



Western Interstate Commission
for Higher Education

Commission Meeting

May 18, 2020
by videoconference

Better Together: Creating Opportunities in Times of Uncertainty

WICHE Commission Meeting – May 18, 2020
Videoconference

Schedule and Meeting Agenda

Monday, May 18, 2020

Noon - 1:00 p.m. MDT [Tab 1]

Executive Committee Meeting (Open and Closed Sessions)

1-1

Agenda (Open)



Approval of the March 17, 2020, Executive Committee videoconference minutes

1-3

Discussion Item:

Overview of the May 2020 Commission meeting schedule

Other business

Agenda (Closed)

Action and Discussion Item:



Review of the WICHE President's performance and adoption of FY 2021 performance objectives for the WICHE President

1-7

Other business

1:00 - 1:15 p.m. MDT

Break

1:15 - 1:45 p.m. MDT [Tab 2]

Committee of the Whole—Call to Order

2-1

Agenda

Call to order: Camille Preus, WICHE Chair



Approval of the November 7-8, 2019, Committee of the Whole meeting minutes

2-3

Report of the Chair: Camille Preus

Report of the President: Demarée Michelau




Recess until May 18, 2020, at 3:15 p.m. MDT

1:45 - 2:00 p.m. MDT

Break

2:00 - 3:00 p.m. MDT [Tab 3]

Programs and Services Committee Meeting 3-1

-  Approval of the November 7, 2019, Programs and Services Committee meeting minutes 3-3
-  Approval of the FY 2021 Workplan section pertaining to the Programs and Services Unit 3-6
-  Approval of Professional Student Exchange Program support fees for the 2021-22 and 2022-23 biennium 3-10

Information Items: 3-26

Student Access Program highlights: *Margo Colalancia*

Status report on WICHE's Initiative to Reduce the Postsecondary Attainment Gap for American Indians and Alaska Natives: *Suzanne Benally*






Academic Leadership Initiatives updates: *Anna Galas*

Collaborative Cost-Savings Initiatives Updates: *Jere Mock*

Other business

2:00 - 3:00 p.m. MDT [Tab 4]

Policy Analysis and Research Committee Meeting 4-1

-  Approval of the November 7, 2019, Policy Analysis and Research Committee meeting minutes 4-3
-  Approval of the Policy Paper Series on Affordability 4-7
-  Approval of the Dual Credit Research and Implementation Network 4-9
-  Approval of a project related to recovery from the COVID-19 pandemic 4-11
-  Discussion and approval of the FY 2021 workplan section pertaining to the Policy Analysis and Research unit's activities 4-13

Information Items:

Update on WICHE State Authorization Reciprocity Agreement – State Appeals Process and other items

Update on Recognition of Learning project and forthcoming publications

WICHE Insights—Tuition and Fees in the West 2019-20: Trends and Implications

Discussion Items:

Legislative Advisory Committee 2019 Meeting and 2020 Planning 4-19

Other business

2:00 - 3:00 p.m. MDT [Tab 5]

Behavioral Health Special Committee Meeting

5-1

Discussion Items:

Background on the Behavioral Health Program and the Behavioral Health Special Committee

Discussion of the FY 2021 workplan section pertaining to the Behavioral Health unit's activities

5-3

Behavioral Health efforts around COVID-19 Response

Behavioral Health Oversight Council Meeting – November 2020

Other business

2:00 - 3:00 p.m. MDT [Tab 6]

Technology-Enhanced Education (EdTech) Special Committee Meeting

6-1

Information Item:

Background on WCET, WICHE Technology-Enhanced Education, and the “EdTech” Special Committee

6-3

- WCET
- WICHE Technology-Enhanced Education
- Tracking Federal Regulations
- COVID-19
- EdTech Committee History

Discussion Items:

Setting the stage for this special committee

6-5

WCET Budget

6-6

FY 2021 workplan section pertaining to WCET's activities

6-7

Other business

3:00 - 3:15 p.m. MDT

Break

3:15 - 4:15 p.m. MDT [Tab 7]

Committee of the Whole—Business Session

7-1

Agenda

Reconvene Committee of the Whole: Camille Preus, WICHE chair

Report and recommended action of the Executive Committee

Review of action items of the Executive Committee between November 2019 and May 2020 [Tab 1]

7-3




Report and recommended action of the Programs and Services Committee: Les Purce, committee chair [Tab 3]










Approval of Professional Student Exchange Program support fees for the 2021-22 and 2022-23 biennium

3-10

Report and recommended action of the Policy Analysis and Research Committee: Christopher Cabaldon, committee chair [Tab 4]

-  Approval of the Policy Paper Series on Affordability 4-7
-  Approval of the Dual Credit Research and Implementation Network 4-9
-  Approval of a project related to recovery from the COVID-19 pandemic 4-11

Committee of the Whole—Action Items

-  Approval of the FY 2021 salary and benefit recommendations 7-7
-  Approval of FY 2021 annual operating budget – general and non-general fund budgets 7-8
-  Approval of Dedicated Reserve Levels for Non-General Fund Activities 7-15
-  Approval of dues for the FY 2022 and FY 2023 biennium 7-18
-  Approval of the creation of a Strategic Initiative Fund through Reserve Spending Authority of up to \$150,000 7-21
-  Approval of WICHE Resolution Supporting Postsecondary Flexibility in Response to COVID-19 7-22
-  Approval of the FY 2021 Workplan 7-23

Meeting Evaluation: surveymonkey.com/r/WICHEMay2020

Other business

Adjourn Committee of the Whole—Business Session

Closing Remarks by Camille Preus, WICHE Chair

Adjournment

4:15 p.m. MDT

4:30 p.m. MDT

Monday, May 18, 2020

Noon - 1:00 p.m. MDT


Executive Committee Meeting (Open and Closed Sessions)

Executive Committee

Camille Preus (OR), Chair
 Susan Anderson (AK), Vice Chair
 Ray Holmberg (ND), Immediate Past Chair

Rita H. Cheng (AZ)
 Dianne Harrison (CA)
 Antwan Jefferson (CO)
 David Lassner (HI)
 Rick Aman (ID)
 Clayton Christian (MT)
 Fred Lokken (NV)
 Barbara Damron (NM)
 Mark Hagerott (ND)
 Jim Hansen (SD)
 Jude Hofschneider (US Pacific Territories and Freely Associated States/CNMI)
 Ann Millner (UT)
 Don Bennett (WA)
 Fred Baldwin (WY)

Agenda (Open)

 Approval of the March 17, 2020, Executive Committee videoconference minutes 1-3


Discussion Item:

Overview of the May 2020 Commission meeting schedule

Other business

Agenda (Closed)

Action and Discussion Item:

 Review of the WICHE President's performance and adoption of FY 2021 performance objectives for the WICHE President 1-7

Other business

ACTION ITEM

WICHE Executive Committee Videoconference Meeting Minutes Tuesday, March 17, 2020 3:30-4:30 p.m. MDT

Commissioners Present

Camille Preus (OR), chair
Susan Anderson (AK), vice chair
Ray Holmberg (ND), immediate past chair

Stephanie Butler (AK)
Rita H. Cheng (AZ)
Dianne Harrison (CA)
Antwan Jefferson (CO)
David Lassner (HI)
Rick Aman (ID)
Fred Lokken (NV)
Barbara Damron (NM)
Mark Hagerott (ND)
Jim Hansen (SD)
Jude Hofschneider (US Pacific Territories and
Freely Associated States/CNMI)
Ann Millner (UT)
Don Bennett (WA)
Fred Baldwin (WY)

Commissioner Absent

Clayton Christian (MT)

Additional Commissioner on the Call

Christopher Cabaldon (CA)

WICHE Staff Present

Laura Ewing, executive assistant to the president and to the
commission
Patrick Lane, vice president, Policy Analysis and Research
Craig Milburn, chief financial officer
Demarée Michelau, president
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president, Behavioral Health and
co-director, Mental Health Technology Transfer Center
Jeanette Porter, senior administrative coordinator
Russ Poulin, vice president for Technology-Enhanced
Education & WCET Executive Director

ACTION ITEM

Approve the February 28, 2020, videoconference meeting of the Executive Committee

Chair Camille Preus asked for a motion to approve the February 28, 2020, executive committee videoconference minutes. Commissioner Mark Hagerott MOVED TO APPROVE the motion and Commissioner Susan Anderson SECONDED. There was no discussion. The motion was approved unanimously.

ACTION ITEM

Format Change for the WICHE Commission Meeting in May 2020 Due to COVID-19

President Demarée Michelau reported WICHE has closely monitored the outbreak of "SARS-CoV-2," and the disease it causes, which has been named "coronavirus disease 2019" (abbreviated "COVID-19"). The health and safety of our WICHE commissioners, partners, colleagues, and staff are our paramount concern. WICHE staff has met regularly to monitor the ever-changing situation. As of March 12, 2020, most WICHE events and meetings taking place March through mid-June have either been moved online, postponed, or canceled.

While WICHE is generally following guidance from the World Health Organization and the US Centers for Disease Control and Prevention (CDC), decisions about whether to proceed with meetings and events are being based on the participants and their needs as well as the size, timing, and urgency of the events, etc. The CDC recommends no mass gatherings until May 15, 2020. Even though the commission meeting is scheduled to start three days after the CDC deadline, it is risky to assume that this recommendation would be lifted. President Michelau and staff recommend and request for the first time in WICHE history, to convene a virtual WICHE Commission meeting on May 18, 2020, instead of meeting in Portland, Oregon, May 18-19, 2020. A virtual meeting would focus on necessary business items including approving the budget and workplan. President Michelau further stated the commission needs to meet and canceling the convening altogether should not be an option. A virtual meeting through the Zoom platform is a viable option.

President Michelau had additional requests that related to the May and November 2020 meetings:

- She explained there have been conversations with The Benson Hotel in Portland, regarding the possibility of rescheduling the May meeting to November if the executive committee were to approve of the meeting format in May 2020. Rescheduling could be done without financial penalty of \$32,000 and a revised contract could be signed for a meeting at the hotel in November. Unfortunately, the hotel does not have the same available meeting space on November 12 and 13; the dates approved by the commission in May 2019, for the November 2020 meeting. President Michelau stated the hotel does have November 9 and 10 available for the necessary meeting space needed. Thus, she made a recommendation to the executive committee for the commission to meet in Portland, November 9 and 10, 2020, instead of meeting in Colorado.
- President Michelau reminded the executive committee of the WICHE Bylaws as it relates to the Call to the Meeting schedule:

All members shall be given written or electronic notice (or such other form of notice as may be approved from time to time by the commission at a regular meeting of the Commission) of the meetings at least sixty (60) days prior to the full commission meetings.

She explained that under the circumstances of the proposed move of the May 2020 meeting to a virtual platform, if approved, would require a certain amount of administrative work to properly prepare the commission for the meeting. President Michelau requested an extension for the Call to the Meeting be issued on Friday, April 17, 2020, instead of March 18. The April 17 date would be 30 days out from the proposed virtual commission meeting on May 18, 2020.

Commissioner Ann Millner asked if the commission would be made aware of the change of the meeting format prior to the April 17 date for the Call to the Meeting. President Michelau indicated that if the action item is approved, she would let the commission know of the format change on March 18. Commissioner Susan Anderson asked for further clarification regarding the Call to the Meeting going out 60 days vs. 30 days in advance. President Michelau further explained the 60-day notice is dictated by the Bylaws and she is asking for a 30-day notice—an exception to the 60-day Bylaw requirement if the executive committee approved.

Commissioner Barbara Damron MOVED TO APPROVE the change to the meeting format for the May 2020 meeting to be a virtual meeting and the Call to the Meeting would go out 30 days in advance on April 17, 2020. Commissioner Fred Baldwin SECONDED the motion. Chair Preus asked about the third request to move the November 2020 meeting from Colorado to Oregon. Commissioner Damron expressed concerns with the proposed changed meeting dates of November and the move of the meeting to Oregon and requested discussion about the actual November meeting dates. President Michelau let the committee know that the hotel does not have the exact preferred space for November 12-13. Chair Preus asked if dates other than November 9-10 and 12-13 have been investigated at the hotel. President Michelau responded that she did not feel comfortable investigating much more than was done without permission from the executive committee. Commissioner Damron reminded the committee the time and effort to secure the November 12-13 dates and although she does not want the commission to lose money, she is concerned that the date change could be problematic for commission attendance at the meeting. President Michelau stated if the motion passes, Laura Ewing will work further on investigating meeting space for November 12-13, 2020. Chair Preus rephrased and modified the motion and called for the vote to include the change in meeting format to a virtual meeting in May 2020, delaying the official Call to the Meeting to April 17 meeting, and a request to staff to pursue looking for meeting space that might include Portland, Ore. for the dates November 12-13. The motion passed with one abstention from Commissioner Dianne Harrison because she was not on the call during the action item presentation and discussion.

After the motion passed Commissioner Anderson asked about the possibility of moving the meeting to a different month if COVID-19 is still an issue in November 2020. President Michelau responded that she has considered the potential dilemma. If we are able to find a viable option and commit with The Benson, we have an opportunity to save \$32,000. If we cancel now altogether and wait and see what happens then we reduce our options completely. She further commented that if WICHE commits to November at The Benson and we find ourselves in the same situation with COVID-19 as now, there may be another opportunity to reschedule yet again. Commissioner Don Bennett asked about the Force Majeure clause in the contract and if an option to back out of the contract was possible. President Michelau responded with information about the third-party partnership with HelmsBriscoe with hotel meeting procurement; a highly experienced international vendor with hotel RFPs, evaluations, and contracts. As a rule, across the hotel industry Force Majeure clauses have included acts of God, fire, flood, and war, but not do not specifically include “pandemic”. She continued to state that during this unforeseen circumstance of COVID-19, hotels are doing their best to find alternative dates and rebook. Vice chair Anderson agreed that hotels want to work with clients to rebook vs. refunds or charging cancelation fees. There was no further discussion.

DISCUSSION ITEM
WICHE and State Response to COVID-19

Chair Preus identified the importance for the executive committee to know more about WICHE's response to the pandemic and asked President Michelau to elaborate on additional information with how WICHE is responding to the pandemic with staff and the region.

President Michelau reported she was at a meeting in the region in early March, with an attendee who has since been diagnosed with COVID-19. Upon receiving the information of her possible exposure, she self-quarantined remotely from the office until March 20; she is asymptomatic. She further explained the WICHE offices are on a work-from-home-if-you-can-policy. Additionally, she is communicating very closely with the other building presidents, Rob Anderson (SHEEO) and Sally Johnstone (NCHEMS), as the response to some extent needs to be coordinated among the three organizations. The WICHE senior leadership team meets twice weekly working to make sure that communication with staff is as consistent and transparent as possible. She recognized the importance of supporting staff for continued productivity; staff are set up well to work from home and seem to be managing the technology needs that the remote work environment requires. President Michelau further indicated the close contact and continued communication with Employers Council for guidance and HR concerns, issues, and new sick leave regulations regarding COVID-19. She further reported the external work that WICHE does with meetings and convenings are being evaluated daily and assessed for providing the most effective way to manage those engagements. Decisions about canceling, postponing, or moving to a virtual format, are in consideration to determine what best fits the needs of the participants and the meeting objectives. She further indicated the diverse WICHE activities and constituents' needs require flexible considerations; creating blanket rules that apply to every program and its participants is not possible. Face-to-face convenings and meetings are on hold while the pandemic news progresses, requiring thoughtful planning with the uncertainty of the pandemic's outcome. WCET has been doing an excellent job of quickly navigating the member needs by providing resources for their members to utilize and implement that include assistance with best practice suggestions and successful execution of remote instruction for students. The WCET and WICHE websites include current COVID-19 resources and news using many different mediums that include resources on their website, hosting webinars, and one-on-one interviews that relate to how to respond to the demands of COVID-19. The WICHE senior leadership is also working on succession planning in the possible, unfortunate event that one of them becomes ill.

Chair Preus asked for questions. With none she asked the committee members to share how their state, System and institutions are dealing with COVID-19.

Commissioner Mark Hagerott shared that the North Dakota System has been prudent with an established working group to disseminate current and up-to-date information quickly to all campuses. Campuses are all online with coursework instruction. All students due to graduate in May will. Students with required lab work are working through the process one and two at a time. All students are off campuses, with the exception of international students who are challenged by not being able to depart the US; meals to these stranded students are still being provided. Larger campuses are delivering food to the smaller campuses. Being a rural state is helpful with keeping the pace of the spread slow in ND.

Commissioner Dianne Harrison shared that the impact of COVID-19 in California varies by location. Six northern counties around the San Francisco and the Santa Clara areas are in shelter-in-place status and the San Diego area just issued the same orders. All CSUs and the UCs have all moved to virtual learning environments quickly. She acknowledged the great work that WCET is doing and she is sharing that information with faculty and campus administration. The System is also grappling with the financial implications of all the changes the institutions are making to accommodate the COVID-19 effects. The changes are affecting potential enrollment and navigating through issues such as student refunds for housing and meal plan is challenging. The system will lose \$1 million in parking refunds alone. The financial implications are very concerning. The state and federal government needs to be aware of the higher education needs during this crisis. Commissioner Harrison further reported all commencements have been postponed.

Commissioner Fred Baldwin reported Wyoming currently has few cases. All institutions are closed, as well as, K-12. There are huge financial implications with oil prices plummeting and natural gas prices remaining low, and the coal industry is fragile. The COVID-19 crisis on top of these concerns is creating a financial disaster for Wyoming. It will be a very hard recovery for the state.

Commissioner Jude Hofschneider shared the tourism industry in the CNMI is greatly affected with the main tourist population coming from China, Korea and Japan. Flights into the CNMI are reduced due to lack of passengers. There is

less business activity overall. No confirmed cases in CNMI, but there are five cases in Guam. All nonessential government agencies are shut down for two weeks as of March 16.

Commissioner Damron gave an update from New Mexico. There are 23 confirmed cases and no deaths. The Governor has been very proactive with instate testing that has been ongoing for the past three weeks. The State is in a three week-work-remote plan. There is a three-tier plan in place for determining essential employees that need to be working at the institutions. The University of New Mexico Health Sciences Center is a tier one with staff working on site. Rules and regulations have increased with hospital restricting visitors coming into the facilities. Faculty are considered nonessential and are working remotely. All K-12 are shut down for at least three weeks. Students who need meals are still receiving them at half of the schools throughout the state. She noted through her involvement at the federal level she knows that there are issues with adequate lab access to reagents to overcome the test shortage issues. The private labs are getting more of the reagents than the nonprofit and academic center public labs. [Reagents are needed during the testing process to detect a virus such as COVID-19]. Currently, New Mexico is active with social distancing. Restaurants and bars are at half capacity and all churches are closed.

Chair Preus asked the committee if there are resources that WICHE has that would benefit the states. Commissioner Rita Cheng suggested that WICHE join discussions with the federal government to include higher education institutions on the list needing financial assistance. National and regional recognition of the impact of COVID-19 on universities and colleges is critical. Chair Preus recommended conversations with Ted Mitchell and Terry Hartle with ACE (American Council on Education), are valuable contacts for voicing the concerns for higher education. President Michelau stated that she and Mitchell are in the process of scheduling a conference call to meet soon.

DISCUSSION ITEM **Budget Update**

WICHE chief financial officer, Craig Milburn, gave a report on the preliminary budget for FY 2021. Milburn has already factored in projected interest rate decline. He further stated the declines will create a significant problem for WICHE. The budget includes expected increase in expenditures for each WICHE unit. The main concern is on the revenue side with the decrease in interest rates. He also pointed out dedications for the reserves spending for the current fiscal year that include the data privacy plan, professional development, strategic communication, and website completion will come in under budget. A balanced budget for FY 2021 will be presented at the May meeting but will take some work. He pointed out that other organizations and businesses are also realizing these challenges.

President Michelau commented given the challenges of the day-to-day operations on COVID-19 there is a lot of work to do on the budget. Managing the unexpected coronavirus demand for attention and challenges has unfortunately steered staff off budget tasks.

DISCUSSION ITEM **Development of the FY 2021 Workplan**

President Michelau reported that staff have submitted their proposals for the FY 2021 workplan. Staff is in the process of creating action items for the new projects that will be presented on May 18, during the virtual commission meeting. In addition to the traditional workplan that is familiar and used as an internal tool to drive project focus and productivity, the WICHE officers recommended staff develop a secondary workplan document to be used as an external outward facing document that more easily represents WICHE's work to audiences such as funders. This supplemental workplan concept is to highlight the five focus areas and the WICHE constituents will be presented to the commission for implementation once the traditional workplan is approved.

Chair Preus called for questions on the workplan. Commissioner Fred Lokken asked about the possibility of including a section on strategic planning for the WICHE region to address the outcome concerns and fallout of COVID-19 so the WICHE region is better prepared in the future. This could include best practices for both proactive and reactive strategies. President Michelau complimented the idea and said it should be incorporated into the 2021 workplan. She invited feedback from the commission on content to include to ensure value. Commissioner Hofschneider echoed the recommendation for the workplan to include crisis management, such as what the region is navigating with COVID-19.

Other Business

There was none. The videoconference call concluded at 3:54 p.m. MDT.

ACTION ITEM

Review of the WICHE President's performance and adoption of FY 2021 performance objectives for the WICHE President

Background

The WICHE Commission has three primary responsibilities: fiduciary responsibility for the organization, providing strategic direction, and hiring and firing the WICHE president. As part of the third area of responsibility, the WICHE Executive Committee, led by the WICHE Chair, is expected on an annual basis to evaluate the performance of the WICHE president. The purposes of the annual evaluation are threefold: to determine the extent to which the president has fulfilled the responsibilities of her position over the previous year and whether she should be retained; to assist the president in understanding what portions of the job have been accomplished well and what needs to be improved upon; and to help the commission consider the president's remuneration for the coming year.

Evaluation of the WICHE President's Performance

According to WICHE Commission policy established in November 2012, the annual performance review of the president is informed by surveys of staff and commissioners, which are to be secured and reported to the commission by WICHE's human resources officer (except in the year in which such information is reported by the external evaluator).

The following pages reflect four items: 1) the WICHE president's self-evaluation summary statement; 2) the FY 2020 performance objectives for the WICHE president that were approved by the WICHE Executive Committee on August 15, 2019, and the status that briefly describes the extent to which those goals have been met; 3) the summary results of the staff engagement survey; and 4) the proposed FY 2021 performance goals and objectives for the WICHE president. A separate evaluation of the president's performance by WICHE chair Camille Preus will be provided to you prior to the WICHE Commission meeting.

Action Requested

The following actions are requested: 1) determine the extent to which the president has fulfilled the responsibilities of her position over the previous year and whether she should be retained; 2) assist the president in understanding what portions of the job have been accomplished well and what needs to be improved upon; 3) determine the president's remuneration for the coming year; and 4) approve the FY 2021 performance goals and objectives for the WICHE President.

WICHE President Demarée Michelau FY 2020 Self-Evaluation

FY 2020 was my first full fiscal year as WICHE's president, and the following pages outline my FY 2020 performance goals and objectives and the status of whether those goals have been met. While I hope that this provides a solid description of my key activities and accomplishments over the past year, it is important to contextualize that work, and I intend to do that in this self-evaluation statement.

As I have reflected on the last year, I reviewed what I wrote to the WICHE Commission in my cover letter that I enclosed with my application for this position. In that letter, I wrote, "Importantly, during my tenure at WICHE, I have learned that the President needs to strike a delicate balance between managing the external leadership and internal operations of the organization. The President must be viewed externally as a strong, forward-thinking leader in higher education (including a firm understanding of behavioral health issues and technology-enhanced education) yet also be able to successfully manage a complex operation at home. I believe that my professional experience has prepared me for this challenge." I could not have been more right on the need to strike that balance, but I perhaps was a bit naïve with my last sentence in that I now realize striking that balance perfectly all the time is probably impossible. It has been a hard lesson to learn, but I will continue to strive for that perfect balance knowing that it may be something that cannot ever be truly accomplished.

In the last year, I am most proud of the fact that I was out in the region interacting with and supporting our states and territories. I will continue this level of regional engagement, to the extent possible in the era of COVID-19, as I believe it is critical to my success in this position. I also have been successful in building and maintaining strong relationships with my peers across the country. I am one of only four regional compact presidents, and I have been fortunate over the past year to have developed a strong and beneficial relationship with my colleagues. By working collaboratively with them and by learning from each other, we work smarter and serve our respective states better. Other areas of my performance and that of my team that I am pleased with include the fiscal management of the organization (once again WICHE received a clean audit for FY 2019 and the financials are in solid position), boosting staff engagement, and ensuring relevant policy guidance and technical assistance to our regional partners. Finally, I did not anticipate a global pandemic, and I have shared with several close colleagues that I would have preferred that this happen 10 years into my tenure at WICHE as opposed to so early on, but as a leader you have to rise to what is before you. I am so proud of the work that the WICHE team has accomplished so far and is doing to respond to the challenges that COVID-19 has presented, including: 1) convening peer-to-peer videoconferences for state higher education executive officers, academic leaders, and communications professionals; 2) offering a host of resources related to educational technology and faculty support, including advice and guidance for institutions on how to transition their face-to-face offerings to emergency online alternatives and how to increase quality in these courses over time; and 3) providing support for students experiencing the pandemic and behavioral health professionals who were offering services via telehealth for the first time. And, with the support of the Senior Leadership Team, I managed a transition to working remotely with minimal disruption.

There were also lessons learned and areas for improvement that I will focus on in FY 2021. While I was the Vice President for Policy Analysis and Research, I was successful with fundraising. As I reflect back, there were reasons for that success, which were mostly based on relationships with program officers and a history of doing good work. Those reasons do not easily translate to my current position as I am no longer doing the work myself, so I have had to learn to pivot my strategy. I am confident that in the long run, I will experience success in fundraising because the WICHE team is stronger than ever, and I have worked hard over the last year to build relationships with new partners in the funding world and to identify mutual areas of interest. This will continue to be a priority in the next fiscal year.

Finally, I continue to build my confidence as a leader internally and externally. I am working with an executive coach and focusing on this area of my professional development. The transition from being a member of the staff to the head of the organization had its challenges, but I learned a great deal in that process and continue to apply those lessons going forward.

In sum, I am grateful for the opportunity to serve as WICHE's president. With the exception of COVID-19, FY 2020 was a great year. WICHE has an amazingly talented and dedicated staff, and it is my privilege to work with them and the partners in this great region every day.

WICHE President Demarée Michelau FY 2020 Performance Review

The following FY 2020 performance objectives for the WICHE president were approved by the WICHE Executive Committee on August 15, 2019; the third column highlights whether the goal was accomplished as of March 31, 2020.

Key Responsibility Areas	Annual Goals and Objectives	Status of Goals Met
<p>Successfully administer the day-to-day WICHE operations</p>	<ol style="list-style-type: none"> 1. Maintain a balanced budget for Fiscal Year 2020 and find a way within a balanced budget to provide modest merit-based salary increases to staff. 2. Increase the proportion of underrepresented or minority staff. 3. Maintain the morale of WICHE staff to achieve the highest possible level of productivity and assess the level of morale during the annual evaluation process. 4. Examine accounting and IT processes to ensure that they are meeting the needs of a complex organization and implement necessary changes. 5. Prepare for and complete financial audit resulting in “no material” findings. 	<ol style="list-style-type: none"> 1. Yes. The Fiscal Year 2020 revenues exceeded expenditures and with commission approval, the president intends to provide modest merit-based salary increases to staff. 2. Yes, but can do more. Between July 1, 2019, and March 31, 2020, the percentage of underrepresented or minority staff increased from 14 percent to 22 percent. The overall number of staff went from 62 to 80 in that same time period. 3. Partially. Engaged in numerous staff events throughout the year, and completed a staff engagement survey to assess the level of morale. Findings are summarized in subsequent pages. The survey established a baseline, so while my sense is that morale in the organization is quite high, additional surveys will determine morale and engagement over time. 4. Partially. Hired an independent auditor to examine accounting processes with respect to a significant externally-funded project; results showed solid processes are in place. In both accounting and IT, staff are continually looking for ways to improve and implement changes that will modernize the systems and improve security. It should be noted that in total, WICHE’s IT and accounting staff have five people, and they are able to accomplish a great deal with limited staff resources. I will keep focused attention on this goal. 5. Yes. Audit completed with “no material” findings; WICHE Commission approved on November 8, 2019.

Key Responsibility Areas	Annual Goals and Objectives	Status of Goals Met
Develop and maintain WICHE member relations	<ol style="list-style-type: none"> 1. Participate, either on official visits or for WICHE-relevant occasions, in events in all the WICHE members. 2. Participate in and contribute to national conversations in higher education by serving on at least two relevant boards and/or commissions as appropriate (e.g., CONAHEC, NC-SARA). 3. Successfully launch the new WICHE website. 	<ol style="list-style-type: none"> 1. Yes. Visited all WICHE states and American Samoa (and met with leaders from the CNMI and Guam) between December 2018 and March 2019; See travel schedule for details. 2. Yes. Serves on CONAHEC and NC-SARA boards (Finance Committee). 3. Partially. Expected to launch in Spring 2020. While not launched by the WICHE Commission meeting, it is expected to launch by the end of the fiscal year. Progress has been rapid and better than expected.
Ensure relevant and innovative programs and services	<ol style="list-style-type: none"> 1. In collaboration with staff, examine the current suite of programs and services to identify new strategies for serving the region and recruitment in membership organizations (e.g., The Forum, The Alliance, WCET, State Authorization Network). 2. Conduct at least three visits with philanthropic partners to ensure stability in external financial support. 3. Secure external funding for WICHE's seminal publication, <i>Knocking at the College Door: Projections of High School Graduates</i>. 	<ol style="list-style-type: none"> 1. No. This examination is ongoing and will continue through integration of the communications plan, but I have not been able to engage in a formal and systematic review of recruitment approaches with staff. 2. Yes. Visited with Lumina Foundation, Strada Education Network, Bill & Melinda Gates Foundation, Colorado Health Foundation, Schmidt Futures, ECMC Foundation. 3. Partially. Secured \$225,000 from the College Board, half of total funding needed; presented concept paper to Schmidt Futures Foundation.
Provide high-quality policy guidance, research, and technical assistance to constituents	<ol style="list-style-type: none"> 1. Ensure the successful development, implementation, management, and oversight of the State Authorization Reciprocity Agreement (SARA) for the WICHE region. 2. Implement the new Policy and Research Database that is funded through a reserve request approved by the WICHE Commission 3. Further develop and sustain technical assistance capacity to support specific state and interstate needs for expertise on policy issues. 	<ol style="list-style-type: none"> 1. Yes W-SARA director worked with the Regional Steering Committee (RSC) to develop a governance structure. Feedback from RSC and others about W-SARA is positive. They are developing a regional appeals process and functioning at a high level. 2. Yes. Completed and under budget; Several policy and data products have been produced using the database. Staff are pleased with its capability and it continues to be built out for even better usage. 3. Yes. Worked closely with VP, Policy Analysis and Research on specific state TA needs on issues such as faculty merit pay, transfer, outcomes-based funding, and state longitudinal database development.

Key Responsibility Areas	Annual Goals and Objectives	Status of Goals Met
<p>Strategically develop the organization</p>	<ol style="list-style-type: none"> 1. Actively engage the WICHE Commission to set strategic priorities in the context of the WICHE Workplan. 2. Secure external financial support for at least two major policy, research, or technical assistance projects, consistent with WICHE's mission and priorities. 3. Implement the first phase of the Strategic Communications Plan 	<ol style="list-style-type: none"> 1. Yes. Redesigned WICHE Commission agenda to solicit meaningful contributions from the WICHE Commission through committees and Committee of the Whole. 2. Yes. Secured \$225,000 for <i>Knocking at the College Door</i>; \$150,000 from Lumina Foundation for competency-based education and prior learning assessment research; over \$2.1 million for Together with Veterans; anticipated additional \$1.5 million from Bill & Melinda Gates Foundation for Every Learner Everywhere. 3. Partially. Communications firm presented the early draft of a campaign (“working for the west”). To date, the strategic communications plan has been finalized and streamlined into a document that staff can refer to and use. It’s informing the website redesign, the revamp of <i>Newscap</i>, and other collateral.

President's Travel
FY 2019-20

* *Italics denotes tentative*

2019

July

8-9	Second Annual Summit for Native American-Serving Nontribal Institutions	Denver, CO
10-12	WICHE Western Academic Leadership Forum Academy	Boulder, CO
15-18	SHEEO Annual Meeting	Little Rock, AR
22-24	Alaska Commission on Postsecondary Education Quarterly Meeting / Meet and Greet	Anchorage and Juneau, AK

August

5-6	SHEEO Higher Education Policy Conference	Boston, MA
9	Meeting with Colorado Governor's Senior Policy Advisor (Colorado)	Denver, CO
13	W-SARA Regional Steering Committee Meeting	Westminster, CO
19-20	North Dakota Interim Higher Education Committee	Dickinson, ND
27	Lumina Foundation Meet and Greet	Indianapolis, IN

September

11-13	Legislative Advisory Committee Meeting	Portland, OR
16-18	Every Learner Everywhere Convening	Arlington, VA
22 - Oct 6	Pacific Postsecondary Education Council Meet and Greet	American Samoa

October

8-9	Regional Compact Presidents' Meeting with NC-SARA President	Chicago, IL
14-15	NACEP National Conference and Utah Meet and Greet	Salt Lake City, UT
22-23	Nevada System of Higher Education Task Force Meeting on Performance Pay Administration and Support	Las Vegas, NV
28-30	NC-SARA Fall Board Meeting	Washington, DC

November

5-7	WCET Annual Meeting	Denver, CO
7-8	WICHE Commission Meeting	Denver, CO
13-15	Lumina Foundation 2019 State Policy Retreat	San Francisco, CA

2020

January

8	Every Learner Everywhere Meeting with Gates Foundation	Seattle, WA
8-9	WICHE Officers' Retreat	Seattle, WA
14-15	Washington State Board of Education Presentation, Washington Council of Presidents Reception, Meet and Greet Dinner	Olympia, WA
16	California Meet and Greet with Francisco Rodriguez at Los Angeles Community College District; meeting with Peter Taylor at ECMC Foundation	
22-24	Every Learner Everywhere Network Convening, Arizona Dinner meeting with Commissioner John Arnold	Phoenix, AZ
28-29	Idaho Meet and Greet Dinner and Breakfast, meeting with Governor Brad Little; presentation to Presidents Leadership Council; presentation to Senate Education Committee, Boise State University Reception	Boise, ID

February

19-20	South Dakota Meet and Greet ; Legislative Dinner with South Dakota Chamber of Commerce; presentation to Joint Appropriations Committee	Pierre, SD
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March

4-5	Montana University System Board of Regents Meeting Planned events either canceled or moved online due to COVID-19	Dillon, MT
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April

Planned events either canceled or moved online due to COVID-19

May

5-6	NC-SARA Board Meeting	Virtual Event
18	WICHE Commission Meeting	Virtual Event

June

Planned events either canceled or moved online due to COVID-19

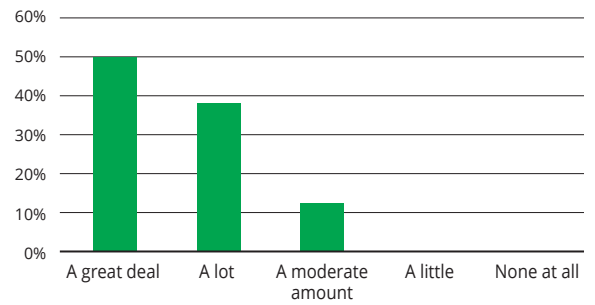
WICHE Staff Engagement Survey Summary

On February 11, 2020, with the assistance of Deirdre Coulter, WICHE's Director of Human Resources, I administered a staff engagement survey with 11 questions (including an option to include contact information). The purpose of the survey was to assess the level of staff engagement and the morale of the organization as well as to inform the evaluation of the WICHE president. Importantly, this survey sets a baseline for future surveys. The initial deadline for completion was February 25, 2020, but that deadline was extended until February 28, 2020. The survey garnered a 61 percent response rate. Below is a brief summary of the results.

The first question focused on staff perceptions of the respect demonstrated toward staff. Eighty-seven and a half percent of staff indicated that WICHE's management, at all levels, demonstrate either a great deal or a lot of respect for them or their colleagues. This was an important question as we believe that a healthy organization can only function when there is mutual respect among colleagues.

We also asked a series of questions related to WICHE management to gauge perceptions around ethics, transparency, and professional development. A summary of staff answers are below.

To what extent, does WICHE's management, at all levels, demonstrate respect for you and your colleagues?

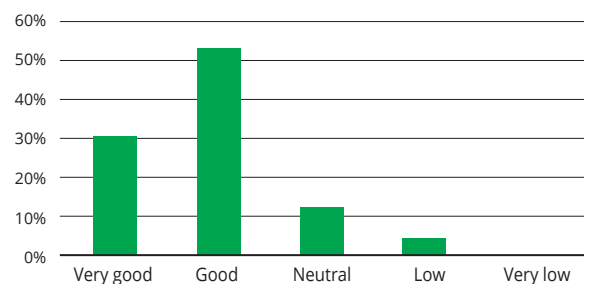


Please indicate to the extent you agree with the following statements



One of the primary reasons that we administered the survey was to gauge morale of the staff, so we asked staff how they perceive the morale of the organization. About 84 percent of staff indicated that the morale of staff was either very good or good.

How do you perceive the morale of staff in the organization?

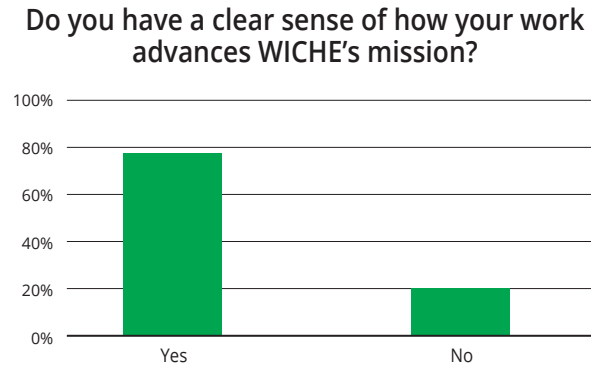
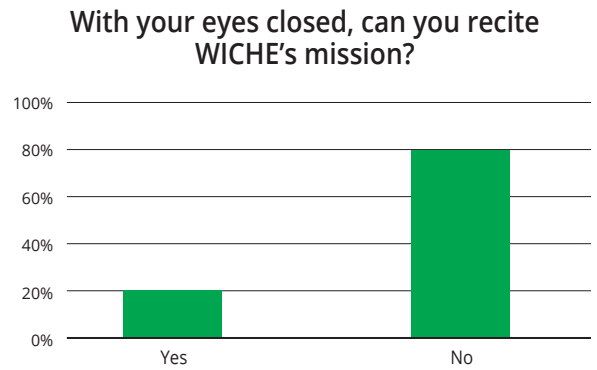


We believe that it is important for everyone to have a clear sense of mission and to understand why we do the work that we do. Therefore, we also asked staff whether they could recite WICHE's mission with their eyes closed.

The results were not what we had hoped with 80 percent of the WICHE staff indicating that they could not recite WICHE's mission with their eyes closed. We clearly have work to do on this point but to be fair, the comments from staff showed that they do have a good sense of the mission but perhaps could not recite it word for word. Nevertheless, we still have work to do.

The good news, however, is that staff have a much clearer sense of how to advance WICHE's mission with 78 percent having indicated so on the survey. What was apparent in the comments, however, is that staff often are caught up in their day-to-day work and there can be a disconnect to the broader mission and work. The results of the previous two questions are vitally important to the success of WICHE internally and externally and will be monitored moving forward.

Finally, we asked an open-ended question: "what three words would you use to describe WICHE's culture?" The results are presented below in a word cloud.



The results to this question are why I enjoy coming to work everyday. The WICHE staff are the folks who make the culture what it is, and I'm grateful to be able to lead this engaged and talented group of people.

WICHE President Demi Michelau FY 2021 Goals and Objectives

The following performance objectives for the WICHE president are proposed for FY 2021. They are intended to build upon the foundation of the president's goals, objectives, and performance from FY 2020.

Key Responsibility Areas	Annual Goals and Objectives
<p>Successfully administer the day-to-day WICHE operations</p>	<ol style="list-style-type: none"> 1. Maintain a balanced budget for Fiscal Year 2021 and find a way within a balanced budget to provide modest merit-based salary increases to staff. 2. Increase the proportion of underrepresented or minority staff. 3. Maintain the morale of WICHE staff to achieve the highest possible level of productivity and assess the level of morale during the annual evaluation process. 4. Examine accounting and IT processes to ensure that they are meeting the needs of a complex organization and implement necessary changes. 5. Prepare for and complete financial audit resulting in "no material" findings.
<p>Develop and maintain WICHE member relations</p>	<ol style="list-style-type: none"> 1. Engage meaningfully with the WICHE Commissioners and other key stakeholders to ensure a solid understanding of current challenges facing the region and to better anticipate what the West may face in years to come. 2. Participate, either on official visits or for WICHE-relevant occasions, in events in all the WICHE members. 3. Participate in and contribute to national conversations in higher education by serving on at least two relevant boards and/or commissions as appropriate (e.g., CONAHEC, NC-SARA).
<p>Ensure relevant and innovative programs and services</p>	<ol style="list-style-type: none"> 1. In collaboration with staff, examine the current suite of programs and services to identify new strategies for serving the region and recruitment in membership organizations (e.g., The Forum, The Alliance, WCET, State Authorization Network). 2. Conduct at least three visits with philanthropic partners to ensure stability in external financial support. 3. Ensure rapid response services for our regional partners (i.e., assistance with COVID-19, economic challenges, federal policy changes).
<p>Provide high-quality policy guidance, research, and technical assistance to constituents</p>	<ol style="list-style-type: none"> 1. Ensure the successful development, implementation, management, and oversight of the State Authorization Reciprocity Agreement (SARA) for the WICHE region. 2. Further develop and sustain technical assistance capacity to support specific state and interstate needs for expertise on policy issues.
<p>Strategically develop the organization</p>	<ol style="list-style-type: none"> 1. Actively engage the WICHE Commission to set strategic priorities in the context of the WICHE Workplan. 2. Secure external financial support for at least two major policy, research, or technical assistance projects, consistent with WICHE's mission and priorities. 3. Continue successful implementation of the Strategic Communications Plan

Monday, May 18, 2020

1:15 - 1:45 p.m. MDT

Committee of the Whole—Call to Order

Agenda

Call to order: Camille Preus, WICHE Chair



Approval of the November 7-8, 2019,
Committee of the Whole meeting minutes

2-3

Report of the Chair: Camille Preus

Report of the President: Demarée Michelau

Recess until May 18, 2020, at 3:15 p.m. MDT

ACTION ITEM

Committee of the Whole Meeting Minutes—Call to Order Thursday, November 7, 2019, 9:30 a.m. MST

Commissioners Present

Ray Holmberg (ND), chair
Clayton Christian (MT), immediate past chair

Susan Anderson (AK)
Stephanie Butler (AK)
Rita Cheng (AZ)
Francisco Rodriguez (CA)
Jim Chavez (CO)
Antwan Jefferson (CO)
Angie Paccione (CO)
Carol Mon Lee (HI)
Colleen Sathre (HI)
Rick Aman (ID)
Matt Freeman (ID)
David Lent (ID)
Laurie Bishop (MT)
Sheila Stearns (MT)
Gillian Barclay (NV)
Fred Lokken (NV)
Barbara Damron (NM)
Patricia Sullivan (NM)
Jill Louters (ND)
Hilda Rosselli (OR)
James Hansen (SD)
Larry Tidemann (SD)
Frankie Eliptico (US Pacific Territories and Freely
Associated States/CNMI)
Jude Hofschneider (US Pacific Territories and Freely
Associated States/CNMI)
Rodney Jacob (US Pacific Territories and Freely
Associated States/Guam)
Patricia Jones (UT)
Ann Milner (UT)
Don Bennett (WA)
Gerry Pollett (WA)
Thomas (Les) Purce (WA)
Fred Baldwin (WY)
Kim Dale (WY)
David Jones (WY)

Guests and Speakers

Diane Auer Jones, principal deputy under secretary,
US Department of Education
Jose Bermudes, senate legislative counsel, CNMI Legislature
Bennett Boggs, chief of staff, Colorado Department of
Education
Leah Bornstein, CEO/president, Aims Community College
Heather DeLange, director, Colorado Department of
Education
Alexis Hofschneider, legal assistant, CNMI Legislature
Ernest House, senior policy director, Keystone Policy Center
Chrissy Lampert, photographer, Red Rocks Community
College
Sheppard Ranbom, president, CommunicationWorks, LLC
Craig Smith, senior associate, CommunicationWorks, LLC
David Tandberg, vice president, State Higher Education
Executive Officers Association

WICHE Staff

Candy Allen, senior graphic designer, communications
Suzanne Benally, director, Native Serving Institutions
Initiative
Genevieve Berry, project manager, MHTTC
Peace Bransberger, senior research analyst, Policy Analysis
and Research
Dave Clark, chief of digital services, Administrative Services
Margo Colalancia, director, Student Access Programs
Deirdre Coulter, director, human resources
Laura Ewing, executive assistant to the president and the
commission
Colleen Falkenstern, research analyst, Policy Analysis and
Research
Anna Galas, director, Academic Leadership Initiatives
Patrick Lane, vice president, Policy Analysis and Research
Sarah Leibrandt, senior research analyst, Policy Analysis
and Research
Jasmine Leonas, communications manager
Demarée Michelau, president
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Kim Nawrocki, coordinator, Student Access Programs and
events
Shelley Plutto, administrative assistant III, Policy Analysis
and Research, State Authorization
Jeanette Porter, senior administrative coordinator
Russell Poulin, executive director, WCET, and vice president
of technology-enhanced education
Christina Sedney, director of policy initiatives and state
authorization

Chair Ray Holmberg called the meeting to order and welcomed commissioners, guests, and staff. He introduced Ernest House, Jr., senior policy director of the Keystone Policy Center and enrolled member of the Ute Mountain Ute Tribe in Colorado, who provided the land acknowledgement of the traditional Native inhabitants of the land. Following the land acknowledgment, Chair Holmberg introduced a pre-recorded message from Colorado Governor Jared Polis, who welcomed the commissioners to Denver.

Chair Holmberg followed the Governor's remarks by introducing the new commissioners attending their first WICHE commission meeting:

- Kimberly Dale, president, Western Wyoming Community College, WY
- Rodney Jacob, partner, Calvo Fisher & Jacob, GU
- David Jones, dean of the college health sciences at the University of Wyoming, WY
- Jill Louters, member of the North Dakota State Board of Education, ND
- Larry Tidemann, former state senator, SD
- Angie Paccione, executive director, Colorado Department of Higher Education, CO

Action Item

Approval of the May 20-21, 2019, Committee of the Whole Meeting Minutes

Chair Holmberg requested a motion from the floor to approve the May 20-21, 2019, minutes. Commissioner Susan Anderson MOVED TO APPROVE the May 20-21, 2019 Committee of the Whole meeting minutes. Commissioner Patricia Sullivan SECONDED the motion. The motion was carried unanimously.

Report of the Nominating Committee

Commissioner Clayton Christian, committee chair and immediate past WICHE chair, thanked the commission for their nominations, on behalf of the 2019 Nominating Committee. Members of the committee include commissioners Francisco Rodriguez (CA), Colleen Sathre (HI), Patricia Sullivan (NM), and Clayton Christian (MT). The committee met via teleconference on Oct. 22, 2019, to consider the nominations submitted to serve the commission as vice chair.

After deliberation, the Nominating Committee recommended Alaska Commissioner Susan Anderson as the incoming 2020 vice chair of WICHE. She has served on the WICHE Commission since 2010. She has worked for The CIRI Foundation since October 1999 and has been the foundation's president/CEO since April 2000.

Commissioner Anderson was vetted prior to the nomination as to her availability and willingness to serve if selected. She stated that she is honored by the nomination and ready to serve WICHE as vice chair.

Commissioner Christian further reported that the Nominating Committee recommends the following commissioners for consideration and approval during the business session on Nov. 8, 2019:

- Camille Preus (OR), 2020 chair
- Susan Anderson (AK), 2020 vice chair
- Ray Holmberg (ND), 2020 immediate past chair

Report of the Chair; Senator Ray Holmberg

Chair Holmberg reported developments and activity related to his chair responsibilities since the May 2019 meeting in Bismarck, ND. He worked with President Michelau to support her in moving the WICHE website from a standstill with the initial vendor, to a clear path with a new vendor to produce a comprehensive website that meets the needs of WICHE's message and mission. Additionally, he reported his work with appointments to the Nominating and Audit Committees and overseeing their activity. Chair Holmberg further reported his productive work with the meetings of the Executive Committee and the Legislative Advisory Committee. He also traveled to Santa Fe, NM, to participate in the Behavioral Health Oversight Committee. Chair Holmberg expressed his appreciation for his work and collaboration with his fellow legislators in North Dakota to host President Michelau during a meeting of their Interim Higher Education Committee.

Report of the President

President Michelau began her report by acknowledging the WICHE staff attending the meeting and for their contributions and dedicated work in preparation for the fall 2019 commission meeting. President Michelau also introduced and

acknowledged the student photographer for the commission meeting, Chrissy Lampert. Lampert attends Red Rocks Community College in Colorado.

President Michelau mentioned the beneficiary form for travel accident and insurance included in the meeting packets and encouraged all commissioners to update and complete their forms and return to Laura Ewing, who will retain the forms in the commissioner files.

