

WICHE

Western Interstate Commission for Higher Education

Agenda Book

WICHE Commission Meeting • May 17-18, 2004 • Boise, Idaho



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Monday, May 17, 2004

REPLACEMENT PAGE

7.30 - 8.30 am [Tab 1]

Aspen

8.30 - 9.30 am [Tab 1]

Evergreen

9.30 - 9.45 am [Tab 2]

Evergreen

Executive Committee Meeting (closed)

1-1



Evaluation of the executive director

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Executive Committee Meeting (open)

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Executive Committee minutes,
November 10, 2003

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Executive Committee minutes,
February 3, 2004

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Executive Committee minutes,
March 5, 2004

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Executive Committee minutes,
April 6, 2004

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Fiscal Year 2005 salary and benefits
recommendations

1-45



Fiscal Year 2005 general fund budget
and review of FY 2004 general fund
budget

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Establishing dues for the FY 2006 -
FY 2007 biennium

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Information Items:

Role of the WICHE Commissioner and proposed
changes to the bylaws

1-55

Mental Health Program overview

1-71

Review of the May 2004 meeting schedule (oral review)

Committee of the Whole, Call to Order

Introduction of new commissioners and guests

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Approval of the Committee of the
Whole minutes, November 10-11, 2003

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Report of the chair

Report of the executive director

Monday, May 17, 2004

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9.45 - 11.00 am [Tab 3]

Evergreen

Policy Discussion: Completing the "Incomplete" in Student Learning

3-1

Speaker: Margaret Miller, professor at the University of Virginia and former president of the American Association of Higher Education (AAHE), Charlottesville, VA

11.00 - 11.15 am

Break

11.15 am - 12.30 pm [Tab 4]

Evergreen

Policy Discussion: What's Happening at the Federal Level?

4-1

Speaker: Marianne R. Phelps, educational consultant, Washington, D.C.

12.30 - 1.45 pm [Tab 5]

Aspen

Lunch and Presentation

5-1

"And They Return as Young Professionals": The Washington Center's Partnership with the States

Introductions: Don Carlson, WICHE chair

Speakers: Michael Smith, executive vice president, and Joe Johnston, vice president for institutional relations, at the Washington Center for Internships and Academic Seminars, Washington, D.C.

1.45 - 2.15 pm

Break

2.15 - 3.30 pm [Tab 6]

Evergreen

Policy Discussion: Cost Effectiveness in Higher Education: A New Look at the "Adequacy" of Higher Education Funding

6-1

Speaker: Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS), Boulder, CO

3.30 - 3.45 pm

Break

3.45 - 5.15 pm [Tab 7]

Evergreen

Programs and Services Committee

7-1



Committee meeting minutes, November 11, 2003

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The Professional Student Exchange Program support fees for 2005-2006 and 2006-2007

7-7





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3.45 - 5.15 pm [Tab 8]
Aspen

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5.15 - 6.15 pm

Break

6.15
Hotel lobby

Board the open-air train for a tour of historic Boise. The train will take us to our dinner destination

7.15 - 9.00 pm [Tab 9]
Basque Center

A Basque style dinner and entertainment 9-1

Tuesday, May 18, 2004

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8.00 - 9.15 am [Tab 10]

Evergreen

What's Up in the West: Another Act from the Cheryl and David Show 10-1

Speakers: David Longanecker, executive director of WICHE, and Cheryl Blanco, director of the Policy Analysis and Research unit at WICHE, Boulder, CO

9.15 - 10.30 am [Tab 11]

Evergreen

Policy Discussion: Accreditation in the West 11-1

Speakers: Barbara A. Beno, executive director of the Western Association of Schools and Colleges, Novato, CA; Sandra E. Elman, executive director of the Northwest Association of Schools and of Colleges and Universities, Redmond, WA; and Ralph A. Wolff, executive director of the Western Association of Schools, Alameda, CA

10.30 - 11.00 am


Break


11.00 am - 12.30 pm [Tab 12]


Evergreen


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Report on the status of WICHE's office facility

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Adjournment

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WICHE



Western Interstate Commission for Higher Education

Monday 7:30 – 9:30 A.M.

Executive Committee (Closed)

Monday, 7.30 – 8.30 A.M.

Cedar

Executive Committee (Open)

Monday, 8.30 – 9.30 A.M.

Evergreen



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

WICHE COMMISSIONERS:

Executive Director's Performance Objectives and Self-evaluation

Prepared for May 17, 2004, Closed Executive Committee Meeting

EXECUTIVE DIRECTOR'S PERFORMANCE OBJECTIVES AND SELF-EVALUATION

This document provides the performance objectives that you, the commission, adopted for me last May; my self-assessment of how well I achieved these objectives as your executive director during this past year; and a proposed set of performance objectives for this coming year, based on what has been incorporated in the draft 2004-05 WICHE Workplan, which you will be considering and adopting at this meeting.

- *First, I present my current performance objectives.*
- *Next, I provide my self-evaluation with respect to each of these objectives.*
- *Last, I present my proposed performance objectives for this coming year (2004-2005).*

Overall, I evaluate my performance for this past year as okay, although it could have been better. While we accomplished much, we have also faltered in too many areas, particularly with respect to the management role. Furthermore, I receive much more credit for what we do accomplish than I personally deserve. Our progress as an organization is due to the effort and energy of an exceptional staff.

Administering the WICHE Organization:

- **Objectives for "maintaining" the organization**

- Internal management

1. **Maintain a balanced budget for fiscal year 2003 and beyond. Also work with the commission to establish targets for staff compensation, compared to comparable agencies within the West, recognizing that fiscal circumstances limit our ability to achieve staff compensation comparability.**

Accomplished. The overall operating budget for WICHE for fiscal year (FY) 2004 is now projected to be \$6.1 million, slightly lower than the previous year. While this exceeds the original budget projection by 3 percent, it also represents the first year under my direction in which the budget has not increased substantially. I suppose I could also claim to have achieved the second element of this objective – maintaining comparable staff compensation – given the fiscal constraints recognized in the specific language of the objective; but it doesn't feel like we accomplished this objective, either to myself or to our staff. Last year's freeze on staff salaries, particularly when coupled with a 33 percent increase in health care benefit costs for staff, have left staff with actual cuts in take-home pay. Combined with other factors discussed later in this evaluation, this combination – a salary freeze and increasing health insurance costs – have clearly taken a toll on staff morale.

2005 Recommendation: Retain the 2004 objective, eliminating the language that lets me off the hook simply because of fiscal constraints. Staff can't continue to take the brunt of these difficulties year after year.

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

Not accomplished. Senior staff continue to perform exceptionally well under unrealistic work loads. While I mentioned in my evaluation last year that I had to address this workload issue, I have not truly done so. In fact, reductions in staffing levels at subordinate levels, most of which were planned but some of which were unanticipated, have no doubt increased the pressure on senior staff. The diversity of our staff has also continued to decline over the past year, from 14 percent a year ago to 11 percent today. None of our minority staff are Hispanic or African America and only one is a full-time employee. One of the six employees hired during the past year was a person of color.

2005 Recommendation: Retain the 2004 objective.

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

An active staff council and advisory committee continue to help maintain a friendly, cohesive, high-functioning "WICHE team." Nevertheless, the termination of eight (20 percent) of our staff during this fiscal year, made necessary because of expiring grant funding and limited general funds projected for next year, has negatively affected staff morale. In addition, the comprehensive evaluation of WICHE that you conducted last year indicated substantial disaffection between some staff and their supervisors. To respond to these concerns, we have secured outside assistance to examine and improve management and leadership within the organization. While it is premature to claim success from this venture, I am hopeful that these efforts will help improve both morale and performance.

2005 Recommendation: Retain the 2003 objective.

- Commission maintenance

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

Accomplished. I submitted and you approved at your meeting last May an annual workplan that reflects well WICHE's mission, priorities, and realistic possibilities. This plan is essentially an incremental extension of the previous plan because the evaluation of WICHE suggested that the organization was "on track" in its focus and activities. Since then staff and I have worked diligently on this workplan and have accomplished virtually all of it. Some of the most notable accomplishments include completion of the most recent version of our Knocking at the College Door report; the refunding of the Changing Directions project, and the expansion of the NEON project. The most notable effort planned but not accomplished was our failure to secure future funding for a second phase of the Accelerated Learning project.

2005 Recommendation: Retain the 2004 objective.

- State relations

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

Accomplished. During this past year I visited all WICHE states at least once, including 50th anniversary events in eight states.

2005 Recommendation: Retain the 2004 objective.

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

Accomplished. The Legislative Advisory Committee had a very successful meeting in association with the National Conference of State Legislatures (NCSL) annual conference in San Francisco. Funding for this activity was in part defrayed by the Legislative Engagement grant from the Ford Foundation. In addition to the Legislative Advisory Committee meeting, we also cosponsored a special legislative workshop on higher education with NCSL and the National Center for Public Policy and Higher Education (NCPPE) and participated in NCSL's regularly scheduled education workshop. I also made a presentation at the annual meeting of the Council of State Governments-West (CSG-West) in Hawaii, where WICHE was also honored for its 50 years of service to the West. WICHE was likewise honored at the Western Governors' Association National Meeting in Big Sky, MT.

2005 Recommendation: Retain the 2004 objective.

• Objectives for "development and innovation" within the organization

• Internal management

1. Develop a strategy for planning and financing a building acquisition, to coincide with the termination of our new lease and to be as consistent as possible with the vision of the state-of-the-art working and learning community, which was reflected in this past year's performance objective.

On schedule to be accomplished. We have established a limited liability corporation (LLC) with the State Higher Education Executive Officers Organization (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS), under which the three organizations will secure a facility that will serve as offices for these organizations and will house a small conferencing facility, which we have been calling a learning center. The three organizations have jointly secured a \$3-million, 1-percent loan commitment as a program-related investment (PRI) from the Ford Foundation, and we continue to seek both gift assistance and/or additional loan assistance to finance the remaining \$1-2 million that will be needed to fully fund the facility. We continue to expect that this project will be completed in the planned period of time.

2005 Recommendation: Modify the 2004 objective to include the actual successful purchase and occupation of the new facility.

2. Seek resources to configure the new office space as a regional, state-of-the-art working and learning center.

In process. As mentioned above, I anticipate securing new space that will be sufficient to accommodate both offices and the learning center. Financial constraints, however, may preclude finishing the learning center until gift funding can be secured, and at the present time I have not been able to secure such gift assistance, though I continue to seek such funds.

2005 Recommendation: Modify the 2004 objective to reflect that financial constraints may require that completion of this phase of the building acquisition at a date beyond 2005.

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

Making progress. In part forced by the necessary staffing reductions, the Programs and Services unit, Policy and Research unit, and Mental Health unit have begun sharing staff support functions.

2005 Recommendation: Retain the 2004 objective.

- Commission development and innovation

1. **To collaborate with the Association of Governing Boards of Universities and Colleges (AGB) on strategies for better informing and engaging the commission and governing board members throughout the West in better understanding emerging higher education issues.**

In process. A fall 2004 regional forum is in the planning stages, which will be jointly sponsored by AGB and WICHE and will focus on strengthening the development of governing boards in the policy arena.

2005 Recommendation: Retain 2004 objective.

2. **Work with the governors, as appointment opportunities develop, to increase the diversity of the commission's membership.**

In process. While the appointments to the commission this past year have been exceptional individuals, only one of the eight new members enhances the racial/ethnic diversity of the commission and only two were women.

2005 Recommendation: Retain 2004 objective.

- State relations development and innovation

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

Partially accomplished. As noted in my comments earlier on legislative engagement, we have been quite successful in expanding our direct efforts with legislators through CSG-West and NCSL. We have improved our relationships with executive staff, at least through the National Governors Association, but have been less successful in working through the Western Governors' Association (WGA). I am hopeful that we will be more successful in working with the new executive director of WGA.

2005 Recommendation: Retain 2004 objective.

2. **Expand partnership relationships, where appropriate, with other organizations, such as ACT, NCHEMS, CSG-West, NCSL, WGA, Southern Regional Education Board (SREB), New England Board of Higher Education (NEBHE), Midwestern Higher Education Compact (MHEC), Education Commission of the States (ECS), SHEEO, AGB, the College Board, the Center for the New West, the Center for the Rocky Mountain West, the Center for the American West, EduCause, etc.**

Accomplished, but never really finished. This past year we have held or have cosponsored events with ACE, ACT, the College Board, CSG-West, NCSL, and SHEEO. We have collaborated with NCHEMS closely on a number of projects. We continue our collaborative purchasing program with SREB, NEBHE, and MHEC, although one unfortunate development with our regional colleagues has been our inability to find resources to sustain WICHE's continued participation in the Doctoral Scholars program. Through work with the staff of the Western

Governors' Association and the help of Commissioners Krause, Stearns, and Younkin, the governors recognized WICHE for its 50 years of service to the West at its September 2003 annual meeting in Big Sky, MT. We were successful, in partnership with ACE and SHEEO, in securing a second three-year grant from the Lumina Foundation to examine higher education financing issues. In addition, I served on the executive board of the National Postsecondary Education Council (program committee chair), the National Center for Public Policy and Higher Education's advisory board, the board of directors (vice chair) of the Consortium for North American Higher Education Collaboration (CONAHEC), NCHEMS's advisory board on national databases and information systems, ACT's Educational Services Advisory Board, the Pathways to College collaborative, and the Executive Board of the American Association for Higher Education (AAHE).

2005 Recommendation: Retain 2004 objective.

Providing Program Services to the Western States:

- **Objectives for "maintaining" the organization**

- Student Exchange Programs

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

1. **Stemming the decline in PSEP participation by focusing the program more on states' individual needs and interests.**

In process. Participation in PSEP continues to wane, in part because the financial difficulties facing states, which make sustaining their prior commitments difficult. Following up on a report presented at last May's commission meeting, Jere Mock, with Sandy Jackson's assistance, has been working with the states' certifying officers to examine ways in which the needs of sending and receiving states can be more equitably and realistically met in the increasingly market-driven environment of professional education.

2005 Recommendation: Retain 2004 objective.

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

In process. Despite continued growth in WUE and an increase in the number of programs managed through the WRGP, we have continued to provide strong customer service with a modest commitment of staff. Through the special project described in (1), above, we are examining ways in which the WUE and WRGP programs can be enhanced to even better serve the students and institutions that participate. This will become an increasingly important issue as enrollment strains test the efficacy of the current models for these programs.

2005 Recommendation: Retain 2004 objective.

- **Objectives for "development and innovation" of programs to serve the states**

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

In process. Staff continue to explore possible new areas for program development to better serve the future needs of our member states through interstate collaboration. NEON, the

Northwest Educational Outreach program, continues to be developed and staff have explored the possibility of expanding access to XAP's Mentor program to states currently not participating. Other new prospective programs have been identified for consideration in the upcoming workplan. Although we have been unsuccessful in finding funding for the Compact for Faculty Diversity, we have entered into partnership with the University of Southern California on another diversity project entitled the Equity Scorecard.

2005 Recommendation: Retain 2004 objective.

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

In process. Christopher Morphew, associate professor of higher education at the University of Kansas, is working with us while on sabbatical from KU to study the efficacy of WUE as a tool for expanding educational opportunity.

2005 Recommendation: Modify 2004 objective to expect completion of this evaluation of the WUE program and to design an appropriate evaluation for the PSEP program.

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

Accomplished. Changing Direction, our Lumina Foundation-sponsored finance project, was a remarkable success and led to a second round of funding from the foundation. Our Ford Foundation-funded Legislative Engagement project continues effective work with the states on issues of accountability, workforce development, and expanding access to disadvantaged populations. The Western Consortium for Accelerated Learning Opportunities (WCALO), a nine-state early college-learning project, continued its valuable work for the participating states but unfortunately did not receive continuation funding for future years. We hope to be more successful in requesting funds this coming year. The American TelEdCommunications Alliance (ATAlliance), which is a collaboration with our three sister regional organizations around the country, is off and running. Our collaborative efforts with CONAHEC to develop a U.S./Mexico student exchange bank have garnered continuing FIPSE support to CONAHEC for full implementation of this innovative program over the next three years. And the FIPSE-funded Northwest Educational Outreach Network (NEON), a virtual (online) collaborative effort that WICHE is managing for the Northwest Academic Forum (NWAFF), began developing the first two virtual interstate collaborative programs. WCET (the Western Cooperative for Educational Telecommunications) continues to garner support for its multifaceted projects enhancing technology-mediated instruction, though we have found it increasingly difficult to secure the level of resources that have traditionally flowed to this program. The Mental Health Program has returned to financial solvency, increasing its funding base by more than 50 percent during the past year.

2005 Recommendation: Retain 2004 objective.

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

- Objectives for "maintaining" policy, research, and technical assistance services
 1. Accomplish those aspects of the commission-adopted workplan that fit within this objective.

On target to accomplish this objective.

2005 Recommendation: Retain this objective.
 2. Continue WICHE's exceptional work as the regional source for higher education information and policy analysis.

On target to accomplish this objective.

2005 Recommendation: Retain this objective.
 3. Continue the Western Policy Exchange as an initiative to strengthen our policy agenda.

Accomplished. We conducted a very successful regional forum on using IT to expand access and quality and sponsored a number of meetings on our Policies in Sync results from the Changing Direction project.

2005 Recommendation: Retain 2004 objective.
 4. Maintain the strength and vitality of WCET, the Mental Health program, and CONAHEC, and do so without general fund support.

Accomplished. WCET remains an extremely vital and vibrant part of WICHE. With changes in the bylaws, CONAHEC has become independent of WICHE. Although we continue to provide contract staff services to CONAHEC, our role in this regard diminished substantially this past year, as all CONAHEC staffing and operations except for Margo Stephenson's services were consolidated at the University of Arizona. And the Mental Health Program has returned to a vibrant, financially viable operation.

2005 Recommendation: Retain 2004 objective.
- Objectives for "development and innovation" of policy, research, and technical assistance services
 1. Accomplish those aspects of the commission-adopted workplan that fit within this objective, including securing external financial support for at least two major policy, research, or technical-assistance projects consistent with WICHE's mission and priorities.

Accomplished, but never really complete. Our role as a primary partner in the Pathways to College project has gained national recognition and has assisted our states in better linking effective early precollege preparation to enhance future college success. WICHE has become recognized as a leader in these linkage activities. Through financial support from both ACT and the College Board, we successfully completed a new round of our high school graduate projections work, entitled Knocking at the College Door. We received a second phase of funding from Lumina Foundation to continue our work in the area of aligning higher education finance. We have enticed an exceptional higher education scholar on sabbatical from KU to join our staff to pursue the mobility project.

2005 Recommendation: Retain 2004 objective.

2. Develop technical assistance capacity to support specific state and interstate needs for expertise on policy issues.

In process. Staff and I have provided technical assistance in the policy arena to a number of our members during the past year, including California, Nevada, North Dakota, Oregon, and Utah. Some of these efforts have been provided within the rubric of either general fund support or one of our existing foundation grants (i.e., a Ford Foundation grant on legislative engagement), though a number have been supported in part or in full by the participating states.

2005 Recommendation: Modify 2004 objective to state an expectation that this concept will be further developed and sustained.

This self-evaluation for fiscal year 2004 (2003-2004) and proposed objectives for 2004-2005 reflect pretty good but not great performance. I would reflect my leadership within the region and nation as stronger than my management of the organization. I'm working on the gaps in my performance and hope to perform more strongly in the years to come. I look forward to receiving your reactions to my perceptions and to hearing how you believe I can better serve WICHE in the future.

David A. Longanecker
Executive Director

Monday, May 17, 2004

8.30 - 9.30 am

Evergreen

Executive Committee Meeting (open)

Executive Committee Members

Don Carlson (WA), chair

Diane Barrans (AK), vice chair

Chuck Ruch (SD), immediate past chair

Committee vice chair (AK)

Linda Blessing (AZ)

Robert Moore (CA)

Bill Kuepper (CO)

Doris Ching (HI)

Gary Stivers (ID)

Sheila Stearns (MT)

Carl Shaff (NV)

Patricia Sullivan (NM)

David Nething (ND)

Camille Preus-Braly (OR)

Tad Perry (SD)





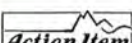
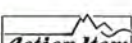
E. George Mantes (UT)

James Sulton (WA)

Klaus Hanson (WY)

Agenda

Presiding: Don Carlson, chair

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Establishing dues for the Fiscal Year 2006
and Fiscal Year 2007 biennium

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Information Item: Role of the WICHE commissioner
and proposed changes to the bylaws

1-55

Information Item: Mental Health Program overview

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Information Item: Review of the May 2004 meeting
schedule (oral review)

ACTION ITEM
Minutes
Executive Committee Meeting
November 10, 2003

Committee Members Present

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

Staff Present

David Longanecker, executive director
Sharon Bailey
Cheryl Blanco
Sharmila Basu Conger
Sandy Jackson
Deborah Jang
Sally Johnstone
Chuck McGee
Michelle Medal
Demi Michelau
Craig Milburn
Jere Mock
Dennis Mohatt
Marv Myers
Jenny Shaw
Marla Williams

Other Commissioners Present

Bill Byers (CO)
David Gladwell (UT)
Klaus Hanson (WY)
Richard Kunkel (ND)
Carl Shaff (NV)
Sheila Stearns (MT)
Cindy Younkin (MT)

Chair Ruch called the meeting of the Executive Committee to order.

Action Item

Executive Committee Minutes

COMMISSIONERS CARLSON/BURNS (M/S) APPROVAL OF THE EXECUTIVE COMMITTEE MEETING MINUTES OF THE MAY 19, 2003, MEETING, AND THE CONFERENCE CALL MINUTES OF AUGUST 20, 2003, AND SEPTEMBER 18, 2003. The motion passed unanimously.

Action Item

Audit Report for Fiscal Year 2003

Marv Myers said the audit report for FY 2003 was distributed to all commissioners in advance of this meeting. He said the auditors found no deficiencies during the regular audit or during the A-133 federal audit. Chair Ruch asked him to address the auditors' comment regarding segregation of duties. Myers said this comment is one that auditors regularly make to small organizations. WICHE has had this comment in its audit for many years. The problem is that it is difficult to have duties divided as much as the auditors would like with an organization the size of WICHE. What has been done is to divide duties considerably among three staff members: the payroll/accounting clerk, the accounting manager, and the director of support services. Each of these staff divide duties as much as possible, but the auditors would like to see a further division. This is not practical for an organization the size of WICHE, and it is anticipated that this comment will continue to appear in future audits.

COMMISSIONERS NETHING/KERINS (M/S) APPROVAL OF THE FY 2003 AUDIT REPORT. The motion passed unanimously.

Action Item

Professional Student Exchange Program

Accreditation Policy Exception for Two Western Dental Schools

Jere Mock summarized the action item that appears under Tab 1, pp. 26-30, of the Agenda Book. She said the commission has been asked to make an exception to its policy for the Professional Student Exchange Program (PSEP) relating to the accreditation status for institutions that receive students through PSEP. Three new schools of dentistry have opened during the past 25 years, and two of those are in the Western region: the Arizona School of Dentistry and Oral Health, and the University of Nevada-Las Vegas School of Dentistry. This action was initiated by the Arizona School of Dentistry and Oral Health last spring because they were interested in enrolling WICHE students through PSEP in the new program. That program opened in July 2003. The University of Nevada-Las Vegas School of Dentistry opened the previous September. Both of these programs have been granted initial accreditation status. Staff have discussed the implications of that status with the commission on dental accreditation and were told that once initial accreditation status has been granted, students in those institutions have all of the rights and privileges of students in programs that have full accreditation status.

Mock reported that the Programs and Services Committee discussed this issue at its May meeting, attended by Jack Dillenburg, dean of the Arizona School of Dentistry and Oral Health. The committee decided not to take action on the exception at that time and requested additional information about the two programs. It also requested reactions and comments from other deans of dental schools in the region. Staff have reviewed the accreditation reports from both institutions, visited the campus of the Arizona School of Dentistry and Oral Health, met with its dean and top administrators, and had meetings with the dean of the School of Dentistry at the University of Nevada-Las Vegas. In addition, meetings were held with the deans of all eight dental schools participating in PSEP. Mock reported that six of the eight deans were very supportive of

granting the exception and adding the two new schools into PSEP participation. One dean was new to the position and didn't feel comfortable making a comment on the issue, and another institution said it would be supportive of whatever decision was made by the WICHE Commission. Mock said she is confident that both programs are high quality and will be important additions to the WICHE Professional Student Exchange Program.

Commissioner Nichols said a dental program cannot achieve full accreditation status until it has graduated a class; therefore, the two new institutions have achieved the highest accreditation status available to them at this time. She added the rigor of the dental school accreditation is remarkable and the fact that the programs have been granted initial accreditation should give the commission confidence about the programs and granting the request for an exception to the policy.

Commissioner Foxley said if the programs do not achieve full accreditation status, WICHE would not allow students to be sent to unaccredited programs. Commissioner Barrans added that the Programs and Services Committee questioned the impact of this on WICHE and on students enrolled in the programs. Barrans said the committee was assured that any student already enrolled in the program would be grandfathered through graduation and be eligible for licensing.

The Programs and Services Committee Recommendation. The Programs and Services Committee recommends that the WICHE Commission approve an exception to the PSEP full accreditation policy for two dental schools with initial accreditation status, the Arizona School of Dentistry and Oral Health (ASHOH), and the University of Nevada-Las Vegas School of Dentistry (UNLV). This exception should be approved with the stipulation that if the accrediting status of either institution changes or if its accreditation is not approved once it has graduated its first class (in 2006 at UNLV and in 2007 at ASHOH), the schools will notify WICHE immediately.

COMMISSIONERS FOXLEY/VINES (M/S) APPROVAL OF AN EXCEPTION TO THE PSEP ACCREDITATION POLICY FOR THE ARIZONA SCHOOL OF DENTISTRY AND ORAL HEALTH AND THE UNIVERSITY OF NEVADA-LAS VEGAS SCHOOL OF DENTISTRY AS DETAILED IN THE PROGRAMS AND SERVICES COMMITTEE RECOMMENDATION. The motion passed unanimously.

Report Subcommittee on Deferred Compensation

Vice Chair Carlson reported that he served as chair of the Subcommittee on Deferred Compensation with members Phil Dubois (WY) and Diane Vines (OR). He said it was the opinion of the subcommittee that the deferred compensation effort in a small organization such as WICHE is not an appropriate direction at this time. He said this might be something to pursue in the future.

Report Subcommittee on the Role and Responsibilities of the WICHE Commissioner

Everett Frost (NM) reported that he served alone as the Subcommittee on the Role and Responsibilities of the WICHE Commissioner. He said at the end of WICHE's formal five-year evaluation, it was noted that the role of the WICHE commissioners was not explicitly evaluated and its role might not be adequately described in any of WICHE's documents. Frost said he began by reviewing WICHE's *Policy and Procedures Manual*. This document contains information about the operations of the staff, travel policies, and so forth. It also contains two documents relevant to commissioners: The Compact and the bylaws.

Frost reported that the bylaws define the role of the commissioners in terms of voting (one vote per state), define the committee system, and describe the role of the officers. Frost said he thought the commissioner's role should be defined more explicitly in the bylaws. He added that the executive director's role should include

a section describing the relationship among the three groups: the executive director, the WICHE commissioners, and the WICHE officers.

Frost distributed a draft document and said it contains three points about the commissioner's role:

1. The most important responsibility of the WICHE commissioners is to select the WICHE executive director (there is nothing in the current bylaws that states this).
2. Commissioners approve policy and programs (this is currently in practice but it is not defined in any document).
3. Commissioners provide fiduciary oversight (Frost said a two- or three-member committee should be established with the responsibility of reviewing the audit each year and making a recommendation to the full commission).

Frost said the draft document includes a section about the role of the commission, stating that the commission delegates almost all of its authority to the executive director (exceptions: hiring the executive director, approving programs, and budget). It states that the commission would seldom, if at all, interfere with the actions of the executive director. He said the document contains language clarifying the commission's fiscal role: approval of the budget, grants, and contracts. He said he added a definition of the role of the immediate past chair, making this position a full-fledged officer. He said he included an "annual authorization of officers." Annually, after the officers are elected, a motion is passed stating that the officers have signatory authority. Signature authority is then transferred to the executive director, and the executive director may authorize or delegate signature authority to whomever s/he wishes. He said the purpose of this action is to create an audit trail.

Frost reported he found some contradictions between what the bylaws state and what is practiced with regard to states that were not original compacting states. Frost recommends clearly stating that WICHE gives the new states the same privileges and responsibilities as those of the original compacting states.

And finally, Frost said consideration should be given to changing the title of the executive director to "president."

