

# Agenda Book

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WICHE Commission Meeting • May 19-20, 2003 • Salt Lake City, Utah



## Executive Committee Meeting (Closed)

Monday, 8.00 – 9.00 am  
Heritage 2 – Main Level

## Executive Committee Meeting (Open)

Monday, 9.00 – 9.45 am  
Eagle Gate – Lower Level

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WICHE Chair: Chuck Ruch, president, Boise State University

Monday, May 19, 2003

**8.00 - 9.00 am**  
Heritage 2 – Main Level

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**Executive Committee (Closed)**

Executive Committee Members

Chuck Ruch (ID), chair  
Don Carlson (WA), vice chair  
Tad Perry (SD), immediate past chair  
Diane Barrans (AK)  
Linda Blessing (AZ)  
Robert Moore (CA)  
Bill Kuepper (CO)  
Clyde Kodani (HI)  
Gary Stivers (ID)  
Frank Kerins (MT)  
Jane Nichols (NV)  
Everett Frost (NM)  
David Nething (ND)  
Diane Vines (OR)  
Bob Burns (SD)  
E. George Mantes (UT)  
Marc Gaspard (WA)  
Phil Dubois (WY)

**Agenda**



Evaluation of the WICHE Organization and its Leadership

1-3

Other\*

\*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

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

Section 8. Special Executive Sessions

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



# **ACTION ITEM**

## **Evaluation of the WICHE Organization and its Leadership**

### **Summary**

At the November 2002 commission meeting, Chair Perry announced that an evaluation of WICHE and its leadership would be conducted. A more thorough and formal evaluation of the organization and its leadership was deemed appropriate for two reasons:

1. WICHE would be celebrating its 50<sup>th</sup> year as an organization serving the West, which provided an opportune time for reviewing how well it was serving its purpose and how it might better do so.
2. David Longanecker, WICHE's executive director, would be entering his fifth year of leading the organization, an appropriate time for more formally evaluating his performance to the organization.

Chair Perry appointed three commissioners – David Nething (ND) to chair, Linda Blessing (AZ), and Everett Frost (NM) – to compose a committee to oversee this organizational review process, with the specific charge to address the following three questions:

1. Is WICHE's current workplan relevant to the issues facing higher education in the West?
2. Is WICHE effective in meeting program and policy goals and objectives with current activities?
3. Is WICHE's leadership effective in meeting and contributing to its service to the West?

To pursue this task, the review committee secured the assistance of Frank Besnette, a former Arizona WICHE commissioner and WICHE chair (1999) who currently is a consultant specializing in higher education accountability and evaluation. Besnette worked with the review committee to establish a protocol for the evaluation and to secure through paper, phone, and personal interviews the perceptions of various WICHE constituencies (commissioners, government leaders, higher education leaders, organizational leaders, and others served by WICHE) about the effectiveness of WICHE and its leadership.

In early April, the review committee received and endorsed the consultant's report and it is advanced to the Executive Committee for approval. The report was distributed under separate cover to all commissioners.

### **Relationship to WICHE Mission**

It is essential that WICHE, on occasion, externally validate how effective it and its executive leadership are in serving its mission of expanding access to high-quality postsecondary education to the citizens of the West. Conducting this evaluation as a part of the activities surrounding WICHE's fiftieth anniversary helps the commission ascertain how well its mission fits the needs of the West and how well the organization is doing in serving this mission.

### **Background**

Over its 50 years, WICHE has episodically evaluated its performance as an organization. Most recently this was done in a "constituent survey" that was conducted in 1998, with results published in January 1999 in a document entitled *Taking a Closer Look*. In addition, in May 2000 the commission adopted an annual process for reviewing its activities as it considers and eventually approves a formal workplan for the coming year.

WICHE's history clearly reflects the importance of periodically testing the organization's perceived effectiveness. When the organization has failed to do so in the past, it has risked alienation from some of the most important constituencies it serves, particularly state legislatures and governors.

### **Action Requested**

Approval of recommended action to the full commission concerning the consultant's report and the evaluation of WICHE and its leadership.

Monday, May 19, 2003

Page No.

9.00 - 9.45 am







Eagle Gate – Lower Level

**Executive Committee (Open)**

Executive Committee Members

Chuck Ruch (ID), chair  
Don Carlson (WA), vice chair  
Tad Perry (SD), immediate past chair  
Diane Barrans (AK)  
Linda Blessing (AZ)  
Robert Moore (CA)  
Bill Kuepper (CO)  
Clyde Kodani (HI)  
Gary Stivers (ID)  
Frank Kerins (MT)  
Jane Nichols (NV)  
Everett Frost (NM)  
David Nething (ND)  
Diane Vines (OR)  
Bob Burns (SD)  
George Mantes (UT)  
Marc Gaspard (WA)  
Phil Dubois (WY)

**Agenda**

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# **Executive Committee**

## **Meeting Minutes**

### **November 11, 2002**

#### **Committee Members Present**

Tad Perry, Chair (SD)  
Chuck Ruch, Vice Chair (ID)  
Diane Barrans (AK)  
Linda Blessing (AZ)  
Robert Moore (CA)  
Bill Kuepper (CO)  
Doris Ching (HI)  
Clyde Kodani (HI)  
Gary Stivers (ID)  
Frank Kerins for Richard Crofts (MT)  
David Nething (ND)  
Diane Vines (OR)  
Robert Burns (SD)  
Cece Foxley for David Gladwell (UT)  
Don Carlson (WA)  
Jenne Lee Twiford (WY)

#### **Other Commissioners Present**

Bill Byers (CO)  
Everett Frost (NM)  
Marc Gaspard (WA)  
Larry Gudis (AZ)  
Francisco Hernandez (CA)  
Larry Isaak (ND)  
Richard Kunkel (ND)  
E. George Mantes (UT)  
Herbert Medina (CA)  
Ray Ono (HI)

#### **Guests Present**

Phyllis Brecher  
Dennis Jones  
Toni Larson  
Lisa Shipley

#### **Staff Present**

David Longanecker, Executive Director  
Scott Adams  
Sharon Bailey  
Cheryl Blanco  
Sharmila Basu Conger  
Caroline Hilk  
Sandy Jackson  
Demi Michelau  
Jere Mock  
Dennis Mohatt  
Marv Myers  
Jenny Shaw  
Jackie Stirn  
Marla Williams

Chair Perry called the meeting of the Executive Committee to order. He announced that an item would be added to the agenda: Revisiting the FY 2004 and the FY 2005 state dues that were set by the Executive Committee in May 2002 for the following amounts – FY 2004 at \$105,000 and FY 2005 at \$108,000.

### **Action Item**

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

COMMISSIONERS CARLSON/VINES (M/S) APPROVAL OF THE EXECUTIVE COMMITTEE MEETING MINUTES OF THE MAY 20, 2002, MEETING, AND THE CONFERENCE CALL MINUTES OF JULY 24, 2002, AUGUST 29, 2002, AND OCTOBER 1, 2002. The motion passed unanimously.

## **Action Item**

### **Audit Report for FY 2002**

Marv Myers said the Audit Report for FY 2002 was distributed to all commissioners in advance of this meeting. He said in addition to a regular audit, WICHE had an A-133 Federal Audit due to the amount of federal funds received. The auditors found two immaterial instances of noncompliance and both items have since been corrected. The auditors' reports contained no material findings.

Commissioner Blessing asked why the audit firm states that WICHE is not considered a low-risk auditee. Myers said he believes it is because WICHE has so many sources of grants and contract income that it is considered a complex organization to audit.

Commissioner Frost asked about the specifics of the two immaterial instances and how they were resolved. Myers said one was about the timeliness of the quarterly reporting requirement tied with the U.S. Dept. of Education. Information needed for the report had not been given to WICHE by the states in time to make the 30-day deadline. The report was sent late to the U.S. Dept. of Education, resolving the problem. The second instance was about issuing Advanced Placement funds to a state (Hawaii) in advance of the state actually incurring the debt. This item was also referenced in last year's audit, but since the instance occurred during two fiscal years, it was reported again even though it had been corrected in August.

COMMISSIONERS FOXLEY/KERINS (M/S) APPROVAL OF THE FY 2002 AUDIT REPORT. The motion passed unanimously.

## **Information Item**

### **Charge from the Chair to Review WICHE and its Leadership**

Chair Perry said this information item (p. 47 of the Agenda Book) is an announcement that an evaluation of WICHE and its leadership will be conducted over the next few months. He said he appointed three commissioners to serve on a special evaluation committee: David Nething (ND) will serve as chair along with Linda Blessing (AZ) and Everett Frost (NM). The committee's report will be presented to the Executive Committee at the May meeting.

## **Information Item**

### **Office Space**

David Longanecker reported that recently he has been trying to determine if all of the options for office space should be considered viable options. He said there have been four options for WICHE's future offices space needs:

1. Continue to lease the current facility.
2. Seek a lease in another facility.
3. Build a new facility.
4. Purchase an existing facility.

He said WICHE continues to work closely with two other organizations, NCHEMS and SHEEO (National Center for Higher Education Management Systems and State Higher Education Executive Officers), as potential and probable partners in a facility that would serve the needs of all three organizations and possibly include a learning center that would provide small conferencing capabilities.

He said unless something changes dramatically, the option of building a facility is not a financially feasible one in the current market. He said the price of purchasing an existing facility has come down. He said he

and the other organizations continue to search for external funding assistance. WICHE's current lease is through September 2004.

### **Information Item Mental Health Program Update**

Dennis Mohatt reported the Mental Health Program has had a good year and staffing is steady. He introduced Scott Adams, who is working with the program in a postdoctoral fellowship program.

The program has:

- Continued to work with all of the Western states through the Western States Decision Support group, a group that supports public mental health systems in the measurement of need, performance, quality, and outcome.
- Held activities in seven of the 15 states, and provided technical assistance to others in preparation of proposals and linking with others to improve their mental health systems.
- Contracted with the President's New Freedom Commission on Mental Health, to serve as a consultant to the Rural Issues Subcommittee. He believes this bodes well for how the WICHE Mental Health Program is viewed at the national level as a resource for rural and frontier mental health. The program is writing the report for the subcommittee.
- Worked with several of the states to look at alternative sources of funding and at cost containment, and partnered with the Milbank Memorial Fund to assist in this effort.
- Been asked by the Office of Rural Mental Health to write a book about rural mental health issues.
- Looked toward the future and will be working with the states on the improvement of their children's mental health systems.

Longanecker announced that Sen. Emily Stonington will be going off the commission next month. Stonington has served as one of the two WICHE commissioners on the Mental Health Advisory Council. He asked that any commissioner interested in serving in this capacity to contact him.

### **Information Item Commission Meeting Agenda**

David Longanecker reviewed the agenda for the two-day meeting.

The meeting adjourned.



# Minutes

## Executive Committee Conference Call

### January 17, 2003

#### **Executive Committee Members Attending**

Chuck Ruch (ID), chair  
Don Carlson (WA), vice chair  
Tad Perry (SD), immediate past chair  
Linda Blessing (AZ)  
Bill Kuepper (CO)  
Clyde Kodani (HI)  
Gary Stivers (ID)  
Everett Frost (NM)  
Bob Burns (SD)  
Marc Gaspard (WA)  
Jenne Lee Twiford for Phil Dubois (WY)

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

Diane Barrans (AK)  
Robert Moore (CA)  
Frank Kerins (MT)  
Jane Nichols (NV)  
David Nething (ND)  
Diane Vines (OR)  
George Mantes (UT)

#### **Others Attending**

Louise Lynch (AZ)

#### **Staff Attending**

David Longanecker, Executive Director  
Jere Mock  
Marla Williams

Chair Ruch called the Executive Committee conference call meeting to order and announced that an update on the organization's evaluation process would be added to the agenda, as well as a report about what is happening in New Mexico with its commission representation.

#### **Action Item**

### **Changing Direction: Integrating Higher Education Financial Aid and Financing Policy, Phase II**

Cheryl Blanco described the project, Changing Direction: Integrating Higher Education Financial Aid and Financing Policy, Phase II. It is a continuation of an 18-month, \$400,000 Lumina Foundation-funded project. The second phase will expand on the original project's goals and objectives to restructure financial aid and financing policies and practices to maximize participation, access, and success rates. Following recent discussions with the Lumina Foundation, the final proposal will include two-year institutions' tuition, financial aid, appropriations, and retention. The foundation has also suggested changing the project's length from one three-and-one-half year project to a project with two shorter periods of time.

Commissioner Blessing raised a concern about NCSL's survey of legislators and governor's staff during Phase I of the Lumina project. Her concern was that the survey instrument had not been shared with Commissioners prior to its distribution, so Commissioners were unaware of the questions in the survey. Blessing asked if Commissioners would have input on the survey instrument used in Phase II. Blanco assured her that Commissioners would preview the survey instrument prior to its distribution, which will occur following the elections and likely some time this summer.

COMMISSIONERS BURNS/BLESSING (M/S) APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS TO SUPPORT CONTINUATION OF A PROJECT ORIGINALLY FUNDED BY THE LUMINA FOUNDATION FOR EDUCATION ON RESTRUCTURING HIGHER EDUCATION FINANCIAL AID AND FINANCING

POLICIES AND PRACTICES TO MAXIMIZE STUDENT ACCESS AND SUCCESS. APPROVAL OF THIS ACTION ITEM INCLUDES APPROVAL TO INCLUDE COMMUNITY COLLEGES AND ISSUES AROUND RETENTION OF STUDENTS AND FUNDING POLICIES IN THE FINAL PROPOSAL, AS SUGGESTED BY THE LUMINA FOUNDATION. The motion passed unanimously. See Attachment 1 for detail.

**Information Item**  
**Trends in Migration Patterns of Students Seeking Postsecondary Education**

Cheryl Blanco explained that the project Trends in Migration Patterns of Students Seeking Postsecondary Education is being presented as an information item because it falls under the \$50,000 level, where commission approval is not required. Blanco said she would like the Executive Committee's reaction about this project.

Blanco said this small, \$30,000, one-year project from the Lumina Foundation would allow WICHE to begin looking at the data behind student mobility, particularly, as it relates to public policies. An examination of databases and trends during the 1990s in student mobility would provide some analysis and implications for the future that would show the WICHE states and provide regional and national comparisons in student mobility. The project would examine the link between policy and migration behavior of students. See Attachment 2 for detail.

**Information Item**  
**Comments on the Reauthorization of the Higher Education Act**

David Longanecker said this item reports on the comments WICHE submitted to the U.S. House of Representatives Committee on Education and the Workforce concerning the reauthorization of the Higher Education Act. He said comments were made only on items unique to the West: growth in enrollments, eligibility for students learning at a distance, and accountability focusing on incentives rather than through regulation. Longanecker said he would be alert to other opportunities to share the West's perspective on federal legislation.

**Information Item**  
**WICHE State Dues (oral report)**

David Longanecker said two states are in arrears in dues: Colorado and California. He said it is unlikely that California's dues arrearage will change in the near future because of the magnitude of California's budget deficit. He said this year California has paid only one-half of the dues for all regional and national organizations and is facing an estimated \$34 billion dollar deficit. He said Colorado continues to work on paying its dues in full, although the Colorado Joint Budget Committee just announced a \$316 million dollar cut for higher education. One proposal before the Colorado legislature would eliminate the dental school and possibly close one of the state colleges as part of the plan for its FY 2004 budget.

**Information Item**  
**Budget (oral report)**

David Longanecker reminded the committee that in November, a current services budget for WICHE showed a \$130,000 deficit. At that time, he said he would not present a deficit budget to the commission. He said he has been working with staff and in February, will present the Executive Committee a balanced budget. He said part of the solution to the budget deficit is from increased revenue projected from the indirect income from the Advanced Placement project. He said even with the increased revenue projection, substantial cuts have been made. He said in addition to the increased revenue from the Advanced Placement project, the following items had a positive impact on the budget: 1) closing project

accounts that have ended with fund balances; 2) providing no salary increase for staff in FY 2004 – staff indicated a preference of no salary increase to reduce the need for staff lay-offs; 3) a .3 decrease in FTE from a portion of an unfilled position; and 4) freezing the commissioner’s meeting expense budget at its current level. The Executive Committee will discuss the FY 2004 budget further during its February conference call meeting.

Commissioner Burns said the underpayment of dues by two states this year sets a frightening precedent. Longanecker agreed and said the officers will be meeting at the end of the month and this will be one item on their agenda.

Commissioner Blessing said she appreciates the measures that Longanecker has taken to present a balanced budget. She said Arizona and other states have had to take similar action. Longanecker thanked Blessing and said as time moves on even more cuts may become necessary. He said he would be hiring a consultant to help him look at areas to cut.

### **Information Item WICHE’s 50<sup>TH</sup> Anniversary Celebrations (oral report)**

Jere Mock reported that this month three states held their state-level 50<sup>th</sup> anniversary celebratory events: Wyoming held theirs in connection with a University of Wyoming alumni reception; Arizona had a legislative reception; and South Dakota held a round table session. Mock reported in February, Oregon, and Nevada have scheduled events, and Washington has its event planned for March.

### **Information Item Update on the Organization’s Evaluation Process by Linda Blessing**

Commissioner Blessing reported that North Dakota Commissioner David Nething is the chair of the Evaluation Committee and members are New Mexico Commissioner Everett Frost and herself. She said that Frank Besnette, a former WICHE chair from Arizona, has been hired to serve as a consultant to the committee. Jere Mock, director of programs and services, is serving as the staff liaison to the committee. She said the evaluation will include a review of the organization and its executive director. Surveys and telephone interviews will be used to gather information for the evaluation report. An array of individuals will take part: commissioners, members of the executive committee, State Higher Education Executive Officers (SHEEOs), chief executive officers of national and regional organizations, etc. Blessing reminded members of the Executive Committee that they should consult their state delegation prior to completing the survey and participating in the interview. Frank Besnette will present his evaluative report to the Executive Committee in May.

### **New Mexico Commission Appointments**

David Longanecker reported that New Mexico Gov. Richardson has asked for the resignation of everyone who serves on gubernatorial-appointed boards and commissions to allow him to make new appointments. As a result, WICHE does not have commissioners from New Mexico. He said he has asked Everett Frost to continue his work with the evaluation of WICHE.

### **Other**

Commissioner Kerins announced that Montana Commissioner Dick Crofts has resigned from his position as the Montana SHEEO. He said he would like Crofts to be recognized for his service to the commission. He also said he is uncertain about what is planned for Croft’s replacement in Montana, but he believes an interim commissioner for higher education will be hired. Longanecker said he would make sure Crofts was recognized for his work with WICHE.

The meeting adjourned.





## **ACTION ITEM**

# **Changing Direction: Integrating Higher Education Financial Aid and Financing Policy (Phase II)**

### **Summary**

In November 2001, WICHE was successful in obtaining a grant from the Lumina Foundation for Education. Funded at \$400,000 over an 18-month period, the project, Changing Direction: Integrating Higher Education Financial Aid and Financing Policy, ends April 30, 2003. Staff request approval for WICHE to seek, receive and expend funds to support Phase 2 of Changing Direction. As a continuing project, Phase 2 will expand on the goals and objectives of Phase 1 to restructure financial aid and financing policies and practices to maximize participation, access, and success for all students.

### **Relationship to WICHE Mission**

Phase 2 will directly support WICHE's mission to promote innovation, cooperation, resource sharing, and sound public policy among states and institutions in order to expand educational access and excellence for all citizens of the West. As with our initial request on this project, the emphasis is on state-level issues and an integrated approach to appropriations, tuition, and financial aid policies as well as on the relationship between state and federal policy. Phase 2 maintains a focus on ways in which financial aid and financing policies might better meet the needs of states, institutions, and students in order to achieve greater and more successful college participation, especially among low-income families.

### **Background**

When we approached the Lumina Foundation for Education in 2001 with a proposal to better align public policies related to the financing of higher education and financial aid, we argued that state policymakers are challenged to meet growing needs through state allocations, ensure shared and equitable responsibility for paying for higher education, and use subsidies such as financial aid effectively to expand access and opportunity. That argument has not diminished in the past two years. The economic, political, and social indicators that we noted earlier have only exacerbated the need for this project's work. Slowing state economies, increasing turnover among policymakers, demographic changes, and growing demand for higher education – all exert even stronger external influences on higher education than they have in several decades.

Lumina Foundation funding during Phase 1 allowed us, in close collaboration with our partners – the State Higher Education Executive Officers (SHEEO) and the American Council on Education's Center for Public Policy – to initiate work on a number of fronts. Phase 1 focused on discovery and development by:

- Establishing a conceptual framework for the project.
- Developing baseline information.
- Describing current practices and policies.
- Developing and disseminating background information.
- Establishing a national advisory board on research issues.
- Securing commitment from policymakers in the executive and legislative branches.
- Beginning development of a model for integrating policies related to tuition, financial aid, and appropriations.

A major effort in Phase 1 involved establishing a small group of states from around the nation as a cohort of technical assistance states. Five states – Arizona, Connecticut, Florida, Missouri, and Oregon – formed

this cohort. We also commissioned a set of three papers to frame the discussion around aligning financing and financial aid policies. A paper by Dennis Jones, NCHEMS, provides a conceptual framework for our work; a paper by Kenneth Mortimer looks at the governance context for state policy; and a piece by Paul Brinkman provides strategies to inform the integration of tuition, student financial aid, and state appropriations policies from a data perspective. We are also finishing a policy audit to expand our SPIDO policy database with tuition policies and a data audit to determine the kinds of information needed for the integration of financing and financial aid policies. Finally, we commissioned the National Conference of State Legislatures to conduct a survey of legislators in the 50 states about this policy alignment.

Phase 1 has been a very productive period, with considerable achievements toward the project's goals and objectives. We believe that our success in the first 18 months will contribute significantly toward positive consideration of the Phase 2 proposal.

## **Project Description**

Our overarching goal is better, more informed decision making on issues surrounding financial aid and financing in higher education. Phase 2 of Changing Direction will retain a design around an integrated approach to restructuring appropriations, tuition, and financial aid policies and practices. Over a three-year period, Phase 2 will build on Phase 1, working within the socioeconomic-political environment in order to achieve the changes needed in the near future at campus, system, state, and national levels and to initiate and promote those changes through public policy. As we have done in Phase 1, in Phase 2 we will provide a venue for policymakers and educators to critically examine strengths and weaknesses of public policies and develop new strategies by looking at emerging trends, their potential impact on higher education, and the policy implications related to our key issues.

As we promoted in Phase 1, the next stage of Changing Direction will equip more policymakers and higher education leaders to effectively address key public policy issues concerning the structuring of financing and financial aid, build upon the community of well-informed policy leaders on higher education issues, promote linkages among policies and programs in order to more powerfully achieve participation and success in higher education for a diverse student clientele, and improve regional and national collaboration towards these ends. We will continue to invite states from all regions of the country to participate as we draw on the experiences and perspectives of a wide range of researchers, practitioners, and policymakers. Key activities will include:

- National policy forum.
- Multistate policy forums.
- State roundtables.
- New state technical assistance cohorts and case studies.
- Leadership institutes for legislators, executive office policy directors, and trustees.
- Survey of governors' office education staff.
- Research papers on financial aid and financing issues.
- Research advisory board assistance.
- Monitoring of state and national policy developments.
- Internet-based, interactive, searchable policy clearinghouse expansion.

While working with individual states and providing research support, Phase 2 will amplify on issues emerging from Phase 1 work. For example, discussions around aligning financing and financial aid policies eventually lead to deep-seated concerns with the lack of stability in state revenue streams. We will explore these issues through such questions as: How do we use tuition to back up the future revenue stream? If tuition will be the stop gap revenue stream, how do we maintain both stability and equity? What is the role of boards and institutions in resolving revenue problems? Are models such as "public corporations" suitable for higher education institutions? How does one state's fiscal problems impact higher education in other states? Do revenue reductions in one state create conditions in institutions and

systems that result in higher student migration, brain drain of both students and faculty, or lower quality of education? Can tuition revenues and financial aid impact these events? Other new areas of investigation will be the potential “collateral damage” from inaction and the “unintended consequences” of public policy.

Our anticipated outcomes remain similar to those in Phase 1:

1. Policymakers will have a greater understanding of the impact of a range of financial aid and financing policy decisions on student access and success.
2. Policymakers will have a better understanding of how different populations of students are impacted by financial aid and financing policies.
3. Participants will have learned about a range of financial aid and financing policy options, approaches, and strategies that promote access to higher education.
4. National and regional organizations will have come together around a collaborative platform to advance student access through better alignment of financing and financial aid policies.
5. The body of quality research on financial aid and financing issues will have been increased through published case studies, reports, policy briefs, and clearinghouse information.

Our primary partners will again be the State Higher Education Executive Officers (SHEEO) and the American Council on Education (ACE). Throughout the project, we will work closely with leadership from both the legislative and executive branches of government, as well as with related regional and national organizations such as the National Conference of State Legislatures, Council of State Governments-WEST, and the National Governors’ Association.

### Staff and Fiscal Impact

Phase 2 of the Changing Direction project will be supported primarily by grant funds. The principal potential national funder is the Lumina Foundation for Education. In addition to this request to seek grant funding of approximately \$1,000,000 over a three-and-one-half year period, WICHE’s contributed staff time is estimated at \$46,000 for that period.

<b>FISCAL IMPACT</b>			
Grant Activities	Internal Chargebacks <sup>a</sup>	Indirect Costs	Total Grant Request
\$804,500	\$36,000	\$159,500	\$1,000,000

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

<b>STAFF IMPACT (annualized FTE)</b>			
Staff	Grant Funded	WICHE Contributed	Total
Existing Staff	.68 FTE	.11 FTE	.79 FTE
New Staff	0 FTE	0 FTE	0 FTE
<b>Total:</b>	<b>.68 FTE</b>	<b>.11 FTE</b>	<b>.79 FTE</b>

### Action Requested

Approval to seek, receive and expend funds to support continuation of a project originally funded by the Lumina Foundation for Education on restructuring higher education financial aid and financing policies and practices to maximize student access and success.



## **INFORMATION ITEM**

### **Trends in Migration Patterns of Students Seeking Postsecondary Education**

#### **Summary**

Staff plan to submit a request to the Association for Institutional Research (AIR) for a small, exploratory study related to our ongoing work on the migration of recent high school graduates who attend postsecondary institutions in the United States. Using data from the Integrated Postsecondary Data System (IPEDS), we will analyze changes in the migration patterns of recent high school graduates attending public postsecondary institutions during the period 1990 to 2000. This project will provide policymakers with information on the movement of postsecondary students in and out of the WICHE states.

#### **Relationship to WICHE Mission**

This project supports WICHE's mission to promote innovation, cooperation, resource sharing, and sound policy among the state to ensure educational access for higher education students in the West. The policy and research emphasis of this project will focus on student access to higher education.

#### **Background**

At the May 2001 WICHE Commission meeting, commissioners approved a staff proposal to seek funding to support a project to build states' capacity to measure and understand the impact of student mobility in higher education in the West. As we continue to explore funding avenues for that comprehensive study, this smaller project will allow us to examine available federal data to inform the larger study. Titled "Following the Sun: Trends, Issues, and Policy Implications of Student Mobility," the comprehensive project will examine student mobility at three points in the college experience: mobility of recent high school graduates as they enter college, the swirling effect produced as college students move in and out of higher education institutions, and the movement of recent college graduates from their institution to their state of employment. Activities will include analysis of mobility data and factors that contribute to students' decisions.

#### **Project Description**

Predicting enrollment in higher education in the states in the West has become more difficult over the past decade. While both population and enrollment growth are projected for most states around the country, the change in each state is expected to vary greatly, including some states facing a decline in population and potentially reduced enrollments in higher education. The impact of student mobility takes on added importance for all states – those with limited capacity and excess demand must look for external institutions to serve their citizens; those with declining or stable population growth must look to nonresident students to support enrollments.

If funded, this project will be conducted between June 1, 2003, and May 30, 2004, using data from the Integrated Postsecondary Education Data System (IPEDS) to analyze changes in the migration patterns of recent high school graduates attending public postsecondary institutions over the decade from 1990 to 2000. Because this time period included periods of economic growth and economic decline, it is important to understand the migration patterns of postsecondary students as legislatures make choices concerning capital construction and other financial support of higher education.

Since the state of residence of first-time freshmen is only required to be reported through IPEDS in even-numbered years, the project will use the five data points available for the 10-year period. The data will be analyzed to understand both out-migration and in-migration patterns for all 50 states. Further analysis will be completed on the two states with the greatest in-migration and the two states with the greatest out-migration in each of four regions. State and federal legislation and policies will be examined to determine any relationship to changes in migration patterns. A final report will be published with analyses for each of the WICHE states, regional and national comparisons, and policy implications. Staff will also present findings at the annual national Association for Institutional Research annual meeting in 2004.

**Staff and Fiscal Impact**

This project will be submitted to the Association for Institutional Research (AIR) for consideration through the organization’s small research grants initiative. The total budget for the project is \$30,000; the funder does not allow indirect costs. WICHE’s contributed staff time is estimated at \$854.00.

<b>FISCAL IMPACT</b>			
Grant Activities	Internal Chargebacks <sup>a</sup>	Indirect Costs	Total Grant Request
\$26,165	\$3,835	\$0	\$30,000

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

<b>STAFF IMPACT (annualized FTE)</b>			
Staff	Grant Funded	WICHE Contributed	Total
Existing Staff	.30 FTE	.015 FTE	.315 FTE
New Staff	0 FTE	0 FTE	0 FTE
Total:	.30 FTE	.015 FTE	.315 FTE

**Action Requested**

Because this project will fall under the funding minimum required by the commission for prior approval (\$50,000), it is presented to the Executive Committee as an information item.

# **Minutes**

## **Executive Committee Conference Call**

### **February 25, 2003**

#### **Executive Committee Members Attending**

Chuck Ruch (ID), chair  
Don Carlson (WA), vice chair  
Diane Barrans (AK)  
Linda Blessing (AZ)  
Robert Moore (CA)  
Bill Kuepper (CO)  
Clyde Kodani (HI)  
Jane Nichols (NV)  
Richard Kunkel for David Nething (ND)  
Cam Preus-Braly for Diane Vines (OR)  
Bob Burns (SD)  
E. George Mantes (UT)  
Marc Gaspard (WA)  
Phil Dubois (WY)

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

Tad Perry (SD), immediate past chair  
Gary Stivers (ID)  
Frank Kerins (MT)  
Everett Frost (NM)

#### **Staff Attending**

David Longanecker, Executive Director  
Cheryl Blanco  
Jere Mock  
Marv Myers  
Marla Williams

Chair Ruch called the Executive Committee conference call meeting to order.

#### **Action Item**

##### **Selection of Auditors for Fiscal Years 2003 and 2004**

COMMISSIONERS BLESSING/GASPARD (M/S) APPROVAL OF THE CERTIFIED PUBLIC ACCOUNTING FIRM OF CLIFTON GUNDERSON LLP OF BROOMFIELD, COLORADO, AS AUDITOR FOR WICHE FOR THE FISCAL YEARS ENDING JUNE 30, 2003, AND JUNE 30, 2004. The motion passed unanimously. See Attachment 1 for details.

#### **Information Item**

##### **February Officers Retreat (oral report by Chuck Ruch)**

Chair Ruch reported on the Officers Retreat held February 1-2, 2003, in Salem, Oregon. He said the officers discussed the commission meeting schedule for May 2003, the WICHE workplan for FY 2004, activities in the states related to WICHE's 50<sup>th</sup> anniversary, the evaluation of the organization and its executive director, and the FY 2004 budget.

#### **Information Item**

##### **Preliminary FY 2004 Budget and Implications**

David Longanecker reported that current figures for WICHE's budget show the FY 2003 budget in good shape and the FY 2004 ending in a deficit of almost \$30,000. He said he would bring a balanced budget to the Executive Committee for review during its April 9, 2003, conference call and that in order to balance the budget, staff cuts would be necessary. Longanecker reported he would bring in a consultant to help decide where the staff might be cut while also maintaining a good level of service to the states. He

said part of the budget shortfall is due to California's inability to pay \$60,000 of its dues in FY 2003, declining revenue from grants and contracts, declining interest rates, and a large increase (35 to 40 percent projected) in the cost of providing health insurance for staff.

Chair Ruch asked if the budget included the dues increase approved in May 2002. Longanecker said it did and that amount is \$2,000 per state or \$30,000 total. Following considerable discussion about maintaining or rescinding the increase, a motion to delay the dues increase was approved as follows:

COMMISSIONERS KUEPPER/MANTES (M/S) TO DELAY THE APPROVED \$2,000 INCREASE IN DUES FOR FY 2004 UNTIL FY 2005. The motion passed with one no vote (NV).

### **Information Item**

#### **Review and Comment on the Proposed Schedule for the May 2003 Commission Meeting**

David Longanecker reviewed the meeting scheduled and said a session on the No Child Left Behind legislation would be added and reviewed again in April.

### **Information Item**

#### **Update on the 50<sup>TH</sup> Anniversary Celebrations (oral report)**

Jere Mock reported on the states' activities for WICHE's 50<sup>th</sup> anniversary. She said the activities range from informal legislative coffees to more formal events. She said there are six states that have yet to schedule an event. They are: Alaska, California, Hawaii, Idaho, Montana, and New Mexico.

### **Information Item**

#### **Update on the Organization's Evaluation Process (oral report by Linda Blessing)**

Commissioner Blessing reported the evaluation process was well underway. She said, besides herself, David Nething of North Dakota was serving as the ad hoc committee's chair and Everett Frost of New Mexico was also serving on the committee. She said Frank Besnette, former WICHE commissioner, was serving as a consultant to the committee. She said Besnette would be interviewing select current and former WICHE commissioners, staff, and various organizations about WICHE by telephone. In addition, 300 surveys were sent to WICHE constituents via email. Besnette will travel to Boulder, Colorado, in March to meet with WICHE's senior staff, and provide a draft report to the ad hoc committee in April. Besnette will attend the May 19, 2003, meeting of WICHE's executive committee in closed session to report on his findings concerning WICHE's performance and the executive director's leadership.

The meeting adjourned.



## **ACTION ITEM**

### **Selection of Auditor for Fiscal Years 2003 and 2004**

WICHE's annual audit is periodically put out for bid to assist in controlling the costs of the audits. Requests for bids were recently sent to 11 Certified Public Accounting (CPA) firms to conduct the three activities for WICHE: 1) the general audit; 2) the A-133 audit of federal grants and contracts; and 3) the preparation of our IRS 990 federal income tax return. The CPA firms ranged from large and medium-sized national firms, to relatively small local firms, but all with some experience auditing nonprofit organizations and with an office in the greater Boulder and Denver area. Eight firms responded with bids ranging from \$15,300 to \$25,950 for FY 2003 and from \$15,500 to \$27,500 for FY 2004.

Staff recommends that the Broomfield, Colorado, firm of Clifton Gunderson LLP, which is a part of an 11-state accounting firm, be appointed as auditor for the fiscal years 2003 and 2004. This will represent a change in the CPA firm that WICHE uses, to a firm with a larger local staff and more experience auditing federal contracts, as well as with a more competitive cost.

Clifton Gunderson LLP has offered to do the three audit-related activities for the fiscal years 2003 and 2004 for \$15,300 and \$15,850, respectively. (WICHE's 2002 audit cost \$13,260). During both of these fiscal years, we will be above the \$300,000 federal contracts threshold, which will continue to necessitate the A-133 audit.

#### **Action Requested**

Approval of the Certified Public Accounting firm of Clifton Gunderson LLP of Broomfield, Colorado, as auditor for WICHE for the fiscal years ending June 30, 2003, and June 30, 2004.



# Minutes

## Executive Committee Conference Call

### April 9, 2003

#### Executive Committee

##### Members Attending

Chuck Ruch (ID), chair  
Don Carlson (WA), vice chair  
Tad Perry (SD), immediate past chair  
Diane Barrans (AK)  
Robert Moore (CA)  
Bill Kuepper (CO)  
Clyde Kodani (HI)  
Gary Stivers (ID)  
Frank Kerins (MT)  
Carl Shaff for Jane Nichols (NV)  
David Nething (ND)  
Diane Vines (OR)  
Bob Burns (SD)  
George Mantes (UT)  
Phil Dubois (WY)

#### Executive Committee Members

##### Unable to Attend

Linda Blessing (AZ)  
Everett Frost (NM)  
Marc Gaspard (WA)

##### Staff Attending

David Longanecker, Executive Director  
Cheryl Blanco  
Sally Johnstone  
Jere Mock  
Marv Myers  
Marla Williams

Chair Ruch called the Executive Committee conference call meeting to order.

#### Action Item

##### **TCM: A Proposal to Link the Technology Costing Methodology with the BRIDGE Model**

This project, TCM 3, will integrate two projects currently underway with the WCET: the Technology Costing Methodology Project and the BRIDGE Project. Funding for this \$250,000 to \$300,000, 24-month project will be sought from the Andrew W. Mellon Foundation.

COMMISSIONERS KERINS/VINES (M/S) APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS RECEIVED THROUGH GRANTS TO SUPPORT THE PROJECT, TCM 3: A PROPOSAL TO LINK THE TECHNOLOGY COSTING METHODOLOGY WITH THE BRIDGE MODEL. The motion passed unanimously. See Attachment 1 for detail.

#### Information Item

##### **Review of FY 2003 Budget Estimate and Preliminary FY 2004 Budget**

David Longanecker reported that in order to present a balanced budget to the commission, the equivalent of 2.5 FTE or 15 percent of WICHE general fund-supported staff will be cut and it will affect three people. He said staff cuts were necessary because of the reduction in FY 2004 revenue due primarily to three items: 1) the commission's action to eliminate the dues increase of \$2,000 per state or \$30,000 total for FY 2004; 2) the reduced dues payment by California resulting in a \$51,000 shortfall; and 3) and the fact that indirect cost income has decreased considerably, commensurate with a lack of new grants and contracts. In addition to staff cuts, other expenses were reduced, and the program development fund was eliminated. Longanecker said as finances improve, he would like to restore the program development fund to allow the organization to explore new ventures.

Longanecker reported that Colorado's dues have been paid in full. He said nothing has changed with regard to the dues owed by California. He said it is expected that the \$51,000 owed by California will be paid at some time in the future. He said California cut all regional and national organizations' dues in half, and the legislature will be working to restore funding, as possible. He said Kent Briggs of the Council of State Governments – West continues to assist WICHE by tracking and reporting legislative action in California concerning this issue.

Longanecker said the proposed FY 2003 budget returns \$42,206 to WICHE's reserves, resulting in a reserve balance available for dedication of \$104,499. This figure is in addition to the mandated minimum and previously dedicated reserves.

Chair Ruch said that Longanecker has accomplished what the commission requested for the FY 2004 budget. Longanecker was complimented about the balanced budget. The final budget will be approved by the full commission at the May 2003 meeting.

### **Information Item**

#### **Review of Draft Workplan for FY 2004**

The committee reviewed the draft workplan for FY 2004. Chair Ruch reminded the committee that this was its opportunity to shape the organization's direction. The workplan may be revised based on the outcome of WICHE's evaluation. The final workplan will be reviewed by the two commission committees and approved by the full commission at the May 2003 meeting.

### **Information Item**

#### **Review of Proposed Schedule for the May 2003 Commission Meeting**

The meeting schedule for the May commission meeting now includes a session on the federal legislation, "No Child Left Behind." The Executive Committee and officers had requested that this session be added to the schedule.

### **Information Item**

#### **Update on the 50<sup>th</sup> Anniversary Celebrations**

Jere Mock reported that activities to celebrate WICHE's 50<sup>th</sup> anniversary have occurred in the following states: Arizona, Nevada, Oregon, South Dakota, Washington, and Wyoming. She said Colorado's legislature will adopt a resolution this month commemorating the state's involvement in the WICHE compact. A legislative reception is scheduled for April 29 in Sacramento for California's 50<sup>th</sup> anniversary in WICHE. A dinner will be held on May 19 in Salt Lake City, UT, during the WICHE Commission meeting as part of Utah's anniversary festivities. The following states have yet to schedule anniversary activities: Alaska, Hawaii, Idaho, Montana, New Mexico, and North Dakota.

### **Information Item**

#### **Update on the Organization's Evaluation Process**

Jere Mock reported for Linda Blessing that the evaluation process is winding down. The consultant, Frank Besnette, will distribute a report to the committee and officers soon. The committee – Sen. David Nething of North Dakota (chair), Linda Blessing of Arizona, and Everett Frost of New Mexico – will have a conference call with the officers concerning the report on April 16. Frank Besnette will report to the Executive Committee during its closed session on May 19, and then to the full commission later that afternoon.

The meeting adjourned.

## **ACTION ITEM**

### **TCM 3: A Proposal to Link the Technology Costing Methodology with the BRIDGE Model**

#### **Summary**

What is the impact of electronic educational technologies on the costs of education? This question has been a major concern in the higher education community since the early 1990s. During the past five years this question has been the focus of the Technology Costing Methodology project and the BRIDGE project, both located at WCET. The Technology Costing Methodology project (TCM) created a set of standard procedures that campuses use to measure educational technology costs at the course level. BRIDGE is a simulation model that uses course-related cost data to make projections of overall costs across an entire campus or department. These two projects have assisted campus leaders in analyzing the costs of their technology investments and projecting budgets for alternative uses of educational technologies.

The proposed "TCM 3" project will integrate TCM and BRIDGE to create a unified cost analysis tool that higher education administrators can use to address the above questions. Dennis Jones, National Center for Higher Educational Management Systems, developed the Technology Costing Methodology. Frank Jewett, then with the California State University, Office of the Chancellor, developed the BRIDGE model. The Western Cooperative for Educational Telecommunications (WCET) now coordinates both projects and will coordinate the TCM 3 project.

#### **Relationship to WICHE's Mission**

The project supports WICHE's mission of providing leadership and innovation in higher education and providing states and their institutions strategies for addressing common problems.

#### **Project Goal**

Both TCM and BRIDGE have been used by an increasing number of institutions over the last few years. Even more institutions are likely to use the analyses if the models are integrated to better address the changing needs of the educational technology market and to incorporate additional features as suggested by those who have used earlier versions of the models. The project goal is to combine the course costing model (TCM) and the course projection model (BRIDGE); this new TCM 3 model will be a full functioning cost analysis system that will allow a user to determine and analyze course costs, including hybrid courses and revenue streams.

#### **Project Objective**

The opportunity provided by linking TCM cost data to the BRIDGE model is that it provides a campus cost simulation based upon actual instructional cost data. As such, TCM 3 will serve as a comprehensive training exercise in the basic issues of costing and managing all types of instructional delivery. In addition, it will allow institutional executives and state policymakers to experiment with the cost consequences of different mixes of mediated and classroom instruction.

## Project Activities

1. Modify the costing tools to address a greater variety of educational technologies.
  - a. Add electronic technology to traditional classroom courses. BRIDGE will be modified (BRIDGE II) to address the use of electronic technologies in the traditional, regularly scheduled classroom course.
  - b. Hybrid courses. TCM and BRIDGE will be modified to address courses that are offered in a combination of both face-to-face classroom and in mediated modes.
  - c. Increase the number of course types that can be incorporated in the BRIDGE II simulations. Include five course types in BRIDGE: regular classroom, regular classroom + IT, hybrid, online, and live video. Within these course types, up to sixteen different courses may be entered.
2. Add revenue streams to the analyses.

Add revenue streams associated with each course type to TCM Tabulator. The revenue sources include (a) state support, (b) in-state tuition, (c) out-of-state tuition, (d) special fees, (e) technology fees, and (f) the option for a sixth, user-specified revenue source. The revenues for each course type are used in conjunction with the course cost estimates to measure net (+/-) revenues associated with each course type and could potentially be aggregated to a total operating budget for the institution.
3. Add Mini-BRIDGE to the TCM Tabulator.
  - a. Add the Mini-BRIDGE model to the tabulator to facilitate analytic and graphic cost comparisons of different instructional technologies at the course level.
  - b. Modify Mini-BRIDGE to allow revenue and cost comparisons at the course level.
4. Create a more seamless approach to the costing analysis.
  - a. Design an interface between the tabulator and BRIDGE II that will allow the user to store course data from tabulator and review and input it to BRIDGE. The plan is to make the TCM 3 tools available for campus download from the WCET Web site. The interface between tabulator and BRIDGE II is a "local course data repository" that will be developed to store TCM course data from several runs of TCM, i.e., for several courses.
  - b. Campus users will also have the option of sending data excerpts from the local repository to a Central Course Data Repository at WCET, where it will be available to generate custom campus reports and statistics using BRIDGE II as well as being available as a component of regional, state, or national analyses.
  - c. Integrate the TCM Tab and BRIDGE II terminology and operations. Rework all of the BRIDGE menus and documentation to bring the terminology and operational details in line with the most recent TCM Handbook. Rework the TCM Tabulator and its documentation to account for changes resulting from this integration.
  - d. Redesign the main BRIDGE screen. Alter the screen to remove items that were specific to the original BRIDGE model, to allow data to be transferred from TCM, and to accommodate additional analytic features added to the model.
  - e. Program additional details to integrate the two models. Integrate the look and feel of the two products. Maintain user friendly features, such as the pull-down menus, and add more graphics (e.g., Mini-BRIDGE to TCM Tab) to make the results easier to interpret.
5. Update the BRIDGE cost parameters.

The BRIDGE model uses a set of default parameters to project academic support, student support, institutional support, logistical support, and capital costs for the simulated campus. This allows users to make comparisons of total expenditures using different sets of their own instructional cost data without developing a set of cost parameters for the entire campus. The current defaults reflect the California State University systemwide cost averages in 1996 rather than national values. These default data will be updated and modified to better represent current national averages. As with the original version of BRIDGE, users will continue to have the option of entering their own parameters to project these other costs.

6. Test the integrated TCM 3 Tool.
  - a. Conduct testing of all modifications. Components of the software package will be prototyped and thoroughly tested to insure the modifications are accurate and consistent.
  - b. Conduct beta tests of the tools. Recruit three to five of the TCM pilot institutions plus one or two institutions new to TCM and BRIDGE to test the TCM 3 tool with real applications and data.
7. Training on Use of the TCM 3 Tool.
  - a. Update training materials. Update and develop both printed and online training materials to assist users in implementing the integrated TCM 3 tool.
  - b. Test the new training materials with the pilot institutions. Test the updated and integrated training tools with the pilot institutions.
8. Conduct an independent evaluation.

Engage an independent evaluator to perform formative evaluations on the progress of the project and summative analyses of the usefulness of the tools and training materials created.

## **Project Timeline**

The projected timeline is 24 months.

## **Anticipated Project Outcomes**

The project will compile a complete set of Web tools that will allow an institutional administrator to take costs associated with a technology-enhanced course and generate costing data for that course and project costs across a campus or across campuses. The added-value is the seamless structure created by TCM 3 so that a user will input data only once and from that point be able to determine course costs, run course projections, and create various costing reports.

It is anticipated that these expanded and revised tools will assist campus and other higher education policymakers determine and examine costs associated with technology in the higher education realm.

## **Budget**

The planning of the project is expected to cost between \$250,000 and \$300,000. Funding for the project is to be sought from the Andrew W. Mellon Foundation.

## **Action Requested**

Approval to seek, receive, and expend funds received through grants to support the project, TCM 3: A Proposal to link the Technology Costing Methodology with the BRIDGE Model.





## **ACTION ITEM**

### **Fiscal Year 2004 Salary and Benefits**

#### **Background**

Almost all of the WICHE states are facing significant budget difficulties. As a result, most states are not increasing salaries or are increasing them very slightly. The staff recommends no salary increases for FY 2004 and no benefit improvements. The only increase staff recommends is to cover the increasing costs of providing existing benefits (primarily health insurance). These cost increases appear in the budget tables in this section.

#### **Action Requested**

Approval of cost increase to provide existing benefits to staff for FY 2004 as specified in the general fund budget action item.

# **ACTION ITEM**

## **Fiscal Year 2004 Budget**

### **Background**

The first table provides current estimates of WICHE's general fund income and expenditures for fiscal year 2003 (column C), compared to the general fund budget (column B). The estimates include actual income and expenditures through March 31, 2003, with estimates for the final three months of FY 2003. Income will be lower than anticipated because of delinquent dues (line 3 and footnote c) and a slower than anticipated rate of expenditure with several externally funded projects, which results in lower indirect cost recoveries. Expenditures have also been substantially lower than originally budgeted, however, so the net result is an anticipated surplus of \$65,010 (column C, line 21) in the general fund budget, which is more than the budgeted surplus of \$8,847 (column B, line 21).

