	0	38	\$496,839

* See Table 6, pp. 9-11, for full names of institutions.

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments, by Profession, 2012-13 (continued)

Sending State	Receiving Schools*														Total Number Students	Total Fees Paid by Sending State
	ATSU	MDWST	LLU	SMU	USC	WUHS	COLO	RRCC	ISU	TOURO-NV	PACU	OHSU	UTAH	WASH		
Alaska															0	\$0
Arizona	4	4		1		1									10	160,000
Nevada										3	2	1		1	7	96,000
Wyoming	2					1	2	3	2	2	1			2	15	224,000
TOTALS	6	4	0	1	0	2	2	3	2	5	3	1	0	3	32	\$480,000

Sending State	Receiving Schools*		Total Number Students	Total Fees Paid by Sending State
	MDWST	SMU		
Alaska		1	1	\$13,900
Montana			0	0
Utah	6	2	8	111,200
Wyoming	2		2	27,800
TOTALS	8	3	11	\$152,900

Sending State	Receiving Schools*				Total Number Students	Total Fees Paid by Sending State
	UCD	CSU	OSU	WSU		
Arizona		32	3	12	47	\$1,410,000
Hawai'i		11		2	13	390,000
Montana		18	2	15	35	1,050,000
Nevada		8	2	5	15	450,000
New Mexico		25	1	9	35	1,035,000
North Dakota		5		1	6	180,000
Utah		2	2	9	13	390,000
Wyoming		20	1	12	33	990,000
TOTALS	0	121	11	65	197	\$5,895,000

* See Table 6 or www.wiche.edu/psep for full names of institutions.



“As a first-generation college student, it has always been a constant struggle of what I can and cannot afford. With tuition costs increasing every year, taking on the burden of student loan debt is daunting. Thanks to the generosity of programs such as WICHE’s PSEP, I have the opportunity to pursue a career in pharmacy. I encourage my home state of Nevada to continue supporting students through PSEP, so that future generations can also follow their dreams without taking on excessive financial burden.”

– Mikael, Nevada resident, Class of 2013,
Roseman University of Health Sciences, Pharmacy



“As an Arizona native and graduate of Arizona State University, I have an intangible love for my home state. I worked full time throughout my undergraduate studies in order to support myself. I’m elated to be able to continue my education in my home state thanks to the support I have through WICHE’s PSEP. It allows me to concentrate on my medical education without having to worry about the incredible financial burden that I might otherwise incur. I look forward to staying in the glorious Grand Canyon State and taking care of my fellow Arizonans while practicing emergency medicine.”

– Matthew, Arizona resident, Class of 2013,
Midwestern University, College of Osteopathic Medicine

Professional Student Exchange Program

Table 6. Receipt of Support Fees, by State and Institution, 2012-13

ARIZONA		
Institution	Number of Students	Support Fees by Field
PUBLIC		
University of Arizona, Phoenix (ARIZ-PHX)		
Medicine	1	\$30,200
Institution Total	1	\$30,200
University of Arizona, Tucson (ARIZ-TUC)		
Medicine	2	\$60,400
Pharmacy	0	0
Institution Total	2	\$60,400
Public Institution Total	3	\$90,600
PRIVATE		
A.T. Still University Mesa Campus (ATSU MESA)		
Dentistry	16	\$374,400
Occupational Therapy	12	77,900
Osteopathic Medicine	3	60,000
Physical Therapy	1	14,667
Physician Assistant	6	96,000
Institution Total	38	\$622,967
Midwestern University (MDWST)		
Dentistry	12	\$269,100
Occupational Therapy	10	98,400
Optometry	22	354,200
Osteopathic Medicine	48	920,000
Pharmacy	0	0
Physician Assistant	4	64,000
Podiatry	8	111,200
Institution Total	104	\$1,816,900
Private Institution Total	142	\$2,439,867
ARIZONA TOTAL	145	\$2,530,467

CALIFORNIA		
Institution	Number of Students	Support Fees by Field
PUBLIC		
California State University, Fresno (CSF)		
Physical Therapy	0	\$0
Institution Total	0	\$0

CALIFORNIA (continued)		
Institution	Number of Students	Support Fees by Field
University of California, Davis (UCD)		
Medicine	0	\$0
Veterinary Medicine	0	0
Institution Total	0	\$0
University of California, Irvine (UCI)		
Medicine	0	\$0
Institution Total	0	\$0
University of California, Los Angeles (UCLA)		
Dentistry	0	\$0
Medicine	0	0
Institution Total	0	\$0
University of California, San Diego (UCSD)		
Medicine	1	\$30,200
Institution Total	1	\$30,200
University of California, San Francisco (UCSF)		
Dentistry	1	\$23,400
Medicine	1	30,200
Pharmacy	1	7,100
Institution Total	3	\$60,700
Public Institution Total	4	\$90,900
PRIVATE		
Chapman University (CHAP)		
Physical Therapy	4	\$55,001
Institution Total	4	\$55,001
Loma Linda University (LLU)		
Dentistry	1	\$23,400
Medicine	1	30,200
Occupational Therapy	1	0
Physical Therapy	0	0
Physician Assistant	0	0
Institution Total	3	\$53,600
Mount St. Mary's College (MSMC)		
Physical Therapy	0	\$0
Institution Total	0	\$0

CALIFORNIA (continued)		
Institution	Number of Students	Support Fees by Field
Samuel Merritt University (SMU)		
Occupational Therapy	0	\$0
Physical Therapy	0	0
Physician Assistant	1	16,000
Podiatry	3	41,700
Institution Total	4	\$57,700
Southern California College of Optometry (SCCO)		
Optometry	35	\$563,500
Institution Total	35	\$563,500
Stanford University (STAN)		
Medicine	0	\$0
Institution Total	0	\$0
Touro University - California (TOURO-CA)		
Osteopathic Medicine	1	\$20,000
Institution Total	1	\$20,000
University of the Pacific (UOP)		
Dentistry	8	\$226,200
Pharmacy	1	7,100
Physical Therapy	3	49,500
Institution Total	12	\$282,800
University of Southern California (USC)		
Dentistry	3	\$70,200
Medicine	0	0
Occupational Therapy	0	0
Pharmacy	0	0
Physical Therapy	2	29,334
Physician Assistant	0	0
Institution Total	5	\$99,534
Western University of Health Sciences (WUHS)		
Dentistry	0	\$0
Optometry	1	16,100
Osteopathic Medicine	4	80,000
Pharmacy	0	0
Physical Therapy	1	14,667
Physician Assistant	2	32,000
Institution Total	8	\$142,767
Private Institution Total	72	\$1,274,902
CALIFORNIA TOTAL	76	\$1,365,802