Chair Ruch thanked Everett Frost for his effort on behalf of WICHE and asked if there were questions about this report. He said the incoming chair should consider further action on Frost's recommendations.

Commissioner Kerins asked what David Longanecker thought about the title change and how it might fit with the other regional organizations. Longanecker said he is indifferent about the title of president and is comfortable with the title of executive director. He said suggested consideration should be given to changing the title of his position once he is no longer in the position. He said the Midwestern Higher Education Compact and Southern Regional Education Board both use the term "president." Commissioner Ching said consideration should be given to the effect such a change might have on the organization.

Commissioner Vines said she would support the establishment of an audit committee. She said the states are learning that they are corporate entities as well, and it is wise to have a group that is dedicated to watching out for anything for which WICHE might be held accountable.

Commissioner Frost said he would like to see some language added to the bylaws describing the role of the WICHE commissioner. He said annually this document, along with a roster of commissioners, roster of commission committees, and the executive director's objectives, should be distributed to the commissioners as a handbook of sorts.

Chair Ruch said the Executive Committee has received Frost's report and asks that further work on the role of the WICHE commissioner be included in next year's workplan, contingent on the incoming leadership's direction. Chair Ruch thanked Commissioner Frost for his good work on this document.

Commissioner Nichols said the next time changes to the bylaws are suggested, it would be helpful to receive a red-line version of them to help clarify the proposed changes.

Information Item

Office Space

David Longanecker said since the last meeting of the commission, much progress has been made toward securing a new office situation for WICHE and its partner organizations, the State Higher Education Executive Officers (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS). The partners have secured an attorney to represent their interest. He said substantial discussions, including a site visit by Ford, have been held with the Ford Foundation about its support for the office facility/learning center through a program related investment (PRI). The PRI would provide a 10-year loan at 1 percent interest for the facility. In addition, discussions have begun about the establishment of an entity that would represent the three partners' interest in the office facility. This entity would be an incorporated Limited Liability Company (LLC). The LLC would have three equal voting members – one officer from each of the three groups.

He said past reports had suggested the facility would cost \$6 million, and currently it appears the cost would be somewhere between \$4.5 and \$5 million. He said it is likely that WICHE will need to make a 5 percent down payment on the office facility, and that funds for this would need to come from the WICHE reserves. He said that WICHE's reserves are sufficient to make the down payment, but it will be financially tight. The other two organizations will be able to comfortably meet the down payment requirement because their down payments will be smaller, and their reserve levels are higher than WICHE's. SHEEO and NCHEMS have much higher reserve levels because their reserves are calculated at a higher percentage of income. The expenses for the facility will be proportionate to the amount of space that each organization will require.

Longanecker reported that leasing office facilities would be substantially less expensive for WICHE in the short term because short-term leases are coming down in the Boulder/Denver area. However, he said, at some point those costs will increase and it is clear in the long run it will be less expensive for WICHE to own than to lease an office facility.

The partners are considering a 15-year mortgage because this is the term the Ford Foundation requested. In addition, positive discussions have been held with the Daniels Fund and the Lumina Foundation about their interest in coming in as second partners to fund the remaining balance needed. Plans continue to call for having a facility ready to occupy by the end September 2004 (WICHE's current lease term). Longanecker said Marv Myers is the principle staff member working on this project, and he has begun to look at sites and meet with realtors. He added that all three of the organization's boards have approved the plan.

Commissioner Frost asked if the 45 WICHE commissioners would be financially responsible if WICHE were to default on its mortgage. Longanecker said if this were to happen, there is insurance that would protect the commissioners from financial liability. He added there are some joint liability issues if one of the three partners cannot carry its portion of the mortgage. He said this contingent will be addressed as well. He said many of the legal aspects of this venture are being worked out and said the Ford Foundation is very comfortable with the fiscal soundness of all three organizations. Chair Ruch said the commission might want to consider an annual indemnification motion to clarify this.

Commissioner Kodani noted that the ownership in the facility would be based on a percentage of occupancy, with 55 percent for WICHE and 30/15 for the others, but voting rights would be shared at 1/3 for each organization. He asked if any problems could be anticipated with this arrangement. Longanecker said he didn't think so and to proceed otherwise would have made the arrangement unattractive to the other organizations because WICHE would always win the vote. He said this was the only viable way to establish the arrangement, and he thinks it is fair and equitable for the partners.

Commissioner Dubois asked about the 15-year mortgage and how the arrangement with the foundations would work. Longanecker said the group will borrow an amount of money (to be determined by Ford) from the Ford Foundation and pay it off at 1-percent interest over a 15-year period, and the foundation will be the first lien holder on the facility.

Commissioner Foxley asked for clarification about the availability of the office space WICHE is currently leasing. Longanecker said WICHE's current leased facility is not for sale; however, the owner is just now

entertaining the notion of selling it. WICHE would like to stay in its current facility, but it is not clear that this will be an option.

Chair Ruch asked about the timing for obtaining the commission's approval for a final decision about office space. Longanecker said action might need to be taken to the commission before the May meeting.

Information Item

Mental Health Program Update

Dennis Mohatt, the director of the Mental Health Program, reported that the program had a rough year, with many state revenues in crisis mode. In several states, consumers of public mental health care have been restricted from care because the states cannot afford to provide that care. He said last year, very late in the year, four states that normally pay the Mental Health dues were unable to pay them so the Mental Health Program budget took a \$60,000 hit on income with 30 days left in the fiscal year. This resulted in a negative fund balance of approximately \$50,000 at the end of the fiscal year. He said this was about as difficult an administrative position as he has ever experienced. He said a support staff position was eliminated (currently .50 FTE staff support is purchased from another WICHE unit). He said he went out aggressively looking for new sources of funding and currently the program has \$410,000 in new funding. He said he will try to eliminate the \$50,000 negative fund balance this year, but the new contracts do not contain much of a margin and it will be difficult to eliminate that deficit in just one year. He added that since the program's budget was already at its limit, losing those dues late in the year was very difficult, especially without a reserve fund.

He said there are four staff employed in the unit, and this is just enough staffing to complete the unit's basic workload. He said given this level of staffing, the program was still able to complete a lot of work last year.

The program:

- Provided consulting to the President's New Freedom Commission on Mental Health, and wrote the subcommittee's report. The president's report, released in August, had six recommendations and three of those had significant recommendations related to rural and frontier mental health issues.
- Sponsored one of the public hearings held in Oregon about the president's commission and collaborated on another one held in Beverly Hills, CA.
- Provided work for several WICHE states, delivering a good product to each, as described in the Agenda Book under Tab 1, pp. 46-47.

Next year the program will continue to support the rural aspects of the president's report.

The Mental Health Program has been granted a substantial contract with the Health Resources and Services Administration to author a book and to begin work around workforce development, an emerging interest throughout the West. Sixty percent of rural Americans are underserved by mental health professionals. Every single rural area of the West has shortages of mental health professionals and certain other specialty areas. Shortages span the West, including metropolitan areas with shortages of child psychiatrists and psychiatric nurses, and every state hospital has a significant problem with nursing shortages. He said the program has been working on workforce development issues for Alaska.

Mohatt said the unit has new funding and will be working with the states to meet their needs. He said some states are doing their best to pay dues and get back into support of the program.

Commissioner Perry asked about the four states that were unable to pay dues at the end of the fiscal year and the prospect of getting them back into paying their dues. Mohatt said the four states are: Idaho, Colorado, Oregon, and Utah. In Colorado, six thousand people were taken out of care because of state budget cuts to mental health. Mohatt said it is kind of hard to twist their arm about paying dues when, for example, in Oregon, they had to go into special session to be able to afford to pay for medications for people with schizophrenia and bipolar disorder. He said the states are in significant trouble, but the prospects for getting the Mental Health dues paid in the four states are as follows: 1) Idaho is working to be able to pay its

dues; 2) in Oregon, there was an interim director of mental health and it was difficult to get an interim director to negotiate such a payment; 3) in Utah, discussions are being held; 4) Colorado is doubtful. On the bright side, he said, Nevada has been unable to pay its dues for some time, and now Nevada is expected to pay dues this year. David Longanecker recently had a meeting in North Dakota, and there's optimism that we can work something out there.

Commissioner Nething asked if states split the cost of the Mental Health Program dues between its human services department and higher education. Mohatt said all of the states pay the dues through the department of mental health or the division of mental health. He said this structure is an artifact from 20 years ago, when the separate dues structure for Mental Health was established by the WICHE Commission and the state directors of mental health. He said alternative dues structures have been discussed, including more of a project driven budgeting process.

Information Item CONAHEC Update

David Longanecker reported for Margo Stephenson who was not able to attend the meeting due to a family emergency.

CONAHEC is the Consortium on North American Higher Education. It was created by WICHE in 1994, coming out of the NAFTA agreements. Prior to that, WICHE had a binational effort with Mexico. Later it expanded and included Canada, Mexico, and the United States – a North American higher education response to the North American Free Trade Act. Offices for CONAHEC are located at the University of Arizona. The director, Francisco Marmolejo, is a Mexican national, a recognized North American leader in the higher education community, and an exceptional leader for CONAHEC. The associate director is Margo Stephenson, a WICHE employee. CONAHEC, until about 1998, was an official part of WICHE. Since then, it has been fully self-funded and on its own by action taken by the WICHE Commission, to make it a separate organization. WICHE still has a contractual relationship with CONAHEC, and currently the only component in that relationship is for Margo Stephenson's time and institutional support. CONAHEC has a meeting every 18 months, and their next one is in Guadalajara, Mexico, in March 2004. CONAHEC's meetings are generally very well received; it is one of the most significant North American higher education events.

Longanecker reported that almost all of the institutions in Mexico belong to CONAHEC, with 60 percent of the Canadian institutions and about 3 percent of the United States institutions belonging. CONAHEC has a wonderful Tuition Exchange Bank that many U.S. institutions could benefit from. It allows students to go to and from the three different countries at the tuition rate that their institutions charge. CONAHEC has active participation by community colleges, particularly community colleges in California. Community colleges have difficulties developing strong international programs, both because they don't have the resources or history of engagement and because their students are not as intensively resolved to residential life and activities as in many other places. CONAHEC's dues are fairly inexpensive at \$1,500 per institution, and if you get just one student into the Tuition Exchange Bank, you have effectively paid for the program. CONAHEC should have stronger support from the institutions in the West and from institutions in the U.S.

Commissioner Perry asked for a list of CONAHEC members; Longanecker said a list would be provided to all of commissioners.

Information Item Commission Meeting Agenda

David Longanecker reviewed the agenda for two-day meeting.

The meeting adjourned.

ACTION ITEM
Minutes
Executive Committee Conference Call
February 3, 2004

Committee Members Present

Don Carlson, chair (WA)
Diane Barrans, vice chair (AK)
Linda Blessing (AZ)
Robert Moore (CA)
William Kuepper (CO)
Doris Ching (HI)
Becky Henke for Gary Stivers (ID)
Sheila Stearns (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
Michel Hillman for David Nething (ND)
Camille Preus-Braly (OR)
Tad Perry (SD)
Debora Merle (WA)
Klaus Hanson (WY)

Committee Members Unable to Attend

Chuck Ruch, immediate past chair (SD)
E. George Mantes (UT)

Staff Members Present

David Longanecker, executive director
Cheryl Blanco
Marv Myers
Jere Mock
Marla Williams

Chair Carlson called the meeting of the Executive Committee to order.

Discussion Item
May 2004 Meeting Agendas

David Longanecker reported the proposed general theme for the meeting is accountability. He reviewed the sessions being planned thus far: 1) "What's Happening with the 'Incomplete' on Student Learning"; 2) "What's Happening with Accreditation in the West" (a panel of three regional accrediting agencies and one specialized accreditation agency); 3) "What's Happening at the Federal Level" (reauthorization of the Higher Education Act and other developments); and 4) "Cost-Effectiveness in Higher Education" (NCHEMS).

Longanecker reported the items on the committees' agendas for May 2004 as follows:

- Programs and Services Committee: 1) PSEP fees; 2) adjustments to Student Exchange Programs (accepting transfer students from WUE); and 3) new revenue-generating service initiatives.
- Issue Analysis and Research Committee: 1) Next iteration of high school graduates; 2) Ford Foundation funding for legislative engagement; and 3) benchmarks on accountability.

Longanecker reported that the commission's May meeting agenda would include: 1) the workplan for FY 2005; 2) establishing the budget for FY 2005; and 3) establishing dues for the FY 2006 and FY 2007 biennium.

Announcement

High School Graduates Released

Cheryl Blanco reported about a recent press conference held in Washington, DC, for the release of the new version of *Knocking at the College Door: Projections of High School Graduates*. She reported it was well attended by various newspapers and television stations and that sales of the document are strong.

Discussion Item

The Budget

David Longanecker said while the FY 2004 budget still shows a deficit of \$7,405, he expects the budget to be balanced at the end of the fiscal year.

Longanecker said putting together the current version of the FY 2005 draft budget has been a particular challenge for Marv Myers and himself. He said the FY 2005 draft budget also shows a small deficit of \$18,123. He said there are two assumptions contained in the budget projections that he wants the Executive Committee to be fully aware of and they are: 1) California's dues are received in the amount of \$103,000; and 2) funding for a new program or policy initiative is received, generating indirect cost recovery in the amount of \$100,000.

Longanecker said there are two expenditure items that are fairly significant that he wants the Executive Committee to be fully aware of and they are: 1) the payment of double rents when the current lease is about to expire and the new building is being readied for occupancy; and 2) the down payment needed for the new office building of approximately \$220,000. He said the dilemma is how to report the down payment. On one hand as equity it is an asset, but it is not a liquid asset and therefore it would appear as an expense or a reduction in the reserves. He said there are other reserve funds that could be reallocated for the down payment, such as the association management software fund and the office furniture and equipment fund.

Commissioner Blessing said she would be happy to work with Longanecker to review various reporting options. It was questioned if a subcommittee would be helpful, and Longanecker said to some extent the officers are already in place serving in that capacity. He added he would rather the entire Executive Committee understand the financial circumstance of the organization. He said an audit committee would be helpful. Commissioner Blessing agreed with him.

Chair Carlson said he hoped Longanecker would have a plan should the California dues remain unpaid. He suggested in May Longanecker might present the Executive Committee with a budget that would reflect this loss of revenue for FY 2005. Longanecker said this was a good idea.

Chair Carlson asked the Executive Committee to note that an increase in dues for FY 2005 of \$2,000 per state has been approved and that if there are concerns about this, it should be discussed at the next Executive Committee conference call meeting. Commissioner Hanson noted that at \$2,000 per state it is a 2 percent increase; a very little amount.

Longanecker asked to come back to the 2005 budget. He said cuts that are reflected in the 2005 budget presented for this conference call reflect a 15 percent reduction in staffing from where WICHE is today. He said that this, coupled with staffing cuts last year of 10 percent, means that WICHE will cut its staff by about 25 percent by the end of FY 2004. This is a substantial reduction in the level of service, both internally and externally. The Policy unit will be getting smaller because of a loss of external funding; the administrative unit and others will be getting smaller, too. He also asked the committee to look at the commission meeting expense line of the budget. He said he does not want to increase this line item even though the meeting will be going to Alaska. He said he would like to ask the commissioners to pick up part of the travel cost for that meeting. He said this is a very lean budget, and if WICHE does not realize funds from the California dues and the unknown source of external funds projected for the FY 2005 budget, staffing cuts are going to have to be much deeper. Commissioner Ching asked Longanecker if he had a plan for the staff reductions already necessary and he said he did.

Progress Report

The New Office Facility

David Longanecker reported that the three partner organizations are creating a new entity called SHEPC – the State Higher Education Policy Center – that will govern the new office facility. He reported that SHEPC has received approval for \$3 million from the Ford Foundation for financing the office building at a 1-percent rate of interest. He said the Daniels Fund has indicated it cannot support this, but SHEPC is still under consideration at the Lumina Foundation for the funding needed for the balance of the office facility/learning center. He said the timeline is to obtain the office facility in the spring, renovate it in the summer, and move into it in the fall. He said because of this timeline, there may be some actions that will need to be expedited at one of the Executive Committee meetings. He said the three organizations hope to be touring potential office facilities later in February.

Action Item

Implementing the Equity Scorecard in the WICHE Region in Partnership with the Center for Urban Education at the University of Southern California

Jere Mock reported that under this project, WICHE would serve as a subcontractor to the University of Southern California's Center for Urban Education during an 18-month planning period to begin to bring the *Equity Scorecard* approach to institutions in the WICHE member states. She said this project had been discussed with the Executive Committee in September. The project would expand the *Equity Scorecard* to Western states in an effort to increase the educational participation, access, and success of underrepresented ethnic and minority students. WICHE would solicit and coordinate the participation of two or more two- and four-year institutions in the *Equity Scorecard* initiative. The *Equity Scorecard* project will be supported by grant funds. The primary potential national funder is the Ford Foundation. The University of Southern California will seek \$150,000 in grant funds from Ford and, if funding is received, will subcontract with WICHE for services. The subcontract will total \$60,936 and a consultant will be hired to manage the project.

Commissioner Blessing asked for clarification about the institutional support provided under this project. Mock said a team would work with administrators, faculty, and students to review all aspects of the campus: access, retention, graduation rates, remediation requirements, etc. She said while it would require institutional staffing, external staffing would be provided to assist in the effort. Commissioner Blessing asked about the potential for bad press once the findings were released. Mock said this has not been the case, and the outcome has been to strengthen the institutions' recruitment efforts and faculty support of the initiative. Blessing asked for some of the reports from the institutions that have participated in this process, and Mock said she'd send them to all of the commissioners.

COMMISSIONERS BARRANS/SHAFF (M/S) APPROVAL TO SERVE AS A SUBCONTRACTOR FOR THE UNIVERSITY OF SOUTHERN CALIFORNIA'S CENTER ON URBAN EDUCATION IN A PROJECT DESIGNED TO HELP INSTITUTIONS TO MAXIMIZE UNDERREPRESENTED RACIAL AND ETHNIC MINORITY STUDENT ACCESS AND SUCCESS. The motion passed unanimously.

Discussion Item

New Service Initiatives

David Longanecker said he has a few ideas that he has discussed with staff and officers that he would like to share with the Executive Committee to get its initial reaction. He said these new initiatives would not be provided free of charge; rather, they would be seen as revenue generators for the organization.

1. The first idea is a master property agreement, which is something that the Midwest has been doing. Through collective purchasing, substantially better rates are obtained for property insurance for

campuses. The Midwest has generated substantial savings for their institutions and some reasonable amount of revenue for the Midwest office.

2. The second idea is to enter into the business of managing service forgiveness/payback requirements for member states. He said many states are implementing forgiveness programs without the mechanism in place to follow up on repayment. This idea would have WICHE monitoring these programs for the states.
3. The third idea is to enter into the business of managing licensing/credentialing processes for member states. This is the same notion as in the idea previously mentioned, in that WICHE would monitor licensing/credentialing for the states.

Longanecker said through economies of scale WICHE might be able to provide these services more efficiently for states while generating enough revenue to make it worthwhile for WICHE. Longanecker asked for reaction to these ideas.

Commissioner Nething asked about how these ideas affected the staff reductions. Longanecker said the budget assumes that one of these ideas is successful. He said each of these ideas would need to generate enough revenue to make it worthwhile, and WICHE would need to hire additional staff, perhaps those laid-off, to manage these activities. He said external funding would be necessary to develop a business plan and to become operational over a five-year period in the case of the last two ideas. He said there may be foundations interested in these two areas. If funding were obtained, staff would be hired from the new funds. However, the staffing cuts he reported will still need to be made.

Commissioner Barrans acknowledged the staff innovation in bringing these initiatives forward. She asked whether, if the commission were to encourage staff to move forward with these projects, there was any way to determine the interest in funding for these ideas and what the process would be for bringing them forward to the commission for approval. Longanecker said staff would want to find out if these ideas have any salience in the states; then an action item would be presented to the commission for approval. That could then be taken to foundations to seek funding, and finally, part of the funding request would be to develop a business plan and to test it in the states. He said these ideas are being suggested because they are potential services to the West and because they are potential revenue generators for WICHE. If either one of these assumptions are not met, a project would not be deemed viable.

Chair Carlson adjourned the meeting.

ACTION ITEM

Implementing the Equity Scorecard in the WICHE Region in Partnership with the Center for Urban Education at the University of Southern California

Summary

Staff request approval for WICHE to serve as a subcontractor with the University of Southern California's Center for Urban Education (CUE) during an 18-month planning period to begin to bring the *Equity Scorecard* approach to institutions in the WICHE member states. The *Equity Scorecard* project focuses on maximizing educational participation, access, and success for underrepresented ethnic and minority students. WICHE will solicit and coordinate the participation of two or more two- and four-year institutions in the *Equity Scorecard* initiative; each campus will involve a team of four to five faculty members, administrators, counselors, and others in an intensive process of data gathering and assessment of student outcomes (including completion of gateway courses, majors, degree completion, transfer from two- to four-year colleges, grades earned, and other measures) in order to raise their awareness about the existence of inequities in educational outcomes. The products of the planning grant will be: 1) the institutions' scorecards with disaggregated baseline data and benchmarks for indicators of access, retention, excellence, and institutional receptivity; 2) training materials; 3) a report on the process and feasibility for scaling up the *Equity Scorecard* to multiple sites; and 4) a proposal for expanding the *Equity Scorecard* to WICHE states. Project information will be disseminated to state higher education agencies, WICHE commissioners, and to educational policy organizations in the West and nationally.

Relationship to WICHE Mission

This project directly supports WICHE's mission to promote innovation, cooperation, resource sharing, and sound public policy among states and institutions in order to expand educational access and excellence for all citizens of the West. The emphasis in this grant request is on assisting institutions in their efforts to retain and graduate students from all racial/ethnic and socioeconomic levels. Diversity continues to be a critical issue in the West, particularly among states experiencing dramatic growth in the number of college-age youth, a large proportion of whom are from racial/ethnic groups and economic sectors that traditionally have been underrepresented in higher education. The need for new and different ways of keeping our colleges and universities open to all students is imperative so that our region produces a skilled workforce that supports the region's social and economic needs.

Background

The project, developed by Estela Mara Bensimon, professor of higher education and the director of the Center for Urban Education, and her colleagues, was initiated in 2000 to examine inequities in educational outcomes for students of color at institutions of higher learning in Southern California. Last fall WICHE was invited to become a partner in the center's efforts to expand the *Diversity Scorecard* project beyond California. (CUE staff recently changed the project's name from *Diversity Scorecard* to *Equity Scorecard* because they believe it reflects more accurately that this is a tool and approach to keep score of equitable educational outcomes for underrepresented students.)

The *Equity Scorecard* project regards educational inequities as a problem of institutional performance and was designed to help colleges and universities improve the educational success of underrepresented students. Fourteen institutions have participated in a diversity audit process and developed individualized action plans to better address the educational needs of racially and ethnically diverse students. The institutions include three California State University campuses (Dominguez Hills, Fullerton, and Los Angeles), five community colleges, and six private colleges and universities. Working in teams appointed by each college's president, participants select their own measures to assess how the institution performs in providing equity of outcomes to its students of color in relation to access, retention, academic excellence, and institutional receptivity benchmarks. Funding for the project was provided by The James Irvine Foundation, through an \$800,000 grant, along with support from USC.

The project has many similar elements to WICHE's Institute on Ethnic Diversity, which was funded by the Ford Foundation in the early 1990s; the institute assisted four states and 20 institutions in developing strategic plans to increase their recruitment and retention of underrepresented students, faculty, and administrators.

Staff discussed the project with the WICHE Executive Committee in Sept. 2003 and were encouraged to develop a partnership with CUE and to explore potential funding sources. The Ford Foundation has expressed preliminary interest in supporting planning activities tied to broadening institutional participation in this process.

Project Description

The fundamental aim of the *Equity Scorecard* is to close the achievement gap for historically underrepresented students. The process used brings about change in the attitudes, awareness, values, commitments, and beliefs of individuals who are in roles that can affect the educational outcomes of students.

The *Equity Scorecard* planning activities will consist of:

- Field testing the *Equity Scorecard* in institutions to create a model that can be scaled up to several states and institutions simultaneously.
- Developing a plan to implement the *Equity Scorecard* with two- and four-year colleges and universities in states that are members of WICHE.

The *Equity Scorecard* provides four concurrent perspectives on institutional performance in terms of equity in educational outcomes: access, retention, institutional receptivity, and excellence. It is a tool and process that campus teams can use to organize *existing* institutional data into indicators of performance that facilitate institutional self-assessment. The *Equity Scorecard* approach rests on two premises:

1. The underrepresentation of low-income students, as well as of African Americans, Latinos, and Native Americans, among the college-educated population is a problem of institutional performance rather than the manifestation of student deficiencies.
2. When individuals become involved in an inquiry process into the educational outcomes of students within their own campuses they develop new awareness and increase the likelihood of becoming agents of change.

The scorecard project has shown that evidence (i.e., institutional data), disaggregated by income, gender, and racial-ethnic categories, has a powerful effect on deepening the understanding of faculty members, administrators, and counselors about the existence of inequities in educational outcomes based on income, gender, race, and ethnicity. The model is unique in that rather than treating data collection as the precursor to a solution-oriented intervention, the data collection and analysis are structured to be the change-

producing intervention. The Center for Urban Education has found that individuals who participate in the *Equity Scorecard* inquiry process, many who initially were resistant or indifferent to notions of equity in educational outcomes, develop a commitment to bring about change.

These two concepts are put into practice through an array of tools and processes that have been piloted by 14 campus teams. These are the *Equity Scorecard*, the *Equity Index*, the *Vital Signs* annual reports to the president, and the *Institutional Inventory* worksheet.

The purpose of the planning grant is to modify the processes and methods of the *Equity Scorecard* approach so that it is more scalable – so that it can be implemented within a 12-month period at campuses that are geographically dispersed while retaining the best qualities of its consultative philosophies. This would be done by training key individuals on campuses to assume the coaching and facilitative roles of the USC-CUE researchers (a “train-the-trainer” approach). During the development phase of the *Equity Scorecard* in the 14 Southern California institutions, the approximate cost was \$100,000 per institution. CUE and WICHE will use the planning grant to develop a model that can bring the start-up cost down to \$30,000-\$50,000 per college or university. One of the advantages of the *Equity Scorecard* is that it is basically a one-time investment. Once institutional participants learn the principles, they can continue the practices on their own as part of their ongoing data collection efforts.

WICHE will solicit and coordinate the participation of two- and four-year institutions in the *Equity Scorecard* initiative. Working closely with commissioners, WICHE staff will invite institutional presidents and provosts to engage their campuses; four-year institutions will be encouraged to partner with their feeder community colleges in this effort.

During the planning project, two or more institutions (a four-year and a two-year institution in close geographical proximity) will implement the *Equity Scorecard* approach using a team of four to five institutional members. A team leader and an institutional researcher will be trained in the methods, tools, and processes of the *Equity Scorecard* approach and will facilitate the development and implementation of the approach on their campus with their team. In addition, periodic meetings of all of the partners will be held, in which all of the individuals involved in each of the teams will come together to receive further training on the *Equity Scorecard* approach as well as to engage in interinstitutional learning – benefiting from one another’s experiences, ideas, and expertise.

In addition, during the planning project USC-CUE and WICHE will pursue funding from foundations and other organizations that may financially support the full expansion of the *Equity Scorecard* approach to the remaining WICHE states and institutions.

The products of the planning grant will be: 1) the institutions’ scorecards with disaggregated baseline data and benchmarks for indicators of access, retention, excellence and institutional receptivity; 2) training materials; 3) a report on the process and feasibility for scaling up the *Equity Scorecard* to multiple sites; and 4) a proposal for expanding the *Equity Scorecard* to WICHE states. Project information will be disseminated to state higher education agencies, WICHE commissioners, and to educational policy organizations in the West and nationally.

Staff and Fiscal Impact

The *Equity Scorecard* project will be supported primarily by grant funds. The primary potential national funder is the Ford Foundation. The University of Southern California will seek \$150,000 in grant funds from Ford and, if funding is received, will subcontract with WICHE for services. The subcontract will total \$60,936. A consultant will be hired to manage the project under the direction of Jere Mock, director of Programs and Services.

FISCAL IMPACT			
Salaries & Consultants	Travel	Meetings & Institutional Support	Total Subcontract
\$30,000	\$11,025	\$19,911	\$60,936

STAFF IMPACT (annualized FTE)			
Staff	Grant Funded	WICHE Contributed	Total
Existing Staff	.05	.05	.10

Action Requested

Approval to serve as a subcontractor for the University of Southern California's Center on Urban Education in a project designed to help institutions to maximize underrepresented racial and ethnic minority student access and success.