This table also contains the proposed general fund budget for FY 2004 (column F), reflecting a projected balanced budget for the year. Estimated income is \$1,905,000 (line 7), which reflects a decrease of \$131,000 from the budget approved for FY 2003. Four factors account for this decrease: (1) the decision by the Executive Committee in February to not increase member dues during FY 2004; (2) planning for another dues shortfall from California; (3) projecting lower interest income (footnote d); and (4) most significantly, less indirect cost recovery as a result of less external funding. Proposed expenditures are \$1,904,683 (line 20), representing a decrease of \$122,470 (6.0 percent) from the approved FY 2003 budget, primarily associated with staff reductions. The two pie charts depict the FY 2004 budget for income and expenditures. The budget includes the general fund portion of the WICHE operation, as outlined in the FY 2004 workplan found in Tab 10 of this agenda book. The budget also provides for only the general fund staff benefit cost increases for FY 2004 of \$33,739 (column F, line 17), and no staff salary increases. For details pertaining to the proposed salary and benefit recommendations, refer to the separate action item in this Tab, page 1-39.

The last financial table provides a summary of total WICHE expenditures for FY 2002, FY 2003, and FY 2004.

In summary, the general fund budget proposed for FY 2004 is the staff recommendation for a WICHE program that provides service to member states as well as a wide range of highly significant projects. General fund income not only provides the funds for basic WICHE program activities, such as the Student Exchange Program and the Policy Analysis and Research unit, but it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by nonstate dollars. The proposed general fund budget will support overall net operating expenses of approximately \$5.9 million in FY 2004.

### **Action Requested**

Approval of the FY 2004 general fund budget as summarized on the first table.

**ACTION ITEM**

**WICHE General Fund Budget  
Estimate for FY 2003 and Proposal for FY 2004  
Revenue & Expenditures**

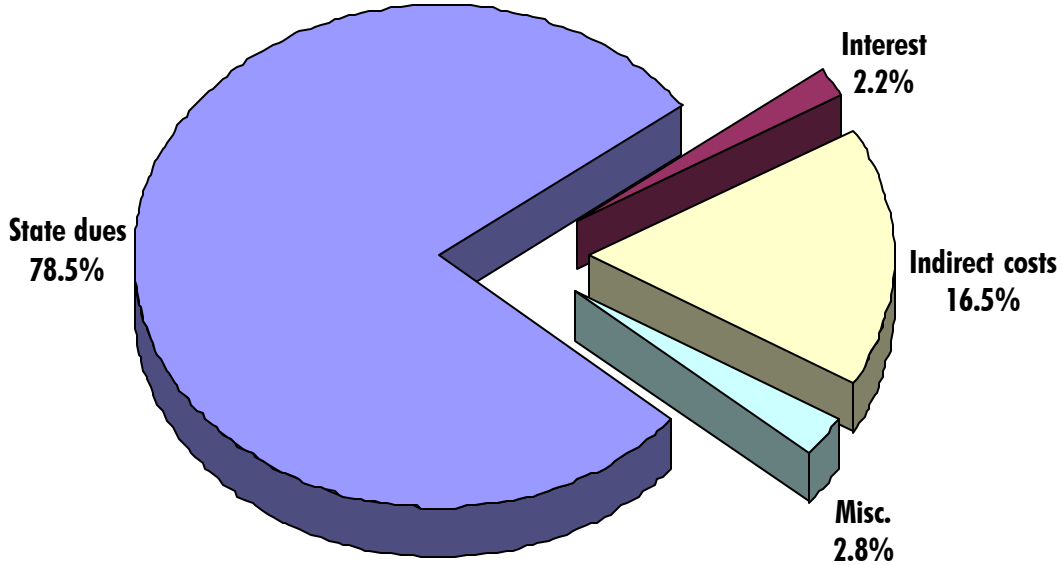
		\$103,000		--- Dues per State ---		\$103,000					
		A	B	C	D	E	F	G	H	I	J
		<b>FY 2003</b>				<b>FY 2004</b>					
		FY 2003 Budget	FY 2003 Estimate	Estimate Better or (Worse) than Budget		"Proposed" FY 2004 Budget	Comparing FY 2003 to FY 2004 Better or (Worse) than FY 2003 Budget		Better or (Worse) than FY 2003 Estimate		
		(a)		\$	%		\$	%	\$	%	
1	<b>Revenue:</b>										
2	Member dues	1,545,000	1,545,000	0	0.0%	(b) 1,545,000	0	0.0%	0	0.0%	
3	Delinquent dues	(c) 0	(51,000)	(51,000)	na	(c) (51,000)	(51,000)	na	0	0.0%	
4	Interest	(d) 61,000	67,000	6,000	9.8%	(d) 42,000	(19,000)	-31.1%	(25,000)	-37.3%	
5	Indirect cost recovery	410,000	363,000	(47,000)	-11.5%	315,000	(95,000)	-23.2%	(48,000)	-13.2%	
6	Miscellaneous income	20,000	21,000	1,000	5.0%	(f) 54,000	34,000	170.0%	33,000	157.1%	
7	<b>Total Revenue</b>	<b>2,036,000</b>	<b>1,945,000</b>	<b>(91,000)</b>	<b>-4.5%</b>	<b>1,905,000</b>	<b>(131,000)</b>	<b>-6.4%</b>	<b>(40,000)</b>	<b>-2.1%</b>	
8	<b>Expenditures:</b>										
9	SEP - Programs	309,412	255,880	53,532	17.3%	274,240	35,172	11.4%	(18,360)	-7.2%	
10	Policy Analysis & Research	277,417	241,328	36,089	13.0%	254,266	23,151	8.3%	(12,938)	-5.4%	
11	Communications & Public Affairs	286,084	260,913	25,171	8.8%	242,021	44,063	15.4%	18,892	7.2%	
12	Commission Meeting Expense	106,945	94,867	12,078	11.3%	106,945	117,020	109.4%	(12,078)	-12.7%	
13	Executive Director's Office	368,081	357,285	10,796	2.9%	369,666	(1,585)	-0.4%	(12,381)	-3.5%	
14	Administrative Services	506,515	504,804	1,711	0.3%	462,969	43,546	8.6%	41,835	8.3%	
15	Miscellaneous Expenses	(e) 84,819	93,913	(9,094)	-10.7%	(e) 132,757	(47,938)	-56.5%	(38,844)	-41.4%	
16	Indirect Cost Sharing Expenses	81,000	51,000	30,000	37.0%	22,000	59,000	72.8%	29,000	56.9%	
17	Staff Benefit Cost Increases for FY 2004					(g) 33,739	na	na	na	na	
18	Staff Turnover/Vacancy Estimate (1.5% of Salaries & Bnfts.)	(13,120)	0	0	0.0%	(13,920)	800	-6.1%	na	na	
19	Program Development Fund	20,000	20,000	0	0.0%	20,000	0	0.0%	0	0.0%	
20	<b>Total Expenditures</b>	<b>2,027,153</b>	<b>1,879,990</b>	<b>147,163</b>	<b>7.3%</b>	<b>1,904,683</b>	<b>122,470</b>	<b>6.0%</b>	<b>(24,693)</b>	<b>-1.3%</b>	
21	<b>Surplus (Deficit) for the Fiscal Year</b>	<b>8,847</b>	<b>65,010</b>			<b>317</b>					
22	<b>Better or (Worse) than Budget or Estimate</b>			<b>56,163</b>	<b>2.8%</b>		<b>(8,530)</b>	<b>-96.4%</b>	<b>(64,693)</b>	<b>-99.5%</b>	
23	<b>Reserves:</b>										
24	<b>Beginning of the Fiscal Year:</b>										
25	Minimum Reserve	(h) 243,258	243,258	0	0.0%	(h) 228,562	(14,696)	-6.0%	(14,696)	-6.0%	
26	Reserves Available for Dedication	302,706	302,706	0	0.0%	251,718	(50,988)	-16.8%	(50,988)	-16.8%	
27	<b>Total Reserves - Beginning of the Fiscal Year:</b>	<b>545,964</b>	<b>545,964</b>	<b>0</b>	<b>0.0%</b>	<b>480,280</b>	<b>(65,684)</b>	<b>-12.0%</b>	<b>(65,684)</b>	<b>-12.0%</b>	
28	<b>Dedications to the Reserve During the Fiscal Year:</b>										
29	Surplus (Deficit) during Fiscal Year (Line 22 - above)	8,847	65,010	56,163	634.8%	317	(8,530)	-96.4%	(64,693)	-99.5%	
30	Association Mgmt. Software	(i) (50,000)	0	50,000	-100.0%	(i) (50,000)	0	0.0%	(50,000)	na	
31	Office Move	(k) (30,000)	(30,000)	0	0.0%	(k) (30,000)	0	0.0%	0	0.0%	
32	Office Furniture & Equipment	(k) (30,000)	(30,000)	0	0.0%	(k) (30,000)	0	0.0%	0	0.0%	
33	50th Anniversary Celebration	(l) (71,051)	(70,694)	357	-0.5%	(l) (23,398)	47,653	-67.1%	47,296	-66.9%	
34	<b>Net Reserve Dedications During the Fiscal Year</b>	<b>(172,204)</b>	<b>(65,684)</b>	<b>106,520</b>	<b>-61.9%</b>	<b>(133,081)</b>	<b>39,123</b>		<b>(67,397)</b>		
35	<b>End of the Fiscal Year:</b>										
36	Minimum Reserve	(h) 243,258	243,258	0	0.0%	(h) 228,562	(14,696)	-6.0%	(14,696)	-6.0%	
37	Reserves Available for Dedication	130,502	237,022	106,520	81.6%	118,637	(11,865)	-9.1%	(118,385)	-49.9%	
38	<b>Total Reserves - End of the Fiscal Year:</b>	<b>373,760</b>	<b>480,280</b>	<b>106,520</b>	<b>28.5%</b>	<b>347,199</b>	<b>(26,561)</b>	<b>-7.1%</b>	<b>(133,081)</b>	<b>-27.7%</b>	
39	<b>Change in Total Reserves - Increase or (Decrease)</b>	<b>(172,204)</b>	<b>(65,684)</b>			<b>(133,081)</b>					
40	<b>Better or (Worse) than Budget or Estimate</b>			<b>106,520</b>	<b>28.5%</b>		<b>39,123</b>	<b>22.7%</b>	<b>(67,397)</b>	<b>-102.6%</b>	

(From the Beginning of the Fiscal Year to the End of the Fiscal Year)

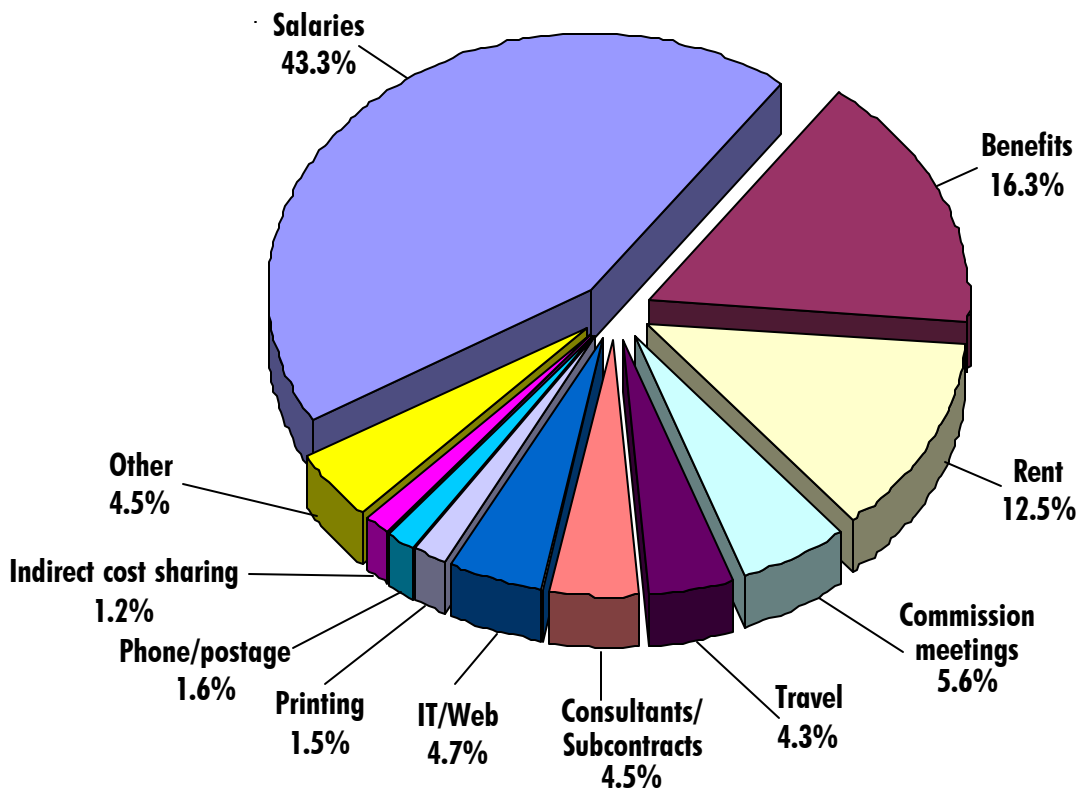
- (a) Budget approved by the commission in May of 2002, adjusted for actual carry over from FY 2002 and adjusted for actual salary increases by unit.
- (b) Dues not increasing during FY 2004, change approved by the Executive Committee during a conference call on Feb. 25, 2003.
- (c) For FY 2003 & FY 2004, includes \$51,000 as an accounts receivable from California.
- (d) Ave. daily balance: Estimate for FY 2003 is \$5,042,000 at 1.33% ; and budget for FY 2004 is \$3,817,000 at 1.10%.
- (e) Includes property & liability insurance, legal fees, unallocated rent, and other miscellaneous costs not allocated to unit budgets.
- (f) For FY 2004, includes \$32,000 transferred from closed accounts.
- (g) Current estimate of benefit cost increases for FY 2004, primarily associated with health insurance. No salary increases planned.
- (h) The minimum reserve level authorized by the Commission (12% of budgeted expenditures, per May 2000 Commission Meeting).
- (i) Approved by the Commission at the Nov. 2000 meeting in Seattle, WA.
- (k) Reserve funds for the next office move and for office furniture in the Fall of 2004, each at \$30,000 for FY 2003 and each at \$30,000 for FY 2004.
- (l) Approved by the Commission at the May 2002 meeting in Santa Fe, NM.

# WICHE General Fund FY 2004

## Income



## Expenditures



**Total WICHE Expenditures by Fiscal Year**  
**(Rounded to nearest \$1,000)**

Primary Account Names	Actual FY 2002	Estimate FY 2003	Estimate FY 2004
1 General Fund	\$1,831,000	\$1,880,000	\$1,905,000
2 WICHE Reserves	84,000	131,000	133,000
3 WCET	1,847,000	1,905,000	1,171,000
4 Mental Health	403,000	498,000	728,000
5 CONAHEC/ELNET	560,000	301,000	88,000
6 NWAF	26,000	31,000	32,000
7 NEON	0	141,000	205,000
8 Advanced Placement (AP)	538,000	804,000	855,000
9 AT Alliance	10,000	15,000	15,000
10 Ford - Legislative Policy	102,000	12,000	0
11 Ford - Legislative Engagement	76,000	0	0
12 Ford - Public Policy	8,000	100,000	155,000
13 Lumina - Changing Direction	36,000	290,000	340,000
14 Doctoral Scholars	84,000	0	0
15 Bridges to the Professoriate	124,000	125,000	125,000
16 Pathways to College Network	87,000	118,000	45,000
17 High School Graduates	1,000	20,000	130,000
18 US/UK Education Dialogue	46,000	0	0
19			
20 <b>Subtotal - Primary Accounts</b> (Lines 1 thru 19)	<b>5,863,000</b>	<b>6,371,000</b>	<b>5,927,000</b>
21 Self-Supporting Services (included in above amounts):			
22 Information Technology Services	203,000	235,000	224,000
23 Printing Services	11,000	14,000	15,000
24 Telephone Services	36,000	32,000	33,000
25 Facilities Services	362,000	372,000	392,000
26 Subtotal - Self-Supporting Srvcs.	612,000	653,000	664,000
27 <b>PSEP Support Fees</b>	<b>11,458,000</b>	<b>11,339,000</b>	<b>9,700,000</b>
28 TOTAL - ALL SOURCES (Lines 20 & 27)	17,321,000	17,710,000	15,627,000
29 <b>TOTAL - ALL SOURCES</b>	<b>11,458,000</b>	<b>11,339,000</b>	<b>9,700,000</b>



## Information Item

### WICHE State Dues – History and Approval for FY 2004 & 2005

Fiscal Year	Member States			Affiliate States <sup>a</sup>			Affiliate Dues as a % of Mbr. Dues	TOTAL FY DUES (All States)		
	Dues Amount	Increase Amount    Percent		Dues Amount	Increase Amount    Percent			Sum of All Dues	Increase Amount    Percent	
<b><i>Changed by Executive Cmte. during Feb. 25, 2003 conference call</i></b>										
2004 - 2005	\$105,000	\$2,000	1.94%	\$105,000	\$2,000	1.94%	100%	\$1,575,000	\$30,000	1.94%
2003 - 2004	103,000	-	0.00%	103,000	-	0.00%	100%	1,545,000	-	0.00%
2002 - 2003	103,000	4,000	4.04%	103,000	4,000	4.04%	100%	1,545,000	60,000	4.04%
2001 - 2002	99,000	11,000	12.50%	99,000 <sup>b</sup>	15,000	17.86%	100%	1,485,000	173,000	13.19%
2000 - 2001	88,000	3,000	3.53%	84,000 <sup>b</sup>	7,000	9.09%	95%	1,312,000	53,000	4.21%
1999 - 2000	85,000	2,000	2.41%	77,000 <sup>b</sup>	6,000	8.45%	91%	1,259,000	38,000	3.11%
1998 - 1999	83,000	2,000	2.47%	71,000 <sup>b</sup>	6,000	9.23%	86%	1,221,000	38,000	3.21%
1997 - 1998	81,000	2,000	2.53%	65,000	2,000	3.17%	80%	1,183,000	30,000	2.60%
1996 - 1997	79,000			63,000			80%	1,153,000		

a North Dakota and South Dakota.

b In June of 1998, Commission approved equalizing the dues for affiliates over a 4 year period beginning in FY 1998 - 1999 (increase an extra \$4,000 each FY).  
The final phase of this equalization process occurred during FY 2001-2002.





# Mental Health Program

## Mental Health Oversight Council

Bill Hogan, Director  
Alaska Division of Mental Health & DD

Leslie Schwalbe, Deputy Director  
Arizona Division of Behavioral Health Services

Stephen W. Mayberg, Director  
California Department of Mental Health

Thomas J. Barrett, Director  
Colorado Mental Health Services

Thomas Hester, M.D., Chief  
Hawaii Adult Mental Health Division

Pharis Stanger, Interim Program Manager  
Idaho Bureau of Mental Health & SA

Lou Thompson, Chief  
Montana Addictive & Mental Disorders Division

Carlos Brandenburg, Administrator  
Nevada Division of Mental Health & DS

Pamela Martin, Director  
New Mexico Behavioral Health Services Division

Karen Larson, Director  
North Dakota Division of Mental Health & SAS

Bob Nikkel, Acting Administrator  
Oregon Mental Health & AS

Kim Malsam-Rysdon, Director  
South Dakota Division of Mental Health

Randy Bachman, Director  
Utah Division of SA & Mental Health

Karl Brimner, Director  
Washington Mental Health Division

Pablo Hernandez, Administrator  
Wyoming Division of Mental Health

WICHE Commission Representative  
Diane Vines, Vice Chancellor  
Oregon University System

## Into the 21<sup>st</sup> Century - Overview

**The Mental Health Program at the Western Interstate Commission for Higher Education (WICHE) was established in 1955 by the Western Regional Council of State Governments. It is governed by the Mental Health Oversight Council (MHOC), composed of the state mental health directors from the 15 WICHE states, plus special advisors and a WICHE Commissioner.**

**The mission of the Program is twofold: 1) to assist states in improving systems of care for mental health consumers and their families; and 2) to advance the preparation of a qualified mental health workforce in the West. The program collaborates with states to meet the challenges of changing environments through regional research and evaluation, policy analysis, program development, technical assistance, and information sharing.**

## Supporting the West

### Western States Decision Support Group

WICHE's Mental Health Program staff support the Western States Decision Support Group (WSDSG), which is composed of program evaluators from the 15 western state departments of mental health. WICHE:

- Produces and uses quantitative and qualitative data in state mental health systems management.
- Provides technical support in needs assessment, consumer surveys, and analyzing utilization data to develop mental health performance indicators.
- Acts as liaison with the national Mental Health Statistics Improvement Program (MHSIP).
- Supports and participates in 3 annual WSDSG meetings that are designed to share expertise in developing and implementing MHSIP performance indicators in each state.
  - These indicators are becoming integral to the federal block grants to states.
  - Recent meetings focused on Cultural Competence, the Public Health Model, dual diagnosis, and integrating mental health and substance abuse.
- Collaborates with individual states for special projects.
  - Worked with Colorado and Nebraska in preparing needs assessments, prevalence estimates, systems usage evaluations, and unmet needs).
  - Collaborated with South Dakota and Wyoming in developing and implementing MHSIP performance indicators derived from annual surveys of consumers and family members.
- Developed a database application to enter completed surveys and generate MHSIP compatible reports both statewide and with comparison of providers.

***– WICHE unmet need assessments help states develop mental health policy and objective performance indicators.***

***– WICHE is working with Wyoming and South Dakota in redesigning their systems of care for children and adolescents.***

***– WICHE Mental Health's Senior Program Director Dennis Mohatt is lead consultant to the President's New Freedom Commission on Mental Health Rural Subcommittee.***

## **Western States Mental Health Needs Assessment**

An area and population as vast and diverse as the WICHE West will have populations with different degrees of mental health care needs. How are those needs distributed across the West and how do they fit with existing mental health resources?

To help answer these questions, the WICHE Mental Health Program estimated the prevalence of mental health disorders in Nebraska, Colorado, South Dakota, and Wyoming based on results from the National Comorbidity Survey (NCS), as well as Y2K Census population data and other population estimates. These analyses were compared to state public mental health service utilization data to determine unmet mental health care needs. Additionally, the data helped to estimate mental health need projections, support public mental health policy formation, and the development of objective performance indicators. The assessment results are shared directly with the public mental health system, and are available to the public via website publication. WICHE will continue this work in upcoming projects with Oregon and Washington.

## **Systems of Care for Children**

WICHE is working with the states of Wyoming and South Dakota in redesigning their respective systems of care for children and adolescents.

With WICHE staff help, Wyoming secured a federal grant to begin the early phases of system development based on the Child and Adolescent Service System Program (CASSP). The CASSP program is composed of a set of core principles that guide development of an efficient, effective, and agree-upon system of care. The principles are firm but flexible, allowing each system to realize its own goals.

WICHE is involved in all aspects of this process, including:

- Consensus-building among stakeholders (e.g., parents, school officials, mental health providers, legislators, and state agencies).
- Facilitate discussions of interests and concerns about the system of care.
- Help guide the implementation and evaluation of strategies to achieve agreed-upon goals.
- Other activities, such as data collection through surveys, as well as orientation and training in the CASSP program and principles.

In South Dakota, the Program worked with the state's Task Force on Children's Mental Health, which was composed of consumers, service providers, legislators, and advocacy group members. WICHE conducted needs assessment, provided technical support, facilitated Task Force consensus-building meetings, and arranged for speakers on special topics (e.g., relinquishment of custody). Recommendations derived from regional Task Force meetings were sent to the state legislature for consideration.

## **Beyond the West**

### **The President's New Freedom Commission: Rural Mental Health**

WICHE Mental Health's Senior Program Director, Dennis Mohatt, M.A., was appointed as lead consultant to the Commission's Rural Subcommittee Work Group. He drafted a report describing important issues facing mental health care in rural America that is part of the final report to the President. These issues include appropriate definitions of rural America, epidemiological data, and the availability, accessibility, and acceptability of mental health services. According to the National Association for Rural Mental Health's (NARMH) Fall 2002 publication,

Mohatt's selection should provide the Commission with invaluable knowledge and experience in rural matters and gives NARMH an important direct voice into the Commission's deliberations (p. 15).

## Cultural Competence in Mental Health

Starting In the early 1990s, the Program worked with four panels of mental health experts on racial/ethnic cultural competence. The panels (African American, Asian American and Pacific Islander, Latino/Hispanic, and Native American) developed culturally competent standards for each group.

The panels met jointly to distill “core” standards in cultural competency common to the four major groups, as well as differences among them. The federal Center for Mental Health Services (CMHS) adopted WICHE’s core standards, *Cultural Competence Standards in Managed Mental Health Care for Four Underserved/Underrepresented Racial/Ethnic Groups*, as national standards in mental health cultural competence. (The *Core Standards* for each racial/ethnic group are available at [www.wiche.edu/MentalHealth](http://www.wiche.edu/MentalHealth).)

WICHE has also:

- Surveyed state mental health programs to identify exemplary practices, and published a study documenting key elements of culturally competent programs, including samples of cultural competence assessment tools.
- Assisted California in evaluating real-life applications of the standards by analyzing the “access to care standards” of 15 county plans.
- Worked with stakeholders from two diverse California counties to reach consensus on a cultural competence self-evaluation tool for county mental health personnel.
- Assisted Wyoming on a community Latino PACT model.
- Collaborated with Boston University Medical School on two projects evaluating and integrating cultural competence in health curricula.
- Collaborated with the national Mental Health Statistics Improvement Program (MHSIP) to design and include cultural competence indicators in the national MHSIP Consumer Report Card.

## Frontier Mental Health Services Resource Network

In conjunction with the University of Denver, the Program co-managed the Frontier Mental Health Services Resource Network (FMHSRN). The FMHSRN researched rural concerns, ran focus groups, and published reports on key rural/frontier mental health service issues. These included rural/frontier demographics and definitions, accessibility, evaluation, managed care, service demand, costs, models, effectiveness, telehealth, the integration of primary care and mental health, and services for children, adolescents, and the elderly. FMHSRN reports and rural/frontier information are available on the WICHE website.

## Exemplary Practices in Older Adult Services

The WICHE Mental Health Program, supported by the Center for Mental Health Services (CMHS), conducted a nationwide survey to identify exemplary programs and practices in delivering mental health outreach services to older adults. One objective was to promote integrating primary and mental health care in older adult services. The Program identified seven exemplary programs across the nation and shared this information through a brochure and our website.

## Telemental Health

The Program evaluated telemental health programs for the Northland Healthcare Alliance of Bismarck, North Dakota through a grant from the federal Health Resources and Services Administration (HRSA) Office for the Advancement of Telemedicine (OAT). Key objectives were to analyze existing models of service delivery and performance assessment throughout the U.S. WICHE reviewed archival data and literature on telemental health, interviewed grantees, and administered a key-informant survey. The analysis sought to identify and understand the various telemental health service delivery models as well as existing performance evaluation methods. Recommendations were made for knowledge dissemination, technical assistance, and training. The project report is available on our website.

– **WICHE’s standards on cultural competence in mental health were adopted by the federal Center for Mental Health Services (CMHS) as national standards.**

## Mental Health Staff & Consultants

Senior Program Director Dennis F. Mohatt became the WICHE Mental Health Program director after serving as Deputy Director for the Nebraska Department of Health and Human Services from 1996-1999 and as the state's Commissioner of Mental Health. He also administered Nebraska's public managed care initiatives in Medicaid for both physical and mental health. Dennis has more than 15 years of experience in community mental health, including executive leadership of a very successful CMHC in Michigan's rural Upper Peninsula which integrated community mental health services with primary care in two rural family medicine practices.

Dennis received his undergraduate training at the University of Oregon, and a NIMH Training Fellowship in rural mental health while at Mansfield University in Pennsylvania, where he received his M.A. in rural community-clinical psychology.

Project Director Chuck McGee previously was the Program Planning and Evaluation Specialist for the Missouri Department of Mental Health. He holds an M.A. in Psychology from the University of Colorado, with an emphasis on program evaluation.

Chuck coordinates the Western States Decision Support Group (WSDSG), working with MHSIP representatives from the 15 WICHE states and nationwide. He provides technical assistance on developing performance and outcome indicators using multiple data sources, including consumer surveys. Chuck helped develop cultural competence items for the national MHSIP survey instrument and reports on WICHE's evaluation work at national MHSIP conferences.

Senior Advisor Jim Stockdill pursued graduate work at George Washington University Law School after receiving his M.P.A. from the University of Minnesota. His experience in mental health includes several years as Director of Program Planning and Evaluation at the National Institute of Mental Health, Director of Education and Service Programs at NIMH, Deputy Director

of the Maryland Mental Hygiene Administration, and Project Manager at the Mental Health Corporation of Denver.

Jim's emphases at WICHE include regional approaches to mental health issues, community mental health systems development, outcome evaluation, mental health services for the elderly, mental health services in the adult and juvenile justice systems, and supported education.

Staff Associate Diana Vári is an ethnohistorian and editor with an ABD in History and American Studies from Indiana University. She created university courses in African American History, Native American History, and Race and Nationality, and has consulted broadly with minority-controlled organizations. Diana also did management consulting and training for major corporations and community, state, and federal agencies. In the Program, Diana is responsible for proposal research, development, and writing, and provides project coordination and support.

Post-doctoral Fellow Scott J. Adams earned his Psy.D. from Indiana State University. He completed a year-long pre-doctoral internship at the Veterans Administration Medical Center in Denver, Colorado, where his specialties included inpatient and outpatient psychotherapy for individuals and groups, personality assessment, and combat-related PTSD and psychosis. Scott came to WICHE through the post-doctoral fellowship program in Administration and Public Psychology at the University of Colorado Health Sciences Center, Department of Psychiatry.

Consultant Allan N. Press received his B.S. in mathematics from M.I.T. and his Ph.D. in Psychology at Clark University in Worcester. Allan has been on the faculty of Social Welfare at Kansas University for more than 20 years. He has taught research and statistics in both the Masters and Doctoral programs. For more than a decade he has worked on outcomes research in the areas of child welfare and mental health. Allan's work at WICHE focuses on mental health issues in outcomes research, research design, statistical analysis, research dissemination, and developing consumer applications.

### For further information, contact:

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Web: <http://www.wiche.edu>

# Committee of the Whole/Call to Order

Monday, 10.00 – 10.15 am

Eagle Gate – Lower Level

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WICHE Chair, Chuck Ruch, president, Boise State University

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Monday, May 19, 2003

**10.00 - 10.15 am**

Eagle Gate – Lower Level

**Committee of the Whole**

**Agenda**

Call to Order: Chuck Ruch, chair

Welcome

Introduction of New Commissioners and Guests

2-3



Committee of the Whole Minutes,  
November 11-12, 2002

2-5

Report of the Chair

Report of the Executive Director



## New Commissioners

Sen. Dede Feldman, one of two new WICHE commissioners from New Mexico, has had a varied career as a journalist, high school and university teacher, and the owner of a small public relations business. As a state senator from District 13 in Albuquerque's North Valley since 1997, Feldman has had a big impact on the lives of women, children, and people struggling to make ends meet. She is the sponsor of several successful initiatives, including the new "graduated drivers license" system for teens and a mastectomy bill that mandates insurance companies cover a minimum 48-hour hospital stay. She also created the Brain Injury Services Fund, which provides much-needed services to people with head injuries. She serves as the chair of the Senate Public Affairs Committee and last year was co-chair of the Medicaid Reform Interim Committee and the Interim Health and Human Services Committee, where she focused on improving access to quality health care for New Mexicans without insurance and reducing the high cost of prescription drugs. A longtime environmentalist, Feldman has sponsored many bills to preserve the bosque and conserve water, including a landmark groundwater protection bill passed in 1999. This year she has seen a number of her bills passed and signed, including a statewide water plan, a low-income senior citizen RX plan, Medicaid reform recommendations, a domestic violence program to provide treatment for offenders, a campaign reform measure, and others. In 1999 she was selected by the Washington, D.C.-based Center for Policy Alternatives as a Flemming Fellow, one of 38 progressive state legislators chosen nationwide for their ability to build bridges across party lines and advance a values-based agenda. She also was named the New Mexico Pediatric Society's Child Advocate of the Year in 2000. Feldman holds both a B.A. and an M.A. in political science from the University of Pennsylvania. She lives in a solar home in the North Valley with her daughter and her husband of 32 years.

Klaus Hanson, a new commissioner from Wyoming, was born in Germany at the start of World War II. He completed high school in Germany and came to the United States as an undergraduate Fulbright student in 1960. He received a B.A. in English from Muskingum College in 1963 and an M.A. (1968) and a Ph.D. (1972) in German literature from the University of Illinois. After some secondary school teaching in Germany, he came to the University of Wyoming in 1973, where he has taught ever since, with some interruptions. He spent a sabbatical semester and a year as an exchange professor in Germany at the University of Erlangen (1989/90) and a year as an exchange professor, teaching English, at the University of Osaka in Japan (1993/94). His research and teaching interests include older German literature and modern drama. His avocation is acting and directing. He has directed 11 German student productions at the German Summer School in Portland, Oregon, and has acted in many roles at the UW university theatre, most recently as the Russian constable in the musical *Fiddler on the Roof*. In the HBO film *The Laramie Project* he had a silent bit-part as the county prosecutor, not so much because of his superior acting talent but rather because of his uncanny similarity to the real prosecutor, who also is rather fair-skinned, balding, and middle-aged. In the 1980s and '90s, Hanson served several years on the Wyoming Council for the Humanities, and in 2002 he was elected to the Laramie City Council. He is married and has three children. His wife Jan teaches German at Central High School in Cheyenne.

Carrol Krause, one of two new commissioners from Montana, was appointed interim commissioner of higher education for the Montana University System by the Board of Regents in January 2003, replacing former WICHE Commissioner Richard Crofts in that post. Krause is a former commissioner of higher education for Montana. During that time – from 1987 to 1990 – he represented Montana on the WICHE Commission. He served as the executive director of the Nebraska State College System, and as the interim president at Mount Marty College in Yankton, S.D. He holds a doctoral degree in education from the University of Nebraska.

Patricia Anaya Sullivan, our second new commissioner from New Mexico, is the assistant director for administration at WERC (the Waste-Management Education and Research Consortium) at New Mexico State University, Las Cruces. She has over 19 years of private and academic experience, including



administrative program management, U.S.-Mexico border program development, energy market analysis, educational outreach, and community economic development. She currently administers an annual budget exceeding \$6 million, including fiscal and contract oversight, human resource management, procurement, and inventory control. In addition, she has extensive working knowledge and professional relationships with public, private, and academic entities in the southwestern U.S. and northern Mexico region. She holds a master's degree in economics and has conducted several energy market analyses and feasibility studies for major natural gas and electric utility companies, focusing on the southwestern U.S. and Mexican energy markets. Prior to her involvement with WERC, she was employed in various administrative and programmatic capacities with the Border Research Institute at New Mexico State University. While at the institute, she oversaw grant/contract administration; developed and implemented educational and community outreach initiatives; conducted cross-border energy research; and created collaborative cross-border programs among public, private, and academic sectors. In 2001, she was appointed by New Mexico Gov. Gary Johnson to serve a four-year term on the New Mexico Mortgage Housing Authority, which provides oversight for \$1 billion in mortgage housing assistance for low- and middle-income families throughout New Mexico. In addition, she is the president of the Board of Directors for Enchantment Land Certified Development Corporation, a 501(c)3 which processes loans under the SBA 504 loan program in New Mexico.

Rep. Cindy Younkin, our second new commissioner from Montana, has served in the state's House of Representatives since 1998. She served as the majority whip for the 2001 and 2003 sessions, currently chairs the Natural Resources Committee, and is a member of the Legislative Administration, Rules, and other committees. She has also worked on interim committees on environmental quality and water rights, and was the chair of the Montana Board of Environmental Review (1995-98), appointed by then-Gov. Marc Racicot. She is a partner in the legal firm Moore, O'Connell & Refling, which she joined in 1989. A Peace Corps volunteer in Fiji in the 1980s, she received her B.S. in microbiology from Montana State University, Bozeman, and her J.D. from Northwestern School of Law at Lewis & Clark College.

**WICHE Commission Meeting Minutes**  
**November 11-12, 2002**  
**Broomfield, Colorado**

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## PARTICIPANTS

### ALASKA

Diane M. Barrans  
Executive Director  
Alaska Commission on Postsecondary Education  
Juneau

### ARIZONA

Linda Blessing  
Executive Director  
Arizona Board of Regents  
Phoenix

Lawrence M. Gudis  
Senior Regional Vice President  
University of Phoenix  
Phoenix  
Guest: Barbara Gudis

### CALIFORNIA

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

Herbert A. Medina  
Associate Professor  
Dept. of Mathematics  
Loyola Marymount University  
Los Angeles

Robert Moore  
Executive Director  
Calif. Postsecondary Education Commission  
Sacramento

### COLORADO

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

Timothy E. Foster  
Executive Director  
Colorado Commission on Higher Education  
Denver

William G. Kuepper, III  
Senior Policy Analyst  
Colorado Commission on Higher Education  
Denver  
Guest: Janet Kuepper

### HAWAII

Doris Ching  
Vice President for Student Affairs  
University of Hawaii  
Honolulu

Clyde T. Kodani  
President  
Kodani & Associates, Inc.  
Lihue  
Guest: Helena Kodani

Raymond S. Ono  
Senior Vice President  
First Hawaiian Bank  
Honolulu  
Guest: Tiare Ono

### IDAHO

Charles Ruch, WICHE Vice Chair  
President  
Boise State University  
Boise  
Guest: Sally Ruch

Gary W. Stivers  
Executive Director  
State Board of Education  
Boise  
Guest: Linda Stivers

### MONTANA

Francis J. Kerins  
Former President  
Carroll College  
Helena

### NEVADA

Jane A. Nichols  
Chancellor  
University and Community College  
System of Nevada  
Reno

### NEW MEXICO

Everett Frost  
Professor/President Emeritus  
Eastern New Mexico University  
Portales  
Guest: Janet Frost

Pauline Gubbels  
State Representative  
Albuquerque

Bruce D. Hamlett  
Executive Director  
Commission on Higher Education  
Santa Fe

#### NORTH DAKOTA

Larry Isaak  
Chancellor  
North Dakota University System  
Bismarck

Richard Kunkel  
Member  
State Board of Higher Education  
Devils Lake

David E. Nething  
State Senator  
Jamestown

#### OREGON

Ryan P. Deckert  
State Senator  
Portland

Cam Preus-Braly  
Commissioner  
Oregon Dept. of Community  
Colleges and Workforce Development  
Salem

Diane Vines  
Vice Chancellor for Corporate  
and Public Affairs  
Office of the Chancellor  
Oregon University System  
Portland

#### SOUTH DAKOTA

Robert Burns  
Distinguished Professor  
Political Science Dept.  
South Dakota State University  
Brookings  
Guest: Donna Burns

James O. Hansen  
Member  
South Dakota Board of Regents  
Pierre

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

#### UTAH

Cecelia H. Foxley  
Commissioner of Higher Education  
Utah System of Higher Education  
Salt Lake City

E. George Mantes  
Regent, State Board of Regents  
Salt Lake City  
Guest: Mary Ann Mantes

#### WASHINGTON

Don Carlson  
State Senator  
Vancouver

Marcus S. Gaspard  
Executive Director  
Washington State Higher Education  
Coordinating Board  
Olympia

Debora Merle  
Policy Advisory for Higher Education  
Governor Locke's Office  
Olympia

#### WYOMING

John Barrasso, state senator and M.D.  
Casper

Jenne Lee Twiford  
Principal  
Douglas Middle School  
Douglas  
Guest: Jim Twiford

#### GUESTS

Frank Abbott  
Former Director  
WICHE Student Exchange Programs  
Boulder, CO  
Guest: Lois Abbott

Paul Albright  
Former WICHE Staff Member  
Independent Consultant  
Boulder, CO

Jack Allaire, M.D.  
Former WICHE Commissioner  
Great Falls, MT  
Guest: Robin Allaire

Cynthia Barnes  
Executive Director  
Center for Community College Policy  
Education Commission of the States  
Denver, CO

Kathleen Beatty  
Dean  
Graduate School of Public Affairs  
University of Colorado at Denver  
Denver, CO

Carrie Besnette  
Former WICHE Staff Member  
Vice President and Scholarship Program Director  
Daniels Fund  
Denver, CO

Don Boyd (speaker)  
Director  
Fiscal Studies Program  
Nelson A. Rockefeller Institute of Government  
Albany, NY

Phyllis Brecher  
WICHE Coordinator  
University of Wyoming  
Laramie, WY

Patrick Callan (speaker)  
President  
National Center for Public Policy and  
Higher Education  
San Jose, CA

Bud Davis  
Former WICHE Commissioner  
Corrales, NM  
Guest: Polly Davis

Harold Enarson  
Former WICHE Executive Director  
Boulder, CO  
Guest: Audrey Enarson

Les Goodchild  
Associate Professor of Education  
University of Denver  
Denver, CO

Richard Jarvis (speaker)  
Former WICHE Commissioner  
Chancellor  
Oregon University System  
Eugene, OR

Dennis Jones (speaker)  
President  
National Center for Higher Education  
Management Systems (NCHEMS)  
Boulder, CO  
Guest: Betty Jones

Richard Jonsen  
Former WICHE Executive Director  
Louisville, CO  
Guest: Ann Jonsen

Gabriel Kaplan  
Assistant Professor  
Graduate School of Public Affairs  
University of Colorado at Denver  
Denver, CO

Toni Larson  
Executive Director  
Independent Higher Education of Colorado  
Denver, CO

Cheryl Lovell  
Associate Professor/Dean  
College of Education  
University of Denver  
Denver, CO

Dewayne Matthews  
Former WICHE Staff Member  
Vice President, State Services  
Education Commission of the States  
Denver, CO  
Guest: Gladys Matthews

Lisa Shipley  
Academic Advising Coordinator  
University of Wyoming  
Laramie, WY

Phil Sirotkin  
Former WICHE Executive Director  
Boulder, CO  
Guest: Cil Sirotkin

Roy Takumi  
Member  
WICHE's Legislative Advisory Council  
State Representative  
Pearl City, HI

#### STAFF

Scott Adams  
Postdoctoral Fellow  
Mental Health Program

Candy Allen  
Graphic Designer  
Programs & Services/Communications  
Guest: David Allen

Sharon Bailey  
Policy Associate  
Policy Analysis & Research

Cheryl Blanco  
Director  
Policy Analysis & Research

Sharmila Basu Conger  
Postdoctoral Fellow  
WCET

Anne Finnigan  
Communications Associate  
Programs & Services/Communications

Caroline Hilk  
Administrative Assistant  
Policy Analysis & Research

Sandy Jackson  
Program Coordinator  
Student Exchange Programs  
Programs & Services/Communications

Deborah Jang  
Publishing and Design Manager  
Programs & Services/Communications

Sally Johnstone  
Director  
WCET

David Longanecker  
Executive Director  
Guest: Mary Jane Longanecker

Michelle Medal  
Administrative Assistant  
Policy Analysis & Research

Demi Michelau  
Project Coordinator  
Policy Analysis & Research

Karen Middleton  
Senior Project Coordinator  
WCET

Craig Milburn  
Accounting Manager  
Administrative Services

Jere Mock  
Director  
Programs & Services/Communications  
Guest: Bruce Mock

Dennis Mohatt  
Program Director  
Mental Health

Marv Myers  
Director  
Administrative Services

Jenny Shaw  
Administrative Assistant  
Programs & Services/Communications

Jackie Stirn  
Research Associate  
Policy Analysis & Research

Marla Williams  
Assistant to the Executive Director  
Guest: David Medrud

## **COMMITTEE OF THE WHOLE (first session)**

Chair Tad Perry called the meeting to order at 9:30 a.m. on November 11, 2002.

### **Approval of the Minutes**

COMMISSIONERS KERINS/BLESSING (M/S) APPROVAL OF THE MINUTES OF THE MAY 20-21, 2002, COMMISSION MEETING. The motion passed unanimously.

### **Report of the Chair Tad Perry, WICHE Chair**

Chair Perry thanked Vice Chair Ruch for conducting the May 2002 meeting in his absence. He thanked the commission and staff for their expressions of condolences following the death of his father just prior to the beginning of the May meeting.

Chair Perry said comparing WICHE with other organizations in this country; it would be difficult to find a match equal to the stature and leadership of WICHE. The material in the Agenda Book includes a report of David Longanecker's activity and his interaction with virtually every organization engaged in higher education policy issues across the country. This speaks well for WICHE's leadership and staff, and they are to be commended for all of their work to keep WICHE at the forefront of organizations engaged in the business of higher education policy.

Chair Perry said this is a unique time for higher education and for the Western states. The states' fiscal situations are as serious as they've been in the memory of most of us. It will be a struggle, and we will continue conversations from May about how we sustain the work of WICHE in serious financial times. At the same time, it is an opportunity for us to consider how we respond, to do things differently, and to take advantage of opportunities before us. He said he trusts we are creative enough to find ways to do that. Certainly, as we approach the beginnings of the 50<sup>th</sup> year and the celebration of our 50<sup>th</sup> anniversary, it is a time to look back and applaud the great work of WICHE. Fifty years is only a beginning, letting us see where we can provide new opportunities and services in the West as we move forward. This is an interesting time to be associated with WICHE, and he knows that next year will be an exciting year for incoming Chair Chuck Ruch and the rest of the commission.

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

David Longanecker said he had very little to report during this session because there are other sessions in the agenda that will provide him with an opportunity to share some things. He said there are three areas that are general exceptions to that statement that he will mention.

First, it has been a pleasure to work this year with this leadership team and officers: Tad Perry, Chuck Ruch, and Emily Stonington. He said he is sorry that Emily could not be here today because she has been a very special commissioner. She came on as the vice-chair right after he was hired, so she has been an officer since his tenure and is close to him personally. This whole crew, the officers, have been very supportive of staff in general and him in particular, and he thanks you very much for that.

Second, he thanked the staff for what has been continued, exceptional effort and productivity over the past few months. They've been working mighty hard and accomplishing a good deal. Over the next few days those in attendance will learn that while the current budget for FY 2003 is quite strong, the

projections for the future show that WICHE, like the states, will face some difficult financial times ahead. We will need to start making some changes and that job will be difficult for the staff and for him. There will likely be fewer staff working for WICHE. Getting smaller takes a real emotional toll on a relatively small staff like WICHE's. The senior leadership team will be working with all of the staff over the next couple of months to think through how we should best approach a reduction in staff and how that will be reflected in the workplan that will be brought to the commission at the May meeting.

Third, he mentioned the significant challenges that are facing higher education in the West; they are certainly substantial and everyone knows it. As these challenges are addressed, there are some things that need to be kept in perspective. First, and somewhat differently from the past, these challenges are not unique to the West. Many times in the past when the economy has gone sour, it has gone sour in one section of the country or another, but this time it is affecting the entire United States – with the exception of maybe Wyoming, North Dakota and South Dakota, and New Mexico, as will be seen tomorrow.

During a recent meeting in Calgary, Canada, and during another meeting attended by Sir Howard Newby, the minister of finance of the Higher Education Funding Council, he learned that these two countries, which are very important to the United States, are not suffering the difficulties that we are. They are looking at their issues much like we did a couple of years ago, as challenges, but also as possibilities. They are simply not facing the same challenges.

He thinks as a country this is very important to us; the U.S. could easily lose some of the edge we have had because these countries are more than glad to step up and try to use the current opportunities to become even more competitive internationally than they have been in comparison to the United States.

On the other hand, he thinks it is also important to keep in mind that we are remarkably blessed and comparatively wealthy as a section of the U.S. and a part of the world, and cannot think of a more wonderful place to be than in the West. The quality of life in our states is incomparable in many respects in this country or in the world.

It is our responsibility to hold on to both the quality of life that we are engaged in and to try and make sure the West stays as incomparable and as wonderful as it is today.

Those were just some ideas he had – “enough already and let's get back to business.”