President Michelau updated the commission on WICHE staffing. WICHE has 78 staff members, 13 psychology interns, and three postdocs in the Behavioral Health Program. She announced the abundant staff position updates of the following: Russ Poulin, WCET executive director and also serving as the vice president, Technology-Enhanced Education; Jessica Williams, director of Every Learner Everywhere; Anna Galas, director of Academic Leadership Initiatives replacing retired staff member Pat Shea; and Jasmine Leonas, communications manager. Behavioral Health continues to grow with additions of Genevieve Berry, project coordinator of MHTTC; Erin Briley, research and technical assistance associate; Gretchen Stage, Together with Veterans program manager; and Ivory Tubbs, technical expert lead with the Rural Communities Opioid Response Project. Laura Ewing was named executive assistant to the president and to the commission.

President Michelau continued with her report by highlighting one of her priorities as WICHE president: to get into the region with state visits to learn more about what is happening and strengthening relationships for WICHE. Her tour of the region has included: American Samoa, Alaska, Arizona, California, Hawai'i, Idaho, Nevada, New Mexico, North Dakota, Oregon, Utah and Wyoming. Upcoming trips include Montana, South Dakota, and Washington.

President Michelau continued her report by highlighting several new projects at WICHE. In the Policy and Research unit, the release of *Knocking at the College Door*, the publication that reports projections of college graduates, is scheduled for its next edition in 2020. This well-known publication, which is published every four years, has so far secured funding of \$225,000 from the College Board. Additional funding from a second partner is being sought for this legacy project. President Michelau announced a \$108,000 grant from the William and Flora Hewlett Foundation. This grant work has the Policy and Research unit and WCET partnering on this Open Educational Resources project in collaboration with WICHE and the other three regional compacts (MHEC, SREB, NEBHE). Additional projects include the New Mexico Psychology Internship program with the New Mexico Human Services Department in the amount of \$175,000 and the Wyoming Statewide Needs Assessment grant with the Wyoming Department of Health in the amount of \$150,000.

President Michelau listed her current external priorities to include:

- Onboarding new commissioners
- Developing and maintaining key relationships with a focus on state institutional leaders, funders, leaders from national and regional organizations, and the regional compact and SHEPC presidents
- Supporting states through W-SARA
- Implementing a strategic communications plan that includes the launch of the new website. Our current site is due for a makeover. The project is well underway, with an additional \$50,000 that the Executive Committee approved for wrapping up the project needs. The status of the overall strategic communications plan will be discussed at the meeting during Plenary Session II.
- Engaging in board service with the National Council for the State Authorization Reciprocity Agreements (NC-SARA) and the Consortium of North America Higher Education Collaborations (CONAHEC)

President Michelau also listed her internal priorities that include:

- Stabilizing Every Learner Everywhere; adjusting to staff changes
- Converting current accounting systems to Oracle NetSuite
- Electronic digitization of decades of files
 - Moving the accounting unit back into the WICHE building
 - WICHE office remodel of space that opened up as a result of downsizing paper files
- Releasing revised *Policies and Procedures Manual* and *Staff Handbook*
- Developing a *Commission Policy Handbook*
- Formalizing administrative processes
- Implementing the Data Privacy Plan and engaging counsel with Cooley
- Executive coaching to include the entire senior leadership team
- Enhancing staff morale and encouraging a productive, happy (not just efficient) team by incorporating more monthly staff events, sharing more news and updates.

She further shared her priorities for the next six months:

- Continue tour of the region
- Expand from state/territory engagement to funder engagement
 - Secure external financial support for at least two projects
- Enhance regional and national visibility for WICHE
- Implement strategic communications plan
- Launch website
- Conduct commissioner survey to be determined after the conversations and dialogue during the current fall 2019 commission meeting
- Plan next commission meeting
 - May 18-19, 2020 – Portland, OR.

President Michelau wrapped up her remarks by giving instruction and information about the group photo of all present commissioners after the final plenary session of the day. The photo was to be taken in the hotel.

Commissioner Sheila Stearns asked President Michelau to report on some of her findings during her state visits. President Michelau responded that her experiences and work vary from state to state. Some of her visits are to assist the states with key issues and concerns to find resolution. Other parts of her visits are to seek out more opportunities for WICHE to aid the states. She consistently meets with state officials, government officers, chief academic officers, organizations, and councils, visiting two-year and four-year campuses, and visiting and sharing with LAC members and WICHE Commissioners. Her goal is to be an ambassador for WICHE, to keep the trips flexible and to have purpose that serves the region in a positive, productive, and efficient manner.

Following President Michelau's report Chair Holmberg reminded each state delegation to caucus and determine assignments for the 2020 WICHE Committees.

The Committee of the Whole went into recess until Friday, November 8, 2019, at 9:00 a.m.

Committee of the Whole Meeting Minutes—Business Session

Friday, November 8, 2019, 9:00 a.m. MST

Commissioners Present

Ray Holmberg (ND), chair

Clayton Christian (MT), immediate past chair

Susan Anderson (AK)

Stephanie Butler (AK)

Francisco Rodriguez (CA)

Jim Chavez (CO)

Antwan Jefferson (CO)

Angie Paccione (CO)

Carol Mon Lee (HI)

Colleen Sathre (HI)

Rick Aman (ID)

Matt Freeman (ID)

David Lent (ID)

Laurie Bishop (MT)

Sheila Stearns (MT)

Gillian Barclay (NV)

Fred Lokken (NV)

Barbara Damron (NM)

Patricia Sullivan (NM)

Jill Louters (ND)

Hilda Rosselli (OR)

James Hansen (SD)

Larry Tidemann (SD)

Frankie Eliptico (US Pacific Territories and Freely
Associated States/CNMI)

Jude Hofschneider (US Pacific Territories and Freely
Associated States/CNMI)

Rodney Jacob (US Pacific Territories and Freely
Associated States/Guam)

Patricia Jones (UT)

Ann Millner (UT)

Don Bennett (WA)

Gerry Pollet (WA)

Thomas (Les) Purce (WA)

Fred Baldwin (WY)

Kim Dale (WY)

David Jones (WY)

Guests and Speakers

Jose Bermudes, senate legislative counsel, CNMI Legislature
Bennett Boggs, chief of staff, Colorado Department of
Higher Education

Leah Bornstein, CEO/president, Aims Community College

Alexis Hofschneider, legal assistant, CNMI Legislature

Chrissy Lampert, photographer, Red Rocks Community
College

Sheppard Ranbom, president, CommunicationWorks, LLC

Craig Smith, senior associate, CommunicationWorks, LLC

Nicole Smith, chief economist, McCourt School of Public
Policy, Georgetown University Center on Education and
the Workforce

WICHE Staff

Candy Allen, senior graphic designer

Suzanne Benally, director, Native Serving Institutions
Initiative

Genevieve Berry, project manager, MHTTC

Peace Bransberger, senior research analyst, Policy Analysis
and Research

Margo Colalancia, director, Student Access Programs

Laura Ewing, executive assistant to the president and to the
commission

Colleen Falkenstern, research analyst, Policy Analysis and
Research

Anna Galas, director, Academic Leadership Initiatives

Patrick Lane, vice president, Policy Analysis and Research

Sarah Leibrandt, senior research analyst, Policy Analysis
and Research

Jasmine Leonas, communications manager

Demarée Michelau, president

Craig Milburn, chief financial officer

Jere Mock, vice president, Programs and Services

Kim Nawrocki, coordinator, Student Access Programs and
events

Shelley Plutto, administrative assistant III, Policy Analysis
and Research

Jeanette Porter, senior administrative coordinator

Christina Sedney, director of policy initiatives and state
authorization

Chair Ray Holmberg called the Business Session to order. President Michelau began the meeting with a brief statement of apology for the guest speaker remarks during the dinner on Thursday, November 7.

Report and Recommended Action of the Executive Committee

Chair Holmberg reported the Executive Committee met on Thursday, November 7, at 8:30 a.m., prior to the Committee of the Whole. Roll was called and the Executive Committee had quorum. The Committee unanimously approved the

September 19, 2019, Executive Committee teleconference minutes. President Michelau delivered an overview of the agenda for the fall 2019 commission meeting.

President Michelau proceeded with an updated report on findings of background research related to the state acknowledgement that indicates that WICHE is an agency of the states. The Executive Committee previously asked her to review state and territory statutes to determine whether all WICHE members have enough language to indicate agency status. Most states have adopted the compact language in its entirety. She reported that she would continue work with the remaining members on their steps moving forward to meet requirements.

The meeting continued with President Michelau leading a discussion addressing key higher education issues, a focus of the WICHE workplan. Input from the Executive Committee members was requested during the meeting as the committee members engaged in an interactive brainstorming session discussing higher education concerns to be considered for the WICHE workplan's development.

The committee went into closed session to discuss President Michelau's informal review of her performance and travel schedule.

Committee of the Whole Reports

Report of the Audit Committee

Commissioner and Audit Committee Chair Clayton Christian presented a report of the Audit Committee. The WICHE 2019 Audit Committee met via teleconference on October 16, 2019. In attendance were committee members Executive Commissioner Don Bennett (WA); Commissioner Barbara Damron (NM); President Michelau; WICHE CFO Craig Milburn; Assistant to the President and Commission Laura Ewing; Matthew Marino, partner, assurance services group from RubinBrown; and Immediate Past Chair Christian. Commissioner John Arnold (AZ) had a separate conversation with Marino on October 25, 2019.

Marino walked the committee through the FY 2019 financial statement and discussed the auditor's opinion with the committee. The RubinBrown audit team, listed on page 1 of the ViewPoints Report to Governance, spent several weeks on the WICHE audit and worked with staff on-site at the Boulder offices. Their investigation resulted in an unmodified opinion that the financial statements represent fairly, in all material respects, the financial position of WICHE as of June 30, 2019. The team stressed that this is a "clean audit" with no findings or adverse opinion, and members had no disagreements with staff.

Commissioner Christian noted one issue in the report, described in Note 11. WICHE adopted the provisions of Governmental Accounting Standards Board Statement No. 90, *Majority Equity Interests—an Amendment of GASB Statements No. 14 and No. 61*. This resulted in a restatement of net position and cash as of June 30, 2018. The opinion was not modified with respect to this matter.

Commissioner Christian continued to explain that within the ViewPoints *Report to Governance* is an assessment of auditor communications, status of prior-year recommendations, and new this year, an Information Technology Risk Checklist. WICHE implemented all prior year recommendations and has completed nearly all points of focus on the Information Technology Risk Checklist. After RubinBrown's presentation, the committee met privately with the auditors for discussion and then offered to meet privately with staff. Staff declined that opportunity as they felt comfortable with the status of the audit and had no further questions. Therefore, the committee recommends that the commission approve the FY 2019 audited financial statement. Additionally, Commissioner Christian reported that WICHE is at the end of the contract with RubinBrown and would like the authority to enter into negotiations for up to a new three-year contract.

Chair Holmberg asked for a motion to approve the audit report and enter into negotiations for up to a new three-year contract with RubinBrown. Commissioner Francisco Rodriguez MOVED TO APPROVE the audit report and enter into negotiations for up to a new three-year contract with RubinBrown, and Commissioner Susan Anderson SECONDED. Chair Holmberg asked if there was discussion on the motion, and Commissioner Bennett asked if there were any comments or concerns in a current management letter from the auditors to WICHE that indicated issues that need attention in the upcoming 2020 audit. Commissioner Christian responded there were no formal recommendations or concerns that needed attention. Commissioner Christian also noted that the items from the 2019 audit were satisfied and WICHE is in good standing.

The motion carried unanimously by the commission.

Report and Recommended Action of the Programs and Services Committee

Chair Holmberg called on Commissioner Les Purce, chair of the Programs and Services Committee, to report on the November 7, 2019, committee meeting. Purce noted that the committee heard a report from Jere Mock, vice president of Programs and Services, who provided the committee with a recap of the major initiatives included in the unit's FY 2020 workplan, and she highlighted key areas the staff is planning to focus on for the development of the FY 2021 workplan. A common theme she described was the need for a higher level of outreach to several stakeholder audiences to increase student, high school counselor, and admissions adviser awareness of the existing Student Access Programs; the need to grow institutional, system, and state participation in the entire portfolio of innovative and beneficial programs and services; and the need for improved communications and outreach to help accomplish the first objectives. Committee members provided several ideas on strategies that could be employed along those lines, and the staff was receptive to incorporating those ideas as they develop the draft workplan.

There were also updates on several specific initiatives. Margo Colancia, director of Student Access Programs, reported that fall 2019 enrollment was up over last year in both WUE (the Western Undergraduate Exchange) and in WRGP (the Western Regional Graduate Programs). WUE enrollment has increased by more than 7 percent (from 40,500 students AY 2018 to 43,500 AY 2019). WRGP has increased by 16 percent (from around 1,400 to more than 1,700). Colancia also mentioned that WICHE is delighted to have the University of Guam as a new participant in both WUE and WRGP. Ten WICHE states and the CNMI invested \$14.6 million to reduce tuition for 614 students preparing professional healthcare degrees through PSEP (Professional Student Exchange Program). [NOTE: When enrollment numbers were fully reconciled in December 2019, WUE enrollment had increased by only 5 percent (42,500 students in AY2019). WRGP enrollment numbers had increased by a record 29 percent (1,900 students in AY2019).]

Colancia also said that WICHE staff worked effectively with a local Salesforce development firm, Mogli, and successfully launched the PSEP Administrative portal on September 19, 2019. The WUE/WRGP administrative portal was launched in fall 2018 and powers the public facing WUE and WRGP Savings Finders on the WICHE website, which display information on participating institutions. These two projects were funded using the \$225,000 in reserves that the commission approved in May 2018. The portals simplify data entry for state offices and partner programs using online forms and import tools. It allows real-time data sharing among our partner states, institutional programs, and WICHE.

Suzanne Benally provided an update on the initiative she directs, "Reducing the Postsecondary Attainment Gap for American Indian and Alaska Natives: Linking Policy and Practice." Funded by Lumina Foundation, the initiative will soon enter its third year of the grant on December 1, 2019. A major deliverable during the second year of the grant was the 2019 National Summit held in Denver with the theme "Strengthening Institutional Practices to Support American Indian and Alaska Native Student Attainment in Higher Education." Year three activities will focus on policy studies and campus sustainability in supporting Native student attainment, policy studies related to this population of students, and efforts to create a formal network of the Native American-Serving Nontribal Institutions. WICHE staff will host a third National Summit in July 2020. Benally also noted that the Native American-Serving Nontribal Institutions participating in the initiative are expectantly waiting to hear about the status of federal reauthorization of the Title III funding component of the Higher Education Act. Historically, this has been a critically important source of financial resources for these 24 institutions.

Anna Galas, director of Academic Leadership Initiatives, described her efforts, including the Western Academic Leadership Forum (the Forum), which currently has a membership of 63 institutions. The 2020 annual meeting with the working theme of "Who Really Matters in the Changing Landscape of Higher Education" will take place in Juneau, Alaska, on April 22-24, 2020. The Western Alliance of Community College Academic Leaders currently has a membership of 87 institutions. The 2020 annual meeting with the working theme of "Redefining College: Becoming the Partner of Choice for Students, Business, and Your Community," will take place in Albuquerque, NM, on March 25-27, 2020. The WICHE Online Course Exchange has two multi-institution consortia, SunPath Online and NEXus, utilizing the online database system to share courses both within a state and across the nation respectively.

Galas gave a report on the Interstate Passport®, a national initiative to streamline the transfer process for students and institutions, entering its fourth year of operations. The Interstate Passport Network has grown to 32 institutions in 14 states. Member institutions have officially awarded over 38,800 Passports since 2016. Outreach to prospective institutions and systems continues in existing member states and numerous states across the country. The program is exploring partnership and collaborative opportunities with select organizations including the American Council of Education and branches of the military.

Report and Recommended Action of the Policy Analysis and Research Committee

Commissioner Anderson, vice chair of the Policy Analysis and Research Committee, reported on the November 7, 2019, Committee meeting. She recognized the hardworking unit staff members: Patrick Lane, Peace Bransberger, Shelley Plutto, Sarah Leibrandt, Colleen Falkenstern, and Christina Sedney.

The Policy Analysis and Research Committee considered and unanimously approved its only action item, the approval of the minutes from the May 20, 2019, committee meeting.

Commissioner Anderson further reported that the policy team provided updates on several WICHE projects. The discussion began with the development of WICHE's data management plan. The attorneys retained by WICHE for this effort will begin work soon to collaborate with the WICHE team on implementing improvements to WICHE's data management policies and processes.

The policy team also summarized Tuition and Fees in the West. The unit—in particular Falkenstern—produced this annual publication that was emailed to commissioners last week. Hard copies were also distributed yesterday with the public release next week. The report shows modest growth in tuition in the two-year sector and relatively flat growth for the four-year sector when adjusted for inflation. Additionally, the team shared a draft version of a new WICHE Benchmarks report that will be available later this year. The new dashboard will show state-specific data about a range of education indicators.

The policy team updated the committee on the cybersecurity tabletop exercises for nontechnical leaders. WICHE recently facilitated an event in Oregon and is planning an initial discussion with Hawai'i staff about the potential for an event there.

Work is also underway on *Knocking at the College Door*, a WICHE publication that is published every four years projecting the number of high school graduates into the future. The policy team has secured half of the funding for the work and will be identifying other potential funders to support the effort.

The committee received an update on the Legislative Advisory Committee, following up on discussion from earlier committee meetings about ways to improve engagement. By all accounts, the meeting was a success. Staff will also provide summaries of the meeting evaluations and the draft agenda of the 2020 meeting at the next commission meeting.

The committee and the policy team finished the session with a thorough discussion about the unit's workplan, the processes for developing it and receiving committee feedback, and strategic priorities for this area of WICHE's work. The key themes of this discussion centered around the need for a process of examining key strategic priorities for the organization. In addition to discussions about ways that commissioners and WICHE staff can work together on developing those priorities, the committee discussed some specific areas of need, particularly around affordability, the need for definitions of affordability, and ways that WICHE might assist states in driving down the cost of postsecondary education through improvements in ways that students move through the pipeline.

Report of the Legislative Advisory Committee annual meeting

Chair Ray Holmberg gave a report of the Legislative Advisory Committee (LAC) annual meeting. A comprehensive summary of LAC was reported as follows. WICHE's Legislative Advisory Committee works to strengthen state-level policymaking in higher education in the West by engaging state legislators in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration.

WICHE Commissioners appoint members of the LAC. Specifically, the executive team member, in consultation with the other commissioners from each state or territory, appoints up to four state legislators. Commissioners who are also state legislators are automatically appointed to the LAC and the remaining spots on the LAC are filled by the appointment process described above.

The LAC meets annually. The 2019 annual meeting of the LAC was held September 12-13, 2019, in Portland, Ore. This meeting was titled, "Future-Facing Policy: Considerations for a New Era in Higher Education." Legislators explored topics including:

- Using data to shape state policy
- Mission differentiation
- Higher education infrastructure funding

- Challenges facing today's students
- The relationship between higher education leadership and state legislatures.

Commissioner Holmberg continued reporting that after the expansion of the LAC was approved this year by the commission—from two to three legislators per WICHE member to up to four legislators—the LAC saw record attendance. Thirty legislators from 13 states and territories participated (Alaska, Arizona, Guam, Hawai'i, Idaho, Montana, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming).

The evaluations of the meeting were positive (with a 30 percent response rate), with 100 percent of the respondents indicating that the meeting was worth their time and effort to attend. There are currently vacancies on the LAC for the states of California, Colorado, and Washington. President Michelau, Patrick Lane, and Christina Sedney are working to fill these vacancies. In addition, some LAC members were appointed in 2017 and their two-year terms will expire at the conclusion of 2019. WICHE staff will be reaching out to commissioners to either reappoint or choose new LAC members in early 2020.

Committee of the Whole discussion, action and information items

Update on WICHE Budget

Chair Holmberg called on Craig Milburn, WICHE Chief Financial Officer, to speak to the commission. Milburn explained the compiled final financial report for 2019. He explained the sections of the general report: the revenue expense report that includes the dues that each of the WICHE member states and territories pay. The reserve section is the fund balance for the general fund, which shows the ending balance of \$3,516,000. There were no questions about this report. Milburn proceeded with an explanation of Program Area Revenue and Expense summary, which reports on each unit's revenue and expenses. A question was asked about the loss of \$5,911 for Policy Analysis and Research. Milburn explained this was a slight miscalculation of budget forecasting. There was also a request for an explanation of "credits for other programs" for WCET and the Behavioral Health units. Milburn explained this is a shared indirect cost and is considered a negative expense and becomes an indirect cost sharing in the general fund. President Michelau further explained that due to Behavioral Health and WCET being self-funded units, they have a different indirect fee schedule than the other unit's funds (Policy Analysis and Research and Programs and Services), which come from the general fund; the units that are funded from the general fund have an indirect fee of 15 percent.

Action Item for Approval of the Modification to the Non-General Fund Reserve Policy

President Michelau provided background for this action item. In August 2018, the WICHE Executive Committee approved a policy for non-general fund reserves that stated: *Dedicated reserves for non-general fund activities, categorized into three areas: into minimum reserve, reserve for unexpected shortfall, and program development shall be reported to and approved by the commission as part of the WICHE annual budget, and that reserves in excess of this approved amount revert to the general fund reserve.* Subsequently, at the September 2018 WICHE Executive Committee meeting, the committee received and approved FY 2019 non-general fund reserves for all units within WICHE with the exception of those within the Programs and Services unit. The FY 2019 non-general fund reserves within the Programs and Services unit were approved during the Executive Committee meeting at the November 2018 commission meeting. Non-general fund reserves were also reported at the November 2018 WICHE Commission meeting.

In May 2019, the WICHE Commission approved the FY 2020 budget. Because FY 2019 had not yet closed, it was not possible to report to the commission the non-general fund reserves, including how much should revert to the general fund reserves, as determined by the approved policy. And, while President Michelau intended to report the reserve amounts as required upon the close of the fiscal year in November 2019 along with the audited statements, she did not recognize that she should have sought action from the commission that would have approved the non-general fund reserve amounts for FY 2020, when the FY 2020 general fund budget was being considered and approved in May. So, this first year of policy implementation revealed that the policy as approved presents a dilemma. It is not possible to both accurately report the amount of non-general fund reserves that will revert to general fund reserves and approve the amounts for the next fiscal year as part of the WICHE annual budget; the timeline needs to be modified.

The action requested was for approval to modify the policy so that dedicated reserves for non-general fund activities, categorized into minimum reserve, reserve for unexpected shortfall, and program development shall be reported to the commission at the fall meeting upon official close of the fiscal year and approved by the commission for the upcoming

fiscal year as part of the WICHE annual budget at the spring meeting, and that reserves in excess of this approved amount revert to the general fund reserve.

Commissioner Anderson MOVED TO APPROVE the modification to the non-general fund reserve policy and Commissioner Antwan Jefferson SECONDED. The motion carried by a unanimous vote.

Information Item Non-General Fund Reserves for Fiscal Year 2020

Milburn and President Michelau moved forward with the Information item to provide the detailed FY 2020 financial information results from the fiscal year closing on June 30, 2019. This information is in response to the policy passed by the Executive Committee in August 2018, for non-general fund reserves. This past May, the WICHE Commission approved the FY 2020 budget, but the WICHE President inadvertently neglected to seek action from the commission that would approve the non-general fund reserves for FY 2020.

Milburn presented an overview of the reserve budget sheets on page 9-22 and 9-23 of the agenda book. Milburn led the commissioners through the reserve budget sheets and used Behavioral Health in his example to explain the non-general fund budget. The budget format display for Behavioral Health translates to the same formats for WCET, W-SARA, and Policy. He explained the FY 2020 budget, approved at the commission meeting in May 2019, had an expenditure of \$4,703,143. The 20 percent minimum reserve was calculated to \$940,629, the 15 percent unanticipated expenses reserve is \$705,471 and the 10 percent program development reserve is \$470,314. That is a total calculated reserve of \$2,116,414. Of that, the unit shows a reserve at the end of FY 2020 of \$594,076. This fell under the target reserve of \$1,522,339, showing that the reserve can continue to grow. Milburn continued to explain that Programs and Services reserves budget display is more complicated. Milburn went on to explain the impact area of the Programs and Services budget. The section shows the \$132,207 approved reserves for the MHEC project, with \$177,157 budgeted-calculated reserves. The actual reserves were \$632,235 with excess reserves of \$455,078 and those reserves were applied to the Academic Leadership project and the remaining programs. Milburn reiterated these new pages added this year and moving forward are to provide greater awareness about the status of the reserves.

President Michelau took an opportunity to explain the reason for WCET and Behavioral Health having higher reserves than Policy, W-SARA, and Programs and Services. Just as the general fund requires and accumulates reserves, so too must non-general fund accounts require and accumulate reserves. The commission in the past has recognized this in establishing policy that the self-funded units strive to achieve reserves of at least 25 percent of their annual operating funds. Similar to the general fund, these reserves serve to cover three categories of unbudgeted expenditures:

1. Minimum reserves to cover the cost of closing the operation, if circumstances require that;
2. Unanticipated shortfalls, such as contract or grant overruns, bridge funding between contracts or grants, unanticipated salary or service cost adjustments, etc.; and
3. A reasonable amount for one-time unbudgeted program development activities, such as proposal writing, unique software requirements, unique meeting opportunities, etc.

Resources that exceed what is necessary for these three dedicated reserve purposes should revert to the general fund reserves. The specific action item approved by the Executive Committee was: *“That dedicated reserves for non-general fund activities, categorized into minimum reserve, reserve for unexpected shortfall, and program development be reported to and approved by the commission as part of the WICHE annual budget, and that reserves in excess of this approved amount revert to the general fund reserve.”*

A question about the reserves for WCET and Behavioral Health from Commissioner Bennett was to clarify the reserve allocation and wind-up expenses for insurance and catastrophic events for these self-funded programs. President Michelau confirmed that self-funded program reserves do have coverage for this.

Action Item Election of Chair, Vice Chair, and Immediate Past Chair as officers of the WICHE Commission for 2020

Commissioner Clayton Christian MOVED TO APPROVE Commissioner Camille Preus as chair, Commissioner Anderson as vice chair, and Commissioner Ray Holmberg as immediate past chair. Commissioner Patricia Sullivan SECONDED the motion. The motion carried unanimously.

Remarks by Ray Holmberg, outgoing chair

Chair Holmberg said it was an honor to serve as chair of the commission. Holmberg encouraged WICHE and the commission to be flexible and thoughtful when collaborating its work with the higher education community, as well as engagement with the legislative community. Over the past year Holmberg realized the importance of the chair's role to manage and supervise the responsibilities of the board and keep those activities and requirements moving forward. He acknowledged over the past year the wise choice the board made when selecting President Michelau for the office of WICHE president. He also acknowledged the skill and expertise of the WICHE staff that he has had the honor to work with. Additionally, he recognized the excellent selection of Commissioner Preus as chair and Commissioner Anderson as vice chair for 2020 and 2021. He thanked the commission for a wonderful year.

President Michelau thanked Commissioner Holmberg for his outstanding work as chair of the commission and presented him with a gift.

Chair Holmberg continued by acknowledging and thanking commissioners who are leaving or who have left the commission:

- Karla Leach, Wyoming
- Nick Hacker, North Dakota
- Bob Burns, South Dakota

Chair Holmberg gave final announcements that included the request to submit to Laura Ewing, the board members selection of 2020 committee members, and to complete the meeting evaluation.

Chair Holmberg announced Plenary IV would be the final session of the meeting. Holmberg adjourned the fall 2019 Committee of the Whole session.

Monday, May 18, 2020

2:00 - 3:00 p.m. MDT

Programs and Services Committee Meeting

Committee Members




Les Purce (WA), Committee Chair
 Carol Mon Lee (HI), Committee Vice Chair

Vacancy (AK)
 Kathleen Goepfinger (AZ)
 Francisco Rodriguez (CA)
 Angie Paccione (CO)
 David Lent (ID)
 Sheila Stearns (MT)
 Gillian Barclay (NV)
 Patricia Sullivan (NM)
 Jill Louters (ND)
 Hilda Rosselli (OR)
 Vacancy (SD)
 Frankie Eliptico (US Pacific Territories and Freely Associated States/CNMI)
 David Woolstenhulme (UT)
 David Jones (WY)

Agenda

Presiding: Les Purce, committee chair

Staff: Jere Mock, vice president, Programs and Services
 Suzanne Benally, director, Native-Serving Institutions Initiative
 Margo Colalancia, director, Student Access Programs
 Anna Galas, director, Academic Leadership Initiatives
 Kate Springsteen, coordinator, Student Access Programs and Events

-  Approval of the November 7, 2019, Programs and Services Committee meeting minutes 3-3
-  Approval of the FY 2021 Workplan section pertaining to the Programs and Services Unit 3-6
-  Approval of Professional Student Exchange Program support fees for the 2021-22 and 2022-23 biennium 3-10

Information Items: 3-26

Student Access Program highlights: *Margo Colalancia*
 Status report on WICHE's Initiative to Reduce the Postsecondary Attainment Gap for American Indians and Alaska Natives: *Suzanne Benally*
 Academic Leadership Initiatives updates: *Anna Galas*
 Collaborative Cost-Savings Initiatives Updates: *Jere Mock*

Other business

Adjournment

ACTION ITEM

Programs and Services Committee Minutes November 7, 2019

Committee Members Present:

Les Purce (WA), chair
Carol Mon Lee (HI), vice chair

Stephanie Butler (AK)
Francisco Rodriguez (CA)
David Lent (ID)
Sheila Stearns (MT)
Gillian Barclay (NV)
Patricia Sullivan (NM)
Jill Louters (ND)
Hilda Rosselli (OR)
Frankie Eliptico (US Pacific Territories and Freely
Associated States/CNMI)
Patricia Jones (UT)
David Jones (WY)

Committee Members Absent:

Kathleen Goepfing (AZ)
Angie Paccione (CO)

Other Commissioners Present:

Antwan Jefferson (CO)
Rick Aman (ID)
James Hansen (SD)
Jude Hofschneider (US Pacific Territories and Freely
Associated States/CNMI)
Don Bennett (WA)

Guest Present:

Ben Boggs, chief of staff, Colorado Department of Higher
Education

Staff Present:

Candy Allen, senior graphic designer
Suzanne Benally, director, Native American-Serving Nontribal
Institutions Initiative
Genevieve Berry, project coordinator, MHTTC
Margo Colalancia, director, Student Access Programs
Anna Galas, director, Academic Leadership Initiatives
Jasmine Leonas, communications manager
Jere Mock, vice president, Programs and Services
Kim Nawrocki, coordinator, Student Access Programs
and Events
Jessica Williams, director, Every Learner Everywhere

ACTION ITEM

Approval of the Programs and Services Committee Minutes of May 20, 2019

Committee Chair Les Purce called the meeting to order. He referred the committee members to the first action item, which requests approval of the Programs and Services Committee minutes of the May 20, 2019, committee meeting (pages 4-3 through 4-5 of the November 2019 agenda book). There were no comments or questions. Commissioner Purce then asked for a motion to approve the minutes of the May 20, 2019, committee meeting. Commissioner Patricia Sullivan MOVED TO APPROVE the minutes and Commissioner James Hansen SECONDED the motion. The motion passed unanimously.

Priority Issues for the Programs and Services FY 2021 Workplan

Jere Mock provided an overview of the areas within the Programs and Services unit and identified goals for inclusion in the FY 2021 Workplan. Priority for the Student Access Programs is to expand outreach and marketing efforts. For WUE and WRGP, this will be accomplished through the expansion of communications and memberships in relevant networks at the state, regional, and national levels, as well as expanded printable resources available on the WICHE website. For PSEP, staff will explore WICHE state and territory interest in adding new fields to those currently offered through PSEP. Priorities for the Academic Leadership Initiatives will include recruiting new member institutions to join the Western Alliance of Community College Academic Leaders and the Western Academic Leadership Forum organizations; seeking funding to create a leadership development program for the two-year sector, similar to the Western Academic Leadership Academy that was developed for Forum members; and expanding the Interstate Passport® Network and obtaining additional funding to continue scaling the initiative. Mock discussed the FY 2020 priority to expand regional participation in the collaborative savings programs in partnership with the Midwestern Higher Education Compact (MHEC). She reported the Native American-Serving Nontribal Institutions initiative's priorities will be to seek a no-cost extension from Lumina

Foundation to fund a fourth year of the initiative, as well as to seek additional funders to sustain and grow the initiative into a network of institutions that will improve collaboration. Mock then requested feedback and discussion from the commissioners surrounding ideas for the FY 2021 Workplan.

Commissioner Sheila Stearns asked what barriers exist for institutions to join Interstate Passport® as the number of institutions appears quite low. Mock indicated that membership officially launched in 2016, and it takes time for institutions to map their general education outcomes to the Passport Learning Outcomes and build their Passport block. Another challenge is that institutions are undergoing general education reform so that process needs to be completed before they can join the Interstate Passport Network. Anna Galas noted that the process for onboarding institutions has improved this last year, and once general education alignment occurs implementing Interstate Passport on campus can be completed more quickly. Commissioner Stearns noted that the Passport Learning Outcomes are a great summary of the skills that many employers are looking for and would be easy to adapt as a marketing tool. Commissioner Stephanie Butler asked if there is any issue for Interstate Passport in light of the morning session speaker's discussion related to national versus regional accreditation. Mock indicated this will be a topic of discussion at the annual Passport Review Board meeting taking place in January 2020.

Commissioner Hilda Rosselli suggested staff consider engaging a focus group of institutions that do not utilize the WUE program to understand why they do not participate. She also recommended utilizing student associations and social media as outreach tools for the Student Access Programs, as well as engaging with legislators to inform them about WUE and provide informational pieces they can share with constituents to promote savings for students. She also asked if the Forum Academy is aligning with equity focus to ensure women and people of color are included proportionately; if nominations are coming from institutional administration, these groups may be missed. She suggested directly reaching out to associations for faculty of color to make sure they know about the program. Mock expressed thanks to Commissioner Rosselli for her thoughtful suggestions.

Commissioner Patricia Sullivan reported that New Mexico institutions automatically award the WUE rate to all undergraduate nonresident students from a WICHE member state. Recently, New Mexico State University engaged the National Student Clearinghouse to find out where students who chose not to go to NMSU ended up enrolling. They learned that 40 percent did not enroll at any institution. NMSU administrators want to learn why these students chose not to pursue enrollment. Commissioner Sullivan said efforts to encourage usage of the WUE program may increase student enrollments.

Student Access Programs Updates

Margo Colalancia provided updates regarding WICHE's Student Access Programs, reporting that although the enrollment reports for the WUE and WRGP programs are still being finalized, it appears that enrollment is up from Fall 2018. Ten WICHE states and the CNMI invested \$14.6 million to reduce tuition for 611 students pursuing professional healthcare degrees through PSEP. PSEP support fee increase recommendations for the upcoming biennium will be presented for approval at the May 2020 meeting. Commissioner Stearns and Commissioner Francisco Rodriguez asked what criteria are used to propose support fee increases. Colalancia reported the support fee amount varies by field; WICHE staff review tuition and fee increases from partner programs, average the increases by field, and compare that data with the Higher Education Cost Adjustment (HECA) index calculated by State Higher Education Executive Officers (SHEEO) to inform their recommendations to the Commission. Commissioner Rodriguez asked if the cost of living is accounted for in the support fee analysis, and if WICHE accounts for the cost of living variances for PSEP students. Colalancia indicated current support fee setting does not review cost of living; inclusion of this would be a challenge for state budgeting purposes because some students do not select their program until rather late in the admissions cycle.

Colalancia reported that both administrative portal projects that Student Access Program staff set out to build using the \$225,000 in reserves that the Commission approved in May 2018 were completed as of September 2019. WICHE staff worked with Mogli, a local Salesforce development firm, to build the two administrative portals. The WUE/WRGP administrative portal was launched in Fall 2018; it also powers the new public facing WUE and WRGP Savings Finders that display the profiles of participating institutions. The PSEP administrative portal was successfully launched in mid-September 2019. Colalancia highlighted some of the new PSEP portal's features. It seamlessly integrates with WICHE's accounting system, helping WICHE staff to carefully track the \$14.6 million in support fees annually. This fall, instead of distributing hard copy contracts by mail, they were expediently e-signed with DocuSign; more than 50 percent of the 200 contracts were completed within three days. The portal simplifies data entry for state offices and partner programs using online connected forms and import tools. It allows real-time data sharing among partner states and territories, programs, and WICHE. Staff members are very appreciative of these new tools that allow WICHE—along with its partner state offices, institutions, and professional programs—to better serve students throughout the West.

Finally, Colancia noted that the University of Guam is the newest participating institution in WUE and WRGP; Western Colorado University joined WRGP just a few months prior.

Status Report on WICHE's Initiative to Reduce the Postsecondary Attainment Gap for American Indians and Alaska Natives

Suzanne Benally provided an overview of the Native American-Serving Nontribal Institutions initiative. The second annual summit was held in Denver in July and hosted 86 participants. The focus of the summit was Strengthening Institutional Practices to Support American Indian and Alaska Native Student Attainment in Higher Education. The third year of the grant begins December 1, 2019, and staff will focus on strengthening and sustaining campus efforts to support Native student attainment, developing policy studies related to this population of students, and continuing efforts to create a formal network of the Native American-Serving Nontribal Institutions. WICHE staff are conducting campus site visits, planning regional Summits of Native Serving Institutions, tribal colleges, and tribal education leaders, and hosting a third national Summit of NASNTIs in July 2020. WICHE recently hosted a webinar that discussed building effective relationships with tribal nations and their communities. Benally also mentioned that it is important to note that the Native American-Serving Nontribal Institutions participating in the initiative are expectantly waiting to hear about the status of federal reauthorization of Title III funding component of the Higher Education Act. Historically this has been a critically important source of financial resources for these 24 institutions.

Commissioner Rosselli asked if a recording of the recent webinar is available. Mock reported it was just held November 6, 2019, and will be available soon. Commissioner Rosselli asked if the institutions have discussed whether Native languages meet the language requirement for general education. Benally indicated that Native language revitalization and the cultural continuity of Native languages has been a discussion in a larger context. Considerations of Native languages fulfilling general education language requirements is an important topic and should be a part of the discussion. Commissioner Purce asked if there is any indication of what the federal government's position will be related to Title III and its potential impact on initiatives. Benally reported that legislation had not passed as of the end of October. (Note: The Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act was passed by Congress in mid-December 2019 and signed into law. The legislation reauthorizes mandatory funding for Historically Black Colleges and Universities and Minority Serving Institutions (MSIs), including Native American-Serving Nontribal Institutions within Title III of the Higher Education Act. The FUTURE Act makes permanent \$255 million in annual funding for MSIs and also streamlines portion of the Free Application for Federal Student Aid (FAFSA).)

Academic Leadership Initiatives Updates

Anna Galas provided an update on WICHE's academic leadership initiatives. The Western Academic Leadership Forum's 2020 annual meeting has a working theme of "Who Really Matters in the Changing Landscape of Higher Education" and will take place in Juneau, Alaska, April 22-24. The Forum's Western Academic Leadership Academy is entering its sixth year and is accepting nominations for the 2020-21 cohort with a deadline of February 14, 2020. The Western Alliance of Community College Academic Leaders' 2020 annual meeting has a working theme of "Redefining College: Becoming the Partner of Choice for Students, Business, and Your Community" and will take place in Albuquerque, NM, March 25-27. The Alliance is continuing its effort to secure funding to offer an academy similar to the Forum's to develop additional academic administrators for the two-year sector. The WICHE Online Course Exchange has two multi-institution consortia, SunPath Online and NEXus, utilizing the online database system to share courses both within a state and across the nation, respectively. Interstate Passport®, a national initiative to streamline the transfer process for students and institutions, is entering its fourth year of operation. The Interstate Passport Network has grown to 32 institutions in 14 states. Member institutions have officially awarded over 38,800 Passports since 2016. Outreach to prospective institutions and systems continues in existing member states and numerous states across the country. The program is exploring partnership and collaborative opportunities with select organizations such as the American Council of Education (ACE) and the Charles A. Dana Center. Partnership with ACE would include use of the Passport Learning Outcomes for its Working Transcript project. The opportunity with the Dana Center would focus on the development of a STEM Passport. Staff members are actively seeking funding to further scale Interstate Passport, as the grant from the US Department of Education's First in the World competition continues with a no-cost extension through September 2020 to complete the research component.

Commissioner Purce adjourned the Programs and Services meeting.

ACTION ITEM

Approval of the FY 2021 Workplan section pertaining to the Programs and Services unit

CURRENT ACTIVITIES Services and Resources

Continuing work that supports WICHE's mission, supported by the general fund or fees. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	Western	TBD	TBD
Academic Leaders Toolkit	A/S	Western	(included in Forum and Alliance)	Forum and Alliance members
Master Property Program	F/A	WICHE/ MHEC/ NEBHE/SREB states	.10	MHEC/Marsh carriers, 8 states (AZ, CO, ID, NV, OR, UT, WA, WY), 27 campuses
MHEC Cyber Insurance	F/A; A	WICHE/ MHEC/ NEBHE/SREB states	.05	All WICHE members are eligible
MHECare	F/A; A/S	WICHE/ MHEC/ NEBHE states	.05	MHEC/United Health-Care Student Resources, 2 states (AK, CA), 4 institutions
MHECtech	F/A	WICHE/ MHEC/ NEBHE/SREB states	.15	All WICHE members
Online Course Exchange	A/S; T/I	National	.10	2 consortia serving 25 institutions
Professional Student Exchange Program (PSEP) *	A/S; W/S	Western	1.05	All WICHE members send and/or receive students except Guam; 130+ programs at 60 participating institutions
Western Academic Leadership Academy (Academy)	W/S; A	Western	.10 and consultants	Forum members
Western Academic Leadership Forum (Forum) <ul style="list-style-type: none"> • Professional Development: 2021 Annual Meeting • Collaborative projects 	A/S; A	Western	.45	All WICHE members; 52 institutions, 9 systems
Western Alliance of Community College Academic Leaders (Alliance) <ul style="list-style-type: none"> • Professional Development: 2021 Annual Meeting • Collaborative projects 	A/S; A	Western	.45	All WICHE members; 76 institutions, 9 systems

Project	Focus	Geo Scope	Staff FTE	Partners
Western Regional Graduate Program (WRGP)*	A/S; W/S	Western	1.05	All WICHE members; 900+ programs at 60 institutions
Western Undergraduate Exchange (WUE)*	A/S; W/S	Western	1.05	All WICHE members; 160 participating institutions
<p>* Note: During 2020-21, the Programs and Services unit will expand the marketing of WUE and WRGP to benefit more students and institutions through targeted, state-specific publicity and activities as well as increased outreach to high school counselors and admissions advisers. With the lifting of the WRGP program-distinctiveness requirement (previously there had to be no more than five similar programs in the region excluding health care programs), there has been a significant increase in the number of graduate offerings available as well as some new participating institutions. As of Summer/Fall 2020, WRGP institutions may charge graduate students up to 150% of resident tuition; WRGP institutions must charge one rate for all their WRGP-eligible graduate programs. Our new PSEP database continues to improve administrative functions and enrollment reporting for participating states, institutions, WICHE stakeholders, and staff, along with new public WUE and WRGP Savings Finder interfaces.</p>				

The short- and long-term impacts of the unprecedented COVID-19 crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc. but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

The **Academic Leaders Toolkit**, jointly funded by the Alliance and Forum, is a peer-reviewed, searchable online repository of decision-making tools contributed by college and university and system-level academic leaders. Tools in a range of categories—such as program evaluation, creation and elimination; faculty recruitment and retention; and learning-outcomes assessment—help academic leaders address a variety of challenges.

The **Master Property Program**, another MHEC partnership available to WICHE institutions, has saved institutions more than \$100 million on comprehensive property insurance coverage over the years. The insurance program now serves 165 two- and four-year campuses nationwide with total insured values of \$82 billion, including 27 campuses and centers in eight WICHE-member states. It enables public and nonprofit private institutions to receive coverage at rates below industry averages, while improving their risk management and asset protection.

The **MHEC Cyber Insurance Program**, in conjunction with Marsh USA Inc., offers institutions access to services including analysis of the cyber threat environment, the significance of vulnerabilities in security controls, and potential financial exposure should breaches occur. It can also help institutions benchmark how much cyber coverage similar institutions and systems are buying.

MHECare, developed by the **Midwestern Higher Education Compact (MHEC)** and available to WICHE institutions, offers institutions and systems a student health insurance plan underwritten by UnitedHealthcare StudentResources (UHCSR). UHCSR was selected through a competitive bid process, enabling member institutions to avoid a time- and resource-consuming request-for-proposal process.

A third MHEC partnership, **MHECtech**, enables institutions to purchase off competitively bid master purchasing agreements for an array of hardware, software, and technology services. Several of the agreements are also available to K-12 districts; state, county, and local governments; and education-related nonprofits. More than 1,600 institutions and other entities in 13 WICHE states benefit from aggregated volume purchases that lowered product cost and saved institutions \$6.5 million as well as institutional time.

The **Online Course Exchange (OCE)** enables students to seamlessly enroll, through their home institutions, in online courses offered by other two- and four-year institutions participating in a consortium. Consortia contract with WICHE for use of its robust OCE platform, designed to support the exchange of online course enrollments among multiple institutions to provide more options for students and optimize use of institutional resources.

The **Professional Student Exchange Program (PSEP)** provides affordable access for students to 130+ health care professional programs at 60 institutions and in 10 health care fields. In 2019-20, 611 students from 10 WICHE states and the Commonwealth of the Northern Mariana Islands received \$14.6 million (reflecting investment by their home-state legislatures) in tuition benefit through PSEP. Since its 1953 inception, PSEP has helped more than 15,280 students, many of whom return to their home states to fill key health care positions.

WICHE's **Student Access Programs** have been upgrading their administrative databases (integrating with WICHE's Salesforce customer relationship management system) and public digital interfaces during the past two fiscal years, thanks to reserve

funding allocated at the May 2018 Commission meeting. WUE and WRGP databases and Savings Finder public portals launched in August 2018. The PSEP database and interface became operational in fall 2019.

The **Western Academic Leadership Academy** is a yearlong professional development program aimed at expanding the pipeline of qualified chief academic leaders for four-year institutions in the West. Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets required of chief academic officers. Its fifth cohort, nominated by members of the Western Academic Leadership Forum, will complete the program in spring 2020. The Academy is funded by registration fees, sponsorships, and Forum support.

The **Western Academic Leadership Forum (Forum)** brings together WICHE-region chief academic leaders from four-year institutions and associated systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. In lieu of the Forum’s annual meeting, themed “*Who Really Matters in the Changing Landscape of Higher Education?*” select topics are being offered in an online format to members. The Forum is funded primarily by membership dues, with additional funding provided by meeting sponsors.

The **Western Alliance of Community College Academic Leaders (Alliance)** brings together academic leaders at community colleges and technical schools and related systems and state agencies to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives supporting the two-year higher education sector. In lieu of the Alliance’s annual meeting, themed “*Redefining College: Becoming the Partner of Choice for Students, Business, and Your Community,*” select topics are being offered in an online format to members. Like the Forum, the Alliance is funded by membership dues and meeting sponsors.

The **Western Regional Graduate Program (WRGP)** allows WICHE-region residents to cross state lines yet pay resident tuition rates for more than 900 master’s, graduate certificate, and doctoral programs at 59 participating public universities. In 2019-20, 1,907 students saved an estimated \$27.9 million in tuition through WRGP. Until recently, WRGP was available only for a limited number of programs in certain fields, but Western public universities may now make any graduate program eligible at the WRGP tuition rate, increasing the number of students who can benefit from WRGP in the years ahead. Beginning in summer/fall 2020, participating programs will have the option to charge WRGP students up to 150 percent of resident tuition.

The **Western Undergraduate Exchange (WUE)** is WICHE’s signature undergraduate discount-savings program and the nation’s largest of its kind, saving 42,515 students an estimated \$408.6 million in tuition in 2019-20. One hundred sixty four public two- and four-year WICHE-region institutions allow WUE students to pay no more than 150 percent of resident tuition—instead of full nonresident tuition, which can exceed 300 percent of resident tuition.

CURRENT ACTIVITIES Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/Timeline	Partners
Interstate Passport®	A/S; T/I	National	Dept. of Education First in the World \$2,999,482	2.64 through 9/20 & consultants. General fund support required following end of FITW funding.	32 institutions in 10 WICHE states plus 4 institutions in 4 other states are members; institutions in these and several other states are in the exploration stage
Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice	A/S	National	Lumina Foundation, \$990,000	2.10* (includes .25 of a Policy Analysis and Research staff member) 12/17-11/20 (No cost extension through 3/21)	24 institutions in 7 WICHE states (AK, AZ, CO, MT, NM, UT, WA); 3 other states (MN, OK, NC)

Interstate Passport® is a national program that facilitates the block transfer of lower-division general education based on multistate, faculty-developed learning outcomes and proficiency criteria. It is the only nationwide network of regionally accredited, nonprofit, public, and private two- and four-year institutions dedicated to the block transfer of general education attainment. It also provides institutions in the network with an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers in conjunction with the National Student Clearinghouse. The goal of Interstate Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. WICHE staff provide overall direction and support for this innovative program.

The Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice initiative is now in its third year. Our efforts to support Native American-Serving Nontribal Institutions (NASNTIs) to improve American Indian and Alaska Native students' postsecondary attainment continue albeit in new ways. The impact of the COVID 19 pandemic on college campuses has redirected our project activities to respond to the challenges NASNTI campuses are facing in retaining and supporting AI/AN students, especially with the internet and computer access issues Native students are experiencing in course completion. Our activities have shifted to providing small block grants to NASNTI campus grantees to support Native student access to on-line instruction from remote areas. The National Summit and Regional Summits are canceled and will not be rescheduled. Efforts continue to assist NASNTIs in providing policy information such as the CARES Act appropriations as they are determined. We will also facilitate convening calls with NASNTI Presidents as they organize to effectively influence state and federal higher education policy and funding to help this population of students and institutions. A longer-range objective is the creation of a network of Native American-Serving Institutions to mobilize them to enhance their visibility in higher education and public policy arenas.