ACTION ITEM
Minutes
Executive Committee Conference Call
March 5, 2004

Committee Members Present

Don Carlson, chair (WA)
Diane Barrans, vice chair (AK)
Linda Blessing (AZ)
Robert Moore (CA)
Doris Ching (HI)
Becky Henke for Gary Stivers (ID)
Sheila Stearns (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
Michel Hillman for David Nething (ND)
Camille Preus-Braly (OR)
E. George Mantes (UT)
Debora Merle (WA)
Klaus Hanson (WY)

Committee Members Unable to Attend

Chuck Ruch, immediate past chair (SD)
William Kuepper (CO)
Tad Perry (SD)

Staff Members Present

David Longanecker, executive director
Sally Johnstone
Dennis Mohatt
Marv Myers
Marla Williams

Chair Carlson called the meeting of the Executive Committee to Order.

Action Item
Operating Agreement for the State Higher Education Policy Center (SHEPC)
A Limited Liability Company (LLC)

David Longanecker said an operating agreement is a necessary component to establishing the three organizations – NCHEMS, SHEEO, and WICHE – as partners in the purchase of an office facility as described in the action item (Attachment 1). He said the operating agreement also allows for future potential collaborative activities and shared services. He said the final document will be reviewed by each organization's attorney.

Commissioner Ching suggested the document be revised to be gender neutral throughout. Longanecker agreed with this suggestion, and said the attorney will be instructed to revise subsequent versions of the document to incorporate this suggestion.

Commissioner Hanson asked about the Denver address in the document. Longanecker said Paul Lingenfelter, the director of SHEEO, agreed to serve as the attorney's primary contact with the three organizations, and as such, SHEEO's address was used as the initial office of record. Longanecker said the document is currently a draft and added even after it is finalized, changes to any aspect of it can be made with the approval of the three directors of the new limited liability company.

COMMISSIONERS BARRANS/CHING (M/S) APPROVAL OF THE OPERATING AGREEMENT FOR THE STATE HIGHER EDUCATION POLICY CENTER, LLC, WHOSE MEMBERS WILL BE WICHE, THE STATE HIGHER EDUCATION EXECUTIVE OFFICERS (SHEEO), AND THE NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS (NCHEMS). The motion passed unanimously.

Action Item

Evaluate Online Student Services within the Arizona University System for the Arizona Board of Regents

Sally Johnstone said, as described in the action item (Attachment 2), the Arizona Board of Regents issued a RFP (request for proposal) to: review and evaluate its three institutions and the Arizona Board of Regents University's online student services from the student's point of view; review and make recommendations about the viability of a joint student information system (SIS), articulation system, and front-end portal; and review and make recommendations regarding flexible pricing and cross-institutional enrollments. To address these areas most effectively, WCET would assemble a team of staff and consultants who would carry out the project in three phases.

Johnstone reported that in a recent meeting with the Arizona agencies, the services to be provided were cut back and, as a result, only Phase 1, described in the action item, will be conducted. Consequently, the budget will be adjusted down to \$100,000 rather than \$200,000, resulting in indirect income to WICHE in the amount of \$10,000 rather than \$20,000.

Chair Carlson asked if the evaluation methodology used for this project in Arizona could be used in other states, and Commissioner Ching asked if the results of the evaluation would benefit states other than Arizona. Johnstone said the methodology has been used in other states, and the results of the evaluation would create benchmarks that other states can use for comparison. However, the Arizona project will be specific only to Arizona institutions.

Commissioner Sullivan asked about the staffing for the project and its impact on the current workload of staff. Johnstone said the project is labor intensive and would be carried out by one current staff member and one consultant. Longanecker said this project would help to sustain staff and would not take away from other activities.

Commissioner Shaff asked about the template for this project and Johnstone responded that the template had originally been designed in and used in Minnesota.

Commissioner Blessing said she was delighted that WCET had responded to the RFP and that this work will help Arizona determine the need for the other two phases described in the action item. She added that she would abstain from voting on this action item.

COMMISSIONERS SHAFF/MERLE (M/S) APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS FROM THE ARIZONA BOARD OF REGENTS TO CARRY OUT ITS RFP (REQUEST FOR PROPOSAL) TO EVALUATE ONLINE STUDENT SERVICES WITHIN THE ARIZONA UNIVERSITY SYSTEM. The motion passed with one abstention (Arizona).

Discussion Item

May Meeting Schedule

Becky Henke, Commissioner Stivers's (ID) assistant, reported on the planning activities their office has been doing in preparation for the May WICHE Commission Meeting to be held in Boise, ID. She said they are gathering information about activities the commissioners and their guests may want to participate in as part of their visit to Boise. In addition, they are researching various venues for Monday evening's dinner and have invited the governor to speak during dinner or lunch on Monday. She reported that the hotel is located

downtown near many restaurants and shops. Commissioner Hanson asked about transportation from the airport to the hotel, and Henke said she'd check into the specifics of ground transportation and would provide that information for distribution to the commissioners. Longanecker thanked her for her report and for filling in for Commissioner Stivers in his absence.

Longanecker reviewed the meeting schedule, including the following presentations:

- Policy Discussion: "Completing the 'Incomplete' in Student Learning," with speaker Margaret "Peg" Miller, professor at the University of Virginia and former president of the American Association of Higher Education (AAHE).
- Policy Discussion: "Accreditation in the West," with speakers Sandra E. Elman, executive director of the Northwest Association of Schools and of Colleges and Universities, Redmond, WA; Ralph A. Wolff, executive director of the Western Association of Schools and Colleges, Alameda, CA; and Steven D. Crow, executive director of the North Central Association of Colleges and Schools, Chicago, IL.
- Lunch, speaker: Idaho governor or Michael Smith, executive vice president of The Washington Center for Internships and Academic Seminars, Washington, D.C.
- Policy Discussion: "What's Happening at the Federal Level?" speaker to be determined.
- "What's Up in the West?" with speaker David Longanecker, executive director, WICHE.
- "Cost Effectiveness in Higher Education," with speaker Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS).

Longanecker reported the Executive Committee would evaluate the executive director in a closed session and act on the following items during its open session: approval of meeting minutes, the FY 2005 salary and benefits, the FY 2005 budget, and state dues for FY 2006/2007. He said the Programs and Services Committee would act on support fees for PSEP, adjustments to the Student Exchange Programs, and new service initiatives. The Issue Analysis and Research Committee would discuss the next iteration of high school graduates, legislative engagement, and benchmarks. In addition, the committees and the full commission will act on the FY 2005 workplan.

Discussion Item FY 2004/2005 Budget

David Longanecker described the status of the FY 2004 and FY 2005 budget in the following memo distributed to all commissioners for this conference call meeting:

DATE: March 3, 2004
TO: WICHE Executive Committee
FROM: David A. Longanecker, executive director
COPIES: WICHE Commissioners
RE: FY 2004/2005 Budget Discussion Item

As you will note, the budget situation has improved since our February 3rd meeting. It now appears that we will complete the current fiscal year (FY 2004) with a slight surplus, and we have nearly achieved balance for the proposed budget for next year (FY 2005). This has not been achieved without substantial pain within the organization. Over the past few weeks we have notified three of our current 38 staff that their jobs are being eliminated and that they will be terminated by July 1. We had previously informed three others that they would be

terminated on the same schedule. Three other staff have been informed that their time will be reduced and three others will have their jobs restructured. As you can imagine, these changes are negatively affecting the morale of staff.

You will also note that the possible reserve issue that I raised at our last Executive Committee meeting has been resolved. Mary Myers and our real estate broker have created a financing package to present to prospective sellers that would provide us with a turn-key purchase (including all renovations), thus not requiring us to pay double rent for a period between purchase and occupancy. And it was the dipping into reserves to pay the double rent that was creating the budget problem last month.

Don't get too comfortable, though, because there are two significant assumptions imbedded in the prospective budget figures for FY 2005. First, this draft budget assumes that California pays its dues in FY 2005, yet the state remains delinquent on dues for FY 2004 and half of FY 2003. Second, this draft budget assumes that WICHE secures at least one major grant in FY 2005, even though we have no commitments or fully developed plans for doing so today – such plans will be imbedded in the workplan for FY 2005 that you adopt at the May meeting. If either of these assumptions fails to come to fruition, we will have to reduce expenditures substantially more than we have already.

I also wish to request from the Executive Committee permission to carry forward enough of the surplus from FY 2004 into FY 2005 to balance the budget. Our tradition at WICHE has been that all surplus funds accrue to the organization's reserves. As Cece Foxley (UT) indicated at her last meeting in November, however, there are times when it is better to spend such resources rather than save them. And I believe that now is such a time. Allowing the carryover of a portion of the funds to FY 2005 would allow us to avoid further cuts in staff that I believe would seriously erode our ability to serve you and your states well.

At the last Executive Committee meeting Chair Carlson asked that I prepare a contingency budget, just in case the assumptions underlying the budget I am proposing do not materialize. Should that occur, we would reorganize the WICHE staff significantly, with the cuts coming from reductions in senior-level staff. I would pursue this strategy not because I believe that we are overstaffed at the top but rather because any further reductions will require significantly rethinking the way in which we are structured to serve. There is no slack left in the organization. Already staff works at exceptionally high levels of productivity and often high levels of stress. We can squeeze no more from this turnip. If we must go deeper, we simply must rethink the way in which we do business.

Longanecker said he expects the budget will improve somewhat by the May meeting. However, he emphasized that the budget includes projections that California will pay its dues and that WICHE will receive a substantial grant in FY 2005. He said if these projections fall short, major adjustments will need to be made to the structure of the organization.

Longanecker said he would likely present a budget in May that requests approval to carryover the balance from FY 2004 for use in FY 2005 for operating expenses, rather than putting the FY 2004 balance into the reserves. He said the reserves are in good shape and will not need the additional funds.

Chair Carlson asked how WICHE would be able to maintain its reserve and purchase an office facility. Longanecker said one reason the financial situation looks better is because a way has been found to eliminate the need for WICHE to pay double rent toward the end of the current office lease and the beginning of the new office purchase. Once a building has been secured for purchase the cost of the necessary renovations will be initially absorbed by the developer. Once the renovation is complete, those costs will be rolled into the loan at the time the facility is financed. This way, WICHE will not need to pay double rent: once for the building it occupies and again for the new building while it undergoes renovation.

Commissioner Shaff asked about the possibility of getting the California dues paid. Longanecker said that WICHE has submitted a claim to the State of California for dues for the half that was not paid last year (FY 2003) and the full amount that has not been paid this year (FY 2004). He said Commissioner Moore has been supportive of this claim, as have a number of California legislators. The claim is currently under review with the California Board of Control; a typically slow process. We should expect to hear back from them in the middle of April at the earliest. The other part of this question is whether or not the funding for California's dues will be in the budget for this coming year (FY 2005), and this is an unknown at this time.

Update on the Mental Health Program

Dennis Mohatt, director of the Mental Health Program, reported the program is currently pretty stable. He said last year staff layoffs and other actions were taken to alleviate the program's budget deficit. Since then, finances have improved and new contracts have been secured. He said the new contracts may have been the result of the exposure the program received for its work with the President's New Freedom Commission. He said the program is currently working on projects in Alaska, Idaho, Nevada, Oregon, South Dakota, Washington, and Wyoming; and there are three separate national projects currently in varying degrees of negotiation. In the last 90 days, the program has secured commitments for \$157,000 of new contracts.

As for Mental Health Program state fees, Mohatt reported about half of the states have not paid dues for FY 2004. He said that across the region, mental health agencies are experiencing significant revenue shortfalls. He said some states have started paying dues after a period of nonpayment, such as Nevada.

Chair Carlson asked what happens when states do not pay dues to the Mental Health Program. Longanecker said unlike WICHE's dues, the Mental Health Program's dues are voluntary. States are forgiven for nonpayment of the Mental Health dues, whereas nonpayment of state dues to WICHE is never forgiven or forgotten.

The meeting adjourned.

ACTION ITEM

Operating Agreement for the State Higher Education Policy Center (SHEPC) A Limited Liability Company (LLC)

Summary

WICHE worked with the State Higher Education Officers (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS) to create a limited liability company, known as the State Higher Education Policy Center, LLC, or SHEPC. The next step in this process is the development of the operating agreement for SHEPC. A draft of the operating agreement is included in this action item.

Purpose of the Organization

SHEPC's three members are coming together for two reasons: first, and most immediately, to buy and operate an office building which will house the staffs of the three organizations, as well as a Learning Center to be used by all three; and secondly, to create the future potential to work together and possibly to share services.

Structure of the Organization

SHEPC is a Colorado member-managed limited-liability company, which will be governed by its operating agreement and by the laws of Colorado. Each member will retain its nonprofit status. The funds of the company will be maintained in a dedicated account, separate from the general funds of its members. The missions and functions of each of the company's members will remain unchanged and will continue to be distinct.

Management of the Organization

SHEPC will be managed by a board of directors, numbering three. The chief executive officer of each member organization will serve as a director on the board. The board will have the exclusive authority to take all actions and make all decisions with respect to the company's business and affairs. The board will meet annually. The board members will also serve as the company's officers: initially, David Longanecker will be the company's president; Paul Lingenfelter, its secretary; and Dennis Jones, its treasurer.

Background & Current Steps

In order to realize our goals, WICHE, SHEEO and NCHEMS are currently looking for a building that will house all three organizations, as well as the Learning Center. We're also seeking funding from outside organizations, such as the Ford Foundation. The operating agreement will be reviewed by each organization's attorney before it is completed.

Action Requested

Approval of the operating agreement for the State Higher Education Policy Center, LLC, whose members will be WICHE, the State Higher Education Executive Officers (SHEEO), and the National Center for Higher Education Management Systems (NCHEMS).

ACTION ITEM

Evaluate Online Student Services within the Arizona University System for the Arizona Board of Regents

Summary

The Arizona Board of Regents issued a request for proposals (RFP) to: review and evaluate its three institutions and the Arizona Board of Regents University's online student services from the student's point of view; review and make recommendations about the viability of a joint student information system (SIS), articulation system, and front-end portal; and review and make recommendations regarding flexible pricing and cross-institutional enrollments. To address these areas most effectively, WCET has assembled a team of staff and consultants who will carry out the project in three phases.

Background

In 2003, WCET worked with the Minnesota State Colleges and Universities (MnSCU) to develop an audit tool to assess the quality of institutions' online student services. Using the audit tool, WCET critiques institutions' online services from the student's point of view in the following 10 areas: admissions, registration, student accounts, financial aid, scheduling of classes, catalog, orientation, academic advising, career planning, and communication (institution to student). As part of the audit service, WCET also makes recommendations for improvements and provides examples of best practices at other institutions.

Relationship to WICHE's Mission

To serve the higher education community in solving problems.

Project Goal

To research and evaluate campus methods and vendor products for Web-based support and administrative services to students systemwide.

Project Objective

To assist the Arizona Board of Regents in planning for and implementing Web-based support and administrative services to students systemwide.

Principal Project Activities

Phase 1: Using the WCET Audit Tool, WCET will review the 10 online services listed in the RFP for each of the three institutions and ABOR. This review will consist of assessing the quality and sophistication of these services from the student's point of view for one campus and Web site per institution plus the ABOR site. Each institution will be asked to identify the campus and the address of the Web site to participate in the study, provide the contact information for the person principally responsible for each service, and provide guest access to any restricted areas of the site where students can access any of these 10 services.

WCET will conduct a review of each institution's designated site and interview the principals responsible for each service. Based on this research and using the audit tool, WCET will identify the status of the critical components for each service, provide recommendations for improvements, and give examples of best practices from other institutions. Upon conclusion, WCET will provide to each institution a report in PowerPoint summarizing its specific results. A comparison of these results will be included in the final report and presentation to the ABOR at the conclusion of the study.

Consideration: This phase of the project should be started immediately as it is not dependent on the results of Study I and may provide better results if conducted during a regular, rather than a summer term.

Note: Phase 2 and Phase 3 were eliminated from the scope of the project.

Phase 2: In this phase, the focus will be on considering the implications, including costs, of creating a systemwide student information system, a systemwide course applicability or course articulation guide, and a systemwide application and admissions capability, along with a front-end portal.

A primary method of collecting information will be the interview of ABOR and campus executive staff. ABOR leadership will designate the campus staff to be interviewed in a focus group and/or individual interview format.

Related internal business documents and reports will be collected and reviewed as part of the interview process. The study will include review of designated documents pertinent to the relevant services in the 10 student service areas and the current technology infrastructure. The study will compare the current state of existing student information systems, including the technology infrastructure, with opportunities to create the possible systemwide student information solutions.

The study will also identify options to create the systemwide solutions – both the backend SIS and a front-end portal. Options will be researched for characteristics, possibilities, barriers, and costs. Based on the above research, the final report will discuss (at a high level) options, examples of costs, and success factors. At this stage, a high-level report is assumed because the creation of systemwide solutions could include vendor services. Without a formal RFP process, specific vendor costs would not yet be identified.

Phase 3: In this phase, the focus will be on comparing the advantages gained by offering students access to courses throughout the system as compared to offering students access to programs offered by a single university and also on exploring the desirability and issues associated with pricing flexibility.

A review of the course catalogs and schedules of classes for the three institutions will be conducted along with interviews of the registrars and university personnel whose perspectives would be important to understanding the issues. Recommendations based on the findings from this research and a survey of the top five virtual universities will be included in the final report.

Anticipated Project Outcomes

The Arizona Board of Regents would have a roadmap for their campuses to fully integrate their student support services into a productive Web-based system. They would also have cost estimates and recommendations for a systemwide student administrative system. In addition they would have the background they need and the plans to either consider or reject multicampus, online course offerings.

Note: With the elimination of Phase 2 and Phase 3 from the scope of the project, the budget was subsequently reduced to \$100,000, with the corresponding indirect to WICHE being reduced to approximately \$10,000.

Budget

The total budget for the project will be approximately \$200,000. WICHE's indirect income will be about \$20,000.

Action Requested

Approval to seek, receive, and expend funds from the Arizona Board of Regents to carryout its RFP (request for proposals) to evaluate online student services within the Arizona University System.

ACTION ITEM
Minutes
Executive Committee Conference Call
April 6, 2004

Committee Members Present

Don Carlson, chair (WA)
Diane Barrans, vice chair (AK)
Chuck Ruch, immediate past chair (SD)
Linda Blessing (AZ)
William Kuepper (CO)
Doris Ching (HI)
Annie McLeod for Gary Stivers (ID)
Sheila Stearns (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
David Nething (ND)
Diane Vines for Camille Preus-Braly (OR)
E. George Mantes (UT)
Klaus Hanson (WY)

Committee Members Unable to Attend

Robert Moore (CA)
Tad Perry (SD)
Debora Merle (WA)

Others Present

Joel Sideman (AZ)
Louise Lynch (AZ)
Tex Boggs (WY)

Staff Members Present

David Longanecker, executive director
Cheryl Blanco
Jere Mock
Marv Myers
Marla Williams

Chair Carlson called the meeting of the Executive Committee to Order.

Information Item
Workplan FY 2005

David Longanecker said "Staying the Course," the draft workplan for FY 2005, will be considered by the commission at the May meeting. He said the text defines the activities listed in the tables that are located in the back of the document. The activities are grouped according to their current status. "Existing Activities" are those activities that have been previously approved, are funded by the general operating budget, and are currently underway. "New Directions" are those activities that have been previously approved, are funded by external support, and are currently underway. And "On the Horizon" are either activities that have yet to be submitted for approval by the commission or are activities that have been restructured and will be resubmitted to the commission for approval, and which require external support for implementation.

Longanecker said "Staying the Course" is basically a continuation of activities. He said the formal evaluation conducted last year suggested that WICHE is on course. He said the five themes (finance, access, innovation and info-technology, workforce, and accountability) approved by the commission continue to be relevant for the times. He said this workplan is an incremental extension of where we have been and believe we should be going; it is not a radical departure from what WICHE has been doing.

Chair Carlson said this document is pretty extensive and he hopes all commissioners will review it. He said he appreciates the work that has been done to develop the FY 2005 workplan.

Longanecker said at the May meeting the other two standing committees will have an opportunity to review the items relative to their areas of responsibility and bring forth any suggestions for revision to the Committee of the Whole, where the document will be finalized and approved.

Commissioner Vines said she was impressed with all of the partner organizations that WICHE has been working with collaboratively.

Information Item

General Fund Budget Update for FY 2004 and FY 2005

Marv Myers said WICHE's fiscal situation continues to improve because of a combination of increased revenue and decrease in expenditures. He said this results in a surplus at the end of FY 2004 in the amount of \$114,000. In FY 2004, he reported several adjustments (staff layoffs) were made to balance the budget. He said the FY 2005 balanced budget depends on projections that California will pay its dues in full and that a new project effort will be funded. He said a few new ideas for project development will be reviewed in items appearing later on this agenda.

Myers said the current projections are that WICHE's cost for its equity position (down payment) for the new office building will be \$220,000; this expense is currently reported in FY 2004, but it may occur in FY 2005. He said purchasing the new office building will convert liquid assets into fixed assets. Commissioner Blessing asked about the status of funds required for the down payment, and Myers said all of WICHE's funds are liquid or readily available in a money market account.

Commissioner Shaff asked for additional information about the status of California's dues payment. Longanecker said he expects California will pay its dues in full eventually. He said when this happens WICHE's budget outlook will improve significantly. He said the FY 2005 budget includes the projection that California will pay \$152,000, or the past-due portion of its dues. He said WICHE has submitted a claim to the California Board of Control and that WICHE has strong support in California from legislators, the California Commission on Postsecondary Education, and others. He said it is a very difficult budget circumstance.

Myers said the FY 2005 budget currently includes the surplus balance from FY 2004 in the amount of \$114,000. He said usually balances from the end of the fiscal year are added to the reserves; however, in FY 2005 it currently appears that the funds will be needed in the operating budget. He said a decision about presenting this balance for use in the FY 2005 budget at the May meeting has not been finalized.

Commissioner Carlson said the decision about using the FY 2004 surplus depends on decisions concerning the new office facility. Longanecker said the biggest contingencies are the dues from California; a new, significant grant award; and the office facility. He said that for these reasons it may be prudent to carry forward the balance. He said if commissioners have other suggestions, he'd be happy to hear them. He said Cece Foxley, former WICHE commissioner from Utah, said there is no reason to make WICHE any poorer than it is by not using these funds. Longanecker said that if the funds are not needed, they revert to the reserves. He said the reserves are healthy at \$43,000 above the minimum mandated level.

Chair Carlson said this item is just an information item and the budget will be acted on by the commission at the May meeting in Boise.

Information Item

Draft Meeting Schedule for May 16-18, 2004 Commission Meeting

David Longanecker said there have been a couple of changes in the meeting schedule. He said the accrediting panel session scheduled for Monday has been moved to Tuesday, resulting in other shifts on Monday and in the presentation by Dennis Jones also being shifted to Monday. He said there will be the same cast of characters, but they'll be in different spots on the schedule. He said there has yet to be a commitment from the governor's office, and based on the outcome of this decision, Michael Smith will speak at lunch on Monday or during some other time.

Commissioner Ching asked if the three panelists for the accrediting session were confirmed. Longanecker said Sandra Elman has confirmed her participation; Ralph Wolff is available but has not definitely confirmed yet; and Barbara Beno has not responded to the invitation. He added that Steven Crow, who was also invited, is unable to participate. Chair Carlson said he hoped the panel would be interactive with the audience. Longanecker said they've been asked to limit their presentations to allow more time for an interactive discussion. Commissioner Ching suggested that Ralph Wolff would be more inclined to accept an invitation if he knew more about WICHE. Longanecker said he would personally contact Wolff.

Longanecker asked Annie McLeod from the Idaho State Board of Education if the governor had confirmed his participation at the meeting. She said they hadn't heard from the governor's office. She said she had been involved in working on the plans for Monday evening's dinner and other activities for the commissioners and their guests during their visit to Boise.

Information Item

Establishing Dues for the FY 2006 and FY 2007 Biennium

David Longanecker said he is recommending a proposed increase in dues for FY 2006 and 2007 in the amount of \$3,000 for FY 2006 and \$4,000 in FY 2007. He said this amounts to a 2.86 percent increase in dues in FY 2006 and a 3.70 percent increase in FY 2007. Approval of this increase would bring the dues to \$108,000 per state in FY 2006 and to \$112,000 per state in FY 2007. He said this proposal is consistent with the general direction agreed upon by the commission; to increase dues modestly and regularly rather waiting until a large increase in dues becomes necessary.

Commissioner Stearns asked for clarification about the equalization of dues over a four-year period, as noted on the history of the dues attachment. Marv Myers said this note refers to the commission's decision to equalize the dues for affiliate states, bringing the dues for North Dakota and South Dakota up to the same level as the dues for the original compacting states.

Longanecker said in FY 2002, there was a significant increase in dues (13.19 percent), and virtually all of this increase was needed to move the offices because the University of Colorado decided to discontinue giving WICHE an excellent lease rate. The university had proposed a significant increase in the lease rate for WICHE's offices, bringing the rate up to the current market rate for office space in Boulder, CO.

Commissioner Blessing expressed appreciation for the modest level of the proposed dues increase. Commissioner Barrans said it would be helpful to add information about the percentage of WICHE's operating budget that the proposed increase in dues would provide to the organization. She said this would reinforce the fact that WICHE's dues provide for the core cost of the organization. Longanecker said this is a good suggestion, and it will be added to the information presented for the proposed increase in dues for the May meeting.

Chair Carlson said if commissioners have any concern about the dues increase they should contact the officers or staff, who would be happy to discuss it with them. He said this item is just informational for this meeting, and the dues increase will be acted upon at the May meeting.

Information Item

WICHE Service Repayment Program

David Longanecker said this item is informational only, and it describes a new service program idea that will be discussed during the Programs and Services Committee meeting in May. He said this project would be pursued if the states are supportive and interested in receiving this service. He said this project would expand the services that WICHE offers to its member states and their institutions.

Longanecker said many states have implemented payback programs where the state provides financial assistance for an individual's education in exchange for an individual's service upon completion of their education. He said in some states these programs are implemented with the full management structure in place for necessary follow-up activities. However, in many states, payback programs are implemented without regard or resources for the follow-up management necessary to assure the individual meets his/her obligation to the state. He said this follow-up management might include monitoring the individual to assure that s/he provides the state with the service for the agreed-upon length of time in the agreed-upon field at the agreed-upon location. Or if the individual chooses not to provide the agreed-upon services, the follow-up management might include monitoring of the individual's agreed-upon repayment to the state, including negotiating the payment amount and schedule, maintaining a current address for the individual, and a whole host of activities necessary if the individual "skips out" on his/her financial obligation.

Longanecker said the first step to exploring this new service would be obtaining external funding to develop the basic structure for the program. Plans call for it to be self-sustaining over a five-year period by charging the states fees for the services provided based on use of the program.

Commissioner Ching said she was pleased to see this new service proposal. She said Hawaii has a number of initiatives by the state legislature that have been very difficult to implement, and it would be a very important service for Hawaii. She said WICHE would provide the infrastructure that Hawaii does not have for these programs. In addition, she said the proposal should include the involvement of state legislatures because very often legislation is written without thought for the needs of a program like this. Longanecker agreed, and said one of the ways WICHE could be useful is by providing policy advice to the states about such programs.

Commissioner Carlson asked if the focus of this program would be on the WUE (Western Undergraduate Exchange Program) and PSEP (Professional Student Exchange Program) programs. Longanecker said this new service would be managed by the Programs and Services Unit, but the policy component of this would come out of the Policy Analysis and Research Unit. He said WICHE is uniquely situated to provide this service because of its expertise in both areas. He cautioned that WICHE would really need to make sure there is a market for such a service before it jumps into it. He said his own experience with payback programs is from Minnesota. He said these programs can be terribly tedious and very difficult to run as small discrete programs. He said there should be substantial value in this service, but there is only value in it if the states participate. He said he thinks there would need to be five states using the service to make it a viable operation.

Commissioner Blessing said she is concerned about WICHE obtaining even enough states (five) to participate in the program if the program isn't offered nationally. Longanecker said he did not want to expend staff resources researching state interest in this program until the WICHE Commission had an opportunity to express its level of interest in the program.

Commissioner Blessing said with regard to the proposed funding structure, in her experience fees are based on a percentage of the amount collected. She asked if there was information about the amount of uncollected debt in the states. She said the level of fees proposed suggest there is a lot of uncollected debt. Longanecker said thoughts about pricing this service include two sources: one from collections, and the other from fees. He said part of this service is providing the administrative structure for these programs, and for that WICHE would be getting a management fee; a much smaller part of this program would be debt collection. Blessing suggested that states be offered the option of participating in just a portion of the service available through WICHE. She said, for example, that some states might have everything in place for administering

these programs except for collection of bad debt. Those states may only want to purchase this part of the service. Longanecker said this is a good idea.