### **Report of the Nominating Committee Diane Vines, Committee Chair**

Diane Vines (OR), committee chair, on behalf of the Nominating Committee – Emily Stonington (MT), Everett Frost (NM), Carl Shaff (NV), and Cece Foxley (UT) – nominated Chuck Ruch (ID) as chair and Don Carlson (WA) as vice chair for 2003. (Note: Election of the chair and vice chair for 2003 occurs during the second Committee of the Whole session – next item in these minutes.)

The Committee of the Whole recessed until 11:15 a.m. on Tuesday, November 12, 2002.



## **COMMITTEE OF THE WHOLE (second session)**

Chair Perry reconvened the Committee of the Whole at 11:15 a.m. on Tuesday, November 12, 2002.

### **Report and Action of the Executive Committee Chuck Ruch, Vice Chair**

Vice Chair Ruch reported that the Executive Committee met on Monday, November 11, in closed session to review the progress of the executive director and the health of the organization. The consensus of the conversation is the Executive Committee believes WICHE is being very well served by the executive director in his actions and his long array of involvement in managing the commission. The committee also was persuaded enthusiastically that David was well served by a very talented staff. On behalf of the Executive Committee, Vice Chair Ruch expressed his appreciation to all of the staff and David for their many contributions.

### **Action Item Executive Committee Meeting Minutes**

Vice Chair Ruch reported in the open session of the Executive Committee, the first item of business was the recommendation for the approval of the Executive Committee meeting minutes.

COMMISSIONERS CARLSON/VINES (M/S) APPROVAL OF THE EXECUTIVE COMMITTEE MINUTES OF MAY 20, 2002, JULY 24, 2002, AUGUST 29, 2002, AND OCTOBER 1, 2002. The motion passed unanimously. See the committee minutes, located in Tab 1 of this agenda book, for detail.

### **Action Item Audit Report for FY 2002**

Vice Chair Ruch reported that the Executive Committee reviewed and approved the audit report for FY 2002 and recommended its advancement for approval to the Committee of the Whole.

COMMISSIONERS RUCH/BLESSING (M/S) APPROVAL OF THE AUDIT REPORT FOR FY 2002. The motion passed unanimously.

### **Information Items**

Vice Chair Ruch reported that the Executive Committee reviewed several information items:

- A Charge from the Chair to Review WICHE and its Leadership. David Nething (ND) will serve as chair of a special committee to conduct an evaluation of WICHE, the organization, and its leadership, Executive Director David Longanecker. Other members of the committee are: Linda Blessing (AZ) and Everett Frost (NM). The committee's report will be presented to the Executive Committee at the May 2003 meeting.
- An Update about WICHE's Future Office Space. The option of building an office building has been pulled from consideration due to the abundance of existing office buildings that could be purchased in a favorable market. In addition to purchasing an existing office building, other options continue to include: 1) continue to lease the current facility, and 2) seek a lease in another facility.
- Information Item: Mental Health Program Update. Dennis Mohatt reported on the considerable progress that has been made by the Mental Health Program.

See the committee minutes, located elsewhere in this agenda book, for detail.

## **Report of the Issue Analysis and Research Committee** **Cece Foxley, Committee Chair**

Commissioner Foxley said the committee approved its minutes from its May 2002 meeting. She reported that:

- Sally Johnstone, director of WCET, gave an online demonstration of EduTools and provided updates on a number of projects underway in WCET.
- Cheryl Blanco, director of the Policy Analysis and Research unit, provided updates on projects underway in the Issue Analysis and Research unit.
- The committee discussed a tuition policy for military personnel and their dependents, and directed staff to collect data on state policies and practices regarding this issue to be discussed further during a future committee conference call.
- The committee discussed program delivery, touching on a number of issues. Staff was directed to develop a brief background paper that would be discussed during a future committee conference call.

See the committee minutes, located in Tab 9 of this Agenda Book, for details.

## **Report of the Programs and Services Committee** **Diane Barrans, Committee Chair**

Diane Barrans said the committee approved its minutes from its May 2002 meeting. She reported that the committee heard:

- A report about NEON (The Northwest Educational Outreach Network) project.
- Updates about the Student Exchange Programs, where participation in the various programs has either held steady, increased, or as in the case of the Professional Student Exchange Program, decreased. Progress of the subcommittee of the WICHE Certifying Officers who are reviewing support fees was presented, and it was announced that the subcommittee's report on support fees will be presented to the Programs and Services Committee in May.
- A report about WICHE's Legislative Advisory Committee, which met in July in connection with the Council of State Governments-West meeting.
- Information about the ATAlliance, a national purchasing collaborative, open to all nonprofits for a \$75.00 annual membership fee. Through the ATAlliance, members may purchase technology and telecommunication products at a lower cost.
- Information about Xap Mentor Systems, a provider of electronic and Internet-based information management systems for mentoring college-bound students. The committee directed staff to explore options for providing mentor sites in states that do not have mentoring sites.

The committee directed staff to explore the possibility of a regional, collaborative effort to develop early intervention products.

See the committee minutes, located in Tab 8 of this Agenda Book, for details.

## **Action Item**

### **Policy on State Dues Arrears**

Chair Perry reported that the Executive Committee, during its October conference call meeting, approved, for advancement to the full commission, a policy for states that become delinquent in paying WICHE state dues. Currently, three states have not paid their dues in full: California intends to pay one half, owing \$53,000; Colorado intends to pay all but \$8,000; and New Mexico's payment is \$200 short of the full amount.

The policy recommended by the Executive Committee for approval by the full commission is:

#### Policy on State Dues Arrears

WICHE state dues are payable on July 1<sup>st</sup> of each fiscal year. States that have not paid dues in full by the end of the fiscal year (June 30<sup>th</sup>) will be considered in arrears. WICHE will seek full payment of the dues with the assistance of the WICHE commissioners and other relevant state officials.

#### Consequences of Nonpayment

If the dues are not paid by June 30, WICHE will:

- Cease to reimburse travel expenses to any WICHE-sponsored meetings by commissioners and constituents from the state. A credit toward the state's dues obligation will be given for commissioners who incur travel expenses to attend WICHE Commission meetings during this period.
- Cease to schedule additional meetings in the state.
- Attach interest accruing at the rate of inflation to the state's dues obligation.

If the arrearage is not paid by June 30 of year five, WICHE will:

- Terminate services to the state until the state's dues obligation is fully repaid with accrued interest.

COMMISSIONERS BARRANS/GUDIS (M/S) APPROVAL OF THE POLICY ON STATE DUES DEFAULT AS DESCRIBED ABOVE. The motion passed unanimously.

## **Information Item**

### **FY 2003 Budget Update and Preliminary Budget for FY 2004**

Chair Perry called on Marv Myers to review the budget material. Myers said it currently appears that the FY 2003 budget will end up \$38,000 better than the budget approved at the May 2002 meeting. He said this is primarily due to actual expenditures expected to be less than budgeted expenditures. He said in FY 2004 projected income will be \$100,000 lower than projected in FY 2003. He said this is due largely to anticipated lower indirect cost recovery on grants and contracts and also due to an anticipated decrease in participation in the Professional Student Exchange Program, and this is compounded by declining interest rates.

David Longanecker said while the FY 2003 budget appears to be very good, the FY 2004 appears to be in trouble. He said projections for FY 2004 call for a reduction in expenditures or an increase in income of almost \$80,000. He said increased income is unlikely, so reducing expenditures will be necessary. He said WICHE's primary cost of doing business is salaries, and this means staff will need to be cut. With regard to the FY 2004 budget, he said this budget is a first glance at the condition of the FY 2004 budget

or a “current services” budget. He said staff and services will need to be cut because he will not ask the commission to approve a deficit budget. He said he will work with the Executive Committee over the next few months and present a balanced budget in May for FY 2004.

Longanecker asked for the commission’s advice on the budget presentation. The budget currently includes dues that will not be collected any time soon in the accounts receivable line. He said because of this, the budget is in worse condition than it appears. It was suggested that a reserve for uncollected dues might be helpful.

Commissioner Blessing asked if the 2 percent salary increase in the FY 2004 budget would be sufficient. Longanecker said that the placeholder for a budget increase is currently in the budget, but that the budget will be tight; and given not much new revenue will be generated through the dues increase approved in May, there may not be a salary increase in FY 2004. He said the increase in the cost of providing staff health insurance is a concern, and the full amount of this expense is unknown and may consume any projected salary increase. He said the trade-off is cutting into the number of staff that are employed. He said he realizes WICHE is a product of the states, and while they are struggling, WICHE will have to struggle.

### **Other Business Item**

#### **State Dues Increase Revisited**

Commissioner Carlson requested the state dues increase be added to the agenda because the minutes from the May meeting state that the commission would revisit the subject in November.

Chair Perry said the original proposal was to increase the dues in FY 2004 to \$107,000 and in FY 2005 to \$111,000. Following much discussion in May, the commission approved the dues increase for FY 2004 at \$105,000 and for FY 2005 at \$108,000. He said the question today is should the commission reconsider the action taken in May or is the commission satisfied that the dues are at the proper level at this time.

Commissioner Carlson said he believes the action taken was appropriate as it is, recognizing that we are still facing some significant financial dilemmas in our states and that this issue should be reexamined at the next meeting in May 2003. It was agreed that no action was necessary and the dues would remain at the level approved in May.

### **Action Item**

#### **Election of Chair and Vice Chair**

Chair Perry called on Commissioner Foxley. Commissioner Foxley said she was filling in for the chair of the Nominating Committee because she had to leave early. She made a motion on behalf of the entire Nominating Committee – Emily Stonington (MT), Everett Frost (NM), Carl Shaff (NV), and Cece Foxley (UT).

Commissioner Foxley reported that WICHE nominating committees, present and past, have been asked to follow a rotation when considering nominations for the positions of WICHE chair and vice chair. She said this rotation would provide that each of the groups represented on the commission would be represented in the chair’s position. The four groups are: SHEEOs, educators and administrators, legislators, and other, noneducator representatives, such business representatives. She said the Nominating Committee recommends that future nominating committees be allowed the freedom to nominate individuals regardless of the rotation to allow them to take advantage of talent that may or may not be in line with the rotation. Chair Perry said this recommendation would be noted for subsequent years. Commissioner Blessing asked that the recommendation be a part of the motion for the nominations.

COMMISSIONER FOXLEY, ON BEHALF OF THE NOMINATING COMMITTEE, NOMINATED CHUCK RUCH (ID) AS CHAIR AND DON CARLSON (WA) AS VICE CHAIR FOR 2003, AND THAT FUTURE NOMINATING COMMITTEES HAVE THE FREEDOM TO NOMINATE INDIVIDUALS REGARDLESS OF THE ROTATION OF GROUPS REPRESENTED ON THE COMMISSION. The motion passed unanimously.

### **Tribute to the Outgoing Chair**

David Longanecker, on behalf of the commission, presented Tad Perry, with a donation in to a fund in honor of his parents, Thomas A. and Lora M. Perry, at the Central Methodist College in Missouri. Tad Perry thanked the commission and said he has enjoyed his year as chair.

### **Remarks from the New Chair**

Chair Ruch congratulated Vice Chair Don Carlson on his election as vice chair. Chair Ruch noted that two commissioners were attending their last commission meeting, and presented Bruce Hamlett and Pauline Gubbels with appreciation plaques for their service on the commission.

Chair Ruch said it is clear from a campus perspective that the environment in higher education is clearly "the perfect storm." It's increasing enrollments, declining revenues, and increased expectation for our work. But it also presents us with additional opportunities and challenges. The real challenge to WICHE is how we can rate additional value-added to the campuses, the systems, and to the states to deal with this dilemma, with this perfect storm. It puts us in a role of advocacy, of trying new activities and testing new strategies, and it puts us in role of leadership. He said he is honored to work with the commission and staff to move forward to those common goals over the over the next several months.

### **Selection of 2003 Executive Committee Members**

Executive Committee Members for 2003 were selected as follows:

Chuck Ruch (ID), chair	Gary Stivers (ID)
Don Carlson (WA), vice chair	Frank Kerins (MT)
Tad Perry (SD), immediate past chair	Jane Nichols (NV)
Diane Barrans (AK)	Everett Frost (NM)
Linda Blessing (AZ)	David Nething (ND)
Robert Moore (CA)	Diane Vines (OR)
Bill Kuepper (CO)	Bob Burns (SD)
Clyde Kodani (HI)	George Mantes (UT)
	Marc Gaspard (WA)
	Phil Dubois (WY)

## Report of the Site Selection Committee

Chair Ruch announced the meeting dates and places for the November 2005 and the May 2006, as reported below. He said the meeting scheduled in Colorado for November of 2005 would be scheduled pending the state's good standing. He reported on future scheduled meetings of the commission, as follows:

May 19-20, 2003	Salt Lake City, Utah	The Plaza Salt Lake City
November 10-11, 2003	Broomfield, Colorado	The Omni Hotel Interlocken
May 17-18, 2004	Boise, Idaho	
November 8-9, 2004	Boulder/Denver, Colorado	
May 9-10, 2005*	Anchorage, Alaska	
November 7-8, 2005	Boulder/Denver, Colorado (pending state status)	
May 15-16, 2006	North Dakota	

\*The Anchorage meeting date may change to June 2005

The meeting adjourned.

## Special Events Held During This Meeting

- Policy Discussion: "Finance I – Financing Higher Education," with speaker Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS).
- "Policy Discussion: Finance II – State Revenues in the West," with speaker Don Boyd, director, Fiscal Studies Program, Nelson A. Rockefeller Institute of Government.
- "Colorado's Blue Ribbon Panel on Higher Education for the Twenty-First Century," with speaker Tim Foster, WICHE commissioner and executive director, Colorado Commission on Higher Education.
- Policy Discussion: "Finance III Changing Direction: Integrating Higher Education, Financial Aid and Financing Policy," with moderator-speaker Cheryl Blanco, director, Policy Analysis and Research, WICHE; and panelists Linda Blessing, WICHE commissioner and executive director, Arizona Board of Regents; and Richard Jarvis, former WICHE commissioner and chancellor, Oregon University System.
- "What's Up in the West?" with speaker David A. Longanecker, executive director, WICHE.
- WICHE's 50<sup>th</sup> anniversary reception and dinner. "The View from Here: Looking Back, Moving Forward," with speaker Patrick M. Callan, president, National Center for Public Policy in Higher Education, and respondent Robert 'Tad' Perry, WICHE chair and executive director, South Dakota Board of Regents; and honored guests, former WICHE executive directors Harold Enarson, Phil Sirotkin, and Richard Jonsen.
- Policy Discussion: "Accountability – Measuring Up 2002," with speaker Patrick M. Callan, president, National Center for Public Policy in Higher Education.



## Policy Discussion

Accountability Theme: WICHE's Mission, "Expanding  
Educational Access and Excellence  
for all Citizens of the West"

*How will we know which direction the West is headed?*

Monday, 10.15 am – 12.00 noon  
Eagle Gate – Lower Level

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Speakers: David A. Longanecker, executive director, WICHE, and  
Cheryl Blanco, senior program director,  
Policy Analysis and Research, WICHE

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Monday, May 19, 2003

10.15 am - 12.00 noon  
Eagle Gate – Lower Level

Page No.

**Policy Discussion: Accountability Theme: WICHE's Mission, "Expanding Educational Access and Excellence for all Citizens of the West"  
- How will we know which direction the West is headed?**

Speakers: David Longanecker, executive director, WICHE, and Cheryl Blanco, director, Policy Analysis and Research, WICHE

Regional Fact Book Indicators

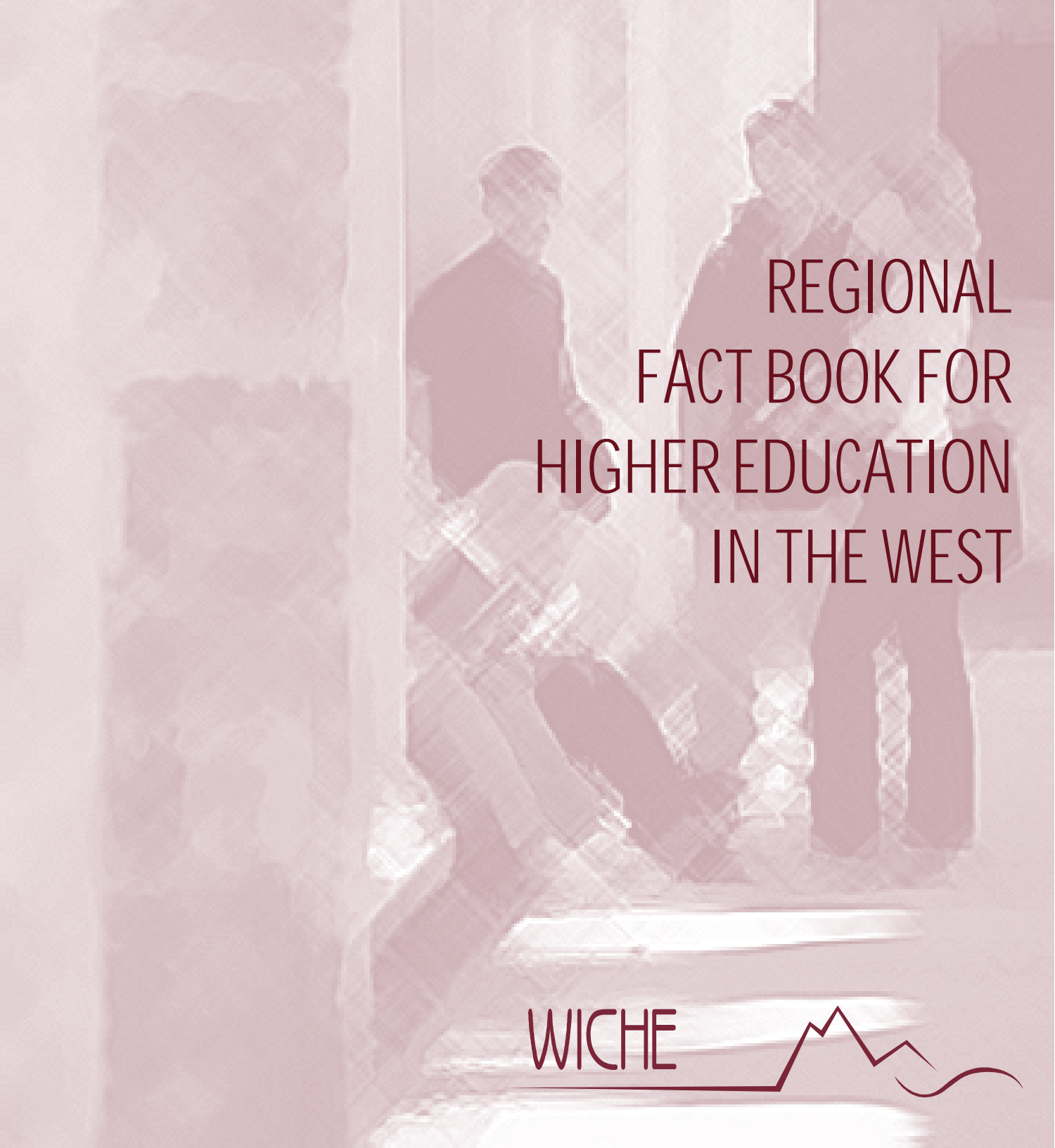
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**Biographical information on participants**

David A. Longanecker is the executive director of the Western Interstate Commission for Higher Education in Boulder, Colorado. Previously he served for six years as the assistant secretary for postsecondary education at the U.S. Dept. of Education, developing and implementing national policy and programs providing more than \$40 billion annually in student aid and \$1 billion to institutions. Prior to that he was the state higher education executive officer (SHEEO) in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions and was president of the State Higher Education Executive Officers. He has written extensively on a range of higher education issues. His primary interests in higher education are: access, teacher education, finance, the efficient use of educational technologies, and academic collaboration in Canada, the United States, and Mexico. He holds a Ed.D. in education from Stanford University


Cheryl Blanco is senior program director for Policy Analysis and Research at the Western Interstate Commission for Higher Education (WICHE) in Boulder, CO. She monitors historical and emerging socio-economic and political trends that impact higher education; directs the work of several policy projects; and produces a variety of publications to improve policymaking in higher education. She was appointed by Secretary Riley to the Advisory Council on Education Statistics for the National Center for Educational Statistics, U.S. Dept. of Education, and is past chair of the National Postsecondary Education Cooperative. Prior to joining WICHE, she was educational policy director at the Florida Postsecondary Education Planning Commission. She has held faculty and administrative positions at Arecibo Technological University College, University of Puerto Rico, including assistant to the vice president for academic affairs, director of the division of continuing education, coordinator for professional

development, and tenured associate professor in the English Dept. She received her Ph.D. in higher education from Florida State University.



REGIONAL  
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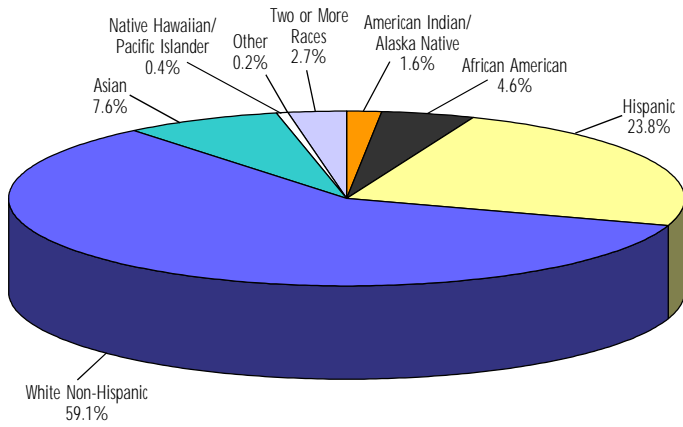
POLICY  
INDICATORS FOR  
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EDUCATION:  
WICHE STATES

WICHE 

NOVEMBER 2002

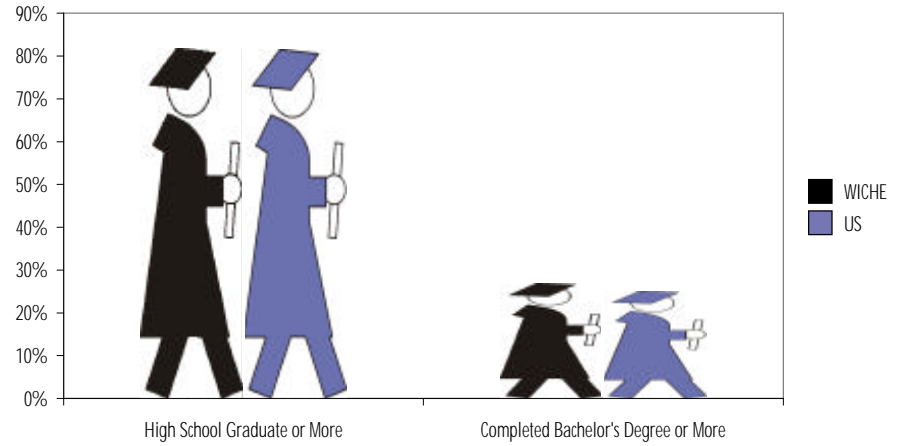
# WICHE Region

Fig. 1 General Population by Race/Ethnicity, 2000



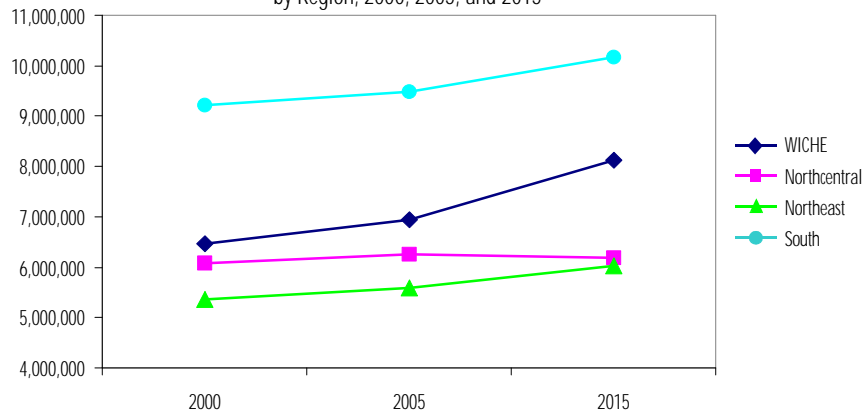
Source: Bureau of the Census. 2001. *Census 2000 Redistricting Data (PL 94-171) Summary File*. Tables PL1, PL2, PL3, and PL4.

Fig. 3 Educational Attainment of Adult Population 25 Years and Older, 2000



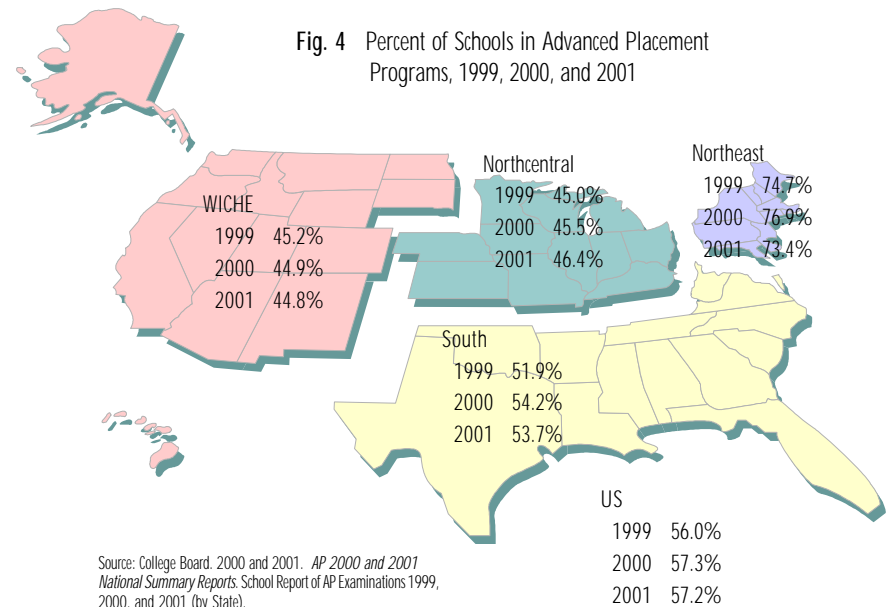
Source: Bureau of the Census. 2001. *Census 2000 Supplementary Survey Summary Tables*. Q1-Q2. Profile of Selected Social Characteristics: 2000. Table PCT034: "Sex by educational attainment for the population 25 years and over."

Fig. 2 Numerical Change in Population, Age 18 to 24, by Region, 2000, 2005, and 2015



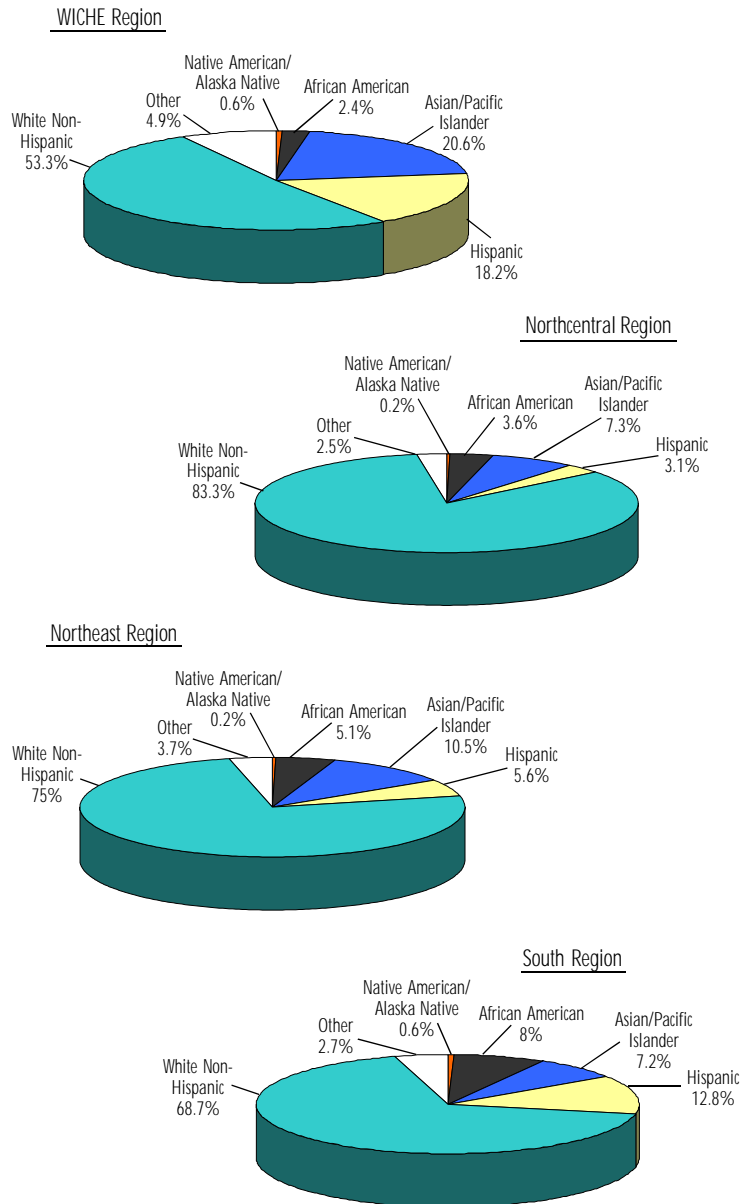
Source: Bureau of the Census. 2001. *Census 2000*. Table DP-1: "Profile of General Demographic Characteristics for the United States: 2000," and Bureau of the Census. 1999. *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1995 to 2025*.

Fig. 4 Percent of Schools in Advanced Placement Programs, 1999, 2000, and 2001



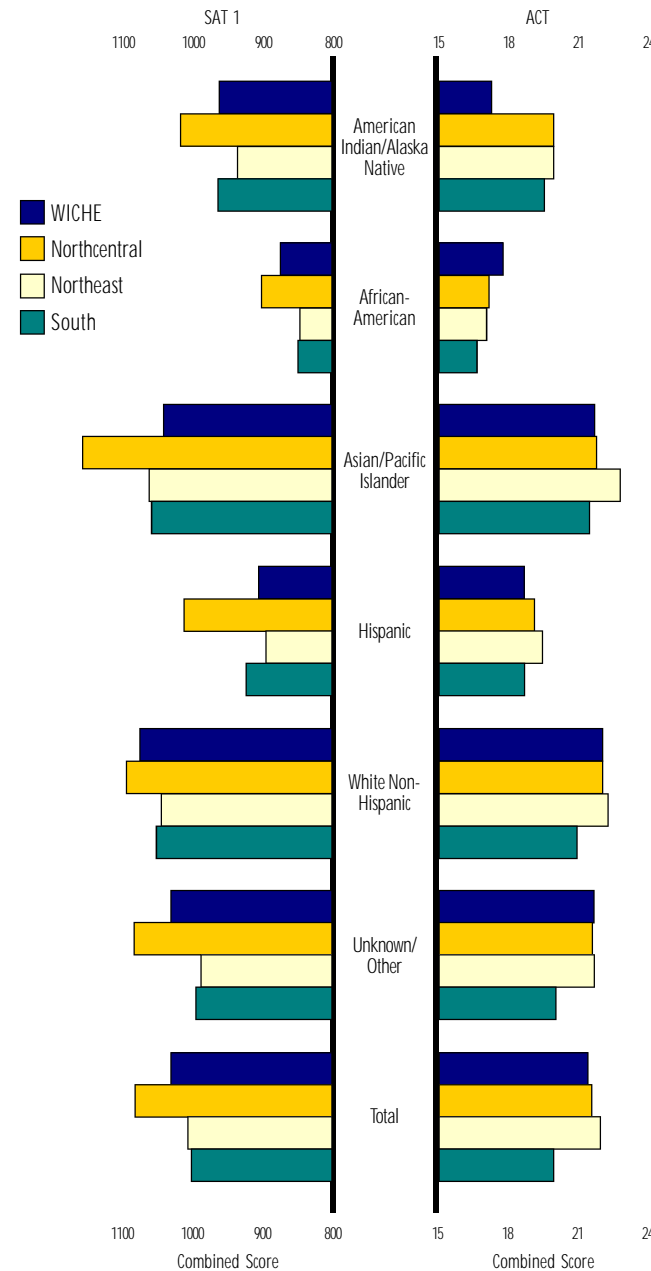
Source: College Board. 2000 and 2001. *AP 2000 and 2001 National Summary Reports*. School Report of AP Examinations 1999, 2000, and 2001 (by State).

Fig. 5 Advanced Placement Exam Takers by Race/Ethnicity, by Region, 2001



Source: College Board. 1999, 2000 and 2001. 1999, 2000 and 2001 AP State Summary Reports.

Fig. 6 Performance on the SAT and ACT by Race/Ethnicity and Region, 2001



Source: College Board. 2001. 2001 State SAT I Report and National Report, and ACT. 2001. The High School Profile Report, Normative Data, Executive Summary and Table 11.

Nearly one-quarter of the population in the WICHE region is Hispanic—twice the proportion nationally. Nearly 3 percent of the region's residents reported two or more racial groups. (See Fig. 1 and Table 1).

The number of people in the WICHE region aged 18 to 24 will increase by over 25 percent—or nearly 1.65 million—between 2000 and 2015. No other region will see this kind of growth. (See Fig. 2 and Table 1).

The population in the West has a higher percentage of people over age 25 with at least a bachelor's degree than does the nation overall. (See Fig. 3 and Table 2).

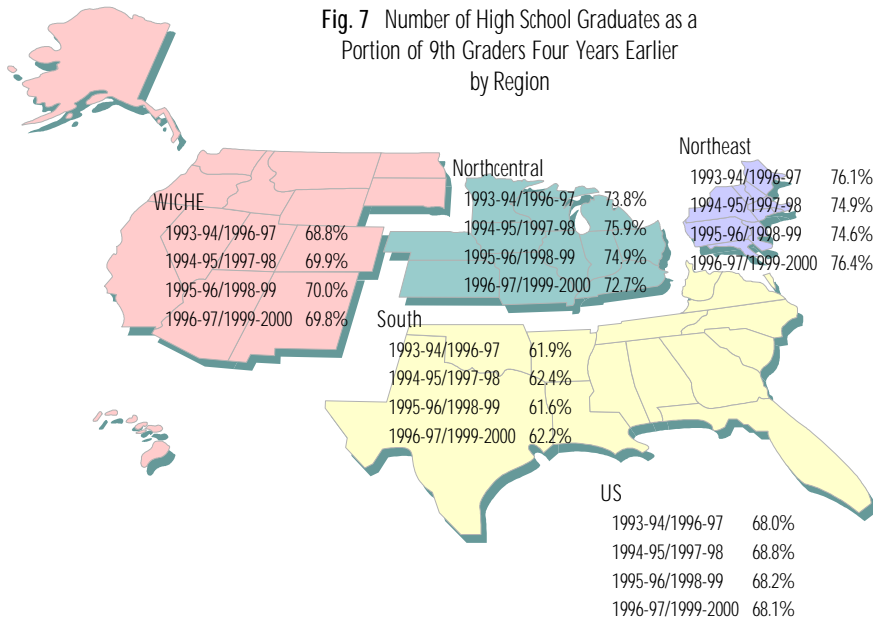
While the Northeast has led other regions in the percentage of schools offering AP programs, the West has had the lowest percentage. (See Fig. 4 and Table 6).

The WICHE region surpassed all other regions in the proportion of AP exam takers from racial/ethnic minority groups in 2001. More than 40 percent of exam takers in the region were racial/ethnic minorities, compared to 28 percent in the South, 14 percent in the Northcentral region, and 21 percent in the Northeast. (See Fig. 5 and Table 8).

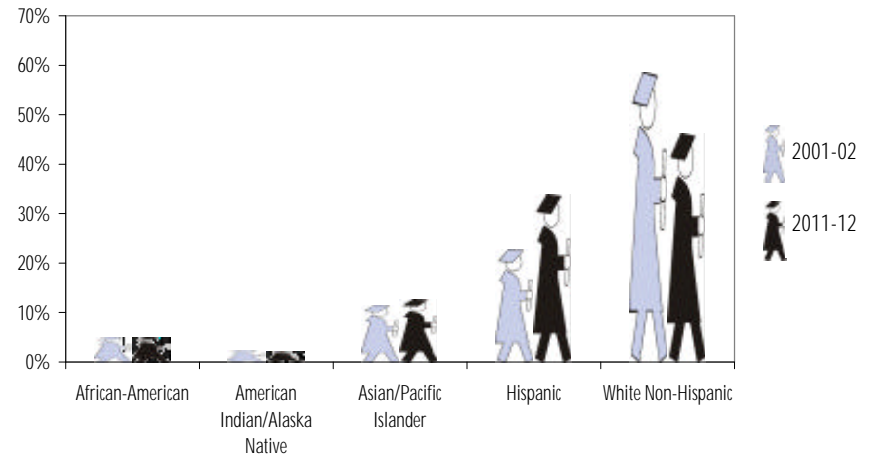
Asian/Pacific Islanders outperformed all other racial/ethnic groups on the SAT in 2001 in every region except the West. On the ACT, White non-Hispanic students in the West had the highest combined score. African American students consistently scored lower than other groups on both the SAT and ACT in all regions. (See Fig. 6 and Table 9).

# WICHE Region

**Fig. 7** Number of High School Graduates as a Portion of 9th Graders Four Years Earlier by Region



**Fig. 9** Percent of Projected High School Graduates by Race/Ethnicity, 2001-02 and 2011-12

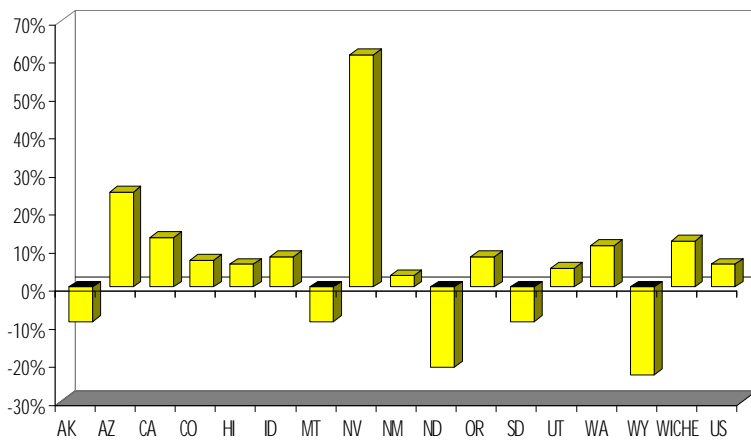


Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Note: In the Southern region, Tennessee's 1997-98 graduate number was adjusted according to Department of Education, State of Tennessee 1999. *1997-98 ANNUAL STATISTICAL REPORT*, Table 6. "Number of High School Graduates - Spring 1998." Accessed 2/8/2002 from <http://www.k-12.state.tn.us/arc/asr9798/>.

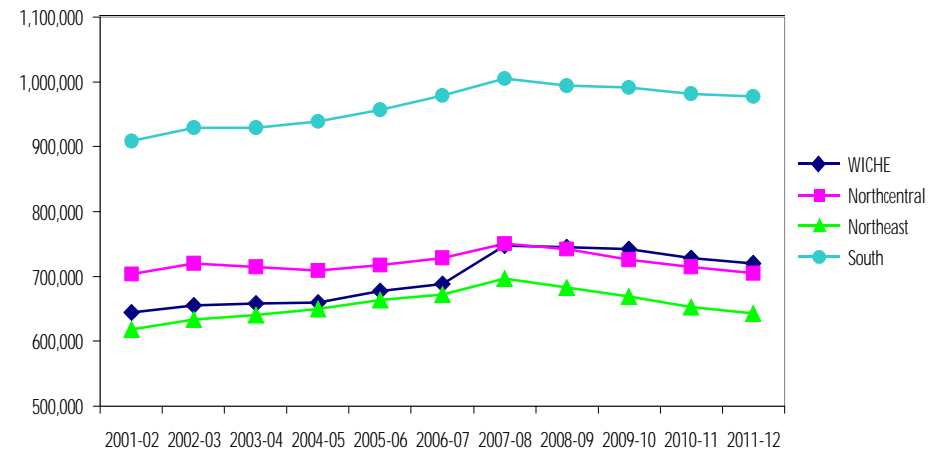
Source: National Center for Education Statistics (NCES). 1995, 1996, 1997, 1998, 1999, 2000, 2001 and 2002. *Public School Student, Staff, and Graduate Counts by State, School Year 1993-94, 1994-95, 1995-96, 1996-97, 1997-98, 1998-99, 1999-2000 and 2000-01.*

**Fig. 8** Percent Change in Projected Number of High School Graduates, 2001-02 to 2011-12

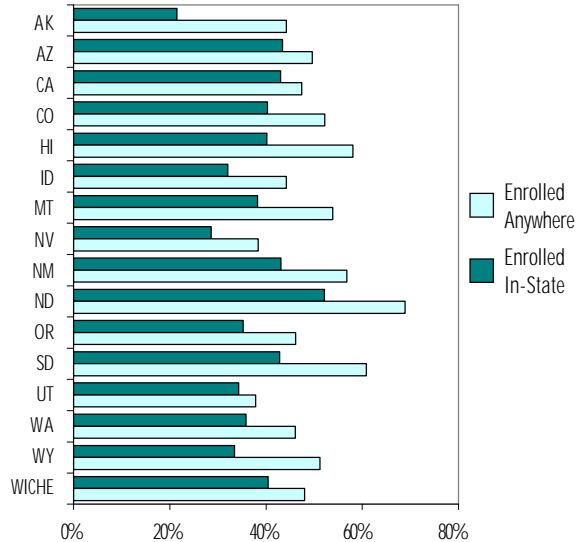


Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

**Fig. 10** Projected High School Graduates by Region, 2001-02 to 2011-12

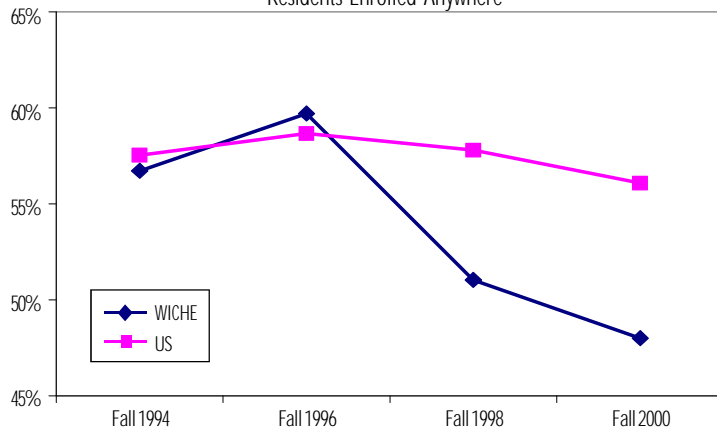


**Fig. 11** Proportion of Recent High School Graduates Who Were Enrolled as First-Time Freshmen, 2000



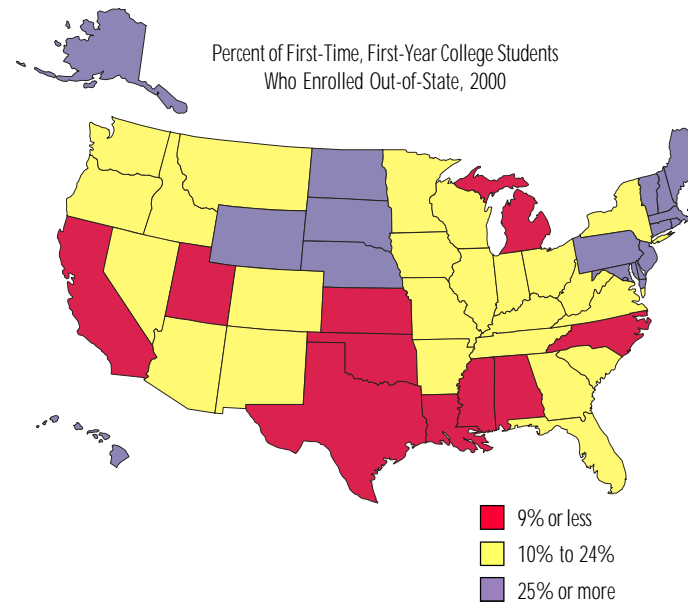
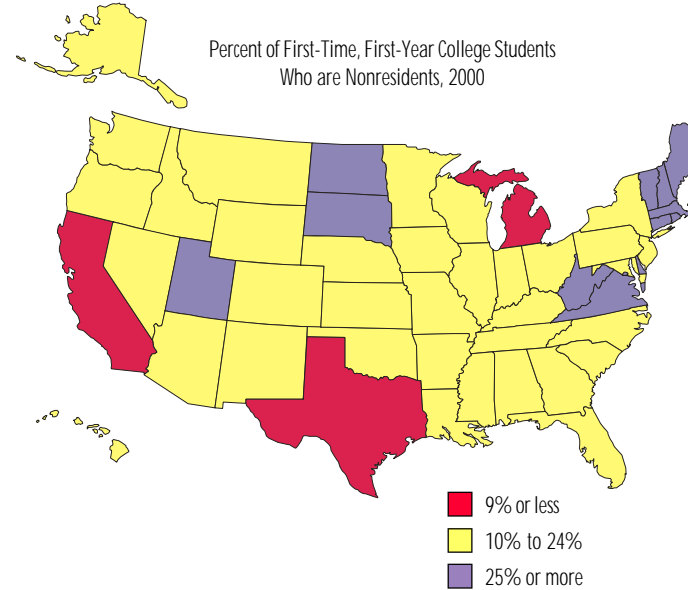
Sources: National Center for Education Statistics (NCES). 1997, 2000, 2001, and 2002. *Digest of Education Statistics, 1997, 1999, and 2000. Public High School Dropouts and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000. Enrollments in Postsecondary Institutions, Fall 2000 and Financial Statistics, Fiscal Year 2000.* WICHE calculations. Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1996-2012.*

**Fig. 12** Percent of Recent High School Graduates Who Are Residents Enrolled Anywhere



Sources: National Center for Education Statistics (NCES). 1997, 2000, 2001, and 2002. *Digest of Education Statistics, 1997, 1999, and 2000. Public High School Dropouts and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000. Enrollments in Postsecondary Institutions, Fall 2000 and Financial Statistics, Fiscal Year 2000.* WICHE calculations. Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1996-2012.*

**Fig. 13** Migration of First-Time, First-Year College Students in the United States, 2000-01



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). 2001. *Fall Enrollment Survey, 2000* (preliminary data). WICHE calculations and adjustments.

The number of 9th graders persisting to high school completion has fluctuated between 68.8 percent of the 1996-97 graduating class and 70 percent of the 1998-99 class in the WICHE region in recent years. Both the Northeast and Northcentral regions surpassed the West for the class of 1999-2000. (See Fig. 7 and Table 11).

The WICHE region will see 12 percent more high school graduates in 2011-12 than in 2001-02, growth far exceeding that of any other region. The change in individual states will vary widely. (See Fig. 8 and Table 12).

The proportion of White non-Hispanic public high school graduates in the region is projected to decline about 12 percentage points between 2002 and 2012. Hispanic graduates will increase by 11 percentage points. (See Fig. 9 and Table 3).

Between 2002 and 2012, only the Northcentral region will not see continual increases in the numbers of high school graduates until 2008. (See Fig. 10 and Table 3).

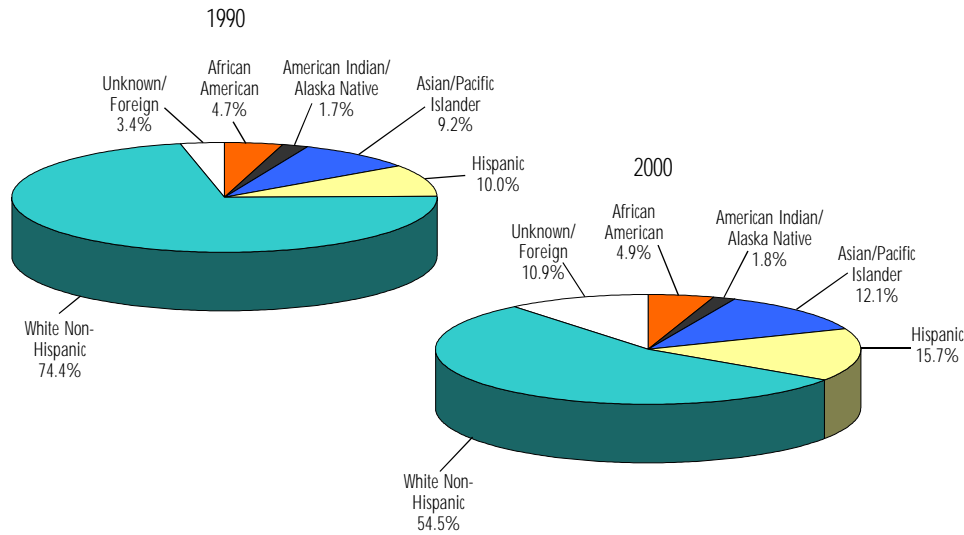
WICHE states range from a high of almost 69 percent to a low of nearly 38 percent in graduates enrolled anywhere. Performance regionally and nationally on this indicator has declined since 1996 even though overall postsecondary enrollment numbers are up. (See Figs. 11 and 12 and Table 14).