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:


Focus:



F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization:

Relevance
(mission-critical) 

Opportunity
(funding) 

Competence
(staff/consultants) 

Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Seeking additional external funding for the Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice initiative to further assist NASNTIs and sustain an institutional network	A/S		National	\$750,000	1.75 TBD	Native American-Serving Nontribal Institutions, Tribal colleges, tribal education departments, higher education organizations
Interstate Passport®	A/S; T/I		National	TBD	TBD TBD	Interstate Passport Network members

Previously considered pursuing but that staff now proposes to remove from the Workplan. **None**

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing and bringing to the commission for approval, along with ideas generated by a survey of commissioners:

The **Alliance Academic Leadership Academy** would identify, develop, and prepare aspiring academic leaders for career advancement and success in progressively more complex administrative roles at community, junior, and technical colleges across the West.

ACTION ITEM

Approval of Professional Student Exchange Program support fees for the 2021-22 and 2022-23 biennium

Every two years, WICHE sets Professional Student Exchange (PSEP) “support fees” for the next biennium. The PSEP support fee refers to the amount appropriated by the student’s home state to reduce the amount of tuition the student must pay for his/her professional healthcare education. The fee varies by PSEP field but the amount is standard for each profession; fee variations are allowed only for accelerated programs. WICHE staff take into consideration higher education cost factors, tuition variations by field and program, and historical fee levels when recommending support fees to the WICHE Commission for review and approval every two years. At its May 18, 2020, videoconference meeting, the commission will take action on proposed support fee levels for academic years 2021-22 and 2022-23.

WICHE staff recommends modest support fee increases for each year of the biennium for all 10 PSEP fields as noted in the chart below.

Proposed PSEP Support Fees for the 2021 and 2022 Biennium				
2.3% proposed increase				
	Approved Fees for AY 2019	Approved Fees for AY 2020	Recommended Fees for AY 2021	Recommended Fees for AY 2022
Group A				
Dentistry	\$26,750	\$27,350	\$28,000	\$28,625
Medicine	32,650	32,650	33,400	34,175
Occupational Therapy	14,000	14,300	14,650	14,975
Optometry	18,425	18,830	19,275	19,700
Osteopathic Medicine	23,400	23,400	23,950	24,500
Physical Therapy	15,400	15,750	16,125	16,500
Physician Assistant	18,250	18,650	19,075	19,525
Podiatry	15,900	16,250	16,625	17,000
Veterinary Medicine	32,400	32,400	33,150	33,900
Group B				
Pharmacy	8,150	8,330	8,525	8,725

Feedback on the recommended increases was sought from the states and territories that provide financial support to students participating in PSEP and from institutions that receive students through the exchange. Their comments are reflected in this narrative.

Relationship to the WICHE Mission

Ensuring that states and territories have access to professional education has been central to WICHE’s mission since its inception, as stated in the Western Regional Education Compact, the agreement that established WICHE in the early 1950s. In 2019-20, 611 students preparing for their professional degree in 10 healthcare professions paid significantly reduced tuition while enrolled through WICHE’s PSEP.

PSEP helps WICHE states to:

- Develop a professional healthcare workforce
- Provide affordable access to a wide range of professional programs that otherwise may not be accessible to students in some states
- Offer students tuition assistance for healthcare programs located out-of-state when a public program is not available within their home state

- Enhance the quality and prestige of participating programs by enabling them to attract exceptional students from throughout the West
- Avoid the costs of establishing new professional schools

Balancing Diverse Needs

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support students through PSEP face mounting fiscal pressures as they try to provide access to professional education for their residents. The receiving institutions' costs of delivering professional education continue to rise, necessitating greater financial incentives to preserve slots for nonresidents in public programs.

For many years, the support fees for programs at public universities met or exceeded the differential between resident and nonresident tuition. However, for more than the past decade, support fee increases haven't kept pace with varying levels of tuition increases. As tuition has increased, the support fees have proportionately decreased.

In the 2019-20 academic year, in five fields (dentistry, occupational therapy, pharmacy, physical therapy, and physician assistant), the support fees no longer cover the full differential for the majority of public programs. These "no incentive" programs are now allowed to charge their PSEP students the differential shortfall.

When the support fee fully covers the difference between resident and nonresident tuition, PSEP students pay resident tuition and the institution retains the support fee funds that exceed the differential. Most allopathic and veterinary medicine public programs receive a financial incentive to enroll PSEP students.

Over the past few years, there was some concern that the incentives received by some schools were disproportionate. In an attempt to find an option that will best serve the needs of Western states, participating students, and the enrolling professional programs, the commission in May 2017 approved a compromise policy to cap the maximum incentive for each PSEP public program at 20 percent of the respective field's support fee. Amounts in excess of the 20 percent cap are to be applied to further reduce PSEP students' resident tuition. This new policy took effect for new students who enrolled in fall 2019.

Continuing students (those who enrolled in their respective PSEP program in fall 2018 or prior) pay resident tuition to public programs receiving an incentive, and the programs are allowed to retain the full incentive for those continuing students until they graduate.

Recommended Action

WICHE is proposing to increase the support fees for the next biennium by 2.3 percent each year, in concert with the HECA (Higher Education Cost Adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) association. Between 2017 and 2019, the HECA increased an average of 2.3 percent each academic year.

WICHE support fees provide, on average, 37.2 percent of nonresident tuition (or full private tuition for fields served only by private programs); pharmacy is only covered at 18.3 percent.

Certifying officers of most PSEP supporting states concur that the proposed increase is necessary and most state offices typically budget for an annual increase of approximately 2 to 3 percent. However, since the COVID-19 outbreak, some states have expressed concern that a shortfall in state revenues may require a reduction in the number of new PSEP students supported in 2020-21.

From 2018 to 2019, tuition and fees increased an average of 3.4 percent across all of the PSEP health care fields. [NOTE: This includes all cooperating, in-region programs except new programs or programs for which abnormal increases or decreases in tuition and fees were reported.]

On the following pages, we provide an analysis of the support fee recommendations for each of the fields; enrollment, tuition, and workforce trends; and projected fiscal impact, by state. Each field's analysis may also include comments on the fee increase by administrators of participating programs.

DENTISTRY

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$26,750	\$27,350	\$28,000	\$28,625

Supporting States: Alaska, Arizona, CNMI, Hawai'i, Montana, New Mexico, North Dakota, Wyoming

Total (public and private) = 118

Public Institutions	Students Enrolled	AY19 NR T&F	AY19 R T&F	Difference between NR & R T&F	Percent NR T&F Covered by SF	Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$5,350 in AY19 terms)			
						Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF (per Student)	Student T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
						F	G	H	I	J	K	L
	A	B	C	D	E							
U.C. Los Angeles	2	\$72,200	\$62,007	\$10,193	37.0%	\$16,557	\$62,007	\$88,757	\$11,207	\$5,350	\$50,800	\$77,550
U.C. San Francisco	2	96,213	83,968	12,245	27.8	14,505	83,968	110,718	9,155	5,350	74,813	101,563
U. Colorado Denver, AMC	20	79,932	54,630	25,302	33.5	1,448	54,630	81,380	0	1,448	54,630	81,380
U. Nevada, Las Vegas †	1	97,071	57,336	39,735	27.6	(12,985)	70,321	97,071	0	0	70,321	97,071
Oregon Health & Science U. †	13	85,621	57,861	27,760	31.2	(1,010)	58,871	85,621	0	0	58,871	85,621
U. of Utah †	10	86,340	50,132	36,208	31.0	(9,458)	59,590	86,340	0	0	59,590	86,340
U. Washington †	6	97,450	67,946	29,504	27.4	(2,754)	70,700	97,450	0	0	70,700	97,450
U. Missouri, Kansas City † (OOR)	6	80,097	46,183	33,914	33.4	(7,164)	53,347	80,097	0	0	53,347	80,097
U. Nebraska † (OOR)	2	94,948	52,063	42,885	28.2	(16,135)	68,198	94,948	0	0	68,198	94,948
Total Public	62											
Average		\$87,764	\$59,125	\$28,638	30.8%	-\$1,888	\$64,626	\$91,376	\$2,262		\$62,363	\$89,113
Median		\$86,340	\$57,336	\$29,504	31.0%	-\$2,754	\$62,007	\$88,757	\$0		\$59,590	\$86,340

† The WICHE support fee does not cover the resident/nonresident tuition differential.

OOR = Out-of-region; not located in a WICHE state.

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A. T. Still U., Mesa	8	\$94,190	\$67,440	28.4%
Midwestern U.	17	99,875	73,125	26.8
Loma Linda U.	1	93,323	66,573	28.7
U. of the Pacific *	3	134,255	98,588	26.6
U. Southern California	1	112,654	85,904	23.7
Western U. Health Sciences	3	88,131	61,381	30.4
Roseman U. of Health Sciences	5	93,659	66,909	28.6
Creighton U. (OOR)	18	77,345	50,595	34.6
Marquette U. (OOR)	0	75,830	49,080	35.3
Total Private	56			
Average		\$96,585	\$68,844	30.1%
Median		\$93,659	\$66,909	29.5%

* U. of the Pacific operates a three-year accelerated program; student receives four years of support over a three-year period, thus a higher rate of \$35,667 in AY19.

MEDICINE (ALLOPATHIC)

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$32,650	\$32,650	\$33,400	\$34,175

Supporting States: CNMI, Montana, Wyoming

Total (public and private) = 38

NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees

Public Institutions	Students Enrolled	AY19 NR T&F	AY19 R T&F	Difference between NR & R T&F	Percent NR T&F Covered by SF	Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$6,530 in AY19 terms)			
						Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF (per Student)	Student T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
						F	G	H	I	J	K	L
U. Arizona/Tucson	2	\$57,638	\$36,060	\$21,578	56.6%	\$11,072	\$36,060	\$68,710	\$4,542	\$6,530	\$31,518	\$64,168
U. Arizona/ASU Phoenix	0	54,980	33,402	21,578	59.4	11,072	33,402	66,052	4,542	6,530	28,860	61,510
U.C. Davis	0	55,264	43,019	12,245	59.1	20,405	43,019	75,669	13,875	6,530	29,144	61,794
U.C. Irvine	0	55,262	43,017	12,245	59.1	20,405	43,017	75,667	13,875	6,530	29,142	61,792
U.C. Los Angeles	0	54,511	42,266	12,245	59.9	20,405	42,266	74,916	13,875	6,530	28,391	61,041
U.C. San Diego	0	52,656	40,411	12,245	62.0	20,405	40,411	73,061	13,875	6,530	26,536	59,186
U.C. San Francisco	0	60,788	48,543	12,245	53.7	20,405	48,543	81,193	13,875	6,530	34,668	67,318
U. Colorado Denver AMC	6	68,266	42,311	25,955	47.8	6,695	42,311	74,961	165	6,530	42,146	74,796
U. Hawai'i	3	73,229	39,573	33,656	44.6	(1,006)	40,579	73,229	0	0	40,579	73,229
U. Nevada, Reno	2	62,590	34,826	27,764	52.2	4,886	34,826	67,476	0	4,886	34,826	67,476
U. New Mexico	0	52,613	23,036	29,577	62.1	3,073	23,036	55,686	0	3,073	23,036	55,686
U. North Dakota	9	60,872	33,588	27,284	53.6	5,366	33,588	66,238	0	5,366	33,588	66,238
Oregon Health & Science U.	9	70,618	47,262	23,356	46.2	9,294	47,262	79,912	2,764	6,530	44,498	77,148
U. of Utah †	4	79,871	43,664	36,207	40.9	(3,557)	47,221	79,871	0	0	47,221	79,871
Total Public	35											
Average		\$61,368	\$39,356	\$22,013	54.1%	\$10,637	\$39,681	\$72,331	\$5,813	\$5,150	\$33,868	\$66,518
Median		\$59,213	\$41,339	\$22,467	55.2%	\$10,183	\$41,423	\$74,073	\$3,653	\$6,530	\$32,553	\$65,203

† The WICHE support fee does not cover the resident/nonresident tuition differential.

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
Loma Linda U.	1	\$62,337	\$29,687	52.4%
Mayo Clinic Arizona	2	57,170	24,520	57.1
U. Southern California	0	66,439	33,789	49.1
Total Private	3			
Average		\$61,982	\$29,332	52.9%

OCCUPATIONAL THERAPY

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$14,000	\$14,300	\$14,650	\$14,975

Supporting States: Alaska, CNMI, Hawai'i, Montana, Wyoming

Total (public and private) = 27

Public Institutions	Students Enrolled	AY19 NR T&F	AY19 R T&F	Difference between NR & R T&F	Percent NR T&F Covered by SF	Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$2,800 in AY19 terms)			
						Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF (per Student)	Student T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K	L
Northern Arizona U.	0	\$43,119	\$29,635	\$13,484	32.5%	\$516	29,635	\$43,635	\$0	\$516	\$29,635	\$43,635
Idaho State U. †	1	40,278	17,636	22,642	34.8	(8,642)	26,278	40,278	0	0	26,278	40,278
U. New Mexico	1	34,224	24,246	9,978	40.9	4,022	24,246	38,246	1,222	2,800	23,024	37,024
U. North Dakota	8	31,753	22,120	9,633	44.1	4,367	22,120	36,120	1,567	2,800	20,553	34,553
U. South Dakota †	0	34,788	18,660	16,128	40.2	(2,128)	20,788	34,788	0	0	20,788	34,788
U. of Utah †	0	56,086	30,290	25,796	25.0	(11,796)	42,086	56,086	0	0	42,086	56,086
Eastern Washington U. †	1	38,225	22,731	15,494	36.6	(1,494)	24,225	38,225	0	0	24,225	38,225
U. Washington †	1	39,892	22,840	17,052	35.1	(3,052)	25,892	39,892	0	0	25,892	39,892
Total Public	12											
Average		\$39,796	\$23,520	\$16,276	36.1%	-\$2,276	\$26,909	\$40,909	\$349	\$765	\$26,560	\$40,560
Median		\$39,059	\$22,786	\$15,811	35.9%	-\$1,811	\$25,069	\$39,069	\$0	\$0	\$25,059	\$39,059

† The WICHE support fee does not cover the resident/nonresident tuition differential.

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A. T. Still U., Mesa	1	\$35,754	\$21,754	39.2%
Midwestern U.	0	47,011	33,011	29.8
Loma Linda U.	0	44,425	30,425	31.5
Samuel Merritt U.	0	44,685	30,685	31.3
U. Southern California	2	74,714	60,714	18.7
Touro U., Nevada	4	45,544	31,544	30.7
Pacific U.	4	38,234	24,234	36.6
U. Puget Sound	4	49,750	35,750	28.1
Total Private	15			
Average		\$47,515	\$33,515	30.8%
Median		\$45,115	\$31,115	31.0%

OPTOMETRY

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$18,425	\$18,830	\$19,275	\$19,700

Supporting States: Alaska, Arizona, Colorado, Hawai'i, Montana, Nevada, New Mexico, North Dakota, Utah, Wyoming

NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	Percent T&F Covered by Support Fee
Midwestern U.	47	\$50,323	\$31,898	36.61%
Marshall B. Ketchum University	20	47,432	\$29,007	38.8
Western U. Health Sciences	2	46,290	\$27,865	39.8
Pacific U.	39	47,985	\$29,560	38.4
Out-of-region optometry schools	8			
Total Private	116			
Average		\$48,008	\$29,583	38.4%
Median		\$47,709	29,284	38.6%

OSTEOPATHIC MEDICINE

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$22,400	\$22,900	\$23,950	\$24,500

Supporting States: Arizona, CNMI, Montana, Wyoming

NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	Percent T&F Covered by Support Fee
A.T. Still U., Mesa	5	\$60,802	\$38,402	36.8%
Midwestern U.	31	76,479	54,079	29.3
Touro U., California	0	61,326	38,926	36.5
Western U. Health Sciences	7	61,813	39,413	36.2
Rocky Vista U.	4	60,147	37,747	37.2
Touro U., Nevada	1	66,937	44,537	33.5
Pacific Northwest U. of Health Sciences	12	56,000	33,600	40.0
Total Private	60			
Average		\$63,358	\$40,958	35.7%
Median		\$61,326	\$38,926	36.5%

PHARMACY

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$8,150	\$8,330	\$8,525	\$8,725

Supporting States: Alaska, CNMI, Nevada

Total (public and private) = 17

NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees

Public Institutions	Students Enrolled	AY19 NR T&F	AY19 Support Fee	AY19 R T&F	T&F Paid by WICHE Student	Percent NR T&F Covered by Support Fee
U. Arizona	0	47,598	8,150	27,471	39,448	17.1%
U.C. San Francisco	0	75,189	8,150	62,944	67,039	10.8
U. Colorado Denver, AMC	0	40,954	8,150	32,460	32,804	19.9
U. Hawai'i, Hilo	1	41,488	8,150	24,544	33,338	19.6
Idaho State U.	0	39,750	8,150	19,248	31,600	20.5
U. Montana	1	32,658	8,150	13,794	24,508	25.0
U. New Mexico	0	47,499	8,150	26,805	39,349	17.2
North Dakota State U.	0	28,669	8,150	19,617	20,519	28.4
Oregon State U.	1	43,089	8,150	26,385	34,939	18.9
U. Washington	0	55,861	8,150	34,249	47,711	14.6
Washington State U.	0	40,735	8,150	24,081	32,585	20.0
U. Wyoming	0	36,967	8,150	18,499	28,817	22.0
Total Public	3					
Average		\$44,205		\$27,508	\$36,055	19.5%
Median		\$41,221		\$25,465	\$33,071	19.8%

Private Institutions	Students Enrolled	AY19 Full Private T&F	AY19 Support Fee	T&F Paid by WICHE Student	Percent Private T&F Covered by Support Fee
Midwestern U.*	2	\$63,895	\$10,867	\$53,028	17.0%
U. of the Pacific*	0	81,345	10,867	\$70,478	13.4
U. Southern California	0	61,577	8,150	\$53,427	13.2
Western U. Health Sciences	0	51,899	8,150	\$43,749	15.7
Regis University (new)	0	37,280	8,150	\$29,130	21.9
Roseman University*	12	57,586	10,867	\$46,719	18.9
Pacific University*	0	53,296	10,867	\$42,429	20.4
Total Private	14				
Average		\$58,125		\$48,423	17.2%
Median		57,586		46,719	17.0%

* Accelerated three-year programs; student receives four years of support over a three-year period, thus a higher rate of \$10,867 in AY19.

PHYSICAL THERAPY

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$15,400	\$15,750	\$16,125	\$16,500

Supporting States: Alaska, CNMI, Hawai'i, Nevada, Wyoming

Total (public and private) = 41

Public Institutions	Students Enrolled	AY19 NR T&F	AY19 R T&F	Difference between NR & R T&F	Percent NR T&F Covered by SF	Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$3,080 in AY19 terms)			
						Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF (per Student)	Student T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K	L
Ca. State U. Fresno †	0	\$44,092	\$27,064	\$17,028	34.9%	(\$1,628)	\$28,692	\$44,092	\$0	\$0	\$28,692	\$44,092
U.C. San Fran/San Fran State U.	0	50,536	38,291	12,245	30.5	3,155	38,291	53,691	75	3,080	38,216	53,616
U. Colorado Denver, AMC †	0	52,273	25,943	26,330	29.5	(10,930)	36,873	52,273	0	0	36,873	52,273
Idaho State U. †	0	43,787	19,787	24,000	35.2	(8,600)	28,387	43,787	0	0	28,387	43,787
U. Montana †	1	42,270	16,923	25,347	36.4	(9,947)	26,870	42,270	0	0	26,870	42,270
U. Nevada Las Vegas †	3	45,717	29,866	15,851	33.7	(451)	30,317	45,717	0	0	30,317	45,717
U. New Mexico	3	33,866	20,491	13,375	45.5	2,025	20,491	35,891	0	2,025	20,491	35,891
U. North Dakota	6	32,411	22,778	9,633	47.5	5,767	22,778	38,178	2,687	3,080	20,091	35,491
U. South Dakota	0	42,522	22,360	20,162	36.2	(4,762)	22,360	37,760	0	0	22,360	42,522
U. Utah †	1	59,283	31,427	27,856	26.0	(12,456)	43,883	59,283	0	0	43,883	59,283
Eastern Washington U.	0	39,490	24,361	15,129	39.0	271	24,361	39,761	0	271	24,361	39,761
U. Washington †	0	51,748	30,420	21,328	29.8	(5,928)	36,348	51,748	0	0	36,348	51,748
Total Public	14											
Average		\$44,833	\$25,809	\$19,024	35.3%	-\$3,624	\$29,971	\$45,371	\$230	\$705	\$29,741	\$45,538
Median		\$43,940	\$25,152	\$18,595	35.0%	-\$3,195	\$28,540	\$43,940	\$0	\$0	\$28,540	\$43,940

† The WICHE support fee does not cover the resident/nonresident tuition differential.

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A. T. Still U.	0	\$38,090	\$22,690	40.4%
Midwestern U.	5	44,869	\$29,469	34.3%
Chapman U.	1	50,080	\$34,680	30.8%
Loma Linda U.	0	49,899	\$34,499	30.9%
Mt. St. Mary's U.	0	51,194	\$35,794	30.1%
Samuel Merritt U.	0	54,447	\$39,047	28.3%
U. of St. Augustine (San Marcos, CA)	1	49,012	\$33,612	31.4%
U. Southern California	2	72,944	\$57,544	21.1%
U. of the Pacific (accel. 2-year pgm.) *	0	76,982	\$53,882	28.9%
Western U. Health Sciences	1	44,548	\$29,148	34.6%
Regis University	2	29,213	\$13,813	52.7%
George Fox U.	2	33,180	\$17,780	46.4%
Pacific U.	8	38,503	\$23,103	40.0%
Touro U. - Nevada	3	45,036	\$29,636	34.2%
Rocky Mtn. U. of Health Professions	2	43,839	\$28,439	35.1%
U. Puget Sound	0	40,000	\$24,600	38.5%
Total Private	27			
Average		\$47,615	\$31,734	34.9%
Median		44,953	29,553	34.3%

* U. of the Pacific operates a two-year accelerated program; student receives three years of support over a two-year period, thus a higher rate of \$23,100 per year in AY19.

PHYSICIAN ASSISTANT

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$18,250	\$18,650	\$19,075	\$19,525

Supporting States: Alaska, CNMI, Nevada, Wyoming
 Total (public and private) = 13

Public Institutions	Students Enrolled	AY19 NR T&F	AY19 R T&F	Difference between NR & R T&F	Percent NR T&F Covered by SF	Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$3,650 in AY19 terms)			
						Per-student OR Shortfall Student Pays (added to R T&F)	WICHE Student T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF (per Student)	Student T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
						F	G	H	I	J	K	L
Red Rocks Comm. College	0	\$48,027	\$43,767	4,260	38.0%	\$13,990	43,767	\$62,017	\$10,340	\$3,650	\$33,427	\$51,677
U. Colorado Denver AMC †	0	42,872	21,523	21,349	42.6%	(\$3,099)	\$24,622	\$42,872	\$0	\$0	\$24,622	\$42,872
Idaho State U. †	4	65,033	40,529	24,504	28.1%	(\$6,254)	\$46,783	\$65,033	\$0	\$0	\$46,783	\$65,033
U. North Dakota	0	35,653	25,451	10,202	51.2%	\$8,048	\$17,403	\$35,653	\$4,398	\$3,650	\$13,005	\$39,303
Oregon Health & Science U.*	0	46,729	46,729	0	39.1%	\$0	46,729	\$46,729	\$0	\$0	\$46,729	\$46,729
U. Utah	0	49,209	30,943	18,266	37.1%	(\$16)	30,943	\$49,193	\$0	\$0	\$30,943	\$49,209
U. Washington *	1	52,298	52,298	0	34.9%	\$0	52,298	\$52,298	\$0	\$0	\$52,298	\$52,298
Total Public	5											
Average		\$48,546	\$37,320	\$11,226	38.7%	\$1,810	\$37,506	\$50,542	\$2,105	\$1,043	\$35,401	\$49,589
Median		\$48,027	\$40,529	\$10,202	38.0%	\$0	\$43,767	\$49,193	\$0	\$0	\$33,427	\$49,209

† The WICHE support fee does not cover the resident/nonresident tuition differential.

* OHSU and U. WASH tuition is the same for residents and nonresidents; support fee is credited and the student pays the balance.

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A. T. Still U.	0	\$49,940	\$31,690	36.5%
Midwestern U.	1	55,048	\$36,798	33.2%
Loma Linda U.	0	51,754	\$33,504	35.3%
Marshall B. Ketchum	1	47,433	\$29,183	38.5%
Samuel Merritt College	0	54,207	\$35,957	33.7%
Touro U. - California	0	39,308	\$21,058	46.4%
U. Southern California	0	61,305	\$43,055	29.8%
Western U. Health Sciences	0	47,465	\$29,215	38.4%
Idaho State U/College of Idaho	0	64,337	\$46,087	28.4%
Touro U., Nevada	6	53,764	\$35,514	33.9%
Pacific U.	0	47,180	\$28,930	38.7%
Total Private	8			
Average		\$51,976	\$33,726	35.7%
Median		51,754	33,504	35.3%

PODIATRY

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$15,900	\$16,250	\$16,625	\$17,000

Supporting States: Alaska, Arizona, Montana, Utah, Wyoming

NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees

Private Institutions	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	Percent T&F Covered by Support Fee
Midwestern U.	19	\$48,951	\$33,051	32.5%
Samuel Merritt U. (Calif. Sch. of Pod. Med.)	7	48,727	\$32,827	32.6
Western U. Health Sciences	3	42,421	\$26,521	37.5
Total Private	29			
Average		\$46,700	\$30,800	34.2%

VETERINARY MEDICINE

Support Fees

Approved		Proposed (2.3% incr.)	
AY19	AY20	AY21	AY22
\$32,400	\$32,400	\$33,150	\$33,900

Supporting States: Arizona, CNMI, Hawai'i, Montana, Nevada, New Mexico, North Dakota, Wyoming

Total (public and private) = 152

NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees

Public Institutions	Students Enrolled	AY19 NR T&F	AY19 R T&F	Difference between NR & R T&F	Percent NR T&F Covered by SF	Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$6,480 in AY19 terms)			
						Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF (per Student)	Student T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K	L
U.C. Davis *	11	\$51,024	\$35,922	\$15,102	63.5%	\$17,298	\$35,922	\$68,322	\$10,818	\$6,480	\$25,104	\$57,504
Colorado State U.	65	61,423	37,369	24,054	52.7	8,346	37,369	69,769	1,866	6,480	35,503	67,903
Oregon State U. **	13	50,535	26,799	23,736	64.1	8,664	26,799	59,199	2,184	6,480	24,615	57,015
Washington State U. † **	61	64,990	29,578	35,412	49.9	(-3,012)	32,590	64,990	0	0	32,590	64,990
Total Public	150											
Average		\$56,993	\$32,417	\$24,576	57.6%	\$7,824	\$33,170	\$65,570	\$3,717	\$4,860	\$29,453	\$61,853
Median		\$56,223	\$32,750	\$23,895	58.1%	\$8,505	\$34,256	\$66,656	\$2,025	\$6,480	\$28,847	\$61,247

† The WICHE support fee does not cover the resident/nonresident tuition differential.

* U.C. Davis gives all students (Resident, Nonresident, and WICHE) scholarships of \$6,000-\$8,000 to reduce tuition. No new students enrolling as of AY18.

** Prior to AY19, OSU and WSU gave WICHE students scholarships of \$4,000/year for 4 years.

Private Institution	Students Enrolled	AY19 Full Private T&F	T&F Paid by WICHE Student	Percent NR T&F Covered by Support Fee
Midwestern U. (Glendale)	2	\$67,908	\$35,508	47.7%
Total Private	2			

**Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: AY 2021 and 2022
State Summaries**

State	Number of Students AY 2019	Approved Fees AY 2020	Proposed Fees AY 2021	Projected Increase AY 2020 to 2021	Proposed Fees AY 2022	Projected Increase AY 2021 to 2022
ALASKA	14	\$318,010	\$325,575	\$7,565 (2.38%)	\$332,875	\$7,300 (2.24%)
ARIZONA	155	\$3,951,030	\$4,043,700	\$92,670 (2.35%)	\$4,134,925	\$91,225 (2.26%)
COLORADO	24	\$451,920	\$462,600	\$10,680 (2.36%)	\$472,800	\$10,200 (2.20%)
CNMI	4	\$112,100	\$114,700	\$2,600 (2.32%)	\$117,350	\$2,650 (2.31%)
HAWAI'I	51	\$1,148,580	\$1,175,650	\$27,070 (2.36%)	\$1,202,175	\$26,525 (2.26%)
MONTANA	83	\$2,336,080	\$2,390,500	\$54,420 (2.33%)	\$2,444,975	\$54,475 (2.28%)
NEVADA	47	\$857,360	\$877,350	\$19,990 (2.33%)	\$897,450	\$20,100 (2.29%)
NEW MEXICO	66	\$1,976,800	\$2,023,100	\$46,300 (2.34%)	\$2,068,700	\$45,500 (2.25%)
NORTH DAKOTA	34	\$767,710	\$785,800	\$18,090 (2.36%)	\$803,275	\$17,475 (2.22%)
UTAH	42	\$749,580	\$767,150	\$17,570 (2.34%)	\$784,200	\$17,050 (2.22%)
WYOMING	91	\$2,199,070	\$2,250,475	\$51,405 (2.34%)	\$2,301,750	\$51,285 (2.28%)
TOTAL	611	\$14,868,240	\$15,216,600	\$348,360 (2.34%)	\$15,560,375	\$343,775 (2.26%)

Note: The numbers presented are estimates; each state must verify its own numbers to account for fee variations at institutions where its students are enrolled. The projected increases are in some instances slightly more or less than the proposed 2.3 percent increase because support fees were rounded. The number of students supported in each field also affects the total percentage increase.

Detailed Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: AY 2021 and 2022

State and Field	Number of Students AY 2019	Approved Fees AY 2020	Proposed Fees AY 2021	Projected Increase AY 2020 to 2021	Proposed Fees AY 2022	Projected Increase AY 2021 to 2022
ALASKA						
Dentistry	8	\$218,800	\$224,000	\$5,200	\$229,000	\$5,000
Occupational Therapy	1	14,300	14,650	350	14,975	325
Optometry	2	37,660	38,550	890	39,400	850
Physical Therapy	3	47,250	48,375	1,125	49,500	1,125
Physician Assistant	0	0	0	0	0	0
Podiatry	0	0	0	0	0	0
Pharmacy	0	0	0	0	0	0
TOTAL (% change)	14	\$318,010	\$325,575	\$7,565 (2.38%)	\$332,875	\$7,300 (2.24%)
ARIZONA						
Dentistry	41	\$1,121,350	\$1,148,000	\$26,650	\$1,173,625	\$25,625
Optometry	21	395,430	404,775	9,345	413,700	8,925
Osteopathic Medicine	41	959,400	981,950	22,550	1,004,500	22,550
Podiatry	13	211,250	216,125	4,875	221,000	4,875
Veterinary Medicine	39	1,263,600	1,292,850	29,250	1,322,100	29,250
TOTAL (% change)	155	\$3,951,030	\$4,043,700	\$92,670 (2.35%)	\$4,134,925	\$91,225 (2.26%)
COLORADO						
Optometry	24	\$451,920	\$462,600	\$10,680	\$472,800	\$10,200
TOTAL (% change)	24	\$451,920	\$462,600	\$10,680 (2.36%)	\$472,800	\$10,200 (2.20%)
CNMI						
Medicine	2	\$65,300	\$66,800	\$1,500	\$68,350	\$1,550
Osteopathic Medicine	2	46,800	47,900	1,100	49,000	1,100
TOTAL (% change)	4	\$112,100	\$114,700	\$2,600 (2.32%)	\$117,350	\$2,650 (2.31%)
HAWAII						
Dentistry	10	\$273,500	\$280,000	\$6,500	\$286,250	\$6,250
Occupational Therapy	3	42,900	43,950	1,050	44,925	975
Optometry	11	207,130	212,025	4,895	216,700	4,675
Physical Therapy	15	236,250	241,875	5,625	247,500	5,625
Veterinary Medicine	12	388,800	397,800	9,000	406,800	9,000
TOTAL (% change)	51	\$1,148,580	\$1,175,650	\$27,070 (2.36%)	\$1,202,175	\$26,525 (2.26%)
MONTANA						
Dentistry	14	\$382,900	\$392,000	\$9,100	\$400,750	\$8,750
Medicine	26	848,900	868,400	19,500	888,550	20,150
Occupational Therapy	5	71,500	73,250	1,750	74,875	1,625
Optometry	6	112,980	115,650	2,670	118,200	2,550
Osteopathic Medicine	13	304,200	311,350	7,150	318,500	7,150
Podiatry	0	0	0	0	0	0
Veterinary Medicine	19	615,600	629,850	14,250	644,100	14,250
TOTAL (% change)	83	\$2,336,080	\$2,390,500	\$54,420 (2.33%)	\$2,444,975	\$54,475 (2.28%)
NEVADA						
Occupational Therapy	5	\$71,500	\$73,250	\$1,750	\$74,875	\$1,625
Pharmacy	17	141,610	144,925	3,315	148,325	3,400
Physical Therapy	5	78,750	80,625	1,875	82,500	1,875
Physician Assistant	6	111,900	114,450	2,550	117,150	2,700
Veterinary Medicine	14	453,600	464,100	10,500	474,600	10,500
TOTAL (% change)	47	\$857,360	\$877,350	\$19,990 (2.33%)	\$897,450	\$20,100 (2.29%)

Note: Fiscal impact of the proposed PSEP support fees based on current year enrollments, using base fee levels in all fields. For year-round or accelerated programs, higher fees apply.

Detailed Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: AY 2021 and 2022 (cont.)

State and Field	Number of Students AY 2019	Approved Fees AY 2020	Proposed Fees AY 2021	Projected Increase AY 2020 to 2021	Proposed Fees AY 2022	Projected Increase AY 2021 to 2022
NEW MEXICO						
Dentistry	32	\$875,200	\$896,000	\$20,800	\$916,000	\$20,000
Optometry	0	0	0	0	0	0
Veterinary Medicine	34	\$1,101,600	1,127,100	25,500	1,152,600	25,500
TOTAL (% change)	66	\$1,976,800	\$2,023,100	\$46,300 (2.34%)	\$2,068,700	\$45,500 (2.25%)
NORTH DAKOTA						
Dentistry	7	\$191,450	\$196,000	\$4,550	\$200,375	\$4,375
Optometry	22	414,260	424,050	9,790	433,400	9,350
Veterinary Medicine	5	162,000	165,750	3,750	169,500	3,750
TOTAL (% change)	34	\$767,710	\$785,800	\$18,090 (2.36%)	\$803,275	\$17,475 (2.22%)
UTAH						
Optometry	26	\$489,580	\$501,150	\$11,570	\$512,200	\$11,050
Podiatry	16	260,000	266,000	6,000	272,000	6,000
TOTAL (% change)	42	\$749,580	\$767,150	\$17,570 (2.34%)	\$784,200	\$17,050 (2.22%)
WYOMING						
Dentistry	6	\$164,100	\$168,000	\$3,900	\$171,750	\$3,750
Medicine	10	326,500	334,000	7,500	341,750	7,750
Occupational Therapy	13	185,900	190,450	4,550	194,675	4,225
Optometry	4	75,320	77,100	1,780	78,800	1,700
Osteopathic Medicine	4	93,600	95,800	2,200	98,000	2,200
Physical Therapy	18	283,500	290,250	6,750	297,000	6,750
Physician Assistant	7	130,550	133,525	2,975	136,675	3,150
Podiatry	0	0	0	0	0	0
Veterinary Medicine	29	939,600	961,350	21,750	983,100	21,750
TOTAL (% change)	91	\$2,199,070	\$2,250,475	\$51,405 (2.34%)	\$2,301,750	\$51,285 (2.28%)
TOTALS BY ACADEMIC FIELD						
Dentistry	118	\$3,227,300	\$3,304,000	\$76,700	\$3,377,750	\$73,750
Medicine	38	1,240,700	1,269,200	28,500	1,298,650	29,450
Occupational Therapy	27	386,100	395,550	9,450	404,325	8,775
Optometry	116	2,184,280	2,235,900	51,620	2,285,200	49,300
Osteopathic Medicine	60	1,404,000	1,437,000	33,000	1,470,000	33,000
Physical Therapy	41	645,750	661,125	15,375	676,500	15,375
Physician Assistant	13	242,450	247,975	5,525	253,825	5,850
Podiatry	29	471,250	482,125	10,875	493,000	10,875
Veterinary Medicine	152	4,924,800	5,038,800	114,000	5,152,800	114,000
Pharmacy	17	141,610	144,925	3,315	148,325	3,400
TOTAL (% change)	611	\$14,868,240	\$15,216,600	\$348,360 (2.34%)	\$15,560,375	\$343,775 (2.26%)

Note: Fiscal impact of the proposed PSEP support fees based on current year enrollments, using base fee levels in all fields. For year-round or accelerated programs, higher fees apply.

Survey of Cooperating Programs

The table below summarizes by PSEP field: state investment, current coverage of the 2019-20 support fees, national workforce projections, earning potential, and average student debt for new graduates.

WICHE PSEP Fast Facts 2019-20													
Field	AY19 Number Students	AY19 States	AY19 \$ Investment	Proposed Increase (%)	Proposed SF AY21	Proposed SF AY22	% NR/PRIV Tuition that AY19 SF Covers	# of Public Pgms. where SF Covers R/NR Differential	Avg. T&F Increase AY18 to AY19	Estimated Growth %	Employment Change 2018-2028 (BLS)	Median Pay 2018 (BLS)	Average Student Debt, Class Year, Source
DENTISTRY	118	AK, AZ, CNMI, HI, MT, NM, ND, WY	\$3,163,991	2.3%	\$28,000	\$28,625	30.0%	3 out of 9	3.8%	7%	11,600	\$155,240	\$292,169 Public and private, 2019, American Dental Education Assoc. (ADEA)
MEDICINE (Allopathic)	38	CNMI, MT, WY	\$1,204,211	2.3%	\$33,400	\$34,175	53.9%	12 out of 14	2.4%	7%	55,400	\$208,000	\$180,000 public \$306,200 private 2016, Assoc. of American Medical Colleges (AAMC)
OCCUPATIONAL THERAPY	27	AK, CNMI, HI, MT, WY	\$377,997	2.3%	\$14,650	\$14,975	33.4%	3 out of 8	5.2%	18%	23,700	\$85,270	Not available
OPTOMETRY	116	AK, AZ, CNMI, CO, HI, MT, NV, NM, ND, UT, WY	\$2,094,309	2.3%	\$19,275	\$19,700	38.4%	N/A	3.3%	10%	4,000	\$111,790	\$178,922 2018, Assoc. of Schools and Colleges of Optometry (ASCO)
OSTEOPATHIC MEDICINE	60	AZ, CNMI, MT, WY	\$1,316,750	2.3%	\$23,950	\$24,500	35.7%	N/A	3.2%	7%	55,400	\$208,000	\$260,854 2019, American Assoc. of Colleges of Osteopathic Medicine (AACOM)
PHYSICAL THERAPY	41	AK, CNMI, HI, NV, WY	\$631,400	2.3%	\$16,125	\$16,500	35.1%	4 out of 11	4.8%	22%	54,200	\$87,930	\$107,000 2017, American Physical Therapy Assoc. (APTA)
PHYSICIAN ASSISTANT	13	AK, CNMI, NV, WY	\$237,250	2.3%	\$19,075	\$19,525	36.9%	3 out of 7	4.1%	31%	37,000	\$108,610	\$100,656 Public and private, 2018, Physician Assistant Education Assoc. (PAEA)
PODIATRY	29	AK, AZ, MT, UT, WY	\$461,100	2.3%	\$16,625	\$17,000	34.2%	N/A	2.2%	6%	600	\$129,550	\$218,424 Private, 2019, Western University of Health Sciences
VETERINARY MEDICINE	152	AZ, CNMI, HI, MT, NV, NM, ND, WY	\$4,892,400	2.3%	\$33,150	\$33,900	55.6%	3 out of 4	3.2%	18%	15,600	\$93,830	\$149,877 Public and private, 2019, American Veterinary Medical Assoc. (AVMA)
PHARMACY	17	AK, CNMI,	\$176,588	2.3%	\$8,525	\$8,725	18.3%	N/A	1.9%	0%	(100)	\$126,120	\$166,528 2018, American Assoc. of Colleges of Pharmacy (AACCP)

Deans' comments on proposed fee increases

WICHE staff surveyed the deans of approximately 135 participating programs on the proposed increases and trends related to their field. The vast majority were very appreciative of the proposed increase. The program director will relay some of the highlights of their responses during the committee meeting

New professional healthcare schools opening in the West

Demand for physician assistants (PAs) continues to explode; it is the fastest-growing field served by PSEP. The Bureau of Labor Statistics (BLS) estimates a growth rate of 31 percent from 2018 to 2028.

Marshall B. Ketchum University's physician assistant program is now fully accredited and enrolled its first WICHE PSEP student as of the 2019-20 academic year. In the WICHE region alone, there are 10 new programs that are provisionally accredited and have enrolled/will be enrolling physician assistant students:

- California State University, Monterey Bay (2018)
- Chapman University—CA (2016)
- Charles R. Drew University—CA (2016)
- Dominican University of California (2017)
- Southern California University of Health Sciences (2016)
- University of La Verne—CA (2018)
- University of the Pacific—CA (2016)
- Colorado Mesa University (2018)
- Rocky Vista University—CO (2018)
- University of Nevada, Reno (2018)

Physical therapists and occupational therapists are also in high demand. BLS estimates a 22 percent growth rate (247,700 new jobs) and 18 percent growth rate (133,000 new jobs), respectively, for these fields.

In recent years, there has been some interesting dialogue over mandating that a doctorate degree become the entry-level degree for occupational therapy. For approximately the past two decades, occupational therapists have been required to obtain a master's (MOT) to practice. In August 2017, the American Occupational Therapy Association (AOTA) mandated that the entry-level doctorate would become the new standard for occupational therapists by a target date of 2027. Although the MOT was the standard, there was steady movement toward the occupational therapy doctorate (OTD) among WICHE's cooperating programs. Six out of 16 programs now offer only the OTD; one program is transitioning to the doctorate program, and the balance of programs offer only the MOT. In 2018, WICHE staff had planned to request a new payment structure that would increase the support fee payment slightly to cover a full three years of study for the OTD. Current payments cover two and one-half years of study, which covers the MOT. However, the OTD requires an additional semester—a total of three full years. Finally, in April 2019, the AOTA recanted on its 2017 mandate and voted to support dual entry-level degrees: both the MOT and the OTD. Therefore, WICHE staff deems it unnecessary to change the current payment structure, at this time.

Veterinarians are in high demand, too; BLS estimates a growth rate of 18 percent and 15,600 new jobs from 2018 to 2028. There are two new veterinary schools in the West, both located in Arizona. Midwestern University, in Glendale, matriculated its first class in fall 2014 and received full accreditation in 2018. It is the newest option for WICHE PSEP veterinary medicine students and has two WICHE PSEP students enrolled as of AY2019.

The University of Arizona first began its plans to open a veterinary college in 2012. It proposed an innovative model of a one-year, pre-professional program (not requiring an undergraduate degree), followed by an accelerated three-year, year-round DVM professional program. The college hoped to enroll its first class in Fall 2017, but was denied preliminary accreditation by the American Veterinary Medical Association (AVMA)'s Council on Education (COE). In spring 2019, the program was granted provisional accreditation to enroll students. The program missed the deadline to be included in the national application system (VMCAS) but still plans to enroll its class in 2020. It won't be eligible to enroll WICHE PSEP students until it graduates its first class and is fully accredited. In lieu of a teaching hospital, it will partner with veterinarians in hospitals, clinics, and elsewhere to provide clinical experiences in a student's third year.

The BLS projects a need for 55,400 new physicians by 2028, a growth rate of 7 percent. Mayo Clinic Alix School of Medicine in Phoenix/Scottsdale is WICHE's newest allopathic partner and has enrolled two students as of the current academic year.

There are many new allopathic and osteopathic medical schools with preliminary, candidate, or applicant accreditation status in the WICHE states, gearing up to help meet the need for physicians.

Allopathic schools are accredited by the Liaison Committee on Medical Education (LCME):

- California Northstate University College of Medicine, Elk Grove, Calif. (private for-profit; provisional accreditation, 2015)
- California University of Science and Medicine-School of Medicine, San Bernardino, Calif. (private; preliminary accreditation, 2019)
- Kaiser Permanente Bernard J. Tyson School of Medicine, Pasadena, Calif. (private nonprofit, preliminary accreditation, 2019)
- University of Nevada Las Vegas School of Medicine (public, provisional accreditation, 2016)
- Roseman University of Health Sciences College of Medicine, Las Vegas (private, nonprofit) is an applicant school with the LCME; matriculation of its inaugural class is to be determined.
- Washington State University Spokane's Elson S. Floyd College of Medicine (public, provisional accreditation, 2016)

Osteopathic schools are accredited by the Commission on Osteopathic College Accreditation (COCA):

- California Health Sciences University College of Osteopathic Medicine, Clovis, Calif. (Pre-accreditation status as of March 2020, pending a site visit)
- The Idaho College of Osteopathic Medicine, Meridian, Idaho (private for-profit; pre-accreditation, 2017). The college is a partnership of The Burrell Group, LLC, and Idaho State University.
- Burrell College of Osteopathic Medicine (BCOM), Las Cruces, NM (private) partnered with New Mexico State University (private for-profit; pre-accreditation, 2017)

In February 2014, the American Association of Colleges of Osteopathic Medicine (AACOM), the American Osteopathic Association (AOA), and the Accreditation Council for Graduate Medical Education (ACGME) forged an agreement and will share in a single accreditation system for graduate medical education under the sponsorship of the ACGME by June 2020. Resulting from these efforts, medical students will no longer need to register for two (M.D. and D.O.) separate residency-matching systems.

Action requested

Approval of the proposed amounts in support fees for all of the PSEP fields for each year of the 2021 and 2022 biennium as outlined in the chart on page 3-10.

Information Items

Student Access Program Highlights

Western Undergraduate Exchange (WUE)

This regional tuition-savings program enables students in WICHE member states and territories to enroll in a participating two- or four-year public institution located in another WICHE state or territory and pay up to 150 percent of the enrolling institution's resident tuition (or less). In 2019-20, a record 42,515 Western Undergraduate Exchange (WUE) students and their families saved more than \$408.6 million. A total of 164 two-year and four-year institutions participate in WUE. Final enrollment and savings numbers for WUE, WRGP, and PSEP were published in March 2020 in the *WICHE Student Access Programs: By the Numbers 2019-20*, which can be found at wiche.edu/files/files/SAP-by-the-numbers-2019-20.pdf.

Western Regional Graduate Program (WRGP)

The Western Regional Graduate Program (WRGP) allows graduate certificate, master's, and Ph.D. students who are residents of WICHE states and territories to affordably enroll in hundreds of graduate programs at 59 public institutions in the West. Through WRGP, students can enroll in participating schools as nonresidents, yet pay resident tuition rates. In academic year 2019-20, 1,907 students saved an estimated \$27.9 million in tuition through WRGP. This marks a record 29 percent increase in WRGP enrollment from the previous 2018-19 academic year. The University of Hawai'i Hilo recently joined WRGP and will begin offering the reduced tuition rate to students in fall 2020.

Starting in summer/fall 2020, WRGP institutions will have the option of charging new students up to 150 percent of resident tuition. Enrolled students will continue to pay the resident tuition rate. Ten of the participating institutions will increase their WRGP tuition rate for new students and the majority will continue to charge the resident tuition rate.

Professional Student Exchange Program (PSEP)

WICHE has provided Western residents with affordable access to professional education since the early 1950s; 15,282 practitioners have benefited. This academic year, 10 WICHE states and the Commonwealth of the Northern Mariana Islands are investing \$14.6 million to support 611 students studying for a professional healthcare degree. Students can choose from more than 130 fully accredited programs in 10 healthcare fields at more than 60 participating public and private institutions. A student's home legislature appropriates funds to buy down tuition costs in the fields the state or territory elects to support.

COVID-19

WICHE applauds its partner institutions for their valiant efforts to ensure student success during this time of crisis. WICHE staff members are appreciative of partner institutions' flexibility to accommodate WUE, WRGP and PSEP enrolled students and applicants. Staff anticipate a drop in WUE enrollments as some undergraduate students may want to stay close to home until the pandemic stabilizes or is resolved. Institutions predict an increase in deferred enrollment requests. The deans and program directors of WICHE's partner PSEP programs state that many of their students' clinical experiences are on hold, likely delaying those students' graduations.

November 2020 WICHE Certifying Officers' Meeting

Certifying officers play an important role in their state's participation in WICHE's Student Access Programs. Typically, they are staff members of state higher education agencies or institutional systems in states that do not have a state-level higher education agency. In states that fund students through PSEP, certifying officers review the prospective students' applications for "certification" to determine whether the individual meets the home state's residency criteria and is eligible to be considered for support. They administer all aspects of PSEP for their home-state residents and serve as state liaisons for the WUE and WRGP programs. Certifying officers will meet in November 2020, in conjunction with the WICHE Commission meeting. Periodic Zoom calls will be held in the meantime to discuss how the states are addressing issues related to COVID-19; administration of service payback requirements for PSEP graduates; strategy and tactics for marketing the student access programs; and more.