Chair Carlson asked Longanecker to describe plans for exploring this new service. Longanecker said if the commission approves this project, he envisions its development would occur in two stages. One stage would be to obtain a planning grant to explore the feasibility of such a program; and the other stage would be to obtain a developmental grant to implement the program. He said there are foundations other than the ones that WICHE has typically gone to for funding that would be interested in funding such a project.

Commissioner Barrans suggested Lumina Foundation might be interested in funding this project because they have been paying attention to the efficacy of such programs.

Chair Carlson asked Longanecker to move on to the next item.

Information Item

WICHE Licensure and Credentialing Service

David Longanecker said this item is another idea coming from staff, who are exploring ways that WICHE might contemporize its services to the states to be as relevant in the future as it has been in the past. The idea with this item is to develop the capacity in the area of licensing and credentialing individuals once they have received their education. He said, again, what is proposed is not to replace state policy but to provide a back-office operation that would help states that are essentially losing the capacity to manage what they are doing in this area. He said currently this is not a major issue because there are national organizations that do some of this, and they are accepted by the states. However, many of the states themselves handle this in many professions and in many fields of study. He said this particular idea came from Dennis Mohatt, the director of the Mental Health Program, who has seen, within the area of mental health, substantial derogation of quality of oversight of these activities, as states have cut staffs that oversee the licensure and credentialing of mental health professionals. He said some of the same is occurring in education. In addition, professionals have difficulty transferring their credentials from one state to the other because of the unique preferences or requirements of one state over the other. WICHE could perhaps add value in this area. He said that as we look at the education area, an area where certification of competence is becoming a more significant part of the arena, it seems like a higher education organization, such as WICHE, would fit very comfortably in this area.

Commissioner Carlson said one reason he is excited about this proposal is in the state of Washington, when people transfer in from out of state there is a real question about comparable credentials. He said if WICHE were working with the states in this area, we could eliminate some of the anger of teachers who wonder why they have to go through the whole additional 15 credits to meet performance criteria if they can show they can perform to the state's standards. But it will require some changes in the state statutes as well.

Commissioner Shaff asked if this was geared toward public education or postsecondary education.

Longanecker said it is really about where the market would take it; it is intended for the credentialing of people who are educated at the postsecondary level, for whatever their occupation might require – for example, people who are prepared as mental health professionals or teachers. Depending upon where a state wanted to secure this service, WICHE would help the state in that area. The state would set the policies and have the boards; WICHE would essentially be the back-office operation. It would basically be structured similarly to what was described in the first item on the payback service. The program would be for those states that wanted to purchase the service. Eventually, plans call for it to be fully funded by the fees. WICHE likely could provide higher-quality service than states are able to provide alone in the credentialing and licensure of individuals. He said it would not be for preparing professionals; it would to help people already prepared educationally to be able to work in another state.

Longanecker said WICHE would need to find out if there was interest in such a service, and a market analysis would need to be done.

Chair Carlson said the Pew Trusts and the Kellogg Foundation might be interested in funding this project. Longanecker agreed saying that Pew has funded policy work in standards and competencies, and this would be the logical next step – the practical application of those policies.

Commissioner Stearns said this was a big issue in Montana several years ago; however, she does not know if it still is an issue in Montana. Longanecker said if the commissioners are interested in this program, a planning grant would be sought.

Commissioner Kuepper said this area, if not properly handled, could become a highly charged issue for WICHE. He suggests that the state boards should deal with certification rather than the WICHE staff. Longanecker said he wants to talk to the state commissioners of higher education and the Western Governors' Association because governors might be interested in a way that they could secure a quality product at a lower cost to the state. He added that this could be threatening to the state staff because in some cases this would replace what they are doing.

Commissioner Barrans said some states might just be interested in the interstate transferability of credentials. It may be that a state would choose to concentrate on their home-grown programs and on credentialing the products of those programs but would be interested in WICHE helping them with those individuals coming in from other states. Longanecker said at this time "WICHE credentialing" is not being considered, although it could evolve into that. He said while WICHE does not want to propose taking over for the state; if a state is comfortable with accepting "best-practice," then licensing could logically follow.

Commissioner Hanson said recently Wyoming had recruiters coming in from other states to lure away the graduating education students, so it is not only an incoming issue; it might be interesting to see how the credentials might work for people going out of the states. Longanecker said in most instances, students are going to be required to take additional course hours. Chair Carlson said there is a large amount of work to be done to develop this service. Longanecker said, again, this item would be discussed during the Programs and Services Committee meeting in May. He said this potential project would be pursued if the states are supportive and interested in receiving this service. He said this project would also expand the services that WICHE offers to its member states and their institutions. And it would likely involve both the Programs and Services unit and the Policy Analysis and Research unit at WICHE.

Carlson asked to move on to the next item.

Information Item

A Methodological Review of WICHE's Projections of High School Graduates

Cheryl Blanco reported the recent release of the projections for high school graduates marks the 25th year that WICHE has been publishing these data projections. She said now would be a good time to look at the model that is used for projecting a wide variety of data. She said she would like to have the commission consider approval to approach a funder for support to do a very thorough review of the current methodology and look at other techniques that might be employed to make better projections. She said this review is especially important since the publication now includes the addition of income data. She said she'd like to begin this project early next year so that it can be finished before the beginning of the next iteration of projections of high school graduates.

Commissioner Carlson asked if consideration had been given to including the speed at which students complete their secondary education. He said this would be particularly interesting given the No Child Left Behind (NCLB) Act and the states' efforts to potentially increase the rate at which students are able to move and begin their college educations. Blanco said this is a weakness of the current method; and when the projections are discussed a point is made to mention that the current projection data have not taken into account NCLB or any of the state initiatives, like higher graduation requirements or testing. She said how this would be accomplished would be a major concern. She said it would require going from state to state to determine what effect these initiatives are having on graduation rates.

Blanco said this item will be brought to the Issue Analysis and Research Committee as an action item to be considered in May.

Information Item

Escalating Engagement: State Policy to Protect Access to Higher Education

Cheryl Blanco said WICHE has been fortunate over the past several years in having a series of grants from the Ford Foundation. The current grant ends at the end of this year, and the project director at Ford has encouraged WICHE to submit another proposal. She said WICHE's overall goal for the new project, *Escalating Engagement*, is to increase access to higher education for all students, but most particularly those from low-income families and underrepresented groups, strengthen accountability, and expand WICHE's workforce initiative. She said this project will accelerate the dialogue and activities used to strengthen state policymaking in higher education. She said the following issues are being considered as focal areas for this project:

1. First dollar for access. As economies recover, it is essential that we invest new monies in protecting access for underrepresented and low-income students. Financial access should be the preeminent consideration for state policymakers as revenues begin to grow again.
2. Accountability to respond to state priorities for persistence and success. Higher education enrollment figures indicate that both the numbers and proportions of low-income and underrepresented groups have increased. Where we have been less than effective in higher education is in retention to graduation. Accountability in higher education must be linked, at least in part, to performance in responding to state priorities for persistence and success.
3. Preparing our own talent. Workforce concerns during this "jobless recovery" and economic development in resource-strapped states are high on the agenda of policymakers. A central issue here is how to maximize local resources since most states can no longer afford to buy talent from other states. State residents should have ready access to education and training in order to fill local employment opportunities, avoiding putting business and industry in the position of importing talent.

Blanco said she'd like to get the commission's opinion about the direction for this project. Commissioner Stearns said this project speaks to the heart of many of the concerns in Montana, and she supports it. Several of the states (Alaska, Hawaii, Arizona, Nevada, North Dakota, and Washington) echoed their support for this project. This project will be presented as an action item to the Issue Analysis and Research Committee at the May meeting.

Other

Nominating Committee. Chair Carlson said he'd appreciate receiving suggestions for individuals to serve on this year's nominating committee. He said he will likely announce the appointment of the Nominating Committee at the May meeting. This committee will nominate candidates for the position of chair (the current chair-elect is Diane Barrans of Alaska) and vice chair for 2005.

Committee Assignments. Marla Williams asked members of the Executive Committee to respond to her concerning committee representation from their states.

Office Facility Search. David Longanecker said three to four options are being considered for the new office facilities.

The meeting adjourned.

ACTION ITEM

Fiscal Year 2005

Salary and Benefit Recommendations

Background

Last fiscal year, there was no salary increase recommended to, or approved by, the Commission. As reported in the executive director's self-evaluation (page 1-3), *"last year's freeze on staff salaries, particularly when coupled with a 33 percent increase in health care benefit costs for staff have left staff with actual cuts in take-home pay."* These factors and others clearly make approval of a salary increase for this fiscal year (FY 2005) an important Commission decision.

The staff salary and benefit recommendations for FY 2005 appear in the budget tables in this section. The general fund budget for FY 2005 includes funds for the cost of these recommendations. The recommended merit salary increases provide for performance-based salary increases; no across-the-board cost-of-living increases are proposed. No salary schedule adjustment is recommended, based upon external salary comparisons of several positions obtained through Mountain States Employer's Council. In addition to the merit salary increases, this action item includes recommendations for a few equity salary adjustments; benefit costs related to the salary increases (i.e., retirement plan, life insurance, workers' compensation, unemployment compensation, and Social Security); and costs not related to the salary increases (i.e., estimated increases in health and dental insurance premiums, Social Security, and workers' compensation). Staff members will pay for a significant portion of benefit cost increases, primarily those associated with increases in dependent coverage costs for health insurance, as well as paying for their share of contributions to Social Security.

Action Requested

Approval of the salary and benefit recommendations for FY 2005 as detailed in the table associated with this action item.

Cost Summary of the Proposed Salary & Benefit Increases for FY 2005

A	B	C	D	E	F	G	H
Item	# of staff affected	General Fund	Non-Gen Fund	TOTAL COST	Average Increase per FTE	Percent of Total Salaries	Percent of Eligible Salaries
1. Nonexempt Staff - Merit Increases 3.50% (0, 2.0%, 3.0%, 4.0%)	5	\$1,515	\$686	\$2,201	\$1,100	1.75% N	1.75% N
2. Exempt Staff - Merit Increases 3.50%	24	21,814	28,849	50,663	2,300	3.39% E	3.50% E
3. Equity Salary Adjustments	3	3,950	650	4,600	209	0.28% T	0.29% T
4. Salary Scale Adjustments	0	0	0	0	0	0.00% T	0.00% T
5. TOTAL SALARY INCREASES		27,279	30,185	57,464	2,208	3.55% T	3.65% T
6. BENEFIT COST INCREASES		9,275	10,263	19,538	727	1.21% T	1.24% T
7. TOTAL SALARY & BENEFITS BASE		36,554	40,448	77,002	2,935	4.76% T	4.89% T

N = Nonexempt staff salaries

E = Exempt staff salaries

T = Total staff salaries (exempt and nonexempt staff)

ACTION ITEM

Fiscal Year 2005 General Fund Budget

Background

The first table provides current estimates of WICHE's general fund income and expenditures for fiscal year 2004 (column C), compared to the general fund budget (column B). The figures include actual income and expenditures through March 31, 2004, with estimates for the final three months of FY 2004. Income will be slightly lower than anticipated because of California's delinquent dues (line 3 and footnote c); the impact of the dues shortage is offset this year because of slightly higher than anticipated indirect cost recovery and some additional small contracts (line 6 and footnote f). Expenditures have also been substantially lower than originally budgeted. The net result is an anticipated surplus of \$125,358 (column D, line 23) in the general fund budget, rather than the budgeted surplus of \$317 (column B, line 22).

This table also contains the proposed general fund budget for FY 2005 (column F), reflecting a projected balanced budget for the year. Estimated income is \$1,891,000 (line 8), which is a slight decrease of \$14,000 from the approved budget for FY 2004. The full payment of dues from all 15 states is anticipated during FY 2005. Three factors account for the revenue decrease from FY 2004: (1) most significantly, less indirect cost recovery as a result of less external funding; (2) projecting lower interest income (footnote d); and (3) no additional closed accounts from which funds can be transferred, as in FY 2004. Proposed expenditures are \$1,889,533 (line 21), representing a decrease of \$15,150 (0.8 percent) from the approved FY 2004 budget, primarily associated with staff reductions. The two pie charts depict the FY 2005 budget income and expenditures. The budget includes the general fund portion of WICHE's operation, as outlined in the FY 2005 workplan found in this Agenda Book (Tab 12). The budget also provides for only the general fund portion of staff salary and benefit cost increases for FY 2005 in the amount of \$36,554 (column F, line 18). For details of the proposed salary and benefit recommendations, refer to the separate action item in this tab, pp. 1-45.

The last financial table provides a summary of WICHE's total expenditures for FY 2003, FY 2004, and FY 2005.

In summary, the general fund budget proposed for FY 2005 is the staff recommendation for a WICHE program that provides service to member states as well as a wide range of highly significant projects. General fund income not only provides the funds for basic WICHE program activities, such as the Student Exchange Program and the Policy Analysis and Research unit, but it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by nonstate dollars. The proposed general fund budget of approximately \$1.9 million will support overall net operating expenses of approximately \$4.2 million in FY 2005.

Action Requested

Approval of the FY 2005 general fund budget as summarized on the first table of this action item.

WICHE General Fund Budget

Estimate for FY 2004 and Proposed Budget for FY 2005

Revenue & Expenditures

A	\$103,000 --- Dues per State ---				\$105,000					
	FY 2004				FY 2005					
	FY 2004 Budget (a)	FY 2004 Estimate	Estimate Better or (Worse) than Budget		FY 2005 Budget	Comparing FY 2004 to FY 2005 Better or (Worse) than FY 2004 Budget		Better or (Worse) than FY 2004 Estimate		
		\$	%		\$	%	\$	%		
1 Revenue:										
2 Member dues	1,545,000	1,545,000	0	0.0%	1,575,000	30,000	1.9%	30,000	1.9%	
3 Delinquent dues	(c) (51,000)	(103,000)	(52,000)	na	0	51,000	na	103,000	-100.0%	
4 Interest	(d) 42,000	39,000	(3,000)	-7.1%	30,000	(12,000)	-28.6%	(9,000)	-23.1%	
5 Indirect cost recovery	315,000	329,000	14,000	4.4%	262,000	(53,000)	-16.8%	(67,000)	-20.4%	
6 Miscellaneous income	54,000	87,000	33,000	61.1%	24,000	(30,000)	-55.6%	(63,000)	-72.4%	
7										
8 Total Revenue	1,905,000	1,897,000	(8,000)	-0.4%	1,891,000	(14,000)	-0.7%	(6,000)	-0.3%	
9 Expenditures:										
10 SEP - Programs	278,429	248,783	29,646	10.6%	267,089	11,340	4.1%	(18,306)	-7.4%	
11 Policy Analysis & Research	254,266	224,482	29,784	11.7%	265,120	(10,854)	-4.3%	(40,638)	-18.1%	
12 Communications & Public Affairs	226,448	190,125	36,323	16.0%	217,103	9,345	4.1%	(26,978)	-14.2%	
13 Commission Meeting Expense	106,954	104,117	2,837	2.7%	114,975	(8,021)	-7.5%	(10,858)	-10.4%	
14 Executive Director's Office	375,917	364,996	10,921	2.9%	364,320	11,597	3.1%	676	0.2%	
15 Administrative Services	470,166	454,976	15,190	3.2%	425,522	44,644	9.5%	29,454	6.5%	
16 Miscellaneous Expenses	(e) 164,423	140,846	23,577	14.3%	182,870	(18,447)	-11.2%	(42,024)	-29.8%	
17 Indirect Cost Sharing Expenses	22,000	23,000	(1,000)	-4.5%	7,300	14,700	66.8%	15,700	68.3%	
18 Staff Salaries & Benefits Cost Increases for FY 2005	(g) (13,920)	0	0	0.0%	36,554	na	na	na	na	
19 Staff Turnover/Vacancy Estimate (1.5% of Salaries & Bnfts.)	(13,920)	0	0	0.0%	(11,320)	(2,600)	18.7%	na	na	
20 Program Development Fund	20,000	20,000	0	0.0%	20,000	0	0.0%	0	0.0%	
21 Total Expenditures	1,904,683	1,771,325	133,358	7.0%	1,889,533	15,150	0.8%	(118,208)	-6.7%	
22 Surplus (Deficit) for the Fiscal Year	317	125,675			1,467					
23 Better or (Worse) than Budget or Estimate			125,358	6.6%		1,150	363%	(124,208)	-98.8%	
24 Reserves:										
25 Beginning of the Fiscal Year:										
26 Minimum Reserve	(h) 228,562	228,562	0	0.0%	226,744	(1,818)	-0.8%	(1,818)	-0.8%	
27 Reserves Available for Dedication	404,789	404,789	0	0.0%	92,393	(312,395)	-77.2%	(312,395)	-77.2%	
28 Total Reserves - Beginning of the Fiscal Year:	633,351	633,351	0	0.0%	319,137	(314,213)	-49.6%	(314,213)	-49.6%	
29 Dedications to the Reserve During the Fiscal Year:										
30 Surplus (Deficit) Applied to Reserves	317	125,675	125,358		1,467	1,150	363%	(124,208)	na	
31 Association Mgmt. Software	(i) (50,000)	0	50,000	-100.0%	(50,000)	0	0.0%	(50,000)	na	
32 Office Move	(k) (30,000)	(30,000)	0	0.0%	0	30,000	-100.0%	30,000	-100.0%	
33 Office Furniture & Equipment	(k) (30,000)	(30,000)	0	0.0%	0	30,000	-100.0%	30,000	-100.0%	
34 50th Anniversary Celebration	(l) (53,395)	(34,213)	19,182	-35.9%	(6,500)	46,895	-87.8%	27,713	-81.0%	
35 Equity & Learning Center for new office building	0	(220,000)	(220,000)	na	0	0	na	220,000	-100.0%	
36 Contingent Carry Forward to FY 2005	0	(125,675)	(125,675)	na	0	0	na	125,675	na	
37 Net Reserve Dedications During the Fiscal Year	(163,078)	(314,213)	(151,135)	92.7%	(55,033)	108,045		259,180		
38 End of the Fiscal Year:										
39 Minimum Reserve	(h) 228,562	228,562	0	0.0%	226,744	(1,818)	-0.8%	(1,818)	-0.8%	
40 Reserves Available for Dedication	241,711	90,575	(151,135)	-62.5%	37,360	(204,350)	-84.5%	(53,215)	-58.8%	
41 Total Reserves - End of the Fiscal Year:	470,273	319,137	(151,135)	-32.1%	264,104	(206,168)	-43.8%	(55,033)	-17.2%	
42 Change in Total Reserves - Increase or (Decrease)	(163,078)	(314,213)			(55,033)					
43 Better or (Worse) than Budget or Estimate			(151,135)	-32.1%		108,045	66.3%	259,180	82.5%	
(From the Beginning of the Fiscal Year to the End of the Fiscal Year)										

- (a) Budget approved by the commission in May of 2003, adjusted for actual carry over from FY 2003 and actual benefit cost increases by unit.
- (b) Dues not increasing from FY 2003 to FY 2004, as approved by the Executive Committee during a conference call on Feb. 25, 2003, but increasing by \$2,000 per state during FY 2005.
- (c) For FY 2004, assumes \$103,000 as an accounts receivable from California.
- (d) Ave. daily balance: Estimate for FY 2004 is \$4,529,000 at 0.86%; and budget for FY 2005 is \$3,488,000 at 0.87%.
- (e) Includes legal fees, unallocated rent, and other miscellaneous costs not allocated to unit budgets.
- (f) For FY 2004, includes \$32,000 transferred from closed accounts, plus 2 small contracts (NCHEMS for \$24,000 and Mundel for \$9,500).
- (g) Preliminary proposal for salary and benefit cost increases for FY 2005, assuming 3.5% for salary increases.
- (h) The minimum reserve level authorized by the Commission (12% of budgeted expenditures, per May 2000 Commission Meeting).
- (i) Approved by the Commission at the Nov. 2000 meeting in Seattle, WA.
- (k) Reserve funds for the next office move and for office furniture in the Fall of 2004, each at \$30,000 for 2 successive fiscal years (FY 2003 and FY 2004).
- (l) Approved by the Commission at the May 2002 meeting in Santa Fe, NM.

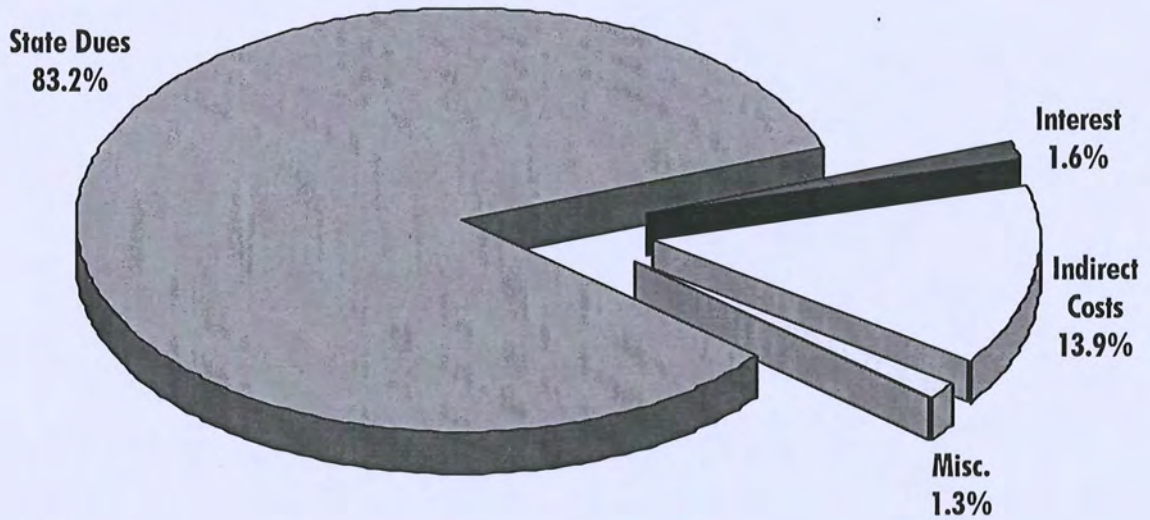
Total WICHE Expenditures by Fiscal Year
(Rounded to nearest \$1,000)

Primary Account Names	Actual FY 2003	Estimate FY 2004	Estimate FY 2005
1 General Fund	\$1,789,000	\$1,771,000	\$1,890,000
2 WICHE Reserves	102,000	101,000	67,000
3 WCET	1,762,000	1,256,000	733,000
4 Mental Health	467,000	565,000	557,000
5 CONAHEC/ELNET	275,000	166,000	0
6 NWAFF	25,000	32,000	33,000
7 NEON	116,000	224,000	194,000
8 Advanced Placement (AP)	1,023,000	1,175,000	150,000
9 ATAlliance	15,000	15,000	15,000
10 Ford - Legislative Policy	13,000	60,000	0
11 Ford - Legislative Engagement	0	2,000	0
12 Ford - Public Policy	90,000	164,000	141,000
13 Lumina - Changing Direction	264,000	161,000	279,000
14 Bridges to the Professoriate	132,000	125,000	125,000
15 Pathways to College Network	142,000	51,000	0
16 High School Graduates	36,000	170,000	0
17			
18 Subtotal - Primary Accounts (Lines 1 thru 17) - Net Operating Budget	6,251,000	6,038,000	4,184,000
19 Self-Supporting Services (included in above amounts):			
20 Information Technology Services	217,000	215,000	181,000
21 Printing Services	13,000	12,000	13,000
22 Telephone Services	32,000	32,000	33,000
23 Facilities Services	369,000	403,000	420,000
24 Subtotal - Self-Supporting Services	631,000	662,000	647,000
25 PSEP Support Fees	11,356,000	11,573,000	11,500,000
26 TOTAL - ALL SOURCES (Lines 18 & 25)	17,607,000	17,611,000	15,684,000

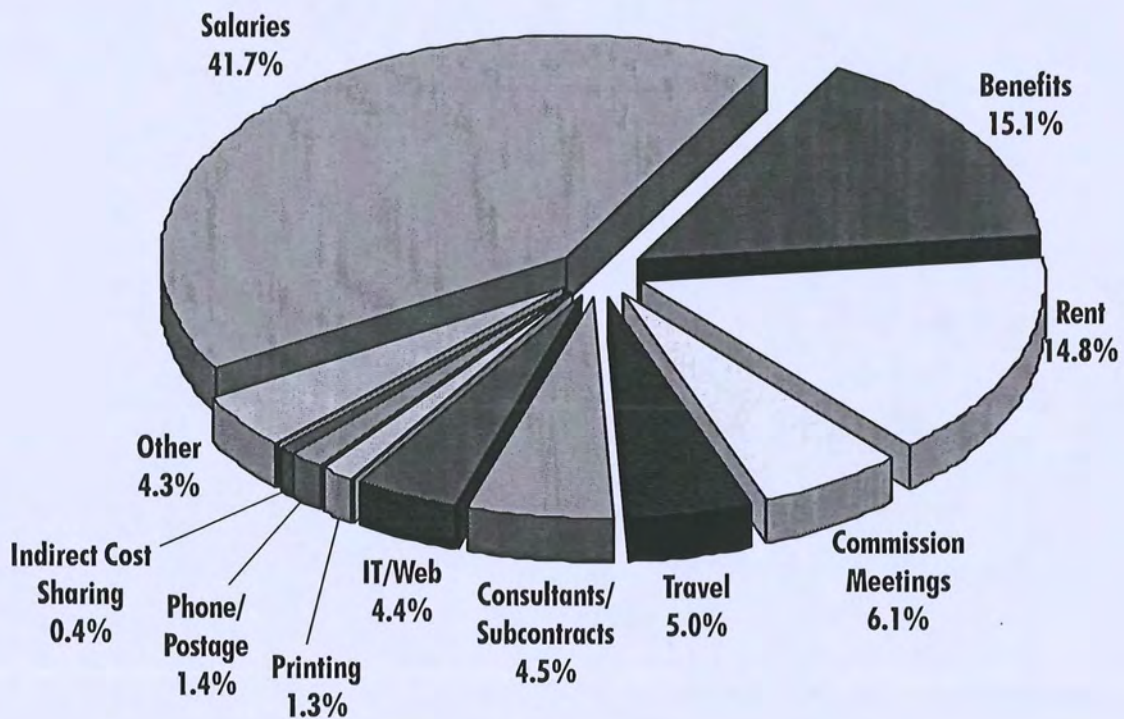
General Fund Budget for FY 2005

(excludes PSEP Support Fees)

Income



Expenditures



ACTION ITEM

Establishing Dues for the FY 2006-2007 Biennium

The commission establishes dues in May every other year for the coming biennium. The dues for FY 2006 and FY 2007 need to be approved at this meeting. The reason the dues are set for two years is because a number of states operate on biennial budgets. In those states, once the budget item is set for the two years, it is difficult to change it in the second year. The establishment of dues at the May 2004 commission meeting is necessary because states begin preparing budgets for the following year or biennium in late summer or early fall.

Dues for FY 2005 have already been established at \$105,000 per member state. The staff recommendation is to increase the dues by \$3,000 in FY 2006 and \$4,000 in FY 2007. The dues would then be as follows:

	Members	% Increase
FY 2005 Approved	\$105,000	
FY 2006	\$108,000	2.86%
FY 2007	\$112,000	3.70%

The ratio of WICHE's total expenditures to dues was 4.05 to 1 during FY 2003; will be 3.91 to 1 during FY 2004; and is estimated to be at least 2.66 to 1 during FY 2005. In other words, WICHE received \$4.05 in leveraged funding for every dollar it received in state dues during FY 2003. This leveraged funding is secured through the efforts of staff and others in the form of grants, contacts, and other sources.

Why is a dues increase needed?

The total revenue provided by the dues increases would be \$45,000 in FY 2005 and \$60,000 in FY 2007. There would not be any significant change or expansion in programming as a result of this increase. It is needed for the increased cost of doing business. Salaries are increased in order to keep quality staff. Health insurance costs continue to significantly escalate. Facility costs continue to rise because of increases in building operating expenses.

The state dues provide the core support for WICHE. These funds are used for basic WICHE program activities, such as the Student Exchange Program and Policy Analysis and Research, but they also are used to provide an organizational structure that allows WICHE to become involved, as determined by the commission, in numerous activities in regional resource sharing.

In a separate action item, the FY 2005 budget will be reviewed and acted on by the Commission. Staff believe the budget reflects the priorities that have been established by the commission in ongoing discussions over the last several years. As evidenced by the total budget, many of these projects are funded in part by sources other than the state dues. State dues represent 37 percent of WICHE's total revenue for FY 2005.