Student mobility is reflected in out-of-state enrollments. In 2000, between 25 and 33 percent of first-time, first-year college students in North Dakota, South Dakota, and Utah were nonresidents. (See Fig. 13 and Table 15).

A high percentage of students from Alaska, Hawaii, North Dakota, South Dakota, and Wyoming enrolled somewhere out of state. (See Fig. 13 and Table 15).

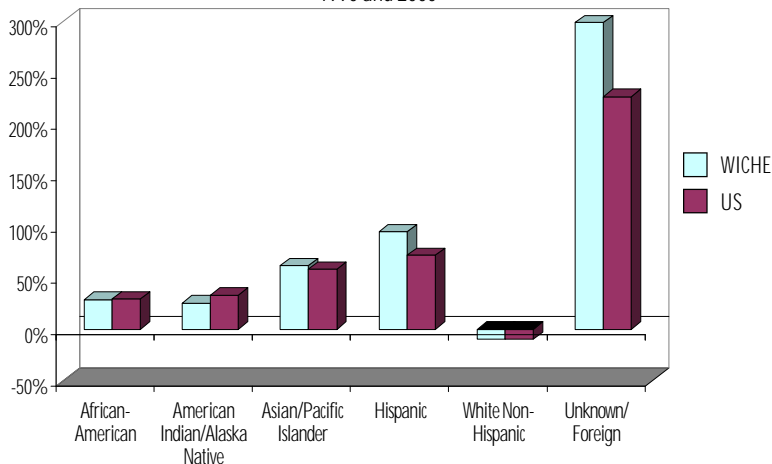
# WICHE Region

Fig. 14 College Enrollment by Race/Ethnicity, 1990 and 2000



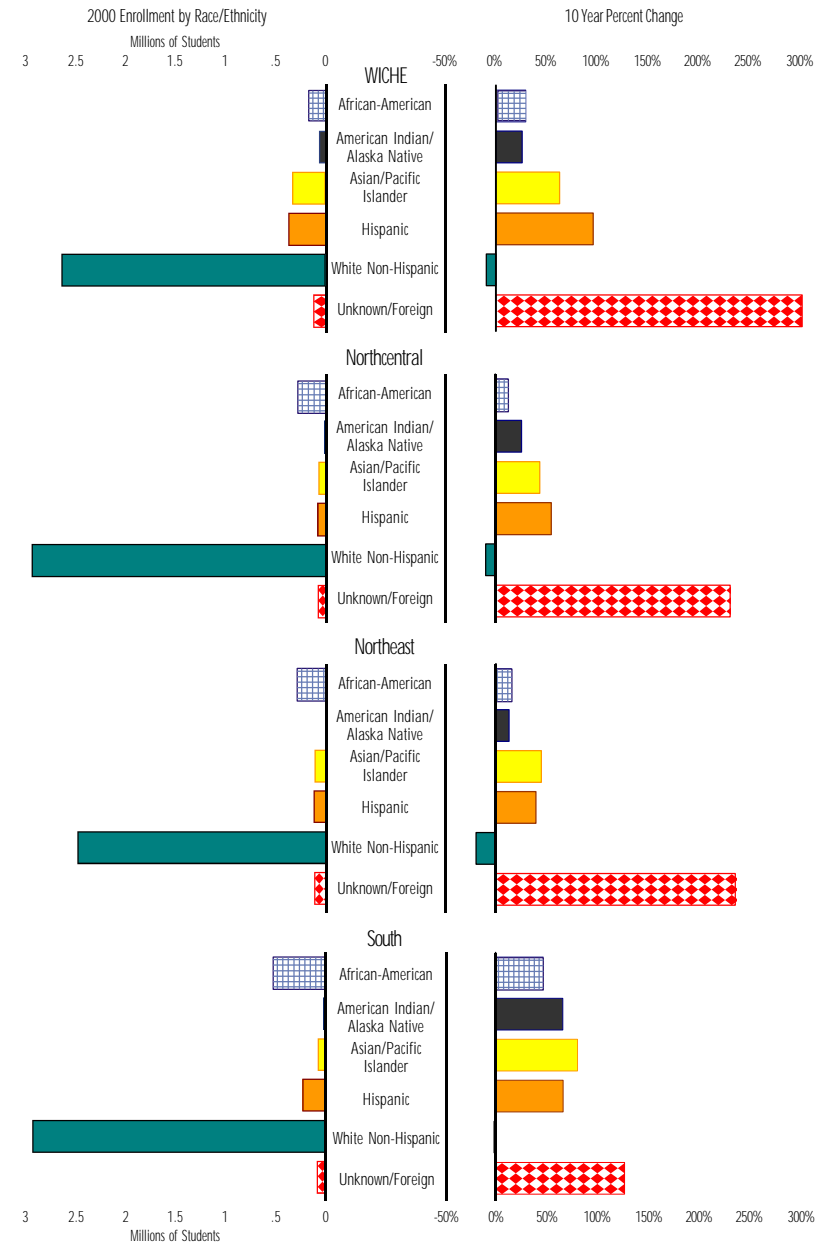
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 1992 and 2001. Fall Enrollment Survey, 1990 and 2000 (preliminary data) and Table 195 in Digest of Education Statistics, 1992. WICHE calculations.

Fig. 15 Percent Change in Minority Enrollment in College, 1990 and 2000



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 1992 and 2001. Fall Enrollment Survey, 1990 and 2000 (preliminary data) and Table 195 in Digest of Education Statistics, 1992. WICHE calculations.

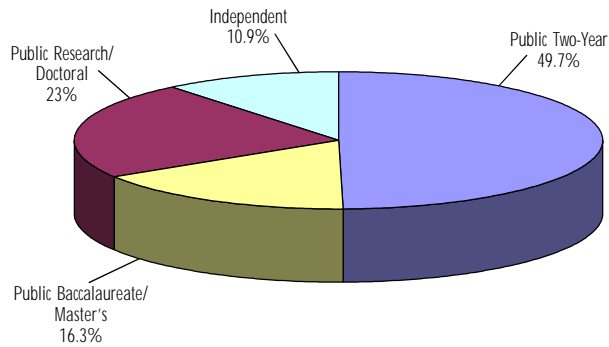
Fig. 16 Total Enrollment in Institutions of Higher Education by Race/Ethnicity and Region Fall 1990 and 2000



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 1992 and 2001. Fall Enrollment Survey, 1990 and 2000 (preliminary data) and Table 195 in Digest of Education Statistics, 1992. WICHE calculations.

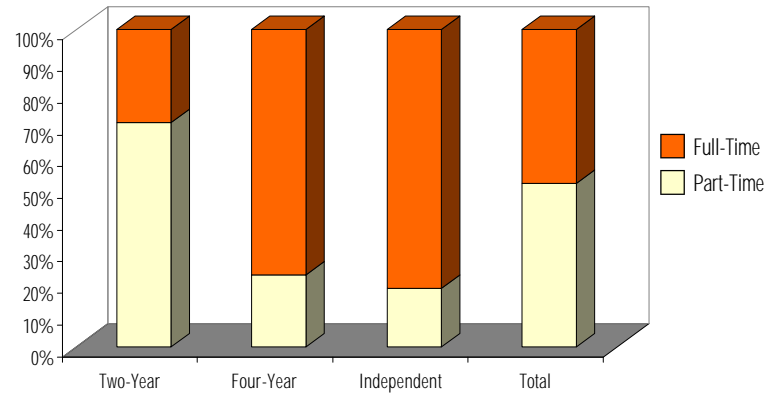


**Fig. 17 Undergraduate FTE Enrollment by Sector, 2000**



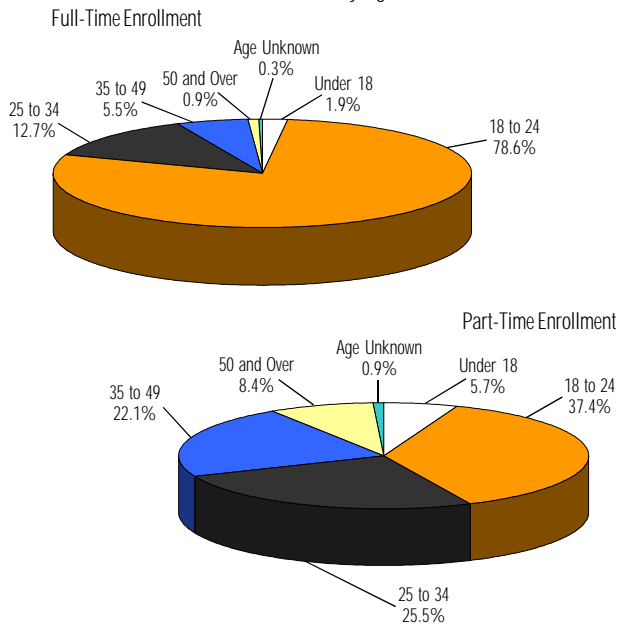
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Data System (IPEDS), 2001. *Fall Enrollment Survey, 2000* (preliminary data). WICHE calculations.

**Fig. 19 Undergraduate FTE Enrollment by Attendance Status and Sector, 2000**



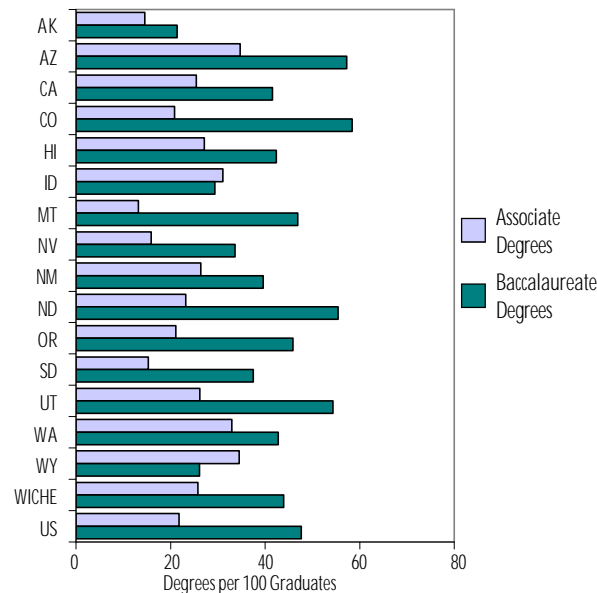
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2001. *Fall Enrollment Survey, 2000* (preliminary data). WICHE calculations.

**Fig. 18 Undergraduate Full-Time and Part-Time Enrollment by Age, 1999**



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2001. *Fall Enrollment Survey, 1999* (preliminary data). WICHE calculations.

**Fig. 20 Total Degrees per 100 Public High School Graduates, All Institutions, 2000-2001**



Sources: National Center for Education Statistics, 2000, 2001. *Common Core of Data Surveys*. National Center for Education Statistics, 1999. *Private School Universe Survey, 1997*. Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door, Projections of High School Graduates by State and Race/Ethnicity 1996-2012*. National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2001. *Completion Survey, 2000-01*. Data accessed on 09/26/2002 from <http://www.nces.ed.gov/ipeds/pas>. WICHE calculations.

Total enrollment in the region's higher education institutions grew by 23 percent between 1990 and 2000. Enrollments are now less predominantly White non-Hispanic in the region. (See Fig. 14 and Table 16).

Among major racial/ethnic groups in the region, the largest numerical and percentage enrollment growth occurred among Hispanics, which nearly doubled in that decade. This growth was much more than the group's increase nationally. (See Fig. 15 and Table 16).

The South has also experienced dramatic increases in the percentage of Asian/Pacific Islander and Hispanic enrollment in the last decade of the century. All regions saw declines in the proportion of enrollment that was White non-Hispanic. Total enrollment dropped by 2 percent in the Northeast. (See Fig. 16 and Table 16).

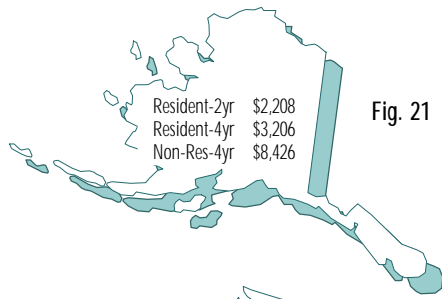
In 2000, about 16 percent of total FTE undergraduate enrollments in the region were in public baccalaureate/master's institutions. (See Fig. 17 and Table 30).

Students aged 18 to 24 accounted for the largest proportion of full-time students in the region. Three in four full-timers were aged 25 to 34 compared to one in four who were part-time. (See Fig. 18 and Table 18).

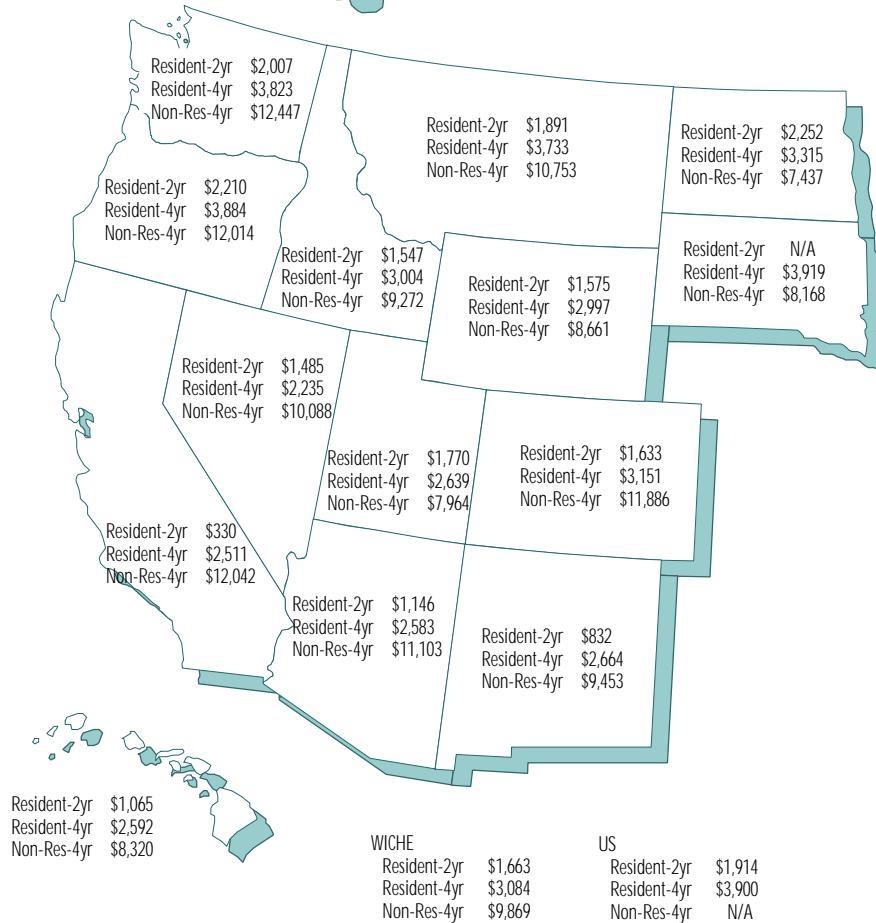
Considering both public and independent institutions in the region in 2000, 52 percent of undergraduates attended part-time. (See Fig. 19 and Table 19).

Institutions in the region produced nearly 26 associate degrees for every 100 high school graduates from the class of 1998, compared to a national figure of about 22. At the bachelor's level, the region's 44 degrees fell below the nation's production of close to 48 bachelor's degrees per 100 high school graduates. (See Fig. 20 and Table 22).

# WICHE Region



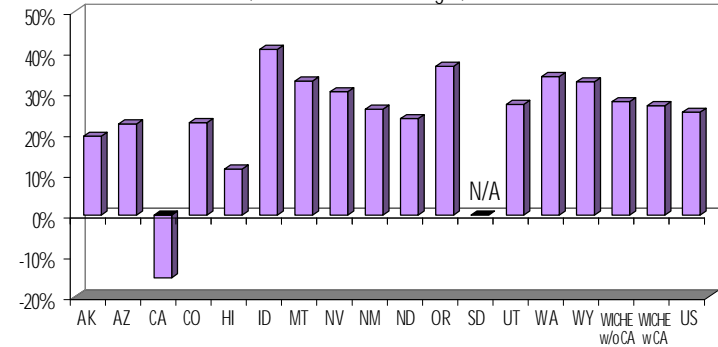
**Fig. 21** Resident Two-Year, and Resident and Non-Resident Four-Year Tuition and Fees in the WICHE Region, 2002-03



Notes: The WICHE average does not include California because the large number of two-year colleges and the historically low matriculation fee structure distort regional patterns. The national average includes California institutions.

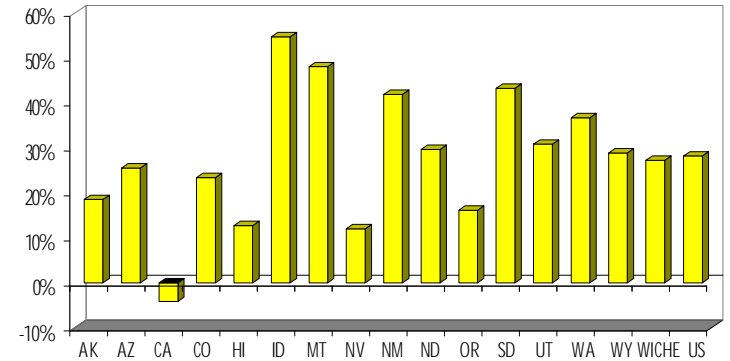
Source: Western Interstate Commission for Higher Education. 2001. *Tuition and Fees in Public Higher Education in the West: 2001-02, Detailed Tuition and Fees Tables and College Board. 2001. Trends in College Pricing 2001. Table 8.*

**Fig. 22** Five-Year Percent Change in Resident In-District/County Tuition and Fees, Public Two-Year Colleges, 1997-98 to 2002-03



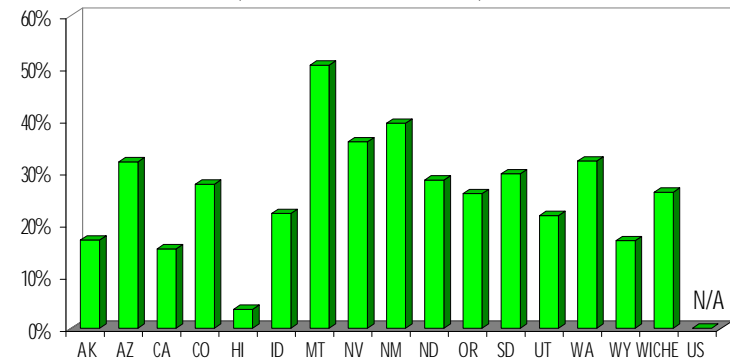
Source: Western Interstate Commission for Higher Education. 2002. *Tuition and Fees in Public Higher Education in the West: 2002-03, Detailed Tuition and Fees Tables and the College Board. 2002. Trends in College Pricing 2002. Table 8.*

**Fig. 23** Five-Year Percent Change in Resident Undergraduate Tuition and Fees, Public Four-Year Institutions, 1997-98 to 2002-03



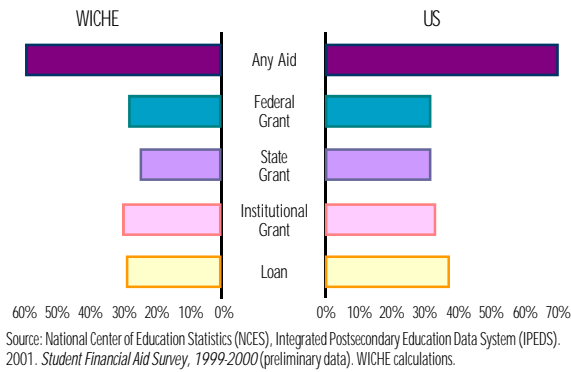
Source: Western Interstate Commission for Higher Education. 2002. *Tuition and Fees in Public Higher Education in the West: 2002-03, Detailed Tuition and Fees Tables and the College Board. 2002. Trends in College Pricing 2002. Table 8.*

**Fig. 24** Five-Year Percent Change in Nonresident Undergraduate Tuition and Fees, Public Four-Year Institutions, 1997-98 to 2002-03

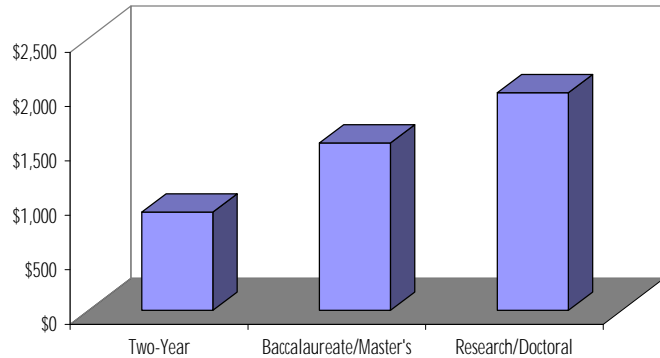


Source: Western Interstate Commission for Higher Education. 2002. *Tuition and Fees in Public Higher Education in the West: 2002-03, Detailed Tuition and Fees Tables and the College Board. 2002. Trends in College Pricing 2002. Table 8.*

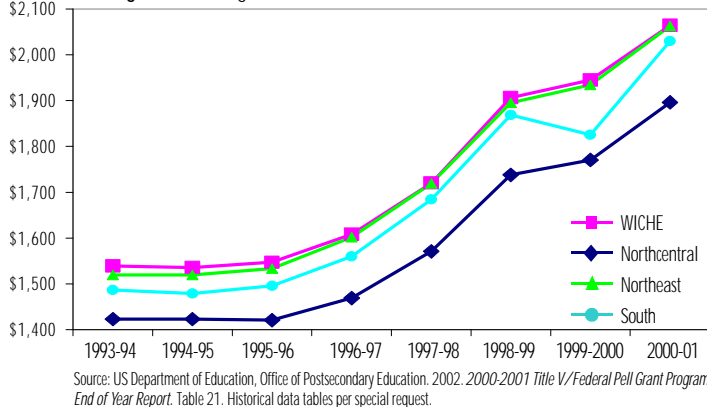
**Fig. 25** Percent of Degree and Certificate Seeking First-time Freshmen Receiving Financial Aid, by Type, 1999-2000



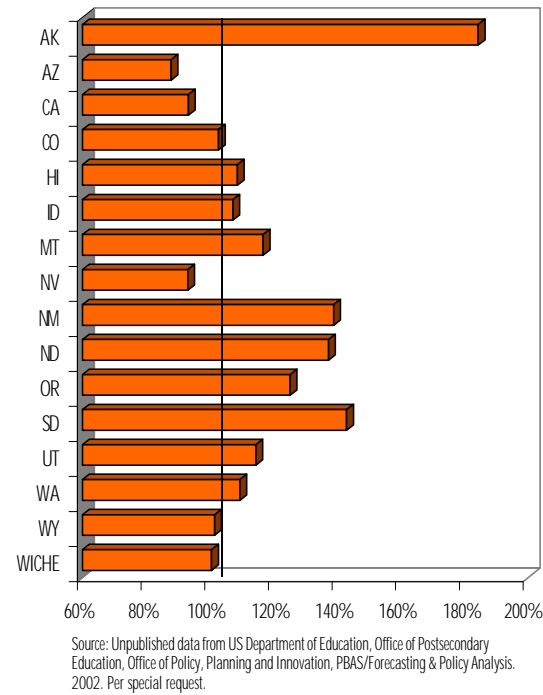
**Fig. 26** Student Financial Aid per FTE Student, Public Institutions, FY 2000



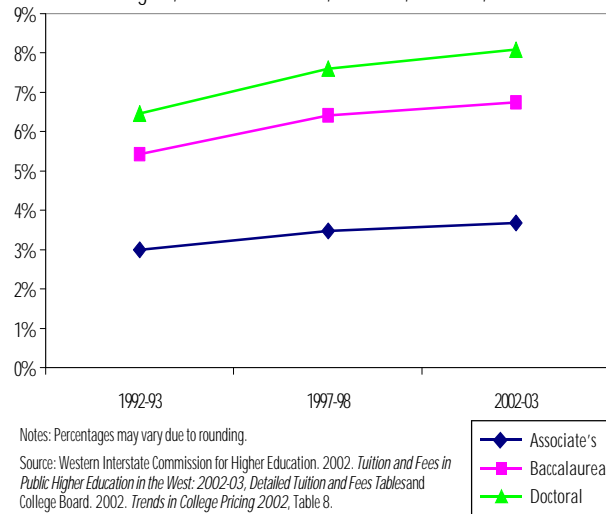
**Fig. 27** Average Federal Pell Grant Awarded, 1993-94 to 2000-01



**Fig. 28** Percent of Fair Share/Allocation by State, 2002-03



**Fig. 29** Ratio of Tuition and Fees to Median Household Income, WICHE Region, Public Institutions, 2002-03, 1997-98, and 1992-93



At \$1,663, resident tuition and fees at public institutions in the region on average in 2002-03 continued to be lower than the national average tuition and fees. The difference was about \$250 at two-year colleges and \$750 at four-year institutions. (See Fig. 21 and Tables 23 and 25).

Tuition and fees at the region's two-year colleges increased 27.8 percent between 1997 and 2002. (See Fig. 22 and Table 23).

Between 1997 and 2002, resident undergraduates at public four-year institutions paid 27.3 percent more in tuition and fees regionally—slightly less than the 28.2 percent increase nationally. (See Fig. 23 and Table 25).

Regionwide, nonresident tuition and fees rose by 26.1 percent over the five-year period. (See Fig. 24 and Table 25).

Across the region, 59 percent of degree-seeking first-time freshmen received aid in 1999. (See Fig. 25 and Table 26).

During FY 2000, students at public two-year colleges received \$903 on average per FTE in financial aid. Students at four-year institutions received \$1,538 and those at doctoral universities got \$2,001. (See Fig. 26 and Table 27).

Average Pell grants in the region have exceeded the average grant nationally over the past decade. (See Fig. 27 and Table 28).

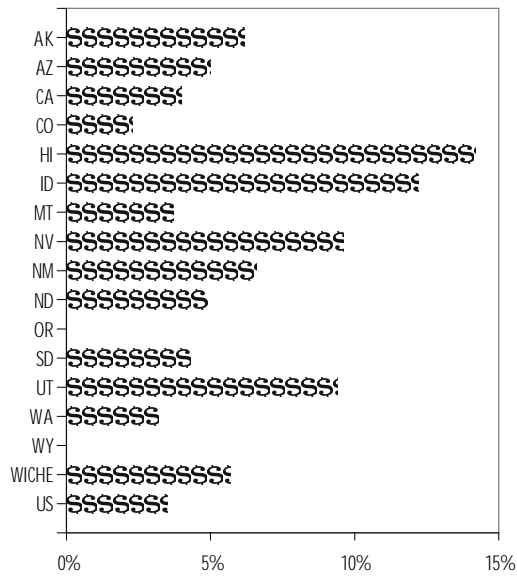
The region has received its "fair share" of campus-based federal aid, but individual states have varied from 87.9 percent in Arizona in 2002-03 to 184.3 percent in Alaska. (See Fig. 28 and Table 29).

On average, tuition and fees consume more of a family's median household income now than in 1992; 3 percent more at two-year colleges, 5.4 percent at baccalaureate/master's institutions, and 6.5 percent at research universities. (See Fig. 29 and Table 24).

AFFORDABILITY

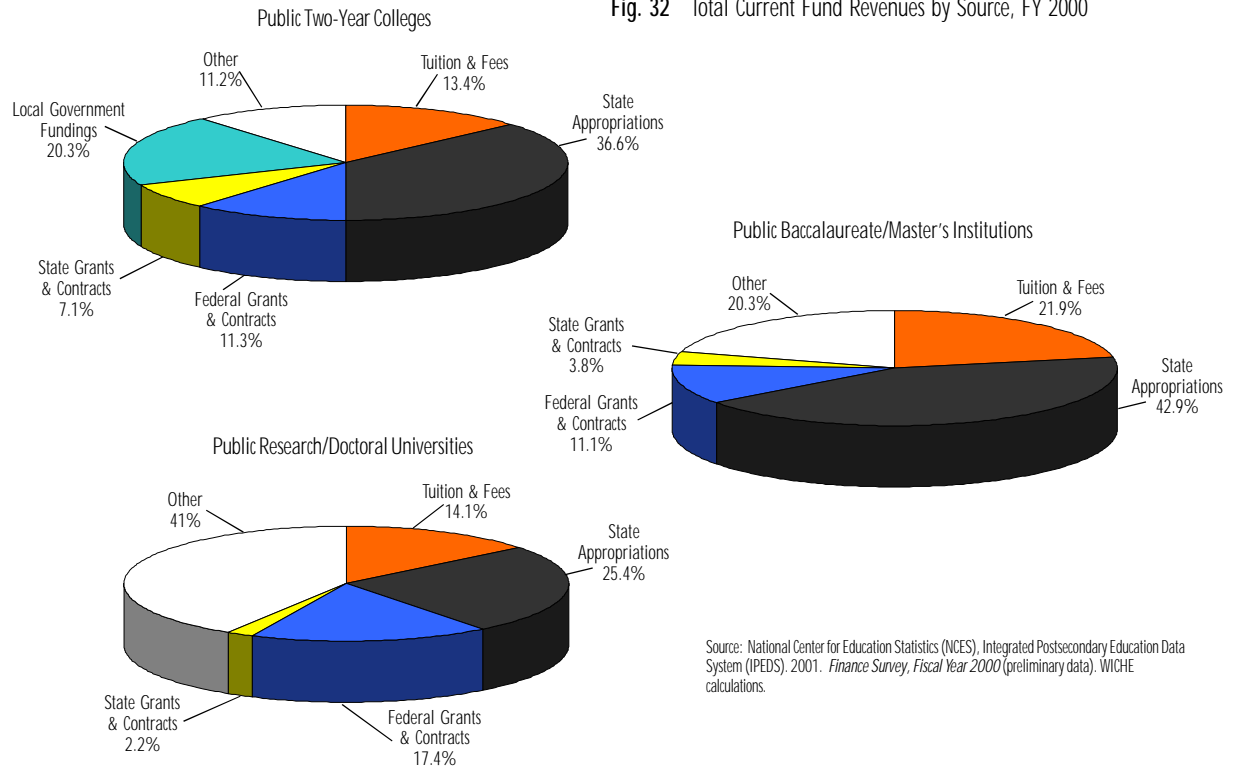
# WICHE Region

**Fig. 30** Percent Change in State General Fund Appropriations to Higher Education, FY 2001 to FY 2002



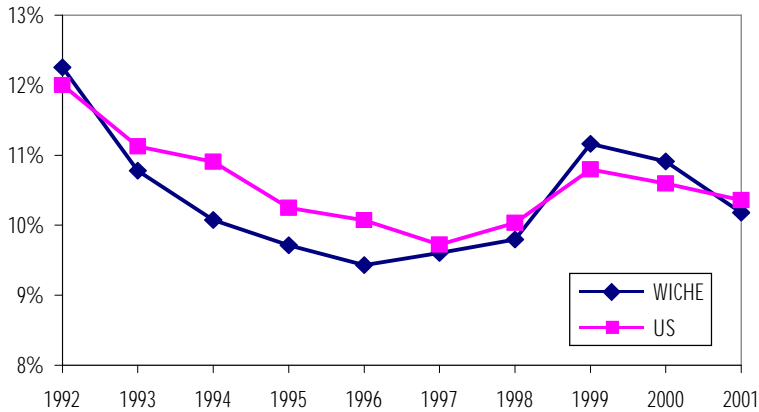
Source: National Conference of State Legislatures. 2002. *State Budget Actions, 2001*. Tables 10, 11, and 12 and 13.

**Fig. 32** Total Current Fund Revenues by Source, FY 2000



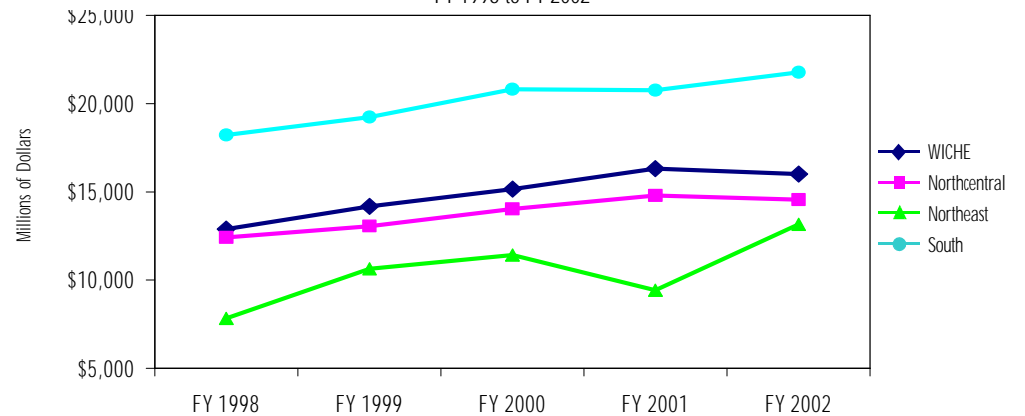
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). 2001. *Finance Survey, Fiscal Year 2000* (preliminary data). WICHE calculations.

**Fig. 31** State General Fund Appropriations to Higher Education as a Percent of Tax Revenue, 1992 to 2001



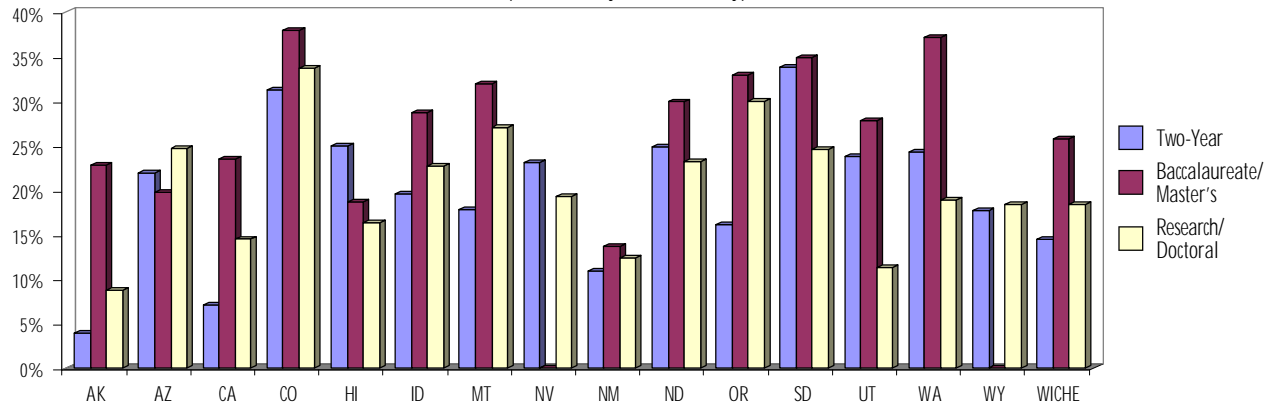
Source: National Conference of State Legislatures. 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, and 2001. *State Budget Actions, 2001*. Appendix I, and Bureau of the Census. 2002. *State Government Tax Collection: 2001*.

**Fig. 33** Total State Appropriations to Higher Education, FY 1998 to FY 2002



Source: National Conference of State Legislatures. 1998, 1999, 2000, 2001 and 2002. *State Budget Actions, 1997, 1998, 1999, 2000 and 2001*. Appendix I.

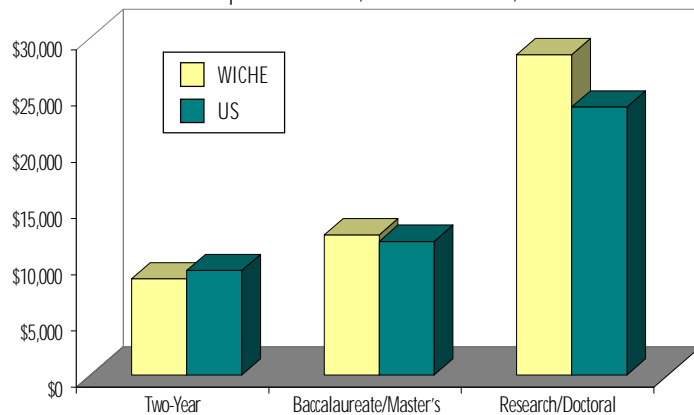
**Fig. 34** Tuition and Fee Revenues as a Percent of Total Education and General Fund Expenditures by Institutional Type, FY 2000



Note: Data are not comparable to previous years due to the new Carnegie Classification.

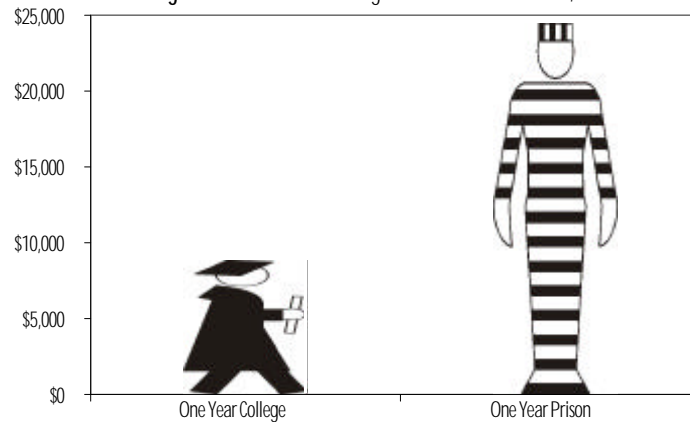
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2001. *Finance Survey, Fiscal Year 2000* (preliminary data), WICHE calculations.

**Fig. 35** Educational and General Fund Expenditures per FTE Student, Public Institutions, FY 2000



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2001. *Finance Survey, Fiscal Year 2000* (preliminary data) and *Fall Enrollment Survey, 1999* (preliminary data). WICHE calculations.

**Fig. 36** The Cost of College vs The Cost of Prison, 2001



Source: Western Interstate Commission for Higher Education, 2001. *Tuition and Fees in Public Higher Education in the West, 2001-02*, Table 6. IPEDS College Opportunities On-Line (COOL). Accessed 09/18/02 from <http://www.nces.ed.gov/ipeds/cool>. The Criminal Justice Institute, Inc. 2002. *The 2001 Corrections Year Book, Adult Corrections*. WICHE calculations.

From FY 01 to FY 02, general fund appropriations to higher education in the region rose by 5.7 percent, compared to 3.5 percent nationally. (See Fig. 30 and Table 34).

As a percent of tax revenue, higher education's general fund appropriations declined 2.1 percentage points in the region and 1.6 points nationally between FY 92 and FY 01. (See Fig. 31 and Table 35).

On a regional basis, the largest single source of current fund revenues for public institutions has been state appropriations. The proportions vary widely: over one-third for two-year colleges, less than one-half for baccalaureate institutions, and about one-fourth for doctoral universities. (See Fig. 32 and Table 38).

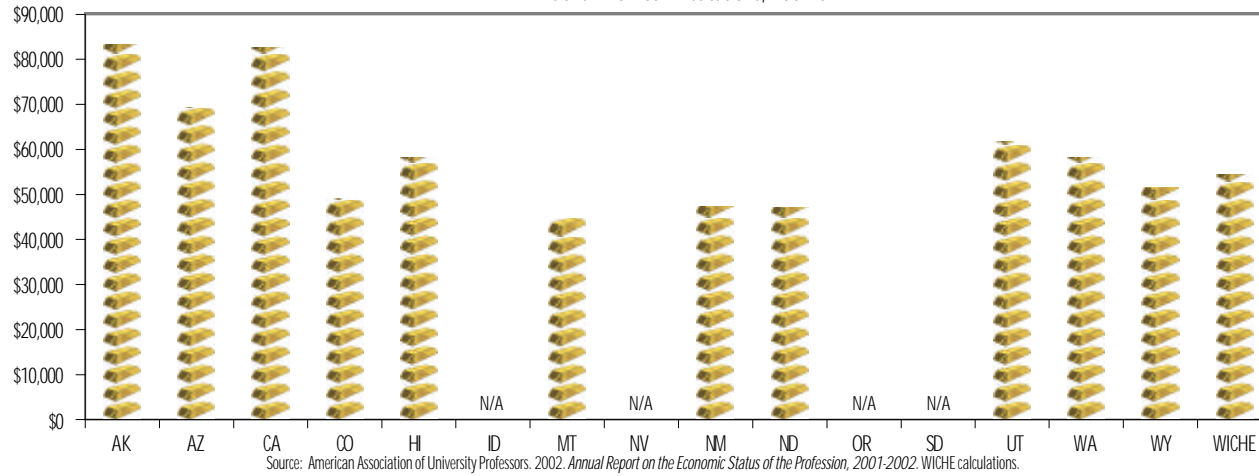
Total state appropriations to higher education in the region grew by 24 percent between 1998 and 2002. Growth in other regions was between 17 and 68 percent. (See Fig. 33 and Table 37)

As a percent of total education and general expenditures, on average in the region tuition and fees accounted for about 15 percent at 2-year colleges, 26 percent at baccalaureate institutions, and 18 percent at research universities. (See Fig. 34 and Table 39).

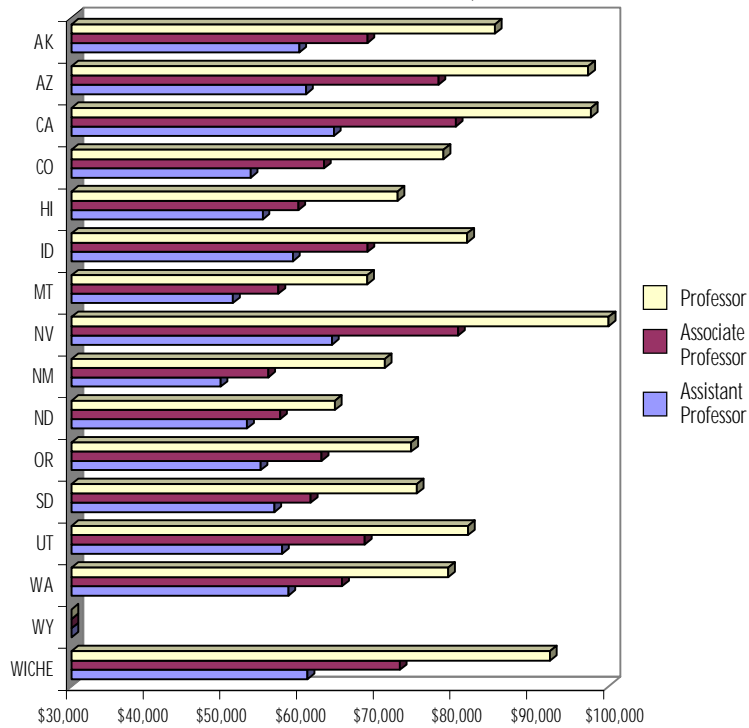
Compared to public institutions across the nation, 2-year colleges in the region spend over \$750 less per FTE from E & G expenditures, but baccalaureate/master's institutions and research universities spend more—\$580 and \$4,650 respectively. (See Fig. 35 and Table 41).

On average, it costs residents in the region \$8,862 for one year of college and \$24,433 for one year in prison. (See Fig. 36 and Table 44).

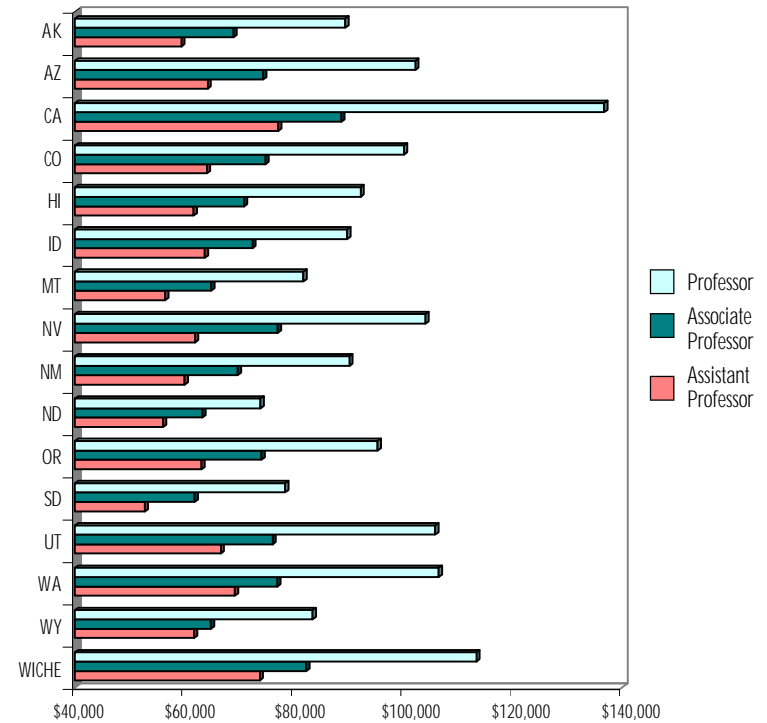
**Fig. 37** Average Annual Faculty Salaries and Benefits  
Public Two-Year Institutions, 2001-02



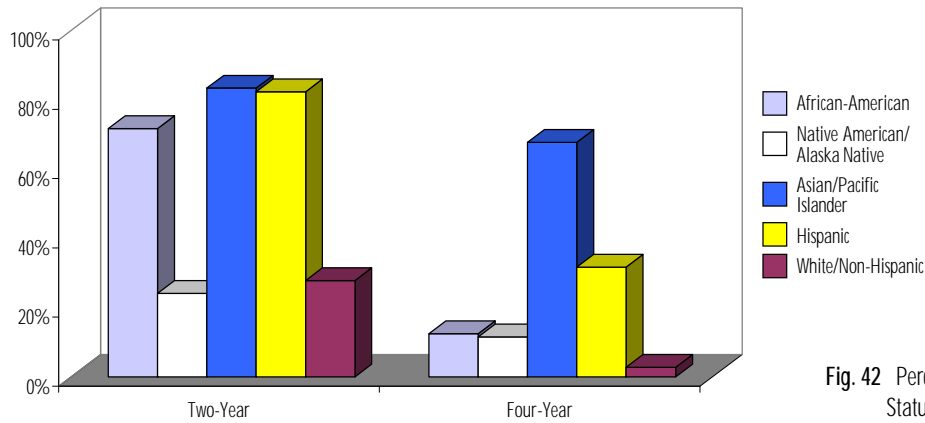
**Fig. 38** Average Annual Faculty Salaries and Benefits by Rank  
Public Baccalaureate/Master's Institutions, 2001-02



**Fig. 39** Average Annual Faculty Salaries and Benefits by Rank  
Public Research/Doctoral Institutions, 2001-02

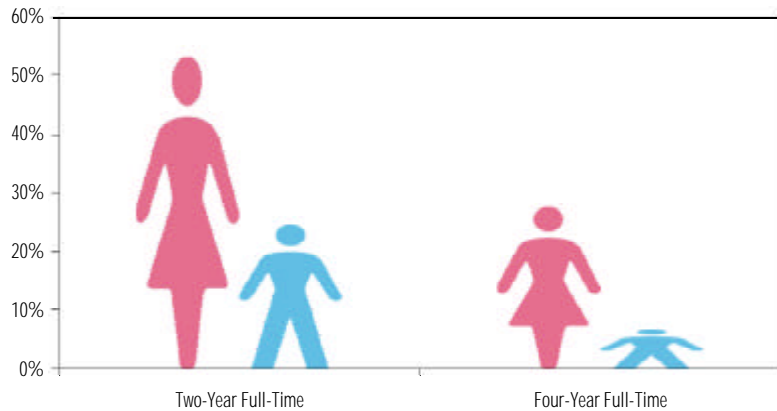


**Fig. 40** Percent Change in Full-Time Faculty by Race/Ethnicity and Institutional Type, 1995 and 2001



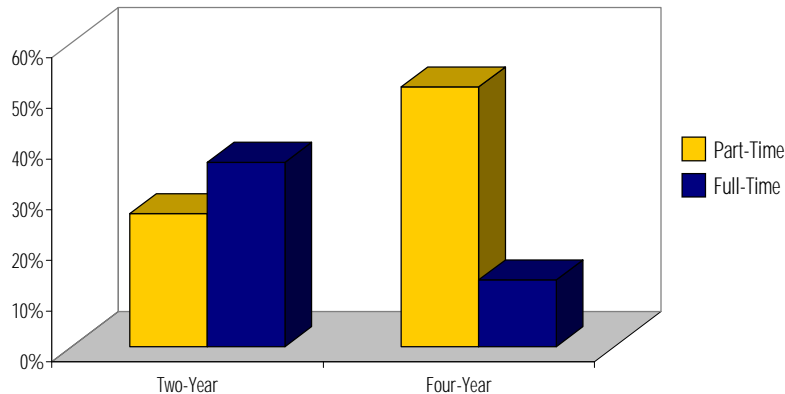
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Data System (IPEDS). 1998 and 2002. Fall Staff Survey, 1995, 2001. WICHE calculations.