Professional Student Exchange Program

Table 6. Receipt of Support Fees by State and Institution, 2012-13 (continued)

COLORADO			IDAHO			NEW MEXICO		
Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field	Institution	Number of Students	Support Fees by Field
PUBLIC			Idaho State University (ISU)			University of New Mexico (UNM)		
Colorado State University (CSU)			Occupational Therapy	0	\$0	Medicine	2	\$45,300
Veterinary Medicine	121	\$3,615,000	Pharmacy	0	0	Occupational Therapy	0	0
Institution Total	121	\$3,615,000	Physical Therapy	1	11,000	Pharmacy	0	0
Red Rocks Community College (RRCC)			Physician Assistant	2	32,000	Physical Therapy	0	0
Physician Assistant	3	\$48,000	Institution Total	3	\$43,000	Institution Total	2	\$45,300
Institution Total	3	\$48,000	IDAHO TOTAL			Western New Mexico University (WNMU)		
University of Colorado Denver (COLO)			3			\$43,000		
Dentistry	42	\$971,100	3			\$43,000		
Medicine	9	226,500	3			\$43,000		
Pharmacy	1	7,100	3			\$43,000		
Physical Therapy	1	11,000	3			\$43,000		
Physician Assistant	2	32,000	3			\$43,000		
Institution Total	55	\$1,247,700	3			\$43,000		
Public Institution Total	179	\$4,910,700	3			\$43,000		
PRIVATE			MONTANA			NEW MEXICO TOTAL		
Regis University (REGIS)			University of Montana (MONT)			4		
Physical Therapy	4	\$51,334	Pharmacy			\$86,300		
Institution Total	4	\$51,334	Physical Therapy			\$86,300		
Rocky Vista University			1			\$14,667		
Osteopathic Medicine	0	\$0	Institution Total			4		
Institution Total	0	\$0	4			\$35,967		
Private Institution Total	4	\$51,334	4			\$35,967		
COLORADO TOTAL	183	\$4,962,034	4			\$35,967		
HAWAI'I			NEVADA			NORTH DAKOTA		
University of Hawai'i at Manoa (HAW)			PUBLIC			North Dakota State University (NDSU)		
Medicine	0	\$0	University of Nevada, Reno (NEV)			Pharmacy		
Institution Total	0	\$0	Medicine			0		
University of Hawai'i at Hilo (HI-HILO)			3			\$0		
Pharmacy	0	\$0	3			\$0		
Institution Total	0	\$0	3			\$0		
HAWAI'I TOTAL	0	\$0	3			\$0		
PRIVATE			University of Nevada, Las Vegas (UNLV)			University of North Dakota (UND)		
Touro University, Nevada (TOURO-NV)			Dentistry			5		
Occupational Therapy	1	\$20,500	0			\$151,000		
Osteopathic Medicine	5	80,000	0			24,600		
Physical Therapy	0	0	0			106,335		
Physician Assistant	5	64,000	0			\$281,935		
Institution Total	11	\$164,500	0			\$281,935		
Roseman University of Health Sciences (RUHS)			Public Institution Total			15		
Pharmacy	10	\$89,936	3			\$281,935		
Institution Total	10	\$89,936	3			\$281,935		
Private Institution Total	21	\$254,436	3			\$281,935		
NEVADA TOTAL	24	\$345,036	3			\$281,935		
OREGON			PRIVATE			OREGON		
PUBLIC			Touro University, Nevada (TOURO-NV)			PUBLIC		
Oregon State University (OSU)			Occupational Therapy			Oregon State University (OSU)		
Pharmacy	5	\$35,500	1			Pharmacy		
Veterinary Medicine	11	330,000	5			5		
Institution Total	16	\$365,500	5			\$35,500		
Oregon Health & Science University (OHSU)			5			\$35,500		
Dentistry	13	\$234,000	5			\$35,500		
Medicine	6	166,100	5			\$35,500		
Physician Assistant	1	16,000	5			\$35,500		
Institution Total	20	\$416,100	5			\$35,500		
Public Institution Total	36	\$781,600	5			\$35,500		

Professional Student Exchange Program

Table 6. Receipt of Support Fees by State and Institution, 2012-13 (continued)

OREGON (continued)		
Institution	Number of Students	Support Fees by Field
PRIVATE		
Pacific University (PACU)		
Occupational Therapy	5	\$41,000
Optometry	55	885,500
Pharmacy	0	0
Physical Therapy	7	77,000
Physician Assistant	3	32,000
Institution Total	70	\$1,035,500
Private Institution Total	70	\$1,035,500
OREGON TOTAL	106	\$1,817,100

SOUTH DAKOTA		
University of South Dakota (USD)		
Occupational Therapy	0	\$0
Institution Total	0	\$0
SOUTH DAKOTA TOTAL	0	\$0

UTAH		
University of Utah (UTAH)		
Medicine	0	\$0
Occupational Therapy	0	0
Physical Therapy	4	51,334
Physician Assistant	0	0
Institution Total	4	\$51,334
UTAH TOTAL	4	\$51,334

WASHINGTON		
PUBLIC		
Eastern Washington University (EWU)		
Occupational Therapy	3	\$32,800
Physical Therapy	1	11,000
Institution Total	4	\$43,800

WASHINGTON (continued)		
PRIVATE		
University of Washington (WASH)		
Dentistry	8	\$187,200
Occupational Therapy	0	0
Pharmacy	2	14,200
Physical Therapy	0	0
Physician Assistant	3	48,000
Institution Total	13	\$249,400
Washington State University (WSU)		
Pharmacy	0	\$0
Veterinary Medicine	65	1,950,000
Institution Total	65	\$1,950,000
Public Institution Total	82	\$2,243,200

PRIVATE		
University of Puget Sound (UPS)		
Occupational Therapy	3	\$32,800
Physical Therapy	0	0
Institution Total	3	\$32,800
Pacific Northwest University of Health Sciences		
Osteopathic Medicine	0	\$0
Institution Total	0	\$0
Private Institution Total	3	\$32,800
WASHINGTON TOTAL	85	\$2,276,000