Dues for the other regional higher education organizations

With the proposed increases for FY 2006 and FY 2007, the WICHE dues would remain below the FY dues for SREB (Southern Regional Education Board) and NEBHE (New England Board of Higher Education). The second table in this action item provides a comparison of dues for the three organizations since

FY 1999-2000. MHEC (Midwestern Higher Education Compact), the newest regional higher education organization, began operating in FY 1991.

Action Requested

Approval of the following WICHE dues schedule for each member state:

FY 2006 \$108,000

FY 2007 \$112,000

WICHE State Dues History and Proposal for FY 2006 and FY 2007

Fiscal Year	Member States			Affiliate States ^a			Affiliate Dues as a % of Mbr. Dues	TOTAL FY DUES (All States)		
	Dues Amount	Increase Amount	Increase Percent	Dues Amount	Increase Amount	Increase Percent		Sum of All Dues	Increase Amount	Increase Percent
<i>Proposal to WICHE Commission during May 2004 meeting.</i>										
2006 - 2007	\$112,000	\$4,000	3.70%	\$112,000	\$4,000	3.70%	100%	\$1,680,000	\$60,000	3.70%
2005 - 2006	108,000	3,000	2.86%	108,000	3,000	2.86%	100%	1,620,000	45,000	2.86%
2004 - 2005	105,000	2,000	1.94%	105,000	2,000	1.94%	100%	1,575,000	30,000	1.94%
2003 - 2004	103,000	-	0.00%	103,000	-	0.00%	100%	1,545,000	-	0.00%
2002 - 2003	103,000	4,000	4.04%	103,000	4,000	4.04%	100%	1,545,000	60,000	4.04%
2001 - 2002	99,000	11,000	12.50%	99,000 ^b	15,000	17.86%	100%	1,485,000	173,000	13.19%
2000 - 2001	88,000	3,000	3.53%	84,000 ^b	7,000	9.09%	95%	1,312,000	53,000	4.21%
1999 - 2000	85,000	2,000	2.41%	77,000 ^b	6,000	8.45%	91%	1,259,000	38,000	3.11%
1998 - 1999	83,000			71,000 ^b			86%	1,221,000		

a North Dakota and South Dakota.

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

Fiscal Year State Dues Similar Regional Higher Education Organizations

<u>Fiscal Year</u>	<u>WICHE</u> (per state)	<u>SREB</u> (per state)	<u>NEBHE</u> (avg. per state)	<u>MHEC</u> (per state)
2006 - 2007	\$ 112,000 ^a	Undecided	Undecided	Undecided
2005 - 2006	108,000 ^a	Undecided	Undecided	\$ 90,000
2004 - 2005	\$ 105,000	\$ 171,900	\$ 170,625	\$ 82,500
2003 - 2004	103,000	166,120	246,667	82,500
2002 - 2003	\$ 103,000	\$ 160,500	\$ 260,000	\$ 82,500
2001 - 2002	99,000	157,350	266,853	82,500
2000 - 2001	\$ 88,000	\$ 154,990	\$ 266,853	\$ 75,000
1999 - 2000	85,000	151,950	257,025	75,000
Current # of member states	15 ^b	16 ^c	6 ^d	10 ^e

a Proposed.

b Includes the member states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, N. Dakota, Oregon, Utah, S. Dakota, Washington, and Wyoming.

c The Southern Regional Education Board (SREB) includes the following member states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Texas, Tennessee, Virginia, and West Virginia.

d The New England Board of Higher Education (NEBHE) includes the following member states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

e The Midwestern Higher Education Compact (MHEC) includes the following member states: Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, and Wisconsin.

INFORMATION ITEM

Role of the WICHE Commissioner and Proposed Changes to the Bylaws

The role of the WICHE commissioner was reviewed by New Mexico commissioner and past WICHE chair (in 2000) Everett Frost, working with the WICHE officers and the WICHE executive director. This review of the commissioner's role led to a number of suggested revisions to the WICHE bylaws. The suggested revisions occur primarily in Article II, Membership, where Section 4 and Section 5 are added to describe the powers of the WICHE Commission, and the duties and functions of the WICHE Commission. In Article IV, Officers, Terms, Duties, the suggested changes include reference to "chairman" being changed to "chairperson"; and the position of past chairperson is added and made formal (this position has been functioning as described and this will formalize the position). And in Section 4, Annual Authorizations of Officers, Delegation of Authority, is added to annually and automatically authorize the officers and executive director to perform certain fiscal and administrative functions. Finally, in Article VI, Sections 1 through 5 are suggested to be added to describe the role and responsibilities of WICHE's executive director.

These proposed changes and possibly other changes to the bylaws will be distributed again with the "Call" to the November meeting, as guided by the bylaws. The proposed changes will be voted on at the November meeting of the commission.

In addition to the proposed changes to the bylaws, as part of the review of the role of the WICHE commissioners, a document titled "Expectations: The Commissioner's Role in WICHE" was created by Everett Frost and approved by the officers. This document will be one of the documents contained in a handbook that will be distributed to all WICHE commissioners, with periodic section updates as needed. This handbook will also be given to newly appointed WICHE commissioners as they come on board. The proposed contents of this handbook are listed on an attachment that is included with the material presented for this May meeting. All of this material is for your discussion/information and no action is requested.

Please Note: **Bolded text** represents proposed additions to the bylaws; ~~struck-text~~ represents proposed deletions.

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

BYLAWS

ARTICLE I

Description, Goals, Program Objectives,
Program Criteria, Operating Principles,
Affiliated States

Section 1. Description

The Western Interstate Commission for Higher Education (WICHE) is a public interstate agency that operates under the Western Regional Education Compact. The Compact has been adopted by the legislatures of thirteen Western states, signed into law by their governors, approved by the Congress of the United States, and signed by the President. The Compact calls for the governor of each of those states to appoint three Commissioners to oversee the development of WICHE programs and to assure that the Compact is carried out for the benefit of the citizens of the West. Other states in the Western region may become affiliated members of the organization when mutual interests exist and when it would benefit WICHE to enter such

arrangements.

Higher education, as defined by WICHE, consists of those programs offered by accredited colleges and universities, and includes the following:

- a. Academic, technical, and professional fields of study leading to associate, baccalaureate, and/or graduate degrees;
- b. Continuing education;
- c. Vocational-technical education; **and**
- d. Distance-delivered education.

Section 2. Mission

The fifteen member states of the Western Interstate Commission for Higher Education work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy among states and institutions, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

Section 3. Objectives

WICHE seeks to accomplish its mission through a variety of activities that have the following objectives:

- a. To extend the availability of quality higher education programs among Western states.
- b. To identify emerging issues, trends, and problems affecting higher education.
- c. To provide research, analysis, and reporting of information on public policy issues of concern in the WICHE states, and to provide opportunities for discussion and strengthened understanding of these issues among policymakers.
- d. To promote collaboration within higher education and among the educational sectors, the government sector, and the private sector.
- e. To identify the broad array of technical, programmatic, and financial resources available in higher education and to link those resources to the needs of the region.
- f. To serve as an informed and objective representative of higher education before Western governmental and education leaders.
- g. To help increase the participation and success in higher education of underrepresented and underserved populations.
- h. To promote the use of new and effective technologies, models, and methods in higher education.
- i. To strengthen the linkages between higher education and the economy, including workforce requirements and government services.
- j. To encourage Western higher education cooperation with other regions and, where appropriate, across national boundaries.

Section 4. Program Criteria

The name of the agency implies certain criteria:

- a. Western. That the program has significant implications for people and institutions in the Western states, but may have implications for other states as well;
- b. Interstate. That the program has significant implications for more than one state, usually a group of states, with interstate and interinstitutional cooperation implied;

- c. Commission. That the program is sponsored or co-sponsored by the Commission and has its approval;
- d. Higher Education. That the program has a significant component related to higher education.

Section 5. Operating Principles

- a. Programs and projects shall receive formal approval of the Commission according to procedures the Commission has established and may, from time to time, revise;
- b. Requests for services originating with or endorsed by the governors or legislatures of the compacting states shall be given priority by the Commission and staff.

Section 6. Affiliated States

States geographically in the Western region but not signatories to the Western Regional Education Compact may be afforded status as affiliated states in accordance with policies and procedures approved by the Commission.

ARTICLE II

Membership

Section 1. Members

The membership of the Commission shall consist of three residents of each member state, at least one of whom shall be an educator engaged in the field of higher education. The commissioners from each compacting state shall be appointed by the governor thereof as provided by law in such state. The Commissioners from each affiliated state shall be selected as determined by the state. Commissioners may be removed or suspended from office as provided by the laws of the states from which they shall have been appointed.

Section 2. Tenure

The term of each Commissioner shall be four years. Each Commissioner shall hold office until a successor shall be appointed and qualified.

Section 3. Vacancies

If any Commission office becomes vacant for any reason, the Secretary-Treasurer shall inform the appropriate governor, and request the governor to fill the office for the remainder of the unexpired term.

Section 4. Powers of the Commission

The WICHE Compact delegates to the Commissioners acting as a Commission complete power and control over the organization known as WICHE and its component parts. The powers of the Commission include the following powers that the WICHE Compact has expressly given to the Commission:

- To make and implement policy.
- To make contracts.

- To hire the executive director of WICHE and determine his or her compensation and terms of appointment.
- To determine what programs and services shall be offered.
- To sue and to be sued.
- To determine through budgeting and policy the parameters for personnel positions to be funded and the amount and configuration of the Commission's compensation system.
- To hold title to all property belonging to WICHE.

Section 5. Duties and Functions of the Commission

Under its broad responsibility defined in the Compact for overseeing the management and control of WICHE, the Commission has many specific duties and functions. Its power to control, manage, and govern WICHE necessarily includes exercise of wide discretion, including discretion in what actions it takes directly and in what authority it delegates to individuals and groups within the Commission. The delegation by the Commission of authority to individuals within the WICHE does not relieve the Commission from its ultimate responsibility for the entire Organization. The Commission may withdraw or modify delegated authority, but not on a retroactive basis. Listed below are those duties and functions considered by the Commission to be among the most important it exercises:

- a. To select and appoint an executive director of WICHE who serves as the WICHE's chief executive officer (generally considered to be the most important task carried out by the Commissioners).
- b. To adopt bylaws, policies, rules, and regulations for the operation of the WICHE.
- c. To evaluate periodically the Mission, Goals, and Objectives of the Commission; the established procedures and policies of the WICHE; and the performance of the executive director of WICHE, considering proposals for same from the executive director or from Committees of WICHE with the executive director's recommendation.
- d. To delegate authority and responsibility deemed by the Commission to be appropriate and necessary for the most effective operation of the WICHE with the full understanding that such delegation implies the right of the Commission to withdraw or modify the delegation when it is considered wise to do so.
- e. To approve, or authorize others to approve, all grants and contracts between the WICHE and other parties, including but not limited to those contracts for: services rendered, programs offered, equipment and materials to be purchased, lease or rent of facilities, lease or rent or purchase of land, construction of buildings, and care and preservation of all WICHE property.
- f. To approve, by budgeting, the expenditures of all moneys.
- g. To approve policies which apply to the rights and responsibilities of those who are employed by WICHE.
- h. To receive benefits and donations directly from the federal government or from state governments or from private or corporate sources, to be used in ways recommended by the executive director and deemed by the Commissioners to be in the best interests of WICHE and consistent with its Mission.
- i. To give priority to requests for services, within the parameters of the WICHE Compact, Mission, and resources, originating with or endorsed by the governors or legislators of the

compacting states.

ARTICLE III

Meetings

Section 1. Meetings of the Commission

The full Commission shall meet twice each year. Meetings of the Commission shall be held during the months of May or June and November or December on the day and at a time and place set at least one meeting in advance of the meeting to be held. All members shall be given written notice of the meetings of the full Commission at least sixty (60) days prior to the full Commission meetings.

Section 2. Special Meetings

Special meetings may be called at any time by the Chairperson or upon request of the delegations of three or more states, provided, however, that all members shall be given at least thirty (30) days written notice as to the time and place the special meeting is to be held, unless such notice is waived by the written action of a majority of the whole number of member states.

Section 3. Attendance at Meetings

Commissioners shall attend two meetings of the full Commission and all special meetings of the Commission each year. When conditions develop which will prevent their attendance, they shall notify Commission headquarters as soon as possible.

Section 4. Quorums

One or more Commissioners from each state of a majority of the whole number of member states shall constitute a quorum for the transaction of business.

Section 5. Voting

Each member state represented at any meeting of the Commission is entitled to one vote.

Section 6. Agenda

Items of business requiring action at the meetings of the Commission shall be limited to those appearing on the agenda, which shall be mailed to the members not less than ten (10) days in advance of the scheduled meeting. Whenever possible, working papers and staff recommendations on these items shall accompany the agenda. Nothing in this bylaw shall prohibit the Commission from adding items to the agenda of any meeting if no action is requested thereon at that meeting.

Section 7. Executive Sessions

Executive sessions of the Commission may be held at the discretion of the Chairperson or at the request of any three Commissioners present and voting. The executive director shall be present at all executive sessions. The ~~Chairman~~ **Chairperson**, with the approval of a majority of the Commissioners present and voting, may

invite other individuals to attend.

Section 8. Special Executive Sessions

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

ARTICLE IV

Officers, Terms, Duties

Section 1. Officers

The officers of the Commission shall include a ~~Chairman and Vice Chairman~~ **Chairperson, a Vice Chairperson, a Past Chairperson, and a Secretary-Treasurer**. The executive director shall be the Secretary-Treasurer.

Section 2. Election

The ~~Chairman and the Vice Chairman~~ **Chairperson and the Vice Chairperson**, shall be elected at the regular Annual Meeting and shall hold office until the next Annual Meeting, or until their successors are elected and qualified.

Section 3. Duties

The officers shall perform the usual duties of their respective offices, including the following:

- a. ~~Chairman.~~ **Chairperson.** The ~~Chairman~~ **Chairperson** of the Commission shall serve as ~~Chairman~~ **Chairperson** ex officio of the Executive Committee, shall call and preside at all meetings of the Commission and of the Executive Committee, shall prepare agenda for these meetings, shall appoint the appointive members of all committees, and shall be an ex officio member of all Commission committees, with power to vote. In the intervals between meetings of the Commission and of the Executive Committee, the ~~Chairman~~ **Chairperson** shall represent these bodies.

At the next meeting of each body, the ~~Chairman~~ **Chairperson** shall report to members all action taken on their behalf. All such acts of the ~~Chairman~~ **Chairperson** shall be taken subject to ratification by the Executive Committee or the Commission, according to their respective jurisdictions. Upon retirement from this office, the ~~Chairman~~ **Chairperson**, if still a WICHE Commissioner, shall serve one year in an advisory capacity on the Executive Committee without a vote. ~~but shall have a vote if elected a regular Executive Committee member.~~

- b. ~~Vice Chairman~~ **Vice Chairperson.** In the absence of the ~~Chairman~~ **Chairperson** or in the event the ~~Chairman~~ **Chairperson** is present but desires the ~~Vice Chairman~~ **Vice Chairperson** to do so, it shall be the duty of the ~~Vice Chairman~~ **Vice Chairperson** to perform all the duties of the ~~Chairman~~ **Chairperson**. The ~~Vice Chairman~~ **Vice Chairperson** shall be an ex officio member of all Commission committees, with power to vote, and shall assist the ~~Chairman~~ **Chairperson** and executive director in liaison with executive, legislative, and other public bodies. The ~~Vice Chairman~~ **Vice Chairperson** shall be the ~~Chairman-Elect~~ **Chairperson-Elect** and shall succeed the ~~Chairman~~ **Chairperson** in office. In the event that there is a vacancy in the office of the ~~Chairman~~ **Chairperson**, the ~~Vice Chairman~~ **Vice Chairperson** shall serve as Acting ~~Chairman~~ **Chairperson** until the full Commission, at its next regularly scheduled meeting, can take formal action to designate the ~~Chairman~~ **Chairperson**.
- c. **Past Chairperson.** Upon retirement from the office of Chairperson, the past Chairperson, if

still a WICHE Commissioner, shall upon election by the Commission serve one year in the position of Past Chairperson and serve on the Executive Committee with vote. In the event that there is a vacancy in the office of the Vice Chairperson, the Past Chairperson shall serve as Acting Vice Chairperson until the full Commission, at its next regularly scheduled meeting, can take formal action to elect or designate a new Vice Chairperson.

- ed. Secretary-Treasurer. The Executive Committee shall appoint the executive director to act as its Secretary-Treasurer to keep minutes of all meetings of the Commission and its committees, and it shall be the duty of the Secretary-Treasurer to send copies of the minutes of all Commission and Executive Committee meetings to the governors and transmit a record of attendance from their states. The Secretary-Treasurer shall file, index, and preserve carefully all minutes, papers, and documents pertaining to the business and proceedings of the Commission and its committees; shall act as custodian of all funds of the Commission; and shall keep proper accounts concerning the disposition of all such funds. The Commission shall cause the books of account of the Commission to be audited annually.

Section 4. Annual Authorizations of Officers; Delegation of Authority

Each year, after the election of new officers of the Commission, the following authorizations and delegations of authority are approved by the Commission, such authorizations and delegations being effective until rescinded or until the next election of Commission officers:

- a. The newly elected officers of the Commission are authorized to sign or delegate the signing of checks, drafts, and other documents on the Commission's behalf following Commission fiscal procedures.
- b. The Vice Chairperson of the Commission is authorized to sign for the executive director of the Commission in the absence of the Chair or Chairperson.
- c. The Past Chairperson of the Commission is authorized to sign for the Chairperson or the Vice Chairperson in the absence of either.
- d. The executive director of the Commission is authorized to sign contracts, grants, and other agreements that are necessary for the daily operation of the Commission and to hire, evaluate, promote, and make retention decisions of all WICHE employees except for the executive director. The executive director of the Commission is further authorized to delegate similar authority to other WICHE employed administrators connected with various entities of the Commission to execute designated contractual documents and to hire, evaluate, promote, and make retention decisions for WICHE staff related to their respective responsibilities. The executive director shall furnish the Executive Committee at each regular meeting of the Commission a list of staff members with delegated signatory authority.

Section 4 5. Bond

The officers shall execute such bond as may be required from time to time by the Executive Committee. The cost of such bond shall be charged against Commission funds.

Section 5 6. Delegation of Authority

The officers are authorized to enter contractual agreements and sign documents on behalf of the Commission. The Secretary-Treasurer is further authorized to sign contracts, grants, and other agreements that are necessary for the effective operation of WICHE.

ARTICLE V

Committees

Section 1. Executive Committee

The Executive Committee shall consist of one Commissioner from each member state, with committee members selected by their respective state delegations by whatever procedure each delegation may determine. The ~~Chairman~~ **Chairperson** of the Commission shall serve ex officio, as ~~Chairman~~ **Chairperson** of the Executive Committee ~~with a vote~~. The Vice ~~Chairman~~ **Chairperson and the Past Chairperson** shall be ~~an~~ ex officio members of the Executive Committee ~~without vote if not already designated an Executive Committee member from his or her state~~. **The Chairperson, Vice Chairperson, and the Past Chairperson may vote if representing their state in Executive Committee meetings; however, in no case shall there be more than one vote per state.**

Section 2. Powers of the Executive Committee

Except as otherwise provided in the Compact, during the intervals between the meetings of the Commission, the Executive Committee may exercise all the powers of the Commission. The Executive Committee may fix its own rules of procedure, and it shall keep a record of its proceedings and shall report these proceedings to the Commission at the next regular or special meeting of the Commission.

Section 3. Attendance at the Executive Committee Meetings

Members of the Executive Committee shall attend all regular and special meetings of the Committee, and when unable to attend, shall arrange for one other Commissioner from their respective states to attend as their official representative with power to vote.

Commissioners who are not members of the Executive Committee shall be invited to all meetings of the Executive Committee at their own expense, with voice but no vote.

Section 4. Conduct of the Executive Committee Meetings

The provisions of the following listed sections of Article III shall also apply to the meetings of the Executive Committee.

Section 4. Quorums

Section 5. Voting

Section 6. Agenda

Section 7. Executive Sessions

Section 8. Special Executive Sessions

Section 5. Special Committees

At any meeting the Commission may authorize the creation of such special committees as it deems necessary and appropriate and may fix their size, duties, and tenure.

Section 6. Committees

Members of Committees shall attend all regular and special meetings of their committees, and when unable to attend, shall arrange for one other Commissioner from their respective states to attend as their official representative with power to vote.

ARTICLE VI

Director and Staff

The executive director of the Commission

~~There shall be an executive director and such staff as may be deemed necessary by the Commission. The Commission's office shall be established in one of the compacting states as may be determined by the Commission.~~

Section 1. Employment of the executive director by the Commission

The Commission employs the executive director of the Commission.

Section 2. Delegation of Authority by the Commission to the executive director

The executive director of the Commission is the chief executive officer of the Commission to whom the Commission delegates the authority and responsibility for implementing the Commission's Mission, Objectives, Program Criteria, and Operating Principles and managing, supervising, and controlling the Commission staff, except for such matters as the Commission reserves to itself. The executive director and all other holders of Commission employee positions are subject to the rules, regulations, and policies issued by the Commission and to operating budgets approved by the Commission. The executive director or persons designated by the executive director are responsible for naming persons to fill positions at the Commission. The rules, regulations, and policies for managing, supervising and controlling the Commission activities include the Commission Policy and Procedure Manual, and such other rules, regulations, and policies as the Commission may adopt or approve. The executive director may reorganize the structure of the Commission Staff, subject only to the right of the Commission to review the reorganization if the Commission deems it appropriate.

Section 3. Reporting by the executive director

The executive director alone reports directly to the Commission. Other individuals and groups within the Commission, except those responsible for internal auditing, may approach the Commission officially on formal Commission business only through the executive director or in accordance with approved rules, regulations, policies and procedures for review by the Commission or for setting the Commission's agendas.

Section 4. Duties and Powers of the executive director

The role of the executive director of the Commission is one of creative leadership and therefore not to be described by a detailed list of specific duties. As the chief executive officer of the Commission, the executive director is responsible to the Commission for implementation of the Commission's rules, regulations, policies, and procedures and for the functioning of the Commission staff and has the authority and responsibility necessary to direct the staff in carrying out the responsibility and authority delegated to the staff by these policies. All decisions and actions of the executive director are subject to the right of the Commission to intervene. *This right is rarely exercised.* The magnitude and complexity of the operation of the Commission make it neither wise nor feasible for the Commission to intervene in decisions and actions of the executive director and those to whom the executive director delegates

responsibilities, except in the most unusual circumstances. Under the general authority granted to the executive director of the Commission by the Commission, the executive director has duties and responsibilities including but not limited to:

- a. Discharging primary responsibility for all the factors that contribute to the quality of Commission programs and services.
- b. Maintaining general supervision of all relationships between representatives of the member states and the various levels of Commission staff.
- c. Directing financial management of the Commission and its component parts in conformity with Commission management rules, regulations, policies, and procedures. This function includes but is not limited to the preparation of budgets, requests to member states, grant and contract requests, maintenance of financial records and accounts for the Commission and its hosted programs, the receipt and expenditure of all Commission funds, preparation of required financial reports, and signing of grants and contracts.
- d. Directing personnel, including employment and termination, individual wage determination within Commission ratified policy, assigning and reassigning administrative duties, and conditions of employment for administrators, staff, and other employees of the Commissions programs.
- e. Directing operation and maintenance of the physical plant, purchase of supplies and equipment, and the maintenance of appropriate inventories and records of real and personal property under the jurisdiction of the Commission. Ensuring that the Commission Office shall be established in one of the member States.
- f. Overseeing fund raising.
- g. Directing management of investments in accordance with the policies and procedures established by the Commission.
- h. Serving as the primary spokesperson for the Commission to news media, constituent groups, government agencies, etc.
- i. Redelegating the above authority as deemed necessary.

Section 5. Removal of the executive director of the Commission

The relationship between the executive director of the Commission and the Commission is governed by the letter of appointment between them; by the rules, regulations, and policies of the Commission and the WICHE Policies and Procedures Manual. The executive director may be removed only as stated in the letter of appointment.

ARTICLE VII

Finance

At the direction of the Executive Committee, the executive director shall submit a proposed annual budget for the consideration of the Commission. The Commission shall act upon such proposed budget at its Semiannual Meeting.

ARTICLE VIII

Changing Bylaws

Any bylaw may be adopted, amended, or repealed by the affirmative vote of a majority of the whole number of member states, provided, however, that notice of the proposed action shall be included in the call for the meeting at which they are to be considered and that copies of all proposed changes shall be sent with the call to all members of the Commission.

ARTICLE IX

Suspension of Rules

At any meeting of the Commission or its Executive Committee, any rules laid down in these bylaws may be suspended by a vote of two-thirds of the whole number of member states for any purpose not inconsistent with the provision of the Western Regional Education Compact. This article does not apply to Article VIII.

Bylaws adopted August 11, 1952; revised August 14, 1961; December 5, 1964; March 27, 1965; August 9, 1971; August 14, 1975; August 13, 1977; February 3, 1979; December 5, 1980; June 15, 1984; June 17, 1989, December 2, 1989, June 13, 1992, December 6, 1997, and May 22, 2000, and **November 9, 2004** (pending Commission approval on November 9, 2004).

INFORMATION ITEM

Expectations: The Commissioner's Role in WICHE

Commissioners attend two meetings a year and serve on committees that formulate proposals for the organization at large. One commissioner from each state serves on the executive committee, which acts for the commission at-large between meetings and oversees the development of the commission's short- and long-range activities.

The role of the commissioner is greater than that of attending meetings. The bylaws, especially Articles II, III, and IV, define commissioner expectations and WICHE processes. Set out below is an abbreviated list of expectations of commissioners derived from the WICHE compact, the WICHE bylaws and from actions of the commission to structure WICHE governance and set priorities. It is anticipated that from time to time, perhaps at five-year intervals, the commission shall evaluate the policies and work of the commission, of the executive director, and of the commissioners as representatives of their states.

HIGHER EDUCATION:

- Commissioners will have a general knowledge of the structure and activities of the public and private higher education assets of his or her state.
- Commissioners, with materials and through meetings of the commission, will develop an understanding of higher education in the West.
- Commissioners will develop knowledge of the higher education programs and services offered by WICHE.

WICHE PROCESSES:

- Commissioners will develop an understanding of the WICHE compact and the WICHE's general legal and governance structure. These documents define the scope of authority of the commissioners as follows:
 - Commissioners only have authority as a corporate group and not as individual commissioners except when Commission action assigns individual responsibilities.
 - As a regional governmental organization created through compact, commissioners act as representatives of their State with only one vote per state in actions of the commission.
- Commissioners will know the bylaws of the commission and the roles established therein for the commissioners and the executive director.
- From new commissioner's orientations and from occasional visits to the WICHE offices, commissioners will learn in general about the organization, and the assignment and funding of the staff of WICHE.

COMMISSIONER RESPONSIBILITIES:

- Through direction provided to the executive committee, commissioners select, appoint, evaluate, retain, and encourage the executive director. The executive committee shall from time to time establish processes that allow all commissioners to provide input into the evaluation processes and, when an executive director is selected, input into the selection criteria and process.
- Commissioners hold the ultimate fiduciary responsibility for all funds of the commission. This is delegated to the executive director. Commissioner fiduciary responsibility is expressed through: the regular review

and approval of the budget as proposed by the executive director; the review and acceptance of annual audit reports; and the assignment of financial oversight to the officers and/or a committee or subcommittee of the organization.

- Commissioners approve the Mission, Objectives, Program Criteria and Operating Principles of the commission (see Section 2,3,4, and 5 of the bylaws) and from time to time the evaluation and revision of these organizational guidelines.
- Commissioners annually elect officers. Immediately following the election, the commission approves "The Annual Authorization of Officers: Delegation of Authority (Article IV, Section 4, bylaws)" which is the legal process of recording its delegation to its officers and then to the executive director, assigning them the authority to implement the mission, direct the staff, and allocate and expend funds of the commission.
- Commissioners approve the bylaws and policy and procedures of WICHE and, from time to time as they find necessary or as recommended by the executive director, their amendment.
- Commissioners approve the executive director's proposals and updates for the structure and parameters of the staff selection, retention and compensation system, delegating the implementation of the system to the executive director and annually seeking recommendations for the system.
- Commissioners approve the annual workplan and priorities of the executive director, which then serves as a guideline for commissioner action in their semiannual meetings, the meetings of their committees and subcommittees and of the executive committee and for the implementation of program by the executive director and staff.
- Commissioners approve the definition of the duties of the officers of the commission and the structure and purpose of the committees and subcommittees of the commission and the officers of the commission approve the executive director's proposals for semiannual meetings and meetings of the executive committee and other committees of the commission.