**Fig. 41** Percent Change in Full-Time Faculty by Gender and Institutional Type, 1995 to 2001



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Data System (IPEDS). 1998 and 2002. Fall Staff Survey, 1995, 2001. WICHE calculations.

**Fig. 42** Percent Change in Faculty by Full- and Part-Time Status and Institutional Type, 1995 to 2001



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Data System (IPEDS). 1998 and 2002. Fall Staff Survey, 1995, 2001. WICHE calculations.

Average salary and benefits for faculty at two-year colleges in 2001-02 in the West totaled \$54,568. Alaska, Arizona, California, Hawaii, Utah, and Washington each had salary and benefit levels greater than the regional average. (See Fig. 37 and Table 45).

In 2001-02, average salary and benefit packages for faculty at public baccalaureate/master's institutions in the West were \$60,779 for assistant professors, \$72,819 for associate professors, and \$92,384 for full professors. Total salaries and benefits for faculty at these institutions in California and Nevada were higher than the regional averages for all ranks. (See Fig. 38 and Table 46).

At research institutions in the region in 2001-02, the average salary and benefits package for assistant professors was \$73,810, \$82,284 for associate professors, and \$113,398 for full professors. Faculty at California's research institutions received salaries and benefits higher than the regional averages regardless of rank. (See Fig. 39 and Table 47).

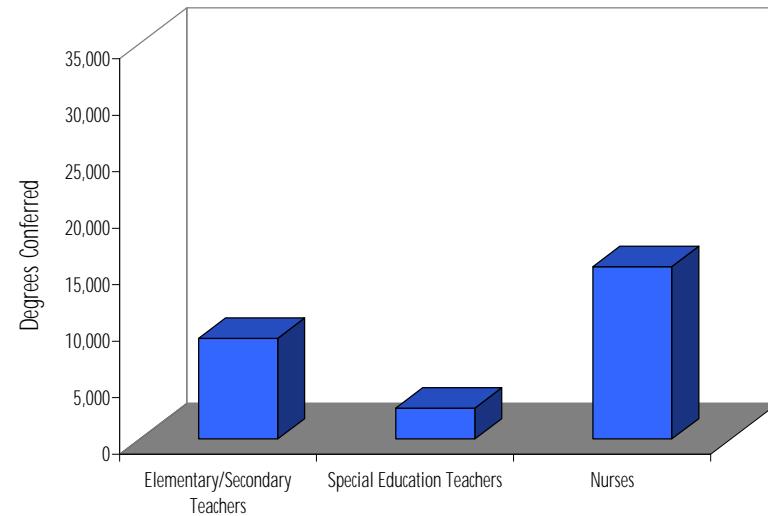
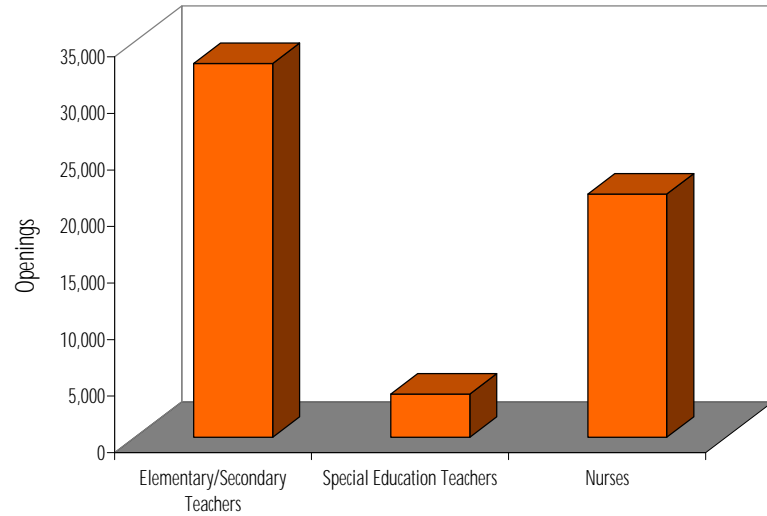
Over the period 1995 and 2001, every major racial/ethnic group experienced an increase in its representation at both two- and four-year institutions. While the increases were greater at two-year colleges, Asian/Pacific Islanders and Hispanics saw considerable growth among full-time faculty at both institutional types. (See Fig. 40 and Table 48).

The number of full-time female faculty in the region's two-year colleges increased by over 53.1 percent, while full-time male faculty increased 24.6 percent between 1995 and 2001. At four-year institutions, the number of full-time female faculty grew by 27.5 percent and male faculty increased by 6.6 percent. (See Fig. 41 and Table 49).

Between 1995 and 2001, part-time faculty grew by 25 percent at two-year colleges and just over 50 percent at four-year institutions. Full-time faculty increased by about 37 percent at two-year colleges and almost 13 percent at four-year institutions. (See Fig. 42 and Table 49).

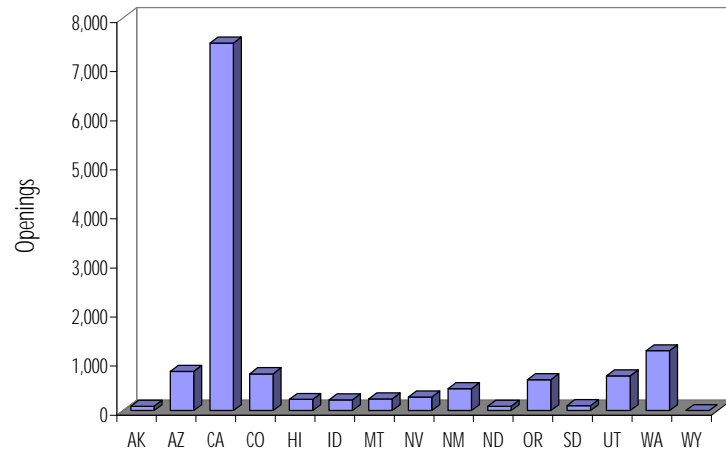
FACULTY

**Fig. 43** Average Annual Openings and Degrees Conferred for Elementary/Secondary Teachers, Special Education Teachers, and Nurses, 1998 to 2008



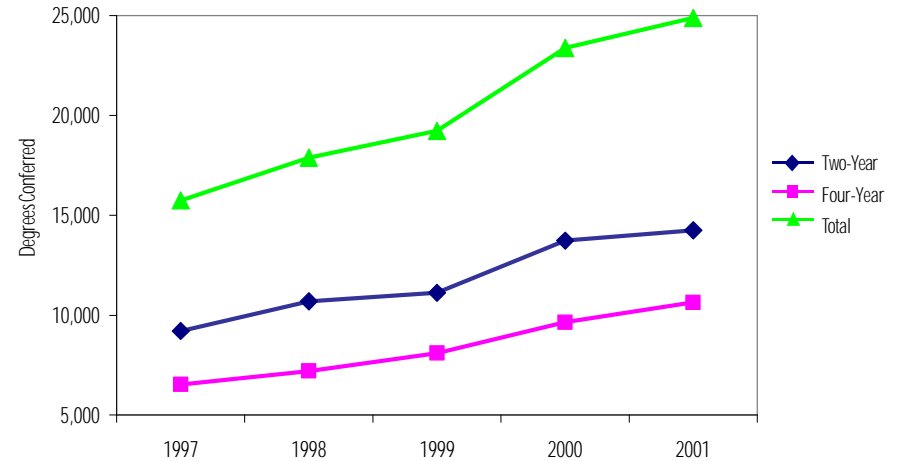
Source: Bureau of Labor Statistics, 2001. *State Occupational Projections, 1998-2008*, and National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2001. *Institutional Characteristics Survey and Completions Survey, 1997-98*, per special request, and *1999-2000* (preliminary data). WICHE calculations.

**Fig. 44** Projected Average Annual Openings for College and University Faculty, 1998 to 2008



Source: Bureau of Labor Statistics, 2001. *State Occupational Projections 1998-2008*.

**Fig. 45** Degrees Conferred in High Technology, 1997 to 2001



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2002. Completion Survey, 1996-97, 1997-98, 1998-99, 1999-2000 and 2000-01. Data downloaded on 11/1/2002 from <http://www.nces.ed.gov/ipeds/pas/>. WICHE calculations.



Fig. 46 Percent Change in Total Employment, January 2001 to January 2002

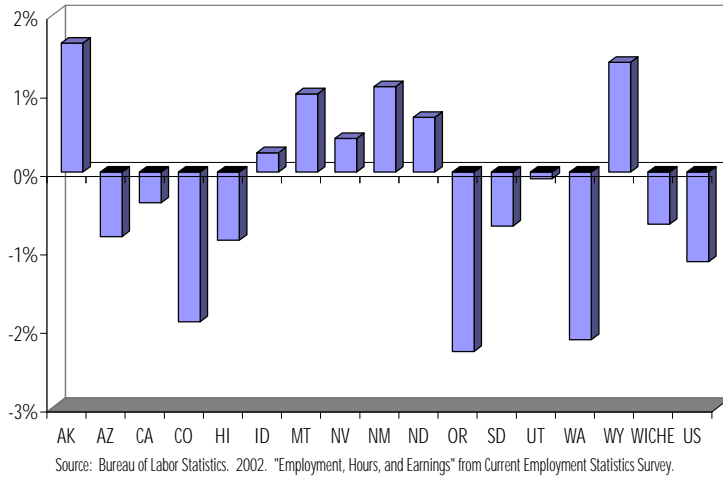


Fig. 47 Percent Change in Employment in Selected Industries, January 2001 to January 2002

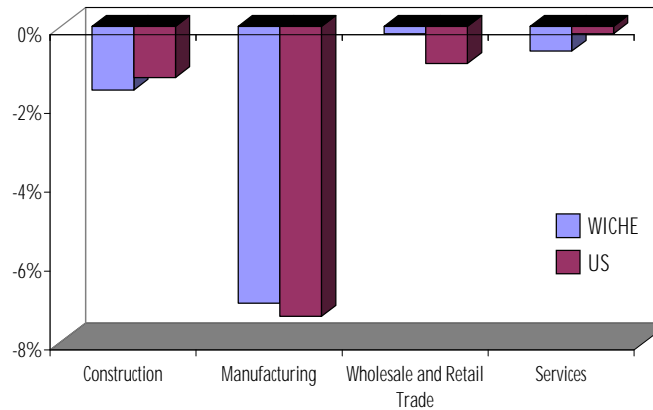
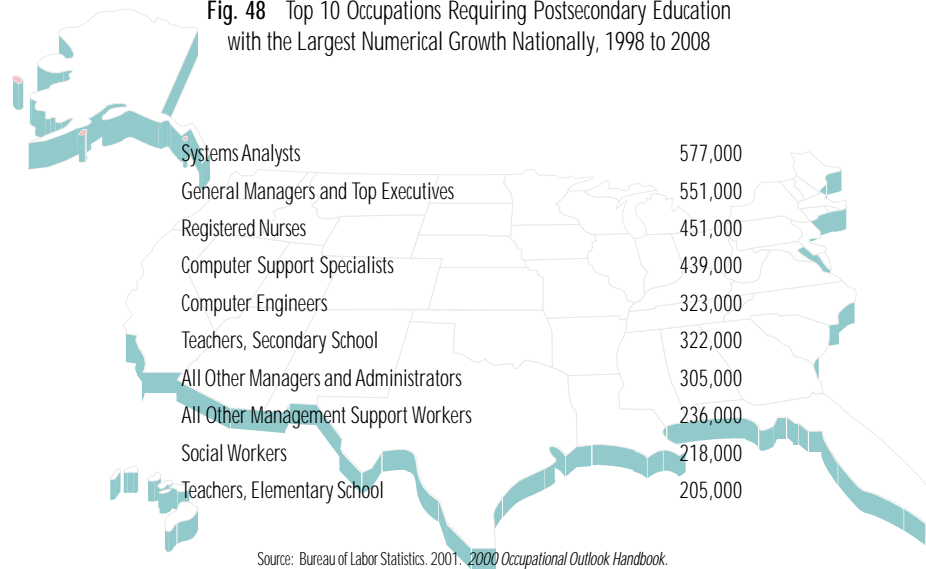


Fig. 48 Top 10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth Nationally, 1998 to 2008



The projected 1998-2008 annual openings for secondary, elementary and special education teachers will significantly outnumber the region's production (degrees conferred) of these professionals. (See Fig. 43 and Tables 51).

From 1998 to 2008, there is projected to be 13,300 average annual openings for faculty in the region. California's higher education institutions will require the majority of these openings with 7,490 annually. (See Fig. 44 and Table 53).

Between 1997 and 2001, production of high tech degrees increased annually but at an irregular rate. The annual rate of increase ranged from about 4 percent to 23.5 percent at the associate degree level and from 10.1 to 19.1 percent at the baccalaureate level. (See Fig. 45 and Table 54).

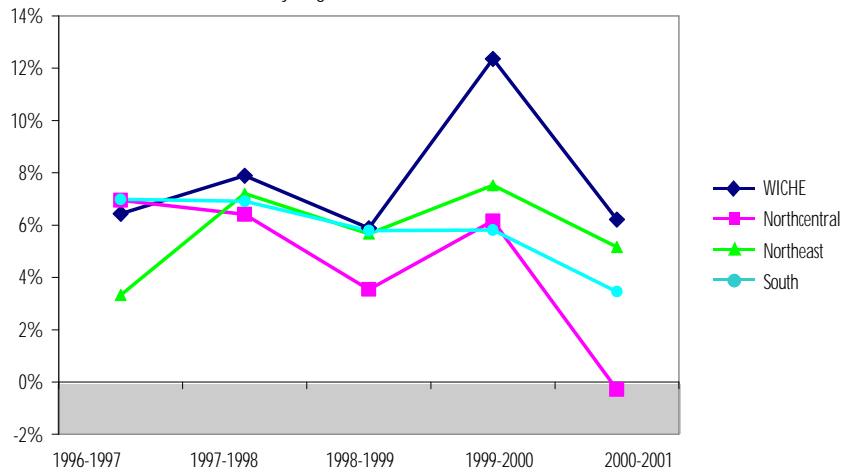
Between January 2001 and January 2002, the region experienced a 0.7 percent loss in total employment compared to the 1.1 percent decline nationally. One-half of the states in the region experienced an overall decline in total employment during this period. (See Fig. 46 and Table 54).

The region and the nation experienced declines in employment in all industry sectors between January 2001 and January 2002. The manufacturing sector experienced the greatest loss at about 7 percent both regionally and nationally. (See Fig. 47 and Table 55).

Nationally, job growth between 1998 and 2008 in occupations requiring postsecondary education is projected to occur in several areas including various computer related fields, general managers and executives and registered nurses. (See Fig. 48 and Table 56).

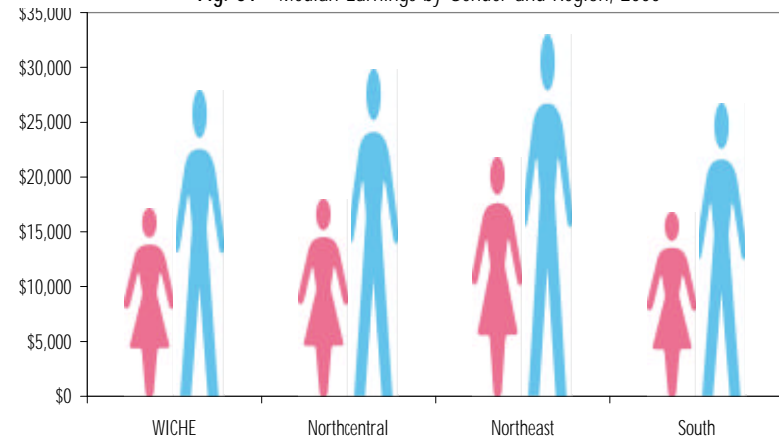
# WICHE Region

**Fig. 49 Annual Percent Change in State Tax Revenues, by Region, 1996 to 2001**



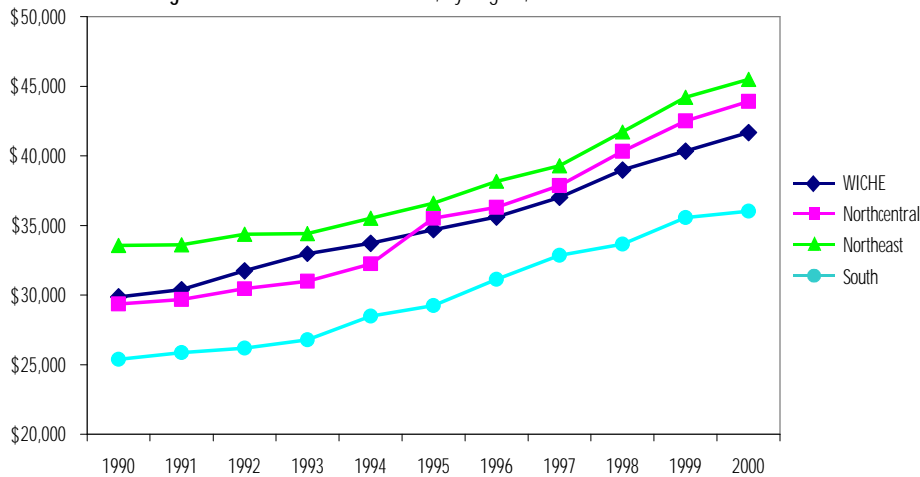
Source: Bureau of the Census. 1997, 1998, 1999, 2000, 2001, and 2002. *Federal, State, and Local Governments Quarterly Summary of State and Local Government Tax Revenue*. Table 3. Downloaded on 9/16/2002 from <http://www.census.gov/govs/www/statetax.html>.

**Fig. 51 Median Earnings by Gender and Region, 2000**



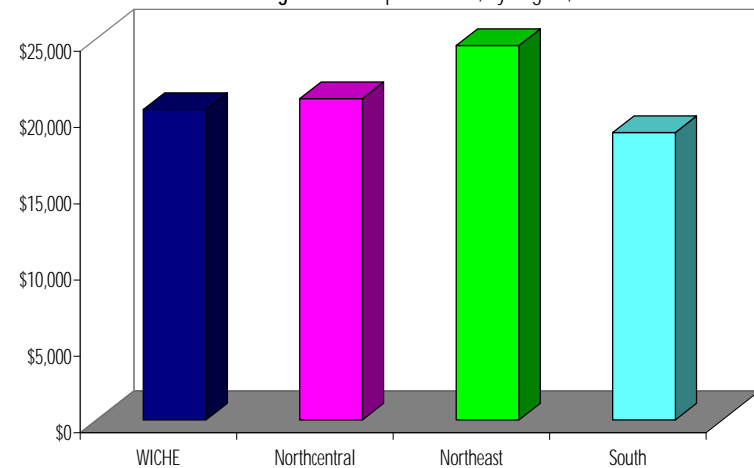
Source: Bureau of the Census. 2001. *Census 2000 Supplementary Survey Summary Tables*. Table P112: "Median Earnings in the Past 12 Months (in 2000 Inflation-adjusted dollars) by Sex for the Population 16 Years and over with Earnings in the Past 12 months."

**Fig. 50 Median Household Income, by Region, 1990 to 2000**



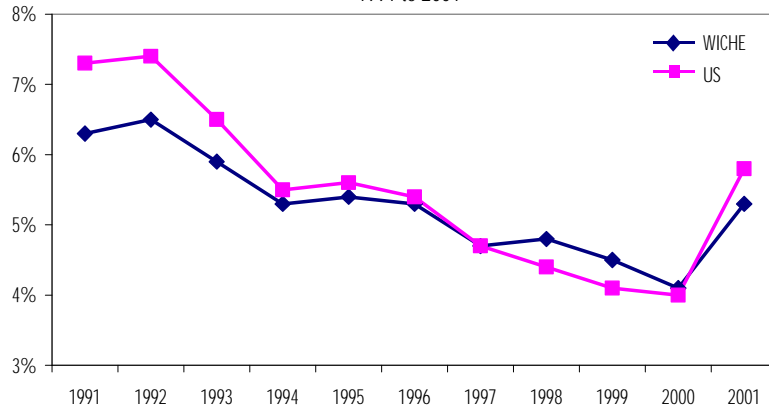
Source: Bureau of the Census. 2001. *Current Populations Survey: Historical Income Tables- Households*. Table H-8: "Median Household Income by State: 1984 to 2000."

**Fig. 52 Per Capita Income, by Region, 2000**



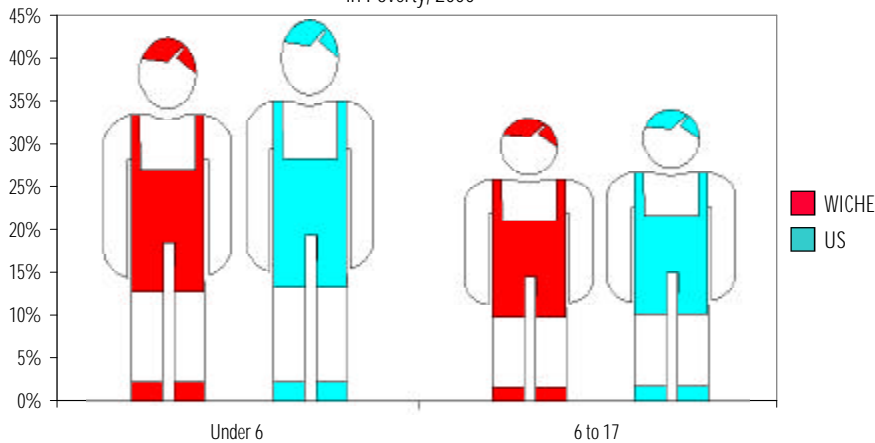
Source: Bureau of the Census. 2001. *Census 2000 Supplementary Survey Summary Tables*. Table P109: "Per Capita Income in the Past 12 Months (in 2000 Inflation-adjusted Dollars)."

**Fig. 53** Unemployment Rates of Civilian Labor Force 16 Years and Older, 1991 to 2001



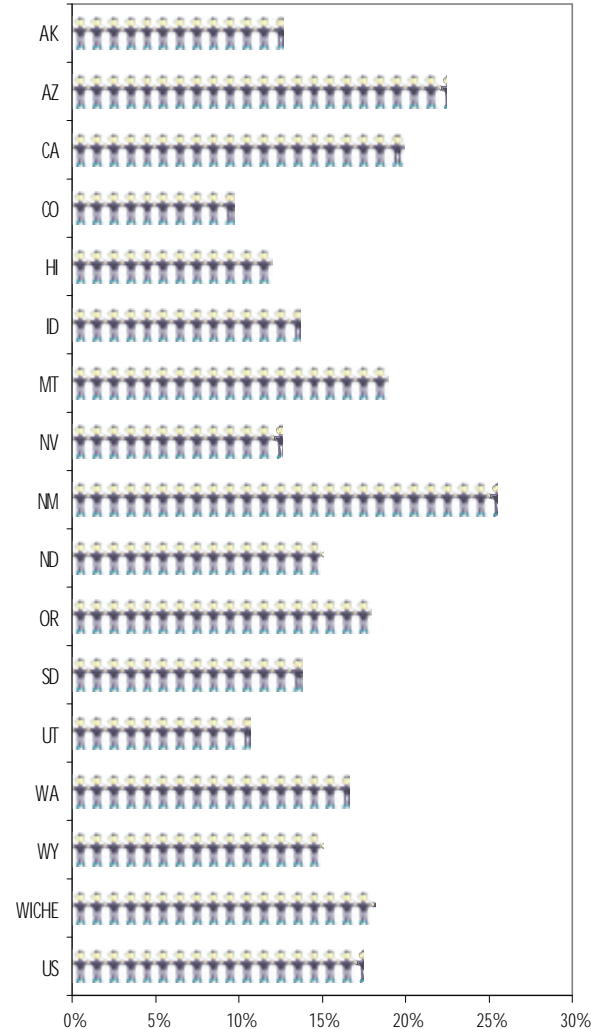
Source: Bureau of Labor Statistics. 2002. *Local Area Unemployment Statistics*.

**Fig. 54** Children Under 18 Living with a Single Parent in Poverty, 2000



Source: Bureau of the Census. 2001. *Census 2000 Supplementary Survey Summary Tables*. Table PCT063: "Poverty Status in the Past 12 Months by Sex by Age - Universe: Population for Whom Poverty Status is Determined."

**Fig. 55** Children Under Age 18 Living in Poverty, 2000



Source: Bureau of Census. *Census 2000 Supplementary Survey Summary Tables*. Table P114: "Poverty Status in the Past 12 Months by Sex by Age - Universe: Population for Whom Poverty Status is Determined."

The WICHE region saw an increase of 44 percent in state tax revenue between 1996 and 2001. This increase was 10.4 percentage points greater than the national average of 33.6 percent and greater than the percent change in any other region. (See Fig. 49 and Table 57).

In 2000, the median household income of \$41,279 for the region was close to the national average of \$40,805. (See Fig. 50 and Table 58).

The median earnings of females in the region was nearly \$11,000 less than that of males. This income disparity was almost equal to that of national gender differences in earnings and less than disparities in the Northcentral and Northeastern regions of the nation. (See Fig. 51 and Table 58).

The regional per capita income of \$20,349 was slightly lower than the national average of \$21,065 and the Northcentral and Northeastern regions. (See Fig. 52 and Table 58).

States in the WICHE region began the decade, from 1991 through 2001, with an average unemployment rate that was nearly 1 percentage point lower than the national average. By the end of the decade, the regional average more closely mirrored national unemployment rates. (See Fig. 53 and Table 59).

In 2000, 42.5 percent of the region's children under the age of six living with a single parent lived in poverty; that rate was 33 percent for children aged 6-17. (See Fig. 54 and Table 60).

Eighteen percent of the region's children under the age of 18 lived below the poverty level in 2000. This was slightly higher than the national percentage of 17.5. (See Fig. 55 and Table 61).

## Luncheon

### “The Challenges and Opportunities Facing the Utah System of Higher Education”

Monday, 12.00 – 1.30 pm  
Utah Board of Regents Building

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Introduction: Cecelia H. Foxley, commissioner of  
higher education, Utah System of Higher Education

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Speaker: Nolan E. Karras, chair, Utah State Board of Regents

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Monday, May 19, 2003

**12.00 noon - 1.30 pm**

Utah Board of Regents  
Building - Board Room

**Lunch**

**“The Challenges and Opportunities Facing the Utah System of Higher Education”**

The Utah State Board of Regents and Commissioner Cecelia H. Foxley are pleased to host the WICHE Commission for a luncheon at the State Board of Regents’ offices.

Walking or Trax directions to the Board offices:

From the Plaza Hotel, participants may either catch the Trax (immediately outside the hotel) and ride free of charge two blocks west to the Delta Center, or they may walk if weather permits. From the Delta Center, cross the street (400 West), turn left (facing south) and walk past Galyan’s. The next building is the State Board of Regents Building (60 South 400 West). Members of the Commissioner’s staff will be outside the building with a banner to welcome the WICHE Commissioners. Enter the building, walk down the stairs and through the lobby, turn left, and take the elevator to the fifth floor board room.

The luncheon speaker will be Nolan E. Karras, current chair of the State Board of Regents. He will be introduced by WICHE commissioner and member of the Utah State Board of Regents, E. George Mantes. Chair Karras will talk on “The Challenges and Opportunities Facing the Utah System of Higher Education.” Many of these challenges are very similar to those facing other WICHE states, including state revenue shortfalls and resulting budget cuts, continued enrollment growth, and citizens’ and employers’ demand for increased services and training. Opportunities include enhanced partnerships with employers to provide a more highly skilled work force, a closer working relationship with public education to ensure better prepared college students, and cutting edge research and development which results in new technologies and products and the spawning of new companies and jobs.

The Utah System of Higher Education consists of ten public colleges and universities governed by the State Board of Regents, assisted by local boards of trustees. The System includes two major research/teaching universities, two metropolitan/regional universities, two state colleges, three community colleges, and one applied technology college. System enrollment is approximately 140,000 students, with a total budget of approximately \$2.4 billion, including contracts and grants as well as state tax fund appropriations.

### **Biographical information on participants**

Nolan E. Karras was appointed to the State Board of Regents in 2001 and elected chair in May 2002. He is a registered investment advisor and president of the Karras Co., registered principal for Raymond James Financial Services, and CEO of Western Hay Company. He served five terms (10 years) in the Utah House of Representatives, including two years as speaker and two years as House majority leader. While in the Legislature, he served on the Legislative Management Committee and as chair of the Executive Appropriations Committee. He also served five years as chair of the Utah State Building Board.

He is active in the community, and serves on the Board of Directors for the Utah Foundation, Scottish Power, Beneficial Life, American General Bank, and other public and privately held companies. He served on the Roy City Planning Commission, including one year as its chair. Past appointments also include the Commission on Criminal and Juvenile Justice and the boards of trustees of the Humana Hospital Davis North, the Ogden Symphony Ballet Foundation, and the Ogden/Weber Chamber of Commerce. Nolan served as the alternate to the governor on the Board of Trustees and Management Committee for the Salt Lake City Organizing Committee (SLOC) for the 2002 Olympic Winter Games and chair of the SLOC Finance Committee.

Awards and honors he has received include honorary doctorate of humanities from the College of Eastern Utah, distinguished alumnus of Weber State University Professional Accounting Society, outstanding alumnus award from Weber State University and from Beta Alpha Psi at the University of Utah, and public service awards from the Utah Association of Certified Public Accountants and the American Institute of Certified Public Accountants.

Karras graduated cum laude from Weber State University with a bachelor of science in banking and finance, received his master of business administration from the University of Utah, and is a certified public accountant.

E. George Mantes, a regent on the Utah State Board of Regents, is the president and CEO of Mantes Realty Co. and Western Finance Co. in Tooele, Utah. He served in the State Senate from 1990-1998, including a term as minority whip and as a member of the Higher Education Appropriations Subcommittee. Earlier in his career, he held numerous civic posts, serving as chairman of the Tooele City Council and the Downtown Improvement Project; he was also member of the Tooele County Chamber of Commerce and of numerous other organizations. He received a B.S. in marketing from the University of Utah. He was appointed to the WICHE Commission in 2001.

# Utah State Board of Regents

Nolan E. Karras, Chair  
Karras Co.  
Roy, UT

Pamela J. Atkinson, Vice Chair  
Salt Lake City, UT

Jerry C. Atkin  
SkyWest, Inc.  
St George, UT

Linnea S. Barney  
Orem, UT

Daryl C. Barrett  
Salt Lake City, UT

Kim R. Burningham  
Bountiful, UT

Khay Douangdara  
Sandy, UT

David J. Grant  
Metalcraft Technologies, Inc.  
Cedar City, UT

L. Brent Hoggan  
Olson and Hoggan PC  
Logan, UT

James S. Jardine  
Ray Quinney & Nebeker  
Salt Lake City, UT

Michael R. Jensen  
Price, UT

Charles E. Johnson  
Huntsman Corporation  
Salt Lake City, UT

David J. Jordan  
Stoel Rives Boley Jones & Grey  
Salt Lake City, UT

E. George Mantes  
WICHE Commissioner  
Salt Lake City, UT

Jed H. Pitcher  
Regence Blue Cross Blue Shield of Utah  
Salt Lake City, UT

Sara V. Sinclair  
Logan, UT

Marlon O. Snow  
MST Trucking  
West Valley, UT

Maria Sweeten  
Dept. of Public Services  
Salt Lake City, UT

Cecelia H. Foxley  
Commissioner





## Policy Discussion

### No Child Left Behind Legislation: Implications for Higher Education

Monday, 2.00 – 3.00 pm  
Eagle Gate – Lower Level

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Introduction: Chuck Ruch, WICHE chair,  
and president, Boise State University

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Speaker: David Imig, president and CEO  
American Association of Colleges for Teacher Education

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Monday, May 19, 2003

2.00 - 3.00 pm

Eagle Gate – Lower Level

Page No.

### Policy Discussion

#### **“No Child Left Behind Legislation: Implications for Higher Education”**

Introduction: Chuck Ruch, WICHE chair and president, Boise State University

Speaker: David Imig, president and CEO, American Association of Colleges for Teacher Education

### McRel Policy Brief

#### **“No Child Left Behind: Realizing the Vision”**

5-5

In January 2002, landmark legislation known as the No Child Left Behind (NCLB) Act became law. This legislation is intended to foster fundamental reform of elementary and secondary education throughout the nation by holding students, teachers, schools, and states accountable to achieving to high standards of learning. The act adopts four “pillars” for achieving these intended reforms: accountability for results; flexibility in the use of federal funds to achieve higher standards; greater school choice to enhance competitive market forces to foster school improvement; and rewarding (even requiring) quality teachers and quality teaching.

Easier said than done, though.

Since passage of the act and publication of the regulations to implement it, many educators and public policymakers have raised concerns. Gov. Martz of Montana has raised the concern with Montana’s congressional delegation about whether frontier states can possibly meet certain parts of the law. The Alaska State Board of Education has passed a resolution asking for exemptions from some aspects of the law.

Although this is a law intended to address reform issues in elementary and secondary education, at least two aspects of the law have particular relevance for higher education.

- First, the focus on “standards-based education” raises the importance of aligning high-school exit and college admissions standards. Two recent reports have heightened concern that the current misalignment between high school exit and college admissions exams is leaving many high school graduates ill-prepared to succeed in college.

- Second, the requirement that all teachers be certified as “highly qualified,” based on their educational preparation, creates a huge task for higher education, which provides the bulk of teacher preparation in this country. A large share of today’s teaching corps will not meet the requirements for being designated as “highly qualified” under the current act. Thus, they will either have to receive additional training or new valid measures of attesting to their competence will need to be developed.

These provisions of the act will challenge every state, but will prove particularly challenging for those states on both ends of the demographic continuum: those with large urban populations and those with large rural areas.

To discuss the challenges that Western higher education will face, we have invited David Imig, president and CEO of the American Association of Colleges of Teacher Education, to make a presentation to the commission and to lead a discussion on how No Child Left Behind will affect higher education in the West. Few, if any, in the country understand the act and its implications better than Imig. A brief article from Mid-Continent Research for Education and Learning (McREL), which describes the intentions of and issues surrounding NCLB, is included (page 5-5).

### **Biographical information on participants**

David G. Imig, the president and chief executive officer of the American Association of Colleges for Teacher Education (AACTE), has more than 30 years of experience in educational practice, research, and policy. He joined AACTE in 1970 as program director for international activities and has served the association in several capacities. In 1980, he was selected in a nationwide search to be executive director of the association. In 1999, he was appointed by the AACTE Board of Directors to be president and chief executive officer. Imig serves on a myriad of panels, committees, boards and task forces focused on education issues, such as the Washington Higher Education Secretariat, the Learning First Alliance, the National Network for Education Renewal, Business-Education Council of the Conference Board and the Executive Board of the National Council for Accreditation of Teacher Education.

Charles P. Ruch, WICHE’s chair for 2003, has served as the fifth president of Boise State University since 1993; he’ll leave that position this June to become the president of South Dakota School of Mines & Technology in Rapid City. Previous to his appointment

to the Boise State presidency, he held a number of academic and administrative posts: he began his career at the University of Pittsburgh, and was chair of its Dept. of Counselor Education; later, he was dean of the School of Education at Virginia Commonwealth University and provost and vice president of academic affairs at the same institution. His research interests include leadership, the preparation of educational personnel, and organizational transition and development, subjects on which he has published widely. He received a B.A. from the College of Wooster and an M.S. and Ph.D. from Northwestern, as well as a post-graduate certificate from Harvard's Institute for Educational Management. He was appointed to the WICHE Commission in 1994.



## Policy Discussion

Accountability Theme: WICHE's Mission, "Expanding Educational Access and Excellence for all Citizens of the West"

*How will we know which direction WICHE is headed?*

Monday, 3.00 – 5.00 pm  
Eagle Gate – Lower Level

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### **Report on WICHE's Evaluation**

Speakers: Sen. David Nething, chair, Committee to Review WICHE and its Leadership, and Frank Besnette, consultant to the committee

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### **What does this mean looking forward?**

Speakers: Chuck Ruch, WICHE chair, and president, Boise State University, and David A. Longanecker, executive director, WICHE

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Monday, May 19, 2003

**3.00 - 5.00 pm**

Eagle Gate – Lower Level

### **Policy Discussion**

#### **Accountability Theme: WICHE's Mission, "Expanding Educational Access and Excellence for all Citizens of the West"**

##### **- How will we know which direction WICHE is headed?**

- Report on WICHE's 50<sup>th</sup> Anniversary Evaluation

Speakers: Sen. David Nething, chair, WICHE Evaluation Committee, and Frank Besnette, WICHE consultant

At the November 2002 commission meeting, WICHE Chair Chuck Ruch appointed a committee to review WICHE and its leadership in conjunction with the organization's 50<sup>th</sup> year of service to the Western states. Commissioners serving on the committee include Sen. David Nething, chair (ND), Linda Blessing (AZ), and Everett Frost (NM). The committee retained Frank Besnette, former executive director of the Arizona Board of Regents and WICHE chair, to seek input from a wide range of WICHE constituencies on whether WICHE's mission and current workplan are relevant to the issues facing higher education in the West. The evaluation report provides a comprehensive analysis of the contributions WICHE makes to the West and the effectiveness of WICHE's leadership.

#### **Biographical information on Participants**

David Nething was first elected to the North Dakota Senate in 1966. He was president pro tempore from 1997 to 1998, Senate leader from 1975 to 1986, and later chaired the Senate Appropriations Committee. He is past president of the National Conference of State Legislatures and the National Republican Legislators Association. During his career he has been a lawyer and president of Sector Group, a consulting firm facilitating interaction between the private and public sectors. Sen. Nething received his bachelor's of science from Jamestown College and his juris doctorate from the North Dakota School of Law. He was appointed to the WICHE Commission in 1999 and serves on WICHE's Legislative Advisory Committee.

Frank Besnette retired as executive director of the Arizona Board of Regents (ABOR) in 1999. He served on the WICHE Commission for eight years (1993-2001) and as its chair in 1998 – 1999. Before joining the ABOR, he was with Northern Arizona University, where he served in a variety of academic and administrative roles from 1967 until 1992. Besnette received his bachelor's degree from Texas Western College, his master's in business administration from the University of Denver, and his Ph.D. from Arizona State University.

- What Does this Mean, Looking Forward?

Speakers: Chuck Ruch, chair, and David A. Longanecker, executive director

WICHE's current workplan centers on a quintet of issues: finance, access, innovation and information technology, workforce and society, and accountability – issues which shape higher education's contributions to the West's social, economic, and civic life. Are there new priority areas that WICHE should explore? Should we pursue new collaborations across educational sectors and with other policy organizations? Do we need to scale back or eliminate programs that no longer serve regional needs? Are we in step with innovations in technology? Do our staffing and governance structures measure up to tomorrow's challenges?

#### **Biographical information on participants**

Chuck Ruch (see biographical sketch in Tab 5)

David Longanecker (see biographical sketch in Tab 3)



# WICHE 50th Anniversary Dinner

“Celebrating WICHE in Utah – The Importance  
of Collaboration among Western States”

Monday, 6.30 – 9.00 pm

Rice-Eccles Stadium at the University of Utah (Olympic Stadium)

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Welcome: Cecelia H. Foxley, commissioner of  
higher education, Utah System of Higher Education

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Introductions: David L. Gladwell, state senator,  
and E. George Mantes, regent, Utah State Board of Regents

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Speakers: Utah Governor Michael O. Leavitt,  
and David A. Longanecker, executive director, WICHE

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Monday, May 19, 2003

## **WICHE's 50th Anniversary Dinner**

**6:30 pm**

**Meet in the hotel lobby for transportation to Rice-Eccles Stadium**

### **Driving directions to the stadium:**

Turn right (west) out of the hotel parking structure. Go to the light at 300 West (approximately 2 blocks) and turn left (south). Go to 400 South and turn left (east). Stay on 400 South, which will curve around into 500 South, until you get to 1300 East (there will be a light there). Turn left (north) on 1300 East, go one block and turn right on 400 South. 400 South goes into South Campus Drive. The stadium and parking lot will be directly ahead and are easy to spot. Maps will be available at the meeting.

**6.30 - 9.00 pm**

Rice-Eccles Stadium at the University of Utah (Olympic Stadium)

## **WICHE's 50th Anniversary Dinner**

### **"Celebrating WICHE in Utah – The Importance of Collaboration among Western States"**

Welcome: Cecelia H. Foxley, commissioner of higher education, Utah System of Higher Education

Introduction: David L. Gladwell, state senator, and E. George Mantes, regent, Utah State Board of Regents

Speakers: Utah Governor Michael O. Leavitt, and David A. Longanecker, executive director, WICHE

The Utah WICHE commissioners – Cecelia H. Foxley, commissioner of higher education, Utah System of Higher Education; The Honorable David Gladwell, state senator; and E. George Mantes, regent, State Board of Regents – invite you to celebrate Utah's 50th year as a member of WICHE. Featured speakers at this anniversary dinner include Gov. Michael O. Leavitt and WICHE Director David Longanecker. Founded in 1952 by legislative action of the U.S. Congress and the Western states, WICHE welcomed Utah as a member on January 14, 1953. Since then, Utah has been an integral partner in WICHE's collaborative efforts to expand educational access and excellence for all citizens of the West.

Utah's students and their families are the primary beneficiaries of WICHE's three Student Exchange programs. These programs help outbound students and their families save money through reduced tuition arrangements. In addition,

Utah institutions are able to increase enrollment in programs with extra capacity by enrolling students from other WICHE states.

- In 2002-03, Utah students and their families saved over \$2.1 million in tuition by participating in the Western Undergraduate Exchange (WUE). Nearly 600 Utah students attended schools in 13 other states, while more than 900 students from other participating states enrolled in Utah.
- Through the Professional Student Exchange Program (PSEP), Utah sent 47 students to out-of-state programs in 2002-03 in three different fields (veterinary medicine, optometry, and podiatry). It received eight students from other WICHE states as well as some \$168,000 in support fees, not to mention tuition, room and board, and incidental student expenses. Historically, about 65 percent of outbound PSEP students have returned to Utah to pursue their professional careers.
- Through the Western Regional Graduate Program (WRGP), Utah sent 29 students to out-of-state institutions, while receiving 19.

Utah has been an active participant in projects to support better-informed decision making at the state level; these initiatives have been sponsored by the Ford Foundation, the U.S. Dept. of Education, the multiple funders for the Pathways to College Network, and others. Currently, it is one of nine members of the Western Consortium for Accelerated Learning Opportunities (WCALO), a cooperative effort administered by the Colorado Dept. of Education and WICHE that is working to increase the number of low-income students enrolling and succeeding in Advanced Placement courses and tests, with funding from the federal government's Advanced Placement Incentive Program. In addition, teams of policymakers and educational leaders from Utah participate each year in regional policy forums and meetings hosted by WICHE. Sen. David Gladwell serves on WICHE's Legislative Advisory Committee (LAC), which works to strengthen state policymaking in higher education by engaging legislators in the discussion of higher ed issues and seeking their input on strategies for interstate collaboration.

Utah also has been an active participant in other WICHE programs, including WCET (the Western Cooperative for Educational Telecommunications), an international leader in helping states and institutions use new technologies to improve education. Seven Utah organizations and institutions – Southern Utah University, University of Utah, Utah Education Network, Utah System of Higher Education, Utah Valley State College, Weber

State University, and Western Governors University – are members of WCET.

### **Biographical information on participants**

The Honorable Michael O. Leavitt is the 14th governor of the state of Utah. He was first elected in 1992, then reelected in 1996 (with the largest vote total in state history), and in 2000 became the second governor in Utah history to be reelected to a third term. Governor Leavitt has led the state through an era of extraordinary change and prosperity. During his tenure the state celebrated its centennial, became the world's host for the 2002 Olympic Winter Games, and transitioned into a new century and millennium. Throughout this time, Utah has sustained the longest economic expansion in the state's history and has been named the "best managed state" in America. The governor has outlined an agenda to continue Utah's prosperity. The state will remain prosperous by investing in people, creating quality jobs, building livable communities, creating online government, and caring for the needy and fostering self-reliance.

Innovative technology deployment has been a trademark of the Leavitt administration, which has brought computers to every school classroom, taken state government online and designed a "digital state" strategy that will deliver high speed Internet access statewide and guarantee Utah's place in the global economy. His leadership extends beyond the state's borders. He is past chairman of the National Governors' Association and Western Governors' Association, and a leading national voice on issues such as welfare reform, federal/state relations, e-commerce and balanced environmental management.

The governor has received numerous awards and honors and has been called on regularly by the White House and congressional leaders to resolve federal issues that directly affect states. Born in Cedar City, Utah, Leavitt graduated with a bachelor's degree in economics and business from Southern Utah University. Prior to being elected governor, he served on the State Board of Regents.

David A. Longanecker (see biographical sketch in Tab 3).

Cecelia H. Foxley is the Utah commissioner of higher education. Prior to her promotion to this post, she served as the deputy commissioner and the associate commissioner for academic affairs. She has held faculty and administrative posts at a number of institutions, including Utah State University, the University of Iowa, and the University of Minnesota. She has also served as a consultant to organizations on subjects including behavioral science, management, organizational development, program evaluation, and equal opportunity. In addition,

she has authored numerous books and articles on educational management, human relations counseling, and other topics. She holds a B.A. in English from Utah State and an M.A. in English and Ph.D. in educational psychology from the University of Utah. She has served as a WICHE commissioner since 1993.

David L. Gladwell is a Utah state senator, representing the 19<sup>th</sup> District since his election in 2000. He currently serves as cochair of the Higher Education Appropriations Subcommittee and as a member of numerous other committees, including Education; Judiciary, Law Enforcement, and Criminal Justice; Revenue and Taxation; and Rules. Previous to his election to the Senate, he served in the House of Representatives, to which he was elected in 1996. Trained as an attorney, he received his B.A. in English from the University of Utah and J.D. from the University of Utah Law School. He was appointed to the WICHE Commission in 2000.

E. George Mantes (see biographical sketch in Tab 4-2).

**Utah State Board of Regents (see Tab 4-3)**

# Programs and Services Committee

Tuesday, 8.00 – 9.45 am  
Eagle Gate – Lower Level

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Committee Chair: Diane Barrans, executive director,  
Alaska Commission on Postsecondary Education

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Tuesday, May 20, 2003

Page No.