WYOMING		
University of Wyoming (WYO)		
Pharmacy	0	\$0
Institution Total	0	\$0
WYOMING TOTAL	0	\$0

OUT OF REGION		
PUBLIC		
University of Missouri-Kansas City (UMKC), MO		
Dentistry	5	\$117,000
Institution Total	5	\$117,000

OUT OF REGION (continued)		
PRIVATE		
University of Nebraska (NEB), NE		
Dentistry	1	\$23,400
Institution Total	1	\$23,400
Northeastern State University (NSU), OK		
Optometry	1	\$16,100
Institution Total	1	\$16,100
Public Institution Total	7	\$156,500

PRIVATE		
Creighton University (CREI), NE		
Dentistry	12	\$280,800
Institution Total	12	\$280,800

A.T. Still University (ATSU) MO		
Osteopathic Medicine	2	\$20,000
Institution Total	2	\$20,000

Illinois College of Optometry (ILCO), IL		
Optometry	5	\$80,500
Institution Total	5	\$80,500

Marquette University (MARQ), WI		
Dentistry	0	\$0
Institution Total	0	\$0

New England College of Optometry (NECO), MA		
Optometry	1	\$16,100
Institution Total	1	\$16,100

Nova Southeastern University (NOVA), FL		
Optometry	1	\$16,100
Institution Total	1	\$16,100

Southern College of Optometry (SCO), TN		
Optometry	1	\$16,100
Institution Total	1	\$16,100

Private Institution Total	22	\$429,600
OUT OF REGION TOTAL	29	\$586,100

TOTAL	678	\$14,381,075
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Professional Student Exchange Program

**Table 7. New and Continuing Students,
by Gender and Race/Ethnicity, 2012-13**

State	Total	Gender		Race/Ethnicity					
		Male	Female	AA	BL	LA	NA	WH	UK
Alaska	17	8	9						17
Arizona	190	82	108	25	2	13	1	147	2
Colorado	24	11	13	4		1		16	3
Hawai'i	56	15	41	50				4	2
Idaho	1	1						1	
Montana	84	28	56				1	80	3
Nevada	41	13	28			1		11	29
New Mexico	73	32	41	2		17	1	46	7
North Dakota	42	13	29					39	3
Utah	33	23	10	1		1		25	6
Washington	0								
Wyoming	117	52	65	1		1		109	6
TOTAL	678	278	400	83	2	34	3	478	78

NOTE: Abbreviations: AA = Asian American; BL = black; LA = Latino/a; NA = Native American; WH = white; UK = unknown. Race/ethnicity information is self-reported by applicants for state certification.

“WICHE’s PSEP has been a great blessing to my optometry career. My home state doesn’t have an optometry program, so WICHE was the only affordable option. The financial relief it has provided will also enable me to serve Third World countries on missions earlier in my career. I encourage our legislature to continue to support this incredible program. North Dakota’s participation in WICHE’s PSEP has not only educated one more optometrist to serve the state, but it will also provide eye care to many underserved people around the world with the service trips I will be able to take. Thank you, North Dakota, for investing in your future healthcare professionals!”

*– Chantel, North Dakota resident, Class of 2014,
Pacific University, College of Optometry*



“For many years WICHE’s PSEP has supported over 10 percent of our graduate occupational therapy students to gain their OT degrees and practice credentials. The program has enabled students who may otherwise not been able to afford graduate study to advance their careers and address society’s health needs for higher quality and more independent living. WICHE PSEP students have enhanced the diversity of our student body and thus strengthened our program and profession to provide effective services to a wider variety of clients.”

*– John White, Program Director,
School of Occupational Therapy, Pacific University*

“I am from New Mexico and am enrolled in ATSU’s dental program through WICHE’s PSEP. In addition to being one of the states that does not have a dental school, New Mexico is ranked 49th in the nation for the number of dentists per capita. New Mexico needs dentists who are willing to work in underserved areas to provide optimal patient care. ATSU graduates culturally competent and community-responsive dentists – exactly what New Mexico needs. WICHE’s PSEP is essential to making it affordable for New Mexican students to attend dental school and return to serve fellow New Mexicans. I am grateful to WICHE for helping make dental school possible.”

*– Elizabeth, New Mexico resident, Class of 2015,
A. T. Still University, Arizona School of Dentistry and Oral Health*

Professional Student Exchange Program

Return Rates of WICHE PSEP Graduates, 2002-2011

Are states still getting a good return on their PSEP investment dollar? Yes! In fact, states' return rates have improved considerably since last measured five years ago.

In fall 2012, states that supported students through the Professional Student Exchange Program collected return rate data on their PSEP graduates. The average return rate for all reporting WICHE states is now 68 percent (up from 59 percent in 2006). Return rates for payback states are still the highest, now averaging 85 percent and ranging as high as 89 percent, depending on the state and the profession; five years ago, 74 percent of graduates from payback states returned home. Return rates for honor system states have improved too. They now average 52 percent, compared to only 39 percent five years ago.

During the period for which data was collected, five states contractually required their PSEP graduates to return and serve their home state residents: Arizona, Colorado, New Mexico, Nevada, and Washington (these are the "contractual payback states" listed in Table 8. Alaska, Idaho, Montana, North Dakota, Utah, and Wyoming are listed as "honor system states": they encourage their graduates to return to their home state but do not contractually require them to do so. In 2011, the Wyoming Legislature approved a service payback requirement that will be implemented for new students in all healthcare professions (except veterinary medicine) enrolling in fall 2013. The State of Hawai'i has also approved legislation for a payback obligation for its future PSEP graduates, but the exact terms and implementation timeline are still being determined. Alaska's participation in PSEP remains distinctive: to make the benefits of PSEP available to its residents in the absence of state funding, Alaska treats the support fee as a loan to each PSEP student. Graduates must repay the loan, whether or not they return to Alaska.