ASSESSMENT, EVALUATION AND STRATEGIC RANGE PLANNING:

- From time to time, in cooperation with the WICHE staff, the commissioners shall conduct an evaluation and assessment of the commission, its executive director, staff, programs, budget, mission and commissioners.
- Following assessments and evaluations, the commissioners, supported by the executive director and staff shall review the priorities and strategic plans of the organization and ratify or redefine the mission, priorities, objectives, operating principles, and strategic directions of WICHE.
- At least annually, the executive director shall provide the commissioners with a summary report of the actions they have taken, the implementation of program by the staff, the extent of Western and other citizen involvement in the activities of the commission and the actual expenditure of funds.

COMMUNICATIONS WITHIN THE COMMISSIONER'S STATE:

- Commissioners will receive from the WICHE staff: meeting materials, mailings, emailings, and other sources with information about higher education trends in the Western region and their states.
- Commissioners are expected to relate WICHE information to the state constituencies that they serve.
- Commissioners will be informed by the WICHE staff as to how the WICHE student exchange programs and other WICHE programs in their state are implemented and to whom responsibility is assigned. If and when problems arise in these programs, the three commissioners shall work with the Governor, state higher education agency and other appropriate state officials to ensure that the legal purpose of the WICHE programs and funds are met.
- Commissioners may receive calls or mailings from citizens of their state about how to participate in WICHE programs. Commissioners will be informed by the WICHE staff about how to direct these contacts to persons in the state or at the WICHE offices to receive assistance.

Western Interstate Commission for Higher Education (WICHE)

WICHE Commissioner's Handbook

- Tab 1: Table of Contents
- Tab 2: Letter From Officers: Welcoming Letter for New Commissioners
- Tab 3: WICHE'S Role in the West – a two-page write-up with general information about WICHE
- Tab 4: Expectations of Commissioners – a document describing the functions and responsibilities of the WICHE commissioner
- Tab 6: WICHE Compact with the Western States – a copy of the compact establishing WICHE
- Tab 7: WICHE Bylaws – current bylaws to be revised in November 2004
- Tab 8: Current WICHE Workplan – WICHE's workplan, approved annually by the commission in May
- Tab 9: Current WICHE Budget – approved annually by the commission in May
- Tab 10: Current Rosters of Commissioners, Committee Assignments List and Staff List by Program with Telephone Numbers

Loose Inside Back of the Binder:

- *A History of the Western Interstate Commission for Higher Education: A Summary and Reflections* (publication about WICHE's anniversary)
- *How to Use the WICHE Web* (to be developed)
- Frank Abbott's book: *A History of WICHE*, soon to be released

INFORMATION ITEM

Mental Health Program Overview

The Mental Health Program at WICHE began in 1955, and has provided service to the West for nearly a half century. It is governed by the Mental Health Oversight Council (MHOC), which is composed of the state mental health directors/commissioners from each of the WICHE states and two (2) WICHE higher education commissioners. The mission is twofold: to assist states in improving systems of care for mental health consumers and their families; and to advance the preparation of a qualified mental health workforce in the West.

During the past 18 months, most member states have struggled with major revenue shortfalls. These shortfalls have resulted in significant budget reductions to most public mental health systems. The result has been an increasing inability for state mental health programs to pay the WICHE Mental Health Program affiliation fee. The program has been very successful in responding to these budget shortfalls by shifting to a project-driven revenue stream. Increasingly, the program is dependent upon its ability to deliver cost-effective and high-quality consultation, training, and research services to member states and others. We expect to significantly reduce the negative fund balance from FY 2003 by the close of FY 2004.

The WICHE Mental Health Program enables states to save dollars, staff time, and administrative resources while meeting their commitment to ensure mental health services to their states. The WICHE regional collaboration provides states:

- A regional nucleus for system improvement. WICHE technical assistance is working today to support states in areas such as telehealth, children's systems of care, cultural competence, finance reform, Medicaid, managed care, integration with primary care, and information technology.
- Management information and data-driven decision support. WICHE is actively engaged in assisting states in needs assessment and performance measurement. The Western States Decision Support Group facilitates interstate knowledge exchange between key program evaluation staff across the West.
- Workforce development. The Mental Health Program has been the center of regional collaboration in addressing the education and continued skill development of its public mental health workforce for nearly a half century. Today, the program is involved in major activities to address the chronic shortage of mental health professionals in rural and frontiers areas of the West.
- Advocacy across the nation. The WICHE Mental Health Program participates at national, regional, and state activities to ensure the West has a voice in policy discussions. The program provided consultation to the rural issues subcommittee of the President's New Freedom Commission on Mental Health and assisted in the preparation of its report and recommendations.

Recent Mental Health Program Activities

- Was selected as consultant to the rural issues subcommittee of the President's New Freedom Commission on Mental Health and authored the subcommittee report.
- Facilitated statewide strategic-planning effort and prepared the final report for the South Dakota Task Force on Children's Mental Health Reform.
- Provided comprehensive estimates of the prevalence of mental illness and serious emotional disturbance for Nebraska, Colorado, South Dakota, Wyoming, and Washington. Currently working with California, Oregon, and Nevada. For some states also perform a related analysis of service penetration and estimate of unmet need.

- Facilitating strategic planning, community readiness assessment, and training to support the establishment of children's mental health reform focused on building systems of care in Wyoming.
- Prepared a preliminary report on mental health governance and financing reform in Washington state.
- Prepared an analysis of mental health performance measurement activities in telehealth for the Health Resources and Services Administration.
- Writing a book entitled *Rural Mental Health: An Overview and Annotated Bibliography, 1994-2004*, under contract to the federal Office of Rural Health Policy.
- Assisting Wyoming and South Dakota in performing the *Mental Health Statistics Improvement Program* consumer survey.
- Working with the Alaska Division of Behavioral Health and the University of Alaska System on a strategic-planning process focused on identifying the mental health professional workforce needs of the state and how the university should organize to address those educational and training needs.
- Developing a range of rural and frontier mental health workforce development initiatives in response to a policy roundtable sponsored by WICHE in Reno last September. The federal Substance Abuse and Mental Health Administration is in negotiation with the WICHE Mental Health Program to fund an initial series of rural "Mental Health Grand Rounds" Webcasts, which will provide state-of-the-art continuing-education opportunities for rural mental health professionals via Internet-delivered technology.

WICHE



Western Interstate Commission for Higher Education

Committee of the Whole Call to Order/Introductions

Monday, 9.30 – 9.45 A.M.

Evergreen

2 Monday 9.30 – 9.45 A.M.



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Monday, May 17, 2004

9.30 - 9.45 am
Evergreen


Committee of the Whole

Agenda

Call to Order: Don Carlson, chair

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November 10-11, 2003 2-5

Report of the chair

Report of the executive director



New Commissioners

Tex Boggs is a Wyoming state senator and president of Western Wyoming Community College, Rock Springs, where he has served for 16 years. Before that he was a dean at the University of Kentucky's University Extension; director of the Community College Evening School, and Summer Sessions at Kentucky State University; and an associate professor at Kentucky State University. He also served as a Peace Corps volunteer and a development officer for the U.S. Agency for International Development. He received his M.S. and Ph.D. from Cornell University and his B.S. from Davis and Elkins College.

Richard L. Bowen, a new commissioner from Idaho who was appointed last fall and is attending his first meeting, has been president of Idaho State University since 1985; he is also a professor of political science at Idaho State. He was president of three South Dakota institutions before moving to Idaho: the University of South Dakota, the University of South Dakota at Springfield, and Dakota State College. He also served as a Foreign Service officer for the U.S. Department of State and was a research assistant to Sen. Francis Case, as well as a legislative assistant to Sen. Karl E. Mundt and a staff member of the Committee on Government Operations' subcommittee on executive reorganization, chaired by Sen. Abraham Ribicoff and Sen. Jacob Javits. He earned a B.A. from Augustana College in Sioux Falls and an M.A. and Ph.D. from Harvard University.

Michel Hillman has served as interim chancellor of the North Dakota University System since November 2003; he will hold the position until a new chancellor begins in July 2004. Hillman has been the vice chancellor for academic affairs since June 1996 and assumed responsibility for student affairs in December 2002. As such, he is the chief academic and student affairs officer and chairs both university system councils. He is an ex-officio member of the ConnectND executive steering committee. Before joining the North Dakota University System, Hillman was director of academic affairs for the South Dakota Board of Regents. During this time, he served as a WICHE commissioner, representing South Dakota. He received a bachelor's degree in psychology from Slippery Rock State College in Pennsylvania, a master's degree in experimental psychology from Indiana University of Pennsylvania, and a Ph.D. in experimental psychology from the University of South Dakota in Vermillion.

Richard E. Kendell is Utah's sixth commissioner of higher education. Earlier, he was deputy to the governor for higher education, public education, and economic development since 2001. He began his career as an English teacher at Ogden High School and later served in a number of teaching, research, and administrative posts at the University of Utah's Department of Education and Leadership Policy and its Graduate School, where he was dean, as well as at the Office of the Commissioner of Higher Education and the State Office of Education. In addition, he was superintendent of the Davis School District, one of the state's largest, for 10 years, and he held positions in private business. He earned a B.S. in English from Weber State University and an M.Ed. and Ph.D. in educational leadership and policy from the University of Utah.

Roberta M. Richards is the state educational officer with the Hawaii Department of Education, a post she has held since 2001. She started her career as a middle school teacher and also worked as a counselor and administrator for middle school and high school. She received her bachelor's and master's in education from the University of Hawaii.

James Emile Sulton, Jr., was appointed this year as the executive director of the Washington Higher Education Coordinating Board. Previous to this he served as the executive director of the New Jersey Commission on Higher Education and as a senior academic officer for the Colorado Commission on Higher Education. He taught at Howard and at the University of Madison-Wisconsin, where he also served as an administrator. He received his Ph.D. and M.A. in international relations from Johns Hopkins and his B.A. in political science from Howard University.

Appointment Pending

Joel Sideman will succeed Linda Blessing as the executive director of the Arizona Board of Regents on July 1, 2004. While it is not yet official, he is expected to be appointed to the WICHE Commission as well. He is attending this meeting to get a jump start on being a WICHE commissioner. He is currently the deputy executive director and legal counsel to the Arizona Board of Regents. In this role he provides legal advice and guidance to the board to ensure compliance with board policy and statutory requirements. He analyzes legal issues arising from board and university initiatives in coordination with university attorneys. He chairs the Legal Affairs Council and represents the board in interactions with the Office of the Attorney General, bond counsel, financial consultants, and other external constituencies. He acts for the executive director during extended absences and is the lead liaison for the executive director to staff groups that support the Council of Presidents.

ACTION ITEM

WICHE Commission Meeting Minutes November 10-11, 2003 Broomfield, Colorado

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PARTICIPANTS
COMMISSIONERS

ALASKA

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

Johnny Ellis
State Senator
Anchorage

Marshall L. Lind
Chancellor of Higher Education
University of Alaska Fairbanks
Fairbanks

ARIZONA

CALIFORNIA

Robert Moore
Executive Director
California Postsecondary
Education Commission
Sacramento

COLORADO

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

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

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

HAWAII

Doris Ching
Vice President for Student Affairs
University of Hawaii
Honolulu

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

IDAHO

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

MONTANA

Francis J. Kerins
Former President
Carroll College
Helena

Sheila Stearns
Commissioner of Higher
Education
Montana University System
Helena

Cindy Younkin
State Representative
Bozeman

NEVADA

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

Carl Shaff
Educational Consultant
Nevada State Department of
Education
Reno

NEW MEXICO

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

NORTH DAKOTA

Richard Kunkel
President
State Board of Higher Education
Devils Lake

David E. Nething
State Senator
Jamestown

OREGON

Ryan P. Deckert
State Senator
Portland

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

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

SOUTH DAKOTA

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

Robert T. (Tad) Perry, Immediate
Past WICHE Chair
Executive Director
South Dakota Board of Regents
Pierre

Charles Ruch, WICHE Chair
President
South Dakota School of Mines
and Technology
Rapid City
Guest: Sally Ruch

UTAH

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

David L. Gladwell
State Senator
North Ogden

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

WASHINGTON

Don Carlson, WICHE Vice Chair
State Senator
Vancouver

WYOMING

Philip L. Dubois
President
University of Wyoming
Laramie

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

GUESTS

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

Boise, Idaho

Ken Arnold
State Senator
Denver, Colorado
Ray Baker
Chair
Colorado Commission on Higher
Education
Denver, Colorado

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

Carlos Brandenburg
Administrator
Mental Health and
Developmental Services
Carson City, Nevada

Andrew Breckel
Senior Academic Officer and
Director, Extended Studies
Colorado Commission on Higher
Education
Denver, Colorado

Karl Brimmer
Director
Mental Health Division
Washington Department of Social
and Health Services
Olympia, Washington
Guest: Gina Brimmer

Anthony P. Carnevale (speaker)
Vice President
Assessment, Education, and
Careers
Educational Testing Service
Princeton, New Jersey

Sue Damour
Congressional Assistant
Congressman Mark Udall's
Office
Denver, Colorado

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

JoAnn Evans
Grant Administrator and
Transfer Coordinator
Colorado Commission on
Higher Education
Denver, Colorado
Guest: George Evans

Les Goodchild
Dean and Professor of Higher
Education
Graduate College of Education
University of Massachusetts
Boston
Boston, Massachusetts

Andrew Hartman
Director of Policy and Research
The Bell Policy Center
Denver, Colorado

Brian L. Hawkins
President
EDUCAUSE
Boulder, Colorado

Jay Helman
President
Western State College
Gunnison, Colorado

Deb Hoffman
Master's Student in Nursing
Regis University
Denver, Colorado

Allen Huang
Provost
University of Northern Colorado
Greeley, Colorado

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

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

Paul E. Lingenfelter
Executive Director
State Higher Education Executive
Officers (SHEEOs)
Denver, Colorado
Guest: Carol Lingenfelter

Robert J. Maurer
 President
 American Corporation for
 Education and Training
 Delmar, New York

Rob Miller
 Director
 Business Development
 Xap Corporation
 West Liberty, Iowa

James R Mingle
 Director
 Distance Learning Policy Lab
 Southern Regional Education
 Board and President
 Mingle and Associates
 Denver, Colorado

Peter J. Nicholls
 Provost
 Colorado State University
 Fort Collins, Colorado
 Guest: Trudy Nicholls

James Shore
 Chancellor
 University of Colorado
 Health Sciences Center and
 Interim Chancellor
 University of Colorado, Denver
 Denver, Colorado

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

David Spence (speaker)
 Executive Vice Chancellor
 The California State University
 System
 Long Beach, California

John Staley
 Former WICHE Controller
 Denver, Colorado
 Guest: Eva Staley

David Ward (speaker)
 President
 American Council on Education
 Washington, DC

STAFF

Scott Adams
 Research Associate
 Mental Health Program

Candy Allen
 Graphic Designer
 Programs & Services
 Communications

Sharon Bailey
 Policy Associate
 Policy Analysis & Research

Sharmila Basu Conger
 Postdoctoral Fellow
 WCET
 Guest: Zachary Conger

Cheryl Blanco
 Director
 Policy Analysis & Research

Anne Finnigan
 Communications Associate
 Programs & Services
 Communications

Caroline Hilk
 Administrative Assistant
 Policy Analysis & Research

Sandy Jackson
 Program Coordinator
 Student Exchange Programs
 Programs & Services

Deborah Jang
 Web Design Manager
 Programs & Services
 Communications

Sally Johnstone
 Director
 WCET
 Guest: Steve Tilson

David Longanecker
 Executive Director
 Guest: Mary Jane Longanecker

Chuck McGee
 Project Director
 Mental Health Program

Michelle Medal
 Administrative Assistant
 Policy Analysis & Research

Demi Michelau
 Project Coordinator
 Policy Analysis & Research

Craig Milburn
 Accounting Manager
 Administrative Services

Jere Mock
 Director
 Programs & Services
 Communications

Dennis Mohatt
 Program Director
 Mental Health

Marv Myers
 Director
 Administrative Services

Jenny Shaw
 Administrative Assistant
 Programs & Services
 Communications

Jackie Stirn
 Research Associate
 Policy Analysis & Research

Jim Stockdill
 Senior Advisor
 Mental Health Program

Marla Williams
 Assistant to the Executive Director

COMMITTEE OF THE WHOLE (first session)

Chair Ruch called the meeting to order at 9:30 a.m. on Monday, November 10, 2003.

Approval of the Minutes

COMMISSIONERS FOXLEY/CARLSON (M/S) APPROVAL OF THE MINUTES OF THE MAY 19-20, 2003 COMMISSION MEETING. The motion passed unanimously.

Report of the Chair Chuck Ruch, WICHE Chair

Chair Ruch said in the interest of time, he would dispense with the Report of the Chair.

Report of the Executive Director David Longanecker, Executive Director

David Longanecker said, as was discussed at the Executive Committee meeting earlier today, the last few months have been exceptionally busy months for the WICHE staff, and he is indebted to the staff for their very hard work. He said he is particularly indebted to Cheryl Blanco, Jere Mock, and Marla Williams for the work they have provided over that period of time. He said it is not just these three staff, however; it is the entire staff, working at 125 percent, and he is grateful for their efforts.

Chair Ruch asked staff in attendance to stand and be recognized; the commissioners applauded them. Chair Ruch said one of the reasons the meetings are held in Colorado every other time is so the commissioners have an opportunity to get to know the staff.

Report of the Nominating Committee Tad Perry, Committee Chair

Commissioner Perry (SD), committee chair, on behalf of the Nominating Committee – Jane Nichols (NV) and Bill Kuepper (CO) – nominated Don Carlson (WA) as chair and Diane Barrans (AK) as vice chair for 2004. (Note: Election of the chair and vice chair for 2004 occurs during the second Committee of the Whole session – next item in these minutes.)

Commissioner Perry thanked the Nominating Committee members and those commissioners who offered suggestions and ideas throughout the nominating process.

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

COMMITTEE OF THE WHOLE (second session)

Chair Ruch reconvened the committee of the Whole at 11:15 a.m. on Tuesday, November 11, 2003.

Report and Action of the Executive Committee Don Carlson, Vice Chair

Action Item: Executive Committee Meeting Minutes

Vice Chair Carlson reported that the Executive Committee recommended approval of the Executive Committee meeting minutes.

VICE CHAIR CARLSON, ON BEHALF OF THE EXECUTIVE COMMITTEE, MOVED APPROVAL OF THE EXECUTIVE COMMITTEE MINUTES OF MAY 19, 2003, AUGUST 22, 2003, AND SEPTEMBER 19, 2003. The motion passed unanimously.

Action Item: Audit Report for FY 2003

Vice Chair Carlson reported that the Executive Committee reviewed and approved the audit report for FY 2003 and recommended its advancement for approval to the Committee of the Whole.

VICE CHAIR CARLSON, ON BEHALF OF THE EXECUTIVE COMMITTEE, MOVED APPROVAL OF THE AUDIT REPORT FOR FY 2003. The motion passed unanimously.

Action Item: Professional Student Exchange Program Accreditation Policy Exception for Two Western Dental Schools

COMMISSIONER BARRANS, CHAIR OF THE PROGRAMS AND SERVICES COMMITTEE, ON BEHALF OF THE EXECUTIVE COMMITTEE, MOVED APPROVAL OF AN EXCEPTION TO THE PSEP ACCREDITATION POLICY FOR THE ARIZONA SCHOOL OF DENTISTRY AND ORAL HEALTH AND THE UNIVERSITY OF NEVADA-LAS VEGAS SCHOOL OF DENTISTRY AS DETAILED IN THE PROGRAMS AND SERVICES COMMITTEE RECOMMENDATION. The motion passed unanimously.

Programs and Services Committee Recommendation. The Programs and Services Committee recommends that the WICHE Commission approve an exception to the PSEP full accreditation policy for two dental schools with initial accreditation status, the Arizona School of Dentistry and Oral Health (ASHOH), and the University of Nevada-Las Vegas School of Dentistry (UNLV). This exception should be approved with the stipulation that if the accrediting status of either institution changes or if its accreditation is not approved once it has graduated its first class – in 2006 at UNLV and in 2007 at ASHOH – the schools will notify WICHE immediately.

Information Items

Vice Chair Carlson reported that the Executive Committee heard reports from the Subcommittee on Deferred Compensation and the Subcommittee on the Role and Responsibilities of the WICHE Commissioner. The committee also reviewed information items on WICHE's future office facilities, and heard reports about the activities of WICHE's Mental Health Program and CONAHEC. (See the Executive Committee meeting minutes of November 10, located under Tab 1 of this Agenda Book, for additional detail about the Executive Committee meeting.)

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

Commissioner Foxley said the committee approved the minutes from its May 2003 meeting.

WCET. Commissioner Foxley said those commissioners who have been with WICHE a number of years will remember WCET in its earliest beginnings. She said WCET has become an organization that is recognized within the United States and internationally as well. She said Sally Johnstone's name and work are recognized by anyone who is familiar with technology related to higher education, and she called on Johnstone to report about WCET's activities.

Sally Johnstone, director of WCET, reported on the progress of: the EduTools project – a worldwide resource on course management software; the Student Services Audit Tool – a tool used by institutions to evaluate its online student support; and the work WCET is doing for the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in preparation for the World Summit on the Information Society. She also reported on WCET's recent annual meeting.

Action Item: State and Institutional Policies Related to Accelerated Learning Programs

Commissioner Foxley reported that an information item, "State and Institutional Policies Related to Accelerated Learning Programs," was advanced to "action item" status by consent of the Issues Analysis and Research Committee (see the action item in Attachment 1, page 2-16 of these minutes). Commissioner Foxley reported that the committee reviewed and approved the action item and recommended its advancement for approval to the committee of the Whole.

Lumina Foundation for Education invited WICHE to submit a proposal for a comprehensive national study of state and institutional policies and practices concerning accelerated programs – such as dual enrollment, Advanced Placement (AP), and the International Baccalaureate – and their impact on access for low-income and underrepresented populations. Such a study would support the commission's work on access and complement WICHE's current initiative, the Western Consortium for Accelerated Learning Opportunities (WCALO). Staff have outlined an "Accelerated Options Study" for the committee that would identify individual state and institutional policies around accelerated learning options; provide data on current participants in these programs; analyze the cost effectiveness for students, institutions, and states of such programs; and present findings or recommendations on effective policies and practices to enhance the participation and success of low-income and underrepresented students in accelerated learning programs. Activities would include a 50-state policy audit and analysis; a Web-based survey of public and private two- and four-year institutions; a transcript analysis in a few states; focus groups of students and experts; and publication of a final report. Given Lumina Foundation's timeline for receiving the proposal, the committee approved project's advancement to action item status.

COMMISSIONER FOXLEY, ON BEHALF OF THE ISSUE ANALYSIS AND RESEARCH COMMITTEE, MOVED APPROVAL TO SEEK, RECEIVE, AND EXPEND FUNDS TO CONDUCT THE PROJECT *STATE AND INSTITUTIONAL POLICIES RELATED TO ACCELERATED LEARNING PROGRAMS*, WITH FUNDING IN THE AMOUNT OF \$150,000 TO BE SOUGHT FROM THE LUMINA FOUNDATION. The motion passed unanimously.

Commissioner Foxley reported that the Policy Analysis and Research unit received a continuation grant from the Lumina Foundation in the amount of \$1 million to carryout Phase 2 of the three-year project, *Changing Direction: Integrating Higher Education, Financial Aid, and Financing Policy*. She commended the staff of WICHE for doing an excellent job and said she wishes the commission could express its appreciation to the staff more often.

(See the committee minutes located in Tab 8 of this Agenda Book for additional detail about the Issue Analysis and Research Committee meeting.)

Report and Action of the Programs and Services Committee Diane Barrans, Committee Chair

Diane Barrans said the committee approved the minutes from its May 2003 meeting. She reported that the committee heard reports from the Mental Health Program and the Program and Services unit as follows:

- **Mental Health.** The committee heard a report by Dennis Mohatt, director of the Mental Health Program at WICHE, about the activities of the Mental Health Program, including a preliminary report titled "Rural Mental Health in the WICHE West: Meeting Workforce Demands for Regional Partnerships." He also reported on a workforce roundtable meeting held in Reno involving the state mental health directors, legislators, and others from a number of WICHE states focusing on issues around meeting states' workforce needs. A fundamental problem is the absence of a pipeline for developing workforce capacity specific to rural mental health service delivery, and there is no existing mechanism for addressing the issue. There is a national shortage that is exacerbated in rural areas, and it is not just a "shortage" – there is an actual absence of mental health care providers.

The committee recommended that the Professional Student Exchange Program (PSEP) be considered for the addition of programs that support the development of rural practitioners at a variety of levels,

beginning at the basic level, mental health technicians, on to the full psychiatric specialty areas. It was suggested that PSEP might serve as a marketing tool for developing rural mental health care capacity. The committee asked staff to begin the process of inventorying the programs available in the member states that would be interested in participating in PSEP, identifying the states that might be interested in sending residents to participate in these programs, and considering what types of models would be recommended. The committee unanimously approved this recommendation to staff.

- **Student Exchange Program.** The committee heard reports about the various WICHE Student Exchange Programs from Sandy Jackson, the coordinator of the Student Exchange Programs at WICHE. She said preliminary numbers indicate that the Western Undergraduate Exchange Program (WUE) has over 17,000 residents of the WICHE states participating in the program. PSEP has close to 700 participants, which is a decline from last year, primarily due to the economic decline in the states; however, it is not as steep a decline as was anticipated. In the Western Regional Graduate Program, preliminary numbers show participation at just over 200. Barrans said these programs are fundamental to the organization and continue to serve the states well.
- **WICHE's 50th Anniversary Celebrations.** The committee heard a report about activities in the states in celebration of WICHE's 50th anniversary. She said all but three states have held their celebratory activities, and those states (Alaska, Idaho, and New Mexico) have plans for such events in place. She said the state events vary widely, and all have been effective ways of focusing attention on WICHE's importance to the states.

Action Item: Reinstating Graduate Nursing as a Field in the Professional Student Exchange Program and Adding Electronically Delivered Programs

Commissioner Barrans reported that the committee approved an action item reinstating graduate nursing as a field in the Professional Student Exchange Program and recommended its approval by the Committee of the Whole.

COMMISSIONER BARRANS, ON BEHALF OF THE PROGRAMS AND SERVICES COMMITTEE, MOVED APPROVAL TO REINSTATE GRADUATE NURSING AS A PSEP FIELD AT THE PH.D. LEVEL AND TO INCLUDE ELECTRONICALLY DELIVERED ACCREDITED PROGRAMS AS WELL AS ONSITE PROGRAMS, AS DESCRIBED IN THE ACTION ITEM. The motion passed unanimously.

(See the minutes located in Tab 7 of this Agenda Book for additional detail about the Programs and Services Committee meeting.)

Information Item: FY 2004 Budget Update and Preliminary Budget for FY 2005

FY 2004 Budget. Chair Ruch called on David Longanecker, who reported that WICHE's overall budget situation is not as bad as it appears in the Agenda Book. He added there are some serious budget issues ahead. He directed the commission to the information item appearing in Tab 11, p. 3, of the Agenda Book. He said column D shows current projections for the FY 2004 budget, with two months remaining in the fiscal year. Column D shows a projected \$94,880 deficit at the end of the current fiscal year. He said there are two primary reasons for this deficit situation: 1) the FY 2004 budget anticipated receiving \$51,000 in dues from California; however, the California legislature approved a budget that did not include money for paying dues for any organization, including WICHE; and 2) the FY 2004 budget included projections for unrealized indirect cost recovery income. One reason for the reduction in indirect income is that Lumina Foundation, in a meeting just prior to approving WICHE's grant, approved a new policy on the amount it will pay for indirect costs. The new policy states it will pay up to 10 percent on expenditures, not to exceed \$10,000 per grant. WICHE's projection for indirect income from this Lumina grant was \$45,000 – \$50,000 level. The new policy limits WICHE's indirect income to \$10,000 for this project. Another portion of the unrealized indirect income was due to the funding WICHE receives for its accelerated learning project. The federal government will not pay the full 15 percent indirect, WICHE's standard indirect rate. Longanecker said there are a couple

of options to recover from the loss of revenue. One is to generate additional income, and another is to reduce expenditures, which means staff reductions. He said the loss of revenue from California is reported as a receivable account, and another way to recover from the loss of revenue is to borrow against that account, expecting that it will be paid. He said this would be a good option, unless, of course, it is not received at all. Longanecker said he would be working with the officers and the senior staff of WICHE to develop a plan of action for the FY 2004 budget that will need to be implemented fairly soon, since it is almost midway through the fiscal year.