WICHE Veterinary Medicine Advisory Council

The purpose of the council is to provide a forum for communication and liaison between WICHE staff, member states and territories, and the region's schools of veterinary medicine, so that the workforce needs of the region can be met. Each WICHE member may appoint two members to the council. Candidates are nominated by the respective state or territory's Executive Committee member in consultation with the state higher education agencies and the state veterinary

association. Members of the council may include legislators with expertise in the profession, state veterinarians, and practicing veterinarians who are members of state veterinary associations. Deans of the Colleges of Veterinary Medicine and the director of WICHE's Student Access Programs are ex officio, nonvoting members.

The group had planned to meet June 2020 in Sedona, Ariz., but that meeting has been postponed due to the coronavirus outbreak. The council will reschedule the meeting for June 2021. Midwestern University will host the meeting in Sedona. Discussion topics planned include collaboration to develop advising in financial literacy for pre-vet and currently enrolled Doctor of Veterinary Medicine (DVM) students, the University of Arizona's new College of Veterinary Medicine, and more. Council members will also tour Midwestern University's College of Veterinary Medicine facilities in Glendale, Ariz., just prior to the meeting.

WICHE's Initiative to Reduce the Postsecondary Attainment Gap for American Indians and Alaska Natives

"Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice," the WICHE initiative funded by a Lumina Foundation grant and launched in December 2017, is a collaboration of two-year and four-year institutions designated as Native American-Serving Nontribal Institutions (NASNTIs) by the US Department of Education. The initiative aims to address the higher education attainment gap of Native Americans and Alaska Natives compared to majority students. The 22 NASNTI colleges and universities that receive Title III funding have at least 10 percent Native students in their student populations and are typically situated near American Indian tribal communities. At the outset, WICHE awarded small grants to 11 of the Native-Serving Institutions to support planning for achieving quantifiable goals to narrow attainment gaps, implement high impact practices and other practices leading to academic success, and to develop accountability and sustainability of their work. A major objective of this project is to strengthen the presence and impact in state and federal higher education policy arenas and to create a network among institutions serving large numbers of American Indians and Alaska Natives (AI/AN).

The 11 institutions that received two-year planning grants will be near completion of their campus-based planning and implementation strategies by May 31, 2020. The campus grantee reporting deadline has been extended to November 31, 2020. Due to the COVID-19 crisis, Lumina Foundation and WICHE canceled the National Summit that was scheduled for July 13-15, 2020. The Summit will not be rescheduled. WICHE project staff in consultation with Lumina's program officer redeployed project grant funds for the Year 3 Regional Summits to provide small block grants for internet and computer support of AI/AN students facing difficulty and challenges in completing course work as campuses moved to on-line instruction. WICHE project staff reached out to NASNTI college presidents and NASNTI project directors to determine campus needs. AI/AN students are especially impacted due to the remoteness of their homes and lack of adequate broadband infrastructures on their reservations. Policy research and networking activities of the project will continue.

Academic Leadership Initiative Updates

Western Alliance of Community College Academic Leaders

Members of the Alliance are the chief academic leaders of two-year institutions and associated system and state agencies in the WICHE region. The Alliance was scheduled to host its annual meeting on March 25-27, 2020, in Albuquerque, NM with the theme "Redefining College: Becoming the Partner of Choice for Students, Business, and Your Community." The program will be offered in an online format focusing on COVID-19-relevant content featuring noted speakers from government, higher education, and industry. New members to join the Alliance include the Oregon Higher Education Coordinating Commission and Centralia College in Washington. The Alliance continues to pursue funding to offer a year-long professional development program for prospective chief academic leaders in the two-year sector. For more information about the Alliance and its 85 members, see wiche.edu/alliance.

Western Academic Leadership Forum

Members of the Forum are the provosts and vice presidents of academic affairs at four-year institutions and chief academic leaders of associated system and state agencies in the WICHE region. Lewis-Clark State College in Idaho joined as a new member this year. The Forum was scheduled to hold its annual meeting April 22-24, 2020 in Juneau, AK with the theme "Who Really Matters in the Changing Landscape of Higher Education." The program will be moved to an online format with select webinars covering relevant COVID-19 topics, including Basic Needs and Student Wellbeing, the Role of Advising in Student Success and a presentation, "Educational Opportunities and Success for All Students," by speaker, Deborah Santiago of Excelencia in Education. Several Forum committees are currently working to identify best practices

in tackling wellness issues on campuses, assessing current member institutions on faculty diversity efforts (recruitment, professional development, promotion, and retention), and sharing state policies and practices on dual and concurrent enrollment. For more information about the Forum and its 62 members, see wiche.edu/forum.

Western Academic Leadership Academy

Sponsored by the Western Academic Leadership Forum, the Academy is a professional development program designed to develop a pipeline of future academic leaders. The Academy's faculty—sitting or retired provosts among the Forum's membership—selected the 2020 cohort, whose 13 participants hail from 10 WICHE states: Colorado, Idaho, Montana, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The Academy's summer intensive is scheduled for July 8-10, 2020, in an online format. The faculty will mentor the cohort through April 2021, when they will attend the culminating seminar at the Forum's annual meeting. For more information, see wiche.edu/forum/academy.

Interstate Passport®

Interstate Passport is a national program that facilitates the block transfer of lower-division general education attainment based on learning outcomes, rather than specific courses and credits. Thirty-two institutions in 14 states are members of the Interstate Passport Network; they have officially awarded over 38,800 Passports during the Network's three years of operation. The most recent institutions to join are The Chicago School of Professional Psychology and Adams State University. Several working committees including military and veteran affairs adviser institution liaisons, campus marketing directors, and academic advisers convene regularly to advise on institutions' implementation processes and to share best practices. Outreach continues to other institutions in multiple WICHE states and beyond. The program has been exploring partnership and collaborative opportunities with organizations such as the American Council on Education. Staff is actively seeking funding to further scale Interstate Passport, as the grant from the US Department of Education's First in the World grant continues with a no-cost extension through September 2020 to complete the research component. For more information, see interstatepassport.wiche.edu.

WICHE Online Course Exchange

The WICHE Online Course Exchange (OCE) enables WICHE students to seamlessly enroll, through their home institutions, in online courses offered by other two- and four-year institutions participating in a consortium. Consortia contract with WICHE for use of its robust OCE that is designed to support the exchange of online courses, provide more online course options for students, and optimize the use of institutional resources. Currently there are two multi-institution consortia, SunPath Online and NEXus, utilizing the online platform. SunPath Online shares general education courses among community colleges within the state of New Mexico and NEXus shares doctoral courses in nursing across its nationwide membership. For more information, see wiche.edu/oce.

Collaborative Cost-Savings Initiatives Updates

MHECtech Contracts

WICHE partners with the Midwestern Higher Education Compact (MHEC) to leverage the potential volume of the WICHE region's purchasing power, while saving institutions and other eligible entities time and money by simplifying the procurement process. Competitively bid and negotiated contracts provide competitive solutions established in accordance with public procurement laws, which negate an institution's or other entity's need to conduct a sourcing process. The contracts offer a turnkey solution to higher education institutions (publics and not-for-profit privates), K-12 districts and schools, state agencies, county and municipal governments, and education-related nonprofits that want to buy computers, software, printing equipment, document-management services, and related training and consulting services. MHEC's Technologies Committee and staff conduct extensive competitive procurement processes and negotiate favorable agreements with several vendors. The program reduces the duplication of procurement processes and helps eligible campuses and other entities save money and increase their range of purchasing options. Last year, more than 1,600 institutions and other entities in 13 WICHE member states reaped benefits of aggregated volume purchases that lowered product cost with savings of \$6.5 million. Participating vendors include Dell, HP, Oracle America, VMware from Arrow Electronics, and Xerox. The mhectech.org website provides details on vendors and eligible entities and links to vendor contracts.

Master Property Program

The Master Property Program (MPP), a property insurance and risk-management collaborative initiative developed by MHEC, has 165 participating campuses across the US representing total insured values of approximately \$82 billion. The program was initially developed in 1994 to broaden property insurance coverage, reduce program costs, and encourage improved asset protection strategies for Midwestern two- and four-year, not-for-profit colleges and universities. WICHE-region institutions became eligible to participate in the program in 2004; the New England Board of Higher Education

(NEBHE) joined the program in 2009 and the Southern Regional Education Board (SREB) in 2013. Institutions and systems in the West taking part include: Pima County Community College District (Arizona), Colorado College, Colorado School of Mines, University of Northern Colorado, The College of Idaho, Nevada System of Higher Education's seven campuses and Desert Research Institute Centers, Lewis & Clark College (Oregon), Reed College (Oregon), Willamette University (Oregon), Westminster College (Utah), Seattle Pacific University, (Washington), Whitman College (Washington), and the University of Wyoming. From March 5-7, 2020, several representatives from WICHE-region institutions attended the MPP's annual all-insured meeting and also took part in a two-day loss control workshop in St. Louis, exchanging best practices and lessons learned and benefitting from the knowledge of experts in asset protection, facilities management, campus security, and environmental health. The MPP is governed by a committee comprising leaders from member institutions. WICHE-region member institutions are represented by two members on the committee: Craig Kispert, vice president for business and finance, Seattle Pacific University, and Lisa Schaller, director of Insurance and Loss Control, Nevada System of Higher Education.

Cyber Insurance

MHEC has also invited WICHE to partner on offering an MHEC Cyber Insurance program to public and not-for-profit private institutions in the West. NEBHE and SREB also participate. MHEC contracted with Marsh USA Inc. to serve as the program administrator for the MHEC Cyber Insurance program following a competitive bid process.

Colleges and universities have unique cyber risks because of their business operations, assets, and environments. An institution's use of technology within its operations and any handling, collection, or storage of confidential information contributes to the ongoing challenge of keeping its assets safe. The MHEC Cyber Insurance approach analyzes the institution's threat environment, assesses the significance of the vulnerabilities in security controls, and determines how much financial exposure the institution faces. MHEC's approach can also provide benchmarking on how much cyber coverage institutions of similar risk are buying. Over time, MHEC staff hope to assemble a critical mass of participating institutions to provide an option of collaborative risk-sharing in an excess layer of insurance coverage. This shared excess layer could provide additional coverage at a reduced cost, relative to an institution securing coverage on a stand-alone basis.

MHECare

Another MHEC/WICHE partnership offers institutions and college and university systems a student health insurance plan underwritten by UnitedHealthcare StudentResources (UHCSR). MHEC utilized a competitive bid process to select UHCSR as the plan's carrier—enabling member institutions to avoid a time- and resource-consuming request-for-proposal process while being served by a carrier that is Affordable Care Act compliant and fully equipped to respond rapidly to changes in regulations. For more information on the MHECare or any of the other MHEC initiatives described above, contact Jere Mock, WICHE vice president of Programs and Services, at jmock@wiche.edu or 303.541.0222.

Monday, May 18, 2020

2:00 - 3:00 p.m. MDT

Policy Analysis and Research Committee Meeting

Committee Members






Christopher Cabaldon (CA), Committee Chair
 Matt Freeman, (ID), Committee Vice Chair

- Susan Anderson (AK)
- John Arnold (AZ)
- Jim Chavez (CO)
- Colleen Sathre (HI)
- Laurie Bishop (MT)
- Thom Reilly (NV)
- Barbara Damron (NM)
- Mark Hagerott (ND)
- Ben Cannon (OR)
- Larry Tidemann (SD)
- Rodney Jacob (US Pacific Territories and Freely Associated States/Guam)
- Patricia Jones (UT)
- Gerry Pollet (WA)
- Kim Dale (WY)

Agenda

Presiding: Christopher Cabaldon, chair

Staff: Patrick Lane, vice president, Policy Analysis and Research
 Melissa Sanders, administrative assistant III,
 Policy Analysis and Research
 Christina Sedney, director of policy initiatives and
 state authorization

-  Approval of the November 7, 2019, Policy Analysis and Research Committee meeting minutes 4-3
-  Approval of the Policy Paper Series on Affordability 4-7
-  Approval of the Dual Credit Research and Implementation Network 4-9
-  Approval of a project related to recovery from the COVID-19 pandemic 4-11
-  Discussion and approval of the FY 2021 workplan section pertaining to the Policy Analysis and Research unit's activities 4-13

Information Items:

Update on WICHE State Authorization Reciprocity Agreement – State Appeals Process and other items

Update on Recognition of Learning project and forthcoming publications

WICHE Insights—Tuition and Fees in the West 2019-20: Trends and Implications

Discussion Item:

Legislative Advisory Committee 2019 Meeting and 2020 Planning 4-19

Other business

Adjournment

ACTION ITEM

Policy Analysis and Research Committee Minutes November 7, 2019

Committee Members Present:

Susan Anderson (AK), vice chair

Jim Chavez (CO)

Colleen Sathre (HI)

Matt Freeman (ID)

Laurie Bishop (MT)

Fred Lokken (NV)

Barbara Damron (NM)

Ray Holmberg (ND)

Larry Tidemann (SD)

Rodney Jacob (US Pacific Territories and
Freely Associated States/Guam)

Ann Millner (UT)

Gerry Pollet (WA)

Kim Dale (WY)

Committee Members Absent:

John Arnold (AZ)

Christopher Cabaldon (CA), chair

Thom Reilly (NV)

Mark Hagerott (ND)

Ben Cannon (OR)

Fred Baldwin (WY)

Guest:

Alexis Hofschneider, US Pacific Territories and
Freely Associated States/CNMI

Staff Present:

Peace Bransberger, senior research analyst

Dave Clark, chief of digital services

Colleen Falkenstern, research analyst

Patrick Lane, vice president, Policy Analysis and Research

Demarée Michelau, president

Shelley Plutto, administrative assistant III

Christina Sedney, director of policy initiatives and
state authorization

Presiding: Susan Anderson, committee vice chair

Commissioner Anderson called the committee meeting to order at 1:00 p.m. and asked Patrick Lane, vice president of Policy Analysis and Research, to call roll; a quorum was established. WICHE staff present were introduced.

ACTION ITEM

Approval of the May 20, 2019, Policy Analysis and Research Committee meeting minutes

Commissioner Anderson asked the committee members to review the minutes from the May 2019 meeting in their agenda books. Commissioner Barbara Damron **MOVED TO APPROVE** which was **SECONDED** by Commissioner Fred Lokken. The minutes were approved unanimously.

Information Item

Update on WICHE data privacy plan

Lane introduced the data privacy plan and added that the data privacy plan comes through the Policy Analysis and Research committee. He provided an update on the execution of the plan and explained that WICHE has worked with the Cooley Law Firm to develop the plan, which was initially funded by a \$40,000 reserve dedication. Lane added that an additional \$225,000 reserve request was approved by the Executive Committee in September to further work on implementing the plan. He added that WICHE has begun the work of updating policies and procedures to ensure that the organization is compliant with GDPR and has a robust plan in place.

Information Item

Tuition and Fees in Public Higher Education in the West 2019-20

Lane pointed the committee to the *Tuition and Fees* report that was sent electronically last week, with printed versions distributed at the Commission meeting. He added that the report provides tuition and fees rates for residents and non-residents by institution, state, and the region and changes in rates over time. He clarified that it is not intended to be a report on affordability. General findings from this year's report included a 2.2 percent increase in the regional average

tuition and fees for resident undergraduates at four-year institutions (essentially no change when adjusting for inflation) and a 3.1 percent increase in the regional average tuition and fees for residents at two-year institutions. Lane also explained that the report is used by states to identify the direction of prices in the various states. Lastly, he added that the report will be shared publicly next week. Commissioner Colleen Sathre asked if the listed tuition and fees respondents receive a copy of the report, and WICHE staff shared that they do.

Information Item

Benchmarks: WICHE Region 2019

Lane pointed the committee to the *Benchmarks* packet provided at the beginning of the meeting and explained that it included the region, state, and 2018 *Benchmarks* report. He highlighted that the previous year's report was included to show how *Benchmarks* was updated to provide more state-specific details and better meet commissioners' needs. Lane added that this year *Benchmarks* will be presented electronically through Tableau dashboards, which will allow users to select a specific state and view data across time periods. He explained to the committee that these changes were feasible due to the reserve funds that were approved by the commission to develop a WICHE database. He added a brief update on the database status and explained that currently the database includes IPEDS data and that staff expect Census data to be include in the near future.

Commissioner Matt Freeman asked about the current WICHE dashboard and where it stands. Colleen Falkenstern, research analyst, stated that the current finance dashboard will be updated with the most recent tuition and fees data and will be included in the release next week. Commissioner Freeman added that it is not currently intuitive on how to access the dashboard from the WICHE website and that he only accesses it by Google. Lane agreed with Commissioner Freeman's observations.

Commissioner Ann Millner asked about WICHE's ability to include certificate programs and certificate attainment in the *Benchmarks* report. Commissioner Damron followed up that there is difficulty in measuring certificates due to the lack of a common definition. Lane agreed with Commissioner Damron's point. Commissioner Millner asked if there was opportunity for WICHE to provide level-setting in this topic area across the region. Commissioner Damron added that within New Mexico there is inclusion of certificates within the state's funding formula but even across institutions within her state there are differences in the definition. Lane added that this adds to the complexity with different definitions across the region. Commissioner Anderson concluded the discussion by adding that this is an issue to be looked into and what WICHE can do with the information to support states.

Update on Cybersecurity Training for Nontechnical Leaders

Lane reminded the committee that cybersecurity training is a WICHE program that is now included in the Policy Analysis and Research Committee and provides a valuable experience and training for nontechnical leaders in order to understand their role and responsibilities in the event of a data breach or other cybersecurity issue. WICHE partners with FEMA (previously Department of Homeland Security) to develop simulations of data breaches. He added that there was most recently a session held in Oregon on Oct. 26, 2019, and feedback was positive. Currently, there are discussions with Hawai'i to conduct a training there.

Commissioner Damron asked if the trainings must be at the state level or if one institution can participate, because the chief information officer at the University of New Mexico is interested. President Michelau stated that it is not required to be conducted at the state level but added that there may be concerns on the use of resources if only provided to one institution. Commissioner Damron requested a one-page information document. Lastly, President Michelau added that she participated in a recent session in Colorado and found it to be a very informative session and beneficial for Colorado. She added that participants represented every institution and it was coordinated by the Colorado Department of Higher Education and she plans on following up with the agenda.

Information Item

Update on Competency-Based Education project

Lane introduced a Competency-Based Education project that was approved by the Executive Committee in September. He added that typically approval would come from the Policy Analysis and Research Committee, but the funder was moving at a faster timeline and approval was therefore requested by the Executive Committee.

He explained that the project would be a clearinghouse for competency-based education practices and policies in the states and include strengths and concerns of competency-based education for states. Commissioner Laurie Bishop asked if the work would be primarily for postsecondary education's role or would K-12 be included as well. Lane stated that it would be focused within the postsecondary landscape.

Commissioner Millner added that she believes this could have immediate impact for states, specifically states that are piloting competency-based education efforts for which there is a need for better understanding for institutions and policymakers. Commissioner Millner also asked how this work would include prior learning assessment. Lane explained that the discussion of prior learning assessment is currently a part of the discussion WICHE is having with the funder, as WICHE is also currently undertaking prior learning assessment work. Commissioner Anderson asked for clarity on what WICHE was doing in terms of having conversations with the funder. Lane added that WICHE was currently facilitating conversations across the funder's departments. Lastly, Commissioner Millner added that policymakers need more background in this area and would benefit from learning about what other states are doing.

Information Item

Update on *Knocking at the College Door*

Lane provided an update on the funding status for *Knocking at the College Door* and explained that half of the funding has been secured and work has begun on the next edition, which is expected to be released in December 2020. Commissioner Gerry Pollet asked if the publication would be produced without the procurement of another funder. Lane stated that it would. Commissioner Jim Chavez asked if there was a short list of potential funders and added that there could be opportunity in an out-of-the-box funder. Commissioner Chavez added that, for example, Colorado Health Foundation has been funding projects outside of the health industry. Commissioner Sathre asked if there was any feedback from the previous funder, and Lane added that there had not been any specific feedback.

Discussion Item

Legislative Advisory Committee

Lane provided a brief update on the most recent Legislative Advisory Committee (LAC) meeting that was held in Portland in September. He added that there were 31 LAC members in attendance, representing 14 WICHE members. He added that this was an improvement in attendance and reminded the committee about the changes to membership that were made to increase the number of LAC members. Lane pointed the committee to the full list of participants and the agenda located in the commission meeting agenda book.

Commissioner Pollet added that there was terrific engagement and the added membership enabled participants to share a wealth of experience and policy ideas. He added that there was a strong cross-pollination of ideas. WICHE Chair Ray Holmberg added that it was a great opportunity for legislators to be together and review *The Tale of Two Pities: Revisited*. Both Commissioner Pollet and WICHE Chair Holmberg stated that WICHE staff put together a great agenda.

Commissioner Anderson asked if participants are surveyed and if those results would be shared. Lane added that there was low response but WICHE staff will share. Commissioner Anderson added that she believes there are opportunities to connect the Commission and the Legislative Advisory Committee and wants to do a better job of connecting Commissioners with Legislative Advisory Committee members and thinks that the survey results could help with that. Commissioner Bishop added that there should be opportunities for shared communication across the two groups.

Lane wrapped up the conversation by adding that a draft of the 2020 meeting agenda will be shared during the May 2020 commission meeting and currently the location of the next meeting is expected to be Sacramento, Calif. He added that WICHE staff is planning on releasing a forthcoming brief providing a deep dive on a specific policy area as opposed to a scan of the legislative landscape across the West, and this year's topic will be food and housing insecurity.

Discussion Item

Priority Issues for the FY2021 Workplan

Commissioner Anderson started with the purpose of having a conversation about workplan planning. She expanded with the following questions: as we look at these priorities—and that she knows the list ebbs and flows, and things come on because of funding opportunities—how do these align with our overall goals and the overall entity? And how often should members be asked what they need? And once those goals are determined, how does development and fundraising match with goals? Does the commission's looking for money match goals?

Commissioner Lokken started by discussing the last round of strategic planning that WICHE undertook and that it does not seem too long ago. He also added that the commission meetings bring about great opportunities for conversation, but he does not feel that there is an opportunity to build on those conversations in between meetings. Commissioner Lokken also asked if WICHE staff has set aside time to discuss WICHE's strategic planning. Lane added that President Michelau has asked each unit to discuss strategic visions of their respective units. Lastly, Commissioner Lokken brought up changes to regional accreditation and suggested that WICHE bring experts from outside the organization to support long-term thinking on the topic of accreditation.

President Michelau added her perspective on WICHE's strategic planning and added that when she started in her role, she asked about strategic planning but found that there was not that much interest among the Commission to engage in a strategic planning process. She added that WICHE is attempting to rethink how the workplan is presented and how to be thinking beyond one fiscal year ahead. President Michelau added that WICHE staff has discussed focus areas but have not discussed organizational goals. Lastly, she added that at times the budget and fundraising do not match up, meaning that there is not always enough time to develop ideas to seek external funding, but WICHE is seeking ways to outsource some of that work and included an example of using a contractor for concept paper development.

Commissioner Anderson suggested that the committee review the workplan, which highlights WICHE's five areas of focus—Finance and Affordability, Access and Success, Workforce and Society, Technology and Innovation, and Accountability. She also noted that the workplan has come a long way in terms of the visual representation, but would like to further discuss the strategies and measurable goals included in the workplan, and more specifically identify ways to measure WICHE's success and state how WICHE will be going forward so WICHE will remain relevant in a changing higher education landscape.

Commissioner Bishop added the Commission represents a multi-stakeholder perspective for each state but would like to know more about how states are collectively gathering feedback across stakeholders within each state. In addition, she wondered if WICHE prepares for a strategic planning process how will it go about getting perspectives from the field and is there a consistent way to do this across the states.

Commissioner Jacob added that in Guam affordability is the top concern and he would like to know how affordability concerns are addressed in a pragmatic manner. Additionally, he added that student debt and workforce placement are key issues for Guam. Commissioner Jacob added that for Guam there is heightened issue of affordability as students leave Guam to receive a high cost education, but Guam cannot expect that they will return.

Commissioner Millner added to the discussion of affordability but thinks that there is no clear definition of affordability and different stakeholders within a state may look at and define affordability differently. She added that once there is some sort of agreement then there can be a discussion of policy levers to address affordability. She suggested thinking about a framework for affordability in the West. Commissioner Freeman added that although affordability is a key topic area the Commission is not positioned to influence investment by states. He added that the Commission is positioned in areas of retention and completion and other areas that impact access and time to completion, which have impacts on affordability.

Commissioner Anderson suggested that WICHE connect and look at what other organizations are doing in these focus areas and build partnerships that could lead to funding opportunities and continued work. Commissioner Kim Dale asked WICHE to think about its vision and passion. Commissioner Sathre added that although she is in favor of a planning process, WICHE has accomplished a significant amount over the years and that should not be discounted.

Commissioner Larry Tidemann added that in South Dakota dual credit has been getting students through quicker, but enrollments are going down and funding has decreased. He added that there is concern for jobs that support students' ability to pay off loans. Commissioner Lokken added that there needs to be a plan and vision for the 21st century and for states to be thinking and planning for the future.

Commissioner Bishop wondered if there were similar discussions among the other interstate compacts. Commissioner Tidemann added that the Midwest faces different concerns around the student population, but overall discussions are similar among stakeholders in the Midwest. Lastly, Commissioner Jacob suggested looking to other higher education sectors, like Jesuit colleges, which have faced specific issues around enrollment in the past and find takeaway lessons.

Commissioner Anderson concluded the conversation by stating that it was a good use of time for commissioners and staff to build on a foundation of excellence. She added that WICHE will circle back to the conversation and President Michelau added that there will be a similar conversation happening in the Committee of the Whole.

Adjournment

With no other business before the committee, Commissioner Anderson adjourned the meeting at 2:14 p.m.

ACTION ITEM

Approval of the Policy Paper Series on Affordability

Summary

WICHE's Policy Analysis and Research Unit recognizes that affordability is a key concern for students and their families, as well as for education policymakers and stakeholders across the West (and across the country). WICHE also recognizes that the organization is not well positioned to directly affect appropriations and tuition setting (two of the three key components of affordability), but it can help states frame policy issues related to affordability (including developing working definitions of the concept); identify promising strategies and policies that indirectly have important implications for affordability; provide potential financial aid models and analyses focused on how they impact affordability; and ensure state policymakers have access to actionable research that can help guide state deliberations on affordability. WICHE will undertake several related efforts to further this initiative, including incorporating affordability lenses into existing efforts, pursuing funding to commission a paper series aimed at policymakers, and producing briefs focused on the importance of considering appropriations, tuition, and financial aid in concert when setting policy.

Relationship to WICHE Mission

This effort is directly related to WICHE's mission and the focus area of Finance and Affordability.

Background

Postsecondary affordability is a key concern of students and their families, legislators, institutional leaders, and other policymakers. It receives significant media attention, and everyone "knows" that college costs too much. The truth is obviously much more nuanced and complicated with no easy solution despite the rhetoric in national campaigns. The issue was also raised as a key concern by members of the Commission's Policy Analysis and Research committee at the November 2019 meeting.

WICHE has long engaged in direct work with states as well as grant-funded activities related to affordability, usually reflecting the organization's belief in the importance of state alignment of policies related to appropriations to postsecondary institutions and the sector, tuition policies, and financial aid programs. This work includes existing efforts such as WICHE's annual survey of institutional tuition and fees for all public colleges and universities in the West. Additional efforts to inform state policymaking will be undertaken should the committee approve this action item.

State and institutional efforts around affordability are hampered by several factors, including lack of agreement within or across states on usable definitions of affordability, data limitations, and evidence about best approaches to ensure affordability while maintaining quality and some level of student support. WICHE also recognizes that the fiscal realities states face significantly affect the approaches they can take, with WICHE generally avoiding policy work directly affecting state and institutional budgets.

The Policy Analysis and Research unit will follow a multi-pronged approach to assist state leaders as they work to address affordability concerns. This approach includes seeking funding for a project to link research on policy and practice to policy development and implementation through a series of commissioned papers; adding additional affordability-related data points to WICHE's existing data resources; and incorporating analysis of affordability into publications, presentations, and facilitated meetings.

Project Description

The externally funded project will seek philanthropic support to commission a series of papers related to affordability, either directly or through evaluation of how different programs and policies may affect affordability.

The key project objectives—over the course of the two-year project—are to:

- Create accessible and relevant scholarship for policymakers and practitioners on emerging and cutting-edge issues focused on postsecondary education and workforce development.
- Build and expand relationships among academia and policymakers, practitioners, and leaders from community-based organizations and business and industry so that research informs policymaking and public discussion.

- Ensure that supported research includes diverse faculty and organizations committed to improving equity of outcomes in postsecondary education and workforce development.

To accomplish these goals, WICHE will undertake several major activities, including:

- **Produce original, accessible research and accompanying briefs on key issues facing postsecondary education and workforce development.** WICHE will conduct a competitive RFP process to select five researchers, with an emphasis on early-career researchers, to be paired with staff from WICHE and other policy and community-based organizations.
- **Create and convene an advisory peer-review panel.** This panel will serve a similar function as peer-reviewers for a traditional academic journal, but will also include research consumers from policy organizations, legislators and staff, and practitioners who will evaluate research for its accessibility and relevance.
- **Disseminate research broadly.** To inform policymaking and generate public discussion, WICHE will engage our Legislative Advisory Committee, Commission members, representatives from state Departments of Labor and Workforce Development, academic leaders, and others. Papers and webinars will be disseminated through WICHE constituent groups and distribution networks, the WICHE website, webinars, social media, and through presentations at regional and national meetings.

The project will work to pair researchers with policy organizations in an attempt to produce and disseminate rigorous academic research that is accessible to policymakers.

In addition to this potential project, the Unit aims to undertake the following activities related to affordability.

- Incorporate discussions of affordability within existing *Tuition and Fees* publications.
- Reexamine, update, and disseminate WICHE's foundational policy work related to the alignment of appropriations, tuition, and financial aid.
- Embed discussions of affordability within all Unit projects and activities.

Action Requested

Approval to seek funding for a paper series focused on affordability and to incorporate analyses of affordability into other areas of the policy unit's activities.

Staff and Fiscal Impact

Estimated fiscal impact of the paper-series project is 1.5 FTE and \$500,000 over two years.

ACTION ITEM

Approval of the Dual Credit Research and Implementation Network

Summary

Increasingly across the West, enrolling high school students in college-level courses is a popular strategy designed to increase the likelihood of degree completion, speed the time to degree, and reduce costs borne by students and their families. While research suggests positive associations between participation and important college outcomes, like persistence and credential completion, many questions remain, particularly around student access, equity, cost, and areas for improvement.¹ While research exists showing that participants tend to be higher income, less diverse, and female, little research has focused on the differences in state implementation, and how this may affect student outcomes, state and institutional costs, and student affordability.²

WICHE's Policy Analysis and Research unit proposes creating a state network focused on the design, implementation, and evaluation of dual credit programs. This network will work to carry out original research relevant to state policy development and implementation as well as institutional practice; serve as a clearinghouse for research focused on the same topics; produce information for states estimating costs and benefits of dual credit programs, and how those benefits may affect student affordability; and analyze how different state implementation strategies and contexts affect student outcomes, particularly related to producing equitable outcomes by race/ethnicity and urban/rural status.

Relationship to WICHE Mission

This effort is directly related to WICHE's mission of increasing access to high-quality higher education for all citizens of the West, in particular the focus areas of Finance and Affordability and Access and Success. Programs that provide opportunities for high school students to earn postsecondary credit prior to graduation are increasingly popular and viewed as means to decrease the cost to students and their families while increasing access and completion. But further study is warranted to better understand how these programs affect students, their cost to states (and potentially institutions), and their long-term sustainability in the face of substantial state budgetary challenges.

Background

The number of high school students taking postsecondary-level courses has increased significantly in recent years. Through dual credit programs, state policymakers aim to increase the number of students enrolling in college, improve their graduation rates, and reduce student costs. Although research is promising in showing associations between credits earned in high school and college matriculation, persistence, and completion, some states have raised concerns about whether the programs are as efficient and effective as possible, and whether they are available to all students, including those living in rural areas, equitably.⁴

Dual credit programs are also implemented differently across states,⁵ yet most of the existing research examines whether students earn credits while in high school. Further, little research has examined how differences in state policies and contexts may affect student access to dual credit programs and/or student outcomes after participating. WICHE is uniquely positioned to pursue comparative research that will help policymakers better understand how different components or features of dual credit programs may affect student outcomes, program quality, and program cost.

The Policy Analysis and Research Committee has previously approved a project focused on evaluating Idaho's *Advanced Opportunities* program, which includes a component focused on dual credit. This proposed project would build on the proposed work in Idaho to develop a network of states—including personnel from postsecondary institutions, K-12 school districts, and state higher education and K-12 agencies—focused on evaluating and improving existing programs, understanding implementation challenges and promising strategies, and identifying potential strategies for improving dual credit programs.

Project Description

The Policy Analysis and Research unit will seek external funding to support the development of the Dual Credit Research and Implementation Network. The network will be open to WICHE members interested in better understanding how their dual credit programs are affecting students and improving policy and practice to enhance student outcomes and increase efficiency. The overarching goal of the network will be to develop common metrics with which to evaluate dual

credit programs that include analyses of cost to students and their families, states, school districts, and institutions of higher education. Further, WICHE and its network partners will carry out rigorous quantitative and qualitative research to better understand how these programs operate, where they are successful, and develop actionable recommendations to improve student outcomes.

The project will have two major components.

1. First, in the **research** component, WICHE will partner with state agencies and school districts to carry out rigorous quantitative and qualitative research evaluating dual credit programs with an emphasis on understanding how different policy and program choices—whether in design or implementation—can affect student outcomes and/or program cost. Additionally, WICHE will curate research focused on the topic for all partners.
2. The second component will involve WICHE facilitating **convenings** of key personnel from participating states that include representation from state education agencies (both K-12 and postsecondary education), K-12 districts, and postsecondary institutions. The goal of these meetings will be to identify promising strategies, implementation challenges, and needed areas for further research.

Action Requested

Approval to pursue external funding to support the Dual Credit Research and Implementation Network.

Staff and Fiscal Impact

Estimated fiscal impact of the paper-series project is 2.0 FTE and \$400,000 over two years.

Endnotes

¹ Fink, John, Davis Jenkins, and Takeshi Yanagiura, *What Happens to Students Who Take Community College 'Dual Enrollment' Courses in High School?*, (New York: Community College Research Center, Teachers College, Columbia University 2017).

² Pierson, Ashley, Michelle Hodara, and Jonathan Luke, *Earning College Credits in High School: Options, Participation, and Outcomes for Oregon Students. REL 2017-216*, (Washington, DC: U.S. Department of Education 2017).

Museus, Samuel D., Brenda R. Lutovsky, and Carol L. Colbeck, "Access and equity in dual enrollment programs: Implications for policy formation," *Higher Education in Review* 4 (2007): 1-19.

³ Although various terminology is employed (dual enrollment, dual credit, concurrent enrollment, college in high school, and others) this section refers to the multiple methods through which students earn college credit while in high school as "dual credit." The different labels can, in some states, reflect differences in implementation, such as whether courses are taught on college campuses or at the high school.

⁴ Fink, Jenkins, and Yanagiura, *What Happens*, (2017).

⁵ Zinth, Jennifer, *State approaches to funding dual enrollment*, (Denver: Education Commission of the States, 2015).

ACTION ITEM

Approval of a project related to recovery from the COVID-19 pandemic

Summary

The societal and economic impacts of COVID-19 are unprecedented in modern history. Postsecondary education has managed a massive transition to technology-enhanced education at a distance in an extremely short period of time. This shift, given the circumstances, has been mostly successful. Some students, however, have not made successful transitions and have left their studies for reasons that are as yet undetermined. Early anecdotal reports suggest that as many as 15-20 percent of students at some public institutions left their studies in the middle of this term.

The rapidly unfolding economic downturn also promises to put substantial pressure on current students as job losses, family commitments, and health issues will likely force another large percentage of students to withdraw from their studies. Combining these two groups of individuals together, higher education will face a massive challenge to reengage a large number of stopouts to prevent the impacts of this pandemic from cascading through generations as the most vulnerable students are likely to be those impacted the most.

WICHE proposes to leverage its expertise in the fields of reengaging stopouts and promoting credential completion through a new regional effort called *Accelerating Recovery: Credential Completion in Uncertain Times*. Building on lessons learned and research from previous work, **WICHE will partner with states and postsecondary institutions to develop and implement targeted plans to reengage students who have stopped out (or are considering doing so) because of COVID-19 and its related impacts on school, the economy, and students' lives**. The project will identify high-impact supports for returning students that correlate with increased credential completion; develop effective and aligned policy and practice for reaching and reengaging these students in concert with states, postsecondary systems, postsecondary institutions, employers, and local leaders; and measure the impact of these efforts. To achieve these objectives, WICHE will develop a focused network of state and institutional partners through which they can share promising strategies and lessons learned; provide rapid-response technical assistance that fits states' contexts and provides cost-effective approaches to reengage these students; and develop state and institutional capacity to support students beyond reengagement to ensure credential completion.

Relationship to WICHE Mission

This proposed effort relates directly to WICHE's mission in several different areas. Primarily, work to reengage stopouts and provide opportunities for students at risk of leaving to stay on the path to completion falls under the Access and Success focus area. Additionally, this work is crucial to states efforts to recover from the pandemic and its related impacts by providing the educated and trained workforce necessary, linking it to WICHE's Workforce and Society focus area. It is further expected that issues of financial aid and state and institutional finance will feature prominently in work to reengage stopouts, particularly in light of concerns that massive enrollment declines (and associated drops in tuition revenue) that could further impact higher education budgets.

Background

COVID-19 has led to unprecedented impacts affecting the health, well-being, and economic status of people worldwide. Higher education has seen significant disruptions with a mid-term shift to distance-based education, the elimination of important auxiliary revenue streams, and substantial uncertainty about future enrollment and finances.

Although higher education's response shifting courses online deserves huge praise, a substantial portion of students did not make a successful transition and have effectively disappeared. Although hard data are not yet available, through discussions with state partners, the numbers may be as high as 15-20 percent. Further, the American Council on Education (ACE) also projects significant enrollment declines next year as students rethink postsecondary education.¹

WICHE's previous efforts to reengage adult students have surfaced numerous approaches for students who have left higher education due to COVID-19 and its related impacts on education systems and the economy as well as potential policies and practices that may prevent at-risk students from leaving.

Such policies could include providing academic amnesty to those students who left this term, as those who did not follow approved procedures for withdrawing may end up with incompletes or failure marks in their transcript. South Dakota, as one example, has a similar policy used to help stopouts re-enter after significant time away. This could be adapted to the current circumstances.

This work will also recognize that not every student who has left can or should reenroll immediately, but will work to provide “on ramps” that allow them to reengage when their circumstances allow.

Project Description

The Policy Analysis and Research unit will seek extern funding to support this state network, which will be open to all WICHE members. WICHE will facilitate the development of state teams to collaborate on strategies to support students and stopouts and convene a virtual forum through which states and institutions can share strategies, challenges, and opportunities. WICHE will also provide direct technical assistance to states and institutions on issues including academic policies, behavioral health support, technology use, housing and food security, finance and financial aid, prior learning assessment, and research.

Action Requested

Approval to pursue extern funding to support *Accelerating Recovery: Credential Completion in Uncertain Times* and implement this work as resources allow.

Staff and Fiscal Impact

Estimated fiscal impact of the project is \$1.2 million and 3.0 FTE over three years.

Endnotes

¹ Mitchell, Ted. Ted Mitchell to Representative Nancy Pelosi and Representative Kevin McCarthy, April 9, 2020. <https://www.acenet.edu/Documents/Letter-House-Higher-Ed-Supplemental-Request-040920.pdf>

ACTION ITEM

Approval of the FY 2021 Workplan section pertaining to the Policy Analysis and Research unit

CURRENT ACTIVITIES Services and Resources

Continuing work that supports WICHE's mission, supported by the general fund or fees. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	Western	TBD	TBD
Benchmarks: WICHE Region	A	Western	.025	N/A
Legislative Advisory Committee	F/A; A/S; W/S; T/I; A	Western	.10	All WICHE members
Regional Fact Book for Higher Education in the West	A	Western	.025	N/A
State Policy and Data Profiles*	F/A; A/S; W/S; T/I; A	National	.20	N/A
Tuition and Fees in Public Higher Education in the West	F/A	Western	.025	All WICHE members
Western Policy Exchanges	F/A; A/S; W/S; T/I; A	Western	.05	N/A
WICHE Insights	F/A; A/S; W/S; T/I; A	Western	.10	N/A
WICHE Policy Webinar Series	F/A; A/S; W/S; T/I; A	Western	.10	Variable
WICHE State Authorization Reciprocity Agreement	A/S; T/I; A	Western	.50	NC-SARA; Western SARA signatories; MHEC, NEBHE, and SREB

* *Note:* During FY 2020, the Policy Analysis and Research unit will begin using its new database (developed through a dedication of reserves approved by the Commission in FY19) to improve perennial data products including *Tuition and Fees*, *Benchmarks*, and the *Regional Fact Book*. A key focus will be improving their utility for key WICHE constituencies and making them available online in a more contemporary format. These profiles may include on-demand data downloads and visualization to integrate them more directly with written resources such as WICHE Insights, Western Policy Exchanges, and webinars.

The short- and long-term impacts of the unprecedented COVID-19 crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

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

The **Legislative Advisory Committee (LAC)** informs the WICHE Commission and staff about significant legislative issues related to higher education, and WICHE staff serves the LAC by informing members about emerging policy issues in the West. LAC members are appointed by the commission and meet annually. The 2019 LAC Annual Meeting took place Sept.

12-13, 2019, in Portland, Ore. The 2018 LAC annual meeting, titled “Demographic Change in the West: Choices, Challenges, and Opportunities,” was held Sept. 25-26, 2018, in Boise, Idaho.

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

Tuition and Fees in Public Higher Education in the West annually provides comprehensive data about the tuition and fee rates published by public higher education institutions in the WICHE region, including changes in tuition and fee rates over the past one-, five- and 10-year periods. In addition to total tuition and fees, the report displays the average mandatory fees for each institution, state, and the region over the past one, five, and 10 years, as well as what proportion of total tuition and fees they represent. The 2018-19 survey was released in November 2018.

The *WICHE Insights* publication series consists of periodic briefs (usually published several times a year) that illuminate a higher education policy or research topic, or that supplement a regular WICHE activity or release (such as our annual *Tuition and Fees* or our quadrennial *Knocking at the College Door* report). Planned topics for FY 2021 include: Implications of changes to regional accreditation; Data issues around nondegree credentials; and Policies and Practices to support food and housing security.

Western Policy Exchanges publications are of similar form to *WICHE Insights* briefs, yet cover other topics including legislative activity in the West.

The WICHE **Policy Webinar** series features WICHE staff, partners, and/or higher education stakeholders periodically hosting digital forums for registrants on selected higher education topics of interest. Anticipated topics for FY 2021 include: Efforts to reengage adults with some college, no degree; State approaches to defining and achieving affordability; Food and housing security.

The WICHE **State Authorization Reciprocity Agreement (W-SARA)** provides a platform for Western states to—upon application and demonstration of specified criteria—enter into reciprocity for the purpose of authorizing individual colleges and universities to provide postsecondary education courses and programs through distance modalities to students living in other states. Four regional SARAs—functioning within the four existing higher education regional interstate compacts—facilitate reciprocity among participating states within their respective regions. The four regional SARAs are connected through an inter-regional agreement to create a nationwide reciprocity framework, known as the National Council for State Authorization Reciprocity Agreements (NC-SARA).

CURRENT ACTIVITIES Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
WICHE Task Force on Closing Postsecondary Attainment Gaps	A/S; W/S; A	Western	Lumina Foundation, \$400,000	1.0 12/17-11/19	Lumina Foundation; AZ, UT, WY
Development of WICHE Data Management Plan	T/I; A	Western	WICHE Reserves, \$40,000	.025 11/19-6/20	WCET
Data for the American Dream	A/S; W/S; A	National	NCHEMS contract; \$150,000	.40 2/19-12/20	NCHEMS, Schmidt Futures
Cybersecurity Training for Senior Nontechnical Leaders	T/I	Western	DHS	.10 7/17-TBD	WCET, DHS, FEMA, SHEEO offices of participant states
Knocking at the College Door: Projections of High School Graduates	A/S	National	\$450,000	.625 in FY21 5/19-5/22	College Board

WICHE Task Force on Closing Postsecondary Attainment Gaps: The goal of this effort is to catalyze state efforts to close attainment gaps so that all students in the West have the credentials they need to contribute to the regional economy. The Task Force is composed of teams from three Western states, each including representatives from higher education, K-12, state government, business and workforce, and local communities. WICHE will work with state teams to conduct state-level policy and practice gap analyses and state-level data gap analyses; host three in-state meetings for each team; and convene three Task Force meetings to facilitate interstate collaboration. The work will result in a set of regional recommendations for closing attainment gaps applicable across a variety of contexts; state-specific action plans tailored to each participating state’s context; and early-stage implementation support for the state action plans.

Development of WICHE Data Management Plan: A component of WICHE’s cybersecurity initiative, this work entails assessing WICHE’s current policies and practices and development of consistent data practices moving forward to minimize breach vulnerability and ensure compliance by WICHE operational and support units.

Data for the American Dream: WICHE has been contracted by the National Center for Higher Education Management Systems (NCHEMS) to consult on a project that seeks to improve the information available on education and training opportunities for low-income, unemployed, and under-employed individuals. This effort draws heavily on WICHE expertise developed through the Multistate Longitudinal Data Exchange.

Cybersecurity Training for Senior Nontechnical Leaders: An additional component of the cybersecurity initiative, WICHE is developing partnerships with cyber experts and conducting outreach to WICHE states to provide training for institutional non-technical leaders for cyber protection. This effort also helps fund the work of the WICHE Cyber Fellow.

Knocking at the College Door: Projections of High School Graduates: The Policy Analysis and Research unit has produced state-by-state forecasts of high school graduates for almost 40 years and is planning for a new release (WICHE’s 10th edition) in 2020, which involves securing financial support and identifying new directions and extensions to the core product.

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization:

Relevance
(mission-critical)



Opportunity
(funding)



Competence
(staff/consultants)



Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Increasing Access, Affordability, and Equity Using OER: A National Consortium	F/A; A/S		Western/ National	\$1 million	1.25 2 years	WCET, MHEC, NEBHE, SREB
Building Evidence for Scale: Policy and Practice Solutions for Adult Learners	A/S; W/S		National	\$1.5-2 million	1.75 4 years	TBD
Data with a Purpose	W/S; A		National	\$497,475	.50 2 years	Strada Education Net- work
Recognizing Learning: Raising Awareness for Scale	A/S; W/S; T/I		Western	\$150,000	1.25 1 year	TBD
Policy Paper Series on Affordability	F/A; A/S		Western	\$500,000	1.50 2 years	TBD
Western Postsecondary Data Users Network	A/S; W/S; A		Western	\$50,000	.50 6 months	Western states
Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho	A/S; A		Western	\$385,313	.0825 2 years	Idaho State Board of Education

Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Evaluation and Research Partnerships	A/S; A		Western	Dependent upon size and scale of effort	.05 Ongoing	Western states
Scaling Technology-Assisted Skill-Building in Rural Areas	A/S; W/S		Western	\$1 million	1.5 3 years	WCET
Dual Credit Research and Implementation Network	F/A; A/S		Western	\$400,000	2.0 2 years	TBD
Improving Policy and Practice to Support Behavioral Health on Campus	A/S; W/S		Western	\$100,000	.25 Single convening	Behavioral Health
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Re-entry Programs	A/S; W/S		Western	\$2.5 million	2 3 years	TBD
Serving Student Soldiers of the West	A/S; W/S		Western	\$1 million	1.35 3 years	Behavioral Health Program

Increasing Access, Affordability, and Equity Using OER: A National Consortium: The policy unit has worked with WCET and the other three regional compact organizations to develop a proposed project to fund work in each region that would build networks to support the adoption of open educational resources (OER). This project has a national scope by virtue of participation of all regional compacts and would further efforts already undertaken by WCET through its Z Initiative.

Building Evidence for Scale: Policy and Practice Solutions for Adult Learners: Building on WICHE's Adult College Completion Network (which concluded in 2016) and other work related to adult learners, WICHE proposes to leverage its existing membership and activities to pursue new approaches to achieve four objectives: 1) build the evidence base for effectively serving adult learners, 2) facilitate collaboration among network members, 3) share scalable solutions across the field, and 4) link adult college completion work with the broader equity agenda. WICHE will also seek to partner with states to increase the number of adults with a postsecondary credential of value. To accomplish that goal, the project will identify high-impact supports for adult learners that correlate with increased credential completion; develop effective and aligned policy and practice for serving adult learners in concert with states, postsecondary systems and institutions, employers, and local leaders; and measure the impact of initiatives aimed to increase adult postsecondary credential completion to drive continuous improvement.

Data with a Purpose: Building on WICHE's Multistate Longitudinal Data Exchange (MLDE), Data with a Purpose would seek to build a bridge between data available through the MLDE and decisionmakers to ensure that the data are effectively used to guide policy and improve practice. Specifically, Data with a Purpose would seek to accomplish two tasks: 1) facilitate state research using multistate data to analyze crucial issues related to postsecondary education and employment and 2) translate this research and analysis into actionable information that can be used to improve state and institutional policies.

Recognizing Learning: Raising Awareness for Scale: WICHE will implement a coordinated awareness-raising effort among state- and system-level postsecondary policymakers focused on recognizing learning through non-traditional forms — such as competency-based education (CBE) and prior learning assessment (PLA). The target audiences for this effort include state policymakers, including state higher education executive officers and agency staff; system-level leaders; state legislators and legislative staff; business and community partners; and other policy influencers.