Given the increased reliability of data, WICHE asked states to collect the return rate data over a 10-year period for the majority of the healthcare professions. Table 8 gives a "snapshot" in time of PSEP alumni who graduated between 2002 and 2011 and who were licensed or practicing in their home state as of 2012. Graduates who had fulfilled their practice obligations in their home state earlier were also counted as returned. Our return rates are conservative; payback states that measure return rates over a longer timeframe will demonstrate higher return rates than

shown in our calculations. This is especially true for fields where graduates may be completing a residency, internship, or clinical experience, or may be on deferment for other reasons, though they will ultimately return to serve their state at a later date. A few dentistry or veterinary medicine graduates had notified their home state that they were still in residency; these were not counted in the 2012 pool of graduates but will be counted in future years once they complete their training.

All allopathic and osteopathic medicine graduates are required to complete three- to four-year residencies. Some new physicians complete their residencies in state, while others go elsewhere, though the latter may plan to return to their home state at a later date. For these professions WICHE counted PSEP alumni who graduated between 2002 and 2006, in order to allow time for them to complete their residencies and set up practice in their home state.

We hope this information will prompt our member states to consider:

- Establishing a service payback requirement if your state does not currently require one. Although there is an administrative cost to tracking graduates, it may be in the state residents' best interest to stimulate higher return rates.
- Creating or increasing rural or underserved incentives, such as loan repayment programs that will encourage graduates in the healthcare fields to return to their home state and will make it affordable for them to live and work in these areas.
- Using repayment monies paid by nonreturning graduates to fund loan repayment incentives for graduates who return to their home state to practice in rural and underserved areas (for states with service payback requirements).

Policies for student eligibility and graduate service payback requirements vary by WICHE state. To learn more, see the appendices in our updated *PSEP Administrative Manual*, available online at www.wiche.edu/info/publications/PSEP_adminManual.pdf.

For any questions you might have about WICHE PSEP return rate data, please call WICHE's Student Exchange Program director at 303.541.0214.



Professional Student Exchange Program

Table 8. Return Rates of PSEP Graduates, by State and Profession
5-year D.O. and M.D. Rates (2002-06) and 10-year Rates for All Other Professions (2002-11)

	Total Number Students	Number Returning to State	Percent Returning		Total Number Students	Number Returning to State	Percent Returning		Total Number Students	Number Returning to State	Percent Returning
Alaska				Montana				Wyoming			
Dentistry	16	13	81%	Dentistry	17	11	65%	Dentistry	44	27	61%
Occupational Therapy	5	3	60	Medicine **	31	12	39	Medicine **	27	2	7
Optometry	3	0	0	Occupational Therapy	9	4	44	Occupational Therapy	11	1	9
Pharmacy	10	5	50	Optometry	12	7	58	Optometry	54	17	31
Physical Therapy	19	10	53	Osteopathic Medicine **	4	2	50	Osteopathic Medicine **	5	2	40
Physician Assistant	3	2	67	Podiatry	0	0	0	Physical Therapy	65	21	32
Podiatry	0	0	0	Veterinary Medicine	86	60	70	Physician Assistant	14	6	43
Alaska TOTAL	56	33	59%	Montana TOTAL	159	96	60%	Podiatry	4	0	0
Arizona*				Nevada*				Wyoming TOTAL			
Dentistry	115	88	77%	Optometry	22	18	82%	291	106	36%	
Occupational Therapy	49	44	90	Pharmacy	39	33	85	WICHE Return Rates by Field			
Optometry	52	43	83	Physician Assistant	24	22	92	Dentistry	329	243	74%
Osteopathic Medicine **	20	12	60	Veterinary Medicine	38	36	95	Medicine **	58	14	24
Physician Assistant	83	77	93	Nevada TOTAL	123	109	89%	Occupational Therapy	97	70	72
Veterinary Medicine	157	132	84	New Mexico*				Optometry	366	222	61
Arizona TOTAL	496	396	83%	Dentistry	78	72	92%	Osteopathic Medicine **	34	19	56
Colorado*				Veterinary Medicine	90	75	83	Pharmacy	109	80	73
Optometry	62	54	87%	New Mexico TOTAL	168	147	88%	Physical Therapy	139	68	49
Colorado TOTAL	62	54	87%	North Dakota				Physician Assistant	124	107	86
Hawai'i				Dentistry	29	12	41%	Podiatry	13	7	54
Dentistry	30	20	67%	Optometry	59	12	20	Veterinary Medicine	535	390	73
Occupational Therapy	23	18	78	Veterinary Medicine	13	7	54	TOTAL for all Reporting WICHE PSEP States			
Optometry	23	19	83	North Dakota TOTAL	101	31	31%	1,804	1,220	68%	
Pharmacy	60	42	70	Utah				TOTAL for Contractual Payback States			
Physical Therapy	55	37	67	Optometry	30	20	67%	861	732	85%	
Veterinary Medicine	27	11	41	Podiatry	9	7	78	TOTAL for Honor System States			
Hawaii TOTAL	218	147	67%	Veterinary Medicine	57	39	68	943	488	52%	
Idaho				Utah TOTAL	96	66	69%	IMPORTANT: Return rates reported by state offices may vary from WICHE calculations, due to different timeframes over which the return is measured.			
Optometry	22	9	41%	Washington*				* Contractual payback states during time periods measured.			
Idaho TOTAL	22	9	41%	Optometry	27	23	85%	** Graduates of allopathic and osteopathic medical programs are required to do residencies of three years or more after graduation. Residencies can be located outside of the graduate's home state. In order to give residents time to return to their home state to practice, we are using return data for 2002-2006 for graduates of allopathic and osteopathic medicine.			
				Osteopathic Medicine **	5	3	60				
				Washington TOTAL	32	26	81%				

Western Regional Graduate Program

The Western Regional Graduate Program (www.wiche.edu/wrgp) is an exceptional educational resource for the West, allowing master's, graduate certificate, and Ph.D. students who are residents of the 15 participating states to enroll in 276 high-quality programs at 52 institutions and pay resident tuition. In fall 2012 more than 1,000 students enrolled through WRGP and saved an estimated \$15.2 million in tuition overall – more than \$15,000 per student, on average. This spring approximately 40 new graduate programs will be added, creating more opportunities for students from our Western states.

WRGP is a tuition-reciprocity arrangement; students pay resident tuition and can enroll directly in the program through WRGP. They are not dependent upon the approval of their home state to participate because the home state does not provide funding for each student. This represents a tremendous opportunity for WICHE states to share distinctive programs (and the faculty who teach them) and build their workforce in a variety of disciplines, particularly healthcare.