FY 2005 Budget. Longanecker referred the commission to column F of the chart on p. 3 in Tab 11 of the Agenda Book, showing a first draft budget for FY 2005. He said this budget has more significant problems with a deficit on line 21 of \$401,261. He said in the report on the FY 2004 budget, he presented the worst-case scenario. He said in this case this is not the worst-case scenario because this budget presumes that California pays its dues next year. This means the deficit could conceivably be half a million dollars. He said there are a couple of reasons for this. One is that we did not receive the WCALO grant that was incorporated into the income projections. The overall budget that was projected for the period of time shown on p. 4 suggests that WICHE would be moving from a consolidated budget of \$6.5 million down to a budget of \$4.2 million. The primary difference is due to a loss of soft funding (grant and federal funding). He said when you take out \$2.5 million of activity (including staff funding), it also removes a lot of indirect income and shared costs items. He said in some cases, this budget really is the worst-case scenario. He said this is where WICHE is today, and it does not incorporate other grants and activities that WICHE will logically be able to secure over the next 12 months. He said it is anticipated that WICHE will have some success in bringing in additional grants and contracts, so the outlook for WICHE isn't nearly as bad as it appears.

Longanecker referred the commission to the Policy Analysis and Research budget and the substantial difference in the budgeted amount for last year (\$254,266) and the amount budgeted for next year (\$392,738). He said the reason for this substantial increase for next year is the way WICHE budgets, putting all of its existing resources into general fund. He said the high figure shows essentially all of the Policy Analysis and Research unit's existing staffing without external funding. He said comparing the two figures shows you what the implications would be if WICHE does not receive external funding. If WICHE does not receive substantial external support, it will have to significantly reduce activity (staffing) in the Policy Analysis and Research unit. He said it is the same in other WICHE units. He said the FY 2005 budget currently includes a salary increase because he is reluctant not provide a salary increase in FY 2005, since no salary increase was given in FY 2004. He said another option to reduce expenses would be to lease an office building next year. While leasing would cost less initially than purchasing a building, in the long run it would be a foolish move. He said he will be looking at all of the options as he develops the budget for FY 2005. He said in the best of scenarios, he believes budget reductions will be needed in the amount of \$50,000 for FY 2004 and \$100,000 for FY 2005. He said the FY 2005 budget he brings to the WICHE Commission for approval in May will be a balanced budget and this will be very difficult to achieve. He said he'd welcome suggestions from the commission.

Commissioner Foxley said WICHE's budget is not unlike what the states are experiencing, and the states do not stop doing business. She said while she would hate to see WICHE dip too far into its reserves, now might be the time to do it. Longanecker said he is still hopeful that California will be able to pay its dues through a favorable decision by the state's board of control.

Chair Ruch said the Executive Committee will be meeting via conference call over the next several months to provide guidance as the FY 2005 budget is prepared for consideration at the May 2004 meeting. He also reminded the commission that it had postponed an increase in dues in FY 2004 and approved a marginal increase in FY 2005, and he does not think that can be done again when the dues are considered at the May meeting.

Action Item
Election of Chair and Vice Chair

Chair Ruch called on Commissioner Perry to restate the motion made by the Nominating Committee on Monday, November 10.

COMMISSIONER PERRY, ON BEHALF OF HIS COLLEAGUES ON THE NOMINATING COMMITTEE – COMMISSIONERS KUEPPER AND NICHOLS – MOVED APPROVAL OF DON CARLSON OF WASHINGTON AS CHAIR AND DIANE BARRANS OF ALASKA AS VICE CHAIR FOR 2004. The motion passed unanimously.

Tribute to the Outgoing Chair

Commissioner Ruch turned the meeting over to Chair Carlson, who said the commission has been honored this past year with very thoughtful direction by Chuck Ruch. On behalf of the WICHE Commission and staff, to show our appreciation, we would like to present Chuck with a gift. Carlson called on Longanecker, who thanked Chuck for leading the WICHE Commission this past year. He said from the staff and himself, personally, it has been wonderful working with Chuck this past year.

Remarks from the New Chair

Chair Carlson congratulated Diane Barrans on her election as vice chair. Chair Carlson said he is sure the cooperative spirit that WICHE provides will continue under their leadership. He said that no one is able to do too much by themselves and the fact that WICHE has a full group of commissioners – three from each state, the Executive Committee, and the other two standing committees – all will help make this organization successful. He said WICHE works very well with a number of other organizations and even has partnered with other organizations. He said we have an outstanding group of staff who have provided excellent direction and support for David. Chair Carlson said he wants to continue these collaborative and cooperative relationships.

Selection of 2004 Executive Committee Members

Executive Committee members for 2004 were elected as follows:

Don Carlson (WA), chair
Diane Barrans (AK) vice chair
Chuck Ruch, (SD), immediate past chair

Linda Blessing (AZ)
Robert Moore (CA)
Bill Kuepper (CO)
Doris Ching (HI)
Gary Stivers (ID)
Sheila Stearns (MT)
Carl Shaff (NV)
Everett Frost (NM)
David Nething (ND)
Camille Preus-Braly (OR)
Tad Perry (SD)
George Mantes (UT)
Deborra Merle (WA)
Klaus Hanson (WY)

Report of the Site Selection Committee

Chair Carlson announced the meeting dates and places for 2004 and 2005. He said in 2005 the commission is slated to go to Alaska, but the date in May or June has not been settled. He said in May of 2006 the commission is slated to go to North Dakota, and it has been decided not to select dates beyond these for the time being.

May 17-18, 2004,	Boise, Idaho
November 8-9, 2004	Boulder/Denver, Colorado
May 9-10, 2005*	Anchorage, Alaska
November 7-8, 2005	Boulder/Denver, Colorado (pending state status)
May 15-16, 2006	North Dakota

*The Anchorage meeting date may change to June 2005.

Meeting Evaluation

Chair Carlson reported that evaluation forms for this meeting would be emailed to the commission.

The meeting adjourned.

Special Events Held During This Meeting

- Policy Discussion: "Economic/Workforce Development and Higher Education in the West," with speaker Anthony P. Carnevale, vice president of assessment, education, and careers at the Educational Testing Service.
- WICHE's 50th Anniversary Lunch: "WICHE at 50 in Colorado: Celebrating the Past, Looking Toward the Future," with speakers Tim Foster, executive director of the Colorado Commission on Higher Education; Ray Baker, chair of the Colorado Commission on Higher Education; and James H. Shore, chancellor of the University of Colorado Health Sciences Center.
- Policy Discussion: "The Alignment of State Investments in Higher Education," with speaker Dennis Jones, president of the National Center for Higher Education Management Systems (NCHEMS).
- "What's Up in the WICHE West? And What's WICHE Been Up to Lately?" with speakers David A. Longanecker, executive director of WICHE; and Cheryl Blanco, director of the Policy Analysis and Research unit at WICHE.
- XAP demonstration of its Mentor System (XAP is a for-profit company and developer of various online student services) with Rob Miller, XAP's director of business development, and Bob Maurer, consultant.
- WICHE's 50th Anniversary Reception and Dinner: "Access, Affordability, and Accountability: Capacity, Demand, and the Future of Higher Education," with speakers William G. Kuepper II, senior policy advisor at the Colorado Commission on Higher Education; and David Ward, president of the American Council on Education.
- Policy Discussion: "Enhancing Readiness for College – New State-level K-12 and Higher Education Collaborative Approaches," with panelists David S. Spence, executive vice chancellor at The California State University System; Robert T. "Tad" Perry, executive director of the South Dakota Board of Regents; Jane Nichols, chancellor of the University and Community College System of Nevada; and Cheryl Blanco, director of the Policy Analysis and Research Unit at WICHE.

INFORMATION ITEM

State and Institutional Policies Related to Accelerated Learning Programs

Summary

Staff are considering a small proposal to be submitted to Lumina Foundation for Education to conduct an audit and analysis of state and institutional policies related to accelerated learning programs. The foundation has indicated an interest in such a report, and a study of this nature is consistent with our issue area of access and our current work with accelerated learning programs through the Western Consortium for Accelerated Learning Opportunities (WCALO).

Background

A key element of access and success to higher education is college readiness. Efforts to improve student preparation for college-level work have increased in recent years and have taken many forms. One of the more prevalent indicators of activity has been with the significant expansion of Advanced Placement (AP) courses and tests, dual and concurrent enrollment options, and the International Baccalaureate (IB) program. Our participation in the U.S. Department of Education's Advanced Placement Incentive Program (APIP) with grant awards to WCALO over the past three years is part of our effort to enhance access in the West by increasing the successful participation of low-income, rural, and first-generation students in these programs.

While accelerated options are widely used across the states, limited analyses have been conducted on associated policies either at the state level or the institutional level. Among the ongoing questions about these initiatives are: (1) Are they cost effective for students and families? Do students save time and money in college by entering with credits through accelerated options? (2) How do institutions use credit earned through accelerated programs in admissions, placement, credit toward a degree or certificate, and graduation requirements? (3) How are these options financed – who pays and for what? (4) In addition to the well-known programs (i.e., AP, dual enrollment, concurrent enrollment, and IB), are there other lesser-known options for accelerated learning?

Lumina Foundation is interested in a comprehensive, national policy review and analysis of accelerated learning programs at the state level and at public and private institutions. Staff have had an initial, exploratory conversation with foundation staff about our mutual concerns with this topic, and that discussion encouraged WICHE staff to approach the commission with an indication of our interest in submitting a proposal.

Next Steps

Staff will continue to explore the possibilities of a national study on accelerated learning programs. Upon initial approval from the Issue Analysis and Research Committee, staff will return to the commission with an action item to move forward on a formal proposal.

NOTE: This information item was approved as an action item on Nov. 11, 2003, by the full Commission.

Policy Discussion: Completing the Incomplete in Student Learning

Monday, 9.45 – 11.00 A.M.

Evergreen

3 Monday 9.45 – 11.00 A.M.



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Monday, May 17, 2004**9.45 - 11.00 am**
Evergreen**Policy Discussion: Completing the "Incomplete" in Student Learning**

Speaker: Margaret Miller, professor at the University of Virginia and former president of the American Association for Higher Education (AAHE).

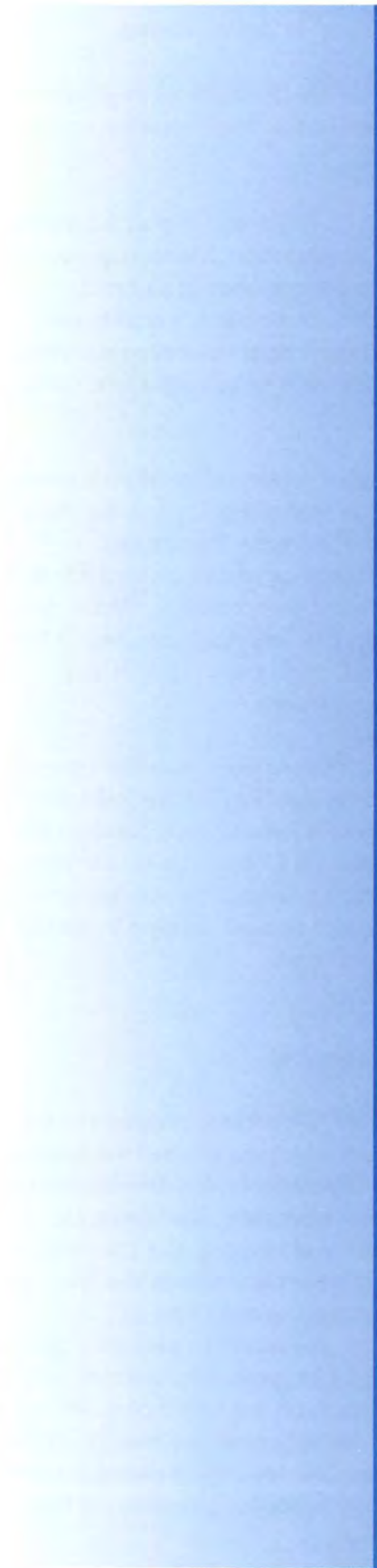
In 2000, the National Center for Public Policy and Higher Education released its first report card on higher education, *Measuring Up*, which presented data and analysis on state performance in six areas: preparation, participation, affordability, completion, benefits, and learning. At first controversial, the report card has become a useful tool in accountability discussions because it helps assess and compare state performance.

One of the six measures that has fueled continued activity nationally is "learning." The grade for learning in *Measuring Up* was the same for all: all states received an "Incomplete" because they lacked information on the educational performance of college students that would permit systematic state or national comparisons. Many states and institutions have argued that they are very much involved in the assessment of student learning, even though there is insufficient information to allow for national comparisons.

As an important accountability topic, student learning is our opening policy discussion for this meeting. Margaret "Peg" Miller has been leading a five-state pilot project to assess learning in a comparable way across states, the "National Forum on College-Level Learning" project, supported by The Pew Charitable Trusts. She will discuss what has been learned from the project about student learning in the states, how well the model works, and at what cost.

Biographical information on the speaker

Margaret "Peg" Miller became, in 1997, the fourth president of the AAHE. As president, among other activities, she advised the National Center for Public Policy and Higher Education on the development of the first national report card on higher education, *Measuring Up 2000*. Now a professor at the University of Virginia, she continues as a member of the report card's advisory board and directs the Pew-funded National Forum on College-Level Learning (<http://collegelevellearning.org>). In addition, she serves as executive editor of *Change* magazine, on the TIAA-CREF Hesburgh Award panel, on the board of contributors for *About Campus*, on the board of directors for the National Center on Educational Management Systems (NCHEMS), and on various other advisory boards. She teaches graduate courses in higher education policy at the Curry School of Education at the University of Virginia in Charlottesville.



National Forum on College-Level Learning
Testimony for the
SHEEO National Commission on Accountability in Higher Education

Margaret A. Miller, Project Director

Measuring Up, the national report card on higher education produced by the National Center for Public Policy and Higher Education, in 2000 and 2002 graded each state on the effectiveness of its higher education system. It gave separate grades for preparation, participation, affordability, persistence, and completion and benefits. But it was unable to assign a grade to the most important product of higher education – learning – because there are no nationwide, comparable data by which to assess the intellectual abilities of the college graduates in each state. Consequently, all states received an “incomplete” in this category.

Unprecedented numbers of Americans are enrolling in education and training beyond high school. They are well aware that college-level education and training has become a prerequisite for most jobs that support a middle-class standard of living. Policy leaders are equally aware that the demands of the global economy and of community and civic life now require that most Americans need more than a high-school diploma. As yet, however, little is known about the results – the extent to which Americans are actually acquiring the higher levels of knowledge and skills needed.

States have primary policy responsibility for education at all levels and have invested substantially in higher education. But they are uncertain about the benefits that that investment has yielded. Concerns regarding the lack of knowledge about college-level learning, which go back decades, led, among other things, to the assessment movement in the mid-1980s. As a result of that movement, some states have assessment information about the graduates of their public systems of higher education on the institutional level; some have it statewide.

But few states, if any, know about the learning of their private-college graduates or what their college-educated citizens, regardless of where they were educated, know and can do. Moreover, the information states do have does not inform them about how well they are performing relative to their peers. As *Measuring Up 2000* made clear in the categories it was able to grade, it is only in the context of these kinds of comparisons that meaning can be assigned to results – that a state can know, for instance, whether information about the learning of its college-educated citizens is good or bad news.

In the early 1990s, the National Education Goals provided another stimulus to a discussion of learning. In particular goal six – one objective of which was to increase the proportion of college graduates who could communicate effectively, think critically, and solve problems – suggested the need to know more about higher education’s results. But the next step in reaching goal six, to evaluate that learning in order to track progress, was never taken.

Almost a decade later, when *Measuring Up 2000* raised the college-level learning issue again, it seemed that it was the time to take that next step. To test the desirability and feasibility of doing so, in November 2001, the Pew-sponsored National Forum on College-Level Learning took place in Purchase, NY. At this meeting, a small group of government, business, and higher-education leaders discussed whether nationally comparable information on college-level learning, collected systematically and regularly, could inform leaders and policymakers about how each state’s college-educated residents contribute to the educational capital that is available to further its civic and economic objectives, as well as how effectively the state’s colleges and universities collectively contribute to that educational capital. Their conclusion was that this information would be invaluable and that we should proceed to collect it; they then suggested some strategies for doing so. With the support of the Pew Charitable Trusts, these strategies have subsequently been pursued.

The first step in assessing the knowledge and skills of college graduates was to develop a model for grading states, which was done with the help of several advisory committees. (A description of the model, an essay published in *Measuring Up 2002*, is available at <http://measuringup.highereducation.org/2002/articles/illustration.htm>.) That model was then tried out in part, using incomplete data from Kentucky: scores on existing graduate and professional school and licensure exams, supplemented by information from the National Adult Literacy Assessment and the National Survey of Student Engagement. The results were published in *Measuring Up 2002*. Since the model seemed promising, even working with incomplete information, the next step was to pilot a more comprehensive information-collection effort. The project, called the National Forum on College-Level Learning (<http://collegelevellearning.org>), took that next step with continued support from Pew.

To create and test a model for this broader strategy, five states (Kentucky, Illinois, Nevada, Oklahoma, and South Carolina) have generated systematic information about the intellectual capacities of their college-educated citizens. In addition to collecting average scores on existing licensing and graduate-admissions exams, as Kentucky had done in the initial trial, in fall 2003 each state administered the following instruments to a random group of students on a representative set of campuses:

- The Community College Survey of Student Engagement, which asks community college students about their participation in activities that research suggests are associated with collegiate learning (information from the four-year counterpart, the National Survey of Student Engagement, is already available).
- For two-year college students, Work Keys, a series of tests focused on general intellectual skills needed in the workplace (applied mathematics, reading for information, locating information, and writing).
- For four-year college students the Collegiate Learning Assessment, a performance-based assessment of college students' general intellectual skills in the domains of the sciences, social sciences, humanities, and the workplace, plus a writing assessment.

The four-year colleges also asked their alumni to participate in the online Collegiate Results Survey, which asks college graduates how well prepared they are to function in a variety of real-life scenarios. Unfortunately, the number of respondents to the survey was insufficient. Also, although the project had planned to make use of information generated by the federally administered National Assessment of Adult Literacy, originally scheduled for 2002, that information will not be available before 2005.

The National Center for Higher Education Management Systems (NCHEMS) is now analyzing the data generated by the various instruments and plugging it into the model. What the project has revealed about college-level learning in the five states and about the viability and usefulness of the model will be described in *Measuring Up 2004*. The project will also develop a how-to guide for states that want to proceed along the same lines. If enough other states do so, data will be available to grade states on college-level learning in *Measuring Up 2006*.

Policy Discussion: What's Happening at the Federal Level?

Monday, 11.15 A.M. — 12.30 P.M.

Evergreen

4 Monday 11.15 A.M. — 12.30 P.M.

Monday, May 17, 2004

11.15 am - 12.30 pm
Evergreen**Policy Discussion: What's Happening at the Federal Level?**

Speaker: Marianne R. Phelps, educational consultant

With intense attention focused on the No Child Left Behind Act, states and policymakers often overlook the activity taking place in the nation's capital around higher education. The Higher Education Act (HEA) is up for reauthorization, but few news items about the HEA have made the local press. There are a number of issues under discussion at the national level that are of immediate interest and concern to states and their institutions. Among the key topics is accountability. For example, last year, Rep. Howard McKeon introduced a proposal that drew much reaction: institutions that increased tuition and other costs of attendance by more than twice the rate of inflation for two consecutive years would lose their eligibility to participate in federal student financial aid programs. While he withdrew his bill, Rep. McKeon's initiative generated increased interest in HEA from organizations and leaders outside the Washington, D.C., area. Because accountability continues to be a major topic in HEA discussions, we have asked Marianne Phelps, a former employee of the U.S. Department of Education and now a consultant in higher education, to brief the commission on reauthorization discussions, with particular attention to accountability.

Biographical information on speaker

Marianne R. Phelps is a higher education consultant in the areas of distance education, accreditation, and institutional assessment, working both with individual institutions and educational organizations. She is also a member of the Walden University adjunct faculty. She has significant experience in university administration and academic policy, having held a number of posts at George Washington University, including university planning officer and associate provost. Between 1993 and 2001, she was employed by the U.S. Dept. of Education in several capacities, most recently as special assistant to the assistant secretary for postsecondary education, and was responsible for the Distance Education Demonstration Program. Other positions held were chief of staff to the assistant secretary and director of the Institutional Participation and Oversight Service. For her work in reengineering the oversight service, she received the secretary of education's executive management award. Prior to her work at the department, she served as vice president of the Council on Postsecondary Accreditation. Phelps holds a bachelor's degree from the University of Michigan and two master's degrees from the University of Wisconsin. She earned M.Phil. and Ph.D. degrees at George Washington University.



WICHE



Western Interstate Commission for Higher Education

Luncheon
"And They Return as Young Professionals:"
The Washington Center's Partnership with the States

Monday, 12.30 – 1.45 P.M.

Aspen

5 Monday 12.30 – 1.45 P.M.

Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Monday, May 17, 2004

12.30 - 1.45 pm
Aspen**Lunch: "And They Return as Young Professionals:" The Washington Center's Partnership with the States**

Introductions: Washington Commissioner Don Carlson, WICHE chair

Speakers: Michael Smith, executive vice president; and Joseph S. Johnston, Jr., vice president for institutional relations with The Washington Center for Internships and Academic Seminars (TWC) in Washington, D.C.

For the past 28 years, TWC has provided experiential learning opportunities for college students in the nation's capital: since its founding in 1975, some 30,000 students have had opportunities to develop leadership skills in the public, private, and nonprofit sectors. Students can choose to work in settings that include congressional offices, trade associations, law firms, for-profit organizations, federal agencies (including the executive branch), and embassies. The internships cover one academic term; the home institution awards 12-15 academic credits. The center also offers several programs designed to provide students with a more targeted experience, including the Congressional Leadership Program, diversity leadership programs, law internship programs, mass communication programs, women's leadership programs, international programs, and others. Intern applicants are second semester sophomores or above from colleges and universities in the U.S. and abroad. About 1,200 students with strong academic achievement and personal maturity are selected each year; 85 percent of the students receive financial assistance; another 400 students participate in two-week seminar programs. The students participate in academic courses up to three hours each week; the courses are designed to help students to bridge academic theory with professional practice. Tours and discussion forums are held weekly along with various social events and activities. The program develops leadership skills, an understanding of public policy, a talented workforce, and an appreciation for the value of quality public servants.

Biographical information on speakers

Michael Smith serves as executive vice president for TWC. He also has served as the organization's director of student services, vice president of administration and student life, and vice president of operations. As executive vice president he is responsible for the operational aspects of the organization and oversees administration, personnel matters, legal issues, and institutional and state relations. Prior to joining the center, Smith worked for five years as a resource teacher and counselor in the Norwood, MA, public school system. He received his master's degree in education from the University of Massachusetts-Boston and his bachelor's degree in history from Ohio Northern University.

Joseph S. Johnston, Jr., is vice president for institutional relations with TWC. Prior to joining TWC, he worked for 17 years with the Association of American Colleges and Universities (AACU). As AACU's vice president for programs and then as vice president for education and global initiatives, he led a succession of multi-institutional initiatives to strengthen undergraduate education. Prior to joining AACU, he served as assistant to the president at Bryn Mawr College. Johnston is the author of several books on international education and the integration of liberal and professional education, as well as several scholarly and professional articles. He has served on the boards of the National Humanities Alliance and the National Security Education Program, as well as the board of visitors of the University of North Carolina at Asheville. He serves as a member of the board of trustees at Warren Wilson College. A native of Virginia, Johnston earned a B.A. (with Phi Beta Kappa honors) in English literature from Randolph-Macon College and an M.A. and Ph.D. in English literature from the University of Chicago. He also has an M.B.A. in finance from the Wharton School of the University of Pennsylvania.

The Washington Center for Internships and Academic Seminars



The Washington Center for Internships and Academic Seminars has served over 30,000 students since its inception in 1975. As a nonprofit, independent educational organization, our programs empower students for future leadership in the public, private and nonprofit sectors. At *The Washington Center* we are committed to "participatory learning." Our students learn by doing, by experiencing and exploring a range of career options while also participating in a rigorous academic structure. We also work to instill a sense of civic and personal leadership in each student with whom we have the privilege of working.

Why Washington?

Our alumni will tell you that Washington, D.C. is a unique setting to learn, grow and mature. Here in the nation's capital we are blessed with amazing intellectual and cultural diversity. The metropolitan area is home to thousands of corporations and businesses, embassies, voluntary organizations, trade associations, major media headquarters, and federal government and congressional offices. With that comes access to many of the nation's most influential decision-makers and opinion-leaders, many of whom work directly with *The Washington Center*. Most importantly, over the years we have developed and nurtured relationships with most of these employers ensuring that Washington Center students have an experience that meets their academic needs, exceeds their expectations, and serves as a launching point for their careers.

The Washington Center's reputation for excellence has helped us attract top quality seminar leaders, guest speakers and lecturers from all types of national and international leadership positions. Recently, students enjoyed special seminars by Sam Donaldson, Ted Koppel and Andrea Mitchell, Robert Novak, and Ann Compton; attended a lecture series featuring White House Chief of Staff Andrew Card, Jr., Mayor Anthony Williams; Secretary of Veterans Affairs Anthony Principi, Secretary of HUD Mel Martinez, and many others, and worked in congressional offices and federal agencies.

Important Facts The Washington Center

- Fact:** The Washington Center is a 501(c)(3) tax-exempt, charitable organization. That means your financial contribution is tax-deductible. We are governed by a diverse and highly distinguished Board of Directors representing a cross-section of national and international public and private sectors leaders.
- Fact:** We have 28 years of experience providing quality, experiential education programs for college students. We focus on learning outcomes designed to give students the tools, abilities and experience they need for success in the workplace.
- Fact:** The Washington Center's academic courses and specialty seminars are taught by professionals with the appropriate academic credentials, are discipline-based and designed to help students bridge academic theory with professional practice.
- Fact:** The Washington Center has a comprehensive institutional relations program to maintain and expand the network of colleges and universities with whom we work. Currently over 1000 institutions of higher education both in the United States and around the world work in partnership with The Washington Center.
- Fact:** Students must meet rigorous admission standards and represent a balance of public and private schools, and social and ethnic diversity. Minority student enrollment averages 25% annually.

- Fact:** We provide intense, direct guidance to students. There is a 25:1 student to professional staff supervisor ratio and an overall 7:1 student to staff ratio.
- Fact:** Students are full time and receive full college credit. They are also required to establish learning objectives. Their work is closely monitored and evaluated. Final evaluations are given to the students' universities along with a recommendation for a final grade for credit.
- Fact:** For most students, their Washington Center experience is the cornerstone for their future employment. The skills, experiences and contacts they acquire are invaluable. They have a distinct advantage over their peers upon graduation.
- Fact:** Over 85% of all our students receive financial assistance. Last year that amounted to over 1.6 million.

The Washington Center raises about 2.0 million annually from individuals, corporations, foundations, and other sources in order to continue providing, improving and expanding the already excellent college internship experience for which we are known.

WICHE



Western Interstate Commission for Higher Education

Policy Discussion: Cost Effectiveness in Higher Education

Monday, 2.15 – 3.30 P.M.

Evergreen



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

6 Monday 2.15 – 3.30 P.M.

Monday, May 17, 2004

2.15 - 3.30 pm
Evergreen

Policy Discussion: Cost Effectiveness in Higher Education: A New Look at the "Adequacy" of Higher Education Funding

Speaker: Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS)

One of the more difficult elements of the higher education finance puzzle is making judgments about the points at which different kinds of institutions become adequately funded. NCHEMS, with funding from The Pew Charitable Trusts, is investigating an alternative approach to addressing this question, an approach that considers system and sector performance as well as per-student funding. This presentation offers a preliminary look at the results of this work.