Policy Paper Series on Affordability: The Policy Analysis and Research Unit will commission a series of papers focused on policy and practice actions to improve postsecondary affordability. The papers (which will include WICHE as a key author) will aim to provide rigorous, actionable research that is accessible to policymakers.

Western Postsecondary Data Users Network: State education and workforce development agencies continue to improve data systems that have the potential to provide critical information to students and their families, policymakers, and institutional leaders. To take full advantage of these systems, states must have highly competent staff that can analyze the available data and convert it to usable information that can be used to improve programs and policies. Additionally, state researchers must have opportunities to explore new areas of research that can drive policy conversations. Barriers to states taking advantage of these data systems include limited opportunities for state postsecondary researchers to engage in professional development; heavy workloads managing existing reporting duties, leaving little time for exploratory

analyses; and few chances to network with colleagues in other states to address common problems. WICHE hopes to address these issues by exploring the need for and, if appropriate, establishing a Western Postsecondary Data Users Network, which would convene key state, system, and institutional education and workforce researchers to address common questions, provide technical assistance, and assist in professional development. This network would aim to ensure that Western policymakers have access to high-quality evidence to develop, assess, and improve education and training policies and programs.

Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho: Western states are implementing many innovative policies and programs to increase access to postsecondary education and improve success rates for those who enroll. Recent examples include expansion of dual and concurrent enrollment offerings, changes to state financial aid programs, and reforms in developmental education requirements. Legislators, governors, and institutional leaders (not to mention students and their families) all want assurances that these programs are both effective and a wise use of limited financial and human resources. The Institute for Education Sciences (IES) offers grants for state agencies to partner with research organizations like WICHE to carry out exploratory research leading to rigorous evaluations. WICHE staff, working with the Idaho State Board of Education, have submitted a proposal to IES to begin this work. The project would have direct and tangible benefits for Idaho but would also benefit other WICHE states. Information about the efficacy of innovative programs is valuable not only to the state or institution that enacts the policy or program, but to others in the West (and across the country) who are looking to improve student outcomes. WICHE will carry out (if funded by IES) an evaluation of Idaho's Advanced Opportunities project or (if not funded) seek other funding opportunities.

Evaluation and Research Partnerships: Western states are implementing many new innovative policies and programs aimed at improving student outcomes. Examples include developmental courses, summer bridge programs, dual and concurrent enrollment, and efforts to decrease "summer melt." The Institute for Education Sciences (IES) and other funders offer grants to support partnerships between education agencies and research entities that produce usable information for states and help advance overall knowledge in the field. WICHE is interested in bolstering state efforts to improve access and success by engaging in partnerships wherever it is useful to those states and where it fits within WICHE's mission. One immediate opportunity is an IES grant program that supports low-cost, short-duration evaluations of education interventions. Partnering with a state agency (or agencies) to carry out such an evaluation would help address state capacity issues, provide actionable information to the participating state, provide evidence for other states to consider in designing education interventions, and potentially provide opportunities to secure additional funding. WICHE will solicit partner agencies to jointly submit proposals to IES and identify other research and evaluation needs for which WICHE can be of assistance.

Scaling Technology-Assisted Skill Building in Rural and Other Areas of Need: This project, which would be a joint effort of the Policy Analysis and Research unit and WCET, would leverage technology to scale work-based learning to rural and other communities of need by providing underserved students with the training they need to succeed in their local economy's high-demand fields and the ability to adapt should demand for certain careers change. Specifically, after conducting a landscape analysis of innovative program models of technology-assisted work-based learning opportunities, WICHE would deploy its robust network of state and postsecondary institutional partners across the region to identify pilot sites for project implementation that involves expanding these models. Rural, low-income areas with identified high-demand industry sectors would be priorities for pilot site selection. The project would convene pilot and mentor sites to share lessons learned and craft implementation plans for the pilot sites. The project would incorporate seed funding for small-scale testing of technology-assisted training opportunities with potential for scale, and would rigorously evaluate the process using longitudinal data to inform larger-scale state policy decisions over time.

Improving Policy and Practice to Support Behavioral Health on Campus: Behavioral health issues have a significant impact on the health and well-being of many traditional-aged students. Additionally, they can be a significant barrier to postsecondary success. There are not currently well-accepted policies and practices for providing support systems on campuses. WICHE is well-positioned to begin addressing the issue through its policy and behavioral health units. The initial project will be to host a convening of state policymakers and institutional leaders and practitioners to identify policy and practice gaps, as well as potential solutions.

Policy Paper Series on Affordability: The Policy Analysis and Research unit will commission a series of papers focused on policy and practice actions to improve postsecondary affordability. The papers (which will include WICHE as a key author) will aim to provide rigorous, actionable research that is accessible to policymakers.

A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Re-entry Programs: The goal of this project is to reduce the fiscal and social impact of recidivism on states by helping former inmates, upon release from the correctional system, to be successful individually and to be productive members of society through effective, comprehensive prison education and re-entry programs.

Serving Student Soldiers of the West: Policy and Practice Solutions is a project whose goal is to increase access to and success in higher education for members of the military and their families in the Western region.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval).

Western Policy Forum: An annual convening designed to advance WICHE's mission by bringing together key postsecondary state, system, and institutional leaders in the Western region to learn about successful strategies around access and success, accountability, finance, workforce, and innovation.

A Hole in State Policy: Alternative Providers in Higher Education would be a WCET/Policy Analysis and Research partnership that would explore states' role in the oversight of alternative providers in higher education. Activities might include conducting research on the few state efforts that are underway, convening interested key stakeholders to gather input on ways to address issues, identifying ways to avoid duplication of efforts in establishing a regulatory environment, proposing new frameworks, and creating a model or options to help states address challenges.

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education Policies and Practices: A project that would build on emerging practices in the field to help states more effectively and efficiently target remedial education to students, particularly adult learners.

Impact of Federal Policy on State Budgets and Policy: Several pieces of recent or proposed federal legislation, ranging from tax reform to the reauthorization of the Higher Education Act, are likely to have an impact on state budgets and higher education policy. WICHE proposes to engage in work that will keep constituents informed and help policymakers align their policy and practice to better serve students in the West.

Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands: The goal of this work would be to help states (and perhaps metropolitan areas) facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through co-op/internship programs.

Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West: WICHE hopes to conduct research examining how contemporary policy approaches to sexual-violence prevention at postsecondary institutions are being executed, with the goal of identifying those that research suggests can best reduce the prevalence of sexual violence.

State Policies to Support Housing and Food Security on Campus: Housing and food security are crucial issues for students across the West (and the United States as a whole). While campus-level supports such as food banks and emergency grants and loans can help, this effort would examine state-level policies that can improve outcomes for students, including better alignment of social services and education programs, improved access to benefit programs, and other approaches.

COMPLETED PROJECTS

Work that staff finished in FY 2020.

Multistate Longitudinal Data Exchange (MLDE): The MLDE project, a follow-up to a successful WICHE pilot project, was aimed at stitching together state longitudinal data systems in order to better track the development of human capital through K-12 and postsecondary education and that capital's deployment in the workforce, while accounting for individual mobility.

University of Hawai'i Analysis of Mobility and Work Patterns: WICHE conducted an analysis of University of Hawai'i graduates who work in other states, and an analysis of Hawai'i high school students who attend universities in other states and their work patterns using data from the MLDE.

Utah Strategic Planning Subcontract: As a partner to the National Center for Higher Education Management Systems (NCHEMS) WICHE staff assisted with regional meetings across Utah. These meetings were in support of the Higher Education Strategic Planning Commission and its work to develop a strategic plan for Utah Higher Education. WICHE staff helped facilitate meetings and provided feedback to NCHEMS on drafts of the plan.

Recognition of Learning: WICHE was granted funding to partner with the Council for Adult and Experiential Learning (CAEL) to conduct an environmental scan of policies and practices related to the recognition of prior learning and to evaluate outcomes of students who receive credit for prior learning. This project was jointly funded by Lumina Foundation and Strada Education Network.

Discussion Item

Legislative Advisory Committee – 2019 Meeting Evaluation Results

Question 1: Was this meeting worth your time and effort to attend? Yes (9) No (0)

Question 2: Do you plan on using any of the information that you received from the meeting in your state legislative work? Yes (9) Maybe (1) No (0)

Notable Comments:

- Information on state funding approaches was useful.
- Idaho's direct admissions model is a great approach.
- Our state's longitudinal data system needs work.
- Cohesion of state, federal, and institutional policies is important, especially for serving low-income students.

Question 3: What do you think worked well or was particularly effective about this meeting?

- Small size makes it very effective and easy to share information. Enjoyed time to discuss topics.
- Good communication among states. Engaging and timely topics.
- Enjoyed quality of the presentations overall and that it was a relatively small group, which allowed good conversations.
- Audience participation was active.
- Sessions provided examples and were participatory, not just lectures.
- Enjoyed the discussions after each presentation.

Question 4: What are some areas for improvement?

- I always like to hear from business interests.
- I'm sorry to say that I think expanding the size of the Legislative Advisory Council was a detriment; it kept quite a few people from participating because the group size was too big, and time was limited. Also, the format could use some variety.
- State level data comparisons? State spending per Pell eligible student? Total state spending per FTE? Outcome comparisons about attendance and completion rates.

Monday, May 18, 2020

2:00 - 3:00 p.m. MDT

Behavioral Health Special Committee Meeting

Committee Members

Antwan Jefferson (CO)
Clayton Christian (MT)
Ray Holmberg (ND), Member, WICHE Behavioral Health Oversight Committee
Jude Hofschneider (US Pacific Territories and Freely Associated States/CNMI),
Member, WICHE Behavioral Health Oversight Committee
Fred Baldwin (WY)

Agenda

Facilitating: Dennis Mohatt, vice president, Behavioral Health Program

Staff: John Gomez, director of operations
Bethany Kronberg, administrative assistant
Liza Tupa, director of education and research

Discussion Items:

Background on the Behavioral Health Program and the Behavioral Health Special Committee

FY 2021 workplan section pertaining to the Behavioral Health unit's activities

5-3

Behavioral Health Efforts around COVID-19 Response

Behavioral Health Oversight Council Meeting – November 2020

Other business

Adjournment

DISCUSSION ITEM

FY 2021 Workplan Sections Pertaining to the Behavioral Health Unit's Activities

CURRENT ACTIVITIES

Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	National	TBD	TBD	TBD
Alaska Psychology Internship Consortium: Interns*	W/S	Western	\$800,000	.25 7/13-6/20	State of Alaska
Alaska Internship Consortium: Technical Assistance*	W/S	Western	\$179,500	.05 10/16-6/20*	Alaska Trust
Arizona: Evidence-Based Practices Fidelity Monitoring	W/S	Western	\$3,097,101	2.75 6/14-6/20*	State of Arizona
Arizona Mercy Maricopa Training	W/S	Western	\$826,291	Consultants 1/17-6/20	State of Arizona
Rural Veteran Suicide Prevention*	W/S	National	\$3,787,720	2.75 2/15-2/20	Veterans Administration Office of Rural Health & Office of Suicide Prevention
Hawai'i Psychology Internship Program*	W/S	Western	\$2,995,630	.30 7/13-6/20	State of Hawai'i
Hawai'i Department of Education Recruitment	W/S	Western	\$87,295	.75 Ongoing	State of Hawai'i
Idaho Psychology Internship Program	W/S; A	Western	\$125,000	.5 2.5 Years	State of Idaho
Nevada Psychology Internship Program	W/S	Western	\$1,120,537	.50 7/14-8/19	State of Nevada
New Mexico Psychology Internship Program	W/S	Western	\$175,000	.50 2.5 Years	State of New Mexico
Oregon Psychology Internship Program	W/S	Western	\$196,958	None 4/14-12/19	State of Oregon & APA
South Dakota IMP(ACT) Fidelity Reviews	W/S	Western	\$197,000	.25 6/15-6/19	South Dakota Division of Behavioral Health
Utah Psychology Internship Consortium	W/S	Western	\$150,000	.50 2/18-6/20	State of Utah
Western States Decision Support Group (WSDSG): Annual Membership Program	W/S	Western	Varies annually	.20 Ongoing	WICHE member states and territories

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Wyoming Needs Assessment	A/S; W/S; A	Western	\$150,000	.5 6 Months	State of Wyoming
* WICHE expects these projects will be renewed, or they have already been renewed, for FY 2020.					

The short- and long-term impacts of the unprecedented COVID-19 crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

Alaska Psychology Internship Consortium (AK-PIC): Interns: WICHE supports the ongoing operations of the AK-PIC for interns and faculty.

Alaska Internship Consortium (AK-PIC): Technical Assistance: WICHE contracted with the Alaska Mental Health Trust Authority to provide technical assistance to the AK-PIC and prepare it to successfully become reaccredited by the American Psychological Association (APA), in the wake of newly revised accreditation standards.

Arizona Evidence-Based Practices (EBPs) Fidelity Monitoring: WICHE partners with the Arizona Health Care Cost Containment System to assist with staffing to support the implementation and fidelity reviews of four EBPs in the Maricopa County public behavioral health system. WICHE supports the Project Lead and two fidelity reviewers. The project was expanded in FY 19 to include fidelity reviews of two EBPs in Northern and Southern Arizona.

Rural Veteran Suicide Prevention: WICHE is collaborating with the Denver-based federal Veterans Administration, Mental Illness Research, Education, and Clinical Center (MIRECC) to develop and pilot-test a rural veterans suicide-prevention program for rural communities. In FY 2019, the program included four sites: two in Colorado, one in Montana, and one in North Carolina. In FY 2020, the program expanded by four new sites: New Hampshire, Texas, and additional sites in Montana and North Carolina. When fully implemented, the program anticipates 22 sites located throughout the country.

Hawai'i Psychology Internship Consortium (HI-PIC): WICHE assists the state of Hawai'i in the development and operation of an accredited psychology internship consortium. A primary goal of the internship program is the establishment of a pipeline to build Hawai'i's behavioral health workforce. Three Hawai'i state agencies—the Department of Education, the Department of Health, and the Department of Public Safety—provide funding to support HI-PIC.

Hawai'i Department of Education: Recruitment, Employment, and Facilitation for School-Based Behavioral Health Professionals: The Hawai'i Department of Education continues to contract with the WICHE Behavioral Health Program to provide marketing, recruitment, screening, and referral services for behavioral health professionals to fill public school vacancies across the Hawai'ian Islands.

Idaho Psychology Internship Consortium (ID-PIC): WICHE is in the initial phases of assisting the state of Idaho in the development and operation of an accredited psychology internship consortium. A primary goal of the internship program is to establish a pipeline to build Idaho's behavioral health workforce, especially in rural and underserved areas. The Idaho State Board of Education received funding from the Idaho Legislature in 2018 to support WICHE's assistance in restructuring and expanding an existing unaccredited internship program and pursuing American Psychological Association accreditation. ID-PIC expects to welcome its first cohort of interns in the summer of 2019.

Nevada Psychology Internship Consortium (NV-PIC): WICHE assists the state of Nevada in the development and operation of an ultimately accredited psychology internship consortium. A primary goal of the internship program is to establish a pipeline to build Nevada's behavioral health workforce. The Nevada Division of Public and Behavioral Health and WICHE provide support and funding for WICHE's ongoing development and operations of the Nevada Psychology Internship Consortium.

New Mexico Psychology Internship Consortium (NM-PIC): WICHE is working with partner agencies to develop a doctoral psychology internship consortium for the state of New Mexico. A primary goal of the internship program is to help develop New Mexico's behavioral health workforce in rural and underserved areas. Through funding from the New Mexico Behavioral Health Services Division, the WICHE BHP will facilitate program development, and help ensure the program meets American Psychological Association accreditation standards.

Oregon Psychology Internship Program: WICHE will continue to assist the Oregon State Hospital Psychology Internship Training Program by providing support for the internship website and technical assistance to help the program comply with accreditation standards.

South Dakota IMP(ACT) Fidelity Reviews: WICHE is continuing to assist the South Dakota Division of Behavioral Health to evaluate the fidelity of the evidence-based practice Assertive Community Treatment (ACT) at community behavioral health clinics in three locations in South Dakota.

Utah Psychology Internship Consortium: WICHE is working with partner agencies to develop a doctoral psychology internship consortium. WICHE will facilitate program development, help ensure the program meets American Psychological Association accreditation standards and assist with the accreditation process.

Western States Decision Support Group (WSDSG): Annual Membership Program: Since 1985, WICHE has been managing the WSDSG, an information-sharing network for behavioral-health data and evaluation staff and managers from WICHE states and territories. WICHE manages quarterly conference calls to discuss emerging issues in behavioral health data and system evaluation and provides ongoing support to WSDSG members. WICHE also organizes an annual meeting with training and presentations for WSDSG members to stay apprised of developments and best practices in the field of behavioral health data and evaluation. Funding is based on an annual membership fee of \$6,000.

Wyoming Needs Assessment: Wyoming’s Department of Health, Behavioral Health Division, contracted with WICHE to assess the state’s behavioral health care system. The assessment included analyzing the state’s publicly funded behavioral health service delivery system and data collection, assessing existing gaps in service delivery, and exploring options for a new data system.

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization:

Relevance
(mission-critical)



Opportunity
(funding)



Competence
(staff/consultants)



Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Mountain Plains Mental Health Technology Transfer Center (MP-MHTTC)	A/S; W/S		Western	\$1,368,730	1.75 5 years	University of North Dakota
Rural Communities Opioid Response Program (RCORP)	A/S; W/S		Western	\$974,767	1.75 4 years	JBS International
Montana Zero Suicide	A/S		Western	\$69,835	.25 5/19-9/20	State of Montana
Hawai’i Recruitment of Clinical Psychologists	A/S; W/S		Western	\$100,000	.25 1 year	State of Hawai’i
Alaska Psychiatric Institute – Privatization Feasibility Study	A/S; W/S		Western	\$183,810	.50 2 months	State of Alaska
Building Hope – Summit County Treatment Capacity	A/S; W/S		Western	\$29,500	.1 7/19-3/20	Summit County, Colo.

Mountain Plains Mental Health Technology Transfer Center (MP-MHTTC): The MP-MHTTC is a five-year partnership between WICHE and the University of North Dakota to provide comprehensive training, resources, and technical assistance to mental health providers and other practitioners across a six-state area. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) the newly formed center will specialize in rural and frontier mental health in Colorado, Utah, Wyoming, Montana, North Dakota, and South Dakota.

Rural Communities Opioid Response Program (RCORP): WICHE has partnered with JBS international to reduce morbidity and mortality associated with opioid overdoses in high-risk communities by strengthening the organizational and infrastructural capacity of multi-sector consortiums. As a partner in this project, WICHE provides monthly technical assistance to 15 sites aiding in the planning for more intensive efforts in upcoming years.

Montana Zero Suicide: The rate of loss of life caused by suicide in Native American communities in Montana is the highest in the nation. The State of Montana has retained WICHE to assist urban and reservation-based Native American primary care clinics in developing protocols and skills to help prevent suicides in Native American communities. WICHE is assisting in assessing the training needs of up to six primary care clinics and their respective communities and is delivering training on the Suicide Prevention Toolkit for Primary Care Practices with a focus on societal and clinical issues specific to Native Americans.

Hawai'i Department of Education: Recruitment and Contracting of School-Based Clinical Psychologists: The Hawai'i Department of Education recently contracted with WICHE BHP to recruit and contract with clinical psychologists to fill public school vacancies across the Hawai'ian Islands.

Alaska Psychiatric Institute (API) Privatization Feasibility Study: The State of Alaska contracted with the WICHE BHP to conduct a comprehensive study of the feasibility of privatizing the API, examining both quantitative and qualitative data from API, and reviewing psychiatric hospitals from across the country that have been privatized to develop potential operational models. The WICHE BHP is partnering with the National Association of State Mental Health Program Directors Research Institute (NRI) to provide a comprehensive project team.

Building Hope Summit County Treatment Capacity Project: Through a competitive Request for Proposal process, WICHE was awarded a contract with Building Hope Summit County, a non-profit community initiative creating solutions to Summit County Colorado's mental health care system challenges. WICHE is performing a study of behavioral health treatment capacity in Summit County and developing recommendations to improve both the numbers of providers in the area as well as improve their expertise to best serve its residents.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval).

Student Wellness and Mental Health: WICHE continues to seek opportunities and funding to partner with the WICHE Policy Analysis and Research unit to support and improve college student wellness and mental health, with the goal of improving college completion and degree attainment for all student regardless of race, ethnicity, income, or mental health status.

Substance Abuse and Mental Health Services Administration (SAMHSA) Indefinite Delivery Indefinite Quantity (IDIQ): In collaboration with JBS International, WICHE was an awardee for the IDIQ-Domain III-Policy Analysis and Related Projects. Also, in collaboration with the National Association of State Mental Health Program Directors (NASMHPD), WICHE was an awardee for the IDIQ-Domain V-Technical Assistance and Training Projects. This will allow WICHE, in collaboration with JBS International and NASMHPD, to respond to Task Order requests under these domains over a five-year period.

Campus Sexual Assault Prevention: Following an exhaustive review of current best practices in programming and policy, WICHE has developed a program to assess all facets of campus sexual violence prevention efforts and provide campus leaders feedback about best practices in campus sexual violence prevention to support Institutes of Higher Education (IHEs) in the prevention of sexual assault. WICHE piloted this program at the Northern Marianas College in 2018. WICHE continues to seek additional funding to make these services available to additional IHEs.

State of Hawai'i Early Intervention Services: The Early Intervention Services Section (EIS) of the Hawai'i Department of Health has reached out to WICHE to request another comparative review of early childhood services rates and related professional salaries such as occupational and physical therapies. The EIS wishes to compare Hawai'i rates to those in other, analogous states to ensure competitive pay and thus sufficient workforce.

National Institutes of Health (NIH): WICHE MHP has been approached to provide an update (pending NIH funding decision) to its publication *Mental Health and Rural America: An Overview and Annotated Bibliography*. The revision would expand the publication's focus to include substance use and addiction, with special emphasis on opioid addiction in rural and frontier areas of the U.S.

WICHE Rural Psychology Internship Initiative in Guam and the Commonwealth of the Northern Mariana Islands: At the territories' request, WICHE is partnering with Guam and the Commonwealth of the Northern Mariana Islands (CNMI) to explore the feasibility of developing an accreditable psychology internship consortium to serve Guam and CNMI and build the behavioral health workforces there. As has been accomplished in Alaska, Hawai'i, Nevada, and Colorado, WICHE would guide all phases of the development of a psychology internship consortium to both attract and retain qualified and highly trained behavioral health professionals to the territories.

Center for Alaska Native Health Research (CANHR) and the Alaska Native Tribal Health Consortium (ANTHC): Development of an NIMH R01 Research Proposal in collaboration with the Center for Alaska Native Health Research (CANHR) and the Alaska Native Tribal Health Consortium (ANTHC). This project will evaluate the behavioral health aid program focusing on efficacy, implementation, and best practices. As behavioral health workforce issues continue to grow in tribal areas, this research has the potential to significantly influence the development of new programs across the West.

Previously considered projects that we propose to remove from the workplan: None at this time.

COMPLETED PROJECTS

Work that staff finished in FY 2020.

Alaska Psychiatric Institute Technical Assistance: WICHE provided technical assistance and consultation focused on strategic planning, staffing, and the provision of effective and efficient services.

Beacon Health Rural Consultation: Beacon Health Options is a leading managed behavioral health company, serving 44 million individuals across all 50 states. On behalf of employers, health plans, and government agencies, it manages behavioral health insurance and EAP benefits to ensure robust individual access to behavioral health and addiction services. The WICHE Behavioral Health Program provided technical assistance to Beacon Health to help enhance its effectiveness in providing behavioral healthcare for rural and frontier residents of the Western U.S.

Fort McDowell Yavapai Nation Technical Assistance: The WICHE BHP provided an operational review and service needs analysis for the Fort McDowell Yavapai Nation's Wassaja Family Services Agency. The scope of assessment included surveying community needs, assessing department policies, procedures and ongoing operations, and assessing readiness for CARF Accreditation.

Hawai'i State Hospital Review: The Hawai'i Department of Health retained WICHE to provide an external and independent review of the Hawai'i State Hospital's new staffing estimates, the methodology/metrics for estimating and funding patient growth, and a review of a phased-in timeline for moving patients into a new forensics building.

Hawai'i: The Hawai'i Department of Health, Early Interventions Section (EIS) retained the WICHE MHP to analyze differences in reimbursement rates paid by other state EIS agencies across the country for various disciplines (including occupational therapy, speech therapy, etc.). The study included a comparative analysis of salaries for various positions involved in EIS services and adjusted the rates and salaries based on regional cost of living differences.

Montana State Hospital (MSH) Staffing Study: WICHE reviewed and analyzed MSH staffing, length of stay, and hospital-bed data as well as registered nursing staff duties and supervision models for direct-care staff, and a comparison of MSH to five similar hospitals on these indicators.

South Dakota Legislative Interim Study: The South Dakota Legislature selected "mental health services in South Dakota" for its 2018 summer study session. To help focus the summer study session, the WICHE BHP worked with the group to provide related background data, answered the committee's ad hoc questions, and provided guidance as it selected mental health issues to focus on supporting and improving in the coming years.

Monday, May 18, 2020

2:00 - 3:00 p.m. MDT

Technology-Enhanced Education (EdTech) Special Committee Meeting

Committee Members

- Rita H. Cheng (AZ)
- Dianne Harrison (CA)
- David Lassner (HI)
- Rick Aman (ID)
- Fred Lokken (NV)
- Camille Preus (OR)
- Ann Millner (UT)
- Don Bennett (WA)

Agenda

Facilitating: Russell Poulin, executive director, WCET and vice president, technology-enhanced education

Staff: Van Davis, policy and planning consultant, WCET
 Cheryl Dowd, director, State Authorization Network
 Sherri Artz Gilbert, director, operations and membership
 Mollie McGill, senior director, operations and membership
 Megan Raymond, director, programs and sponsorship

Information Item:

Background on WCET, WICHE Technology-Enhanced Education and the "EdTech" Special Committee 6-3

- WCET
- WICHE Technology-Enhanced Education
- Tracking Federal Regulations
- COVID-19
- EdTech Committee History

Discussion Items:

Setting the Stage for this Special Committee 6-5

WCET Budget 6-6

Discussion of the FY 2021 workplan section pertaining to WCET's activities 6-7

Other business

Adjournment

DISCUSSION ITEM

Background on WCET, WICHE Technology-Enhanced Education and the “EdTech” Special Committee

As this is a new committee, the following information is provided as background on WCET’s and WICHE’s Technology-Enhanced Education work and the hopes for this committee. We seek to have an interactive discussion on these issues.

WCET – the WICHE Cooperative for Educational Technologies

WCET is a self-funded unit with more than 400 members representing institutions, state agencies, nonprofit organizations, and companies. Started in 1989 to serve the WICHE states, the first annual meeting included representatives from Oklahoma asking to join. Members now hail from all 50 states and a few from Canada.

WCET’s on-going “focus areas” are emerging technologies, institutional success, policy and regulation, and student success. WCET works with its members to produce a variety of deliverables including guest blogs, interactive webinars, digital content, summits, annual meetings, member discussions, research, and awards recognizing excellence and innovation. Members engage heavily in asking other members about issues they face in their work and there is great sharing of “lessons learned.”

Three current initiatives for WCET:

- **Every Learner Everywhere** is helping institutions of higher education use adaptive learning technology to improve teaching and learning with a focus on increasing the success of first-generation students, low-income students, and students of color. Funded by the Bill & Melinda Gates Foundation.
- A new collaborative among the regional higher education compacts brings together **open educational resources (OER)** leaders, champions, legislators, state higher education system staff, and educational technologists—with the goal of developing and promoting best practices and policies on adoption, implementation, scalability, and sustainability of OER and zero-cost curricula. Currently funded by the William & Flora Hewlett Foundation, this initiative will seek more funding. This started as the Z Initiative and is now a partnership with the WICHE Policy & Research unit.
- The **State Authorization Network (SAN)** is entering its 10th year serving more than 700 institutions and agencies to support those seeking to comply with state authorization regulations for distance and out-of-state courses and programs. SAN creates resources, provides training on state regulations (especially those not covered by the State Authorization Reciprocity Agreement), federal regulations, access to experts, strategies on meeting state requirements, and support for practitioners. Funding is from additional dues beyond WCET’s dues.

WICHE Technology-Enhanced Education Work

Beyond the OER partnership mentioned above, WCET is helping with a few WICHE initiatives:

- **Cybersecurity initiative:** “Table-top” exercises for institutional leadership have been held in conjunction with FEMA in North Dakota, Colorado, and Oregon. A planned event in Hawai’i has been postponed due to the COVID-19 outbreak. Initial discussions have been held with Idaho and Washington, but FEMA has postponed taking any additional applications for assisting in such exercises until September.
- **WICHE data security initiative:** With Cooley, LLP as legal advisors, WICHE’s data practices, policies, and security measures are being improved. Cooley is currently developing an information security policy that is multi-faceted with a structure that is first focused on the Programs and Services unit given that most of the stored data comes from that unit. In the future, structure will be expanded and adapted to meet the needs of all WICHE units.

Tracking Federal Regulations

WCET has earned a reputation for tracking federal regulations related to postsecondary educational technologies and distance learning. Beyond tracking, WCET helps members and the public understand the complexities of staying in compliance with those regulations.

On April 1, the U.S. Department of Education released another round of regulations for comment resulting from the 2019 negotiated rulemaking process. Russ Poulin, WCET Executive Director, served on the “Distance Education and Innovation” subcommittee for the rulemaking process. The April 1 release included regulations on the definition of distance education, regular and substantive interaction, competency-based education, direct assessment, definition of credit hours, and several other items. WCET informed members and participated in commenting on those regulations.

COVID-19

Taking courses from face-to-face settings and transitioning them to a distance format has consumed many of our partners at WCET member institutions. WCET has created a web page culling and organizing resources of use the technology-enhanced education community, and created interactive sessions, blog posts, and other resources on topics suggested by members. WCET staff participated in calls for advice on the Congressional stimulus packages to assist colleges with the cost of converting to remote learning.

Of special interest is a set of policy briefs created by WCET and WCET/SAN staff. These briefs give short summaries of changes in federal, accrediting, and state policies in response to Covid-19. Included are links to source documents and guidance.

EdTech Committee History

For many years, the WICHE Commission had a “self-funded units” committee that seemed not to serve anyone’s needs adequately. That committee was ended and for the last few years WCET and Behavioral Health were featured in plenary sessions at alternating Commission meetings.

WCET has an executive council (budgets and overall strategic direction) and a steering committee (activities to be conducted). The WICHE Commission is represented on the executive council. These are advisory committees and fiduciary responsibility remains with the WICHE Commission. The WICHE president and the vice presidents of the self-funded units want to experiment with this special committee to increase the connectivity between their activities and the Commission.

DISCUSSION ITEM

Setting the Stage for this Special Committee

Since this is the first meeting of this special committee, the bulk of the time will be spent in discussion on issues of interest to the member commissioners, such as:

- Questions about WCET's membership, structure, or activities.
- Questions about work in support of the COVID-19 transition of courses and entire institutions to a technology-based format.
- Suggestions about emerging activities that WCET or WICHE's Technology-Enhanced Education should explore.
- Clarity on the need for and purpose of this committee.
- Hopes and suggestions for the future operations and future meetings of this committee.

DISCUSSION ITEM

WCET Budget

As a WICHE Special Committee, there is no official action on the WCET budget. The WCET budget is provided as background information:

- WCET is again showing a surplus with excess revenues going into WCET's reserve fund.
- WCET's membership services are mainly funded by dues and our dues rates have not changed for a few years.
- The Z Initiative ends this spring, but we will be submitting to the William & Flora Hewlett Foundation for additional funds to support the work of the compacts collaborating on OER.
- The State Authorization Network has a history of substantial carryover of funds and it was requested that we create a reserve fund and plan for their excess revenue.

DISCUSSION ITEM

FY 2021 Workplan Section Pertaining to WCET's Activities

CURRENT ACTIVITIES Services and Resources

Continuing work that supports WICHE's mission, supported by the general fund or fees. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	US and Canada	WCET staff	Members, Every Learner Everywhere, OLC, Quality Matters, UPCEA
Education Technology Policy	A/S; T/I; A	U.S.	WCET staff	Members, UPCEA, OLC, Quality Matters, other organizations
WCET Annual Meeting and Leadership Summit	A/S; T/I	U.S. and Canada	WCET staff	Corporate sponsors
WCET Member Service and Support	A/S; T/I	U.S. and Canada	WCET staff	Over 400 member institutions and organizations
WCET Research	F/A; A/S; T/I	U.S. and Canada	WCET staff	Members, other organizations
WCET Webcast Series	A/S; T/I	U.S. and Canada	WCET staff	Various, depending on the topic

CURRENT ACTIVITIES Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
wcetMIX (Member Information Exchange)	A/S; T/I	U.S. and Canada	Membership dues	WCET staff 1/19-	Members
WCET Z Initiative (becoming regional compact OER collaborative)	A/S; T/I	U.S.	William and Flora Hewlett Foundation	1.0 2017-20	Organizations active in OER; WICHE Policy unit. Other regional higher education compacts
Evolving Higher Education Policy Issues	F/A; A/S; T/I; A	U.S.	Membership dues	WCET staff 7/20-6/21	Members, WICHE Policy unit

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Deployment of Steering Committee Priorities	F/A; A/S; T/I; A	U.S.	Membership dues	WCET staff 7/20-6/21	WCET Steering Committee, members
State Authorization Network (SAN)	A/S; A	U.S.	SAN member fees	2.25 2011-2021	NC-SARA, 130+ members representing 700+ institutions
Every Learner Everywhere	F/A; A/S; T/I	U.S.	Bill & Melinda Gates Foundation	5.0 2017-22	12 Bill & Melinda Gates Foundation grantees

The short- and long-term impacts of the unprecedented COVID-19 crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

wcetMIX: In January 2019, WCET launched a new digital platform, wctMIX, to support communication, collaboration, and resource-sharing among WCET members. Members are invited to opt in to communicate through WCET’s popular wctnews and wctdiscuss digital forums. Future plans for wctMIX include connecting members of like interests via communities of practice and the buildout of a library of resources such as institutional policies, ed-tech product RFPs, and other shared assets germane to technology-enhanced learning.

The Z Initiative (Z refers to “Zero Cost”) brings together open educational resources (OER) leaders, champions, legislators, state higher education system staff, and educational technologists—with the goal of developing and promoting best practices and policies on adoption, implementation, scalability, and sustainability of OER and zero-cost curricula. The initiative is now partnering with the WICHE Policy unit and the other three regional higher education compacts to promote regional sharing and collaboration on ways to implement, scale, and sustain OER activities through state/system policy, legislation, structures, and fiscal support systems. This work is being funded by the William & Flora Hewlett Foundation.

WCET keeps its members informed of evolving federal policy and regulatory developments that may have an impact on higher education and its use of instructional technologies to enhance learning and extend access. WCET has been active in federal issues (including definition of distance education and of “regular and substantive interaction,” as well as state authorization) related to federal aid. WCET has also been active in state issues such as oversight of education providers and the cost vs. price of distance education offerings.

WCET’s on-going “focus areas” are emerging technologies, institutional success, policy and regulation, and student success. WCET works with its members to produce a variety of deliverables related to each focus area, including guest blogs, interactive webinars, digital content, summits, member discussions, research, recognition of excellence and innovation through its WOW (WCET Outstanding Work) Award, and annual meetings. For 2020, the WCET Steering Committee has selected four topics on which to focus its work in support of member needs. These include:

Accessibility: With the use of educational technologies on- and off-campus, some students require additional assistance to overcome disabilities. Such accommodations also have major benefits for all faculty and students using the technologies. The Steering Committee is exploring the federal accessibility requirements and sharing stories of successful strategies for implementing accessibility solutions.

Contract Cheating: Cheating on exams and assessments has moved beyond a few students helping each other out to an underground industry that preys on unsuspecting students. Some companies have been known to make students believe that the company is endorsed by the institution as a ploy to gain access to exams and to trick students into purchasing their services. The Steering Committee is developing advice for institutions to combat these activities.

Student Services: For online students, support services that can meet their needs at a time when they are needed are essential. There are only pockets of work on behavioral health support for online students and the faculty who serve them. The Steering Committee is gathering lessons learned in serving these students.

Futures of Higher Education: There are many emerging pressures facing higher education and the Steering Committee is helping members understand additional context and how they can be part of the solution for three different issues facing colleges and universities: 1) the coming “enrollment plateau” for traditional-age students, 2) the emergence of new credentials and the resulting competition, and 3) changing e-learning technologies and support systems. Since identifying this working group, the COVID response has overtaken other plans about examining emerging pressures.

The **State Authorization Network (SAN)** is a service (whose dues and membership are separate from WCET's) for those seeking to comply with state authorization regulations for distance and out-of-state courses and programs. SAN develops resources, provides training on state regulations (especially those not covered by the State Authorization Reciprocity Agreement), federal regulations, access to experts, strategies on meeting state requirements, and support for a community of professionals sharing effective practices and latest developments.

Every Learner Everywhere is a network of 12 partner organizations working collaboratively to provide advice, training, and community-vetted resources that support the adoption and implementation of adaptive courseware in gateway or foundational courses. WCET is an intermediary for this network, which helps higher education institutions use adaptive learning technology to improve teaching and learning with a focus on increasing the success of first-generation students, low-income students, and students of color. Formerly known as the Digital Learning Solution Network, this reconstituted network is funded by the Bill & Melinda Gates Foundation.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval).

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Increasing Access, Affordability, and Equity Using OER	F/A; A/S; T/I	U.S.	\$2.5 million	1.5 2019-2022	MHEC, SREB, NEBHE, Policy Analysis and Research Unit
Licensure Projects that Cross State Lines	A/S; A	U.S.	TBD	SAN staff TBD	Other regional compacts

Increasing Access, Affordability, and Equity Using OER: WCET proposes to establish a national consortium with the four regional higher education compacts (MHEC, SREB, NEBHE, and WICHE) to identify, share, and support the development of promising practices and policies in state-level OER adoption and implementation. The project will leverage the unique assets of the four compacts, uniting their longstanding networks of policymakers and higher education leaders. The goal is to move OER beyond being solely a promising idea to becoming a widely used and sustainable student-success practice with a robust evidence base. WICHE's Policy Analysis and Research unit is partnering with WCET on this effort. The proposed timeline is 36 months, and prospective funding partners would be approached including the William and Flora Hewlett Foundation. The Hewlett Foundation is currently funding a planning grant for this work.

Licensure programs that cross state lines: The State Authorization Reciprocity Agreement (SARA) addresses degree programs that cross state lines, but not additional authorizations required of postsecondary programs that lead to professional licensure, such as teacher and nursing licensure. WCET is exploring opportunities for partners and funders to better inform students and to develop such requirements for licensure professions across state lines.

WCET will work with its Steering Committee and Executive Council to implement plans resulting from its nine-month strategy process. WCET has a 31-year successful history of helping colleges and universities to adopt and implement technology-enhanced teaching and learning. Given technology changes, demographic changes, and funding changes, WCET is being proactive in steering possible new directions and member services into the next five to eight years.

WCET is initiating a **redesign of its website** with a focus on providing resources and services for members only. The new website will offer more functionality and an improved user experience.

COMPLETED PROJECTS

Work that staff finished in FY 2019.

Annual Meeting, Denver

WCET Leadership Summit: The 2020 View of Federal Regulations and the Potential Impact on Higher Education Practice, April 15-16, 2020, Largo, MD (a joint summit by WCET and the University of Maryland Global Campus).

SAN Workshops and Conferences: In addition to many virtual events and communications SAN provides to its members, SAN convened several in-person workshops.

Monday, May 18, 2020

3:15 - 4:15 p.m. MDT

Committee of the Whole—Business Session

7-1

Agenda

Reconvene Committee of the Whole: Camille Preus, WICHE chair

Report and recommended action of the Executive Committee

Review of action items of the Executive Committee between November 2019 and May 2020 [Tab 1]

7-3

Report and recommended action of the Programs and Services Committee: Les Purce, committee chair [Tab 3]



Approval of Professional Student Exchange Program support fees for the 2021-22 and 2022-23 biennium

3-10

Report and recommended action of the Policy Analysis and Research Committee: Christopher Cabaldon, committee chair [Tab 4]



Approval of the Policy Paper Series on Affordability

4-7



Approval of the Dual Credit Research and Implementation Network

4-9



Approval of a project related to recovery from the COVID-19 pandemic

4-11

Committee of the Whole—Action Items



Approval of the FY 2021 salary and benefit recommendations

7-7



Approval of FY 2021 annual operating budget – general and non-general fund budgets

7-8



Approval of Dedicated Reserve Levels for Non-General Fund Activities

7-15



Approval of dues for the FY 2022 and FY 2023 biennium

7-18



Approval of the creation of a Strategic Initiative Fund through Reserve Spending Authority of up to \$150,000

7-21



Approval of WICHE Resolution Supporting Postsecondary Flexibility in Response to COVID-19

7-22



Approval of the FY 2021 Workplan

7-23



Meeting Evaluation: surveyMonkey.com/r/WICHEMay2020

Other business

Adjourn Committee of the Whole—Business Session

WICHE Executive Committee Videoconference Meeting Minutes

Tuesday, February 18, 2020

3:00 p.m. – 4:30 p.m.

Commissioners Present

Camille Preus (OR), chair
Susan Anderson (AK), vice chair
Ray Holmberg (ND), immediate past chair

Stephanie Butler (AK)
Rita Cheng (AZ)
Antwan Jefferson (CO)
David Lassner (HI)
Rick Aman (ID)
Clayton Christian (MT)
Fred Lokken (NV)
Mark Hagerott (ND)
Jude Hofschneider (US Pacific Territories and
Freely Associated States/CNMI)
Don Bennett (WA)

Commissioners Absent:

Dianne Harrison (CA)
Jim Hansen (SD)
Ann Millner (UT)
Fred Baldwin (WY)

WICHE Staff Present:

Laura Ewing, executive assistant to the president
and to the Commission
Patrick Lane, vice president, Policy Analysis and Research
Demarée Michelau, president
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president, Behavioral Health and
co-director, Mental Health Technology Transfer Center
Megan Raymond, director, programs and sponsorship,
WCET

Chair Camille Preus called the meeting to order at 3:04 p.m. She asked Laura Ewing to call roll. A quorum was confirmed. Chair Preus asked President Demarée Michelau to acknowledge the staff present in the room and joining by phone.

ACTION ITEM

Approval of the Nov. 7, 2019 Executive Committee minutes

Chair Preus called for the approval of the Nov. 7, 2019, Executive Committee minutes. Commissioner Ray Holmberg MOVED TO APPROVE the motion to approve the minutes and Commissioner Antwan Jefferson SECONDED. There was no discussion and the motion was approved unanimously.

ACTION ITEM

Approval of the Appointment of Hae Okimoto to the W-SARA Regional Steering Committee as an At-Large Member

President Michelau presented information about W-SARA, a voluntary regional organization for state oversight of postsecondary distance education. A key component to overseeing the organization's activity is its Regional Steering Committee. The committee comprises representatives of state portal entities of each of the WICHE states that are members of W-SARA. The WICHE president has the authority to appoint up to five At-Large members of the regional steering committee, and all positions are currently vacant. The Commission approved the governance structure of W-SARA at the May 2019 Commission meeting. President Michelau put forth the appointment of Dr. Hae Okimoto, director of academic technologies, University of Hawai'i, to be an At-Large member of the committee. The executive director, Christina Sedney, supports this proposed appointment. Dr. Okimoto's biography was included in the Executive Committee materials for the Executive Committee meeting. Additionally, it was noted that because Hawai'i's state portal entity is the Department of Commerce and Consumer Affairs, this appointment would give Hawai'i a higher education representative on the Steering Committee. Commissioner Susan Anderson MOVED TO APPROVE the motion to appoint Dr. Okimoto to the W-SARA Regional Steering Committee and Commissioner David Lassner SECONDED. The motion carried unanimously.

ACTION ITEM

Creation of an Investment Committee as a Special Committee of the WICHE Commission

President Michelau presented the proposal for creating an Investment Committee as a Special Committee of the WICHE Commission. President Michelau explained that in addition to its annual budgeting responsibilities, the WICHE Commission

is responsible for ensuring the funds available to the organization are invested in sound, legal, and appropriate ways. According to Article VI, Section IV of the WICHE Bylaws, the WICHE president is responsible for directing management of investments in accordance with the policies and procedures established by the commission. Since the WICHE investment policy has not been reaffirmed or modified since 1992, staff recommend that the WICHE Commission examine the policy to determine if it still meets the organizational needs and if any adjustments should be made. As such, WICHE staff recommend creating a special committee—the investment committee—to be chaired by the WICHE chair with the members to be appointed by her. Prior to the motion being approved, Commissioner Antwan Jefferson asked about the makeup of members of the investment committee. President Michelau reported that commissioners with investment experience and willing to serve on the committee would be first considerations. Determining members of the committee will take place over several months and then be presented to the commission in November for approval. Chair Preus indicated that she is able to make the time needed for developing this committee. Commissioner Jefferson proceeded with the MOTION TO APPROVE the creation of the investment committee and Commissioner Clayton Christian SECONDED the motion. The motion passed unanimously.

ACTION ITEM

Creation of Two Special Committees—the Behavioral Health Committee and the Technology-Enhanced Education (EdTech) Committees—as Special Committees of the WICHE Commission

President Michelau summarized that WICHE has four operational units—Programs and Services, Policy Analysis and Research, Behavioral Health, and WCET (the WICHE Cooperative for Educational Technologies)—that implement the WICHE workplan by conceptualizing and managing a vast array of programs, projects, and initiatives, and by developing valuable resources that address the needs of member states and territories. The WICHE Commission has established two standing committees, the Programs and Services Committee (with jurisdiction over WICHE’s programs and services) and the Policy Analysis and Research Committee (with jurisdiction over WICHE’s policy and research work). Prior to spring 2017, there also was a Self-Funded Units Committee, which had jurisdiction over the Behavioral Health Program and WCET; thus, there were three committees plus the Executive Committee at that time. This action item seeks to create two special committees—the Behavioral Health Committee and the Technology-Enhanced Education (EdTech) Committee—to increase the knowledge of the WICHE Commission about these two areas of work and also provide a resource to staff by providing a forum in which staff can tap the expertise of WICHE Commissioners as they consider projects and initiatives and better ways to serve their unique constituencies. President Michelau proposed a trial period of one year (two commission meetings) to determine if these two additional committees, meeting at the same time as the Programs and Services and Policy Analysis and Research Committees during the commission meetings, are worthy of time and attention for the commission. These additional committees would comprise Executive Committee members. The special committees would first meet in May 2020 and again in November 2020, and would be facilitated by WICHE staff; the special committees would not have chairs appointed initially. Commissioner Jude Hofschneider proceeded with a MOTION TO APPROVE the establishment of two special committees and Commissioner Fred Lokken SECONDED the motion. The motion passed unanimously.

DISCUSSION ITEM

Budget Update

Chief Financial Officer Craig Milburn gave a report on the WICHE budget and reviewed the FY 2020 and 2021 budgets with reference to the budget information included in the meeting materials. The FY 2021 budget only includes the increase of dues that have already been approved. At the May 2020 meeting dues approval will be for FY 2022 and FY 2023. The budget Milburn reviewed was the update of the current fiscal year that began July 1, 2019, through January 31, 2020. The revenues are on course as forecasted, and expenditures are \$5,000 less than expected. Most of the programs are under budget. There is currently \$255,000 excess revenue for the current fiscal year, which is expected to change as the fiscal year continues. WICHE is currently financially healthy and in the black.

Milburn continued to discuss the reserve budget indicating that the year started with \$3.5 million and \$1,911,000 reserves available for designation. Reserve allocations were mentioned and designated to the following:

- \$50k for website (August 2019)
- \$50k for strategic communication plan (September 2019)
- \$225k for data privacy plan (September 2019)
- \$100k for executive professional development (September 2019)

With the designations, this leaves a remainder of \$169,000 with excess revenue for this year. Commissioner Jefferson asked about line 4550, which shows the revenue for W-SARA budget and \$45,000 excess revenue, but the amount showing is coming in at \$0 for 2020. Commissioner Jefferson inquired why the projection is significantly different. Milburn said that the forecast needs some adjusting, and the timing of budget items that will result in an adjustment will be seen after February closes. By March, the budget number will be more realistic. Commissioner Lokken asked about the scheduled increase in dues in June and how much additional revenue will be seen with that dues increase. Milburn responded by saying the dues will increase by \$48k, which was set in May 2018 for each WICHE member. Commissioner Lokken commented that at the time the increase was set, the commission specifically wanted to make sure there was a need and good reason for the increase, and the members would have good evidence of their return on investment (ROI). If we are anticipating adding to our reserves by year end, and the reserves are healthy already, what is the purpose of increasing dues? Milburn reminded the Executive Committee that the dues increases are done two years ahead with the anticipation that the increase is warranted. President Michelau commented that she discussed the dues increase in terms of the ROI at length during the officers' retreat, and the support and rationale for dues increase will be discussed at the May meeting. Further, the indirect cost recovery is a big part of the revenue, and there is at least one significant grant that will be concluding, which will have a rather large impact on the anticipated revenues. President Michelau made a final comment that all the dues have been collected for this fiscal year.

DISCUSSION ITEM

Preliminary Agenda for the May 18-19, 2020 Commission meeting

President Michelau reminded the committee of the dates for the spring commission meeting, May 18-19, 2020, in Portland, Ore. New Commissioner orientation is planned for Sunday, May 17. Currently, the number of commissioners who may be attending the orientation is uncertain; there are only a few new commissioners who have not attended a commission meeting. There is also a possibility that there may be new appointments. The certifying officers meeting is on May 17. The main focus of the Executive Committee meeting at the May meeting is evaluating President Michelau's performance.