If you know of a particular program that would be a good candidate for the WRGP network, have them contact the director of the Student Exchange Program, so that we can contact them directly when the next request for proposals is released in fall 2013. Graduate deans, provosts, and chief academic officers at all public institutions and systems in the WICHE region will be notified of the deadline and the process for submitting new programs.

To be eligible for WRGP, programs that aren't related to health must be "distinctive" or respond to a significant workforce need. Healthcare-related programs are not subject to the distinctiveness criteria, but must be of high quality. WICHE is particularly interested in reviewing nominations for high-need and programs and those in emerging fields. These include professional science master's degrees and graduate certificate programs, as well as graduate degrees in fields such as microtechnology and nanotechnology; green building and building energy conservation; new media and communications; biotechnology and bioinformatics; computer and cyber security; alternative energy technology; and homeland security. Visit www.wiche.edu/wrgp for more information.

"A DNP program is not available in my home state of Nevada, which has been one of the hardest hit by the economic crisis. The University of Utah's 'distance option' and the resident WRGP tuition rate allowed me to consider furthering my education. Now I'm pursuing my dream of becoming a pediatric nurse practitioner and making a difference in the lives of the kids of Nevada. I am a first-generation college graduate in my family, so years ago I never would have dreamed that I would now be preparing to receive a doctorate. Thank you!"

*– Angela, Nevada resident, Class of 2015,
University of Utah, Doctorate of Nursing Practice*



Western Regional Graduate Program

If a healthcare profession is not offered through PSEP, WRGP is an excellent option, offering some 95 healthcare-related programs, including those in graduate nursing, public health, mental health and psychology, audiology and speech pathology, and biomedical informatics. WRGP even offers advanced degrees to train future faculty members, including a doctorate in occupational therapy and a master's in dental hygiene.

programs that may not be available in the student's home state. The map below shows some examples of programs offered through WRGP.

Check our website in spring 2013 and see the 40 new programs that will be available through the WRGP network, effective for fall 2013 enrollment.

WRGP is also an incredible resource for graduates looking for distinctive, highly specialized programs in business, education, liberal arts, and the sciences –

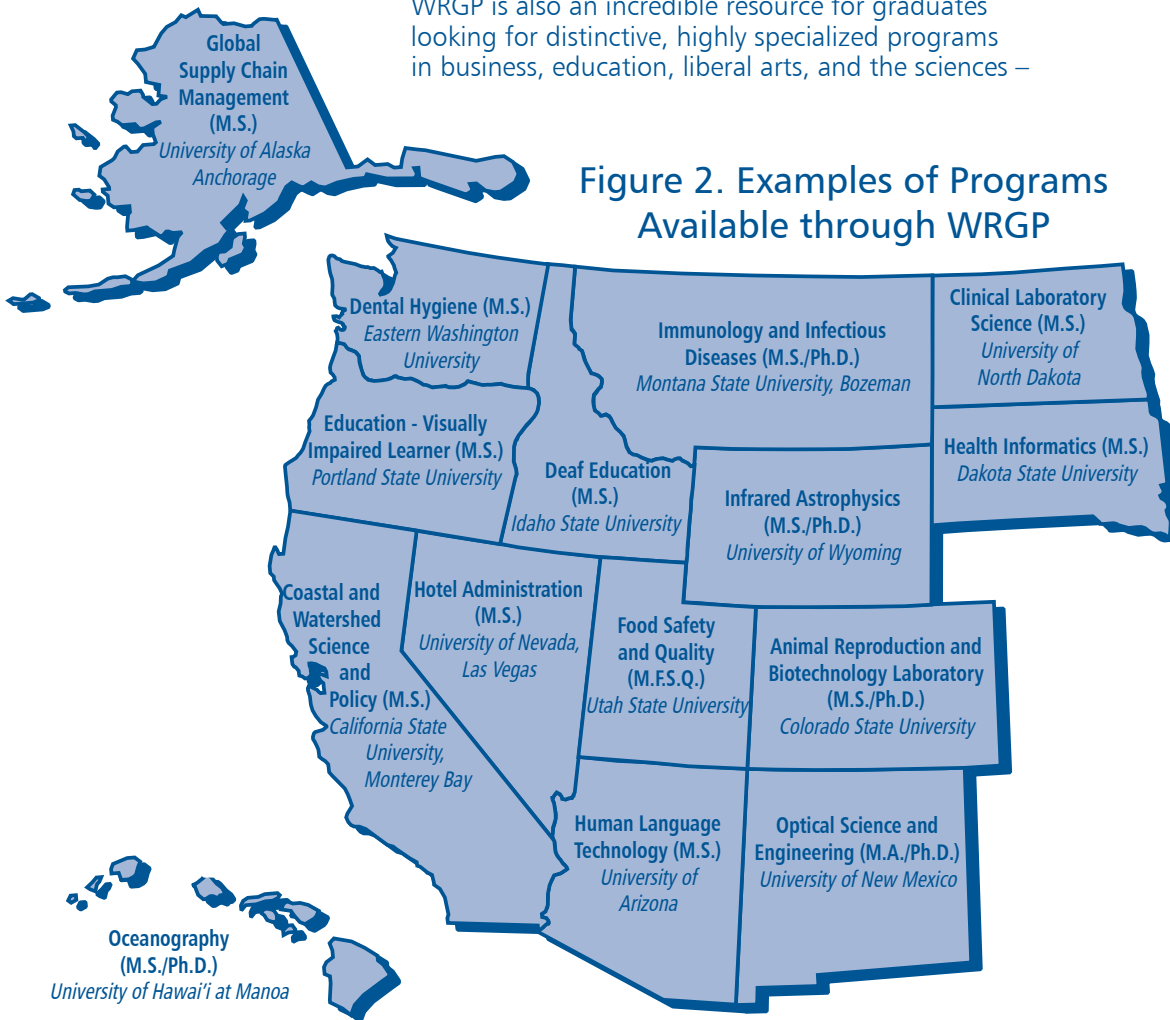


Figure 2. Examples of Programs Available through WRGP



“Living in a semirural area in Northern Utah, there are few options for graduate nursing education. The University of Arizona and WICHE’s WRGP have allowed me to study in my home state and do clinical rotations in the area where I hope to serve. There is no better way to assist my community than to learn from their clinical needs and put them at the forefront of my future practice. I’d like to thank WRGP and the U of A for making my studies affordable. Without WRGP, I wouldn’t be able to pursue my career dreams. I look forward to giving back by serving my home community!”