8.00 - 9.45 am

Eagle Gate – Lower Level

## Programs and Services Committee



### Committee Members

Diane Barrans, (AK), committee chair  
Phil Dubois (WY), committee vice chair  
Chuck Ruch (ID), ex officio  
Don Carlson (WA), ex officio

Committee chair (AK)  
John Haeger (AZ)  
Herbert Medina (CA)  
Bill Byers (CO)  
Raymond Ono (HI)  
Jack Riggs (ID)  
Carrol Krause (MT)  
Carl Shaff (NV)  
Dede Feldman (NM)  
Larry Isaak (ND)  
Cam Preus-Braly (OR)  
James Hansen (SD)  
David Gladwell (UT)  
Debora Merle (WA)  
Klaus Hanson (WY)

### Agenda

Call to Order: Diane Barrans, chair

- |   |  |      |
|---|--|------|
|  | Minutes of the May 20, 2002 Committee Meeting  | 8-3  |
|   | Discussion Item: Accreditation Status of Professional Programs in the Professional Student Exchange Program (PSEP) – Jere Mock, director of Programs and Services, and Dr. Jack Dillenberg, dean, Arizona School of Health Sciences (ASHS) School of Dentistry & Oral Health | 8-7  |
|  | FY 2003 – 04 Workplan Chart – Jere Mock  | 8-10 |
|   | The committee will take action on its FY2004 workplan.   |      |
|   | Discussion Item: Reexamining the Professional Student Exchange Program’s Support Fees – Jere Mock and Vicki Falsgraf, chair of the WICHE certifying officer’s subcommittee on support fees   | 8-15 |

Information Item: The American TelEdCommunications  
Alliance's New Contract Awards: E-Learning Products and  
Sprint PCS Wireless

8-33

Program Updates – Jere Mock and Sandy Jackson,  
coordinator, Student Exchange Programs



## **ACTION ITEM**

### **Programs and Services Committee Minutes November 12, 2002**

#### **Committee Members Present**

Diane Barrans, (AK), committee chair  
Herbert Medina (CA)  
William Byers (CO)  
Raymond Ono (HI)  
Gary Stivers (ID)  
Bruce Hamlett (NM)  
Larry Isaak (ND)  
Camille Preus-Braly (OR)  
James O. Hansen (SD)  
E. George Mantes (UT)  
Sen. Don Carlson for Debora Merle (WA)

#### **Guests**

Phyllis Brecher, WY certifying office  
Lisa Shipley, WY certifying office  
Rep. Roy M. Takumi, WICHE Legislative  
Advisory Committee Member(HI)

#### **WICHE Staff**

Candy Allen  
Annie Finnigan  
Sandy Jackson  
Deborah Jang  
David Longanecker  
Jere Mock  
Marv Myers  
Jenny Shaw

#### **Action Item**

Committee Chair Diane Barrans opened the meeting with role call; then asked the committee members to review the first action item, minutes of the May 20, 2002, committee meeting. Motion was made and seconded to approve the minutes as presented.

#### **Information Items**

NEON - The Northwest Educational Outreach Network

Chair Barrans asked Jere Mock to describe the new project, the Northwest Educational Outreach Network (NEON), a collaborative effort of WICHE and the Northwest Academic Forum (NWF). Mock said NEON's mission is to enable participating institutions in the nine-state NWF region to share electronically delivered degree programs in high demand disciplines and to jointly develop new programs in response to regional needs. The NWF states include Alaska, Hawaii, Idaho, Montana, Nevada, North Dakota, Oregon, Washington, and Wyoming. She said key elements of the program include: fostering interstate, multi-institution academic planning and reciprocity through institutional collaborations; providing three to five electronic degree programs over three years; providing students with a broader mix of e-learning opportunities and services; and offering faculty development opportunities to increase the use of electronically distributed courses.

A three-year \$616,337 grant has been received from the Fund for the Improvement of Postsecondary Education. Requests for direct appropriations have been submitted to Senate Appropriations Committee members from Washington, Montana, North Dakota, and Nevada.

During the first year of the grant, the NWF executive committee will determine which three academic disciplines it wants to focus on. Faculty and administrators from participating institutions will be brought together to plan the degree programs; determine acceptable delivery modes; develop effective student support services; and coordinate faculty workshops on electronically delivered courses.

The academic areas that are under consideration include working with Schools and Colleges of Nursing in the region to expand the availability of existing, or to develop new, electronically delivered Ph.D. programs for nursing educators. NWAf members that have expressed interest include: Idaho State University; Montana State University; Oregon Health Science University; University of Nevada, Reno; and Washington State University.

Another possible program is a master's degree in Logistics and Supply Chain Management. Institutions that may collaborate: the University of Alaska, Anchorage (air cargo, global logistics, and supply chain management); University of Hawaii (air travel management, surface passenger transportation, international transportation); University of Nevada, Reno (supply chain management, warehousing, and reverse logistics).

The third pilot project will focus on teacher education. The NWAf members will meet in early January 2003 to determine potential areas of focus for this academic discipline.

Mock stated that staff from WCET (Western Cooperative for Educational Telecommunications) – in particular Russ Poulin, co-director of the NEON project with Mock – will assist with this project. One of Mock's goals for the future of NEON is that it will provide a new model of Student Exchange Programs for WICHE, one that enables students to stay in their home states while pursuing their educations.

There will be a report on NEON at the Northwest Academic Forum's annual meeting at the University of Wyoming in Laramie on April 28-29, 2003.

Bill Byers asked about the possibility of participation of other WICHE states beyond the NWAf region. Mock said that program will initially include the nine states involved in developing the electronic consortium, but she anticipates that other states will be invited to join over time.

## **Student Exchange Program Updates**

Sandy Jackson said that the subcommittee of certifying officers, formed at the May 2002 commission meeting, has begun to examine new approaches for setting support fees. They will review the history of support fees, enrollment trends in each of the fields, and potential new strategies, and will present their preliminary recommendations at the May 2003 commission meeting.

Larry Isaak asked a question regarding the anticipated shortage of dentists, in regard to whether more states will negotiate out-of-region agreements with the Creighton University School of Dentistry for guaranteed slots, affecting the flow of dental students within the PSEP. Mock responded that there will be two additional dental schools operating in the WICHE region during 2003: the Arizona School of Dentistry & Oral Health and the University of Nevada, Las Vegas School of Dentistry. She said she anticipates these programs will want to participate in PSEP.

Mock and Jackson gave an update on the staff efforts to mechanize the annual enrollment reporting process for the Western Undergraduate Exchange (WUE). Enrollments for 2002 will be reported by institutions via a new database that is accessible from the WICHE Web site. The purpose of the new system is to track additional information and produce the final enrollment report earlier than in the past so the information will be available to participating states during their 2003 legislative sessions. Byers asked why WUE enrollment declines have occurred in Montana and Nevada, and Jackson said not all of the participating institutions have yet reported their enrollment data.

Bruce Hamlett asked how payback requirements for the PSEP program differ within the WICHE region. Jackson responded that the payback requirements differ for each of the six states where they are in effect and gave examples of the differences; she added that information on the requirements is available on the WICHE Web site.

## **Legislative Advisory Committee**

Mock said WICHE's Legislative Advisory Committee met in July in conjunction with the Council of State Government-WEST annual meeting in Lake Tahoe, Nevada. The committee members had an opportunity to report on the outcomes of their 2002 legislative sessions and described the fiscal challenges faced by their states, as well as some of the approaches that were used during the sessions to address budget deficits. Jane Wellman, an associate with the Institute for Higher Education Policy, gave an excellent presentation on the challenges public higher education is facing in an era of fiscal and demographic change. She described how some states and governing and coordinating boards are attempting to provide access to many more students with much less public funding. The 2003 Legislative Advisory Committee Meeting may be held in conjunction with the May 19-20, 2003, WICHE Commission meeting in Salt Lake City. Mock announced that there are vacancies in Arizona and New Mexico on the Legislative Advisory Committee, and staff will work with WICHE Executive Committee members to fill those vacancies.

## **American TelEdCommunications Alliance (ATAlliance)**

Mock said the ATAlliance is a national purchasing collaborative formed by the four regional higher education compacts (the Southern Regional Education Board, the Midwestern Higher Education Commission, the New England Board of Higher Education, and WICHE) and MiCTA, a national nonprofit telecommunications association. The alliance was formed to provide low-cost access to technology and telecommunications products and services by negotiating special contracts with vendors; also reducing the time spent on procurement efforts by members. All nonprofit organizations are eligible for membership; annual membership dues are \$75. Mock represents WICHE on a working committee representing the four compacts; the committee members work with MiCTA staff on the request-for-proposals (RFP) processes, validate bid processes, and inform members about the cost-savings opportunities. Mock said cost savings for members will vary for each of the contracts. Some members have saved 20 percent or more of their previous telecom expenses on some products. Offerings include voice telecommunications, long distance services, calling cards, network/Internet products and services, wireless, consulting services and energy auditing technologies.

Barrans asked if mass interest must be expressed before an RFP is developed, or if every RFP request goes forward. Mock responded that up to now, MiCTA has determined which products and services to include in the RFP process. She said the ATAlliance is currently in the early phases of working on the first RFP process that it has proposed: an RFP for e-learning products focusing on course management software and related services supporting online education. In response to a question by Sen. Carlson, Mock said the \$75 dues amount is assessed to each organizational member. She said institutions that are members of the Association of College and University Telecommunications Administrators (ACUTA) receive complimentary membership in the ATAlliance. A list of the ATAlliance members is posted on the MiCTA Web site at [www.mictaservice.com](http://www.mictaservice.com).

## **Xap.com – Electronic Mentor**

Mock presented information on Xap Mentor Systems that are being developed in several WICHE states. Xap Corp. provides electronic and Internet-based information management systems for college-bound students. Xap is the first company to directly partner with associations and institutions of higher learning to develop regional, university-approved Mentor Web sites. A Mentor site, as its name connotes, utilizes the Internet to efficiently guide students through the comparison, selection, and application to admission and financial aid stages of preparing for college. The sites also help students understand university entrance and academic requirements and learn more about educational opportunities at specific campuses. Mentor sites provide students a secure and confidential vehicle for communicating directly with their college of their choice; any personal data entered by the student is not released to third parties without the user's consent. In addition, the Mentor sites are provided free of charge to students; students only pay the standard admission application fees charged directly by the colleges and universities if the student submits an admission application.

The sites were developed and designed to address the needs of students and colleges. Mentor sites aid colleges and universities by providing a faster, more efficient, cost-saving method to process applications; provide increased access to more and better-prepared students; and provide avenues for direct communication with prospective students.

Mentor System licenses can be purchased by statewide governing and coordinating boards, institutions or student loan programs. Once the license is purchased, up to 18 modules are available. Costs of licenses range from \$450,000 to \$1 million per state; annual operating costs run about one half of the original development costs. Costs also depend on the size of the participating state and the number of institutions that will be included. Statewide systems that are using Mentor Systems include: Colorado, Hawaii, Nevada, Oregon, and Washington. Some institutions are using Mentor Systems in California, Arizona, and Utah. Seven WICHE states are not currently participating: Alaska, Idaho, Montana, New Mexico, North Dakota, South Dakota, and Wyoming.

David Longanecker mentioned that most states fund Mentor sites from state-guaranteed loan agencies that provide student loans. He said it is an expensive program, but the people who use it like it a lot. Mock asked the committee if it would be interested in having WICHE explore options to provide Mentor sites in the WICHE states that do not currently have them. Byers made a motion to have WICHE pursue this idea with WICHE states that are not currently using Xap Mentor Systems; the motion was seconded by Camille Preus-Braly and passed unanimously.

## **New Business**

Barrans suggested to Mock and Longanecker that they explore possibility of a regional, collaborative effort to develop early intervention products. Longanecker commented on the effectiveness of Minnesota's early outreach.

The committee had no further business and adjourned.

## **Discussion Item**

# **Accreditation Status of Professional Programs in the Professional Student Exchange Program (PSEP)**

### **Background**

WICHE policy currently requires that professional programs that receive students through the WICHE Professional Student Exchange Program (PSEP) have full accreditation status. Full accreditation is granted to programs after their first class graduates. Our policy also requires that if a participating program experiences a change of status affecting its accreditation, the program must report the change to WICHE. If the new status involves a loss of the rights and privileges accorded to graduates of fully accredited programs, the participation of new students will be suspended pending restoration of full accreditation. This policy has insured that the programs provide the necessary core of required education, training, and experience for their graduates and it provides students enrolled in the programs with reasonable assurance that the professional programs are meeting their stated objectives.

WICHE has been asked to make an exception to this rule by the new Arizona School of Dentistry & Oral Health (ASDOH) at the Phoenix-based Arizona School of Health Sciences (ASHS), a subsidiary of Kirksville College of Osteopathic Medicine. The ASHS has been in operation for six years. The Kirksville College of Osteopathic Medicine, headquartered in Kirksville, Missouri, is the founding institution of the osteopathic profession with over a century of experience in training primary care physicians who practice in rural and underserved areas. The Arizona School of Health Sciences has participated in WICHE's PSEP program since 1998, enrolling students in its occupational therapy, physical therapy, and physician assistant programs. The Kirksville College of Osteopathic Medicine has participated in PSEP since 1980.

### **The Arizona School of Dentistry & Oral Health**

The Arizona School of Dentistry & Oral Health, the only dental school in Arizona, will enroll its inaugural class of 54 dental students in July 2003, offering a Doctor of Dental Surgery (D.D.S.) degree with a certificate in public health management. The school was granted the status of Initial Accreditation by the Commission on Dental Accreditation (CODA) on Jan. 31, 2003. The accreditation designation provides the full benefits of accreditation for the next four years to ASDOH students including scholarship eligibility, student loans, the ability to sit for state licensure exams, and the opportunity to apply to postgraduate programs. In its report, CODA recognized the program's innovative curriculum development by stating that ASDOH has achieved in its integrated curriculum design what other schools may wish to attain and the program may provide a national model for future dental curriculum development. In addition, the report commended ASDOH for developing and implementing an innovative and totally integrated biomedical sciences curriculum.

ASDOH's program emphasizes preparing future dentists to address the dental care needs among children, seniors, and underserved communities in the Southwest, rural West, and Native lands. The school's marketing materials indicate that according to research conducted by Oral Health America in 2002, Arizona ranked 44<sup>th</sup> out of 50 states for the ratio of providers to people: Arizona has one dentist for every 2,520 residents, while the group reports a sufficient ratio is one dentist to 2,000 people. The Arizona Oral Health America Update, released in May 2000 by the state's Department of Health Services, indicates that access to dental care among children, seniors, and underserved communities is insufficient in the Southwest. Arizona also has a preponderance of older dentists who are nearing retirement. The ASDOH dental program will be needs focused, with a strong commitment to expanding access to care for the underserved and coordinating student clinical training in communities of need. The school plans to have its students spend the first three years at the Phoenix campus, and during their fourth year students

will return to their sending states to provide dental care to underserved populations, in the Indian Health Service, or in community health centers. The program's first class includes students from Arizona, New Mexico, Utah, California as well as states outside the West; four of the 54 students are Native Americans. The program's tuition is \$30,000 per year.

## **Initial Accreditation**

WICHE staff recently contacted the director of the Commission on Dental Accreditation's Predoctoral Dental Education program, Rosemary Monehen, to learn more about ASDOH's accreditation status. The commission, under the auspices of the American Dental Association, has sole authority for activities pertaining to the accreditation of more than 1,300 educational programs in the dental and dental-related disciplines. Its accreditation review process is based on nationally-accepted standards to guide program administrators, faculty, and staff in developing and maintaining acceptable quality in their programs in areas including: outcome assessment, administration, curriculum, faculty, financial support, and physical facilities.

Monegan said three new dental schools have applied for accreditation in the last two years: ASDOH, the School of Dentistry at the University of Nevada, Las Vegas, and a new dental school at Nova University in Florida. Before that, no new dental schools had been built in the U.S. over the last 25 years.

An accrediting team from the Commission on Dental Accreditation made a pre-enrollment site visit to ASDOH in October 2002, following review of the ASDOH's application for accreditation and its self-study report. (The self study report reflects the program's assessment of its mission, resources, curriculum, and the effectiveness of its operational and student policies and practices. The site visit team members are selected on the basis of their expertise in the discipline. They interview administrators, faculty, and staff to determine if the program will meet minimum accreditation standards and to verify the information provided in the self-study report.) The team's report was reviewed by the full commission in January 2003 and initial accreditation status was granted on January 31, 2003. Two more site visits will be conducted before the school gains full accreditation status. The second visit will be in spring 2005 at the end of the second year of enrollments; the accrediting team will review the third and fourth year curricula and clinical training opportunities. A final visit by the accrediting team will occur in spring 2007 before the first class graduates. The commission will make a final determination in July 2007. (To maintain an accreditation status, all programs must be reevaluated with an on-site review at regular intervals. All programs are reviewed every seven years, except for programs in the specialty of oral and maxillofacial surgery, which are reviewed every five years.)

Monehen emphasized that no U.S. dental schools that have received initial accreditation status have been closed prior to receiving full accreditation in the history of the commission. She also noted that the commission recently changed the name of this accreditation status from "accreditation eligible" to "initial accreditation." Dental schools must obtain initial accreditation prior to the acceptance of their first class. The school must receive accreditation approval, or conditional approval, once operational.

The national need for dentists is high and will remain so according to the American Dental Association. There are approximately 160,000 dentists in the U.S., with some 4,200 graduating (down from 6,000 20 years ago) and roughly 6,000 retiring per year. The U.S. Department of Labor lists moderate growth in demand for dentists, but the supply and demand is regionally disproportionate. There continues to be a significant and critical shortage of dentists for certain populations nationally. The burden of oral disease falls hardest on those of lower socioeconomic status. The federal Indian Health Service also has a critical need for dentists and considers this among its greatest health professions' needs, with a 20 percent employment vacancy rate. Student demand significantly exceeds enrollment slots at the nation's dental schools.

Eight institutions in the West that have dental schools currently participate in PSEP with a total enrollment of 98 students. The institutions, and their current PSEP enrollments, include:

	<u>2002 – 2003 PSEP Enrollment</u>
• California (five schools):	
Loma Linda (3 AK, 3 AZ, 2 NV)	8
University of California, Los Angeles (1 MT, 1 NM)	2
University of California, San Francisco (1 HI, 1 MT)	2
University of the Pacific (5 AZ, 2 HI, 2 MT, 5 NV, 2 NM, 1 WY)	17
University of Southern California (3 AZ, 1 HI)	4
• The University of Colorado Health Science Center (16 AZ, 2 HI, 5 NV, 9 NM, 2 WY)	34
• Oregon Health & Science University (2 AK, 12 AZ, 2 HI, 2 MT, 5 NV, 1 NM, 1 WY)	25
• University of Washington (1 AZ, 3 HI, 1 MT, 1 WY)	6

Another 53 students from the WICHE region are now enrolled in out-of-region dental schools.

• Creighton University (16 NV, 8 NM, 2 ND, 7 WY)	33
• Marquette University (1 ND)	1
• University of Nebraska (7 ND, 7 WY)	14
• University of Missouri, Kansas City (5 NM)	5

**WICHE FY 2003 - 2004 Workplan: Priority Themes & Activities**

**Existing Activities**  
(GF=general fund)

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the Northwest Academic Forum's regional initiatives (NWAFF)	Project on workforce issues and higher ed: nursing, teacher education, information technology, and faculty (Ford)	Regional Factbook: Policy Indicators for Higher Education (GF)
WCET's Technology Costing Methodology project handbook (FIPSE)	Accelerated Learning Initiatives (U.S. Dept. of Education)	NEON, the Northwest Educational Outreach Network (FIPSE)	Workforce Briefs (GF)	Policy Insights on a range of higher education issues (GF)
Multi-year policy projects on higher ed finance and financial aid (Lumina Foundation)	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE, and others)	Western Cooperative for Educational Telecommunications initiatives	Building partnerships for competency: public mental health workforce development	Development of guidelines in distance-delivered education for the regional accrediting agencies by WCET
Performance measurement improvement in the Western states public mental health programs	Project on the collision between demand, access, and financial constraints (Ford)	WCET work to provide comparisons of electronic-learning resources (Hewlett)		Project on higher ed quality and accountability in a time of stable or declining enrollments (Ford)
	Multi-year policy projects on higher ed finance and financial aid (Lumina Foundation)	Building regional participation in the American TelEd Communications Alliance (self-funding)		Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
	High school graduates projections by state, race/ethnicity, and income	North American higher education portal expansion (FIPSE)		
	Children's Mental Health Improvement Projects in Wyoming and South Dakota	Financing of information technology (Ford)		
	North American Student Exchange Program (FIPSE)			
	U.S./U.K. Project (British Funding Council)			

**High lighted activities fall with the Programs and Services unit's workplan**



## New Directions

(proposals have been approved by the commission)

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
<p>Expanding the Technology Costing Methodology project (FIPSE)</p> <p>Examination of the impact of revenue constraints on future viability of higher ed in the West (Ford and Lumina)</p> <p>Changing Direction — Phase 2 (Lumina)</p>	<p>PSEP revitalization</p> <p>Faculty diversity initiatives</p> <p>Research on student mobility</p> <p>Migration Patterns of College Students (AIR)</p> <p>Accelerated-Learning Initiatives — Phase 2 (U.S. Dept. of Ed)</p>	<p>Policy forum on financing information technology in a limited-resource environment</p> <p>Acquiring a new WICHE facility and regional learning center</p>	<p>Developing Student Exchange Program responses to critical workforce shortages</p> <p>Expanding professional advisory councils (health professions, vet medicine)</p>	<p>Collaboration with NCHEMS, SHEEO, and WICHE on database maintenance and exchanges</p> <p>Institute for legislators and trustees on higher ed issues</p>

## On the Horizon

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

### Finance

Policy work on resident and nonresident tuition policies

An exploratory project on the pros and cons of vastly reducing, or eliminating entirely, the distinction between resident and nonresident tuition policies. This activity would include discussions and white papers describing how undifferentiated policies would impact tuition levels, financial aid, residency, admissions, and other policies and practices at the state and institutional level. The project might also look at how such policies might influence the role and mission of public institutions in the state.

### Access

Advisory council on K-20 interactions to enhance preparation

Almost every state is talking about improving K-12 and higher education relations. Many have established P-20 councils at the local and state level; others have statewide coalitions to improve communication and collaboration across the educational system. WICHE has a number of initiatives that involve a P-16 or P-20 approach, including our work on Standards for Success and the Pathways to College Network. This new activity would examine the potential role of an advisory group on K-20, similar to the Legislative Advisory Committee or Northwest Academic Forum (NAAF), to assist the commission in looking at the critical linkage points between K-12 and higher education.

### Innovation & Info-technology

Expansion of NEON

Additional external funding will be sought to support the Northwest Educational Outreach Network (NEON) in its efforts to help states and institutions to share electronically delivered degree programs. Explore expanding NEON beyond the nine-state NWAf region.

Exploring the development of portal technologies

Building on the experience WICHE has gained in developing CONAHEC's new portal to the Internet, this project would explore whether developing portal capabilities within WICHE could enhance service at cost-effective prices for other applications of service to the West.

XAP

Two options exist. (1) Work with AK, ID, MT, NM, ND, and WY to assess interest in developing Xap Mentor Systems to provide Internet-based information management systems for college-bound students. If two or more states want to proceed, seek external funding. (2) Follow the SREB approach ("Ways In") of developing specialized community portals for in-demand professions, such as teachers and nurses. Licensure requirements, access to programs, courses, degree information, and financial aid assistance could be provided for each area.

## On the Horizon (continued)

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

### Workforce

Convening regional and subregional forums on emerging workforce needs

Seek external funding to convene one or more workforce forums to assist states in planning for emerging workforce needs and to discuss the potential of developing multi-institutional approaches to meeting these needs.

Recruiting leaders for Western higher education

A new service to be offered by WICHE, which would provide institutions of higher education within member states with professional search services to help fill senior administrative positions. This service would seek not to replicate the services provided by the bevy of fine search firms operating to serve American higher education today. Rather, this service would focus on providing less expensive searches, focused primarily on filling positions in smaller, more remote colleges and universities.

Assisting states in identifying academic program development needs

Activity in this area could be in conjunction with, or independent of, the regional and subregional forums on workforce needs. Work with state-level academic affairs officers to create an inventory of anticipated new academic programs and explore opportunities for interstate and interinstitutional collaborations for the new programs or in lieu of the new programs.

### Accountability

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

The release of **Measuring Up 2002** has again activated conversation in the states on how well they are providing access in an affordable way. The weakened state economies have created a more difficult, sometimes acrimonious, environment for these discussions, forcing states policymakers and leaders to think carefully about their ability to sustain access and affordability goals. This activity would examine ways that the commission and staff could provide technical assistance to states and support an informed, thoughtful dialogue on the likelihood of making progress on **Measuring Up** goals.



## DISCUSSION ITEM

### Reexamining the Professional Student Exchange Program's Support Fees

#### Background

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

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

The PSEP programs are divided into two groups. Group A includes those fields in which WICHE students would have difficulty gaining access to public professional schools without the PSEP program. The nine current Group A fields include: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physician assistant. Group B includes professional fields where access is not as significant a problem but states wish to offset high nonresident and private institution tuition charges for their residents. The four current Group B fields are: graduate library studies, pharmacy, public health, and architecture.

Every two years, the PSEP support fees are set for the next biennium. The process includes preliminary reviews of the proposed fees with the WICHE certifying officers, cooperating institutions, Student Exchange Program Advisory Committee (SEPAC) members, and final review and approval by the WICHE Commission. At the May 19, 2002, meeting, many of the certifying officers voiced concern over the proposed support fees as recommended by WICHE staff. After lengthy discussion, the certifying officers approved the recommended support fee increases, with six states voting in favor of the proposal and five abstaining. This group suggested that a subcommittee of its members be appointed to examine other methods of setting support fees. The following day, the Programs and Services Committee discussed the staff and certifying officers' recommendations and subsequently voted unanimously to approve the recommended increases in support fees, and endorsed convening the subcommittee.

Fees for the 2003-2004 and 2004-2005 biennium were approved by the full commission on May 21, 2002, and included a 4 percent increase in Group A and a 3 percent increase in Group B fields for each year of the biennium, along with a \$1,000 increase in the first year of the biennium of the physician assistant support fee. The approval was granted with the understanding that a subcommittee of the WICHE certifying officers and the WICHE staff would begin a conversation on whether new approaches to setting the fees are needed.

The prevailing concern: as support fees continue to increase, states are limited in the number of students they can support through PSEP. Enrollments in the Professional Student Exchange Program peaked in 1985-1986 at some 1,378 students. Multiple factors have contributed to a steady erosion of this total

over the past 18 years. State fiscal challenges top the list. Nearly every state in the WICHE region is either experiencing or anticipating budget cuts because of revenue shortfalls and struggling economies. Other factors contributing to the decline: new professional schools have opened in several states, reducing the reliance on PSEP. Some Western states have turned to other programs in the region, such as WWAMI (the Washington, Wyoming, Alaska, Montana, and Idaho regional medical education program that is affiliated with the University of Washington) because they feel they reap greater payoffs, including clinical residencies in their states and higher return rates of program graduates.

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support large numbers of students through PSEP face mounting fiscal pressures as they try to provide their residents with access to professional education. Furthermore, in the increasingly market-driven pricing environment of higher education, states can often secure seats in non-WICHE programs at rates lower than WICHE established fees. The receiving institutions' costs of delivering professional education continue to rise, in some cases necessitating greater financial incentives to preserve slots for nonresidents. Students are carrying heavier financial burdens resulting from sizeable tuition and fee hikes at many public and private institutions.

### History of Support Fees

For a number of years, support fees were set to approximate the average cost of instruction for all schools in a given field. In recent years, the commission has based support fees on the differential between resident and nonresident tuition in order to reduce costs to the states; the fees were intended to exceed nonresident tuition in all public institutions in each field to provide an incentive to the participating institutions. As tuition has increased, with nonresident and private institutions' rates rising the most, the differential has decreased at some of the receiving institutions, and PSEP no longer provides as significant an incentive to enroll WICHE students. But it is an inconsistent picture: in some cases there is no fiscal incentive, as nonresident tuition exceeds the WICHE support (the sum of the support fee and resident tuition paid by the student); while other professional schools continue to receive support that exceeds their nonresident tuition by substantial amounts.

**Table 1 – Financial Incentive to Enroll PSEP Students, by Field  
(Public institutions currently enrolling PSEP for 2002 - 2003)**

	WICHE support* as a percentage of nonresident tuition (lowest)	WICHE support* as a percentage of nonresident tuition (highest)	Number of public institutions in which WICHE support is less than nonresident tuition
Medicine	56%	152%	1 of 7
Dentistry	82%	123%	1 of 5
Veterinary Medicine	100%	145%	0 of 3
Physical Therapy	67%	165%	3 of 6
Occupational Therapy	87%	176%	2 of 4
Physician Assistant	71%	104%	2 of 3
Optometry	79%	91%	1 of 1
Osteopathic Medicine	83%	85%	(3 privates)
Podiatry	78%	78%	(1 private)

\*WICHE support includes the support fee and resident tuition and fees.

The current approach of setting support fees is not based on a true market-based, or cost-based, approach. The tradition of making biennial, inflationary adjustments to the fees over the past several years has led to gradual escalations in the fee levels; tuitions at the participating institutions have also increased

but there are often wide variations in tuitions among the participating public and private institutions. As a result, some institutions receive support fees that greatly exceed the nonresident tuition differential while others receive far less.

Faced with these challenges, the certifying officers subcommittee met by conference call four times since May and has spent considerable time researching the history of support fees since WICHE's inception in 1953. The subcommittee developed both short- and long-term recommendations for the commission's consideration. The subcommittee's recommendations have been endorsed by all of the WICHE certifying officers. The executive summary of their report follows: "WICHE's Professional Student Exchange Program Support Fees: Is a New Approach Needed?" Members of the Programs and Services Committee also received the subcommittee's full report.

The committee outlines two options for consideration by the commission:

#### The Committee's Option 1: Set Support Fees According to Category B Field Standards

In Category B fields, a support fee that is lower than Category A fees is paid by the state to the receiving institution. The student generally pays the resident tuition rate; however, whenever the sum of the resident tuition paid by the student and the support fee does not at least equal the nonresident tuition, the school may charge the student the difference. The committee recommends setting support fees according to Category B field standards.

Staff comments: Support fees in Group B fields are substantially lower than those in Group A. The fields were divided in June 1986: Group A encompassing fields in which nonresident students were generally unable to gain admission to public programs in other states unless they came with the support fees associated with the WICHE designation; and Group B programs in fields in which, generally, nonresidents had no difficulty in gaining admission. In the Group B fields, support fees were initially calculated based on the average of the differential between resident and nonresident tuition. In subsequent years, the fees were increased biennially — oftentimes in line with the A fields, and sometimes at slightly lower percentages than the A fields. Under this policy, the state subsidy per student was substantially reduced in each Group B field.

The certifying officers subcommittee did not propose a recommended approach for setting the support fees based on a Group B standard. Migrating all of the PSEP fields to the Group B support fee model will shift costs to the participating students, as most of the institutions will likely need to recover the difference between residence and nonresident tuition. We anticipate that fewer students may be willing to afford the increased tuitions. Further, schools that no longer receive an incentive to accept WICHE students may decide to no longer offer preferential admission considerations to PSEP students.

#### The Committee's Option 2: Limit Amount Above Nonresident Tuition

The committee's other option would set a ceiling (e.g., 20 percent) above nonresident tuition which the PSEP incentive (i.e., sum of support fee plus resident tuition) will not exceed.

Staff comments: This approach is feasible, though it would be difficult to administer, as support fees would vary by institution during any given year; and it would be very difficult for institutions and students to receive advance notice of the support fee levels. A slightly different option would be to base the incentive on the average nonresident tuition of the first year of the current biennium and to maintain that level for at least two years to provide sufficient notice to all involved parties.

#### A Third Option

WICHE staff proposes a third approach for the commission's consideration: setting fees as the differential between the average of resident and nonresident tuition of the public institutions in the PSEP fields. In the fields where there are no public institutions currently participating, we would maintain the current support fee.

Over the years, higher education tuitions have become much more market driven and, presumably, their resident and nonresident pricing levels reflect what students are willing to pay and what the institutions require to sustain quality programs. Using a support fee model that is more closely tied to average market prices would mean that the fees would be pegged to the average institutional market rate. To accommodate states that participate in PSEP and whose legislatures convene biennially, we would calculate the fees based on actual tuition and fee information two years prior to their implementation, and they would be recalculated biennially.

In consideration of states with biennial appropriations processes, WICHE staff also recommends that the support fees approved by the WICHE Commission for the 2003-2005 biennium remain as approved in May 2002.

**Support Fees Based on Differential of Resident and Non-Resident Tuition at Public Institutions (2002-2003)**

	<u>Current WICHE Support Fee</u>	<u>Proposed Support Fee*</u>
Medicine	\$22,800	\$14,900
Dentistry	15,900	14,800
Veterinary Medicine	22,600	15,500
Occupational Therapy	8,400	8,100
Optometry	10,300	10,300 **
Physician Assistant	7,200	7,200**
Physical Therapy	8,400	8,400**

**Support Fees Based on Differential of WICHE Rate and Nonresident Tuition for Fields in which all of the Participating Institutions are Private**

	<u>Current WICHE Support Fee</u>	<u>Proposed Support Fee</u>
Osteopathic Medicine	\$15,100	\$15,100 **
Podiatry	10,600	10,600 **

\* These numbers are based on 2002-2003 tuition figures. The proposed fees would actually be based on 2003-2004 tuition figures which are not available at this time.

\*\* These fees would be capped at current levels. The differential of resident and nonresident tuition at public institutions would be higher than the current fees.

The Programs and Services committee and the full WICHE Commission will need to approve the support fees for the 2005-2006 and 2006-2007 biennium no later than the May 2004 commission meeting.

WICHE staff support the certifying officers recommendation that an in-depth analysis of the Professional Student Exchange program should be conducted. If the commission concurs, we would engage a consultant to conduct an unbiased evaluation. The current budget does not support this activity so we would need to reallocate existing resources or secure external funding before proceeding with the evaluation.



**Medicine****2002 - 2003**

Current WICHE Support Fee - \$22,800

Proposed WICHE Support Fee - \$14,900

<b>Institution</b>	<b>PSEP Enrollment</b>	<b>Resident Tuition</b>	<b>Non Resident Tuition</b>	<b>Current Support Fee Plus Resident Tuition</b>	<b>Current WICHE Support Fee as a % of Non Resident Tuition</b>	<b>Proposed Support Fee (Differential) and Resident Tuition</b>	<b>Proposed Support Fee as a % of Non Resident Tuition</b>	<b>Difference between Proposed and Non Resident Tuition</b>
Total Enrollment	45							
Oregon Health & Science University	16	\$23,518	\$33,518	\$46,318	138%	\$38,418	115%	\$4,900
University of Utah	7	\$12,507	\$23,158	\$35,307	152%	\$27,407	118%	\$4,249
University of Colorado Health Sciences Center	6	\$13,403	\$64,186	\$36,203	56%	\$28,303	44%	(\$35,883)
University of North Dakota	5	\$14,479	\$36,935	\$37,279	101%	\$29,379	80%	(\$7,556)
University of New Mexico	3	\$9,466	\$27,135	\$32,266	119%	\$24,366	90%	(\$2,769)
University of Arizona	2	\$10,659	\$10,659	\$33,459	314%	\$25,559	240%	\$14,900
University of Nevada	2	\$8,882	\$25,784	\$31,682	123%	\$23,782	92%	(\$2,002)
University of California Berkeley/San Francisco	0	\$9,621	\$20,753	\$32,421	156%	\$24,521	118%	\$3,768
University of California, Davis	0	\$10,510	\$21,642	\$33,310	154%	\$25,410	117%	\$3,768
University of California, Irvine	0	\$11,100	\$22,232	\$33,900	152%	\$26,000	117%	\$3,768
University of California, Los Angeles	0	\$10,177	\$21,309	\$32,977	155%	\$25,077	118%	\$3,768
University of California, San Diego	0	\$10,642	\$21,774	\$33,442	154%	\$25,542	117%	\$3,768
University of California, San Francisco	0	\$10,905	\$22,037	\$33,705	153%	\$25,805	117%	\$3,768
University of Hawaii	0	\$14,330	\$28,034	\$37,130	132%	\$29,230	104%	\$1,196
Loma Linda University	4	\$31,808	\$31,808	\$33,403	105%	\$25,503	80%	(\$6,305)
Stanford University	0	\$34,373	\$34,373	\$34,258	100%	\$26,358	77%	(\$8,015)
University of Southern California	0	\$36,184	\$36,184	\$34,861	96%	\$26,961	75%	(\$9,223)
Average Resident Tuition		\$12,157						
Average Non Resident Tuition			\$27,083					
Differential between Resident and Non Resident Averages		\$14,926						

Average Resident and Non-Resident Tuition based on Public Schools only

## Dentistry

2002-2003

Current WICHE Support Fee- \$15,900

Proposed WICHE Support Fee- \$14,800

Institution	PSEP Enrollment	Resident Tuition & Fees	Non Resident Tuition & Fees	Current Support Fee Plus Resident Tuition	Current WICHE Support Fee as a % of Non Resident Tuition	Proposed Support Fee (Differential) and Resident Tuition	Proposed Support Fee as a % of Non Resident Tuition	Difference between Proposed Rate and Non Resident Tuition
Total Enrollment	98							
University of Colorado Health Sciences Center	34	\$8,970	\$30,473	\$24,870	82%	\$23,770	78%	(\$6,703)
Oregon Health & Science University	25	\$15,268	\$29,512	\$31,168	106%	\$30,068	102%	\$556
University of Washington	6	\$11,421	\$27,547	\$27,321	99%	\$26,221	95%	(\$1,326)
University of California, Los Angeles	2	\$9,802	\$20,934	\$25,702	123%	\$24,602	118%	\$3,668
University of California, San Francisco	2	\$10,525	\$21,657	\$26,425	122%	\$25,325	117%	\$3,668
* University of the Pacific	17	\$39,188	\$39,188	\$28,963	74%	\$27,863	71%	(\$11,325)
Loma Linda University	8	\$37,171	\$37,171	\$28,290	76%	\$27,190	73%	(\$9,981)
University of Southern California	4	\$46,122	\$46,122	\$31,274	68%	\$30,174	65%	(\$15,948)
Average Resident Tuition		\$11,197						
Average Non Resident Tuition			\$26,025					
Differential between Resident and Non Resident Averages		\$14,827						

Average Resident and Non-Resident Tuition based on Public Schools only

\* Tuition based on 9 Month Academic year

## Veterinary Medicine

2002-2003

Current WICHE Support Fee- \$22,600

Proposed WICHE Support Fee- \$15,500

Institution	PSEP Enrollment	Resident Tuition & Fees	Non Resident Tuition & Fees	Current Support Fee Plus Resident Tuition	Current WICHE Support Fee as a % of Non Resident Tuition	Proposed Support Fee (Differential) and Resident Tuition	Proposed Support Fee as a % of Non Resident Tuition	Difference between Proposed Rate and Non Resident Tuition
Total Enrollment	218							
Colorado State University	169	\$10,008	\$32,608	\$32,608	100%	\$25,508	78%	(\$7,100)
Washington State University	45	\$11,056	\$27,420	\$33,656	123%	\$26,556	97%	(\$864)
Oregon State University	4	\$12,354	\$24,057	\$34,954	145%	\$27,854	116%	\$3,797
University of California, Davis	0	\$11,072	\$22,204	\$33,672	152%	\$26,572	120%	\$4,368
Average Resident Tuition		\$11,123						
Average Non Resident Tuition			\$26,572					
Differential between Resident and Non Resident Averages		\$15,450						

## Occupational Therapy

2002-2003

Current WICHE Support Fee- \$8,400

Proposed WICHE Support Fee- \$8,100

Institution	PSEP Enrollment	Resident Tuition & Fees	Non Resident Tuition & Fees	Current Support Fee Plus Resident Tuition	Current WICHE Support Fee as a % of Non Resident Tuition	Proposed Support Fee (Differential) and Resident Tuition	Proposed Support Fee as a % of Non Resident Tuition	Difference between Proposed Rate and Non Resident Tuition
Total Enrollment	13							
University of Washington	2	\$8,698	\$19,700	\$17,098	87%	\$16,798	85%	(\$2,902)
University of North Dakota	1	\$5,612	\$7,942	\$14,012	176%	\$13,712	173%	\$5,770
University of Utah	0	\$8,762	\$19,549	\$17,162	88%	\$16,862	86%	(\$2,687)
University of New Mexico	0	\$3,445	\$11,737	\$11,845	101%	\$11,545	98%	(\$192)
University of Southern California	4	\$27,446	\$27,446	\$17,549	64%	\$17,249	63%	(\$10,197)
University of Puget Sound	2	\$22,500	\$22,500	\$15,900	71%	\$15,600	69%	(\$6,900)
Loma Linda University	1	\$23,808	\$23,808	\$16,336	69%	\$16,036	67%	(\$7,772)
A.T. Sill University of Health Sciences	1	\$19,050	\$19,050	\$14,750	77%	\$14,450	76%	(\$4,600)
Midwestern University	1	\$19,410	\$19,410	\$14,870	77%	\$14,570	75%	(\$4,840)
Pacific University	1	\$18,040	\$18,040	\$14,413	80%	\$14,113	78%	(\$3,927)
Average Resident Tuition		\$6,629						
Average Non Resident Tuition			\$14,732					
Differential between Resident and Non Resident Averages		\$8,103						

Average Resident and Non-Resident Tuition based on Public Schools only

## Optometry

### 2002-2003

Current WICHE Support Fee- \$10,300  
 WICHE Support Fee Based on Differential - \$12,400  
 Proposed WICHE Support Fee - Maintain Current Fee

Institution	PSEP Enrollment	Resident Tuition & Fees	Non Resident Tuition & Fees	Current Support Fee Plus Resident Tuition	Current WICHE Support Fee as a % of Non Resident Tuition	Proposed Support Fee (Differential) and Resident Tuition	Proposed Support Fee as a % of Non Resident Tuition	Difference between Proposed Rate and Non Resident Tuition
Total Enrollment	141							
University of California, Berkeley	9	\$10,201	\$22,580	\$20,501	91%	\$22,501	100%	(\$79)
Pacific University	79	\$22,750	\$22,750	\$17,883	79%	\$19,883	87%	(\$2,867)
Southern California College of Optometry	53	\$22,035	\$22,035	\$17,645	80%	\$19,645	89%	(\$2,390)
Average Resident Tuition		\$10,201						
Average Non Resident Tuition			\$22,580					
Differential between Resident and Non Resident Averages		\$12,379						

Average Resident and Non-Resident Tuition based on Public Schools only

## Physician Assistant

### 2002-2003

Current WICHE Support Fee- \$7,200

Support Fee Based on Differential - \$9,300

Proposed WICHE Support Fee - Maintain Current Fee

Institution	PSEP Enrollment	Resident Tuition & Fees	Non Resident Tuition & Fees	Current Support Fee Plus Resident Tuition	Current WICHE Support Fee as a % of Non Resident Tuition	Support Fee (based on differential) and Resident Tuition	Support Fee (differential) as a % of Non Resident Tuition	Difference between Support Fee (differential) Rate and Non Resident Tuition
Total Enrollment	14							
University of California, Davis	0	\$5,950	\$16,415	13,150	80%	\$15,250	93%	(\$1,165)
University of Colorado Health Sciences Center	0	\$9,041	\$23,000	16,241	71%	\$18,341	80%	(\$4,659)
University of Utah	0	\$11,922	\$18,468	19,122	104%	\$21,222	115%	\$2,754
* University of Washington	1	\$11,145	\$11,145	10,915	98%	\$13,015	117%	\$1,870
Oregon Health & Science University	0	\$16,948	\$22,100	12,849	58%	\$14,949	68%	(\$7,151)
* A.T. Sill University of Health Sciences	6	\$14,288	\$14,288	11,963	84%	\$14,063	98%	(\$225)
* Midwestern University	6	\$16,025	\$16,025	12,542	78%	\$14,642	91%	(\$1,383)
University of Southern California	1	\$26,464	\$26,464	16,021	61%	\$18,121	68%	(\$8,343)
Western University of Health Sciences	0	\$20,040	\$20,040	13,880	69%	\$15,980	80%	(\$4,060)
Pacific University	0	\$19,200	\$19,200	13,600	71%	\$15,700	82%	(\$3,500)
Average Resident Tuition		\$8,971						
Average Non Resident Tuition			\$18,226					
Differential between Resident and Non Resident Averages		\$9,255						

Average Resident and Non-Resident Tuition based on Public Schools only

\* Tuition based on 9 Month Academic year

## Physical Therapy

**2002-2003**  
 Current WICHE Support Fee - \$8,400  
 Proposed WICHE Support Fee - \$8,400

Institution	PSEP Enrollment	Resident Tuition & Fees	Non Resident Tuition & Fees	Current Support Fee Plus Resident Tuition	Current WICHE Support Fee as a % of Non Resident Tuition	Proposed Support Fee (Differential) and Resident Tuition	Proposed Support Fee as a % of Non Resident Tuition	Difference between Proposed and Non Resident Tuition
Total Enrollment	41							
University of North Dakota	13	\$6,923	\$9,306	\$15,323	165%	\$15,723	169%	\$6,417
University of Montana	3	\$9,379	\$18,556	\$17,779	96%	\$18,179	98%	(\$377)
Eastern Washington University	2	\$5,403	\$15,975	\$13,803	86%	\$14,203	89%	(\$1,772)
* University of Washington	2	\$6,524	\$14,775	\$14,924	101%	\$15,324	104%	\$549
* University of Colorado Health Sciences Center	1	\$8,249	\$24,692	\$16,649	67%	\$18,149	74%	(\$6,543)
University of Utah	1	\$7,498	\$15,680	\$15,898	101%	\$16,298	104%	\$618
California State University, Fresno	0	\$1,850	\$9,230	\$10,250	111%	\$10,650	115%	\$1,420
* University of New Mexico	0	\$3,062	\$10,795	\$11,462	106%	\$11,862	110%	\$1,067
Pacific University	12	\$18,900	\$18,900	\$14,700	78%	\$15,100	80%	(\$3,800)
University of Puget Sound	5	\$18,750	\$18,750	\$14,650	78%	\$15,050	80%	(\$3,700)
University of Southern California	1	\$26,464	\$26,464	\$17,221	65%	\$17,621	67%	(\$8,843)
* University of the Pacific	1	\$20,326	\$20,326	\$15,175	75%	\$15,575	77%	(\$4,751)
A.T. Still University of Health Sciences	0	\$19,050	\$19,050	\$14,750	77%	\$15,150	80%	(\$3,900)
* Chapman University	0	\$17,017	\$17,017	\$14,072	83%	\$14,472	85%	(\$2,544)
Loma Linda University	0	\$24,840	\$24,840	\$16,680	67%	\$17,080	69%	(\$7,760)
* Mount St. Mary's College	0	\$21,120	\$21,120	\$15,440	73%	\$15,840	75%	(\$5,280)
* Samuel Merritt College	0	\$16,937	\$16,937	\$14,046	83%	\$14,446	85%	(\$2,491)
Western University of Health Sciences	0	\$27,690	\$27,690	\$17,630	64%	\$21,430	77%	(\$6,260)
Average Resident Tuition		\$6,111						
Average Non Resident Tuition			\$14,876					
Differential between Resident and Non Resident Averages		\$8,765						

Average Resident and Non-Resident Tuition based on Public Schools only

\* Tuition based on 9 Month Academic year

**Osteopathic Medicine****2002-2003**

Current WICHE Support Fee- \$15,100  
 Proposed WICHE Support Fee - Maintain Current Fee

<b>Institution</b>	<b>PSEP Enrollment</b>	<b>Resident Tuition &amp; Fees</b>	<b>Non Resident Tuition &amp; Fees</b>	<b>Current Support Fee Plus Resident Tuition</b>	<b>Current WICHE Support Fee as a % of Non Resident Tuition</b>	<b>Proposed Support Fee (Differential) and Resident Tuition</b>	<b>Proposed Support Fee as a % of Non Resident Tuition</b>	<b>Difference between Proposed Rate and Non Resident Tuition</b>
Total Enrollment	27							
Arizona College of Osteopathic Medicine	12	\$30,283	\$30,283	\$25,194	83%			
Western University of Health Sciences	9	\$29,450	\$29,450	\$24,917	85%			
Touro University	1	\$29,145	\$29,145	\$24,815	85%			
Average Resident Tuition (WICHE Rate)		\$9,875						
Average Non-Resident Tuition			29,626					
Differential Between Average WICHE Rate and Non-Resident Tuition		\$19,751						



**Podiatry****2002-2003**

Current WICHE Support Fee- \$10,600

Proposed WICHE Support Fee - Maintain Current Fee

<b>Institution</b>	<b>PSEP Enrollment</b>	<b>Resident Tuition &amp; Fees</b>	<b>Non Resident Tuition &amp; Fees</b>	<b>Current Support Fee Plus Resident Tuition</b>	<b>Current WICHE Support Fee as a % of Non Resident Tuition</b>
Total Enrollment	7				
California School of Podiatric Medicine at Samuel Merritt College	7	\$23,591	\$23,591	\$18,464	78%
WICHE Tuition Rate		\$7,864			
Differential between WICHE tuition rate and nonresident tuition		\$15,727			



# **WICHE's Professional Student Exchange Program Support Fees: Is A New Approach Needed?**

Report of the WICHE Certifying Officers  
May 2003

## **Executive Summary**

### **The Problem**

Student enrollment in the Professional Student Exchange Program (PSEP) has decreased every year for the last 18 years. In academic year 1985-86, 1,378 students were enrolled in PSEP; by fall 2002, only 710 were enrolled, representing a 49% decrease. In Category A fields<sup>1</sup>, current enrollment is 61% of what it was at its peak – 674 students in fall 2002 vs. 1,097 in 1997-78.