The Governor of Oregon has been invited to welcome the Commission in the opening remarks of the meeting. The Committee of the Whole agenda is fairly standard for what occurs at the May meeting. Plenary session planning is underway, and President Michelau gave some overview of session development. The plenary session presentations will have attention on the WICHE five focus areas. Plenary session development includes:

- Adaptive learning (Technology and Innovation)
- Addressing basic needs on campuses (Access and Success)
- Promise Programs OR Community Colleges offering four-year degrees (Finance and Affordability)
- The value of postsecondary education (Workforce and Society)

President Michelau explained that she and WICHE staff made a recommendation regarding plenary session content and proposed the value of postsecondary education (Workforce and Society) to be the theme of the November 2020 meeting. Further, she invited the committee to give feedback on which Finance and Affordability topic they like best for the plenary session. There was discussion and feedback regarding plenary options for community colleges offering four-year degrees or Promise Programs. Commissioner Rick Aman voiced his favor for community colleges/four-year degrees. Commissioner Lokken supports both options being discussed in one session and can envision a way to cover both topics through discussion about workforce development that is an important aspect with Promise Programs and four-year schools offering tailored degrees more than Liberal Arts degrees. Both topics generally work well with economic development and workforce development and he suggested that they could be discussed within one plenary session.

President Michelau acknowledged that she received good feedback from the committee to move forward with the plenary session planning and development.

Additionally, President Michelau reviewed business meeting action items to approve in May which include dues, FY 2021 WICHE workplan, and the FY 2021 budget.

INFORMATION ITEM

Update on the WICHE Officers' Retreat

The officers met in early January in Seattle with productive discussion on budget, committee structure, options for the special committees, strategic direction focus, and switching up the way in which the commissioners are able to interact

easily during the meeting. Layout of the meeting room could be different from the standard U shape when not in the business session of the meeting. Banquet round seating is a possibility for Day 1, and this setup could encourage more conversation and interaction. Logistically, it can be challenging for hotel and AV staff to rearrange the meeting space from Day 1 to Day 2 with seating and microphone set up. Chair Preus encouraged emails to be sent to President Michelau with feedback on whether to change the standard set up as it has been in most Commission meetings, which would be changing from a U shape configuration to banquet rounds set up.

INFORMATION ITEM
Development of the FY 2021 Workplan

President Michelau reminded the Executive Committee that the commission will approve the FY 2021 workplan at the May meeting. A solid draft of the workplan will be presented for review to the Executive Committee during the March 17, 2020, teleconference call. The traditional format of the workplan will be produced for dissemination as well as an additional public facing document for funders and external partners that will communicate the WICHE message better by organizing the document to highlight the five focus areas. The public facing document will not be ready for the March 17 call. There were no questions from the committee.

INFORMATION ITEM
Update on the Launch of the Revamped WICHE website

President Michelau updated the committee about a change in website development vendors and noted that the new vendor is doing a good job of getting the project back on track and progressing forward for a possible April launch. Design, page layout, and functional navigation of the site are the current focuses. Soon, updating content for the pages will be in full motion, with contributions from staff, and is the final step to launch.

INFORMATION ITEM
Update on WICHE benefits

The commission approves the WICHE employee benefits. This year's renewal included two benefit areas that were new to staff options—voluntary vision and voluntary life insurance. Commission approval for these benefits was not needed due to zero cost to WICHE to offer these benefits to staff. Twenty-six of 78 staff members chose the voluntary vision. Twenty-eight staff, 26 spouses, and five children elected to take the voluntary life insurance. During the process of researching and exploring these voluntary benefit offerings, it was discovered that staff vision insurance is potentially affordable to offer as an additional benefit. November is when renewal options are considered and evaluated. The commission may be asked to consider covering the cost of vision insurance for WICHE staff.

Other business
None

Chair Preus asked the committee if there was any other business to discuss. There was none.

CLOSED SESSION OF THE EXECUTIVE COMMITTEE

DISCUSSION ITEM
Approval of President's Performance Goals

The Committee went into closed session at 3:48 p.m.

ACTION ITEM

Approval of the FY 2021 Salary and Benefit Recommendations

Salary

All standard salary increases at WICHE are provided on the basis of performance; WICHE does not provide across-the-board raises, step increases, or cost-of-living adjustments. Occasional exceptions to the “merit-only” policy are made if salary surveys indicate a position is out of alignment with other positions within the organization or, within reason, to retain a valued individual who has been offered a more lucrative position elsewhere.

As reflected in the proposed budget agenda item, President Demarée Michelau is pleased to recommend 3.0 percent for FY 2021 performance-based increases to staff who have performed at exceptionally high levels over the past year.

Benefits

The proposed budget also includes a 3.0 percent increase in benefits for staff, all of which are related either to benefits directly associated with salary (i.e., WICHE contributions to the retirement plan, life insurance, workers' compensation, unemployment compensation, and Social Security) or to projected changes in the costs of general benefits (i.e., health/dental insurance premiums, Social Security, and workers' compensation).

Major benefits to staff include the following:

- Participation in WICHE's retirement plan, which provides two-to-one matching for contributions up to a combined 15 percent (5 percent from staff, 10 percent from WICHE), in TIAA-managed accounts.
- Health and dental insurance, which includes participation in a health savings account (HSA) plan through insurer UnitedHealthcare. WICHE provides a set portion of the payment for the health and dental insurance, with the staff members paying the remainder, which varies depending upon the plan they select. WICHE also contributes an amount annually to each staff member's health savings account.
- An optional flexible spending account for eligible medical expenses and dependent care.
- Life, accidental death and disability, short-term disability, and long-term disability insurance.
- Generous vacation, sick leave, paid holidays, and personal business leave.
- Conversion of up to 900 hours of accumulated sick leave for most individuals retiring from WICHE (requires at least five years of service and combined age and tenure at WICHE of at least 70 years).
- Voluntary vision plan and voluntary supplemental life insurance.

Action Requested

Approval of a 3.0 percent average salary increase for WICHE staff. The full amount of a 3.0 percent average salary increase is approximately \$215,000, of which the General Fund portion is \$57,000 and is included in the proposed FY 2021 budget.

ACTION ITEM

Approval of the FY 2021 Annual Operating Budget (including General Fund Budget and Non-General Fund Budgets)

Background

The general fund budget proposed by staff for FY 2021 (July 1, 2020 to June 30, 2021) is for a suite of WICHE programs that provide service to member states and territories and support a wide range of highly significant projects. General fund revenue not only supports basic WICHE program activities, such as the work of the Student Access Programs and the Policy Analysis and Research unit, it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing and collaborative activities in higher education, many of which are supported by non-state dollars.

The four budgets following the general fund budget reflect the projected non-general fund budgets for each of the four primary programmatic units within WICHE. Non-general fund activities include all projects supported by external sources, such as fees, grants, memberships, or contracts. Of these four non-general fund budgets, the WCET unit and the Behavioral Health unit are self-funded.

Action Requested

Approval of the FY 2021 general fund budget and the FY 2021 non-general fund budgets.

Western Interstate Commission for Higher Education

General Fund Budget

Comparing FY 2020 with FY 2021

Revenue and Expenditures

March 2020

	FY 2020				FY 2021				
	FY 2020 Budget	FY 2020 Projection	Projection Higher or (Lower) than Budget	%	FY 2021 Budget	FY 2021 Budget Higher or (Lower) than FY 2020 Budget		FY 2021 Budget Higher or (Lower) than FY 2020 Projection	
Revenue									
4102 Indirect Cost Reimbursements	\$700,000	\$1,001,060	\$301,060	43.0%	\$1,200,000	\$500,000	71.4%	\$198,940	19.9%
4104 Indirect Cost Sharing-WICHE	(\$200,000)	(\$298,438)	(\$98,438)	49.2%	(\$360,000)	(\$160,000)	80.0%	(\$61,562)	20.6%
4201 Members/Fees States/Institutions a	\$2,496,000	\$2,496,000	\$0	0.0%	\$2,544,000	\$48,000	1.9%	\$48,000	1.9%
4300 Interest	\$300,000	\$193,074	(\$106,926)	-35.6%	\$30,000	(\$270,000)	-90.0%	(\$163,074)	-84.5%
4550 W-SARA excess revenue	\$45,000	\$39,838	(\$5,162)	-11.5%	\$40,000	(\$5,000)	-11.1%	\$162	0.4%
4560 SHEPC excess rents	\$120,000	\$114,800	(\$5,200)	-4.3%	\$115,000	(\$5,000)	-4.2%	\$200	0.2%
4600 Other Income	\$10,000	(\$309)	(\$10,309)	-103.1%	\$1,000	(\$9,000)	-90.0%	\$1,309	-424.1%
4850 Credit Card Transaction Rev. / Units	\$120	\$30	(\$90)	-75.0%	\$120	\$0	0.0%	\$90	300.0%
Total Revenue	\$3,471,120	\$3,546,055	\$74,935	2.2%	\$3,570,120	\$99,000	2.9%	\$24,065	0.7%
Expenditures									
0102 Student Access Program	\$403,121	\$379,853	(\$23,268)	-5.8%	\$417,147	\$14,027	3.5%	\$37,294	9.8%
0104 Policy Analysis & Research	\$453,085	\$408,636	(\$44,449)	-9.8%	\$466,677	\$13,592	3.0%	\$58,041	14.2%
0105 Communications & Public Affairs	\$474,576	\$343,858	(\$130,718)	-27.5%	\$488,814	\$14,238	3.0%	\$144,956	42.2%
0106 Programs & Services	\$107,412	\$90,999	(\$16,413)	-15.3%	\$110,452	\$3,040	2.8%	\$19,453	21.4%
0110 President's Office	\$580,387	\$578,847	(\$1,540)	-0.3%	\$597,798	\$17,412	3.0%	\$18,951	3.3%
0111 Commission Meeting Expense	\$221,382	\$227,478	\$6,096	2.8%	\$228,024	\$6,642	3.0%	\$545	0.2%
0112 Administrative Services	\$847,028	\$840,655	(\$6,373)	-0.8%	\$892,343	\$45,315	5.3%	\$51,688	6.1%
0115 Miscellaneous Gen. Fund	\$266,541	\$222,812	(\$43,729)	-16.4%	\$275,281	\$8,740	3.3%	\$52,469	23.5%
0116 Program Development	\$25,000	\$25,000	\$0	0.0%	\$25,750	\$750	3.0%	\$750	3.0%
0131 LAC Meeting	\$55,020	\$59,835	\$4,815	8.8%	\$56,671	\$1,651	3.0%	(\$3,164)	-5.3%
Total Expenditures	\$3,433,552	\$3,177,974	(\$255,578)	-7.4%	\$3,558,957	\$125,405	3.7%	\$380,983	12.0%
Surplus (Deficit) for the Fiscal Year	\$37,568	\$368,081	\$330,513		\$11,163	(\$26,405)			
Reserves at Beginning of Year									
1 Minimum Reserve b	\$412,026	\$412,026	\$0	0.0%	\$427,075	\$15,049	3.7%	\$15,049	3.7%
2 Reserve for Unexpected Shortfall c	\$343,355	\$343,355	\$0	0.0%	\$355,896	\$12,541	3.7%	\$12,541	3.7%
3 Reserve to Operate Accounts Receivable d	\$850,000	\$850,000	\$0	0.0%	\$850,000	\$0	0.0%	\$0	0.0%
4 Reserve Available for Dedication	\$1,911,083	\$1,911,083	\$0	0.0%	\$1,826,574	(\$84,509)	-4.4%	(\$84,509)	-4.4%
Reserves at Beginning of Year	\$3,516,464	\$3,516,464	\$0	0.0%	\$3,459,545	(\$56,919)		(\$56,919)	
Reserves Dedicated during Year									
5 Web Site Completion e	\$50,000	\$50,000	\$0	0.0%	\$0	\$50,000	100.0%	\$50,000	100.0%
6 Strategic Communications Plan f	\$50,000	\$50,000	\$0	0.0%	\$0	\$50,000	100.0%	\$50,000	100.0%
7 Data Privacy Plan g	\$225,000	\$225,000	\$0	0.0%	\$0	\$225,000	100.0%	\$225,000	100.0%
8 Professional Development Plan h	\$100,000	\$100,000	\$0	0.0%	\$0	\$100,000	100.0%	\$100,000	100.0%
9 Deficit (Surplus) for the Fiscal Year above	(\$37,568)	(\$368,081)	\$330,513		(\$11,163)	(\$26,405)	70.3%	(\$356,918)	97.0%
Reserves Dedicated during the Fiscal Year	\$387,432	\$56,919	\$330,513	0.0%	(\$11,163)	\$398,595		\$68,082	
Reserves at End of Year	\$3,129,032	\$3,459,545	\$330,513		\$3,470,707	\$341,676			

- (a) At the May 2018 meeting the Commission set the FY 2020 dues to \$156K and the FY 2021 dues to \$159K.
 (b) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
 (c) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
 (d) Reserve amount needed float accounts receivable until payments are received for contracted work. Approved by Executive Committee February 2016.
 (e) Approved by Executive Committee at their August 2019 meeting.
 (f) - (h) Approved by Executive Committee at their September 2019 meeting.

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2020 and FY 2021

Programs and Services

March 2020

	FY 2020	FY 2020	FY 2021		
9 months elapsed 3 months remaining <i>Object / Description</i>	Total	Budget	Budget	Variance	%
	<i>Actual > 01-Jul-19 -- 31-Mar-20</i>	01-Jul-19	01-Jul-20	FY 2021 budget higher or (lower) than FY 20	
	<i>Forecast > 01-Apr-20 -- 30-Jun-20</i>	30-Jun-20	30-Jun-21		
11-20 MHEC Master Property Program	\$25,044	\$24,600	\$24,840	\$240	1.0%
11-21 MHECtech	\$109,314	\$125,000	\$117,873	(\$7,127)	-5.7%
11-22 MHECare	\$18,580	\$23,000	\$18,500	(\$4,500)	-19.6%
11-61 Passport Phase III - ED	\$694,464	\$916,870	\$96,668	(\$820,202)	-89.5%
12-01 Interstate Passport	\$0	\$10,000	\$340,363	\$330,363	3303.6%
13-01 OCE School	\$1,500	\$618		(\$618)	-100.0%
14-02 NSI Initiative Y2	\$137,785	\$0		\$0	#Num!
14-03 NSI Initiative Y3	\$616,462	\$532,014	\$441,292	(\$90,722)	-17.1%
15-01 Western Academic Leader Forum	\$80,007	\$120,451	\$112,167	(\$8,284)	-6.9%
15-15 Online Course Exchange	\$17,965	\$18,240	\$49,667	\$31,427	172.3%
15-20 Western Alliance Comm Colleges	\$84,314	\$113,182	\$99,075	(\$14,107)	-12.5%
15-30 Forum Academy	\$40,524	\$40,389	\$37,300	(\$3,089)	-7.6%
Revenue	\$1,825,959	\$1,924,364	\$1,337,745	(\$586,619)	-30.5%
Total Revenue	\$1,825,959	\$1,924,364	\$1,337,745	(\$586,619)	-30.5%
11-20 MHEC Master Property Program	\$12,547	\$24,351	\$21,284	(\$3,067)	-12.6%
11-21 MHECtech	\$85,758	\$103,358	\$109,090	\$5,732	5.5%
11-22 MHECare	\$1,054	\$4,498	\$3,255	(\$1,242)	-27.6%
11-61 Passport Phase III - ED	\$472,322	\$387,724	\$96,668	(\$291,056)	-75.1%
12-01 Interstate Passport	\$0	\$8,000	\$340,233	\$332,233	4152.9%
13-01 OCE School	\$1,201	\$618		(\$618)	-100.0%
14-01 NSI Initiative Y1	\$978			\$0	
14-02 NSI Initiative Y2	\$139,916	\$205,024		(\$205,024)	-100.0%
14-03 NSI Initiative Y3	\$252,621	\$360,085	\$184,443	(\$175,642)	-48.8%
15-01 Western Academic Leader Forum	\$58,320	\$107,376	\$112,166	\$4,791	4.5%
15-15 Online Course Exchange	\$8,317	\$11,981	\$49,667	\$37,686	314.5%
15-20 Western Alliance Comm Colleges	\$67,941	\$105,577	\$99,074	(\$6,503)	-6.2%
15-30 Forum Academy	\$39,848	\$38,649	\$31,852	(\$6,797)	-17.6%
Expense	\$1,140,824	\$1,357,241	\$1,047,732	(\$309,508)	-22.8%
Total Expense	\$1,140,824	\$1,357,241	\$1,047,732	(\$309,508)	-22.8%
Revenue over (under) Expense	\$685,135	\$567,124	\$290,013	(\$277,111)	

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2020 and FY 2021

Policy Analysis and Research

March 2020

	FY 2020	FY 2020	FY 2021		
9 months elapsed 3 months remaining <i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	<i>Variance</i>	<i>%</i>
Actual > 01-Jul-19 -- 31-Mar-20 Forecast > 01-Apr-20 -- 30-Jun-20	01-Jul-19 -- 31-Mar-20	01-Jul-19 30-Jun-20	01-Jul-20 30-Jun-21	FY 2021 budget higher or (lower) than FY 20	
17-05 W-SARA	\$418,162	\$413,162	\$462,000	\$48,838	11.8%
17-16 NC-SARA / Post Separation	(\$16,306)			\$0	
50-18 HSG Methods Review & Expansi	\$51,900		\$367,990	\$367,990	
50-26 Utah - NCHEMS Consultation	\$10,860	\$13,500		(\$13,500)	-100.0%
51-32 Multistate Data Exchange 2	\$592,030	\$549,100		(\$549,100)	-100.0%
53-14 Data for the American Dream	\$38,916	\$113,000	\$105,620	(\$7,380)	-6.5%
54-13 WICHE Task Force on Att Gaps	\$140,022	\$195,000	\$80,000	(\$115,000)	-59.0%
54-14 WCCC Strategic Planning	\$92,524	\$100,000	\$7,000	(\$93,000)	-93.0%
54-20 Recog. of Learning -- Lumina	\$250,179	\$280,000	\$24,000	(\$256,000)	-91.4%
54-21 Recog. of Learning -- Strada	\$147,560	\$110,000	\$25,700	(\$84,300)	-76.6%
55-01 Anticipated New Funding	\$0	\$14,000		(\$14,000)	-100.0%
Revenue	\$1,725,846	\$1,787,762	\$1,072,310	(\$715,452)	-40.0%
Total Revenue	\$1,725,846	\$1,787,762	\$1,072,310	(\$715,452)	-40.0%
17-05 W-SARA	\$323,060	\$413,162	\$421,282	\$8,120	2.0%
50-01 Policy Core Account	\$2,076			\$0	
50-18 HSG Methods Review & Expansi	\$51,852		\$367,990	\$367,990	
50-26 Utah - NCHEMS Consultation	\$461	\$13,750		(\$13,750)	-100.0%
51-32 Multistate Data Exchange 2	\$590,758	\$548,486		(\$548,486)	-100.0%
53-14 Data for the American Dream	\$38,915	\$112,305	\$103,387	(\$8,918)	-7.9%
54-13 WICHE Task Force on Att Gaps	\$139,600	\$194,601	\$79,832	(\$114,769)	-59.0%
54-14 WCCC Strategic Planning	\$92,524	\$100,000	\$7,000	(\$93,000)	-93.0%
54-20 Recog. of Learning -- Lumina	\$250,071	\$279,987	\$24,000	(\$255,987)	-91.4%
54-21 Recog. of Learning -- Strada	\$147,328	\$107,229	\$25,700	(\$81,529)	-76.0%
55-01 Anticipated New Funding	\$0	\$13,389		(\$13,389)	-100.0%
Expense	\$1,636,644	\$1,782,909	\$1,029,191	(\$753,718)	-42.3%
Total Expense	\$1,636,644	\$1,782,909	\$1,029,191	(\$753,718)	-42.3%
Revenue over (under) Expense	\$89,202	\$4,853	\$43,119	\$38,266	

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2020 and FY 2021

Behavioral Health

March 2020

	FY 2020	FY 2020	FY 2021		
9 months elapsed 3 months remaining Object / Description	Total	Budget	Budget	Variance	%
	<i>Actual ></i> 01-Jul-19 -- 31-Mar-20 <i>Forecast ></i> 01-Apr-20 -- 30-Jun-20	01-Jul-19 30-Jun-20	01-Jul-20 30-Jun-21	FY 2021 budget higher or (lower) than FY 20	
40-01 MH - State Affiliation Fees	\$418,671	\$352,000	\$398,000	\$46,000	13.1%
40-10 MH - Decision Support Group	\$60,000	\$54,000	\$72,000	\$18,000	33.3%
40-21 MH - Suicide Prevention Toolkits	\$2,200	\$2,000	\$2,500	\$500	25.0%
41-01 MH - Consulting Main Account	\$54,156	\$75,000		(\$75,000)	-100.0%
41-20 AZ Evidence Based FY14--FY15	\$390,384	\$419,000	\$404,111	(\$14,889)	-3.6%
41-30 AZ Mercy Maricopa EBP FY15-16	\$254,366	\$130,000	\$130,075	\$75	0.1%
41-39 AZ MMIC Training 2017	\$183,330	\$262,000	\$125,000	(\$137,000)	-52.3%
41-45 SD DBH Annual Fidelity Review	\$49,729	\$49,000	\$49,000	\$0	0.0%
41-80 VA Rural Suici FY 15, 16 and 17	\$1,420,904	\$1,443,784	\$2,178,037	\$734,253	50.9%
43-16 WY Statewide Needs Assessmen	\$134,213	\$75,000		(\$75,000)	-100.0%
43-53 Montana Zero Suicide	\$61,803	\$61,803	\$8,032	(\$53,771)	-87.0%
43-70 SAMHSA MHTTC Grant	\$287,289	\$274,634	\$283,953	\$9,319	3.4%
43-73 SAMHSA MHTTC Supplemental	\$312,351	\$229,166	\$275,877	\$46,711	20.4%
43-74 HRSA Rural Opioid Response TA	\$452,296	\$420,132	\$522,111	\$101,979	24.3%
44-29 AK Psychiatric Privatization	\$198,810	\$198,810		(\$198,810)	-100.0%
44-40 MH - AK API FY 15/16	\$20,932	\$29,167	\$70,833	\$41,666	142.9%
45-40 AK Trust PIC FY17/18	\$20,000	\$50,000	\$20,000	(\$30,000)	-60.0%
45-43 MH - AK PIC Interns FY11-FY19	\$100,000	\$100,000	\$100,000	\$0	0.0%
46-01 HI - DOH	\$24,150	\$23,668	\$24,150	\$482	2.0%
46-02 HI - DPS	\$24,150	\$23,668	\$24,150	\$482	2.0%
46-03 HI - DOE	\$24,150	\$23,668	\$24,150	\$482	2.0%
46-06 HI - DOE Interns	\$388,802	\$287,682	\$473,390	\$185,708	64.6%
46-07 HI - DPS Interns	\$141,107	\$132,358	\$92,954	(\$39,404)	-29.8%
46-08 HI - DOH Interns	\$198,602	\$132,358	\$194,888	\$62,530	47.2%
46-15 HI DOE Recruitment	\$166,000	\$75,000	\$108,000	\$33,000	44.0%
46-17 HI Recruitment of Clinical Psy	\$25,000	\$25,000	\$25,000	\$0	0.0%
46-24 NM Psychology Internship	\$78,108	\$100,000	\$75,000	(\$25,000)	-25.0%
46-31 OR Psych Internship FY 15-18	\$2,400			\$0	
46-32 Idaho Psychology Internship	\$58,977	\$56,250	\$62,500	\$6,250	11.1%
46-36 UT Psychology Internship	\$70,269	\$60,000	\$60,000	\$0	0.0%
46-40 NV Intern Stipends FY 15-16-17	\$195,428	\$190,000	\$143,706	(\$46,294)	-24.4%
46-51 NV Psych Internship FY 15	\$48,629	\$30,000	\$62,774	\$32,774	109.2%
Revenue	\$5,867,205	\$5,385,147	\$6,010,191	\$625,044	11.6%
Total Revenue	\$5,867,205	\$5,385,147	\$6,010,191	\$625,044	11.6%
40-01 MH - State Affiliation Fees	\$699,864	\$500,000	\$634,256	\$134,256	26.9%
40-10 MH - Decision Support Group	\$63,652	\$50,000	\$73,209	\$23,209	46.4%
40-21 MH - Suicide Prevention Toolkits	\$4,024	\$1,500	\$2,500	\$1,000	66.7%
41-01 MH - Consulting Main Account	\$19,703	\$55,000		(\$55,000)	-100.0%
41-20 AZ Evidence Based FY14--FY15	\$390,384	\$395,000	\$402,537	\$7,537	1.9%
41-30 AZ Mercy Maricopa EBP FY15-16	\$237,119	\$120,000	\$118,450	(\$1,550)	-1.3%
41-39 AZ MMIC Training 2017	\$178,338	\$235,000	\$125,000	(\$110,000)	-46.8%
41-45 SD DBH Annual Fidelity Review	\$38,237	\$39,000	\$38,343	(\$657)	-1.7%
41-80 VA Rural Suici FY 15, 16 and 17	\$1,044,668	\$1,202,912	\$1,825,533	\$622,621	51.8%

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2020 and FY 2021

Behavioral Health (continued)

March 2020

9 months elapsed 3 months remaining <i>Object / Description</i>	FY 2020 <i>Total</i> <small>Actual > 01-Jul-19 -- 31-Mar-20 Forecast > 01-Apr-20 -- 30-Jun-20</small>	FY 2020 <i>Budget</i> 01-Jul-19 30-Jun-20	FY 2021 <i>Budget</i> 01-Jul-20 30-Jun-21	<i>Variance</i> FY 2021 budget higher or (lower) than FY 20	<i>%</i>
41-80 VA Rural Suici FY 15, 16 and 17	\$1,044,668	\$1,202,912	\$1,825,533	\$622,621	51.8%
43-15 SD Data Sys Assess FY14	\$1			\$0	
43-16 WY Statewide Needs Assessmen	\$38,748	\$61,200		(\$61,200)	-100.0%
43-53 Montana Zero Suicide	\$55,795	\$53,842	\$11,774	(\$42,068)	-78.1%
43-70 SAMHSA MHTTC Grant	\$273,191	\$237,582	\$286,010	\$48,428	20.4%
43-73 SAMHSA MHTTC Supplemental	\$307,014	\$232,842	\$292,581	\$59,739	25.7%
43-74 HRSA Rural Opioid Response TA	\$380,441	\$383,619	\$428,035	\$44,416	11.6%
44-29 AK Psychiatric Privatization	\$191,075	\$166,959		(\$166,959)	-100.0%
44-40 MH - AK API FY 15/16	\$20,833	\$28,175	\$48,300	\$20,125	71.4%
45-40 AK Trust PIC FY17/18	\$19,445	\$42,500	\$19,550	(\$22,950)	-54.0%
45-43 MH - AK PIC Interns FY11-FY19	\$99,942	\$92,500	\$101,132	\$8,632	9.3%
46-01 HI - DOH	\$23,730	\$23,668	\$24,919	\$1,251	5.3%
46-02 HI - DPS	\$25,914	\$23,668	\$26,212	\$2,544	10.7%
46-03 HI - DOE	\$26,264	\$23,668	\$26,098	\$2,430	10.3%
46-06 HI - DOE Interns	\$346,708	\$247,244	\$432,121	\$184,877	74.8%
46-07 HI - DPS Interns	\$113,214	\$123,868	\$79,809	(\$44,059)	-35.6%
46-08 HI - DOH Interns	\$176,337	\$153,394	\$184,030	\$30,636	20.0%
46-15 HI DOE Recruitment	\$117,515	\$60,000	\$101,708	\$41,708	69.5%
46-17 HI Recruitment of Clinical Psy	\$13,747	\$16,148	\$24,949	\$8,802	54.5%
46-24 NM Psychology Internship	\$77,201	\$80,000	\$75,152	(\$4,848)	-6.1%
46-31 OR Psych Internship FY 15-18	\$541		\$76	\$76	
46-32 Idaho Psychology Internship	\$58,817	\$45,020	\$11,779	(\$33,241)	-73.8%
46-36 UT Psychology Internship	\$65,488	\$58,087	\$59,832	\$1,744	3.0%
46-40 NV Intern Stipends FY 15-16-17	\$178,965	\$162,553	\$141,705	(\$20,849)	-12.8%
46-51 NV Psych Internship FY 15	\$42,572	\$25,143	\$62,550	\$37,407	148.8%
Expense	\$5,329,489	\$4,940,092	\$5,658,149	\$718,057	14.5%
Total Expense	\$5,329,489	\$4,940,092	\$5,658,149	\$718,057	14.5%
Revenue over (under) Expense	\$537,717	\$445,055	\$352,042	(\$93,013)	

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2020 and FY 2021

WCET

March 2020

9 months elapsed 3 months remaining	FY 2020	FY 2020	FY 2021	Variance	%
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	FY 2021 budget higher or (lower) than FY 20	
	<i>Actual > 01-Jul-19 -- 31-Mar-20</i>	<i>01-Jul-19</i>	<i>01-Jul-20</i>		
	<i>Forecast > 01-Apr-20 -- 30-Jun-20</i>	<i>30-Jun-20</i>	<i>30-Jun-21</i>		
20-01 WCET Core Revenue	\$1,750			\$0	
20-02 WCET Indirect Cost Share	\$131,801	\$155,000	\$140,854	(\$14,146)	-9.1%
20-03 WCET Membership Dues	\$801,047	\$808,000	\$800,000	(\$8,000)	-1.0%
20-04 WCET Sponsorships	\$46,730	\$80,000	\$25,000	(\$55,000)	-68.8%
20-10 WCET - Administration	\$3,000			\$0	
20-20 WCET - Annual Meeting 2020	\$30,097		\$252,000	\$252,000	
20-29 State Authorization Net Yr 9	\$391,926	\$844,000		(\$844,000)	-100.0%
20-40 WCET Summit April 2020	\$25,805			\$0	
20-49 WCET Summit June 2019	\$13,456	(\$10,000)		\$10,000	-100.0%
21-04 State Auth Wshp Sept 19 St. Lo	\$45,237			\$0	
21-05 State Auth Wkshp June2020 Bldr	\$25,000			\$0	
21-06 State Authorization Net Yr 10	\$0		\$551,026	\$551,026	
21-19 WCET Annual Meeting 2019	\$215,108	\$256,000		(\$256,000)	-100.0%
22-41 WCET Hewlett Z Initiative	\$133,976	\$128,546		(\$128,546)	-100.0%
22-45 WCET OER Planning	\$67,279			\$0	
24-20 Gates Backbone	\$1,266,788	\$1,764,998	\$2,079,286	\$314,288	17.8%
24-40 Gates - ELE Network Investment	\$997,871	\$5,361,568	\$5,069,758	(\$291,810)	-5.4%
24-41 Gates Scaling Partners	\$105,000			\$0	
24-43 RPA Frontier Set Coordination	\$8,399			\$0	
Revenue	\$4,310,271	\$9,388,112	\$8,917,924	(\$470,188)	-5.0%
Total Revenue	\$4,310,271	\$9,388,112	\$8,917,924	(\$470,188)	-5.0%
20-01 WCET Core Revenue	\$18,848			\$0	
20-10 WCET - Administration	\$846,313	\$1,028,061	\$929,871	(\$98,191)	-9.6%
20-20 WCET - Annual Meeting 2020	\$30,097		\$287,984	\$287,984	
20-29 State Authorization Net Yr 9	\$391,928	\$515,009		(\$515,009)	-100.0%
20-40 WCET Summit April 2020	\$25,805			\$0	
20-49 WCET Summit June 2019	\$13,456			\$0	
21-04 State Auth Wshp Sept 19 St. Lo	\$45,237			\$0	
21-05 State Auth Wkshp June2020 Bldr	\$25,000			\$0	
21-06 State Authorization Net Yr 10	\$0		\$551,026	\$551,026	
21-19 WCET Annual Meeting 2019	\$239,151	\$256,202		(\$256,202)	-100.0%
22-41 WCET Hewlett Z Initiative	\$133,979	\$128,546		(\$128,546)	-100.0%
22-45 WCET OER Planning	\$67,279			\$0	
24-20 Gates Backbone	\$1,266,788	\$1,764,998	\$2,079,286	\$314,287	17.8%
24-40 Gates - ELE Network Investment	\$997,871	\$5,361,567	\$5,069,758	(\$291,809)	-5.4%
24-41 Gates Scaling Partners	\$105,000			\$0	
24-43 RPA Frontier Set Coordination	\$8,400			\$0	
Expense	\$4,215,151	\$9,054,384	\$8,917,924	(\$136,460)	-1.5%
Total Expense	\$4,215,151	\$9,054,384	\$8,917,924	(\$136,460)	-1.5%
Revenue over (under) Expense	\$95,120	\$333,728	\$0	(\$333,728)	

ACTION ITEM

Approval of Dedicated Reserve Levels for Non-General Fund Activities

Background

WICHE policy states that dedicated reserves for non-general fund activities, categorized into minimum reserve, reserve for unexpected shortfall, and program development, shall be approved by the WICHE Commission for the upcoming fiscal year as part of the WICHE annual budget at the spring meeting.

Just as the general fund requires and accumulates reserves, non-general fund accounts require and accumulate reserves as well. The WICHE Commission in the past has recognized this in establishing policy that the self-funded units strive to achieve reserves of at least 25 percent of their annual operating funds. Like the general fund, these reserves serve to cover three categories of unbudgeted expenditures:

1. Minimum reserves to cover the cost of closing the operation, if circumstances require that;
2. Unanticipated shortfalls, such as contract or grant overruns, bridge funding between contracts or grants, unanticipated salary or service cost adjustments, etc.; and
3. A reasonable amount for one-time unbudgeted program development activities, such as proposal writing, unique software requirements, unique meeting opportunities, etc.

Approval of Non-General Fund Reserve Amounts for the WICHE Behavioral Health unit:

FY 2021 Budget to be Approved May 2020	\$6,010,191
20% Minimum Reserve	\$1,202,038
15% Unanticipated Expenses	\$901,529
10% Program Development	\$601,019
FY 2021 Target Reserve	\$2,704,586

Justification: The minimum reserve requirement, though higher than the percentage required in the general fund, is the amount that would be required to meet financial obligations of the Behavioral Health unit, should it be terminated. The reserve for unanticipated expenses is consistent with the percentage included in the general fund account. The modest amount for program development would suffice for that purpose in the Behavioral Health unit. Should the Behavioral Health unit exceed its target reserve, after closing out contracts and grants, WICHE would transfer those funds to the General Fund reserve.

Approval of Non-General Fund Reserve Amounts for WCET (WICHE Cooperative for Educational Technologies):

FY 2021 Budget to be Approved May 2020	\$8,366,898
20% Minimum Reserve	\$1,673,380
35% Unanticipated Expenses	\$2,677,407
10% Program Development	\$836,690
FY 2021 Target Reserve	\$5,438,484

Justification: The comparatively high required minimum reserves and unanticipated expenses reflect the unique nature of WCET as a large membership organization, with substantially greater risk in the unanticipated event of an economic downturn or forced cancelation of a large meeting venue. Should WCET exceed its target reserve, after closing out contracts, grants, other revenues, and expenses, WICHE would transfer those funds to the general fund reserve.

Approval of Non-General Fund Reserve Amounts for the WICHE State Authorization Network (SAN):

FY 2021 Budget to be Approved May 2020	\$551,026
20% Minimum Reserve	\$110,205
35% Unanticipated Expenses	\$192,859
50% Program Development	\$275,513
FY 2021 Target Reserve	\$578,577

Justification: The more substantial amount for the reserve for unanticipated expenses is requested to provide enough coverage in the unexpected but possible liabilities incurred if an annual meeting or other planned event has to be canceled. The more substantial amount for the program development reserve reflects the membership nature of SAN, because most of the initiative's revenues come directly from its members through dues and conference fees, and not from contracts and grants. If the resources available from SAN exceed its reserve requirements, it is proposed that the excess funds transfer to the WCET reserve.

Approval of Non-General Fund Reserve Amounts for Policy Analysis and Research unit:

FY 2021 Budget to be Approved May 2020	\$610,310
0% Minimum Reserve	\$-
N/A Unanticipated Expenses	\$100,000
25% Program Development	\$152,578
FY 2021 Target Reserve	\$252,578

Justification: Because Policy Analysis and Research has only one program that annually generates revenues, its only source of revenues in excess of expenses (reserves) are funds remaining in grants and contracts, if WICHE is allowed by the funding source to retain those funds. As a result, there is no need for a minimum reserve fund, given that the WICHE general fund covers this potential liability. The unit, however, does need funds to cover unanticipated expenditures, such as possible grant or contract overruns, or bridge funding to sustain a project between funding cycles. The \$100,000 request does not represent a percentage of the unit's annual appropriation, but rather simply an amount deemed reasonable for FY 2021 to cover such unanticipated expenditures. The unit can also benefit from a modest amount of funding to pursue program development activities, such as grant writing, seed funding for prospective projects, etc. Annual general fund financing of 25 percent would adequately cover this type of expenditure. If the resources available from W-SARA exceed its reserve requirements, it is proposed that the excess funds transfer to the Policy Analysis and Research unit. Should the Policy Analysis and Research unit exceed its target reserve, after closing out contracts and grants, WICHE would transfer those funds to the general fund reserve.

Request for Approval of Non-General Fund Reserve Amounts for the WICHE State Authorization Reciprocity Agreement (W-SARA):

FY 2021 Budget to be Approved May 2020	\$462,000
15% Minimum Reserve	\$69,300
15% Unanticipated Expenses	\$69,300
20% Program Development	\$92,400
FY 2021 Target Reserve (Required NC-SARA Reserve \$231,000)	\$231,000

Justification: The combination of the minimum reserve requirement and the reserve for unanticipated expenses are consistent with those included in the general fund budget and the rather robust amount in the program development reserve is required to meet the NC-SARA reserve requirement of 50 percent of annual revenues (50% of \$462,000 = \$231,000). If the resources available from W-SARA exceed its reserve requirements, it is proposed that the excess funds transfer to the Policy Analysis and Research unit reserve.

Approval of Non-General Fund Reserve Amounts for the Programs and Services unit:

FY 2021 Budget to be Approved May 2020	\$878,323
0% Minimum Reserve	\$-
N/A Unanticipated Expenses	\$100,000
25% Program Development	\$219,581
FY 2021 Target Reserve	\$319,581

Justification: In addition to its general fund support and revenues garnered from non-general fund programs that generate annual revenues, the Programs and Services unit, like the Policy Analysis and Research unit, receives support from various grants and contracts. As a result, there is no need for a minimum reserve fund, given that the WICHE general fund covers this potential liability. This unit also needs some reserves to support unanticipated expenses and to fund modest amounts of program development funds to cover unanticipated expenditures. The \$100,000 recommended for FY 2021, commensurate with the request for Policy Analysis and Research, is not reflected as a percent of the unit's operating budget, but rather as a reasonable reserve to cover unanticipated but possible expenditures, such as possible grant or contract overruns, or bridge funding to sustain a project between funding cycles. The unit can also benefit from a modest amount of funding to pursue program development activities, such as grant writing, seed funding for prospective projects, etc. Annual general fund financing of 25 percent would adequately cover this type of expenditure. If the resources available in the Academic Leadership Initiatives or the joint-purchasing collaboratives exceed their reserve requirements, it is once again proposed as the Commission approved last year that the excess funds transfer to the Programs and Services unit. Should the Programs and Services unit exceed its target reserve, after closing out contracts and grants, WICHE would transfer those funds to the general fund reserve.

**Approval of Non-General Fund Reserve Amounts for the Joint Purchasing Collaboratives
(within the Programs and Services unit)**

FY 2021 Budget to be Approved May 2020	\$161,213
15% Minimum Reserve	\$24,182
15% Unanticipated Expenses	\$24,182
50% Program Development	\$12,091
FY 2021 Target Reserve	\$60,455

Justification: The minimum reserve requirement, though higher than the percentage in the general fund, is the amount that would be required to meet financial obligations of the four-program collaboration, should they be terminated. The quite substantial program development reserve is necessary at this time because these joint purchasing collaborations continue to be developed and thus have more needs for funds to pursue new ventures and secure existing ones. If the resources available from the Joint Purchasing Collaboratives exceed its reserve requirements, it is proposed that the excess funds transfer to the Programs and Services unit reserve.

**Approval of Non-General Fund Reserve Amounts for the Academic Leadership Initiatives
(within the Programs and Services unit)**

FY 2021 Budget to be Approved May 2020	\$298,209
20% Minimum Reserve	\$59,642
35% Unanticipated Expenses	\$104,373
50% Program Development	\$29,821
FY 2021 Target Reserve	\$193,836

Justification: The more substantial amount for the reserve for unanticipated expenses is requested to provide enough coverage in the unexpected but possible liabilities incurred if an annual meeting or other planned event has to be canceled. The more substantial amount for the program development reserve reflects the membership nature of the Academic Leadership Initiatives, particularly the Western Alliance of Community College Academic Leaders and Western Academic Leadership Forum, because most of these initiatives' revenues come directly from their members through dues and conference fees, and not from contracts and grants. The Alliance and Forum have intentionally set their dues at rates higher than annual expenditures in order to garner enough resources to explore unique academic issues that arise over time and that are not being addressed by WICHE, per se. If the resources available from the Academic Leadership Initiatives exceed their reserve requirements, it is proposed that the excess funds transfer to the Programs and Services unit reserve.

Action Requested

Approval of the categories and amounts reflected above.

ACTION ITEM

Approval of Dues for the FY 2022 and FY 2023 Biennium

Summary

The WICHE Commission approves dues in May every other year for the coming biennium, and action on the dues for FY 2022 and FY 2023 is needed at this meeting. The commission sets the dues two years in advance so that states that operate on biennial budgets can include WICHE dues in their budget planning. Action is required at this meeting because states will begin budget planning for future years before the commission meets next in November.

Rationale for Dues Increases

In recent years, the WICHE Commission has adhered to a philosophy that it was best to gradually increase dues each year to adjust for inflation rather than to have significant fluctuations that require substantial increases in some years to make up for ground lost by holding dues stable in other years. This has served the organization well and allowed WICHE to cover natural inflationary increases in costs of service delivery (and increased demand for WICHE services), salaries, health insurance, and goods and services purchased by WICHE.

The WICHE Commission has asked staff to articulate the return on investment with respect to the WICHE dues. The next two pages reflect the value that WICHE provides to its states and territories. Further, staff provided WICHE Commissioners state and territory specific fact sheets in the materials sent prior to the WICHE Commission meeting.

Current Circumstances of WICHE Dues

Dues for the upcoming fiscal year, FY 2021, were established at \$159,000 at the May 2018 commission meeting. This represents a \$3,000 (1.96 percent) increase over the current \$156,000 dues for FY 2020.

In February 2020, staff reported to the Executive Committee the intention to seek a 2.5 percent increase in dues for both FY 2022 and FY 2023. The rationale for the increase was not only to sustain the philosophy of a gradual dues increase to cover natural inflationary increases in costs of service delivery, etc., but also because staff do not expect the same level of indirect cost recovery in the next two fiscal years as years past due to the closing of two significant grants. Further, staff assume that interest rates are not likely to generate as much revenue as in previous years.

At that time, however, staff did not anticipate, the economic impact that the outbreak of COVID-19 would likely have on states. Therefore, staff is recommending a more modest increase to recognize the severe constraints that the states and territories are likely to face in coming months. Specifically, staff recommends increasing the dues by \$3,000 in FY 2022 and \$3,000 in FY 2023 (the same dollar amount as in the previous two fiscal years). The dues would be as follows:

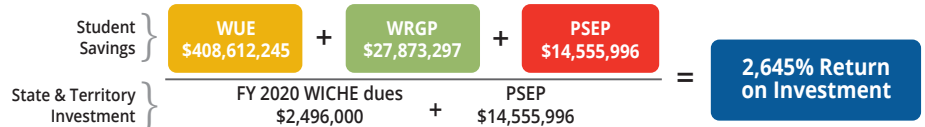
<u>Fiscal Year</u>	<u>Dues Amount</u>	<u>Percentage Increase</u>
FY 2020 (approved – shown for reference)	\$156,000	1.96%
FY 2021 (approved – shown for reference)	\$159,000	1.92%
FY 2022 (proposed)	\$162,000	1.85%
FY 2023 (proposed)	\$165,000	1.82%

Action Requested

Approval of WICHE dues at \$162,000 in FY 2022 and \$165,000 in FY 2023.

Western Interstate Commission for Higher Education

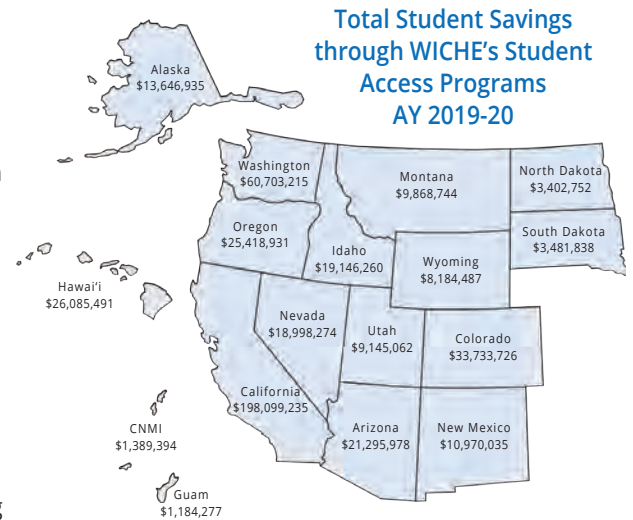
A trusted partner fostering and promoting high-quality, affordable postsecondary education since 1953



WICHE ...

Provides strong return on investment

- More than 45,000 Western students saved \$451 million in academic year 2019-20 through the Western Undergraduate Exchange (WUE), Western Regional Graduate Program (WRGP), and Professional Student Exchange Program (PSEP). These WICHE programs provide significant student savings on nonresident tuition at 160+ Western U.S. public colleges and universities and select private healthcare programs.
- WICHE's Student Access Programs provided the region a **2,645% return on investment**, relative to annual WICHE dues and PSEP support fee investment.



Bolsters the Western health workforce

- Through PSEP, students from Western states and territories pursuing careers in 10 health fields, can enroll in participating programs in another state while receiving substantial tuition support from their home state or territory. With fields ranging from dentistry to occupational therapy to veterinary medicine at 60 institutions, PSEP can save a student between \$32,600 and \$130,600 on tuition over the lifespan of a program, depending on the field of study. By participating in PSEP, Western states and territories benefit by inspiring, and in some states requiring, professionals to return home to practice and bolster their communities' professional health care.
- WICHE's **Behavioral Health Program** initiated and administers psychology internship programs in five Western states (Alaska, Hawai'i, Idaho, Nevada, and Utah) that help doctoral-level students find placements in rural and underserved communities. More than 60 percent of graduates from the internships continue their professional work in the states in which they completed their work.
- WICHE, partnering with the University of North Dakota, administers the **Mountain Plains Mental Health Technology Transfer Center (MHTTC)**. The Mountain Plains MHTTC serves the states of Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming by establishing a collaborative network that strengthens the capacity of different systems, organizations, and treatment practitioners involved in the delivery of mental health services.

Increases higher education access and affordability

- WICHE's **Interstate Passport®** enables block transfer of lower-division general education, reducing frustrating barriers to transfer of credits that students may encounter when transferring out of state. Currently, 32 institutions in 14 states are members of the program.
- WICHE is building an alliance of **Native American-Serving, Nontribal Institutions (NASNTIs)** to improve postsecondary attainment. Through convening an annual summit including Native American students; developing policy studies; and creating a formal network of NASNTIs, the initiative is strengthening and sustaining campus efforts to support Native students in order to improve their college and career success.

Fosters idea sharing

- The **Legislative Advisory Committee** improves state-level policymaking in the West by providing a forum for legislative leaders to share valuable insights on trends and promising practices and build partnerships throughout the region.
- WICHE's **Western Alliance of Community College Academic Leaders (Alliance)** and **Western Academic Leadership Forum (Forum)** are active peer networks of academic leaders at two-year and four-year institutions and systems throughout the West, providing a venue for chief academic officers to connect and learn to better serve students and stakeholders.