– Elizabeth, Utah resident, Class of 2013, University of Arizona, Doctor of Nursing Practice (DNP) - Family Nurse Practitioner



“As a first-year partner program in WICHE’s WRGP, we have been pleasantly surprised by the number of inquiries and subsequent applicants we have received to our master of science in communication disorders program. WRGP has enhanced our recruitment of outstanding applicants. The first recipients remarked that the award has enabled them to continue with their graduate education at their institution of choice.”

– Robbie Jackson, Graduate Program Director, Communications Disorders Department, Eastern Washington University

Western Regional Graduate Program

Table 9. Five-year Enrollment Summary, New and Continuing Students, 2008-2012

State (Number of Programs)	2008		2009		2010		2011		2012	
	Received	Sent	Received	Sent	Received	Sent	Received	Sent	Received	Sent
Alaska (7)	13	22	17	23	10	25	14	19	15	27
Arizona (40)	33	32	56	41	121	46	199	53	235	57
California (8)	0	0	0	67	1	153	2	224	5	269
Colorado (73)	107	47	134	45	199	56	210	67	330	60
Hawai'i (12)	24	10	36	13	41	16	49	17	47	24
Idaho (12)	8	36	8	37	7	48	21	56	35	72
Montana (13)	8	22	13	25	22	31	45	35	26	47
Nevada (7)	7	16	20	19	21	24	23	31	18	35
New Mexico (23)	36	24	38	34	41	44	62	46	31	55
North Dakota (8)	6	9	22	8	7	11	9	15	4	14
Oregon (10)	51	37	35	43	66	53	24	84	79	78
South Dakota (8)	5	6	5	8	4	9	10	20	8	19
Utah (34)	39	31	56	35	91	42	118	58	119	49
Washington (16)	44	79	57	84	44	97	71	92	54	154
Wyoming (5)	13	23	5	20	6	26	2	42	2	48
TOTAL (276)	394	394	502	502	681	681	859	859	1,008	1,008

“Washington State does not have a professional program for teachers of children with visual impairments. Because this is a unique educational niche, there are only a handful of programs in the nation. Not every university or every state can afford to support teacher preparation programs in sensory disabilities because the programs are typically small and don’t always draw enough students to be broadly cost-effective. Most students who embark on their master’s or doctoral studies in the field of visual impairments and blindness are actually doing so as a second career. As a full-time teacher with a family and a mortgage, I would not have been able to return to school to pursue either my master’s or my doctoral studies without WRGP’s support. WRGP is a critical and cost-effective way of sharing resources and ensuring potential teachers have access to high-quality training and education. That, in turn, ensures that schools, parents, and students in the West have access to teachers of children with visual impairments.”

*– Kathryn, Washington resident, Class of 2014,
University of Northern Colorado, Special Education-Low Prevalence Disabilities*

Western Undergraduate Exchange

The Western Undergraduate Exchange (www.wiche.edu/wue), based on a regional tuition-reciprocity agreement forged in 1987, enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of the enrolling institutions' resident tuition. WUE is the largest program of its kind in the nation. Since the first exchanges began in 1988, WUE has provided WICHE students and their parents with discounts on some 360,000 annual tuition bills – saving them, overall, almost \$2 billion.

The program continues to grow. In 2012-13 more than 31,000 WUE students saved \$235.8 million: an average of almost \$7,600 each. Figure 3 below shows the continued growth of the program over the past five years. Table 11 shows the number of WUE students received and sent from each state over the last five years.

Students can choose from 146 participating WUE institutions. Northland Pioneer College (AZ), University of Hawai'i Maui College, and Great Falls College (MT) are WUE's newest members. WICHE encourages nonparticipating institutions to consider joining the WUE network as a tool to meet their recruitment and enrollment goals.

In spring 2012 WICHE staff surveyed WUE institutions; approximately 80 percent responded. The majority of institutions (72 percent) planned to maintain approximately the same number of WUE seats in academic year 2012. Twenty-seven institutions planned to increase their participation, and

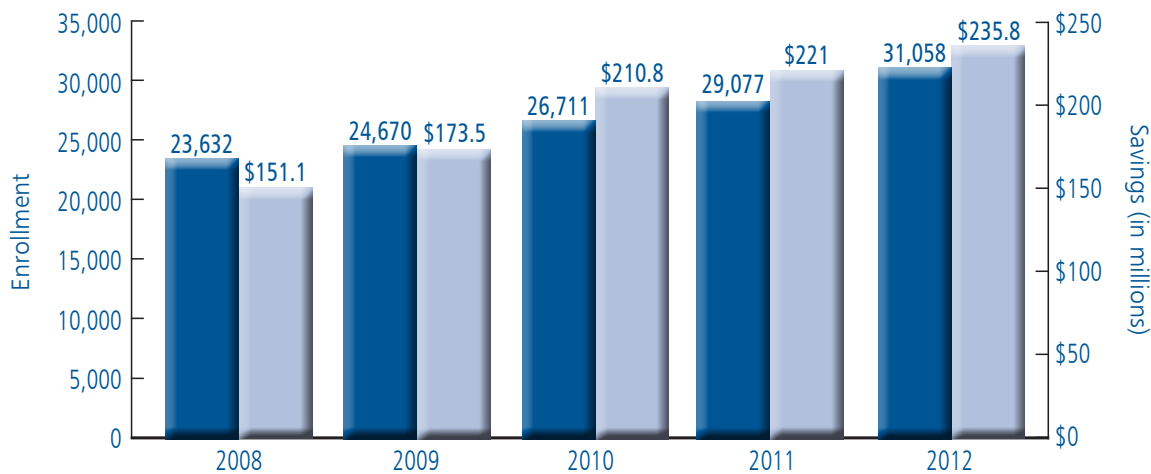
three planned to decrease it. California, Colorado, Oregon, and Washington are the most popular states for WUE recruitment. The majority of institutions (72 percent) make all their majors available at the WUE rate, and 24 percent make most of their majors available. Two of the most commonly excluded programs are nursing and dental hygiene, due to high demand by in-state residents. Twenty-one percent of institutions use WUE as a merit scholarship and 56 percent automatically award the discounted rate to applicants from a WICHE state. Most WUE institutions (89 percent) offer the WUE rate to transfer students.