While any number of reasons might explain the declining enrollment, the WICHE certifying officers believe that one key factor is the high support fee that states pay for each student. These fees, which are set biennially by the Commission, have risen, on average, a total of 55% over the last 25 years. Faced with limited state funds to pay support fees, the majority of certifying officers find their states unable to maintain past PSEP student enrollment levels.

### **The Research**

Because of growing concern about the support fee increases over the last several biennia, the certifying officers formed a subcommittee in May 2002 to conduct a field-by-field review of the support fees in Category A fields and to develop recommendations regarding the support fee-setting process. This report is the product of that group's work and is endorsed by all the certifying officers.

The subcommittee reviewed the historical underpinnings of PSEP, noting the multiple times that the Commission tried to address the dichotomy of state needs for low support fees and the receiving institutions' need for high. Various methods for setting support fees have been considered in the past, including:

- basing the fees on the approximate cost of education,
- developing contracts with schools guaranteeing a certain number of WICHE student slots,
- basing the fees on full cost of instruction, including capital costs and amortization,
- basing the fees on a negotiated price for service,
- basing fees on the average cost of instruction in each PSEP field, and
- setting fees in relation to nonresident tuition at the participating schools (current approach).

The Commission recognized that some degree of compromise was always required and that there would always be a dynamic tension between what was best for the sending states and the receiving institutions.

Meanwhile, the subcommittee's analysis of the enrollment trends revealed that enrollment in every Category A field is in decline, and overall enrollment decreases have been experienced by most states, with some being harder hit than others.

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<sup>1</sup>Category A fields: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physician assistant.

## Conclusions & Recommendations

As the subcommittee gathered and examined the data from 1951 to the present, we started to wonder if the problems – and solutions – were much more complex than simply adjusting the fee-setting structure. Enrollments have dropped to levels not seen in 30 years, and even lower, when out-of-region student enrollments are extracted. Therefore, the certifying officers have developed short-term and long-term strategies in an effort to assist Commissioners in framing the issues and reaching viable solutions.

Short-term: The WICHE certifying officers do not believe that the Professional Student Exchange Program can continue to function, let alone flourish, under the fee-setting structure now in use. To that end, two options have been developed for Commission consideration, with Option 1 being the recommended choice.

### *Option 1: Set Support Fee According to Category B Field Standards*

In Category B fields, a support fee that is lower than Category A fees is paid by the state to the receiving institution. The student pays the resident tuition rate. However, whenever the sum of resident tuition paid by the student plus support fee does not at least equal the nonresident tuition, the school may charge the student the difference.

### *Option 2: Limit Amount Above Nonresident Tuition*

Set a ceiling (e.g., 20%) above nonresident tuition beyond which the PSEP incentive (i.e., sum of support fee plus resident tuition) will not extend.

The Commissioners are requested by the WICHE certifying officers to do two things to address the declining enrollment trend in PSEP.

1. Short-term solution: Approve Option 1, which is a revised approach for setting support fees, with the result that support fee amounts would be decreased; and,
2. Long-term solution: Review thoroughly the Professional Student Exchange Program to determine how best to assist states in meeting their professional needs within the current and projected state and national environments.

The full report lists a number of areas that should be included in the in-depth analyses, including historical assumptions about nonresident student access to programs, setting fees in relation to nonresident tuition, regional vs. state approaches to meeting education and workforce demands, and others.

The problem of limited state funds is an old one and not likely to disappear anytime soon.

Dilemmas faced by the parties involved in the SEP (*Student Exchange Program*) were outlined by spokesmen. For very different reasons and from entirely different perspectives, each presentation stressed the same problem: Not enough state money to go around.

excerpt from May 6-7, 1971

“Meeting to Consider Support Fees  
In Medicine, Dentistry & Veterinary Medicine,” p. 3

There are some current contextual changes, to be sure. The Web, for example, has made educational in-roads that were only dreamed of 20 or 30 years ago. But the core dilemma remains the same. Whatever decision Commissioners make, it will be a compromise. As one Commissioner stated 25 years ago,

The sending states and the receiving states will never be mutually satisfied with the support fees. The fees will be too high for the former and too low for the latter. The Commission is charged with setting the most equitable rates.

WICHE Semi-annual Meeting Minutes, 8/10-11/78, pp. 10-11



## **Information Item**

# **The American TelEdCommunication Alliance's New Contract Awards: E-Learning Products and Sprint PCS Wireless**

K-12 schools, colleges, and universities that purchase products and services in support of online education will soon be able to buy a variety of e-learning course management system products at discounted prices as a result of contracts negotiated through the American TelEdCommunications Alliance (ATAlliance). A national e-learning evaluation committee and the boards of directors of MiCTA and the ATAlliance have awarded contracts to Desire2Learn (endorsed), Blackboard (approved), and WebCT (approved) for software and related services supporting online education. These contracts are intended for the use of members (nonprofit schools, colleges and other nonprofit organizations); becoming a member is quick and easy, as described below. Use of these contracts will often result in lower costs and less procurement effort and time for members than they would otherwise experience. Other advantages can also come from procuring through ATAlliance/MiCTA membership, such as benefiting from the group's relationships with vendors.

These contracts are the result of a competitive RFP bid process designed to satisfy the standards and requirements of most states' procurement regulations. The contracts anticipate the addition of unique local terms and conditions through the execution of a "participation agreement" between the ordering organization and the vendor at the time of the first order. The RFP and the resulting awards were approved by the boards of the ATAlliance and MiCTA. Representatives from 17 states, along with staff from MHEC, SREB, WICHE, and MiCTA, participated in the RFP process. More than 24 people were involved, representing K-12 schools and agencies, higher education institutions and agencies, a state technology agency, the ATAlliance, and MiCTA. Information on the contracts and how to access them is available on the e-learning Web page [www.micta.org/programs/elearning/](http://www.micta.org/programs/elearning/). For those who want more background information on the RFP, go to [www.micta.org/rfp/msc0007/default.asp](http://www.micta.org/rfp/msc0007/default.asp).

### **Sprint PCS Wireless**

The American TelEdCommunications Alliance (ATAlliance) and MiCTA are also jointly sponsoring an agreement with Sprint PCS for wireless/cellular service and equipment as a result of a national bid. This national program offers valuable discounts on corporate plans and devices. The agreement anticipates the addition of unique local terms and conditions through the execution of a "participation agreement" between the ordering organization and the vendor at the time of the first order. Information on the contract and how to access it is available on the Sprint PCS Web page [www.mictaservice.com/programs/vendors/sprint/pcs/](http://www.mictaservice.com/programs/vendors/sprint/pcs/). Members can access any of the relevant information by entering their member ID and password. Non-members may obtain a temporary ID and password by calling the ATAlliance-MSA service number, (866)216-0006.

### **The ATAlliance**

The ATAlliance's mission is to provide low-cost access to top-quality educational technology programs by negotiating special contracts and to give education an organized way to exert leadership in building technology policies and standards. The ATAlliance was formed through an agreement among the Southern Regional Education Board, the Midwestern Higher Education Commission (MHEC), the New England Board of Higher Education (NEBHE), the Western Interstate Commission for Higher Education (WICHE), and MiCTA (a national nonprofit telecommunications association). This new national alliance is based on the work of MiCTA, which since 1988 has worked with institutions to aggregate demand for

telecommunications services. The group has contracted with the MiCTA Service Corp. (MSC) to administer the day-to-day operations of the ATAlliance.

Other current MiCTA contracts, now also available through the ATAlliance, include products and services in several areas: voice, network/internet, video, computers (hardware/ software), office equipment/ supplies, power/energy programs, audiovisual, and other services (auditors, consultants, and training). Actual savings by using these contracts varies depending on local characteristics, state regulatory structure, and usage. Current MiCTA members often enjoy savings of at least 20 percent over previous telecommunications expenses; new members typically enjoy immediate savings of 40 – 50 percent with their first purchase from a MiCTA contract. For assistance regarding these services or requests to obtain specific services please call (866) 216-0006 or send email to [ATAService@mictaservice.com](mailto:ATAService@mictaservice.com).

Schools, colleges, state agencies, libraries, and other nonprofit organizations may join the ATAlliance to take advantage of its programs. Current members of MiCTA are automatically included as members of the new ATAlliance. New members are members of both organizations; and members of the American College and University Telecommunications Administrators (ACUTA) are granted complimentary membership in the ATAlliance. To join, go to [www.ATAlliance.org](http://www.ATAlliance.org). Annual membership dues are \$75.



# Issue Analysis and Research Committee

Tuesday, 8.00 – 9.45 am

Aspen – Lower Level

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Committee Chair: Cecelia H. Foxley, commissioner of  
higher education, Utah System of Higher Education

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8.00 - 9.45 am

Aspen Room – Lower Level





**Agenda**

**Issue Analysis and Research Committee**

**Committee Members**

Cece Foxley (UT), chair  
Mark Gaspard (WA), vice chair  
Chuck Ruch (ID), ex officio  
Don Carlson (WA), ex officio

Johnny Ellis (AK)  
Larry Gudis (AZ)  
Francisco Hernandez (CA)  
Tim Foster (CO)  
Doris Ching (HI)  
Gary Stivers (ID)  
Cindy Younkin (MT)  
Ray Rawson (NV)  
Patricia Sullivan (NM)  
Richard Kunkel (ND)  
Ryan Deckert (OR)  
Bob Burns (SD)  
Committee chair (UT)  
Committee vice chair (WA)  
John Barrasso (WY)

	Issue Analysis and Research Committee Minutes, November 12, 2002	9-3
	Issue Analysis and Research Committee Minutes, April 22, 2003	9-5
	Western Consortium for Accelerated Learning Opportunities (WCALO) – Phase 2	9-9
	During the April 22 conference call, the committee reviewed an information item concerning a new application for a grant from the U.S. Dept. of Education’s Advanced Placement Incentive (API) program.	
	Development of Costing Tool for Distance Education and ICTs for Teacher Education and Support in Sub-Saharan Africa	9-13

WCET was invited by the World Bank to submit a proposal to develop an educational technology costing model (and tool) for teacher training in sub-Saharan Africa. This would be a modification of the Technology Costing Methodology tools that WCET has been developing for the past three years.



Fiscal Year 2004 Workplan Section

9-17

The committee will take action on its FY 2004 workplan.

Discussion Item: State Tuition Policy for Military Personnel and Dependents (distributed separately)

During the April 2003 conference call, the committee continued its discussion of state tuition policy for military personnel and their spouses and dependents. For this meeting, staff were to provide an updated summary of state policies and a draft statement for a “best practice” policy for the committee’s consideration.

Information Item: Staff will provide an update and respond to the committee’s questions concerning ongoing activities.

1. Policy Analysis and Research – Cheryl Blanco
2. WCET – Sally Johnstone

Other Business

Adjourn

# **ACTION ITEM**

## **WICHE Issue Analysis and Research Committee**

### **Minutes – November 12, 2002**

### **Broomfield, Colorado**

#### **Members Present**

Cecelia Foxley, Chair (UT)  
Pauline Gubbels Vice Chair (NM)  
Lawrence Gudis (AZ)  
Francisco Hernandez (CA)  
Doris Ching (HI)  
Frank Kerins (MT)  
Jane Nichols (NV)  
Richard Kunkel (ND)  
Robert Burns (SD)  
Marcus Gaspard (WA)

#### **Other Commissioners Present**

Chuck Ruch (ID)  
Robert Moore (CA)  
Bill Kuepper (CO)  
Debora Merle (WA)

#### **Members Absent**

Johnny Ellis (AK)  
Tim Foster (CO)  
Jack Riggs (ID)  
Everett Frost (NM)  
Ryan Deckert (OR)  
John Barrasso (WY)

#### **Staff Present**

David Longanecker  
Cheryl Blanco  
Sally Johnstone  
Sharmila Basu Conger  
Sharon Bailey  
Demarée Michelau  
Jacki Stirn  
Caroline Hilk  
Michelle Médal

Chair Cecelia Foxley convened the Issue Analysis and Research Committee on November 12, 2002, asking participants to introduce themselves. The minutes of the May 20, 2002, committee meeting were approved without revisions.

Chair Foxley asked Sally Johnstone, director of the Western Cooperative for Educational Technology, to report on the work of WCET. Johnstone told the committee about WCET's successful Annual Conference and MDE Institute, which had occurred since the commission had last met. She also explained that WCET has developed a new partnership with one member, Weber State University in Utah, to handle all the nonacademic aspects of next year's MDE Institute. She also mentioned some new monographs and publications produced by WCET staff including "Implications of MIT's OpenCourseWare Project," "Open Courseware for Developing Countries – Report of UNESCO July 2002 Meeting," "Student Learning as Academic Currency," published by the American Council of Education, and "Signs of the Times: Change Is Coming for E-Learning," in EDUCAUSE REVIEW (Nov. 2002). In addition, Johnstone reported on WCET consulting projects in Louisiana, Montana, New Mexico, Ohio, Oregon, and Wyoming. She briefed the committee on WCET's work to open dialog among U.S. universities and those in the Asia Pacific Region. Finally, she demonstrated the EduTools project that is designed to assist institutions in evaluating course management software purchases.

Chair Foxley directed the members to the discussion item titled "State Tuition Policy for Military Personnel and Dependents." Commissioner Bill Kuepper had asked that this item be included for discussion. Commissioner Kuepper provided background information on this issue, explaining that he was bringing it before the commission as a result of his participation in a meeting sponsored by the U.S. Army's Office of Education on how states' policies differ relating to residency for higher education purposes for military personnel and their dependents; he noted that the Army wants to provide stability for military families

through uniform policy and continuity for dependents. That conversation led him to see a possible role for WICHE in advancing the conversation around serving military personnel and their dependents.

Several commissioners reported their state's policies governing whether, and when, military personnel and their dependents are considered residents for tuition purposes. There was also discussion about how we define "military personnel" for this discussion – which branches of the military would be included and whether the National Guard and ROTC should be included. In that vein, Commissioner Ruch suggested that an important consideration is whether the National Guard has developed a special arrangement with the state for its personnel. Other issues emerged around residency policies and their complexity, policies concerning dependents of military personnel killed in action, continuity of benefits, and the numbers of personnel involved. David Longanecker suggested that perhaps what the Army wants is national citizenship for military personnel after they leave the service. Commissioner Kuepper replied that it was his understanding that the Army was not concerned with that issue but was focusing on active personnel. Commissioner Gubbels said that if we take a look at this, we should also consider financial implications and reaction of the higher education institutions. Commissioner Merle also asked if cost would be part of further committee discussion. Commissioner Jane Nichols suggested that if WICHE could help develop a model policy that would be very helpful. She also emphasized that the timing is good to move on this policy. The committee directed staff to survey the WICHE states to collect baseline information on policies and practices related to this discussion. Cheryl Blanco suggested that the committee hold a conference call in January or February to receive the results of the survey and discuss further action for the May meeting. Chair Foxley and the committee supported that approach.

Chair Foxley moved to the second discussion item on the agenda, program delivery. Because this topic was added to the unit's workplan at the May 2002 meeting of the Issue Analysis and Research Committee, staff requested guidance on specific areas of interest to the committee in order to best develop activity around the topic. Chair Foxley said that her concerns were related to the disappearance of the traditional community college and the impact of that phenomenon on delivery of programs. Commissioner Nichols said she would like to think about it from the aspect of the public good and access to degrees. What are the pathways to degrees and are there policy pieces that stop students? Commissioner Gaspard's interest was in the changing landscape. He indicated that collaboration between branch campuses and main campuses has not been good in Washington state and that we must be less concerned with who delivers the degree or what it is and look at what kinds of degrees are needed. Commissioner Gubbels reiterated this perspective, saying that she believed the discussion in the May committee meeting was on looking at the adequacy of programs to develop students for the workforce. The discussion also touched on consumer awareness of the existence of various acceptable pathways, and if so, what they are. The committee agreed that staff should develop a short background piece to frame this topic for the conference call prior to the May 2003 committee meeting.

Because of time constraints, Chair Foxley asked for a brief report on the current work of the Policy Analysis and Research unit. Cheryl Blanco's update on the Policy Analysis and Research unit's work included a one-page summary handout of the major projects, mention of soon-to-be released publications, and introductions of unit staff.

The committee had no further business and adjourned.

**ACTION ITEM**  
**WICHE Issue Analysis and Research Committee**  
**Minutes – April 22, 2003**  
**Conference Call**

**Members Present**

Cecelia Foxley, Chair (UT)  
Marc Gaspard, Vice Chair (WA)  
Lawrence Gudis (AZ)  
Francisco Hernandez (CA)  
Doris Ching (HI)  
Jack Riggs (ID)  
Jane Nichols (NV)  
Robert Burns (SD)

**Other Commissioners Present**

Bill Kuepper (CO)  
Chuck Ruch (ID)  
Don Carlson (WA)

**Members Absent**

Johnny Ellis (AK)  
Tim Foster (CO)  
Cindy Younkin (MT)  
Everett Frost (NM)  
Richard Kunkel (ND)  
Ryan Deckert (OR)  
John Barrasso (WY)

**Staff Present**

David Longanecker  
Cheryl Blanco  
Sally Johnstone  
Sharon Bailey  
Demarée Michelau

Vice Chair Marc Gaspard convened the Issue Analysis and Research Committee on April 22, 2002, in the temporary absence of Chair Cecelia Foxley. The minutes of the November 12, 2002, committee meeting were approved without revisions.

Vice Chair Gaspard asked Sally Johnstone, director of the WCET, to summarize the action item "Extending the WCET EduTools Web Site to Incorporate a New Category of University-created Course Management Systems." Johnstone explained that the Andrew W. Mellon Foundation had invited WCET to submit a proposal to extend the EduTools Web site to incorporate a new category of course management system, and that to the best of her knowledge, WCET was the only entity invited to submit such a proposal. During the three-year project, WCET proposes to develop and launch an additional content area in order to provide higher education an alternative to commercially developed products and to support university-developed products with tools and sources to share their systems. Commissioner Ching asked whether users could be confident that the course management systems would be comparable to commercially prepared alternatives. Johnstone responded that they probably would not be comparable because they do not cover all the same features, but the EduTools Web site will enable the user to better understand the differences between open source products and commercial products. Commissioner Hernandez asked how costs are ascertained. Johnstone did not know the answer to that yet, but said that the Technology Costing Methodology project could be used to complement the new system. In response to a question from Commissioner Gaspard about the time frame for a response from the foundation, Johnstone responded that she did not know because Mellon does not have time lines like most funders. Chair Foxley had joined the call during Johnstone's presentation and assumed the chair. The action item requesting approval to seek, receive, and expend funds from the Andrew W. Mellon Foundation for this project was approved unanimously by the committee. See Attachment 1 for detail.

Chair Foxley directed the members to the discussion item titled "Tuition for Military Personnel, Spouses, and Dependents." This item was first introduced by Commissioner Bill Kuepper during the November 2002 committee meeting; following that discussion, staff had been directed to provide more information,

including a summary of state policies, which was contained in a matrix for this conference call. Commissioner Kuepper reiterated that the critical point from the Army's perspective was "continuity," or what happens to tuition for spouses and dependents if the military person is assigned to another state. Commissioner Nichols asked for more information on the kind of continuity that is being sought. In the discussion that followed it became evident that the states vary on their policies and that the information sources used in compiling the matrix did not accurately reflect some of the state's practices. For the May committee meeting, staff will contact the individual State Higher Education Executive Offices (SHEEO) for clarification on the state's policies on this issue and provide an updated matrix. Additionally, staff were directed to draft a statement that articulates a "best practice" policy for the committee's consideration.

The next agenda topic was an information item on the Western Consortium for Accelerated Learning Opportunities (WCALO) proposal. Chair Foxley asked Cheryl Blanco to provide background on this item. Blanco explained that staff plan to bring an action item to the committee in May to submit a proposal for a second three-year grant from the U.S. Dept. of Education's (DOE) Advanced Placement Incentive (API) Program. Pending approval from the U.S. DOE of WICHE's request to apply as an independent entity, the new project will continue working with WICHE states to expand access to accelerated-learning options such as Advanced Placement (AP) courses and examinations and dual enrollment for low-income high school students. Further detail will be included in the action item for the May meeting. The commissioners voiced no concern with moving forward on this proposal.

The final agenda item was the FY 2004 work plan. Chair Foxley asked Blanco to comment briefly. Blanco pointed out the three general categories of activities – "Existing Activities," "New Directions," and "On the Horizon" – and the five major issue areas, including finance, access, innovation and info-technology, workforce, and accountability. The Policy Analysis and Research unit has activities in all three categories and in most of the issue areas. She noted that the matrix is being provided now so that commissioners had sufficient time to review it before the May committee meeting. This will be an action item at that time and will undergo extensive discussion in order to forward the committee's workplan to the full commission. Commissioner Ching asked if existing activities will continue; David Longanecker responded that some will if there is work to be done, but anything that has been completed has been taken off the matrix. Commissioner Burns pointed out that financing is the headline issue right now and we might look at how we do more on this. Longanecker affirmed that observation and said that our proposed new Lumina request and our current Ford grant both allow us to address financing issues. Chair Foxley asked that committee members take time to think about the activities and come prepared with their comments and suggestions for the May meeting. David Longanecker also encouraged the members of the committee to read the material for the Programs and Services Committee in the forthcoming May commission meeting Agenda Book, because many of the issues coming before that committee will have significant implications for WICHE, as well.

The committee had no further business and adjourned.

## **ACTION ITEM**

# **Extending the WCET EduTools Web Site to Incorporate a New Category of University-created Course Management Systems**

### **Summary**

WCET has been invited to submit a proposal to extend the WCET EduTools Web site ([www.edutools.info](http://www.edutools.info)) to incorporate a new category of course management system. This category, yet to be fully and completely defined, is primarily characterized as those systems developed and provided on a formal basis by higher education institutions, as opposed to those commercial software companies currently reviewed by EduTools.

### **Background**

EduTools is a resource designed to support higher education institutions as they make decisions about the type of course management system they use. While colleges and universities continue to expand their use of course management systems, the cost of commercially provided products is outpacing the scarce resources on campus. Over the last several years, there have been a number of privately funded projects to develop campus-based course management systems, built on an open technology architecture or framework. These projects include, for example, the Open Knowledge Initiative at MIT. These new products could be a less expensive, resource-rich solution for higher education, but most of these new university-developed products do not have the appropriate documentation and support in place to offer them to other universities. EduTools provides the resource to show the new products, compare their features to commercial products, and will include the documentation necessary for any institution to determine if a university-developed product is a viable alternative for them.

### **Relationship to WICHE's Mission**

The project supports WICHE's goal to support access to higher education by offering high-quality information and resources that can assist a campus in making better decisions about a high-cost technology expense.

### **Project Goal**

The goal is to develop and launch an additional content area in the existing EduTools Web site.

### **Project Objective**

The goal of this new content area is to offer higher education an alternative to commercially developed products, and to support university-developed products with tools and resources to share their systems.

### **Principal Project Activities**

This project requires several distinct activities, and we anticipate it will take three years. The three phases include:

- Define and create criteria for the category of course management systems developed and formally provided by post-secondary institutions, as opposed to commercial software companies. Design and implement changes in the EduTools Web site to accommodate the category. Research, collect and implement information on qualifying systems. Duration of this phase is one year.



- Develop selected tools and decision aids to inform and support current and potential users of university-provided instructional management systems about the special considerations and impact of such systems. This will include a how-to guide with checklists and process guidelines, case studies, and best practices of both providers and users.
- Ongoing operation and product research for two subsequent years, to include service hosting, open access, and continued provider information updating, additions and purging.

### **Anticipated Project Outcomes**

The EduTools Web site ([www.edutools.info](http://www.edutools.info)) would include a broader set of resources that will be fully updated and expanded to serve higher education.

### **Budget**

The total budget for the two-year project will be approximately \$250,000-\$400,000. WICHE's indirect income ranges from about \$20,000 up to \$32,000.

### **Action Requested**

Approval to seek, receive, and expend funds from the Andrew W. Mellon Foundation.

# **ACTION ITEM**

## **Western Consortium for Accelerated Learning Opportunities (WCALO) - Phase 2**

### **Summary**

Staff request approval for WICHE to seek, receive and expend funds to continue the Western Consortium for Accelerated Learning Opportunities (WCALO). The purpose of this project is to increase the number of students who participate and succeed in accelerated-learning opportunities, especially Advanced Placement programs.

### **Relationship to WICHE Mission**

This project directly supports WICHE's mission to enhance access to higher education for all citizens of the West. The emphasis in this grant request is to increase the number of low-income students who are enrolling and succeeding in Advanced Placement courses and other accelerated-learning options. While most Western states provide accelerated-learning opportunities through dual enrollment and Advanced Placement courses, these options typically are accessible only to students in school districts offering strong college preparatory curricula and close ties to local postsecondary institutions. Students from low-income families, particularly if they live in areas far from a college or university, and school districts with a high proportion of students from low-income families usually do not have the same level of accessibility to accelerated-learning options. This project will allow WICHE to continue to work closely with state departments of education (SEAs) and State Higher Education Executive Officers (SHEEOs) to address access issues from several perspectives in order to achieve greater and more successful college participation among low-income high school students.

### **Background**

Fostering access to higher education for all students in the Western states has been central to WICHE's work since its inception. Providing college-level instruction to secondary school students is a K-16 issue, and one that helps bridge the gap between the sectors. The chances that a student will enter and succeed in college are greatly enhanced if the student has participated in accelerated-learning opportunities while still in high school and has been exposed to college preparatory curricula through middle and high school. While Advanced Placement (AP), dual enrollment, and related accelerated-learning activities have been important strategies to promote access and success in higher education, their availability and support varies significantly among WICHE states.

In October 2000, WICHE received a grant from the U.S. Dept. of Education under the Advanced Placement Incentive Program (APIP), with an initial award of \$800,000. We established the Western Consortium for Accelerated Learning Opportunities (WCALO) with the Colorado Dept. of Education as our partner state education agency (SEA) and nine participating states: Arizona, Colorado, Hawaii, Idaho, Montana, New Mexico, Oregon, South Dakota, and Utah. We also received continuation awards the next two years, with funding at approximately \$1.6 million in 2001 and \$800,000 in 2002.

APIP grants enable states to pay part or all of the cost of AP test fees on behalf of low-income individuals enrolled in AP classes and preparing to take an Advanced Placement examination; additionally, grant funds can be used for discretionary activities that increase the enrollment of low-income students in Advanced Placement courses. Our regional approach has been proven to be an effective and efficient way for some Western states to participate in Advanced Placement programs and broaden access to these accelerated-learning mechanisms for low-income and rural students. During the past two-and-one-half years, WICHE has received approximately \$3.2 million in funding from the federal APIP; of that amount

about \$2.5 million was allocated directly to the participating states to support fee reimbursements and state-specific activities. States did not spend all of their funds every year, nor did the consortium. WICHE and the Colorado Dept. of Education will request a one-year, no-cost extension to complete activities from Phase 1 and use remaining funds. In addition, we plan to submit a proposal to begin a new three-year cycle of API funding with different objectives and programmatic activities.

## **Project Description**

In concert with our ongoing emphasis on access, particularly among low-income and other underrepresented groups, we propose to reapply for a grant from the U.S. Dept. of Education's Advanced Placement Incentive Program to continue the regional consortium. Under revised guidelines, the department now allows any "national nonprofit educational entity with expertise in Advanced Placement services" to apply, whereas we were only able to secure funding by submitting through a state education agency, the Colorado Dept. of Education, in the past. WICHE is awaiting an opinion from the department to qualify under the new eligibility option. If that ruling is not favorable, we will again collaborate with a state education agency in a joint proposal.

Although the request for proposals (RFP) had not been released by the U.S. Dept. of Education at the time this action item was prepared, staff have been developing a proposal which, with some modification, can be submitted as an independent entity or in conjunction with an SEA. Our new three-year proposal will build on the network we have established; we will encourage the remaining six WICHE states to join the WCALO network and engage in several new activities in support of the program's goal of increasing the number of students who participate in Advanced Placement programs, especially those from low-income and rural families. Activities might include:

- Reimbursement for Advanced Placement and International Baccalaureate test fees for low-income students.
- Subcontracts to states that do not have separate API grants to support their activities, such as professional development for Advanced Placement teachers, teacher training for vertical team development for teachers across multiple grade levels of a particular subject area such as mathematics, and teacher training for pre-AP professional development.
- Reimbursement for online AP courses for low-income students.
- Counselor professional development.
- Principals and superintendents professional development.
- Annual regional forums.
- State round tables.
- Special studies to explore concerns that are shared among the states, such as serving Native American populations and leveraging foundation resources for student success.
- Special projects to expand or create new opportunities, particularly for professional development of teachers, counselors, principals, and superintendents.

Key outcomes of this project include an increase in the numbers of students enrolling in accelerated-learning programs and taking Advanced Placement and IB examinations; an increase in the numbers of teachers prepared to teach AP; an increase in the number of principals and superintendents who support accelerated-learning programs in their schools; an increase in the numbers of counselors who are better prepared to identify low-income and rural students who can benefit from accelerated-learning opportunities; and a better understanding among state policymakers and foundations of the value of accelerated-learning to all students. Over the three-year period, the WCALO project would have multiple deliverables in the form of special studies, Web-based information, longitudinal student tracking studies, and increased data on students utilizing accelerated-learning options among the WICHE states.

## Staff and Fiscal Impact

This project will be supported primarily by grant funds. Staff estimate the project will require approximately \$2,802,000 in external funding over the three-year period from October 2003 through September 2005.

<b>FISCAL IMPACT</b>			
Grant Activities	Internal Chargebacks <sup>a</sup>	Indirect Costs	Total Grant Request
\$2,389,000	\$47,500	\$365,500	\$2,802,000
<sup>a</sup> Office rent, telephone equipment, and network services fees.			

<b>STAFF IMPACT (annualized FTE)</b>			
Staff	Grant Funded	WICHE Contributed	Total
Existing Staff	1.5 FTE	.05 FTE	1.55 FTE
New Staff	—	—	—
Total:	1.5 FTE	.05 FTE	1.55 FTE

## Action Requested

Approval to seek, receive, and expend funds from the U. S. Dept. of Education's Advanced Placement Incentive Program to support continuation of our Western Consortium for Accelerated Learning Opportunities.



## **ACTION ITEM**

# **Development of Costing Tool for Distance Education and ICTs for Teacher Education and Support in Sub-Saharan Africa**

### **Summary**

In the face of huge and mounting pressures on education in sub-Saharan Africa (SSA), distance education and ICTs (information and communication technologies) for learning are increasingly seen as a necessary part of the solution for improved quality and access in educational provision in the region. The imminent launch of Education for All (EFA) initiatives and the devastating impact of the HIV/AIDS pandemic on the teaching profession have brought a new urgency to the need for distance education and other innovative approaches to meet the dramatic rise in teacher development and support requirements. However, in spite of Africa's considerable experience in the use of distance education, particularly for teacher education, there is limited data on its costs and cost-effectiveness, especially with integration of alternative ICTs.

Policymakers and education managers in Africa, as elsewhere, continually confront a range of questions relating to costs. Budget deficits and inadequate financial resources for investments have been identified as key impediments hindering the effectiveness and scale of distance education provision in SSA. At the macro level, African policymakers, faced with severe budget pressures, need reliable evidence on costs to justify decisions on investment. At the micro level, educational managers must make practical decisions about program size and technology options relative to costs.

WCET proposes refining the existing TCM costing instrument to enable policymakers, planners, and education managers as well as funding agencies working in Africa to more accurately determine total costs of different modes of distance education for pre-service teacher training and in-service support, including the use of state-of-the-art technologies.

### **Relationship to WICHE's Mission**

The project supports WICHE's mission of providing leadership and innovation in higher education.

### **Project Goal**

The project goal is to develop/refine a costing tool that will aid policymakers and higher education administrators in sub-Saharan Africa determine if investments in technology, distance education, and teacher education will aid in increasing K-12 teachers within the region.

### **Project Objective**

The project objective is to modify the existing *TCM Handbook* and *Tabulator* to reflect the sub-Saharan African experience, successfully collect data and synthesize said data in the form of a SSA casebook, conduct productive and informational on-site meetings in SSA, and finally create a policy guide and bibliography on costing studies in SSA.

### **Principal Project Activities**

The project is separated into three phases with the appropriate activities listed.

#### **Phase One**

WCET anticipates phase one taking approximately twelve weeks. Within Phase One there are three separate activities; each is listed below, and includes all tasks related to the initial reformatting of the

TCM costing tool, selection of the pilot sites, and training of the selected pilot sites. During Phase One the inception report will be completed and sent to the bank as requested in the RFP.

1. Development of costing methodology and costing instrument.

WCET has spent the last five years working on the development of the TCM costing tool and integrating the BRIDGE tool. In that time, WCET has gathered monetary support from both the Fund for the Improvement of Post Secondary Education (FIPSE) and from the Andrew W. Mellon Foundation in the amount of \$603,629 to develop, test, and refine the TCM. TCM is available in written form, as the TCM Handbook. There is also a handy electronic spreadsheet version that can be downloaded from the Web or distributed on CD-ROM or diskette. The current TCM is widely used in the United States. The unique feature of TCM is its ability to cost out courses that utilize all forms of teaching and learning. The TCM is capable of costing out all types of courses regardless of delivery mode: face-to-face, online, video based, TV based, utilizing regular mail for delivery of materials (written, cassettes, videos), radio delivery, and any combination of these.

The TCM will need to be converted in some areas for the African institutional experience. It is anticipated that the modifications needed for TCM will be minor and design implementation should take less than five to six weeks.

2. Identification of participating institutions and researchers in SSA.

WCET would recommend six pilot sites that would be identified through a consultative process with the bank. Given WCET's extensive experience with pilot sites (over 60 sites on the TCM project alone), it is quite possible that one site may not complete the data collection or in some rare instances not report any data whatsoever. Therefore, it is prudent to have the maximum allowed pilot sites to guarantee at least five complete data sets. WCET further understands that one pilot site must be a Francophone institution.

3. Data collection researchers briefing and consultation workshop in SSA.

A consultation/training workshop would be organized in SSA at the end of Phase One. The consultation/training workshop would be designed to train the researchers on TCM and allow for a discussion of data analysis and policy issues. WCET would send materials (or direct the researchers to the Web site if the technology is available), such as the *TCM Handbook*, the *TCM Casebook*, and the *TCM Tabulator* to the participants of the meeting so that they could become more familiar with the background of the TCM procedures.

WCET proposes to set up the meeting in the following manner. The pilot site representatives and researchers would travel to the meeting site; ideally, one of the institutions would host the consultation/training session on their campus. WCET would send two staff members to SSA to facilitate the face-to-face meeting. A video conference would then be established between the SSA institution and the WCET office in Boulder, Colorado, so that other members of the WCET team could join in the meeting.

## Phase Two

Phase Two will take approximately 18 weeks. Within the second phase, there are three activities listed as well as the tasks associated with each activity. During Phase Two the interim progress reports will be completed and sent to the bank as requested in the RFP. The first status report would be complete by the end of the fourth month of the project and the second status report would be complete by the end of the seven month of the project.

1. Field testing of costing tool and data collection.

Field testing of the costing tool (TCM) and the subsequent data collection by the six participating pilot sites will take up the bulk of the time for Phase Two. Each pilot site will be asked to collect costing data on preassigned courses (as determined at the research meeting during Phase One)

and to fill in the information into the TCM Tabulator. The Tabulator and BRIDGE Model are both available online through the World Wide Web, on disks for the computer, CD-ROMs for the computer, and as a written document. The final spreadsheets produced by the TCM Tabulator would be sent back to the WCET team for analysis and validity. WCET team members will be available throughout the field-testing phase to answer any questions or concerns that may arise during the data collection from both the researchers and the pilot site representatives.

## 2. Researchers Meeting 2 in SSA – Data Analysis & Synthesis

A second meeting in sub-Saharan Africa would be held during the middle of Phase Two for the specific purpose of data analysis and synthesis. WCET recommends having this meeting in the early to mid part of Phase Two as our past experience with pilot sites has taught us that many researchers attend a second meeting to ask questions about the tool and other problems they may have experienced once they begin to use it; rarely do the researchers come to the meeting with completed data sets. WCET would discuss the analysis and synthesis procedures to the pilot sites, but would anticipate completing those activities via e-mail/phone/mail.

## 3. Adjustments of Costing Tool

The final stage of Phase Two is making adjustments of TCM (both the handbook and the tabulator) based on the pilot sites and researchers experiences with the tools.

## Phase Three

Phase Three will take approximately six weeks. The third and final phase is dedicated to finalization of the project and report preparation.

## **Project Timeline**

The projected timeline is nine months. The anticipated start date is July 1, 2003, and the project will be complete by April 30, 2003.

## **Anticipated Project Outcomes**

The anticipated project outcomes are as follows:

1. Revised *TCM Handbook* and TCM Tabulator to include revisions based on the SSA region experience.
2. A casebook detailing the experiences of the six pilot sites in SSA.
3. A costing bibliography specifically designed to address costing issues in SSA.
4. A policy guide for higher education policymakers in SSA in regards to distance learning and technology.

## **Budget**

The budget for this proposal is \$180,160, of which \$25,000 is allocated to WICHE indirect. Funding for the project is to be sought from the World Bank, Ireland Trust Fund for Education in Africa.

## **Action Requested**

Approval to seek, receive, and expend funds received through grants to support this activity.





**WICHE FY 2003 - 2004 Workplan: Priority Themes & Activities**

**Existing Activities**  
(GF = general fund)

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the Northwest Academic Forum's regional initiatives (NWAFF)	Project on workforce issues and higher ed: nursing, teacher education, information technology, and faculty (Ford)	Regional Factbook: Policy Indicators for Higher Education (GF)
WCET's Technology Costing Methodology project handbook (FIPSE)	Accelerated Learning Initiatives (U.S. Dept. of Education)	NEON, the Northwest Educational Outreach Network (FIPSE)	Workforce Briefs (GF)	Policy Insights on a range of higher education issues (GF)
Multi-year policy projects on higher ed finance and financial aid (Lumina Foundation)	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE, and others)	Western Cooperative for Educational Telecommunications initiatives	Building partnerships for competency: public mental health workforce development	Development of guidelines in distance-delivered education for the regional accrediting agencies by WCET
Performance measurement improvement in the Western states: public mental health programs	Project on the collision between demand, access, and financial constraints (Ford)	WCET work to provide comparisons of electronic-learning resources (Hewlett)		Project on higher ed quality and accountability in a time of stable or declining enrollments (Ford)
	Multi-year policy projects on higher ed finance and financial aid (Lumina Foundation)	Building regional participation in the American TeleEd Communications Alliance (self-funding)		Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
	High school graduates projections by state, race/ethnicity, and income	North American higher education portal expansion (FIPSE)		
	Children's Mental Health Improvement Projects in Wyoming and South Dakota	Financing of information technology (Ford)		
	North American Student Exchange Program (FIPSE)			
	U.S./U.K. Project (British Funding Council)			

**New Directions**

(proposals have been approved by the commission)

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
<p>Expanding the Technology Costing Methodology project (FIPSE)</p> <p>Examination of the impact of revenue constraints on future viability of higher ed in the West (Ford and Lumina)</p> <p>Changing Direction — Phase 2 (Lumina)</p>	<p>PSEP revitalization</p> <p>Faculty diversity initiatives</p> <p>Research on student mobility</p> <p>Migration Patterns of College Students (AIR)</p> <p>Accelerated-Learning Initiatives — Phase 2 (U.S. Dept. of Ed)</p>	<p>Policy forum on financing information technology in a limited-resource environment (Ford)</p> <p>Acquiring a new WICHE facility and regional learning center</p>	<p>Developing Student Exchange Program responses to critical workforce shortages</p> <p>Expanding professional advisory councils (health professions, vet medicine)</p>	<p>Collaboration with NCHEMS, SHEEO, and WICHE on database maintenance and exchanges</p> <p>Institute for legislators and trustees on higher ed issues</p>

## On the Horizon

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

### Finance

Policy work on resident and nonresident tuition policies

An exploratory project on the pros and cons of vastly reducing, or eliminating entirely, the distinction between resident and nonresident tuition policies. This activity would include discussions and white papers how undifferentiated policies would impact tuition levels, financial aid, residency, admissions, and other policies and practices at the state and institutional level. The project might also look at how such policies might influence the role and mission of public institutions in the state.

### Access

Advisory council on K-20 interactions to enhance preparation

Almost every state is talking about improving K-12 and higher education relations. Many have established P-20 councils at the local and state level; others have statewide coalitions to improve communication and collaboration across the educational system. WICHE has a number of initiatives that involve a P-16 or P-20 approach, including our work on Standards for Success and the Pathways to College Network. This new activity would examine the potential role of an advisory group on K-20, similar to the Legislative Advisory Committee or Northwest Academic Forum (NNAF), to assist the commission in looking at the critical linkage points between K-12 and higher education.

### Innovation & Info-technology

Expansion of NEON

Seek additional external funding to support the Northwest Educational Outreach Network (NEON) in its efforts to help states and institutions to share electronically delivered degree programs. Explore expanding NEON beyond the nine-state NNAF region.

Exploring the development of portal technologies

Building on the experience WICHE has gained in developing CONAHEC's new portal to the Internet, this project would explore whether developing portal capabilities within WICHE could enhance service at cost-effective prices for other applications of service to the West.

XAP

Two options exist. (1) Work with AK, ID, MT, NM, ND, and WY to assess interest in developing Xap Mentor Systems to provide Internet-based information management systems for college-bound students. If two or more states want to proceed, seek external funding. (2) Follow the SREB approach ("Ways In") of developing specialized community portals for in-demand professions, such as teachers and nurses. Licensure requirements, access to programs, courses, degree information, and financial aid assistance could be provided for each area.

## On the Horizon (continued)

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

### Workforce

Convening regional and subregional forums on emerging workforce needs

Seek external funding to convene one or more workforce forums to assist states in planning for emerging workforce needs and to discuss the potential of developing multi-institutional approaches to meeting these needs.

Recruiting leaders for Western higher education

A new service to be offered by WICHE, which would provide institutions of higher education within member states with professional search services to help fill senior administrative positions. This service would seek not to replicate the services provided by the bevy of fine search firms operating to serve American higher education today. Rather, this service would focus on providing less expensive searches, focused primarily on filling positions in smaller, more remote colleges and universities.

Assisting states in identifying academic program development needs

Activity in this area could be in conjunction with, or independent of, the regional and subregional forums on workforce needs. Work with state-level academic affairs officers to create an inventory of anticipated new academic programs and explore opportunities for interstate and interinstitutional collaborations for the new programs or in lieu of the new programs.

### Accountability

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

The release of **Measuring Up 2002** has again activated conversation in the states on how well they are providing access in an affordable way. The weakened state economies have created a more difficult, sometimes acrimonious, environment for these discussions, forcing states policymakers and leaders to think carefully about their ability to sustain access and affordability goals. This activity would examine ways that the commission and staff could provide technical assistance to states and support an informed, thoughtful dialogue on the likelihood of making progress on **Measuring Up** goals.

# Committee of the Whole

Tuesday, 10.15 am – 12.00 noon

Eagle Gate – Lower Level

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WICHE Chair: Chuck Ruch, president, Boise State University

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Tuesday, May 20, 2003

10.15 am - 12.00 noon  
Eagle Gate – Lower Level


Page No.

**Committee of the Whole**

**Agenda**

Call to Order: Chuck Ruch, chair

Report of the Executive Committee (Tab 1)

 FY 2004 Salary and Benefits 1-39


 FY 2004 General Fund Budget 1-40


 WICHE Evaluation Report 1-3


Report of the Programs and Services Committee (Tab 8)

 FY 2004 Workplan 8-7

Report of the Issue Analysis and Research Committee (Tab 9)

 Western Consortium for Accelerated Learning Opportunities (WCALO) – Phase 2

 Development of Costing Tool for Distance Education and ICTs for Teacher Education and Support in sub-Saharan Africa

 FY 2004 Workplan (Tab 10) 9-17

Report on the Status of WICHE's Office Facility 10-3

Meeting Evaluation: A meeting evaluation form will be emailed to all commissioners.

Other Business

Adjournment





*The western spirit is, or will yet be  
(for no other is, or can be) the true American one.*

— Herman Melville, 1855

# ***Spirit of the West***

## 5 Priorities for the Future

*The West* has always seemed a quintessentially American place: a land of possibility where anyone willing to work hard enough could bootstrap their way to a prosperous, satisfying life. That's still true, but in 2003, hard work alone won't cut it. A good education is a necessity, and not just for those who aspire to professional status – but for everyone who'll be engaged in the future economy of the West. Fortunately, the West has done a better job of building a broad-based, multitiered higher education system than any region in the country. Unfortunately, that system is currently under a triple threat. Its elements: rising demand; a change in the nature of the student population; and constrained finances.

In 1953 the Western Interstate Commission for Higher Education was founded to meet a trio of critical goals in the post-war era: to improve access to professional programs; to make such programs *affordable*; and meet the *workforce* needs of the West's burgeoning economy.

Fifty years later, in 2003, the issues of **access**, **affordability**, and **workforce needs** are more important than ever. In the coming year, as WICHE celebrates its first half century, we'll continue to work toward finding innovative solutions in each of these areas: solutions that recognize the West's growing population and our economy's increasing sophistication, as well as the difficult financial times that most of the Western states are currently facing. Our goal is to do our utmost, via our programs and research, to support all of our constituents in our member states – from legislators and decision makers facing a host of tough and tricky decisions to students and families trying to afford the American dream of a good education, now almost a requirement for life in the 21<sup>st</sup> century.

The 21<sup>st</sup> century has brought WICHE face to face with two other important higher education priorities: **accountability** and **technology**. Both of these are bottom-line issues, their consideration of the utmost importance in these challenging times: accountability, because it is a tool for making sure that every dollar we put into higher education is well-invested; and technology, because it is a means for stretching resources as far as possible.

This year, WICHE will continue to focus on this pair of issues, as well as on its traditional trio of core priorities: higher ed finance, access, and workforce development. In our meetings and conversations with WICHE commissioners and with other constituents, these five have emerged as the most critical issues facing our region today.

While WICHE continues to celebrate its 50<sup>th</sup> anniversary, honoring each of its states in turn, it is dedicated to finding solutions that satisfy the West's needs while also taking note of the times. As part of our anniversary observance, we have undertaken a comprehensive review of our mission and work plan. Utilizing the input of our WICHE Commission and other constituents, we will sharpen our focus on key regional priorities. Below, we outline the ways in which WICHE is working towards innovative solutions that do just that in five key areas.

## ***Finance***

Finance is a critical issue to our member states today, as well as to students. In a recession, how can we best fund higher education so that it satisfies the needs of our economy while also serving our students, especially those from low-income families? WICHE has several projects that focus on finance issues. **“Changing Direction: Integrating Higher Education Financial Aid and Financing Policy,”** is an initiative of the Policy Analysis and Research unit that focuses on aligning policy dealing with financial aid, financing, and appropriations. Funded by the Lumina Foundation for Education, this 18-month project has supported the restructuring of these policies and practices to maximize participation, access, and success for all students.

Contingent upon funding support for a second phase of the “Changing Direction” project, we will extend the scope of this initiative to examine the impact of revenue and expenditure constraints on the future viability of higher education. The project will engage policymakers and higher education leaders in key policy issues around the ability of states to sustain their investment in higher education. This work will assist states in evaluating their individual context for generating and sustaining revenues for higher education and the related effects on issues such as access, delivery, and quality. Target states will develop alternative scenarios that will guide and shape their course of action and help them design a fiscal plan to sustain their investment in higher education through a period of constrained resources and expenditures.