ALASKA

Susan Anderson (vice chair)
Donn Liston
James Johnsen

ARIZONA

John Arnold
Rita H. Cheng
Kathleen H. Goeppinger

CALIFORNIA

Christopher Cabaldon
Dianne Harrison
Francisco Rodriguez

COLORADO

Jim Chavez
Antwan Jefferson
Angie Paccione

HAWAII

David Lassner
Carol Mon Lee
Colleen Sathre

IDAHO

Rick Aman
Matt Freeman
David Lent

MONTANA

Laurie Bishop
Clayton Christian
Sheila Stearns

NEVADA

Gillian Barclay
Fred Lokken
Thom Reilly

NEW MEXICO

Barbara Damron
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Ray Holmberg (immediate
past chair)
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Camille Preus (chair)
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Thomas L. (Les) Purce

WYOMING

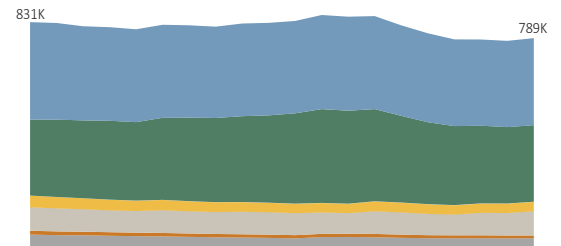
Fred Baldwin
Kimberly Dale
David L. Jones

- **WCET**, the WICHE Cooperative for Educational Technologies, is the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. WCET's growing membership includes almost 400 institutions, higher education agencies and systems, nonprofit organizations, government agencies, and corporations in all U.S. states and several Canadian provinces. Through its *Frontiers* blog, convenings, and active online discussions, WCET keeps members informed of the latest in policy change, regulations, and trends in educational technology. And WCET is offering a host of resources related to educational technology and faculty support, including advice and guidance for institutions on how to transition their face-to-face offerings to emergency online alternatives and how to increase quality in these courses over time.
- The **State Authorization Reciprocity Agreement (SARA)** is a voluntary, state-led initiative designed to establish comparable standards for U.S. states and territories regulating postsecondary distance education. With its reciprocity provisions, the agreement enables institutions to gain approval from their "home state" to offer distance education in participating states without having to individually apply to each state for such approval. SARA expands postsecondary educational opportunities while ensuring meaningful consumer protections for students and reducing regulatory red-tape for institutions. SARA also provides a platform for information sharing and peer learning among member states and promotes distance education program quality for all participants. As one of the four regional compacts, WICHE is responsible for coordinating the participation of SARA member states in the Western region through the WICHE State Authorization Reciprocity Agreement (W-SARA).
- **WCET's State Authorization Network (SAN)** helps institutions navigate state regulations processes more efficiently than working on their own. The leader for guidance and support for understanding regulatory compliance of out-of-state activities for postsecondary institutions, SAN provides their members access to experts, networking among others seeking to comply, and other collaborative resources that ensure institutions are properly managing compliance requirements.
- WCET is the intermediary organization for **Every Learner Everywhere**, a network-centric approach to strengthening digital learning in postsecondary institutions with a particular focus on improved outcomes for vulnerable populations. Funded by the Bill & Melinda Gates Foundation, Every Learner's network is made up of 12 partners actively engaged in the development of a number of products and services in the digital learning space.

Helps states and territories allocate resources efficiently

- Through WICHE research, policy analysis, and technical assistance, stakeholders in the West gain insight and context on demographics, tuition and fees, and other factors affecting higher education to improve higher education policymaking.
- WICHE publications like *Knocking at the College Door*, a quadrennial report on high school graduation projections, and *WICHE Insights*, a comprehensive gathering of higher education-related policy research, help state and territorial institutions plan for recruitment, capital, and other major expenses.

**WICHE Projected High School Graduation Rates
2013-14 to 2031-32**



Public School Graduates
White Hispanic Asian/Pacific Islander Black American Indian/Alaska Native
Private School Graduates

Knocking at the College Door: Projections of High School Graduates, 9th Edition.
Western Interstate Commission for Higher Education, 2016.

Responds to urgent priorities

- To address the growing issue of veteran suicide, especially in rural areas, **Together With Veterans (TWV)** was created. Following well-researched models that have been shown to effectively reduce suicide, TWV works with community partners to provide a unique suicide prevention action plan. The veteran-driven program is a collaboration between WICHE and the Rocky Mountain Mental Illness, Research, Education and Clinical Center for Suicide Prevention, and is funded by the Veterans Administration Office of Rural Health.
- WICHE is prepared to respond to a crisis and be a valuable resource for our partners. At the outset of the recent outbreak of **COVID-19**, WICHE has quickly reacted, shifting to remote work, but continuing to advance our mission. WICHE is facilitating peer-to-peer videoconferences for higher education leaders to connect and identify solutions to common challenges; following legislation recently passed in response to the crisis; and identifying how emergency funding for students and higher education institutions, as well as block grants to states, can be best used to support education in the West. The Behavioral Health unit is hosting webinars that offer guidance to institutional leaders looking for ways to support the mental wellbeing of their students. And WCET is offering a host of resources related to educational technology, including advice and guidance for institutions on how to transition from face-to-face to online learning.

April 2020

About WICHE and the WICHE Commission

For more than 65 years, WICHE has served as a trusted partner for states and territories in the Western region in order to address some of society's most pressing needs. From promoting high-quality, affordable postsecondary education to helping states get the most from their technology investments and addressing behavioral health challenges, WICHE improves lives across the West through innovation, cooperation, resource sharing, and sound public policy.

The WICHE Commission oversees the development of WICHE programs and assures that the Western Regional Compact is carried out for the benefit of the citizens of the West. WICHE's 48 commissioners, who are appointed by the governors of the 15 Western states and the US Pacific Territories and Freely Associated States, are leaders in higher education; they include state higher education executive officers, college and university presidents, legislators, business and community leaders, and other key partners. Camille Preus from Oregon is the 2020 chair of the Commission.

ACTION ITEM

Approval of the Creation of a Strategic Initiative Fund through Reserve Spending Authority of up to \$150,000

Summary

General Fund reserves accrue when annual revenues exceed expenditures. Through this action item, the WICHE president is seeking spending authority for up to \$150,000 for annual strategic initiatives that would allow her flexibility in program development, rapid response for unexpected needs in the region (e.g., COVID-19), organizational infrastructure investment, etc. If this flexibility is approved, the WICHE president would be required to report annually on any spending of the strategic initiative fund at the November commission meeting.

Background

The General Fund includes that portion of the operating budget that funds the on-going costs of maintaining the basic programs, services, and operations of the organization that are supported primarily by the dues that members pay into the organization. General Fund reserves accrue when annual revenues exceed expenditures. A portion of these reserves, categorized as the minimum reserve requirement, is retained to ensure that sufficient resources would be available to meet all financial obligations in full if the WICHE organization were to disband. This amount was established by the commission in May 2000 as 12 percent of the annual general fund budgeted expenditures. Another 10 percent reserve requirement established by the commission in May 2007 is reserved to cover costs should there be an unexpected shortfall resulting only from anticipated funding not materializing, such as a state or territory not paying its dues. An \$850,000 reserve requirement was established by the commission in February 2016 to cover outstanding accounts receivable. Reserves in excess of these three required reserve requirements are available for dedicated one-time expenditures that complement WICHE's general fund activities. Any spending out of reserves is currently approved by the WICHE Commission, which has resulted in the WICHE president seeking approval from the WICHE Commission frequently for relatively small allocations.

Description

The WICHE president is seeking spending authority for up to \$150,000 for annual dedicated strategic initiatives that would allow flexibility in program development, rapid response for unexpected needs in the region (e.g., COVID-19), organizational infrastructure investment, etc. The strategic initiative fund would only be available if other minimum reserve allocations (i.e., minimum reserve allocation, reserve for unexpected shortfall, and reserve to operation accounts receivable) are met. If this flexibility is approved, the WICHE president would be required to report annually on any spending from the strategic initiative fund at the November commission meeting.

Action Requested

Approval of a strategic initiative fund established through reserve spending authority for the WICHE president of up to \$150,000 from reserves each fiscal year.

ACTION ITEM

Approval of WICHE Resolution Supporting Postsecondary Flexibility in Response to COVID-19

For more than 65 years, the Western Interstate Commission for Higher Education (WICHE) has been strengthening higher education, workforce development, and behavioral health throughout the region. As an interstate compact, WICHE partners with states, territories, and postsecondary institutions to share knowledge, create resources, and develop innovative solutions that address some of our society's most pressing needs. Today, the novel coronavirus disease 2019 (COVID-19) has created unprecedented challenges across the globe with short-term effects being felt in myriad ways throughout our states, postsecondary institutions, and communities and long-term impacts that will continue for years.

WICHE's mission of increasing access to high-quality higher education for all citizens of the West has never been more relevant than it is today as we face the extraordinary circumstances of COVID-19 and its impact on students and families. Therefore, the Western states and territories stand together in support of our current and future students at the undergraduate, graduate, and professional levels as they maintain hope about their future and pursue their postsecondary and professional goals. In these evolving and unusual circumstances, we encourage our Western states, systems, and postsecondary institutions to consider the following so that disruptions due to the current pandemic will not threaten students' ability to pursue and attain a high-quality education in the West:

1. Integrate flexibility into admissions requirements and processes to ease, to the extent possible and within accreditation guidelines, the disruption caused by COVID-19 for applicants at all levels—undergraduate, graduate, and professional—including, for example, relaxing caps on Pass/Fail courses eligible for admissions and transfer, providing flexibility for extensions with respect to deadlines, easing requirements for admissions examinations, etc.
2. Integrate flexibility into financial aid requirements and processes to ease, to the extent possible, the disruptions for applicants at all levels—undergraduate, graduate, and professional—including relaxing deadlines, considering students' and families' current economic situations, etc.
3. Integrate flexibility for students of special tuition rate/scholarship programs, including but not limited to, WICHE's Western Undergraduate Exchange (WUE) and Western Regional Graduate Program (WRGP), and clearly communicate whether or not prospective and/or enrolled students in these programs will be affected if they choose (or are required to take) courses pass/fail for the terms during the pandemic. WICHE encourages its partner professional healthcare programs that enroll PSEP students to integrate flexibility where possible, as well.
4. Communicate clearly with students and families the most recent policies and practices, including details about upcoming admission decisions and deadlines, to ensure that students are successful in attaining their education and career goals.
5. Collaborate across sectors, institutions, and state lines to identify student-centered approaches that will promote education continuity, postsecondary attainment, and success.
6. Establish useful resources, where possible, dedicated to COVID-19 information to inform students and promote their health and safety.
7. Move all activities related to admitted student programs, transfer advising, prospective student events, and campus visitations to a virtual experience/platform when possible rather than canceling events.
8. Ensure equitable access to all of the flexibilities and accommodations established to minimize disruption from COVID-19 for all students, including those with disabilities, English language learners, and other vulnerable populations.
9. Recognize that many students – likely through no fault of their own – were not able to continue their studies as learning shifted to a distance-based model and deserve the flexibility and accommodation in trying to reengage and continue their educational journey.

WICHE recognizes the impact of COVID-19 on students, families, and postsecondary institutions is fluid and changing. These uncertainties are also unsettling for those who work on our campuses and are committed to ensuring that our students are receiving the best education possible. By keeping the focus squarely on students and their success, WICHE can continue to advance our organizational mission and strengthen the region's social, economic, and civic life.

Action Requested:

Approval of the WICHE Resolution Supporting Postsecondary Flexibility in Response to COVID-19.



FOCUS AREAS

Access & Success

Accountability

Finance &
Affordability

Technology &
Innovation

Workforce & Society



WICHE Workplan *draft* FY 2021

WICHE FY 2021 Workplan

WICHE's Mission

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

Each May, WICHE's 48-member commission develops and approves the organization's annual Workplan. This Workplan outlines the diverse set of activities, projects, and initiatives that the WICHE Commission has prioritized for the fiscal year beginning July 1, 2020, all of which are intended to advance WICHE's mission.

The WICHE Commission has identified five key focus areas to guide the work of the organization:

- **Finance & Affordability (F/A):** supporting appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels
- **Access & Success (A/S):** improving students' access to and success in higher education, especially those who are traditionally underserved
- **Workforce & Society (W/S):** ensuring that the region's states, territories, and postsecondary institutions meet workforce and societal needs
- **Technology & Innovation (T/I):** promoting evidence-based innovations that improve higher education and reduce costs
- **Accountability (A):** ensuring that students receive an education that is valuable to them and that government is receiving a strong return on its investment

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

- **Programs and Services:** The primary goals of the Programs and Services unit are to broaden student access and success and to foster higher education collaborations that increase institutional effectiveness. Programs and Services manages WICHE's four Student Access Programs and other initiatives that help institutions and students—undergraduate, graduate, and health professional—save money and make good use of available resources. The unit also oversees initiatives that bring together the West's higher education leaders to address common goals and issues, streamline the student transfer process through a new nationwide network of Interstate Passport® institutions, and develop a new cadre of academic administrative leaders. In addition, it helps institutions achieve cost savings through four programs in collaboration with the Midwestern Higher Education Compact (MHEC), the compact that created and administers the programs.
- **Policy Analysis and Research:** The Policy Analysis and Research unit supports better-informed decision-making, principally at the state level, by providing a variety of policy analysis and data resources. The unit leads research projects and collaborative initiatives that focus on closing postsecondary attainment gaps, college completion, and multistate data-sharing to support educational planning and workforce development. WICHE staff are useful resources on higher education issues including demographic change, equity in higher education, adult learners,

state and federal financial aid, finance, articulation and transfer, federal policy, and college completion initiatives. The unit's two publication series, WICHE Insights and Western Policy Exchanges, explore a wide range of significant policy issues. The unit also undertakes major long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

- **Behavioral Health:** The WICHE Behavioral Health Program seeks to enhance the public systems of care and the workforce that serves people with behavioral health issues and their families. The program supports this mission through partnerships with state behavioral health agencies, federal agencies, advocacy and consumer groups, and higher education institutions. WICHE Behavioral Health activities focus on direct technical assistance to state and local agencies, policy analysis and research, support of state behavioral health agency data analysis, and higher education liaison activities to enhance workforce development.
- **WCET:** The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information sharing related to educational technologies in higher education. WCET's mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. Today, WCET supports over 380 member colleges, universities, state higher education agencies, nonprofits and for-profit companies across the U.S. and Canada, with over 6,000 active users of WCET resources. Dues paid by these members help enable WCET to be effectively a self-supporting unit. WCET's strategic action plan focuses on practice, policy, and advocacy, and fulfills these core functions by leveraging the expertise within the WCET community, supporting action agendas based on member priorities, facilitating information dissemination and professional networking, and delivering responsive excellence to its higher education members.

Importantly, WICHE, an organization founded on the idea of collaboration, prides itself on working in partnership across units to better serve the region. The final section of this Workplan highlights collaborations across WICHE units.

Finally, each section is organized according to the following categories:

- **Current Activities:** WICHE's current work, segmented into:
 - **Ongoing Services and Resources:** Continuing work supported by the general fund or fees
 - **Projects & Initiatives:** Continuing (or new) work supported by grants, contracts, or fees
- **New Directions:** Commission-approved projects for which staff is seeking funding
- **Potential Future Projects:** Work that staff is considering pursuing (and bringing to the commission for approval); also listed are projects that staff previously considered pursuing but now proposes to remove from the Workplan
- **Completed Projects:** Work that staff finished in FY 2020

To guide commission consideration, projects in the New Directions category are prioritized by relevance to WICHE mission, opportunity, and staff competence. Existing Activities are not given prioritization rankings, since they are initiatives WICHE staff already has committed to undertaking. Potential Future Projects also are not given prioritization rankings, because they are not approved and remain under consideration by the commission.

Programs and Services

CURRENT ACTIVITIES Services and Resources

Continuing work that supports WICHE's mission, supported by the general fund or fees. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	Western	TBD	TBD
Academic Leaders Toolkit	A/S	Western	(included in Forum and Alliance)	Forum and Alliance members
Master Property Program	F/A	WICHE/ MHEC/ NEBHE/SREB states	.10	MHEC/Marsh carriers, 8 states (AZ, CO, ID, NV, OR, UT, WA, WY), 27 campuses
MHEC Cyber Insurance	F/A; A	WICHE/ MHEC/ NEBHE/SREB states	.05	All WICHE members are eligible
MHECare	F/A; A/S	WICHE/ MHEC/ NEBHE states	.05	MHEC/United Health-Care Student Resources, 2 states (AK, CA), 4 institutions
MHECtech	F/A	WICHE/ MHEC/ NEBHE/SREB states	.15	All WICHE members
Online Course Exchange	A/S; T/I	National	.10	2 consortia serving 25 institutions
Professional Student Exchange Program (PSEP) *	A/S; W/S	Western	1.05	All WICHE members send and/or receive students except Guam; 130+ programs at 60 participating institutions
Western Academic Leadership Academy (Academy)	W/S; A	Western	.10 and consultants	Forum members
Western Academic Leadership Forum (Forum) <ul style="list-style-type: none"> Professional Development: 2021 Annual Meeting Collaborative projects 	A/S; A	Western	.45	All WICHE members; 52 institutions, 9 systems
Western Alliance of Community College Academic Leaders (Alliance) <ul style="list-style-type: none"> Professional Development: 2021 Annual Meeting Collaborative projects 	A/S; A	Western	.45	All WICHE members; 76 institutions, 9 systems
Western Regional Graduate Program (WRGP)*	A/S; W/S	Western	1.05	All WICHE members; 900+ programs at 60 institutions

Project	Focus	Geo Scope	Staff FTE	Partners
Western Undergraduate Exchange (WUE)*	A/S; W/S	Western	1.05	All WICHE members; 160 participating institutions
<p>* Note: During 2020-21, the Programs and Services unit will expand the marketing of WUE and WRGP to benefit more students and institutions through targeted, state-specific publicity and activities as well as increased outreach to high school counselors and admissions advisers. With the lifting of the WRGP program-distinctiveness requirement (previously there had to be no more than five similar programs in the region excluding health care programs), there has been a significant increase in the number of graduate offerings available as well as some new participating institutions. As of Summer/Fall 2020, WRGP institutions may charge graduate students up to 150% of resident tuition; WRGP institutions must charge one rate for all their WRGP-eligible graduate programs. Our new PSEP database continues to improve administrative functions and enrollment reporting for participating states, institutions, WICHE stakeholders, and staff, along with new public WUE and WRGP Savings Finder interfaces.</p>				

The short- and long-term impacts of the unprecedented COVID-19 crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

The **Academic Leaders Toolkit**, jointly funded by the Alliance and Forum, is a peer-reviewed, searchable online repository of decision-making tools contributed by college and university and system-level academic leaders. Tools in a range of categories—such as program evaluation, creation and elimination; faculty recruitment and retention; and learning-outcomes assessment—help academic leaders address a variety of challenges.

The **Master Property Program**, another MHEC partnership available to WICHE institutions, has saved institutions more than \$100 million on comprehensive property insurance coverage over the years. The insurance program now serves 165 two- and four-year campuses nationwide with total insured values of \$82 billion, including 27 campuses and centers in eight WICHE-member states. It enables public and nonprofit private institutions to receive coverage at rates below industry averages, while improving their risk management and asset protection.

The **MHEC Cyber Insurance Program**, in conjunction with Marsh USA Inc., offers institutions access to services including analysis of the cyber threat environment, the significance of vulnerabilities in security controls, and potential financial exposure should breaches occur. It can also help institutions benchmark how much cyber coverage similar institutions and systems are buying.

MHECare, developed by the **Midwestern Higher Education Compact (MHEC)** and available to WICHE institutions, offers institutions and systems a student health insurance plan underwritten by UnitedHealthcare StudentResources (UHCSR). UHCSR was selected through a competitive bid process, enabling member institutions to avoid a time- and resource-consuming request-for-proposal process.

A third MHEC partnership, **MHECtech**, enables institutions to purchase off competitively bid master purchasing agreements for an array of hardware, software, and technology services. Several of the agreements are also available to K-12 districts; state, county, and local governments; and education-related nonprofits. More than 1,600 institutions and other entities in 13 WICHE states benefit from aggregated volume purchases that lowered product cost and saved institutions \$6.5 million as well as institutional time.

The **Online Course Exchange (OCE)** enables students to seamlessly enroll, through their home institutions, in online courses offered by other two- and four-year institutions participating in a consortium. Consortia contract with WICHE for use of its robust OCE platform, designed to support the exchange of online course enrollments among multiple institutions to provide more options for students and optimize use of institutional resources.

The **Professional Student Exchange Program (PSEP)** provides affordable access for students to 130+ health care professional programs at 60 institutions and in 10 health care fields. In 2019-20, 611 students from 10 WICHE states and the Commonwealth of the Northern Mariana Islands received \$14.6 million (reflecting investment by their home-state legislatures) in tuition benefit through PSEP. Since its 1953 inception, PSEP has helped more than 15,280 students, many of whom return to their home states to fill key health care positions.

WICHE's **Student Access Programs** have been upgrading their administrative databases (integrating with WICHE's Salesforce customer relationship management system) and public digital interfaces during the past two fiscal years, thanks to reserve funding allocated at the May 2018 Commission meeting. WUE and WRGP databases and Savings Finder public portals launched in August 2018. The PSEP database and interface became operational in fall 2019.

The **Western Academic Leadership Academy** is a yearlong professional development program aimed at expanding the pipeline of qualified chief academic leaders for four-year institutions in the West. Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets

required of chief academic officers. Its fifth cohort, nominated by members of the Western Academic Leadership Forum, completed the program in spring 2020. The Academy is funded by registration fees, sponsorships, and Forum support.

The **Western Academic Leadership Forum (Forum)** brings together WICHE-region chief academic leaders from four-year institutions and associated systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. The Forum is funded primarily by membership dues, with additional funding provided by meeting sponsors.

The **Western Alliance of Community College Academic Leaders (Alliance)** brings together academic leaders at community colleges and technical schools and related systems and state agencies to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives supporting the two-year higher education sector. Like the Forum, the Alliance is funded by membership dues and meeting sponsors.

The **Western Regional Graduate Program (WRGP)** allows WICHE-region residents to cross state lines yet pay resident tuition rates for more than 900 master's, graduate certificate, and doctoral programs at 59 participating public universities. In 2019-20, 1,907 students saved an estimated \$27.9 million in tuition through WRGP. Until recently, WRGP was available only for a limited number of programs in certain fields, but Western public universities may now make any graduate program eligible at the WRGP tuition rate, increasing the number of students who can benefit from WRGP in the years ahead. Beginning in summer/fall 2020, participating programs will have the option to charge WRGP students up to 150 percent of resident tuition.

The **Western Undergraduate Exchange (WUE)** is WICHE's signature undergraduate discount-savings program and the nation's largest of its kind, saving 42,515 students an estimated \$408.6 million in tuition in 2019-20. One hundred sixty four public two- and four-year WICHE-region institutions allow WUE students to pay no more than 150 percent of resident tuition—instead of full nonresident tuition, which can exceed 300 percent of resident tuition.

CURRENT ACTIVITIES Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/Timeline	Partners
Interstate Passport®	A/S; T/I	National	Dept. of Education First in the World \$2,999,482	2.64 through 9/20 & consultants. General fund support required following end of FITW funding.	32 institutions in 10 WICHE states plus 4 institutions in 4 other states are members; institutions in these and several other states are in the exploration stage
Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice	A/S	National	Lumina Foundation, \$990,000	2.10* (includes .25 of a Policy Analysis and Research staff member) 12/17-11/20 (No cost extension through 3/21)	24 institutions in 7 WICHE states (AK, AZ, CO, MT, NM, UT, WA); 3 other states (MN, OK, NC)

Interstate Passport is a national program that facilitates the block transfer of lower-division general education based on multistate, faculty-developed learning outcomes and proficiency criteria. It is the only nationwide network of regionally accredited, nonprofit, public, and private two- and four-year institutions dedicated to the block transfer of general education attainment. It also provides institutions in the network with an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers in conjunction with the National Student Clearinghouse. The goal of Interstate Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. WICHE staff provide overall direction and support for this innovative program.

The **Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice** initiative is now in its third year. Our efforts continue to support Native American-Serving Nontribal Institutions (NASNTIs) to improve American Indian and Alaska Native students' postsecondary attainment continue albeit in new ways. The

impact of the COVID-19 pandemic on college campuses has redirected our project activities to respond to the challenges NASNTI campuses are facing in retaining and supporting AI/AN students, especially with the internet and computer access Native students are experiencing in course completion. Our activities have shifted to providing small block grants to NASNTI campus grantees to support Native student access to on-line instruction from remote areas. The National Summit and Regional Summits are canceled and will not be rescheduled. Efforts continue to assist NASNTIs in providing policy information such as the CARES Act appropriations as they are determined. We will also facilitate convening calls with NASNTI Presidents as they organize to effectively influence state and federal higher education policy and funding to help this population of students and institutions. A longer-range objective is the creation of a network of Native American-Serving Institutions to mobilize them to enhance their visibility in higher education and public policy arenas.

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization:

Relevance
(mission-critical) LOW MEDIUM HIGH

Opportunity
(funding) LOW MEDIUM HIGH

Competence
(staff/consultants) LOW MEDIUM HIGH

Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Seeking additional external funding for the Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice initiative to further assist NASNTIs and sustain an institutional network	A/S		National	\$750,000	1.75 TBD	Native American-Serving Nontribal institutions, Tribal colleges, tribal education departments, higher education organizations
Interstate Passport®	A/S; T/I		National	TBD	TBD TBD	Interstate Passport Network members

Previously considered pursuing but that staff now proposes to remove from the Workplan. **None**

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing and bringing to the commission for approval, along with ideas generated by a survey of commissioners:

The **Alliance Academic Leadership Academy** would identify, develop, and prepare aspiring academic leaders for career advancement and success in progressively more complex administrative roles at community, junior, and technical colleges across the West.

Policy Analysis and Research

CURRENT ACTIVITIES Services and Resources

Continuing work that supports WICHE's mission, supported by the general fund or fees. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	Western	TBD	TBD
Benchmarks: WICHE Region	A	Western	.025	N/A
Legislative Advisory Committee	F/A; A/S; W/S; T/I; A	Western	.10	All WICHE members
Regional Fact Book for Higher Education in the West	A	Western	.025	N/A
State Policy and Data Profiles*	F/A; A/S; W/S; T/I; A	National	.20	N/A
Tuition and Fees in Public Higher Education in the West	F/A	Western	.025	All WICHE members
Western Policy Exchanges	F/A; A/S; W/S; T/I; A	Western	.05	N/A
WICHE Insights	F/A; A/S; W/S; T/I; A	Western	.10	N/A
WICHE Policy Webinar Series	F/A; A/S; W/S; T/I; A	Western	.10	Variable
WICHE State Authorization Reciprocity Agreement	A/S; T/I; A	Western	.50	NC-SARA; Western SARA signatories; MHEC, NEBHE, and SREB
<p>* Note: During FY 2020, the Policy Analysis and Research unit will begin using its new database (developed through a dedication of reserves approved by the Commission in FY19) to improve perennial data products including <i>Tuition and Fees</i>, <i>Benchmarks</i>, and the <i>Regional Fact Book</i>. A key focus will be improving their utility for key WICHE constituencies and making them available online in a more contemporary format. These profiles may include on-demand data downloads and visualization to integrate them more directly with written resources such as WICHE Insights, Western Policy Exchanges, and webinars.</p>				

The short- and long-term impacts of the unprecedented COVID-19 crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

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

The **Legislative Advisory Committee (LAC)** informs the WICHE Commission and staff about significant legislative issues related to higher education, and WICHE staff serves the LAC by informing members about emerging policy issues in the West. LAC members are appointed by the commission and meet annually. The 2019 LAC Annual Meeting will take place Sept. 12-13, 2019, in Portland, Ore. The 2018 LAC annual meeting, titled "Demographic Change in the West: Choices, Challenges, and Opportunities," was held Sept. 25-26, 2018, in Boise, Idaho.

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

Tuition and Fees in Public Higher Education in the West annually provides comprehensive data about the tuition and fee rates published by public higher education institutions in the WICHE region, including changes in tuition and fee rates over the past one-, five- and 10-year periods. In addition to total tuition and fees, the report displays the average mandatory fees for each institution, state, and the region over the past one, five, and 10 years, as well as what proportion of total tuition and fees they represent. The 2018-19 survey was released in November 2018.

The *WICHE Insights* publication series consists of periodic briefs (usually published several times a year) that illuminate a higher education policy or research topic, or that supplement a regular WICHE activity or release (such as our annual *Tuition and Fees* or our quadrennial *Knocking at the College Door* report). Planned topics for FY 2021 include: Implications of changes to regional accreditation; Data issues around nondegree credentials; and Policies and Practices to support food and housing security.

Western Policy Exchanges publications are of similar form to *WICHE Insights* briefs, yet cover other topics including legislative activity in the West.

The WICHE *Policy Webinar* series features WICHE staff, partners, and/or higher education stakeholders periodically hosting digital forums for registrants on selected higher education topics of interest. Anticipated topics for FY 2021 include: Efforts to reengage adults with some college, no degree; State approaches to defining and achieving affordability; and Food and housing security.

The WICHE *State Authorization Reciprocity Agreement (W-SARA)* provides a platform for Western states to—upon application and demonstration of specified criteria—enter into reciprocity for the purpose of authorizing individual colleges and universities to provide postsecondary education courses and programs through distance modalities to students living in other states. Four regional SARAs—functioning within the four existing higher education regional interstate compacts—facilitate reciprocity among participating states within their respective regions. The four regional SARAs are connected through an inter-regional agreement to create a nationwide reciprocity framework, known as the National Council for State Authorization Reciprocity Agreements (NC-SARA).

CURRENT ACTIVITIES Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
WICHE Task Force on Closing Postsecondary Attainment Gaps	A/S; W/S; A	Western	Lumina Foundation, \$400,000	1.0 12/17-11/19	Lumina Foundation; AZ, UT, WY
Development of WICHE Data Management Plan	T/I; A	Western	WICHE Reserves, \$40,000	.025 11/19-6/20	WCET
Data for the American Dream	A/S; W/S; A	National	NCHEMS contract; \$150,000	.40 2/19-12/20	NCHEMS, Schmidt Futures
Cybersecurity Training for Senior Nontechnical Leaders	T/I	Western	DHS	.10 7/17-TBD	WCET, DHS, FEMA, SHEEO offices of participant states
Knocking at the College Door: Projections of High School Graduates	A/S	National	\$450,000	.625 in FY21 5/19-5/22	College Board

WICHE Task Force on Closing Postsecondary Attainment Gaps: The goal of this effort is to catalyze state efforts to close attainment gaps so that all students in the West have the credentials they need to contribute to the regional economy.

The Task Force is composed of teams from three Western states, each including representatives from higher education, K-12, state government, business and workforce, and local communities. WICHE will work with state teams to conduct state-level policy and practice gap analyses and state-level data gap analyses; host three in-state meetings for each team; and convene three Task Force meetings to facilitate interstate collaboration. The work will result in a set of regional recommendations for closing attainment gaps applicable across a variety of contexts; state-specific action plans tailored to each participating state's context; and early-stage implementation support for the state action plans.

Development of WICHE Data Management Plan: A component of WICHE's cybersecurity initiative, this work entails assessing WICHE's current policies and practices and development of consistent data practices moving forward to minimize breach vulnerability and ensure compliance by WICHE operational and support units.

Data for the American Dream: WICHE has been contracted by the National Center for Higher Education Management Systems (NCHEMS) to consult on a project that seeks to improve the information available on education and training opportunities for low-income, unemployed, and under-employed individuals. This effort draws heavily on WICHE expertise developed through the Multistate Longitudinal Data Exchange.

Cybersecurity Training for Senior Nontechnical Leaders: An additional component of the cybersecurity initiative, WICHE is developing partnerships with cyber experts and conducting outreach to WICHE states to provide training for institutional non-technical leaders for cyber protection. This effort also helps fund the work of the WICHE Cyber Fellow.

Knocking at the College Door: Projections of High School Graduates: The Policy Analysis and Research unit has produced state-by-state forecasts of high school graduates for almost 40 years and is planning for a new release (WICHE's 10th edition) in 2020, which involves securing financial support and identifying new directions and extensions to the core product.

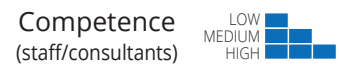
NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization:



Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Increasing Access, Affordability, and Equity Using OER: A National Consortium	F/A; A/S		Western/ National	\$1 million	1.25 2 years	WCET, MHEC, NEBHE, SREB
Building Evidence for Scale: Policy and Practice Solutions for Adult Learners	A/S; W/S		National	\$1.5-2 million	1.75 4 years	TBD
Data with a Purpose	W/S; A		National	\$497,475	.50 2 years	Strada Education Network
Recognizing Learning: Raising Awareness for Scale	A/S; W/S; T/I		Western	\$150,000	1.25 1 year	TBD
Policy Paper Series on Affordability	F/A; A/S		Western	\$500,000	1.50 2 years	TBD
Western Postsecondary Data Users Network	A/S; W/S; A		Western	\$50,000	.50 6 months	Western states
Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho	A/S; A		Western	\$385,313	.0825 2 years	Idaho State Board of Education

Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Evaluation and Research Partnerships	A/S; A		Western	Dependent upon size and scale of effort	.05 Ongoing	Western states
Scaling Technology-Assisted Skill-Building in Rural Areas	A/S; W/S		Western	\$1 million	1.5 3 years	WCET
Dual Credit Research and Implementation Network	F/A; A/S		Western	\$400,000	2.0 2 years	TBD
Improving Policy and Practice to Support Behavioral Health on Campus	A/S; W/S		Western	\$100,000	.25 Single convening	Behavioral Health
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Re-entry Programs	A/S; W/S		Western	\$2.5 million	2 3 years	TBD
Serving Student Soldiers of the West	A/S; W/S		Western	\$1 million	1.35 3 years	Behavioral Health Program

Increasing Access, Affordability, and Equity Using OER: A National Consortium: The policy unit has worked with WCET and the other three regional compact organizations to develop a proposed project to fund work in each region that would build networks to support the adoption of open educational resources (OER). This project has a national scope by virtue of participation of all regional compacts and would further efforts already undertaken by WCET through its Z Initiative.

Building Evidence for Scale: Policy and Practice Solutions for Adult Learners: Building on WICHE's Adult College Completion Network (which concluded in 2016) and other work related to adult learners, WICHE proposes to leverage its existing membership and activities to pursue new approaches to achieve four objectives: 1) build the evidence base for effectively serving adult learners, 2) facilitate collaboration among network members, 3) share scalable solutions across the field, and 4) link adult college completion work with the broader equity agenda. WICHE will also seek to partner with states to increase the number of adults with a postsecondary credential of value. To accomplish that goal, the project will identify high-impact supports for adult learners that correlate with increased credential completion; develop effective and aligned policy and practice for serving adult learners in concert with states, postsecondary systems and institutions, employers, and local leaders; and measure the impact of initiatives aimed to increase adult postsecondary credential completion to drive continuous improvement.

Data with a Purpose: Building on WICHE's Multistate Longitudinal Data Exchange (MLDE), Data with a Purpose would seek to build a bridge between data available through the MLDE and decisionmakers to ensure that the data are effectively used to guide policy and improve practice. Specifically, Data with a Purpose would seek to accomplish two tasks: 1) facilitate state research using multistate data to analyze crucial issues related to postsecondary education and employment and 2) translate this research and analysis into actionable information that can be used to improve state and institutional policies.

Recognizing Learning: Raising Awareness for Scale: WICHE will implement a coordinated awareness-raising effort among state- and system-level postsecondary policymakers focused on recognizing learning through non-traditional forms—such as competency-based education (CBE) and prior learning assessment (PLA). The target audiences for this effort include state policymakers, including state higher education executive officers and agency staff; system-level leaders; state legislators and legislative staff; business and community partners; and other policy influencers.

Policy Paper Series on Affordability: The Policy Analysis and Research Unit will commission a series of papers focused on policy and practice actions to improve postsecondary affordability. The papers (which will include WICHE as a key author) will aim to provide rigorous, actionable research that is accessible to policymakers.

Western Postsecondary Data Users Network: State education and workforce development agencies continue to improve data systems that have the potential to provide critical information to students and their families, policymakers, and institutional leaders. To take full advantage of these systems, states must have highly competent staff that can analyze the available data and convert it to usable information that can be used to improve programs and policies. Additionally, state researchers must have opportunities to explore new areas of research that can drive policy conversations. Barriers to states taking advantage of these data systems include limited opportunities for state postsecondary researchers to engage in professional development; heavy workloads managing existing reporting duties, leaving little time for exploratory

analyses; and few chances to network with colleagues in other states to address common problems. WICHE hopes to address these issues by exploring the need for and, if appropriate, establishing a Western Postsecondary Data Users Network, which would convene key state, system, and institutional education and workforce researchers to address common questions, provide technical assistance, and assist in professional development. This network would aim to ensure that Western policymakers have access to high-quality evidence to develop, assess, and improve education and training policies and programs.

Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho: Western states are implementing many innovative policies and programs to increase access to postsecondary education and improve success rates for those who enroll. Recent examples include expansion of dual and concurrent enrollment offerings, changes to state financial aid programs, and reforms in developmental education requirements. Legislators, governors, and institutional leaders (not to mention students and their families) all want assurances that these programs are both effective and a wise use of limited financial and human resources. The Institute for Education Sciences (IES) offers grants for state agencies to partner with research organizations like WICHE to carry out exploratory research leading to rigorous evaluations. WICHE staff, working with the Idaho State Board of Education, have submitted a proposal to IES to begin this work. The project would have direct and tangible benefits for Idaho but would also benefit other WICHE states. Information about the efficacy of innovative programs is valuable not only to the state or institution that enacts the policy or program, but to others in the West (and across the country) who are looking to improve student outcomes. WICHE will carry out (if funded by IES) an evaluation of Idaho's Advanced Opportunities project or (if not funded) seek other funding opportunities.

Evaluation and Research Partnerships: Western states are implementing many new innovative policies and programs aimed at improving student outcomes. Examples include developmental courses, summer bridge programs, dual and concurrent enrollment, and efforts to decrease "summer melt." The Institute for Education Sciences (IES) and other funders offer grants to support partnerships between education agencies and research entities that produce usable information for states and help advance overall knowledge in the field. WICHE is interested in bolstering state efforts to improve access and success by engaging in partnerships wherever it is useful to those states and where it fits within WICHE's mission. One immediate opportunity is an IES grant program that supports low-cost, short-duration evaluations of education interventions. Partnering with a state agency (or agencies) to carry out such an evaluation would help address state capacity issues, provide actionable information to the participating state, provide evidence for other states to consider in designing education interventions, and potentially provide opportunities to secure additional funding. WICHE will solicit partner agencies to jointly submit proposals to IES and identify other research and evaluation needs for which WICHE can be of assistance.

Scaling Technology-Assisted Skill Building in Rural and Other Areas of Need: This project, which would be a joint effort of the Policy Analysis and Research unit and WCET, would leverage technology to scale work-based learning to rural and other communities of need by providing underserved students with the training they need to succeed in their local economy's high-demand fields and the ability to adapt should demand for certain careers change. Specifically, after conducting a landscape analysis of innovative program models of technology-assisted work-based learning opportunities, WICHE would deploy its robust network of state and postsecondary institutional partners across the region to identify pilot sites for project implementation that involves expanding these models. Rural, low-income areas with identified high-demand industry sectors would be priorities for pilot site selection. The project would convene pilot and mentor sites to share lessons learned and craft implementation plans for the pilot sites. The project would incorporate seed funding for small-scale testing of technology-assisted training opportunities with potential for scale, and would rigorously evaluate the process using longitudinal data to inform larger-scale state policy decisions over time.

Improving Policy and Practice to Support Behavioral Health on Campus: Behavioral health issues have a significant impact on the health and well-being of many traditional-aged students. Additionally, they can be a significant barrier to postsecondary success. There are not currently well-accepted policies and practices for providing support systems on campuses. WICHE is well-positioned to begin addressing the issue through its policy and behavioral health units. The initial project will be to host a convening of state policymakers and institutional leaders and practitioners to identify policy and practice gaps, as well as potential solutions.

Policy Paper Series on Affordability: The Policy Analysis and Research Unit will commission a series of papers focused on policy and practice actions to improve postsecondary affordability. The papers (which will include WICHE as a key author) will aim to provide rigorous, actionable research that is accessible to policymakers.

A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Re-entry Programs: The goal of this project is to reduce the fiscal and social impact of recidivism on states by helping former inmates, upon release from the correctional system, to be successful individually and to be productive members of society through effective, comprehensive prison education and re-entry programs.

Serving Student Soldiers of the West: Policy and Practice Solutions is a project whose goal is to increase access to and success in higher education for members of the military and their families in the Western region.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval).

Western Policy Forum: An annual convening designed to advance WICHE's mission by bringing together key postsecondary state, system, and institutional leaders in the Western region to learn about successful strategies around access and success, accountability, finance, workforce, and innovation.

A Hole in State Policy: Alternative Providers in Higher Education would be a WCET/Policy Analysis and Research partnership that would explore states' role in the oversight of alternative providers in higher education. Activities might include conducting research on the few state efforts that are underway, convening interested key stakeholders to gather input on ways to address issues, identifying ways to avoid duplication of efforts in establishing a regulatory environment, proposing new frameworks, and creating a model or options to help states address challenges.

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education Policies and Practices: A project that would build on emerging practices in the field to help states more effectively and efficiently target remedial education to students, particularly adult learners.

Impact of Federal Policy on State Budgets and Policy: Several pieces of recent or proposed federal legislation, ranging from tax reform to the reauthorization of the Higher Education Act, are likely to have an impact on state budgets and higher education policy. WICHE proposes to engage in work that will keep constituents informed and help policymakers align their policy and practice to better serve students in the West.

Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands: The goal of this work would be to help states (and perhaps metropolitan areas) facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through co-op/internship programs.

Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West: WICHE hopes to conduct research examining how contemporary policy approaches to sexual-violence prevention at postsecondary institutions are being executed, with the goal of identifying those that research suggests can best reduce the prevalence of sexual violence.

State Policies to Support Housing and Food Security on Campus: Housing and food security are crucial issues for students across the West (and the United States as a whole). While campus-level supports such as food banks and emergency grants and loans can help, this effort would examine state-level policies that can improve outcomes for students, including better alignment of social services and education programs, improved access to benefit programs, and other approaches.

COMPLETED PROJECTS

Work that staff finished in FY 2020.

Multistate Longitudinal Data Exchange (MLDE): The MLDE project, a follow-up to a successful WICHE pilot project, was aimed at stitching together state longitudinal data systems in order to better track the development of human capital through K-12 and postsecondary education and that capital's deployment in the workforce, while accounting for individual mobility.

University of Hawai'i Analysis of Mobility and Work Patterns: WICHE conducted an analysis of University of Hawai'i graduates who work in other states, and an analysis of Hawai'i high school students who attend universities in other states and their work patterns using data from the MLDE.

Utah Strategic Planning Subcontract: As a partner to the National Center for Higher Education Management Systems (NCHEMS) WICHE staff assisted with regional meetings across Utah. These meetings were in support of the Higher Education Strategic Planning Commission and its work to develop a strategic plan for Utah Higher Education. WICHE staff helped facilitate meetings and provided feedback to NCHEMS on drafts of the plan.

Recognition of Learning: WICHE was granted funding to partner with the Council for Adult and Experiential Learning (CAEL) to conduct an environmental scan of policies and practices related to the recognition of prior learning and to evaluate outcomes of students who receive credit for prior learning. This project was jointly funded by Lumina Foundation and Strada Education Network.

Behavioral Health

CURRENT ACTIVITIES Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	National	TBD	TBD	TBD
Alaska Psychology Internship Consortium: Interns*	W/S	Western	\$800,000	.25 7/13-6/20	State of Alaska
Alaska Internship Consortium: Technical Assistance*	W/S	Western	\$179,500	.05 10/16-6/20*	Alaska Trust
Arizona: Evidence-Based Practices Fidelity Monitoring	W/S	Western	\$3,097,101	2.75 6/14-6/20*	State of Arizona
Arizona Mercy Maricopa Training	W/S	Western	\$826,291	Consultants 1/17-6/20	State of Arizona
Rural Veteran Suicide Prevention*	W/S	National	\$3,787,720	2.75 2/15-2/20	Veterans Administration Office of Rural Health & Office of Suicide Prevention
Hawai'i Psychology Internship Program*	W/S	Western	\$2,995,630	.30 7/13-6/20	State of Hawai'i
Hawai'i Department of Education Recruitment	W/S	Western	\$87,295	.75 Ongoing	State of Hawai'i
Idaho Psychology Internship Program	W/S; A	Western	\$125,000	.5 2.5 Years	State of Idaho
Nevada Psychology Internship Program	W/S	Western	\$1,120,537	.50 7/14-8/19	State of Nevada
New Mexico Psychology Internship Program	W/S	Western	\$175,000	.50 2.5 Years	State of New Mexico
Oregon Psychology Internship Program	W/S	Western	\$196,958	None 4/14-12/19	State of Oregon & APA
South Dakota IMP(ACT) Fidelity Reviews	W/S	Western	\$197,000	.25 6/15-6/19	South Dakota Division of Behavioral Health
Utah Psychology Internship Consortium	W/S	Western	\$150,000	.50 2/18-6/20	State of Utah
Western States Decision Support Group (WSDSG): Annual Membership Program	W/S	Western	Varies annually	.20 Ongoing	WICHE member states and territories
Wyoming Needs Assessment	A/S; W/S; A	Western	\$150,000	.5 6 Months	State of Wyoming

* WICHE expects these projects will be renewed, or they have already been renewed, for FY 2019-20.

The short- and long-term impacts of the unprecedented **COVID-19** crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

Alaska Psychology Internship Consortium (AK-PIC): Interns: WICHE supports the ongoing operations of the AK-PIC for interns and faculty.

Alaska Internship Consortium (AK-PIC): Technical Assistance: WICHE contracted with the Alaska Mental Health Trust Authority to provide technical assistance to the AK-PIC and prepare it to successfully become reaccredited by the American Psychological Association (APA), in the wake of newly revised accreditation standards.

Arizona Evidence-Based Practices (EBPs) Fidelity Monitoring: WICHE partners with the Arizona Health Care Cost Containment System to assist with staffing to support the implementation and fidelity reviews of four EBPs in the Maricopa County public behavioral health system. WICHE supports the Project Lead and two fidelity reviewers. The project was expanded in FY 19 to include fidelity reviews of two EBPs in Northern and Southern Arizona.

Rural Veteran Suicide Prevention: WICHE is collaborating with the Denver-based federal Veterans Administration, Mental Illness Research, Education, and Clinical Center (MIRECC) to develop and pilot-test a rural veterans suicide-prevention program for rural communities. In FY19, the program included four sites: two in CO, one in MT, and one in NC. In FY 20, the program expanded by four new sites: NH, TX, and an additional site in MT and NC. When fully implemented, the program anticipates 22 sites located throughout the country.

Hawai'i Psychology Internship Consortium (HI-PIC): WICHE assists the state of Hawai'i in the development and operation of an accredited psychology internship consortium. A primary goal of the internship program is the establishment of a pipeline to build Hawai'i's behavioral health workforce. Three Hawai'i state agencies—the Department of Education, the Department of Health, and the Department of Public Safety—provide funding to support HI-PIC.

Hawai'i Department of Education: Recruitment, Employment, and Facilitation for School-Based Behavioral Health Professionals: The Hawai'i Department of Education continues to contract with the WICHE Behavioral Health Program to provide marketing, recruitment, screening, and referral services for behavioral health professionals to fill public school vacancies across the Hawaiian Islands.

Idaho Psychology Internship Consortium (ID-PIC): WICHE is in the initial phases of assisting the state of Idaho in the development and operation of an accredited psychology internship consortium. A primary goal of the internship program is to establish a pipeline to build Idaho's behavioral health workforce, especially in rural and underserved areas. The Idaho State Board of Education received funding from the Idaho Legislature in 2018 to support WICHE's assistance in restructuring and expanding an existing unaccredited internship program and pursuing American Psychological Association accreditation. ID-PIC expects to welcome its first cohort of interns in the summer of 2019.

Nevada Psychology Internship Consortium (NV-PIC): WICHE assists the state of Nevada in the development and operation of an ultimately accredited psychology internship consortium. A primary goal of the internship program is to establish a pipeline to build Nevada's behavioral health workforce. The Nevada Division of Public and Behavioral Health and WICHE provide support and funding for WICHE's ongoing development and operations of the Nevada Psychology Internship Consortium.

New Mexico Psychology Internship Consortium (NM-PIC): WICHE is working with partner agencies to develop a doctoral psychology internship consortium for the state of New Mexico. A primary goal of the internship program is to help develop New Mexico's behavioral health workforce in rural and underserved areas. Through funding from the New Mexico Behavioral Health Services Division, the WICHE BHP will facilitate program development, and help ensure the program meets American Psychological Association accreditation standards.

Oregon Psychology Internship Program: WICHE will continue to assist the Oregon State Hospital Psychology Internship Training Program by providing support for the internship website and technical assistance to help the program comply with accreditation standards.

South Dakota IMP(ACT) Fidelity Reviews: WICHE is continuing to assist the South Dakota Division of Behavioral Health to evaluate the fidelity of the evidence-based practice Assertive Community Treatment (ACT) at community behavioral health clinics in three locations in South Dakota.

Utah Psychology Internship Consortium: WICHE is working with partner agencies to develop a doctoral psychology internship consortium. WICHE will facilitate program development, help ensure the program meets American Psychological Association accreditation standards, and assist with the accreditation process.

Western States Decision Support Group (WSDSG): Annual Membership Program: Since 1985, WICHE has been managing the WSDSG, an information-sharing network for behavioral-health data and evaluation staff and managers from WICHE states and territories. WICHE manages quarterly conference calls to discuss emerging issues in behavioral health data and system evaluation and provides ongoing support to WSDSG members. WICHE also organizes an annual meeting with training and presentations for WSDSG members to stay apprised of developments and best practices in the field of behavioral health data and evaluation. Funding is based on an annual membership fee of \$6,000.

Wyoming Needs Assessment: Wyoming’s Department of Health, Behavioral Health Division, contracted with WICHE to assess the state’s behavioral health care system. The assessment included analyzing the state’s publicly funded behavioral health service delivery system and data collection, assessing existing gaps in service delivery, and exploring options for a new data system.

NEW DIRECTIONS







Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization:

Relevance (mission-critical)  **Opportunity (funding)**  **Competence (staff/consultants)** 

Project Title	Focus	Priority	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Mountain Plains Mental Health Technology Transfer Center (MP-MHTTC)	A/S; W/S		Western	\$1,368,730	1.75 5 years	University of North Dakota
Rural Communities Opioid Response Program (RCORP)	A/S; W/S		Western	\$974,767	1.75 4 years	JBS International
Montana Zero Suicide	A/S		Western	\$69,835	.25 5/19-9/20	State of Montana
Hawai'i Recruitment of Clinical Psychologists	A/S; W/S		Western	\$100,000	.25 1 year	State of Hawai'i
Alaska Psychiatric Institute - Privatization Feasibility Study	A/S; W/S		Western	\$183,810	.50 2 months	State of Alaska
Building Hope - Summit County Treatment Capacity	A/S; W/S		Western	\$29,500	.1 7/19-3/20	Summit County, Colo.