Institutions like WUE because they can attract high-caliber students, maximize their student housing capacity, increase student diversity, and give students an affordable education in their major (which, for students, is especially important if the program is not offered in their home state).

“Being from Alaska, I've been around boats and the water my whole life. I looked into Cal Maritime for maritime studies and didn't think my family could afford it, until we found out about the WUE scholarship. It was the deciding factor in making my education at Cal Maritime possible. Thanks to WUE, I'll get to fulfill my dream of working on the water anywhere in the world.”

– Sanford, Alaska resident, Class of 2016,
California Maritime Academy, Maritime Studies

Figure 3. WUE Enrollment and Savings (in millions), 2008-2012



“One of my top priorities was to experience a new living environment, meet a more diverse group of people, and gain exposure to a variety of educational opportunities not available in my home state. With college costs almost doubling in the past few years, I faced financial constraints which limited my choices. WUE made it possible for me to follow my dreams within my budget. I wake up every day excited – and grateful – to be working towards my scholastic goals. It is a competitive program but worth every effort. I am proud to be a participant, and I will always value the opportunity WUE provided me.”

– Alex, Idaho resident, Class of 2016,
Western Washington University, Biology and Anthropology

Western Undergraduate Exchange

Table 10. Fall 2012 Enrollment Summary, New and Continuing Students

State of Attendance (Number of WUE Institutions)	State of Residence															Attendance Totals
	AK	AZ	CA	CO	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
Alaska (4)	–	32	176	47	26	23	28	16	6	4	62	4	21	135	8	588
Arizona (26)	201	–	3,547	466	277	93	49	411	164	7	174	17	183	311	46	5,946
California (11)	60	62	–	100	128	35	17	62	23	2	135	7	28	232	16	907
Colorado (22)	177	344	1,061	–	343	99	72	138	295	42	151	72	185	193	247	3,419
Hawai'i (3)	59	69	1,509	190	–	28	17	40	22	7	106	12	17	346	9	2,431
Idaho (6)	123	42	368	63	28	–	177	126	11	3	242	6	42	1,011	30	2,272
Montana (13)	147	38	287	261	31	289	–	60	10	43	189	53	56	511	183	2,158
Nevada (7)	82	87	2,080	75	303	44	24	–	13	2	90	7	47	108	12	2,974
New Mexico (10)	28	196	548	82	29	14	7	42	–	0	32	6	8	66	11	1,069
North Dakota (11)	102	123	562	202	29	57	148	84	23	–	71	184	66	227	196	2,074
Oregon (6)	189	48	897	57	306	86	24	93	15	2	–	4	24	483	11	2,239
South Dakota (6)	37	111	199	246	11	27	95	30	13	208	33	–	22	77	445	1,554
Utah (9)	26	40	133	58	26	105	22	94	14	2	35	1	–	39	34	629
Washington (4)	163	25	233	72	89	201	73	35	18	5	192	2	13	–	15	1,136
Wyoming (9)	27	39	77	455	8	88	477	35	16	39	24	130	186	61	–	1,662
Two-Year (65)	137	180	919	643	214	218	620	274	152	67	194	152	505	622	142	5,039
Four-Year (81)	1,284	1,076	10,758	1,731	1,420	971	610	992	491	299	1,342	353	393	3,178	1,121	26,019
Grand Total (146)	1,421	1,256	11,677	2,374	1,634	1,189	1,230	1,266	643	366	1,536	505	898	3,800	1,263	31,058

For answers to all your questions about WUE, visit www.wiche.edu/askWICHE

Western Undergraduate Exchange

Table 11. Five-year Enrollment Summary, New and Continuing Students, 2008-2012

State	2008		2009		2010		2011		2012	
	Received	Sent	Received	Sent	Received	Sent	Received	Sent	Received	Sent
Alaska	499	1,680	534	1,631	546	1,534	562	1,496	588	1,421
Arizona	3,292	865	3,480	1,032	4,321	1,045	5,208	1,173	5,946	1,256
California	553	5,082	916	5,698	1,026	7,667	987	9,717	907	11,677
Colorado	1,562	2,491	1,734	2,457	2,074	2,345	2,912	2,312	3,419	2,374
Hawai'i	1,998	1,442	1,968	1,455	1,838	1,508	2,253	1,596	2,431	1,634
Idaho	2,550	1,130	2,756	1,215	2,807	1,175	2,380	1,235	2,272	1,189
Montana	1,637	1,168	1,754	1,257	2,012	1,130	2,097	1,273	2,158	1,230
Nevada	2,737	944	2,955	1,084	2,625	1,104	2,795	1,256	2,974	1,266
New Mexico	460	668	581	610	715	624	942	630	1,069	643
North Dakota	1,437	357	1,466	361	1,604	367	1,876	394	2,074	366
Oregon	1,939	1,506	1,626	1,614	2,238	1,586	2,147	1,490	2,239	1,536
South Dakota	1,289	695	1,303	596	1,407	594	1,435	546	1,554	505
Utah	715	795	757	780	682	867	661	885	629	898
Washington	818	3,656	890	3,721	1,028	3,986	1,124	3,848	1,136	3,800
Wyoming	2,146	1,153	1,950	1,159	1,788	1,179	1,698	1,226	1,662	1,263
TOTAL	23,632	23,632	24,670	24,670	26,711	26,711	29,077	29,077	31,058	31,058

NOTE: University of Wyoming's WUE enrollment numbers are based on end-of-fall data from the previous year.

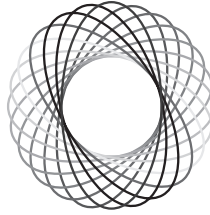


"I'm originally from South Dakota, and the WUE program gave me the opportunity to experience life outside the Midwest, while making it affordable to do so. It also allowed me to expand my horizons and get comfortable with my surroundings in all places or situations. The WUE program gave me the confidence to later pursue an M.B.A. in New York City, which I completed last May. Thank you for the opportunity, and I hope many others will continue to benefit from this program, just as I have."