**WICHE's Student Exchange Programs (SEP)** provide financial assistance to students in the West and opportunities for resource sharing to the region's institutions. This year, students and their families saved more than \$76 million in reduced tuition costs by participating in the three programs: the Professional Student Exchange Program, the Western Regional Graduate Program and the Western Undergraduate Exchange. Over 18,000 students participated in these programs in 2002-03.

In addition to continuing to administer PSEP, WRGP, and WUE, WICHE's Programs and Services unit will work with our member states to seek opportunities to broaden student participation in each program. The Professional Student Exchange Program, the oldest of the exchanges, currently enrolls over 700 students in 13 disciplines. In PSEP, students usually pay resident tuition (or reduced tuition in private institutions) and sending states pay an additional "support fee" for each of the professional fields. Thirteen Western states provide support for students in fields including: architecture, dentistry, medicine, graduate library studies, occupational therapy, optometry, osteopathic medicine, pharmacy, physician assistant, physical therapy, podiatry, public health, and veterinary medicine. Staff will work with state governing and coordinating boards to explore adding new programs to PSEP.

The Western Regional Graduate Program, which makes high-quality, distinctive graduate programs available to students at resident tuition levels, now includes 134 programs in some 37 institutions in all WICHE states except

California. Several new programs were added this year, including two focused on justice and rural development at the University of Alaska, Fairbanks; on domestic violence program management and public policy at the University of Colorado at Denver; on ocean engineering at Oregon State University; and on medical informatics and neuroscience at the University of Utah.

More institutions and programs continue to join our Western Undergraduate Exchange, which had a record 17,023 students participating this fall – an increase of more than 1,000 students over last year. We will continue to simplify annual WUE enrollment reporting by providing electronic access for institutions to input data. We're also developing a regionwide database for states to use as a strategic enrollment and academic planning tool via the WICHE Web site. Staff and a visiting faculty member will conduct a research project to examine the impact of WUE to better understand how institutions, states, and students can continue to use and benefit from this regional program. The project will determine if there are specific state or institutional policies that could foster increased student use of the program and identify ways to support states' access and enrollment needs.

WCET, the Cooperative advancing the effective use of technology in higher education, is involved in several projects that focus on finance. One current project involves implementing standard analytical principles to assess the costs

### Programs and Services

WICHE's three Student Exchange Programs – the Professional Student Exchange, Western Regional Graduate Program, and Western Undergraduate Exchange – currently enroll more than 18,000 students and saved students and their families over \$76 million last year. Other Programs and Services initiatives include:

- Northwest Academic Forum
- NEON, the Northwest Educational Outreach Network
- American TelEdCommunications Alliance
- Legislative Advisory Committee
- Communications activities: NewsCap, factsheets, Web site, annual reports, state briefings, commission meeting support
- 50th anniversary activities
- Workforce Briefs

### WCET

WCET, the Cooperative advancing the effective use of technology in higher education, is a national leader in helping states and institutions use new technologies to improve education. Members representing more than 40 U.S. states and four continents cooperate in sharing information, identifying barriers to the use of telecommunications in education, evaluating technological approaches to education, and facilitating multistate approaches to technology-based learning.

Current projects include:

- Edutools: Web Resource for Comparisons
- Technology Costing Methodology project
- Institute for Managing and Developing E-Learning (July 27-31, 2003)
- 2003 Annual Conference (November 2 - 4, 2003)
- Research on effective online student services
- Student Services Webcast Series
- Quality assurance for Web-based courses
- Developing worldwide awareness of open educational resources
- Mentoring a new national organization for virtual schools
- Consulting on statewide and campus e-learning projects

of higher education's use of technology; the project was developed by WCET and the National Center for Higher Education Management Systems (NCHEMS) with support from the Fund for the Improvement of Postsecondary Education (FIPSE).

## Access

In honor of our 50th anniversary, WICHE is hosting an event in each of its states to commemorate its participation in the commission. Depending on each state's wishes, we are using these events to provide an overview of higher education in the state and the West, focusing on current challenges – particularly those related to finance and providing access for underserved populations – and offering ways that WICHE can help. We are also seeking constituent advice on how we can bolster the relevancy of our current work. The Programs and Services unit is overseeing these events.

Helping states to expand educational access, a principal reason for the creation of WICHE, remains as one of our core functions. WICHE's Student Exchange Programs serve a trio of constituents. Through the Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), and the Western Undergraduate Exchange (WUE), students can enroll in a wide range of programs throughout the West. Institutions participating in the WICHE programs attract exceptional students from the entire Western region and achieve greater cost effectiveness by enrolling students in undersubscribed programs. Another benefit: the programs offer Western states a range of options to help their citizens gain access to a broad array of educational programs and institutions. This year, staff will continue to work with the WICHE commissioners and other constituents to increase our exchange programs' effectiveness and responsiveness to meeting state and regional needs. Exploring new avenues of institutional and interstate collaborations, including the electronic delivery of academic programs, is another area of focus for the Programs and Services unit.

In partnership with the Northwest Academic Forum, WICHE has launched an innovative new project, **NEON (Northwest Educational Outreach Network)**, working with higher education systems and institutions in nine WICHE states. The Fund for the Improvement of Postsecondary Education (FIPSE) provided a three-year grant to WICHE in October 2002 to support NEON's efforts to help states utilize distance learning to respond to their unmet educational needs. The Programs and Services unit is partnering with the WCET to develop the consortium and foster regional academic collaborations. Participating states and higher ed institutions partner with other states to offer programs at a distance or to jointly create new programs. Developing distance-delivered programs in high-need professions – such as a Ph.D. for nursing educators – is a top priority.

WICHE is the secretariat for the **Northwest Academic Forum (NWAFF)**, a nine-state group of institutions and state policymakers which fosters regional resource sharing and promotes innovative and collaborative efforts among its member institutions. WICHE works with the forum's executive committee to plan an annual meeting each spring that is attended by provosts, academic vice presidents, and chief academic officers of the member institutions and states. The forum's members will continue to identify opportunities for interinstitutional academic collaborations so that states' fiscal resources can be used more effectively.

The Policy Analysis and Research unit offers analysis, support, and data to constituents on access as well as other issues. One of its major endeavors for 2003: its work with the **Pathways to College Network**, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Dept. of Education. Pathways' goal is to improve access to higher education for disadvantaged students, and to help prepare them to take advantage of what higher education has to offer. The Pathways Network – which includes researchers, policy analysts, educators, K-12 administrators, government, business, foundations, and community organizations – seeks to identify the best ways of putting disadvantaged students on the path to college. Its 16 educational and community

### WICHE's 50th Anniversary

The Western Regional Education Compact was signed into law by the president of the U.S. in August 1953, following congressional approval. Here are the dates when the 15 WICHE states joined the commission:

- Alaska: May 19, 1955
- Arizona: January 6, 1953
- California: December 15, 1955
- Colorado: April 20, 1953
- Hawaii: June 23, 1959
- Idaho: May 13, 1953
- Montana: December 24, 1952
- Nevada: June 2, 1959
- New Mexico: December 19, 1952
- North Dakota: July 1, 1984
- Oregon: January 31, 1953
- South Dakota: July 1, 1988
- Utah: January 14, 1953
- Washington: June 9, 1955
- Wyoming: April 28, 1953



organizations are working together to create new programs that open college doors for low-income students. To support this effort, WICHE has developed an online searchable policy inventory, SPIDO (State Policy Inventory Database), and has been assisting with case studies, roundtables, and strategy briefs. Also this year, WICHE is assisting with regional policy forums for Pathways in Pittsburgh and Atlanta. In addition, WICHE oversees the project's five major components and directs the project's policy component.

Ensuring the affordability of higher education for all students is central to meeting the West's current and future access challenges. The "Changing Direction: Integrating Higher Education Financial Aid and Financing Policy" project, described earlier, examines how to structure financing policy and financial aid to maximize access and participation. Part of this effort involves not just access to higher education but success in persisting to degree completion. Under our Phase 2 proposal, we plan to broaden the scope of the project to also examine retention in higher education and how financial aid and financing policies impact student persistence. Another important addition to the Phase 2 initiative involves looking more closely at two-year institutions, particularly in light of how financing and financial aid policies influence community college students' participation, access, success or goal attainment. A third continuing

Policy project related to WICHE's ongoing efforts to promote access is the **Western Consortium for Accelerated Learning Opportunities (WCALO)** – a project funded by a grant from the U.S. Dept. of Education's Advanced Placement Incentive Program. A partnership whose nine members are Arizona, Colorado, Hawaii, Idaho, Montana, New Mexico, Oregon, South Dakota, and Utah, WCALO's goal is to increase the number of low-income and rural students succeeding in accelerated-learning courses. States participate in the consortium in a variety of ways, including: supporting students from low-income families with fee reimbursement for Advanced Placement (AP) and International Baccalaureate (IB) exams; providing professional development for teachers, administrators, and counselors; subsidizing online accelerated-learning courses; and participating in the consortium's network of state education agency and state higher education executive office representatives.

Through our Ford Foundation project, "**Expanding Engagement: Public Policy to Meet State and Regional Needs**," we will continue to work with selected states on the collision between demand, access, and financial constraints. These concerns, more than any others, will dominate policymaking in most of our states. The generally weak state economies coupled with increased demand for higher education has made this issue a top priority in our policy support work. Collaborating with states on an individual basis through targeted technical assistance will be a key strategy for this project. We are scheduling state focus groups to bring together a few, carefully selected top-level policymakers in individual states to define the issues. Our priority concern is the one that our states face: maintaining access in a period of constrained resources. Our objective is to create a community of support at the top by assembling such leaders as the governor, speaker of the house, president of the senate, state higher education executive officer, and prominent business or tribal leaders to discuss these challenges and identify potential solutions. We will also utilize several other venues – including state roundtables, a subregional multistate conference, publications, briefing papers, and research reports – to promote discussion and action among policymakers and policy shapers on these issues. We will again involve members of WICHE's Legislative Advisory Council as we cultivate individual legislators' engagement early on and work closely with them to involve other lawmakers and policymakers.

The Policy Analysis and Research unit is also working on an important current issue concerning tuition for military personnel, spouses, and dependents. The Dept. of the Army has taken the lead for all branches of the military on a national campaign to encourage states to provide in-state tuition rates at state-supported colleges and universities for military personnel, their spouses, and dependents. A key concern is over "continuity," or continued availability of

## Mental Health

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

- Western States Decision Support Group
- Project to Improve Mental Health Program Performance Measurement
- Public Mental Health Workforce Development Project

the in-state rate for spouses and dependents if the enlisted person is reassigned to another state. To help inform this effort among the Western states, WICHE is collecting and analyzing baseline information on policies and practices related to this issue and monitoring activity at the national level as the Army engages the aid of a number of higher education organizations and coordinates within states through civilian aides and state leaders.

As part of Policy's continuing work on high school graduates, it is shaping a **new research initiative to project high school grads by income level**, powerfully supplementing its extensive databases on race and ethnicity. By combining income-level and racial/ethnic data for elementary and secondary school students, WICHE will be able to add another dimension to its projections of high school graduates, providing policymakers and educators with the data they'll need to make informed decisions about the effect of changing demographics on higher education.

Policy is currently seeking funding for another project, involving student mobility. The goal of the project is to build states' capacity to measure and understand the impact of student mobility and thus more effectively address related public policy issues. The project will examine student mobility at various points in the college experience, including the mobility of recent high school graduates as they enter college, the "swirling effect" produced as college students move in and out of higher education institutions, and the movement of recent college graduates from their institutions to their state of employment. It will analyze mobility data and explore the factors that contribute to students' decisions. The implications for public policy are many and the issues are varied, including residency requirements, tuition, financial aid, transfer, articulation, financing, determining competency and student outcomes, efficiency, and linkages with K-12.

Access is also an issue with a current **CONAHEC (Consortium for North American Higher Education Collaboration)** project, which explores expanding cross-border higher ed access in North America. WICHE and CONAHEC have established a regional tuition bank whereby institutions will make specified educational programs at their institution available to students from other institutions participating in the network; the program is based on multilateral "tuition swaps," where students pay fees to their home institution and are responsible for their own travel, lodging, and other expenses. As of fall 2002, when the first students embarked on their exchanges, 34 higher education institutions from Canada, the U.S., and Mexico had signed up to participate, offering more than 250 academic programs to prospective students in the three countries. Within the next three years, the exchange program – designed for both undergraduate and graduate students – will involve approximately 90 higher education institutions. In October 2002, CONAHEC's University of Arizona office also received a three-year implementation grant from FIPSE to substantially increase international exchange opportunities for U.S. students to participate in short-term study programs in Mexico and Canada.

### **CONAHEC**

The Consortium for North American Higher Education Collaboration (CONAHEC), based at the University of Arizona, helps institutions and states explore initiatives involving education in Canada, Mexico, and the U.S. WICHE was a founding partner of this unique consortium and is represented on its board of directors, which held its first meeting in Guadalajara on March 25, 2003. CONAHEC's 120 members are drawn from higher education institutions and organizations. Its media are three: conferences that address higher ed issues in North America and foster trilateral collaborations; research papers on cross-border higher ed issues; and its North American higher education portal. Current projects include:

- Ninth North American Higher Education Conference (Spring 2004, in Guadalajara, Jalisco, Mexico) - theme to be determined soon
- North American higher ed portal (<http://conahec.org>)
- BORDER PACT (U.S.-Mexico) Network
- North American Student Exchange Program

### ***Innovation & Information Technology***

WICHE has a number of initiatives focused on innovation and information technology as they relate to higher education. As part of its global outreach, **WCET** has begun work with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to explore issues of use for copyrighted information and other information technology issues related to universities in developing nations. WCET will be a cosponsoring organization for the 2003 International Council of Distance Education conference, a workshop at the Hong Kong Web Symposium, and the International Conference on Open and Online Learning (ICOOL 2003) that is focused on African and Indian Universities.

WCET continues to work with institutions and state agencies as they develop and expand their distance-learning plans. In 2003, it will also host two major professional development events, its 15th **annual conference** in San Diego, CA, and the **Institute for Managing and Developing E-learning (MDE)**.

Another project, supported by the Hewlett Foundation, is allowing WCET to study new IT developments, such as the policy implications of the open courseware movement. WCET is also continuing its work with Web-based student services for online learners, with support from its corporate and state members. A third project, "Edutools: Web Resource for Comparisons," addresses the needs of institutions developing online education by giving administrators a single place to go for product and policy comparisons; the project is supported by the William and Flora Hewlett Foundation.

Another technology-focused project is the **American TelEdCommunications Alliance**, an initiative created by the four regional higher education compacts (the Midwestern Higher Education Commission, the New England Board of Higher Education, the Southern Regional Education Board, and WICHE) and MiCTA, a nonprofit telecommunications association, to promote the joint procurement of educational telecommunications and advanced technology. As one of the lead organizations, WICHE, via its Programs and Services unit, is working to inform colleges and universities, the K-12 sector, and other nonprofit organizations in the 15 Western states about opportunities to become members and purchase telecommunications services and technology at lower costs, as well as to gain access to information about state-of-the-art telecommunications services. The mix of products and services available for purchase through the alliance/MICTA contracts includes voice, video, and computer network and Internet products; computer hardware and software, power and energy management programs; library equipment; office supplies and equipment; and training. By mid-2003, ATAlliance members will be able to purchase an array of e-learning course management system software via the nationally negotiated contracts, at substantial cost savings to college and universities and K-12 systems.

The Policy unit continues to look at the financing of information technology through its project "Expanding Engagement: Public Policy to Meet State and Regional Needs." In collaboration with WCET, the Policy unit will convene a regional forum in early October in Salt Lake City on the theme **"Weathering the Perfect Storm: Information Technology in a Limited-Resource Environment."** In the past five years when state economies were strong, states and their institutions invested heavily in information technology – both in infrastructure and teaching and learning. Now there is little or no money to continue building in this way. The forum will explore the policy issues that legislators and education leaders face when resources are scarce for information technology: meeting the needs of underrepresented and low-income students for postsecondary education, the role of faculty in teaching and learning, and the impact on administrative services. The conference will address a range of questions for these issues: What is the potential for educational telecommunications to increase access for these students? Are we reducing access for the most disenfranchised populations when we cut back on educational telecommunications? How can states and institutions use educational telecommunications more effectively and efficiently for high-demand courses and programs? How do we revise faculty roles without sacrificing quality of instruction and research? Can we increase effectiveness and efficiency by acting strategically regionally and sharing academic resources? Commissioned papers and case studies covering a variety of state strategies reflecting the realities of sharing costs for the continued support of information technology at the state and institutional levels will help set the stage for discussion.

### ***Workforce & Society***

Many of the economic changes that our region has undergone in the last half century have evolved from innovations and discoveries made at our higher ed institutions. Our **Student Exchange Programs** offer options to export and import students based on current needs and provide students with access to high-demand, high-cost disciplines, particularly in health care professions, some of which are seriously understaffed in a number of states.

Expanding our programs to include new models of exchange or new academic fields is a goal we will continue to work on this year. In FY 2003, we worked with states and institutions on identifying emerging workforce needs in high-demand areas and assessing institutional capacity within the region to meet those needs. Through the work of

the **NEON** (Northwest Educational Outreach Network) consortium and other groups, regional meetings will be held to explore how Western states are addressing the nursing shortage, as well as the shortfall of teachers in rural areas, and to develop regional responses to state workforce and professional development needs. This year, we also update our state **Workforce Briefs** with projections on future workforce needs and economic trends.

WICHE's **Mental Health program** will continue its support of the **Western States Decision Support Group** (WSDSG), which enables interstate collaboration for improving data infrastructure and performance measurement in the public mental health systems. The WSDSG will conduct three regional conferences focused upon collaborative activities and professional peer knowledge exchange among state mental health program evaluators and system planners. Major program activities will focus upon the areas of assessing the prevalence of mental illness in the West, workforce development to ensure the deployment of competent mental health professionals, and the development of technical assistance activities in the area of evidence-based practice.

CONAHEC works on workforce issues from a North American perspective. One outcome of its recent Eighth North American Higher Education Conference in Calgary, Alberta, was a document entitled "Priorities for North American Higher Education Collaboration: The Calgary Recommendations," outlining 10 strategies to help North American higher education institutions work together and form a stronger and more prosperous regional community. The recommendations, which will serve as a platform for future CONAHEC work, include two that are focused on workforce issues, particularly on the issue of professional mobility in North America.

In May of this year CONAHEC's U.S.-Mexico borderlands network, called **BORDER PACT**, will award a third round of seed money grants to academic institutions and nongovernmental organizations (NGOs) working on projects to improve life in the borderlands. Projects typically focus on the environment, health, immigration, sustainable development, and education.

The Policy Analysis and Research unit has received funding from the Ford Foundation to look at four workforce areas in depth: nursing, information technology, teacher education, and faculty. The grant supports activities such as roundtables, policy forums, and research, as well as the WICHE Fellows and a post-doc WCET position. Briefing papers on selected workforce issues, such as nursing, faculty, and the IT workforce, will be issued as part of this effort. Some of these materials will be produced by WICHE Fellows, who are supported by our Ford Foundation grant. Additionally, a subregional meeting may be held for Western states on workforce issues.

During 2003 - 2004 we'll continue to communicate with several key constituencies to broaden their understanding of WICHE's programs and services. One way we do this is via our **Legislative Advisory Committee**; the committee will convene its annual meeting in mid-July in conjunction with the annual meeting of the National Conference of State Legislatures' annual meeting, to discuss the fiscal challenges states are facing throughout the region and other important higher ed issues. We will continue to collaborate with other higher ed organizations and policy organizations to expand the reach of our work and share resources.

## ***Accountability***

WICHE works with Western states to help them develop new strategic plans, designed to Our multiyear project, **"Expanding Engagement: Public Policy to Meet State and Regional Needs,"** supported by the Ford Foundation, provides an opportunity for policymakers, institutional leaders, and others in the higher ed community to better understand the relationships between finance and accountability issues. The recent release of the National Center for Public Policy and Higher Education's *Measuring Up 2002*, a state-by-state report card for higher education, will also allow WICHE opportunities to assist policymakers with accountability issues. Through state technical assistance, roundtables, and small, high-level meetings with state leadership, WICHE will support Western states' efforts on a broad range of accountability issues. This year, WICHE is assisting on the California Higher Education Accountability Project as a member of both its analytic team and its advisory group. The project has become the basis for policymaker discussions and a legislative agenda in support of statewide accountability goals and indicators aimed at meeting vital state public policy priorities.



A number of continuing Policy Analysis and Research unit projects relate to accountability and other higher ed issues. Its short report series, **Policy Insights**, covers a wide range of higher ed topics, including accountability, while the **Policy Alert** and **Stat Alert** provide weekly e-mail notices on new policy- and data-related reports. We also publish an annual **Tuition and Fees** report with detailed data on all public institutions in the West, as well as a regional fact book that provides a wealth of data on access, affordability, finance, faculty, technology and workforce issues.

The Policy unit is also involved in a project with the State Higher Education Executive Officers, the British Council, and the Higher Education Funding Council for England. The organizations periodically convene an invitational forum to examine where each country is in their efforts to widen participation and how to measure success in doing so. provide greater accountability in relation to the states' higher education investments.

## WICHE FY 2003 - 2004 Workplan: Priority Themes & Activities

### Existing Activities (GF = general fund)

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
Annual Tuition and Fees report (GF)	Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)	Support of the Northwest Academic Forum's regional initiatives (NWAFF)	Project on workforce issues and higher ed: nursing, teacher education, information technology, and faculty (Ford)	Regional Factbook: Policy Indicators for Higher Education (GF)
WCKET's Technology Costing Methodology project handbook (FIPSE)	Accelerated Learning Initiatives (U.S. Dept. of Education)	NEON, the Northwest Educational Outreach Network (FIPSE)	Workforce Briefs (GF)	Policy Insights on a range of higher education issues (GF)
Multi-year policy projects on higher ed finance and financial aid (Lumina Foundation)	Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE, and others)	Western Cooperative for Educational Telecommunications initiatives	Building partnerships for competency: public mental health workforce development	Development of guidelines in distance-delivered education for the regional accrediting agencies by WCET
Performance measurement improvement in the Western states public mental health programs	Project on the collision between demand, access, and financial constraints (Ford)	WCET work to provide comparisons of electronic-learning resources (Hewlett)		Project on higher ed quality and accountability in a time of stable or declining enrollments (Ford)
	Multi-year policy projects on higher ed finance and financial aid (Lumina Foundation)	Building regional participation in the American TelEd Communications Alliance (self-funding)		Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
	High school graduates projections by state, race/ethnicity, and income	North American higher education portal expansion (FIPSE)		
	Children's Mental Health Improvement Projects in Wyoming and South Dakota	Financing of information technology (Ford)		
	North American Student Exchange Program (FIPSE)			
	U.S./U.K. Project (British Funding Council)			

### New Directions

(proposals have been approved by the commission)

<b>Finance</b>	<b>Access</b>	<b>Innovation &amp; Info-technology</b>	<b>Workforce</b>	<b>Accountability</b>
Expanding the Technology Costing Methodology project (FIPSE)	PSEP revitalization	Policy forum on financing information technology in a limited-resource environment	Developing Student Exchange Program responses to critical workforce shortages	Collaboration with NCHEMS, SHEEO, and WICHE on database maintenance and exchanges
Examination of the impact of revenue constraints on future viability of higher ed in the West (Ford and Lumina)	Faculty diversity initiatives	Acquiring a new WICHE facility and regional learning center	Expanding professional advisory councils (health professions, vet medicine)	Institute for legislators and trustees on higher ed issues
Changing Direction — Phase 2 (Lumina)	Research on student mobility			
	Migration Patterns of College Students (AIR)			
	Accelerated-Learning Initiatives — Phase 2 (U.S. Dept. of Ed)			

## On the Horizon

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

### Finance

Policy work on resident and nonresident tuition policies

An exploratory project on the pros and cons of vastly reducing, or eliminating entirely, the distinction between resident and nonresident tuition policies. This activity would include discussions and white papers describing how undifferentiated policies would impact tuition levels, financial aid, residency, admissions, and other policies and practices at the state and institutional level. The project might also look at how such policies might influence the role and mission of public institutions in the state.

### Access

Advisory council on K-20 interactions to enhance preparation

Almost every state is talking about improving K-12 and higher education relations. Many have established P-20 councils at the local and state level; others have statewide coalitions to improve communication and collaboration across the educational system. WICHE has a number of initiatives that involve a P-16 or P-20 approach, including our work on Standards for Success and the Pathways to College Network. This new activity would examine the potential role of an advisory group on K-20, similar to the Legislative Advisory Committee (LAC) or the Northwest Academic Forum (NAAF), to assist the commission in looking at the critical linkage points between K-12 and higher education.

### Innovation & Info-technology

Expansion of NEON

Additional external funding will be sought to support the Northwest Educational Outreach Network (NEON) in its efforts to help states and institutions to share electronically delivered degree programs. Explore expanding NEON beyond the nine-state NNAF region.

Exploring the development of portal technologies

Building on the experience WICHE has gained in developing CONAHEC's new portal to the Internet, this project would explore whether developing portal capabilities within WICHE could enhance service at cost-effective prices for other applications of service to the West.

XAP

Two options exist. (1) Work with AK, ID, MT, NM, ND, and WY to assess interest in developing Xap Mentor Systems to provide Internet-based information management systems for college-bound students. If two or more states want to proceed, seek external funding. (2) Follow the SREB approach ("Ways In") of developing specialized community portals for in-demand professions, such as teachers and nurses. Licensure requirements, access to programs, courses, degree information, and financial aid assistance could be provided for each area.

**On the Horizon (continued)**

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

**Workforce**

Convening regional and subregional forums on emerging workforce needs

Seek external funding to convene one or more workforce forums to assist states in planning for emerging workforce needs and to discuss the potential of developing multi-institutional approaches to meeting these needs.

Recruiting leaders for Western higher education

A new service to be offered by WICHE, which would provide institutions of higher education within member states with professional search services to help fill senior administrative positions. This service would seek not to replicate the services provided by the bevy of fine search firms operating to serve American higher education today. Rather, this service would focus on providing less expensive searches, focused primarily on filling positions in smaller, more remote colleges and universities.

Assisting states in identifying academic program development needs

Activity in this area could be in conjunction with, or independent of, the regional and subregional forums on workforce needs. Work with state-level academic affairs officers to create an inventory of anticipated new academic programs and explore opportunities for interstate and interinstitutional collaborations for the new programs or in lieu of the new programs.

**Accountability**

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

The release of **Measuring Up 2002** has again activated conversation in the states on how well they are providing access in an affordable way. The weakened state economies have created a more difficult, sometimes acrimonious, environment for these discussions, forcing states policymakers and leaders to think carefully about their ability to sustain access and affordability goals. This activity would examine ways that the commission and staff could provide technical assistance to states and support an informed, thoughtful dialogue on the likelihood of making progress on **Measuring Up** goals.

## Partner Organizations

WICHE projects are often supported via grants, contracts, or in-kind support from foundations, corporations, institutions, government agencies, and other organizations. Supporting our recent projects

Association of Governing Boards  
Boston University Medical School  
Colorado Department of Education  
Colorado Mental Health Institute  
Council of Regional Accrediting Commissions  
Council of State Governments-WEST  
Education Commission of the States  
The Ford Foundation  
The William and Flora Hewlett Foundation  
Lumina Foundation for Education  
Andrew Mellon Foundation  
Mexico – ANUIES  
National Conference of State Legislatures  
National Institutes of Health  
Nebraska Dept. of Health and Human Services  
Northland Healthcare Alliance (North Dakota)  
Pathways to College Network (with funding from the Daniels Fund, the GE Fund, the James Irvine Foundation, the Ford Foundation, Lucent Technologies Foundation, Lumina Foundation, KnowledgeWorks Foundation, the Bill & Melinda Gates Foundation, and the U.S. Dept. of Education's Fund for the Improvement of Postsecondary Education)  
Sloan Foundation  
South Dakota Department of Human Services  
South Dakota Division of Mental Health  
Southwest Counseling Service (Wyoming)  
U.S. Department of Education  
U.S. Department of Education: FIPSE  
U.S. Department of Health & Human Services  
Wyoming Division of Behavioral Health

# The WICHE Commission

WICHE's 45 commissioners are appointed by their governors from among state higher executive officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, Colorado. Charles Ruch, president of Boise State University, is chair of the WICHE Commission; Don Carlson, state senator, Vancouver, is vice chair.

## Alaska

Diane M. Barrans, executive director, Alaska Commission on Postsecondary Education, Juneau  
Johnny Ellis, state senator, Anchorage  
Mark Hamilton, president, University of Alaska Statewide System, Fairbanks

## Arizona

Linda Blessing, executive director, Arizona Board of Regents, Phoenix  
Lawrence M. Gudis, senior regional vice president, University of Phoenix, Phoenix  
John Haeger, president, Northern Arizona University, Flagstaff

## California

Francisco Hernandez, vice chancellor, University of California, Santa Cruz  
Herbert Medina, associate professor, Mathematics Dept., Loyola Marymount University, Los Angeles  
Robert Moore, executive director, California Postsecondary Education Commission, Sacramento

## Colorado

William F. Byers, consumer and public relations manager, Grand Valley Power, Fruita  
Tim Foster, executive director, Colorado Commission on Higher Education, Denver  
William G. Kuepper III, senior policy advisor, Colorado Commission on Higher Education, Denver

## Hawaii

Doris Ching, vice president for student affairs, University of Hawaii at Manoa, Honolulu  
Clyde T. Kodani, president, Kodani & Associates, Inc., Lihue  
Raymond S. Ono, senior vice president, University Banking Center, First Hawaiian Bank, Honolulu

## Idaho

Jack Riggs, physician, Coeur d'Alene  
Charles Ruch (WICHE chair, 2003), president, Boise State University  
Gary W. Stivers, executive director, State Board of Education, Boise

## Montana

Francis J. Kerins, president emeritus, Carroll College, Helena  
Carrol Krause, interim commissioner, Montana University System, Helena  
Cindy Younkin, state representative, Bozeman

## Nevada

Jane Nichols, chancellor, University and Community College System of Nevada, Reno  
Raymond D. Rawson, state senator, Las Vegas  
Carl Shaff, educational consultant, Nevada State Dept. of Education, Reno

## New Mexico

Sen. Dede Feldman, Albuquerque  
Everett Frost (WICHE chair, 2000), president emeritus and professor emeritus, Anthropology Dept., Eastern New Mexico University, Portales  
Patricia Anaya Sullivan, assistant director, WERC, Las Cruces

## North Dakota

Larry Isaak, chancellor, North Dakota University System, Bismarck  
Richard Kunkel, vice president, North Dakota Board of Higher Education, Devils Lake  
David Nething, state senator, Jamestown

## Oregon

Ryan Deckert, state senator, Portland  
Camille Preus-Braly, commissioner, Oregon Dept. of Community Colleges and Workforce Development, Salem  
Diane Vines (WICHE chair, 1997), vice chancellor for corporate and public affairs and board secretary, Oregon University System, Portland

## South Dakota

Robert Burns, distinguished professor, Political Science Dept., South Dakota State University, Brookings  
James O. Hansen, chair, Committee on Academic and Student Affairs, South Dakota Board of Regents, Pierre  
Robert T. (Tad) Perry (WICHE chair, 2002), executive director, South Dakota Board of Regents, Pierre

## Utah

Cecelia H. Foxley, commissioner of higher education, Utah System of Higher Education, Salt Lake City  
David Gladwell, state senator, North Ogden  
E. George Mantes, member, Utah State Board of Regents, Salt Lake City

## Washington

Don Carlson (WICHE vice chair, 2003), state senator, Vancouver  
Marcus S. Gaspard, executive director, Washington State Higher Education Coordinating Board, Olympia  
Debora Merle, policy advisor for higher education, Washington Office of the Governor, Olympia

## Wyoming

John Barrasso, state senator and orthopedic surgeon, Casper  
Philip L. Dubois, president, University of Wyoming, Laramie  
Klaus Hanson, professor of German, and chair, Dept. of Modern and Classical Languages, University of Wyoming, Laramie

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Gabriele Sattler, accounting specialist

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Marianne Boeke, staff associate II

Sharmila Basu Conger, postdoctoral fellow

Jackie Dobrovolny, research assistant

Jeremy Goldsmith, Web developer

Karen Middleton, senior project coordinator

Russell Poulin, associate director

Patricia Shea, assistant director

Rachel Sonntag, conference assistant

Bing Walker, research assistant

Jennifer Wolfe, administrative assistant

### CONAHEC staff

(w/offices at WICHE)

Margo Stephenson, associate project director

Sean Manley-Casimir, assistant director, Internet resources

The WICHE Web site [www.wiche.edu](http://www.wiche.edu) includes a staff directory with phone numbers and email addresses.



## Reference

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The WICHE Commission

2003 Committee Assignments

WICHE Staff

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Cindy Younkin, state representative, Bozeman

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Carl Shaff, educational consultant, Nevada State Dept. of Education, Reno

## New Mexico

Dede Feldman, state senator, Albuquerque

Everett Frost (WICHE chair, 2000), president-emeritus and professor-emeritus, Eastern New Mexico University, Portales

Patricia Anaya Sullivan, assistant director, Waste Management Education and Research Consortium (WERC), New Mexico State University, Las Cruces

## North Dakota

Larry Isaak, chancellor, North Dakota University System, Bismarck

Richard Kunkel, vice president, North Dakota Board of Higher Education, Devils Lake

David E. Nething, state senator, Jamestown

## Oregon

Ryan Deckert, state senator, Portland

Camille Preus-Braly, commissioner, Oregon Dept. of Community Colleges and Workforce Development, Salem

Diane Vines (WICHE chair, 1997), vice chancellor for corporate and public affairs, Oregon University System, Portland

## South Dakota

Robert Burns, distinguished professor, Political Science Dept., South Dakota State University, Brookings

James O. Hansen, chair, Committee on Academic and Student Affairs, South Dakota Board of Regents

Robert T. (Tad) Perry (WICHE chair, 2002), executive director, South Dakota Board of Regents, Pierre

## Utah

Cecelia H. Foxley, commissioner of higher education, Utah System of Higher Education, Salt Lake City

David L. Gladwell, state senator and attorney, North Ogden

E. George Mantes, regent, Utah State Board of Regents, Salt Lake City

## Washington

Don Carlson (WICHE vice chair, 2003), state senator, Vancouver

Marcus S. Gaspard, executive director, Washington

State Higher Education Coordinating Board, Olympia

Debora Merle, policy advisor for higher education, Washington Office of the Governor, Olympia

## Wyoming

John Barrasso, state senator and M.D., Casper

Philip L. Dubois, president, University of Wyoming, Laramie

Klaus Hanson, professor of German, and chair, Dept. of Modern and Classical Languages, Laramie



## 2003 Committee Assignments

### Executive

Chuck Ruch (ID), chair  
Don Carlson (WA), vice chair  
Tad Perry (SD), immediate past chair

Diane Barrans (AK)  
Linda Blessing (AZ)  
Robert Moore (CA)  
Bill Kuepper (CO)  
Clyde Kodani (HI)  
Gary Stivers (ID)  
Frank Kerins (MT)  
Jane Nichols (NV)  
Everett Frost (NM)  
David Nething (ND)  
Diane Vines (OR)  
Bob Burns (SD)  
George Mantes (UT)  
Marc Gaspard (WA)  
Phil Dubois (WY)

### Issue Analysis and Research

Cecelia Foxley (UT), chair  
Marc Gaspard (WA), vice chair  
Chuck Ruch (ID), ex officio  
Don Carlson (WA), ex officio

Johnny Ellis (AK)  
Larry Gudis (AZ)  
Francisco Hernandez (CA)  
Tim Foster (CO)  
Doris Ching (HI)  
Gary Stivers (ID)  
Cindy Younkin (MT)  
Ray Rawson (NV)  
Patricia Sullivan (NM)  
Richard Kunkel (ND)  
Ryan Deckert (OR)  
Bob Burns (SD)  
Committee chair (UT)  
Committee vice chair (WA)  
John Barrasso (WY)

### Programs and Services

Diane Barrans (AK), chair  
Phil Dubois (WY), vice chair  
Chuck Ruch (ID), ex officio  
Don Carlson (WA), ex officio

Committee chair (AK)  
John Haeger (AZ)  
Herbert Medina (CA)  
Bill Byers (CO)  
Raymond Ono (HI)  
Jack Riggs (ID)  
Carrol Krause (MT)  
Carl Shaff (NV)  
Dede Feldman (NM)  
Larry Isaak (ND)  
Cam Preus-Braly (OR)  
James Hansen (SD)  
David Gladwell (UT)  
Debora Merle (WA)  
Klaus Hanson (WY)

### Committee to Review WICHE and its Leadership

David Nething (ND), chair  
Linda Blessing (AZ)  
Everett Frost (NM)



# WICHE Staff

## **Executive Director's Office**

David Longanecker, executive director  
Marla Williams, assistant to the executive director

## **Administrative Services**

Marv Myers, director  
Heidi Alina, administrative assistant  
Karen Elliott, senior accounting specialist  
Faye Jensen, human resources coordinator  
Bryce Logemann, computer technician  
Craig Milburn, accounting manager  
Gabriele Sattler, accounting specialist  
Jerry Worley, information technology manager

## **Mental Health**

Dennis Mohatt, director  
Scott Adams, postdoctoral fellow  
Chuck McGee, project director  
Diana Vari, staff associate

## **Programs and Services**

Jere Mock, director  
Candy Allen, graphic designer  
Anne Ferguson, administrative assistant  
Anne Finnigan, communications associate  
Sandy Jackson, program coordinator, Student Exchange Programs  
Deborah Jang, web design manager  
Jenny Shaw, administrative assistant

## **Policy Analysis and Research**

Cheryl Blanco, director  
Sharon Bailey, policy associate  
Caroline Hilk, administrative assistant  
Michelle Médal, administrative assistant  
Demarée Michelau, project coordinator  
Jacqueline Stirn, research associate

## **WCET**

Sally Johnstone, director  
Sherri Artz Gilbert, administrative staff coordinator  
Marianne Boeke, staff associate  
Sharmila Basu Conger, postdoctoral fellow  
Jackie Dobrovlny, research assistant  
Jeremy Goldsmith, web developer  
Karen Middleton, senior project coordinator  
Russell Poulin, associate director  
Patricia Shea, project director  
Rachel Sonntag, conference assistant  
Bing Walker, researcher  
Jennifer Wolfe, administrative assistant

## **CONAHEC staff**

### **(w/offices at WICHE)**

Margo Stephenson, associate project director  
Sean Manley-Casimir, assistant director, internet resources

Staff members whose names are in bold have joined the WICHE staff since the last commission meeting.

The WICHE Web site [www.wiche.edu](http://www.wiche.edu) includes a staff directory with phone numbers and email addresses.





## Higher Education Acronyms

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

AACC	American Association of Community Colleges	<a href="http://www.aacc.nche.edu">www.aacc.nche.edu</a>
AACTE	American Association of Colleges for Teacher Education	<a href="http://www.aacte.org">www.aacte.org</a>
AAC&U	Association of American Colleges and Universities	<a href="http://www.aacu-edu.org">www.aacu-edu.org</a>
AAHE	American Association on Higher Education	<a href="http://www.aahe.org">www.aahe.org</a>
AASCU	American Association of State Colleges and Universities	<a href="http://www.aascu.org">www.aascu.org</a>
AAU	Association of American Universities	<a href="http://www.aau.edu">www.aau.edu</a>
ACE	American Council on Education	<a href="http://www.acenet.edu">www.acenet.edu</a>
ACT	(college admission testing program)	<a href="http://www.act.org">www.act.org</a>
ACUTA	Association of College & University Telecommunications Administrators	<a href="http://www.acuta.org">www.acuta.org</a>
AED	Academy for Educational Development	<a href="http://www.aed.org">www.aed.org</a>
AERA	American Educational Research Association	<a href="http://www.aera.net">www.aera.net</a>
AGB	Association of Governing Boards of Universities and Colleges	<a href="http://www.agb.org">www.agb.org</a>
	Center for Public Higher Education Trusteeship & Governance	<a href="http://www.agb.org/center/">www.agb.org/center/</a>
AIHEC	American Indian Higher Education Consortium	<a href="http://www.aihec.org">www.aihec.org</a>
AIR	Association for Institutional Research	<a href="http://www.airweb.org">www.airweb.org</a>
ASPIRA	(an association to empower Latino youth)	<a href="http://www.aspira.org">www.aspira.org</a>
ASHE	Association for the Study of Higher Education	<a href="http://www.ashe.missouri.edu">www.ashe.missouri.edu</a>
ATA	American TelEdCommunications Alliance	<a href="http://www.atalliance.org">www.atalliance.org</a>
CASE	Council for Advancement and Support of Education	<a href="http://www.case.org">www.case.org</a>
CGS	Council of Graduate Schools	<a href="http://www.cgsnet.org">www.cgsnet.org</a>
CHEA	Council for Higher Education Accreditation	<a href="http://www.chea.org">www.chea.org</a>
CHEPS	Center for Higher Education Policy Studies	<a href="http://www.utwente.nl/cheps">www.utwente.nl/cheps</a>
CIC	Council of Independent Colleges	<a href="http://www.cic.org">www.cic.org</a>
COE	Council for Opportunity in Education	<a href="http://www.trioprograms.org">www.trioprograms.org</a>
CONAHEC	Consortium for Higher Education Collaboration	<a href="http://www.wiche.edu/conahec/english">www.wiche.edu/conahec/english</a>
CONASEP	CONAHEC's Student Exchange Program	<a href="http://www.wiche.edu/conahec./conasep">www/wiche.edu.conahec./conasep</a>
CSG-WEST	Council of State Governments – West	<a href="http://www.westtrends.org">www.westtrends.org</a>
CSHE	Center for the Study of Higher Education	<a href="http://www.ed.psu.edu/cshe">www.ed.psu.edu/cshe</a>
CSPN	College Savings Plan Network	<a href="http://www.collegesavings.org">www.collegesavings.org</a>
ECS	Education Commission of the States	<a href="http://www.ecs.org">www.ecs.org</a>
ED	U.S. Dept. of Education links:	
ED-NCES	National Center for Education Statistics	<a href="http://nces.ed.gov">http://nces.ed.gov</a>
ED-OERI	Office of Educational Research	<a href="http://www.ed.gov/offices/OERI">www.ed.gov/offices/OERI</a>
ED-OESE	Office of Elementary & Secondary Education	<a href="http://www.ed.gov/offices/OESE">www.ed.gov/offices/OESE</a>
ED-OPE	Office of Postsecondary Education	<a href="http://www.ed.gov/offices/OPE">www.ed.gov/offices/OPE</a>
ED-OSERS	Office of Special Education & Rehabilitative Services	<a href="http://www.ed.gov/offices/OSERS">www.ed.gov/offices/OSERS</a>
FIPSE	Fund for the Improvement of Postsecondary Education	<a href="http://www.ed.gov/offices/OPE/FIPSE">www.ed.gov/offices/OPE/FIPSE</a>

LAAP	Learning Anytime Anywhere Partnership	<a href="http://www.ed.gov/offices/OPE/FIPSE/LAAP">www.ed.gov/offices/OPE/FIPSE/LAAP</a>
EDUCAUSE	(An association fostering higher ed change via technology and information resources)	<a href="http://www.educause.edu">www.educause.edu</a>
ETS	Educational Testing Service	<a href="http://www.ets.org">www.ets.org</a>
GHEE	Global Higher Education Exchange	<a href="http://www.ghee.org">www.ghee.org</a>
HACU	Hispanic Association of Colleges and Universities	<a href="http://www.whes.org/members/hacu.html">www.whes.org/members/hacu.html</a>
HEA	Higher Education Abstracts	<a href="http://www.cgu.edu/inst/hea/hea.html">www.cgu.edu/inst/hea/hea.html</a>
IHEP	Institute for Higher Education Policy	<a href="http://www.ihep.com">www.ihep.com</a>
IIE	Institute of International Education	<a href="http://www.iie.org">www.iie.org</a>
IPEDS	Integrated Postsecondary Education Data System	<a href="http://www.nces.ed.gov/ipeds">www.nces.ed.gov/ipeds</a>
McCrel	Mid-continent Research for Education and Learning	<a href="http://www.mcrel.org">www.mcrel.org</a>
MHEC	Midwestern Higher Education Commission	<a href="http://www.mhec.org">www.mhec.org</a>
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	<a href="http://www.middlestates.org">www.middlestates.org</a>
NACUBO	National Association of College and University Business Officers	<a href="http://www.nacubo.org">www.nacubo.org</a>
NAEP	National Assessment of Educational Progress	<a href="http://www.nces.ed.gov/nationsreportcard">www.nces.ed.gov/nationsreportcard</a>
NAFEO	National Association for Equal Opportunity in Higher Education	<a href="http://www.nafeo.org">www.nafeo.org</a>
NAFSA	(an association of international educators)	<a href="http://www.nafsa.org">www.nafsa.org</a>
NAICU	National Association of Independent Colleges and Universities	<a href="http://www.naicu.edu">www.naicu.edu</a>
NASC	Northwest Association of Schools and Colleges, Commission on Colleges	<a href="http://www.cocnasc.org">www.cocnasc.org</a>
NASFAA	National Association of Student Financial Aid Administrators	<a href="http://www.nasfaa.org">www.nasfaa.org</a>
NASPA	National Association of Student Personnel Administrators	<a href="http://www.naspa.org">www.naspa.org</a>
NASULGC	National Association of State Universities and Land-Grant Colleges	<a href="http://www.nasulgc.org">www.nasulgc.org</a>
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	<a href="http://www.ncacasi.org">www.ncacasi.org</a>
NCHEMS	National Center for Higher Education Management Systems	<a href="http://www.nchems.org">www.nchems.org</a>
NCSL	National Conference of State Legislatures	<a href="http://www.ncsl.org">www.ncsl.org</a>
NCPPE	National Center for Public Policy and Higher Education	<a href="http://www.highereducation.org">www.highereducation.org</a>
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	<a href="http://www.neasc.org">www.neasc.org</a>
NEBHE	New England Board of Higher Education	<a href="http://www.nebhe.org">www.nebhe.org</a>
NEON	Northwest Educational Outreach Network	<a href="http://www.wiche.edu/NWAF/NEON">www.wiche.edu/NWAF/NEON</a>
NGA	National Governors' Association	<a href="http://www.nga.org">www.nga.org</a>
NPEC	National Postsecondary Education Cooperative	<a href="http://www.nces.ed.gov/npec">www.nces.ed.gov/npec</a>
NUCEA	National University Continuing Education Association	<a href="http://www.nucea.edu">www.nucea.edu</a>
NWAF	Northwest Academic Forum	<a href="http://www.wiche.edu/NWAF">www.wiche.edu/NWAF</a>
RMAIR	Rocky Mountain Association for Institutional Research	<a href="http://www.unlv.edu/PAIR/rmair">www.unlv.edu/PAIR/rmair</a>
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	<a href="http://www.sacscoc.org">www.sacscoc.org</a>
SHEEO	State Higher Education Executive Officers	<a href="http://www.sheeo.org">www.sheeo.org</a>
SONA	Student Organization of North America	<a href="http://www.conahec.org/sona">www.conahec.org/sona</a>

SREB	Southern Regional Education Board	<a href="http://www.sreb.org">www.sreb.org</a>
SREC	Southern Regional Electronic Campus	<a href="http://www.electroniccampus.org">www.electroniccampus.org</a>
UNCF	United Negro College Fund	<a href="http://www.uncf.org">www.uncf.org</a>
WAGS	Western Association of Graduate Schools	<a href="http://www.wiche.edu/wags/index.htm">www.wiche.edu/wags/index.htm</a>
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	<a href="http://www.accjc.org">www.accjc.org</a>
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	<a href="http://www.wascweb.org/senior/wascsr.html">www.wascweb.org/senior/wascsr.html</a>
WCET	Western Cooperative for Educational Telecommunications	<a href="http://www.wiche.edu/telecom">www.wiche.edu/telecom</a>
WGA	Western Governors' Association	<a href="http://www.westgov.org">www.westgov.org</a>
WICHE	Western Interstate Commission for Higher Education	<a href="http://www.wiche.edu">www.wiche.edu</a>

SHEEO Offices in the West, by State:

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