Mountain Plains Mental Health Technology Transfer Center (MP-MHTTC): The MP-MHTTC is a five-year partnership between WICHE and the University of North Dakota to provide comprehensive training, resources, and technical assistance to mental health providers and other practitioners across a six-state area. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) the newly formed center will specialize in rural and frontier mental health in Colorado, Utah, Wyoming, Montana, North Dakota, and South Dakota.

Rural Communities Opioid Response Program (RCORP): WICHE has partnered with JBS international to reduce morbidity and mortality associated with opioid overdoses in high-risk communities by strengthening the organizational and infrastructural capacity of multi-sector consortiums. As a partner in this project, WICHE provides monthly technical assistance to 15 sites aiding in the planning for more intensive efforts in upcoming years.

Montana Zero Suicide. The rate of loss of life caused by suicide in Native American communities in Montana is the highest in the nation. The State of Montana has retained WICHE to assist urban and reservation-based Native American primary care clinics in developing protocols and skills to help prevent suicides in Native American communities. WICHE is assisting

in assessing the training needs of up to six primary care clinics and their respective communities and is delivering training on the Suicide Prevention Toolkit for Primary Care Practices with a focus on societal and clinical issues specific to Native Americans.

Hawai'i Department of Education: Recruitment and Contracting of School-Based Clinical Psychologists: The Hawai'i Department of Education recently contracted with WICHE BHP to recruit and contract with Clinical Psychologists to fill public school vacancies across the Hawaiian Islands.

Alaska Psychiatric Institute (API) Privatization Feasibility Study: The State of Alaska contracted with the WICHE BHP to conduct a comprehensive study of the feasibility of privatizing the API, examining both quantitative and qualitative data from API, and reviewing psychiatric hospitals from across the country that have been privatized to develop potential operational models. The WICHE BHP is partnering with the National Association of State Mental Health Program Directors Research Institute (NRI) to provide a comprehensive project team.

Building Hope Summit County Treatment Capacity Project: Through a competitive Request for Proposal process, WICHE was awarded a contract with Building Hope Summit County, a non-profit community initiative creating solutions to Summit County Colorado's mental health care system challenges. WICHE is performing a study of behavioral health treatment capacity in Summit County and developing recommendations to improve both the numbers of providers in the area as well as improve their expertise to best serve its residents.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval).

Student Wellness and Mental Health: WICHE continues to seek opportunities and funding to partner with the WICHE Policy Analysis and Research office to support and improve college student wellness and mental health, with the goal of improving college completion and degree attainment for all students regardless of race, ethnicity, income, or mental health status.

Substance Abuse and Mental Health Services Administration (SAMHSA) Indefinite Delivery Indefinite Quantity (IDIQ): In collaboration with JBS International, WICHE was an awardee for the IDIQ-Domain III-Policy Analysis and Related Projects. Also, in collaboration with the National Association of State Mental Health Program Directors (NASMHPD), WICHE was an awardee for the IDIQ-Domain V-Technical Assistance and Training Projects. This will allow WICHE, in collaboration with JBS International and NASMHPD, to respond to Task Order requests under these domains over a five-year period.

Campus Sexual Assault Prevention: Following an exhaustive review of current best practices in programming and policy, WICHE has developed a program to assess all facets of campus sexual violence prevention efforts and provide campus leaders feedback about best practices in campus sexual violence prevention to support Institutes of Higher Education (IHEs) in the prevention of sexual assault. WICHE piloted this program at the Northern Marianas College in 2018. WICHE continues to seek additional funding to make these services available to additional IHEs.

State of Hawai'i Early Intervention Services: The Early Intervention Services Section (EIS) of the Hawai'i Department of Health has reached out to WICHE to request another comparative review of early childhood services rates and related professional salaries such as occupational and physical therapists. The EIS wishes to compare Hawai'i rates to those in other, analogous states to ensure competitive pay and thus sufficient workforce.

National Institutes of Health (NIH): WICHE MHP has been approached to provide an update (pending NIH funding decision) to its publication *Mental Health and Rural America: An Overview and Annotated Bibliography*. The revision would expand the publication's focus to include substance use and addiction, with special emphasis on opioid addiction in rural and frontier areas of the US.

WICHE Rural Psychology Internship Initiative in Guam and the Commonwealth of the Northern Mariana Islands: At the territories' request, WICHE is partnering with Guam and the Commonwealth of the Northern Mariana Islands (CNMI) to explore the feasibility of developing an accreditable psychology internship consortium to serve Guam and CNMI and build the behavioral health workforces there. As has been accomplished in Alaska, Hawai'i, Nevada, and Colorado, WICHE would guide all phases of the development of a psychology internship consortium to both attract and retain qualified and highly trained behavioral health professionals to the territories.

Center for Alaska Native Health Research (CANHR) and the Alaska Native Tribal Health Consortium (ANTHC): Development of an NIMH R01 Research Proposal in collaboration with the Center for Alaska Native Health Research (CANHR) and the Alaska Native Tribal Health Consortium (ANTHC). This project will evaluate the behavioral health aid program focusing on efficacy, implementation, and best practices. As behavioral health workforce issues continue to grow in tribal areas, this research has the potential to significantly influence the development of new programs across the west.

Previously considered projects that we propose to remove from the workplan: **None at this time.**

COMPLETED PROJECTS

Work that staff finished in FY 2019-20.

Alaska Psychiatric Institute Technical Assistance: WICHE provided technical assistance and consultation focused on strategic planning, staffing, and the provision of effective and efficient services.

Beacon Health Rural Consultation: Beacon Health Options is a leading managed behavioral health company, serving 44 million individuals across all 50 states. On behalf of employers, health plans, and government agencies, it manages behavioral health insurance and EAP benefits to ensure robust individual access to behavioral health and addiction services. The WICHE Behavioral Health Program provided technical assistance to Beacon Health to help enhance its effectiveness in providing behavioral healthcare for rural and frontier residents of the Western U.S.

Fort McDowell Yavapai Nation Technical Assistance: The WICHE BHP provided an operational review and service needs analysis for the Fort McDowell Yavapai Nation's Wassaja Family Services Agency. The scope of assessment included surveying community needs, assessing department policies, procedures and ongoing operations, and assessing readiness for CARF Accreditation.

Hawai'i State Hospital Review: The Hawai'i Department of Health retained WICHE to provide an external and independent review of the Hawai'i State Hospital's new staffing estimates, the methodology/metrics for estimating and funding patient growth, and a review of a phased-in timeline for moving patients into a new forensics building.

Hawai'i: The Hawai'i Department of Health, Early Interventions Section (EIS) retained the WICHE MHP to analyze differences in reimbursement rates paid by other state EIS agencies across the country for various disciplines (including occupational therapy, speech therapy, etc.). The study included a comparative analysis of salaries for various positions involved in EIS services and adjusted the rates and salaries based on regional cost of living differences.

Montana State Hospital (MSH) Staffing Study: WICHE reviewed and analyzed MSH staffing, length of stay, and hospital-bed data as well as registered nursing staff duties and supervision models for direct-care staff, and compared MSH to five similar hospitals on these indicators.

South Dakota Legislative Interim Study: The South Dakota Legislature selected "mental health services in South Dakota" for its 2018 summer study session. To help focus the summer study session, the WICHE BHP worked with the group to provide related background data, answered the committee's ad hoc questions, and provided guidance as it selected mental health issues to focus on supporting and improving in the coming years.

WCET

CURRENT ACTIVITIES Services and Resources

Continuing work that supports WICHE's mission, supported by the general fund or fees. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	Western	TBD	TBD
Education Technology Policy	A/S; T/I; A	U.S.	WCET staff	Members, UPCEA, OLC, Quality Matters, other organizations
WCET Annual Meeting and Leadership Summit	A/S; T/I	U.S. and Canada	WCET staff	Corporate sponsors
WCET Member Service and Support	A/S; T/I	U.S. and Canada	WCET staff	Over 400 member institutions and organizations
WCET Research	F/A; A/S; T/I	U.S. and Canada	WCET staff	Members, other organizations
WCET Webcast Series	A/S; T/I	U.S. and Canada	WCET staff	Various, depending on the topic

CURRENT ACTIVITIES Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
wcetMIX (Member Information Exchange)	A/S; T/I	U.S. and Canada	Membership dues	WCET staff 1/19-	Members
WCET Z Initiative (becoming regional compact OER collaborative)	A/S; T/I	U.S.	William and Flora Hewlett Foundation	1.0 2017-20	Organizations active in OER; WICHE Policy unit. Other regional higher education compacts
Evolving Higher Education Policy Issues	F/A; A/S; T/I; A	U.S.	Membership dues	WCET staff 7/20-6/21	Members, WICHE Policy unit
Deployment of Steering Committee Priorities	F/A; A/S; T/I; A	U.S.	Membership dues	WCET staff 7/20-6/21	WCET Steering Committee, members
State Authorization Network (SAN)	A/S; A	U.S.	SAN member fees	2.25 2011-2021	NC-SARA, 130+ members representing 700+ institutions

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Every Learner Everywhere	F/A; A/S; T/I	U.S.	Bill & Melinda Gates Foundation	5.0 2017-22	12 Bill & Melinda Gates Foundation grantees

The short- and long-term impacts of the unprecedented **COVID-19** crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.

wcetMIX: In January 2019, WCET launched a new digital platform, *wcetMIX*, to support communication, collaboration, and resource-sharing among WCET members. Members are invited to opt in to communicate through WCET’s popular *wcetnews* and *wcetdiscuss* digital forums. Future plans for *wcetMIX* include connecting members of like interests via communities of practice and the buildout of a library of resources such as institutional policies, ed-tech product RFPs, and other shared assets germane to technology-enhanced learning.

The Z Initiative (Z refers to “Zero Cost”) brings together open educational resources (OER) leaders, champions, legislators, state higher education system staff, and educational technologists—with the goal of developing and promoting best practices and policies on adoption, implementation, scalability, and sustainability of OER and zero-cost curricula. The initiative is now partnering with the WICHE Policy unit and the other three regional higher education compacts to promote regional sharing and collaboration on ways to implement, scale, and sustain OER activities through state/system policy, legislation, structures, and fiscal support systems. This work is being funded by the William & Flora Hewlett Foundation.

WCET keeps its members informed of evolving federal policy and regulatory developments that may have an impact on higher education and its use of instructional technologies to enhance learning and extend access. WCET has been active in federal issues (including definition of distance education and of “regular and substantive interaction,” as well as state authorization) related to federal aid. WCET has also been active in state issues such as oversight of education providers and the cost vs. price of distance education offerings.

WCET’s on-going “focus areas” are emerging technologies, institutional success, policy and regulation, and student success. WCET works with its members to produce a variety of deliverables related to each focus area, including guest blogs, interactive webinars, digital content, summits, member discussions, research, recognition of excellence and innovation through its WOW (WCET Outstanding Work) Award, and annual meetings. For 2020, the WCET Steering Committee has selected four topics on which to focus its work in support of member needs. These include:

Accessibility: With the use of educational technologies on- and off-campus, some students require additional assistance to overcome disabilities. Such accommodations also have major benefits for all faculty and students using the technologies. The Steering Committee is exploring the federal accessibility requirements and sharing stories of successful strategies for implementing accessibility solutions.

Contract Cheating: Cheating on exams and assessments has moved beyond a few students helping each other out to an underground industry that preys on unsuspecting students. Some companies have been known to make students believe that the company is endorsed by the institution as a ploy to gain access to exams and to trick students into purchasing their services. The Steering Committee is developing advice for institutions to combat these activities.

Student Services: For online students, support services that can meet their needs at a time when they are needed are essential. There are only pockets of work on behavioral health support for online students and the faculty who serve them. The Steering Committee is gathering lessons learned in serving these students.

Futures of Higher Education: There are many emerging pressures facing higher education and the Steering Committee is helping members understand additional context and how they can be part of the solution for three different issues facing colleges and universities: 1) the coming “enrollment plateau” for traditional-age students, 2) the emergence of new credentials and the resulting competition, and 3) changing elearning technologies and support systems.

The State Authorization Network (SAN) is a service (whose dues and membership are separate of WCET’s) for those seeking to comply with state authorization regulations for distance and out-of-state courses and programs. SAN develops resources, provides training on state regulations (especially those not covered by the State Authorization Reciprocity

Agreement), federal regulations, access to experts, strategies on meeting state requirements, and support for a community of professionals sharing effective practices and latest developments.

Every Learner Everywhere is a network of 12 partner organizations working collaboratively to provide advice, training, and community-vetted resources that support the adoption and implementation of adaptive courseware in gateway or foundational courses. WCET is an intermediary for this network, which helps higher education institutions use adaptive learning technology to improve teaching and learning with a focus on increasing the success of first-generation students, low-income students, and students of color. Formerly known as the Digital Learning Solution Network, this reconstituted network is funded by the Bill & Melinda Gates Foundation.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval).

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Geo Scope	Funding	Staff FTE/ Timeline	Partners
Increasing Access, Affordability, and Equity Using OER	F/A; A/S; T/I	U.S.	\$2.5 million	1.5 2019-2022	MHEC, SREB, NEBHE, Policy Analysis and Research Unit
Licensure Projects that Cross State Lines	A/S; A	U.S.	TBD	SAN staff TBD	Other regional compacts

Increasing Access, Affordability, and Equity Using OER: WCET proposes to establish a national consortium with the four regional higher education compacts (MHEC, SREB, NEBHE, and WICHE) to identify, share, and support the development of promising practices and policies in state-level OER adoption and implementation. The project will leverage the unique assets of the four compacts, uniting their longstanding networks of policymakers and higher education leaders. The goal is to move OER beyond being solely a promising idea to becoming a widely used and sustainable student-success practice with a robust evidence base. WICHE’s Policy Analysis and Research unit is partnering with WCET on this effort. The proposed timeline is 36 months, and prospective funding partners would be approached including the William and Flora Hewlett Foundation. The Hewlett Foundation is currently funding a planning grant for this work.

Licensure programs that cross state lines: The State Authorization Reciprocity Agreement (SARA) addresses degree programs that cross state lines, but not additional authorizations required of postsecondary programs that lead to professional licensure, such as teacher and nursing licensure. WCET is exploring opportunities for partners and funders to better inform students and to develop such requirements for licensure professions across state lines.

WCET will work with its Steering Committee and Executive Council to implement plans resulting from its nine-month strategy process. WCET has a 31-year successful history of helping colleges and universities to adopt and implement technology-enhanced teaching and learning. Given technology changes, demographic changes, and funding changes, WCET is being proactive in steering possible new directions and member services into the next five to eight years.

WCET is initiating a **redesign of its website** with a focus on providing resources and services for members only. The new website will offer more functionality and an improved user experience.

COMPLETED PROJECTS

Work that staff finished in FY 2019.

Annual Meeting, Denver, Colorado.

WCET Leadership Summit: The 2020 View of Federal Regulations and the Potential Impact on Higher Education Practice, April 15-16, 2020, Largo, Maryland (a joint summit by WCET and the University of Maryland Global Campus)

SAN Workshops and Conferences: In addition to many virtual events and communications SAN provides to its members, SAN convened several in-person workshops.

Collaborations Across WICHE Units

Focus:

F/A Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project	Focus	Units (BOLD = committee jurisdiction)	Activity Category	Details of Collaboration
COVID-19 Crisis Support	F/A; A/S; W/S; T/I; A	All	TBD	The short- and long-term impacts of the unprecedented COVID-19 crisis are far-reaching and uncertain. WICHE staff at all levels and in all units have been working diligently to support the region in whatever ways they can, and they will continue to do so in FY 2021. For example, staff have hosted webinars; created a variety of useful resources; convened regular peer-to-peer calls for SHEEOs, academic leaders, and communications professionals; provided guidance for higher education leaders, etc., but the needs continue. Given the changing nature of the situation, it is impossible to identify the specific ways that WICHE will provide support other than to commit to being collaborative and proactive in meeting the needs of our states and territories.
Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice	A/S	Programs & Services, Policy Analysis and Research	Projects and Initiatives (grant-funded)	This initiative, under auspices of WICHE's Programs & Services unit, benefits from a .25 FTE Policy Analysis and Research staff member conducting data analysis and research support.
Recognition of Learning	A/S; W/S; A	Policy Analysis and Research, WCET	Projects and Initiatives (grant-funded)	WICHE's Policy Analysis and Research unit is conducting an environmental scan of policies and practices related to recognition of prior learning, an area of high interest and application in WCET technology-enhanced learning cohorts.
Cybersecurity Training for Senior Nontechnical Leaders	T/I	Policy Analysis and Research, WCET	Projects and Initiatives (DHS-funded)	The work entails interplay between WICHE's cyber fellow (under WCET auspices) and Policy Analysis and Research staff.
Development of WICHE Data Management Plan	T/I; A	Policy Analysis and Research, WCET	Projects and Initiatives (reserves-funded)	The work entails interplay between WICHE's cyber fellow (under WCET auspices) and Policy Analysis and Research staff, notably in relation to the latter unit's Multistate Longitudinal Data Exchange efforts.
Evolving Higher Education Policy Issues	A/S; T/I	WCET, Policy Analysis and Research	Projects and Initiatives (variously funded)	Through WCET's Frontiers blog and other avenues, this unit contributes to public discourse on emerging issues on which WICHE has policy and research insights and context. This often leads to collaboration or co-publication in areas that recently have ranged from state authorization of distance learning, to changes in IPEDS outcome measures data with implications for attainment metrics.

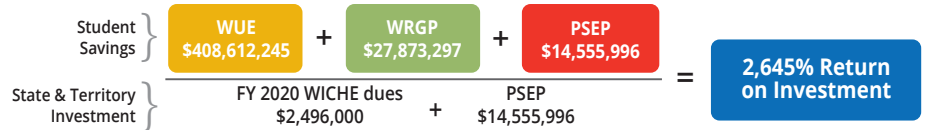
Project	Focus	Units (BOLD = committee jurisdiction)	Activity Category	Details of Collaboration
Increasing Access, Affordability, and Equity Using OER	F/A; A/S	Policy Analysis and Research, WCET	New Directions (seeking funding)	This proposed national consortium would build networks to support adoption of open educational resources, adding WICHE Policy Analysis and Research acumen to existing Z Initiative (OER) efforts under WCET auspices.
Improving Policy and Practice to Support Behavioral Health on Campus	A/S; W/S	Policy Analysis and Research, Behavioral Health Program	New Directions (seeking funding)	This prospective convening of state policymakers, institutions, and other stakeholders would take advantage of WICHE policy and Behavioral Health Program expertise alike to identify policy and practice gaps related to campus behavioral health services and systems.
Scaling Technology-Assisted Skill-Building in Rural Areas	A/S; W/S	Policy Analysis and Research, WCET	New Directions (seeking funding)	This proposed project would leverage technology (and WCET expertise) to scale work-based learning to serve communities of need.
Serving Student Soldiers of the West	A/S; W/S	Policy Analysis and Research, Behavioral Health Program	New Directions (seeking funding)	This proposed project would increase higher education access and success for members of the military and their families, incorporating distinctive behavioral health attributes of these populations.
<i>Shaded rows indicate project is currently funded</i>				

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Western Interstate Commission for Higher Education

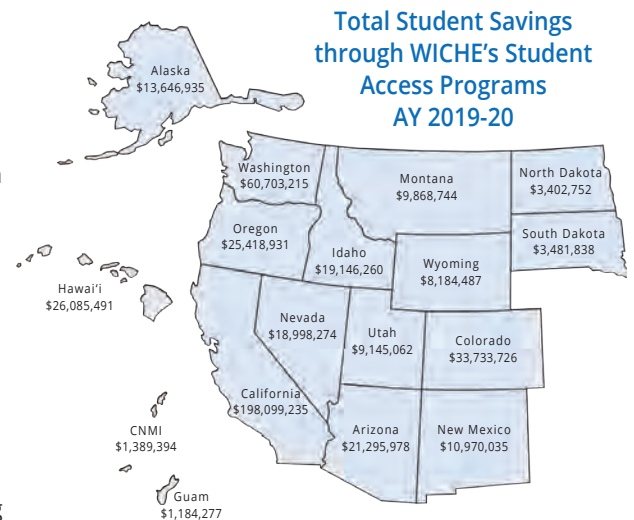
A trusted partner fostering and promoting high-quality, affordable postsecondary education since 1953



WICHE ...

Provides strong return on investment

- More than 45,000 Western students saved \$451 million in academic year 2019-20 through the Western Undergraduate Exchange (WUE), Western Regional Graduate Program (WRGP), and Professional Student Exchange Program (PSEP). These WICHE programs provide significant student savings on nonresident tuition at 160+ Western U.S. public colleges and universities and select private healthcare programs.
- WICHE's Student Access Programs provided the region a **2,645% return on investment**, relative to annual WICHE dues and PSEP support fee investment.



Bolsters the Western health workforce

- Through PSEP, students from Western states and territories pursuing careers in 10 health fields, can enroll in participating programs in another state while receiving substantial tuition support from their home state or territory. With fields ranging from dentistry to occupational therapy to veterinary medicine at 60 institutions, PSEP can save a student between \$32,600 and \$130,600 on tuition over the lifespan of a program, depending on the field of study. By participating in PSEP, Western states and territories benefit by inspiring, and in some states requiring, professionals to return home to practice and bolster their communities' professional health care.
- WICHE's **Behavioral Health Program** initiated and administers psychology internship programs in five Western states (Alaska, Hawai'i, Idaho, Nevada, and Utah) that help doctoral-level students find placements in rural and underserved communities. More than 60 percent of graduates from the internships continue their professional work in the states in which they completed their work.
- WICHE, partnering with the University of North Dakota, administers the **Mountain Plains Mental Health Technology Transfer Center (MHTTC)**. The Mountain Plains MHTTC serves the states of Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming by establishing a collaborative network that strengthens the capacity of different systems, organizations, and treatment practitioners involved in the delivery of mental health services.

Increases higher education access and affordability

- WICHE's **Interstate Passport®** enables block transfer of lower-division general education, reducing frustrating barriers to transfer of credits that students may encounter when transferring out of state. Currently, 32 institutions in 14 states are members of the program.
- WICHE is building an alliance of **Native American-Serving, Nontribal Institutions (NASNTIs)** to improve postsecondary attainment. Through convening an annual summit including Native American students; developing policy studies; and creating a formal network of NASNTIs, the initiative is strengthening and sustaining campus efforts to support Native students in order to improve their college and career success.

Fosters idea sharing

- The **Legislative Advisory Committee** improves state-level policymaking in the West by providing a forum for legislative leaders to share valuable insights on trends and promising practices and build partnerships throughout the region.
- WICHE's **Western Alliance of Community College Academic Leaders (Alliance)** and **Western Academic Leadership Forum (Forum)** are active peer networks of academic leaders at two-year and four-year institutions and systems throughout the West, providing a venue for chief academic officers to connect and learn to better serve students and stakeholders.

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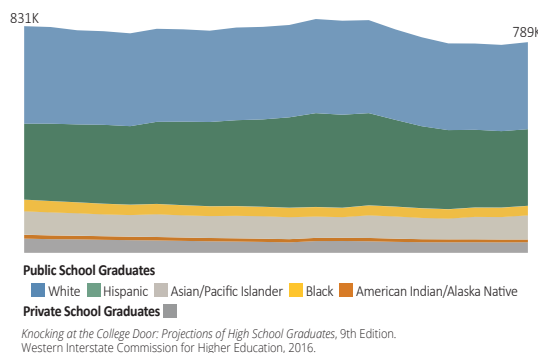
Fred Baldwin
Kimberly Dale
David L. Jones

- **WCET**, the WICHE Cooperative for Educational Technologies, is the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. WCET's growing membership includes almost 400 institutions, higher education agencies and systems, nonprofit organizations, government agencies, and corporations in all U.S. states and several Canadian provinces. Through its *Frontiers* blog, convenings, and active online discussions, WCET keeps members informed of the latest in policy change, regulations, and trends in educational technology. And WCET is offering a host of resources related to educational technology and faculty support, including advice and guidance for institutions on how to transition their face-to-face offerings to emergency online alternatives and how to increase quality in these courses over time.
- The **State Authorization Reciprocity Agreement (SARA)** is a voluntary, state-led initiative designed to establish comparable standards for U.S. states and territories regulating postsecondary distance education. With its reciprocity provisions, the agreement enables institutions to gain approval from their "home state" to offer distance education in participating states without having to individually apply to each state for such approval. SARA expands postsecondary educational opportunities while ensuring meaningful consumer protections for students and reducing regulatory red-tape for institutions. SARA also provides a platform for information sharing and peer learning among member states and promotes distance education program quality for all participants. As one of the four regional compacts, WICHE is responsible for coordinating the participation of SARA member states in the Western region through the WICHE State Authorization Reciprocity Agreement (W-SARA).
- **WCET's State Authorization Network (SAN)** helps institutions navigate state regulations processes more efficiently than working on their own. The leader for guidance and support for understanding regulatory compliance of out-of-state activities for postsecondary institutions, SAN provides their members access to experts, networking among others seeking to comply, and other collaborative resources that ensure institutions are properly managing compliance requirements.
- WCET is the intermediary organization for **Every Learner Everywhere**, a network-centric approach to strengthening digital learning in postsecondary institutions with a particular focus on improved outcomes for vulnerable populations. Funded by the Bill & Melinda Gates Foundation, Every Learner's network is made up of 12 partners actively engaged in the development of a number of products and services in the digital learning space.

Helps states and territories allocate resources efficiently

- Through WICHE research, policy analysis, and technical assistance, stakeholders in the West gain insight and context on demographics, tuition and fees, and other factors affecting higher education to improve higher education policymaking.
- WICHE publications like *Knocking at the College Door*, a quadrennial report on high school graduation projections, and *WICHE Insights*, a comprehensive gathering of higher education-related policy research, help state and territorial institutions plan for recruitment, capital, and other major expenses.

**WICHE Projected High School Graduation Rates
2013-14 to 2031-32**



Responds to urgent priorities

- To address the growing issue of veteran suicide, especially in rural areas, **Together With Veterans (TWV)** was created. Following well-researched models that have been shown to effectively reduce suicide, TWV works with community partners to provide a unique suicide prevention action plan. The veteran-driven program is a collaboration between WICHE and the Rocky Mountain Mental Illness, Research, Education and Clinical Center for Suicide Prevention, and is funded by the Veterans Administration Office of Rural Health.
- WICHE is prepared to respond to a crisis and be a valuable resource for our partners. At the outset of the recent outbreak of **COVID-19**, WICHE has quickly reacted, shifting to remote work, but continuing to advance our mission. WICHE is facilitating peer-to-peer videoconferences for higher education leaders to connect and identify solutions to common challenges; following legislation recently passed in response to the crisis; and identifying how emergency funding for students and higher education institutions, as well as block grants to states, can be best used to support education in the West. The Behavioral Health unit is hosting webinars that offer guidance to institutional leaders looking for ways to support the mental wellbeing of their students. And WCET is offering a host of resources related to educational technology, including advice and guidance for institutions on how to transition from face-to-face to online learning.

April 2020

About WICHE and the WICHE Commission

For more than 65 years, WICHE has served as a trusted partner for states and territories in the Western region in order to address some of society's most pressing needs. From promoting high-quality, affordable postsecondary education to helping states get the most from their technology investments and addressing behavioral health challenges, WICHE improves lives across the West through innovation, cooperation, resource sharing, and sound public policy.

The WICHE Commission oversees the development of WICHE programs and assures that the Western Regional Compact is carried out for the benefit of the citizens of the West. WICHE's 48 commissioners, who are appointed by the governors of the 15 Western states and the US Pacific Territories and Freely Associated States, are leaders in higher education; they include state higher education executive officers, college and university presidents, legislators, business and community leaders, and other key partners. Camille Preus from Oregon is the 2020 chair of the Commission.

WICHE COMMISSION

The WICHE Commission oversees the development of WICHE programs and ensures that the Western Regional Compact is carried out for the benefit of the citizens of the West. WICHE's 48 commissioners, who are appointed by the governors of the 15 Western states and the US Pacific Territories and Freely Associated States, are leaders in higher education; they include state higher education executive officers, college and university presidents, legislators, business and community leaders, and other key partners. Camille Preus from Oregon is the 2020 chair of the Commission.

* Executive Committee member

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April 2020

Future Commission Meeting Dates

2020

November 12-13, Portland, Oregon

2021

May 17-18, 2021 - Arizona
November 4-5, 2021 - Colorado

2022

May 16-17, 2022 - South Dakota
November 10-11, 2022 - Colorado

2020 COMMISSION COMMITTEES

EXECUTIVE COMMITTEE

Camille Preus (OR), chair
Susan Anderson (AK), vice chair
Ray Holmberg (ND), immediate past chair

Rita H. Cheng (AZ)
Dianne Harrison (CA)
Antwan Jefferson (CO)
David Lassner (HI)
Rick Aman (ID)
Clayton Christian (MT)
Fred Lokken (NV)
Barbara Damron (NM)
Mark Hagerott (ND)
James Hansen (SD)
Jude Hofschneider (US Pacific Territories and
Freely Associated States/CNMI)
Ann Millner (UT)
Don Bennett (WA)
Fred Baldwin (WY)

POLICY ANALYSIS AND RESEARCH

Christopher Cabaldon (CA), committee chair
Matt Freeman (ID), committee vice chair

Susan Anderson (AK)
John Arnold (AZ)
Jim Chavez (CO)
Colleen Sathre (HI)
Laurie Bishop (MT)
Thom Reilly (NV)
Barbara Damron (NM)
Mark Hagerott (ND)
Ben Cannon (OR)
Larry Tidemann (SD)
Rodney Jacob (US Pacific Territories and
Freely Associated States/Guam)
Patricia Jones (UT)
Gerry Pollet (WA)
Kim Dale (WY)

PROGRAMS AND SERVICES

Les Purce (WA), committee chair
Carol Mon Lee (HI), committee vice chair

Vacancy (AK)
Kathleen Goepfing (AZ)
Francisco Rodriguez (CA)
Angie Paccione (CO)
David Lent (ID)
Sheila Stearns (MT)
Gillian Barclay (NV)

(Programs and Services, cont.)

Patricia Sullivan (NM)
Jill Louters (ND)
Hilda Rosselli (OR)
Vacancy (SD)
Frankie Eliptico (US Pacific Territories and
Freely Associated States/CNMI)
Dave Woolstenhulme (UT)
David Jones (WY)

AUDIT COMMITTEE

Ray Holmberg (ND), committee chair
John Arnold (AZ)
Clayton Christian (MT)
Barbara Damron (NM)
Don Bennett (WA)

NOMINATING COMMITTEE

Ray Holmberg (ND), committee chair
Francisco Rodriguez (CA)
Colleen Sathre (HI)
Clayton Christian (MT)
Patricia Sullivan (NM)

Special Committees

BEHAVIORAL HEALTH COMMITTEE

Antwan Jefferson (CO)
Clayton Christian (MT)
Ray Holmberg, (ND)
Jude Hofschneider (US Pacific Territories and
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Fred Baldwin, (WY)

TECHNOLOGY-ENHANCED (EdTech) COMMITTEE

Rita H. Cheng (AZ)
Dianne Harrison (CA)
David Lassner (HI)
Rick Aman (ID)
Fred Lokken (NV)
Camille Preus (OR)
Ann Millner (UT)
Don Bennett (WA)

April 2020

LEGISLATIVE ADVISORY COMMITTEE

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

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April 2020

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Jeanette Porter, senior administrative coordinator

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

COMMUNICATIONS

Jasmine Leonas, communications manager
Candy Allen, senior graphic designer
*Emma Tilson, administrative coordinator

HUMAN RESOURCES

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

IT SERVICES

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

PROGRAMS AND SERVICES

Jere Mock, vice president
Suzanne Benally, director, Native Serving Institutions Initiative
Margo Colalancia, director, Student Access Programs
Cherie Curtin, administrative assistant
Anna Galas, director, Academic Leadership Initiatives
Kay Hulstrom, manager, institution services
Angela Rochat, data, policy, and evaluation coordinator
Kate Springsteen, coordinator, Student Access Programs and Events
*Emma Tilson, administrative coordinator

POLICY ANALYSIS AND RESEARCH

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Peace Bransberger, senior research analyst
Colleen Falkenstern, research analyst
Sarah Leibrandt, senior research analyst
Shelley Plutto, project coordinator, W-SARA
Melissa Sanders, administrative assistant
Christina Sedney, director of policy initiatives and state authorization
Liliana Diaz Solodukhin, policy analyst

BEHAVIORAL HEALTH PROGRAM

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Genevieve Berry, project manager, MHTTC
Erin Briley, research and technical assistance associate
Gina Brimmer, director of veterans initiatives
Brittany Copithorn, project coordinator
John Gomez, director of operations
Vanessa Gonzalez, rural opioid technical assistance coordinator
Andie Hancock, budget coordinator
Rebecca Helfand, program director
Bethany Kronberg, administrative assistant
Annette Robertson, fidelity reviewer
Gretchen Stage, Together With Veterans program manager
Ivory Tubbs, technical expert lead, Rural Communities Opioid Response Project
Liza Tupa, director for education and research
Karen Voyer-Caravona, fidelity reviewer
Darlene Williams, administrative assistant
Stefanie Winfield, MHTTC research and technical assistance associate

WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES (WCET)

Russell Poulin, executive director, WCET and vice president for technology-enhanced education
Rosa Calabrese, manager, digital and project support services
Cheryl Dowd, project director, State Authorization Network
Laura DaVinci, assistant director, Every Learner Everywhere
Lindsey Downs, assistant director, communications, community, and social media
Sherri Artz Gilbert, director of operations
Joyce Holliday, administrative assistant
Mollie McGill, senior director of operations and membership
Kim Nawrocki, WCET events, programs and operations coordinator
Robert Perez, manager, network development and strategic partnerships, Every Learner Everywhere
Megan Raymond, director, programs and sponsorship
Daniel Silverman, assistant director, State Authorization Network
Tanya Spilovoy, director, open policy
Jessica Williams, director, Every Learner Everywhere Network

*Splits accountabilities across two units

US PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES



HIGHER EDUCATION ACRONYMS

Higher education 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	aacc.nche.edu
AACRAO	American Association of Collegiate Registrars and Admissions Officers	aacrao.org
AACTE	American Association of Colleges for Teacher Education	aacte.org
AAC&U	Association of American Colleges and Universities	aacu.org
AANAPISI	Asian American Native American Pacific Islander Serving Institutions	aanapisi.net
AASCU	American Association of State Colleges and Universities	aascu.org
AASHE	Association for the Advancement of Sustainability in Higher Education	aashe.org
AAU	Association of American Universities	aau.edu
ACA	American Counseling Association	counseling.org
ACCN	Adult College Completion Network	adultcollegecompletion.org
ACCT	Association of Community College Trustees	acct.org
ACE	American Council on Education	acenet.edu
ACSFA	Advisory Committee on Student Financial Assistance	ed.gov/ACSFA
ACT	College admission testing program	act.org
ACTA	American Council of Trustees and Alumni	goacta.org
ACUTA	Association of College & University Telecommunications Administrators	acuta.org
ADA	Americans with Disabilities Act	ada.gov
AED	Academy for Educational Development	aed.org
AEI	American Enterprise Institute for Public Policy Research	aei.org
AERA	American Educational Research Association	era.net
AGB	Association of Governing Boards of Universities and Colleges	agb.org
AHRQ	Agency for Health Research and Quality	ahrq.gov
AIHEC	American Indian Higher Education Consortium	aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	nyu.edu/steinhardt/iesp/aiheps/
AIR	American Institutes of Research	air.org
AIR	Association for Institutional Research	airweb.org
APA	American Psychological Association	apa.org
APLU	Association of Public and Land-grant Universities (formerly NASULGC)	aplu.org
ASPIRA	An association to empower Latino youth	aspira.org
ASHE	Association for the Study of Higher Education	ashe.ws
ATD	Achieving the Dream	achievingthedream.org
BHOC	WICHE 's Behavioral Health Oversight Council	
BMGF	Bill & Melinda Gates Foundation	gatesfoundation.org
CAE	Council for Aid to Education	cae.org
CAEL	Council for Adult and Experiential Learning	cael.org
CASE	Council for Advancement and Support of Education	case.org
CBEN	Competency Based Education Network	cbenetwork.org
CBO	Congressional Budget Office	cbo.gov
CCA	Complete College America	completecollege.org

CCME	Council of College and Military Educators	ccmeonline.org
CCTC	Council of Chairs of Training Councils (APA, Internships)	cctcpsychology.org
CGS	Council of Graduate Schools	cgsnet.org
CHEA	Council for Higher Education Accreditation	chea.org
CHEO	Consortium for Health Education Online	www.wiche.edu/NANSLO/CHEO
CHEPS	Center for Higher Education Policy Studies	utwente.nl/mb/cheps
CIC	Council of Independent Colleges	cic.org
CLA	Collegiate Learning Assessment	cae.org/content/pro_collegiate.htm
CLASP	Center for Law and Social Policy	clasphome.org
CMHC	Community Mental Health Center	cms.gov
CMS	Centers for Medicare and Medicaid Services	cms.gov
CNMI	Commonwealth of the Northern Mariana Islands	doi.gov/oia/islands/cnmi
COA	APA Council on Accreditation	apa.org/ed/accreditation/about/coa
COE	Council for Opportunity in Education	coenet.us
CONAHEC	Consortium for North American Higher Education Collaboration	conahec.org
CONASEP	CONAHEC's Student Exchange Program	conahecstudentexchange.org
CSG-WEST	Council of State Governments - West	csgwest.org
CSHE	Center for the Study of Higher Education	ed.psu.edu/cshe
CSPN	College Savings Plan Network	collegesavings.org
CUE	Center for Urban Education, University of Southern California	cue.usc.edu
DEAC	Distance Education Accrediting Commission	deac.org
DQC	Data Quality Campaign	dataqualitycampaign.org
ECS	Education Commission of the States	ecs.org
ED - U.S. Dept. of Education links:		
ED-ESSA	Every Student Succeeds Act	ed.gov/essa
ED-FERPA	Family Educational Rights and Privacy Act	familypolicy.ed.gov
ED-FSA	Federal Student Aid	ed.gov/about/offices/list/fsa
ED-IES	Institute of Education Sciences	ed.gov/about/offices/list/ies
ED-NCES	National Center for Education Statistics	nces.ed.gov
ED-OCTAE	Office of Career, Technical, and Adult Education	ed.gov/octae
ED-OESE	Office of Elementary & Secondary Education	ed.gov/about/offices/list/oes
ED-OPE	Office of Postsecondary Education	ed.gov/about/offices/list/ope
ED-OSERS	Office of Special Education & Rehabilitative Services	ed.gov/about/offices/list/osers
ED-FIPSE	Fund for the Improvement of Postsecondary Education	ed.gov/about/offices/list/ope/fipse
EdREF	EdRef College Search Reference	EdRef.com
EC	Electronic Campus Initiatives	ecinitiatives.org
EDUCAUSE	An association for higher ed change via technology and info resources	educause.edu
ELE	Every Learner Everywhere	everylearnereverywhere.org
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	ets.org
Excelencia	Excelencia in Education	edexcelencia.org
FERPA	Family Educational Rights and Privacy Act	
FORHP	Federal Office of Rural Health Policy (HRSA)	hrsa.gov/rural-health
FQHC	Federally Qualified Health Center	hrsa.gov/opa/eligibility-and-registration/healthcenters/fqhc/index.html
GDPR	General Data Protection Regulations	eugdpr.org

GHEE	Global Higher Education Exchange	ghee.org
GME	Graduate Medical Education	aamc.org/advocacy/gme
HACU	Hispanic Association of Colleges and Universities	hacu.net
HBCU	Historically Black Colleges and Universities	hbculifestyle.com
HBLI	Hispanic Border Leadership Institute	asu.edu/educ/hbli
HEA	Higher Education Act	acenet.edu/advocacy/Pages/Higher-Education-Act.aspx
HHS	U.S. Department of Health and Human Services	hhs.gov
HIPAA	Health Insurance Portability and Accountability Act of 1996	hhs.gov/hipaa/index.html
HLC	Higher Learning Commission of the North Central Association	ncahlc.org
HRSA	Health Resources and Services Administration	hrsa.gov
IES	Institute for Education Statistics	ies.ed.gov/
IHELP	Institute for Higher Education Leadership and Policy, California State University Sacramento	csus.edu/ihelp
IHEP	Institute for Higher Education Policy	ihep.org
IIE	Institute of International Education	iie.org
iNACOL	Aurora Institute	aurora-institute.org
IPEDS	Integrated Postsecondary Education Data System	nces.ed.gov/ipeds
JFF	Jobs for the Future	jff.org
M-SARA	Midwestern State Authorization Reciprocity Agreement	mhec.org/sara
McREL	Mid-continent Research for Education and Learning	mcrel.org
MHA	Mental Health America	mentalhealthamerica.net
MHEC	Midwestern Higher Education Compact	mhec.org
MHTTC	Mental Health Technology Transfer Centers	mhttcnetwork.org
MIRECC	Mental Illness Research Education and Clinical Center	mirecc.va.gov
MLDE	Multistate Longitudinal Data Exchange	wiche.edu/longitudinaldataexchange
MPP	Master Property Program (MHEC/NEBHE/SREB/WICHE)	mhec.org/programs/master-property-program
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	middlestates.org
N-SARA	New England State Authorization Reciprocity Agreement	nebhe.org/programs-overview/sara/overview/
NAAL	National Assessment of Adult Literacy	nces.ed.gov/naal
NACAC	National Association of College Admissions Counselors	nacacnet.org
NACIQI	National Advisory Committee on Institutional Quality and Integrity	sites.ed.gov/naciqi
NACOL	North American Council for Online Learning	nacol.org
NACUBO	National Association of College and University Business Officers	nacubo.org
NAEP	National Assessment of Educational Progress	nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	nafeo.org
NAFSA	An association of international educators	nafsa.org
NAICU	National Association of Independent Colleges and Universities	naicu.edu
NALEO	National Association of Latino Elected and Appointed Officials	naleo.org
NANSLO	North American Network of Science Labs Online	http://wiche.edu/nanslo
NARMH	National Association for Rural Mental Health	narmh.org
NASASPS	National Association of State Administrators and Supervisors of Private Schools	nasasps.org
NASDTEC	National Association of State Directors of Teacher Education and Certification	nasdtec.net
NASFAA	National Association of Student Financial Aid Administrators	nasfaa.org
NASH	National Association of System Heads	nashonline.org

NASMHPD	National Association of State Mental Health Program Directors	nasmhpd.org
NASNTI	Native American-Serving Nontribal Institutions Program	www2.ed.gov/programs/nasnti
NASPA	National Association of Student Personnel Administrators	naspa.org
NASSGAP	National Association of State Student Grant and Aid Programs	nassgap.org
NASW	National Association of Social Workers	socialworkers.org
NC-SARA	National Council for State Authorization Reciprocity Agreements	nc-sara.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	ncacihe.org
NCA	North Central Association of Colleges and Schools	northcentralassociation.org
NCAN	National College Access Network	collegeaccess.org
NCAT	The National Center for Academic Transformation	thencat.org
NCCC	National Consortium for College Completion	n/a
NCES	National Center for Education Statistics	nces.ed.gov
NCHEMS	National Center for Higher Education Management Systems	nchems.org
NCPPE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	postsecondaryresearch.org
NCSL	National Conference of State Legislatures	nctl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	neasc.org
NEBHE	New England Board of Higher Education	nebhe.org
NGA	National Governors Association	nga.org
NIH	National Institutes of Health (HHS)	nih.gov
NILOA	National Institute for Learning Outcomes Assessment	learningoutcomeassessment.org
NIMH	National Institute of Mental Health (HHS-NIH)	nimh.nih.gov
NLA/SLA	New Leadership Alliance for Student Learning and Accountability	newleadershipalliance.org
NPEC	National Postsecondary Education Cooperative	nces.ed.gov/npec
NPRM	Notice of Proposed Rule Making	fcc.gov/general/rulemaking-fcc
NPSAS	National Postsecondary Student Aid Survey	nces.ed.gov/surveys/npsas
NRHA	National Rural Health Association	ruralhealthweb.org
NSC	National Student Clearinghouse	studentclearinghouse.org
NSSE	National Survey on Student Engagement	nsse.indiana.edu
NWCCU	Northwest Commission on Colleges and Universities	www.nwccu.org
OCE	Online Course Exchange (WICHE)	wiche.edu/oce
OECD	Organisation for Economic Co-operation and Development	www.oecd.org
OER	Open Educational Resources	wikipedia.org/wiki/open_educational_resources
OLC	Online Learning Consortium	onlinelearningconsortium.org
PARCC	Partnership for the Assessment of Readiness for College and Careers	www.parcconline.com
PISA	Program for International Student Assessment	www.pisa.oecd.org
PESC	Postsecondary Electronic Standards Council	pesc.org
PPIC	Public Policy Institute of California	ppic.org
PSEP	Professional Student Exchange Program	wiche.edu/psep
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
S-SARA	Southern State Authorization Reciprocity Agreement	sreb.org/page/1740/state_authorization.html
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges	sacscoc.org
SAN	State Authorization Network	wcetsan.wiche.edu
SBAC	Smarter Balanced Assessment Consortium	www.smarterbalanced.org

SCUP	Society for College and University Planning	scup.org
SFARN	Student Financial Aid Research Network	pellinstitute.org/conference_SFARN.html
SHEEO	State Higher Education Executive Officers Association	sheeo.org

SHEEO Offices in the West:

ABOR	Arizona Board of Regents	abor.asu.edu
ACPE	Alaska Commission on Postsecondary Education	state.ak.us/acpe/acpe.html
CCHE	Colorado Commission on Higher Education	highered.colorado.gov/cche.html
CDHE	Colorado Department of Higher Education	highered.colorado.gov
ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
MUS	Montana University System	mus.edu
NDUS	North Dakota University System	ndus.nodak.edu
NMC	Northern Marianas College	marianas.edu
NMHED	New Mexico Higher Education Department	hed.state.nm.us
NSHE	Nevada System of Higher Education	nevada.edu
OEIB	Oregon Higher Education Coordinating Commission	education.oregon.gov
SDBOR	South Dakota Board of Regents	ris.sdbor.edu
USBR	Utah State Board of Regents	utahsbr.edu
WASC	Washington Student Achievement Council	wsac.wa.gov
WCCC	Wyoming Community College Commission	commission.wcc.edu
UAS	University of Alaska System	alaska.edu
UH	University of Hawai'i System	hawaii.edu
UW	University of Wyoming	uwyo.edu

SHEPC	State Higher Education Policy Center	n/a
SHEPD	State Higher Education Policy Database	higheredpolicies.wiche.edu
SLDS	State Longitudinal Data System	nces.ed.gov/programs/slids/
SMHA	State Mental Health Authority	samhsa.gov
SONA	Student Organization of North America	conahec.org/conahec/sona
SPRC	Suicide Prevention Resource Center	sprc.org
SREB	Southern Regional Education Board	sreb.org
SREC	Southern Regional Electronic Campus	electroniccampus.org
SSA	Single State Agency for Substance Abuse	samhsa.gov/sites/default/files/ssadirectory.pdf
SURA	Southeastern Universities Research Association	sura.org
SVA	Student Veterans of America	studentveterans.org
TCUs	Tribal Colleges and Universities	sites.ed.gov/whiaiane/tribes-tcus/tribal-colleges-and-universities
TBD	Transparency by Design	wcet.wiche.edu/advance/transparency-by-design
UCEA	University Professional & Continuing Education Association (formerly NUCEA)	ucea.org
UNCF	United Negro College Fund	uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	unesco.org
UPCEA	University Professional Continuing Education Association	upcea.edu
VA	U.S. Department of Veterans Affairs	va.gov
VSA	Voluntary System of Accountability	voluntarysystem.org
W-SARA	Western State Authorization Reciprocity Agreement	wiche.edu/sara
WACCAL	Western Alliance of Community College Academic Leaders	wiche.edu/alliance

WAGS	Western Association of Graduate Schools	wagsonline.org
WALF	Western Academic Leadership Forum	wiche.edu/forum
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	wascsenior.org/wasc
WCET	WICHE Cooperative for Educational Technologies	wcet.wiche.edu
WDQC	Workforce Data Quality Campaign	workforcedqc.org
WDQI	Workforce Data Quality Initiative	doleta.gov/performance/workforcedatagrants09.cfm
WGA	Western Governors' Association	westgov.org
WICHE	Western Interstate Commission for Higher Education	wiche.edu
WIN	Western Institute of Nursing	ohsu.edu/son.win
WIOA	Workforce Innovation Opportunity Act	doleta.gov/wioa
WPSHA	Western Psychiatric State Hospital Association	wpsaha.org
WRGP	Western Regional Graduate Program	wiche.edu/wrgp
WSDSG	Western States Decision Support Group (WICHE BH Data Analysis Group)	wiche.edu/mentalhealth/wsdsg
WUE	Western Undergraduate Exchange	wiche.edu/wue
YI	Young Invincibles	younginvincibles.org



Thank you for participating in the first-ever virtual WICHE Commission meeting. The COVID-19 pandemic has forced us to reexamine how we do most everything in our professional and personal lives. And while this has without question created unprecedented challenges for our students, postsecondary institutions, states, and territories, I'm confident that we are going to come out of this stronger and more resilient than ever. Stay healthy and safe, and we look forward to seeing you November 12-13, 2020, in Portland, Oregon!

– Demi Michelau

Working for the **West**