*– Ross, South Dakota resident, Class of 2010,
Northern Arizona University, Finance*

WICHE Internet Course Exchange (ICE): The Next Generation of Student Exchange

The WICHE Internet Course Exchange (ICE, www.wiche.edu/ice) is a robust administrative tool institutions can leverage to operate more efficiently and to advance strategic initiatives during these tight financial times. Through ICE member institutions exchange seats in online courses to provide more selection to their students and give faculty the opportunity to collaborate with their colleagues at other institutions. Consider these scenarios:



- Your institution has a strong online program in a specialty area. But it is underenrolled and you do not know if you can justify the expense. ICE allows you to export empty seats to other institutions and generate revenue.
- A vacancy on your faculty leaves you with a course that no one on campus is qualified to teach. ICE allows you to see if other institutions have vacant seats in online versions of the same course that you can import and make available to your students.
- There is pressing need in your region to develop and deliver a program to help professionals meet certification requirements. But new resources are scarce. ICE allows you to identify other institutions in the same situation, to pool faculty expertise and to share the work and expense of developing a new online program. The resulting program is more robust because it garners enrollments across multiple institutions.
- Your institution's new strategic plan calls for creating an organization that is responsive to change and that better utilizes technology to expand and enhance its academic offerings. Rather than watching this vision fade while waiting for "a better day," you can tap ICE for affordable opportunities to push forward.
- Your budget constraints necessitate cutting low-enrollment programs. ICE allows you to import seats in courses from other institutions to meet your teach-out requirements.

While the possibilities for academic collaborations are infinite, the behind-the-scenes work necessary to make a consortium function are time-consuming. Institutions that have launched such programs without utilizing ICE can attest to the countless hours spent wrangling the details of admission, registration, financial aid, fee payment, credit transfer, and

other issues. If not managed correctly, such details can be the undoing of an otherwise good academic collaboration. Oftentimes, students suffer because institutions cannot get their processes to align. Fortunately, ICE offers a robust administrative solution.

ICE is a comprehensive model and set of tools for institutions looking to expand online offerings through collaboration. WICHE has already negotiated the necessary framework to facilitate exchanges and handles the financial transactions between institutions. ICE includes:

- A database that displays detailed information about individual online courses and the number of seats in them available for exchange.
- Support for entire academic programs that are jointly developed and delivered by institutions to fulfill common curricular needs.
- Detailed policies that ensure smooth handling of important administrative issues (admission, registration, financial aid, and student fee collection).
- Contacts at each participating institution who facilitate the exchange of course seats, answer questions, and act as liaisons.
- A forum for jointly addressing common educational needs.

All participating institutions must be regionally accredited and can be either two-year or four-year schools. Systems and consortia whose member institutions meet the same criteria may also belong. As members, all pay annual dues.

ICE offers three types of exchanges: seat exchange, course exchange, and program exchange. Institutions can participate in one or more. In addition, they can be a teaching institution (TI) or an enrolling institution (EI), or both.

As colleges and universities offer courses and programs to students at WICHE ICE member institutions, students benefit from richer, more specialized, and relevant course and program options. Faculty members enjoy teaching more courses in their areas of specialization. Advisors are able to counsel students and articulate courses for quality and transferability before students enroll in them. And institutions can make wiser uses of their limited resources.





"I graduated from a California high school and wanted to go to university there, but tuition costs have been skyrocketing and I couldn't afford it. Fortunately, I enrolled at Northern Arizona University and was awarded WUE. WUE has allowed me to stay in school. I'm putting the tuition savings towards other school-related necessities, like books and rent. It's helped me reduce the amount of student loans and reduce financial pressures. WUE has brought me one step closer to my career goals and I am greatly appreciative. If it weren't for WUE, I wouldn't be graduating in six months!"

*– Khaxil, California resident, Class of 2013,
Northern Arizona University, Psychology and Sociology*



"WUE has helped me achieve my academic goals by making it easier to attend Idaho State University. I am from Montana and none of the colleges had the program I was looking for. Idaho State University did, but without WUE the financial burden would have been heavy, and that alone would have made it difficult for me to complete my education. WUE has helped me get one step closer to my professional goal of becoming a speech pathologist."

*– Paige, Montana resident, Class of 2016,
Idaho State University, Speech Pathology*

The WICHE Commission's 16 members include representatives from 15 states – Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming – and the Pacific island U.S. territories and free-standing states (The Commonwealth of the Northern Mariana Islands is the first to join).

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.

Western Interstate Commission for Higher Education
3035 Center Green Drive, Suite 200
Boulder, Colorado 80301-2204
Tel.: 303.541.0214
www.wiche.edu
January 2013

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Western Interstate Commission for Higher Education



"One of the biggest worries for prospective and enrolled graduate students is funding. WRGP opens doors by providing out-of-state-students with in-state tuition. This makes graduate studies far more affordable and gives students from the West some level of preferential admission. The money I've saved by enrolling through WRGP has been put towards research, attending conferences, and networking. Taking advantage of these opportunities is imperative if I'm going to become a successful professional. I'm sure I speak for many in expressing my appreciation for this program. WRGP has allowed me to pursue my goals of providing mental health services to combat veterans, many of whom I served with in the Iraq War."

*– Christian, Sergeant, U.S. Marine Corps (Combat Veteran), California resident, Class of 2017,
University of Colorado Denver, Clinical Health Psychology, Ph.D.*



"WUE changed my life. I got accepted into an accelerated honors program called ITEC at CSU, Chico. It's for liberal study majors who aspire to be elementary school teachers. I'm from Washington, and the price of out-of-state tuition would have been too high for my family and me to afford. However thanks to WUE, I am now at Chico State pursuing my dream to change children's lives. My gratitude is endless, and words cannot express how blessed I am to be a part of the WUE program."

*– Valerie, Washington resident, Class of 2016,
California State University, Chico, Liberal Studies*



"With the help of the WICHE PSEP program and the generosity of the State of Hawai'i, I am able to pursue my dream of becoming a physical therapist. WICHE made it possible for me to attend a nationally ranked program without excessive financial burden. Thanks to PSEP I've been able to devote my time to becoming the best healthcare professional I can be without worrying about money. It's been a blessing to discover what life is like miles away from home, but I look forward to returning to Hawai'i and serving the island community. I greatly appreciate Hawai'i's support and will continue to make the most of this opportunity."

*– Nicole, Hawai'i resident, Class of 2014,
Regis University, School of Physical Therapy*