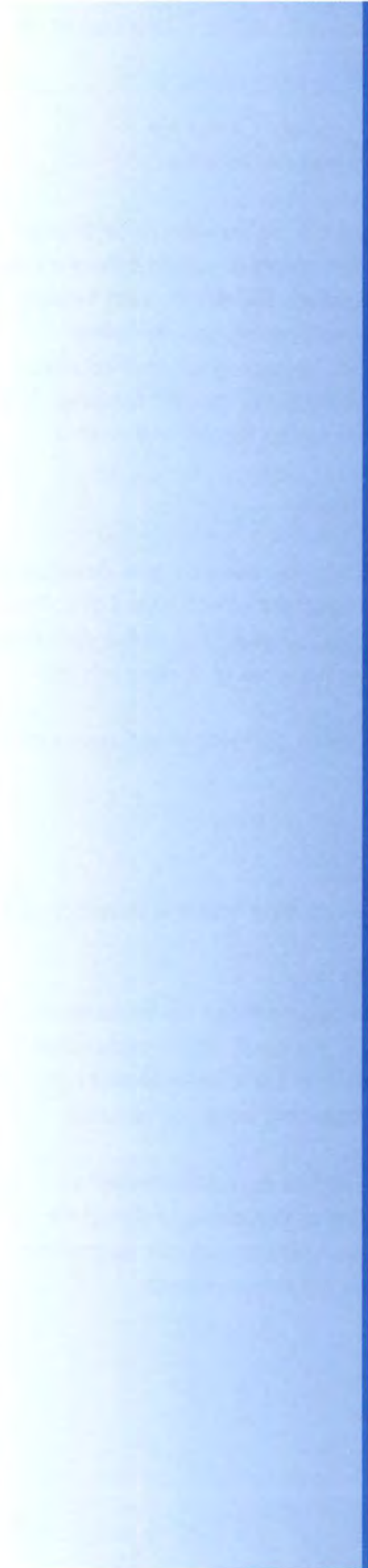
Biographical information on speaker

Dennis Jones is president of NCHEMS, a research and development center founded to improve the management effectiveness of colleges and universities, located in Boulder, CO. A member of the staff since 1969, Jones is widely recognized for his work in areas such as:

- State and institutional approaches to budgeting and resource allocation.
- Strategic planning.
- Educational needs assessment.
- Faculty workload and productivity.
- Information for strategic decision making and the development of educational indicators.

Jones has written many monographs and articles on these topics, has presented his work at many regional, national, and international conferences, and has consulted with hundreds of institutions and state higher education agencies on management issues of all kinds.

Prior to joining NCHEMS, Jones served as an administrator (in business and in institutional planning) at Rensselaer Polytechnic Institute. He received his graduate and undergraduate degree from that institution in the field of engineering management.



WICHE



Western Interstate Commission for Higher Education

Programs and Services Committee

Monday, 3.45 – 5.15 P.M.

Evergreen



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Monday, May 17, 2004

3.45 - 5.15 pm

Evergreen

Programs and Services Committee




Phil Dubois (WY), chair
 Don Carlson (WA), ex officio
 Diane Barrans (AK), ex officio

Marshall Lind (AK)
 John Haeger (AZ)
 Herbert Medina (CA)
 Bill Byers (CO)
 Roberta Richards (HI)
 Jack Riggs (ID)
 Frank Kerins (MT)
 Carl Shaff (NV)
 Dede Feldman (NM)
 Mike Hillman (ND)
 Cam Preus-Braly (OR)
 Tad Perry (SD)
 Richard Kendell (UT)
 Ex officio (WA)
 Committee chair (WY)

Agenda

Presiding: Phil Dubois, chair

Staff: Jere Mock, director, Programs and Services
 Sandy Jackson, coordinator, Student Exchange Programs

	Committee meeting minutes, November 11, 2003	7-3
	The Professional Student Exchange Program support fees for 2005-2006 and 2006-2007	7-7
	Programs and Services 2005 workplan	7-27
	Discussion Item: Exploring an insurance and risk management venture in the WICHE region	7-29
	Discussion Item: Exploring a WICHE service repayment program	7-35
	Discussion Item: Exploring a WICHE licensure and credentialing service	7-37

Discussion Item: Report on the WUE and student mobility research project	7-39
Information Item: Updates on current projects and activities	7-41
Other Business	
Adjourn	

ACTION ITEM
WICHE Programs and Services Committee
Minutes – November 11, 2003
Boulder, CO

Committee Members Present

Diane Barrans (AK), chair
Phil Dubois (WY), vice chair
Chuck Ruch (ID), ex officio
Marshall Lind (AK)
Bill Byers (CO)
Clyde Kodani (HI)
Sheila Stearns (MT)
Carl Shaff (NV)
Cam Preus-Braly (OR)
Robert T. (Tad) Perry (SD)
David Gladwell (UT)
Klaus Hanson (WY)

Committee Members Absent

Don Carlson (WA), ex officio
John Haeger (AZ)
Herbert Medina (CA)
Raymond Ono (HI)
Jack Riggs (ID)
Sen. Dede Feldman (NM)
Larry Isaak (ND)
Deborah Merle (WA)

Other Commissioners and Guests Present

Carlos Brandenburg, administrator, Division of Mental Health & Developmental Services, Nevada Dept. of Human Resources
Karl Brimner, director, Mental Health Division, Washington Dept. of Social and Health Services
Deb Hoffman, Regis University
E. George Mantes, WICHE commissioner (UT)
David Nething, WICHE commissioner (ND)

Staff Present

Scott Adams
Candy Allen
Anne Finnigan
Sandy Jackson
Deborah Jang
Chuck McGee
Craig Milburn
Jere Mock
Dennis Mohatt
Marv Myers
Jenny Shaw
Marla Williams

Chair Diane Barrans opened the meeting and welcomed new committee members.

Action Item

Approval of the minutes of the October 15, 2003, Teleconference and the May 20, 2003, committee meeting.

Members approved the minutes of the October 15, 2003, teleconference and the May 20, 2003, committee meeting without revisions.

Discussion Item

Report on the September 19-20, 2003, regional conference - Rural Mental Health in the WICHE West

Jere Mock, director of Programs and Services, presented the discussion item regarding bringing some mental health academic programs into the Student Exchange Program and/or the Northwest Educational Outreach Network (NEON). This proposal comes from discussions at a regional conference held in Reno in September, "Rural Mental Health in the WICHE West: Meeting Workforce Demands through Regional Partnership."

Dennis Mohatt, director of the Mental Health Program, gave an overview of rural mental health professional shortages in the WICHE West in psychiatry, psychology, psychiatric nursing, marriage and family therapy, and social work. There are over 1,000 counties in the West that do not have any mental health professionals. Academic programs are not training people to practice in rural America; they are training people to practice in private practices in metropolitan areas. Unlike healthcare, where there is a defined strategy to employ and deploy healthcare professionals across rural and frontier areas, mental health lacks such a plan. For example, in Nevada, the entire state has mental health professional shortage areas except in Reno and Las Vegas.

Carlos Brandenburg, administrator of Nevada's Division of Mental Health & Developmental Services, discussed implications of this issue. He said the professional workforce shortage in rural frontier areas is a critical barrier to effectively providing mental health services. While Nevada's Gov. Kenny Guinn approved a 32 percent funding increase in mental health funding this year, Brandenburg said he is unable to recruit and retain professional staff working in rural clinics. All psychiatrists travel from Las Vegas or Reno to the rural areas; none of them have practices in rural Nevada. He has to pay them to travel to remote rural areas. There are very few universities that are actually getting professionals ready for the culture of working in rural frontier areas. In rural Nevada, Brandenburg has a 32 percent professional vacancy rate: nine positions out of 40 are vacant. He has a 30-90 day waiting list in rural clinics and a 23 percent turnover rate in professional positions in the rural frontier areas.

Karl Brimner, director of the Mental Health Division, Washington Dept. of Social & Health Services, said the situation in Washington is very similar to what is being experienced throughout the WICHE states. It usually takes months to fill a clinical position, and once a person has been recruited, given a caseload, and begun to provide services, within a year or two, they leave the area because they are not prepared professionally or personally to adapt to a small rural community. Washington's experiences are very similar to Nevada's. It is rare to have a psychiatrist living in a rural area. Another shortage area is in geriatric psychology services; the few professionals that are trained in geriatric care are in urban areas. There are also shortages of mental health registered nurses. Brimner has a 10 percent nursing vacancy rate in three hospitals. By 2010, a shortage of 25 percent is projected; this is an area that needs to be addressed before the situation gets worse.

Mohatt said that multifaceted problems exist in developing a pipeline of professionals, placement, training, and continuing education. To address this we are going to need a lot of tools. Staff recommend that we add targeted programs to the WICHE Professional Student Exchange Program (PSEP), including programs of study that specifically prepare mental health professionals for rural and frontier practice in psychiatry; psychology (clinical, counseling and child clinical); psychiatric nursing; psychiatric physician assistants; clinical social workers; and master's in counseling. These programs need to be specifically focused on training rural practitioners. The University of Alaska system is probably the flagship rural mental health practice institution in the West. Some other programs are available in the West: the California School of Professional Psychology, a private school in Fresno, prepares rural psychologists; the University of New Mexico Health Science Center has a rural psychiatry program; and there are rural social work programs in North Dakota and at Idaho State University. Staff will work with the National Health Service Corps to determine if its scholarship and loan repayment programs can be made available; state departments of mental health may also be willing to help fund students participating in the exchange programs. At the same time, we need to create career ladders. We need certificate programs to train community mental health technicians, with options to advance through associate's, bachelor's, master's and doctoral programs. The

programs must articulate with one another. Our recommendation would be to add these professions to WICHE's Student Exchange Programs and begin to address this as a region.

Mock added that WICHE requires that at least two states support students in each PSEP field and that some of the mental health programs could be made available to students through the Western Regional Graduate Program (WRGP). Staff will contact the available programs to see what additional capacity they may have for additional students. Mock said she would like to develop some collaborative models through WICHE's NEON consortium so that practicing professionals in rural areas who are comfortable with rural lifestyles would have opportunity for advanced education if it is delivered electronically. It is going to take some funding and some time to get the programs online. WICHE is developing those processes through the NEON project in three other disciplines through a grant from the U.S. Department of Education's Fund for Improvement of Postsecondary Education (FIPSE).

Mohatt said that another suggestion that came out of the Reno meeting would be to support residencies and internships that provide students who have been trained in urban settings the opportunity to participate in rural training rotations.

Commissioner Ruch said the evidence shows that the location of medical students' residencies often determines where the students will practice and he asked if that is also true in mental health professions. Mohatt said the same retention patterns apply to mental health. Commissioner Stearns said there are effective models in other professions that provide consortia approaches to "golden" handcuffs and career mobility. She described the National Guard's military program, in which retention is strengthened through strong retirement programs. Chair Barrans mentioned that several WICHE states have service obligations in effect, although we do not have a program that allows for interstate flexibility in honoring students' service obligations. Commissioner Klaus said strategies should also be developed to assist professionals that are practicing in rural areas to access professional development opportunities through teleconferences and the Web.

Motion and second by Commissioners Byers and Stearns directing staff to explore adding mental health programs to WICHE's Student Exchange Programs; identify which states are interested in sending and which institutions could receive students; and make sure the structure developed has a strong likelihood of success by incorporating professional support systems and other retention strategies. The motion passed unanimously.

Action Item

Reinstate Graduate Nursing as a Field in the Professional Student Exchange Program and Adding Electronically Delivered Programs.

Mock said graduate nursing was suspended in 2001 as a PSEP field because it had been several years since any state had supported students in this area. Staff proposes reinstating graduate nursing at the Ph.D. level because of the tremendous shortage of nurses. She said colleges and schools of nursing are experiencing high levels of faculty retirements and this will escalate over the next decade. As part of the NEON project, we are developing an electronic Ph.D. program for nursing educators to broaden access; an initial partnership is developing at the Oregon Health and Science University. Starting in fall 2004, OHSU will deliver its program electronically to the University of Alaska, Anchorage; Idaho State University; University of Nevada, Reno; and University of Wyoming. At least 12 students plan to enroll in the regional program. We may be able to develop similar models with the University of Arizona, University of Colorado Health Sciences Center, and the University of Utah, taking their Ph.D. programs out to other institutions where faculty members who have master's degrees can get a doctorate in nursing. Mock said she thinks this is a model that can be very effective in the Western states. Some states may want to provide financial assistance to the participating students.

Mock added that three nursing Ph.D. programs are currently made available through WICHE's Western Regional Graduate Program (WRGP); a fourth program at the Oregon Health and Science University

dropped out a few years ago because there was not enough financial incentive for it to remain. No state financial support accompanies the student in the WRGP; students pay resident tuition. Programs wanting to attract additional enrollments generally participate in WRGP. Staff proposes that graduate nursing be reinstated as a Group B field in PSEP, which is what it was previously, and that a support fee of \$4,500 be approved starting in 2004. Students would be eligible for that support for a maximum of five years. In addition to adding graduate nursing, we would also bring electronic programs – through NEON, for instance – into the PSEP. The University of Colorado's School of Nursing program is an online PH.D.; we anticipate that they will be interested in joining PSEP for that program, as well as their participation in NEON. Motion by Stearns, second by Hanson, to approve the staff recommendation; the motion passed unanimously.

Update on Student Exchange Programs

Sandy Jackson, coordinator of the Student Exchange Programs, presented preliminary enrollment information for 2003-04. She said there is a slight decrease in the number of PSEP students, but it is less than we anticipated in light of the states' tight budgets. Total support fees are up slightly. Staff is still gathering the WRGP enrollment figures; they will be available in late December. All but 15 Western Undergraduate Exchange (WUE) institutions have reported their enrollments, which currently exceed 17,000 students.

Information Item

Consideration of PSEP Support Fees for the 2005-06 and 2006-07 Biennium.

Jackson said that preliminary feedback from states that support large number of students in PSEP indicates they do not want to lower PSEP support fees if it would jeopardize student access to those programs. The participating Group A institutions also are not in favor of reducing support fees. However, we do have an initial indication that many of them would be willing to consider freezing fees for a year or two in order to let the states get on a stronger economic standing. Over the next few months, we will develop a proposal that we will discuss with the certifying officers and participating institutions to seek their written input on this proposal. The proposal will be presented to the Programs and Services Committee and to the full commission at the May 2004 meeting.

Information Item

Summary of WICHE's 50th Anniversary Celebrations.

Deborah Jang, WICHE's publishing and design manager, gave a report on the anniversary celebrations in 12 states that were held during 2003. Three anniversary events will be held during 2004 in Alaska, Idaho, and New Mexico. David Longanecker attended all of the celebrations except South Dakota's; Cheryl Blanco participated in that event via teleconference due to a winter storm. An anniversary scrapbook has been developed to commemorate the events along with anniversary vignettes that are available on the WICHE Web site.

The meeting was adjourned.

ACTION ITEM

The Professional Student Exchange Program Support Fees for 2005-2006 and 2006-2007

Summary

Every two years, the WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for the next biennium. In May, the commission will set support fee levels for academic years 2005-2006 and 2006-2007.

WICHE staff recommend support fee increases of 2 percent in Group A and Group B fields for each year of the biennium. Staff also proposes increasing the base support fee in the fields of dentistry and optometry by \$2,000; and extending the length of WICHE support in the field of physical therapy from the current maximum of three academic years to a maximum of three academic years plus six months (33 months or 11 quarters).

Feedback on the recommended increases was sought from the states that provide financial support to students participating in PSEP and from institutions that receive students through the exchange. Comments from participating institutions and states regarding specific fields are included in the following sections.

Relationship to the WICHE Mission

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

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

PSEP programs are divided into two groups: Group A includes those PSEP fields in which WICHE students would have a difficult time gaining access to public professional schools without the regional Professional Student Exchange Program. The nine Group A fields include: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physician assistant.

Group B includes professional fields where access is not as significant a problem but where states wish to offset high nonresident and private institution tuition charges for their residents. The five Group B fields are: architecture, graduate library studies, graduate nursing, pharmacy, and public health.

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. Students are bearing heavier financial burdens as tuition and fees increase at public and private institutions.

For a number of years, support fees were set to approximate the average cost of instruction for all schools in a given field. The commission later based support fees on the differential between resident and nonresident tuition in order to reduce costs to the states; the fees exceeded nonresident tuition in all public institutions in each field to provide a sufficient incentive to the participating institutions. As tuition has increased at professional schools, the differential has decreased and PSEP no longer provides as significant an incentive to receiving institutions. In some cases there is no fiscal incentive: nonresident tuition exceeds WICHE support (the sum of the support fee and resident tuition paid by the student) in several PSEP receiving institutions.

These conditions have significantly increased the costs to students in all fields, particularly for those enrolled in private institutions (for both Group A and all Group B fields). Students enrolled in public institutions in Group A fields pay resident tuition; the institutions receive a support fee that is intended to cover the nonresident tuition differential. In Group B fields, students pay resident tuition in public institutions, but if the support fee is not sufficient to cover the nonresident tuition differential, the school may charge the balance to the student. For students enrolled in private institutions in both Group A and Group B fields, the students are charged one-third of full tuition, but if that amount and the support fee do not equal the schools' full tuition, the institution may charge the balance to the student. In nearly every private institution that participates in PSEP, the students' tuition charges exceed the one-third of full tuition rate; in many cases PSEP students are paying nearly one-half of the full tuition level in private institutions.

Table 1
Financial Incentive to Enroll PSEP Students, by Field (Public Institutions)
2003-04

			WICHE support* as a percentage of nonresident tuition (lowest)	WICHE support* as a percentage of nonresident tuition (highest)	Number of schools in which WICHE support is less than nonresident tuition
Medicine			58.5%	144.8%	2 of 14
Dentistry			76.5%	117.0%	2 of 6
Veterinary Medicine			98.6%	140.1%	1 of 4
Physical Therapy			68.8%	156.8%	4 of 9
Occupational Therapy			82.4%	129.8%	3 of 5
Optometry			91.9%	N/A	1 of 1
Physician Assistant			71.9%	127.9%	4 of 6
*WICHE support includes the support fee and resident tuition and fees.					

Further complicating this process is the challenge the WICHE Commission faces in making assumptions about the expected level of *future* increases in tuition. This is an imprecise science, as the support fees are set two and three years in advance to provide sufficient notice to all involved parties.

In academic year 2003-04, at least one public institution in each Group A field does not receive the full nonresident tuition differential at the current support fee level. The support fee levels that are proposed for the next biennium will exacerbate that situation – double-digit percentage increases in support fees would be needed to reach the full differential in some instances.

In an effort to attempt a compromise, WICHE staff propose to increase support fees by 2 percent for each year of the biennium (a rate that is comparable to the Consumer Price Index increase for the past year). Staff also proposes increasing the base support fee in the fields of dentistry and optometry by \$2,000; and extending the length of WICHE support in the field of physical therapy from the current maximum of three academic years to a maximum of three academic years plus six months (33 months or 11 quarters).

Table 2
Proposed Support Fees for the Biennium 2005-2006 and 2006-2007

Field	Approved 2004-05	Recommended 2005-06	Recommended 2006-07
Group A			
Medicine	\$24,600	\$25,100	\$25,600
Dentistry	17,200	19,500	19,900
Veterinary Medicine	24,400	24,900	25,400
Physical Therapy	9,000	9,200	9,400
Occupational Therapy	9,000	9,200	9,400
Optometry	11,100	13,300	13,600
Podiatry	11,400	11,600	11,900
Osteopathic Medicine	16,300	16,600	17,000
Physician Assistant	8,800	9,000	9,200
Group B			
Graduate Library Studies	5,400	5,500	5,600
Pharmacy	5,900	6,000	6,100
Public Health	6,200	6,300	6,500
Architecture	4,100	4,200	4,300
Graduate Nursing	4,500	4,600	4,700

An analysis of the support fee recommendations for each of the fields, along with the projected fiscal impact by state, follows.

<u>Group A Field</u>	<u>Page</u>	<u>State</u>	<u>Page</u>
Medicine	7-10	Alaska	7-24
Dentistry	7-11	Arizona	7-24
Veterinary Medicine	7-13	Colorado	7-24
Physical Therapy	7-14	Hawaii	7-24
Occupational Therapy	7-16	Idaho	7-24
Optometry	7-17	Montana	7-25
Podiatry	7-18	New Mexico	7-25
Osteopathic Medicine	7-18	Nevada	7-25
Physician Assistant	7-19	North Dakota	7-25
		Oregon	7-25
<u>Group B Field</u>		Utah	7-26
Architecture	7-21	Washington	7-26
Graduate Library Studies	7-21	Wyoming	7-26
Pharmacy	7-22		
Public Health	7-22		
Graduate Nursing	7-23		

Medicine

Montana currently supports 23 students in this field and Wyoming supports 21. The support fee rate for 2004-05 is \$24,600. The proposed fees are \$25,100 for 2005-06 and \$25,600 for 2006-07 (representing a 2 percent increase each year).

During the last biennium when support fees were last considered, WICHE increased the support fee in medicine for the first time since 1988, due to large increases in nonresident tuitions in the past few years and the fact that the WICHE support fee differential had narrowed in almost all of the public institutions.

In 2003-04, the \$23,700 support fee and the resident tuition paid by a WICHE student does not entirely cover the nonresident tuition in two schools (the University of Colorado Health Sciences Center and the University of North Dakota), which enroll 12 of the 44 total WICHE students. Yet both schools continue to accept WICHE students at the current support fee rate. Loma Linda's medical school, the only private institution with WICHE students again this year, charges the minimum WICHE tuition rate (one-third of the normal rate) and does not assess a surcharge.

Access to medical schools is a continuing problem for WICHE states that do not operate their own medical schools or participate in a regional program. Only Oregon Health & Science University's medical program takes a significant number of nonsupported students from WICHE states or outside the region. Only 15 percent of the medical students enrolled in the WICHE region are not supported by WICHE or are out-of-region nonresidents, an increase from 9 percent two years ago. However, with the exception of Oregon's program, demand remains strong and all medical schools in the region enrol fewer than 10 percent of their applicants.

Support Fee Analysis - Medicine					
Comparison of tuition and fees to WICHE support levels					
SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$23,700	\$24,600	2005-06 \$25,100	2006-07 \$25,600	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
U. Arizona	4	N/A*	\$11,578	N/A*	N/A*
U.C., Berkeley/UCSF	0	\$26,278	14,033	\$37,733	143.59%
U.C., Davis	0	28,120	15,875	39,575	140.74%
U.C., Irvine	0	25,544	13,299	36,999	144.84%
U.C., Los Angeles	0	27,418	15,173	38,873	141.78%
U.C., San Diego	0	27,815	15,570	39,270	141.18%
U.C., San Francisco	0	28,222	15,977	39,677	140.59%
U. Colorado HSC	8	67,415	15,748	39,448	58.52%
U. Hawaii	0	28,654	14,950	38,650	134.89%
U. Nevada	3	29,185	11,607	35,307	120.98%
U. New Mexico	3	31,409	12,013	35,713	113.70%
U. North Dakota	4	42,393	16,773	40,473	95.47%
Oregon HSU	14	36,954	23,214	46,914	126.95%
U. Utah	4	27,761	13,885	37,585	135.39%
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Loma Linda U.	4	\$31,600	\$10,533	\$10,533	0.00%
Stanford U.	0	33,063	11,021	11,021	0.00%
U. So. California	0	35,052	11,684	11,684	0.00%
Total	44				

*The U. of Arizona does not have a nonresident rate - they enroll only Arizona residents or students supported through WICHE.

Dentistry

Eight WICHE states are sending 96 students to eight dental schools in the region; four of those states (NV, NM, ND, WY) also support 44 students attending out-of-region schools administered by WICHE. Arizona supports 42 students, followed by Nevada with 27, New Mexico with 23, Wyoming with 19, North Dakota with 13, Alaska with six and Hawaii and Montana with five each. The 2004-05 support fee is \$17,200. Staff propose to increase the base support fee in dentistry by \$2,000, in addition to the 2 percent proposed increase. This adjustment is necessary because of increased institutional costs of providing dental education. This recommendation is made in response to feedback received from one of the participating institutions, as well as information we have gathered on the costs of dental education. Increasing the base fee by \$2,000 will result in support fees of \$19,500 for 2005-06 and \$19,900 for 2006-07.

Dr. Howard Landesman, dean of the University of Colorado Health Sciences Center School of Dentistry, in a letter of March 28, 2004, stated that CU's resident tuition is lower than tuitions at the other participating dental programs. The program currently supports the largest number of WICHE students in the region: 39 students. With an overall funding reduction of 34 percent over the last two years affecting all programs on the UCHSC campus, the dental school anticipates no state funding increases in FY 05. While he is pleased that a 2 percent support fee increase is being requested for each year of the biennium, Dean Landesman notes "fair and reasonable student tuition is even more critical to our overall budget than ever before." He reports that national data shows that the cost to educate a dental student far exceeds the cost to educate one in medicine, but that the WICHE support fee in dentistry is \$7,000 less than medicine. For these reasons, Dean Landesman asks that consideration be given for a leveling increase in the field of dentistry in addition to the 2 percent proposed increase. John Killip, the assistant dean of student programs, and Edgar Ellyson, the assistant dean of business affairs at the University of Missouri, Kansas City, with five New Mexico students, approve the recommendation.

The support fee for 2003-04 and resident tuition is less than the nonresident tuition in two public institutions: it is 24 percent less at the University of Colorado Health Sciences Center and 2 percent less at the University of Washington. WICHE support exceeds nonresident tuition by 16 percent at both the University of California, San Francisco, and at the Oregon Health & Sciences University, and by 15 percent at the University of California, Los Angeles. In the three participating private institutions, students must pay surcharges over the normal WICHE tuition rate (one-third of the normal tuition plus fees) ranging from 70 to 99 percent. At the two new schools (the University of Nevada, Las Vegas, a public institution; and the Arizona School of Dental and Oral Health, a private institution) the current support fee and the resident tuition at UNLV is less than the nonresident tuition by about 6 percent and will result in a 35 percent surcharge to students enrolling at the new Arizona school.

Access to dental schools is a continuing problem for most WICHE states that do not operate their own schools. Seventeen percent of the enrolled students in public dental schools are out-of-region nonresidents or nonsupported WICHE students – an increase from 8 percent two years ago. Demand for dental education continues to be very strong, and the participating schools only enroll about 8 percent of their applicants. With the addition of the two new schools, which were granted an exception to WICHE's policy requesting that they have full accreditation, that picture is expected to moderate.

Support Fee Analysis - Dentistry

Comparison of tuition and fees to WICHE support levels
WICHE region Schools

SUPPORT FEE:	2003-04	2004-05	Proposed:	
	\$16,500	\$17,200	2005-06 \$19,500	2006-07 \$19,900

PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
U.C., Los Angeles	1	\$25,056	\$12,811	\$29,311	116.98%
U.C., San Francisco	3	27,729	15,484	31,984	115.34%
U. Colorado HSC	39	35,726	10,836	27,336	76.52%
Oregon HSU	22	29,500	17,950	34,450	116.78%
U. Washington	5	29,388	12,388	28,888	98.30%
New school: U. Nevada, Las Vegas	0	55,000	35,000	51,500	93.64%

PRIVATE	No. of WICHE students 2001-2002	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Loma Linda U.	7	\$38,212	\$12,737	\$21,712	70.46%
U. of the Pacific	15	52,250	17,417	30,250	73.68%
U. So. California	4	49,197	16,399	32,697	99.38%
New school: Arizona Sch Dental & Oral Hlth	0	30,000	10,000	13,500	35.00%
Total	<u>96</u>				

Support Fee Analysis - Dentistry

Comparison of tuition and fees to WICHE support levels
Out of region Schools

SUPPORT FEE:	2003-04	2004-05	Proposed:	
	\$16,500	\$17,200	2005-06 \$19,500	2006-07 \$19,900

PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
U. Missouri, Kansas City (NM)	5	\$40,719	\$20,601	\$37,101	91.11%
U. Nebraska (ND & WY)	11	39,453	14,604	31,104	78.84%

PRIVATE	No. of WICHE students 2001-2002	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Creighton U. (NV, NM, ND & WY)	27	\$29,228	\$9,743	\$12,738	30.74%
Marquette U. (ND)	1	35,400	11,800	26,650	125.85%
Total	<u>44</u>				

Veterinary Medicine

Veterinary medicine continues to be the largest PSEP field: 209 students are supported by eight states. The sending states and the students they support include: Arizona with 62, Montana with 35, New Mexico with 32, Wyoming with 28, Utah with 25, Nevada with 16, Hawaii with seven, and North Dakota with four. The 2004-05 support fee is \$24,400. The proposed fees are \$24,900 for 2005-06 and \$25,400 for 2006-07 (2 percent annual increases).

Colorado State University (CSU) receives the most WICHE students (161), followed by Washington State University (WSU) with 45, and Oregon State University (OSU) with 3. Until 2003-04, CSU set its nonresident tuition as the sum of resident tuition and the WICHE support fee. However, this year, the support fee and the resident tuition paid by the student is 2 percent less than the nonresident tuition. WICHE tuition exceeds nonresident tuition by a margin of 21 percent at WSU and 36 percent at OSU, showing a significant decrease in these margins from two years ago.

Access to veterinary medicine is very tight; only 11 percent of students in the WICHE region are out-of-region nonresidents or nonsupported WICHE students. Collectively, the participating institutions enroll fewer than 11 percent of their applicants.

Washington State University is pleased with the recommended increase for veterinary medicine. Dean Warwick Bayly urges states to seriously consider restoring the number of WICHE supported positions in that field from the current levels of approximately 44 to the historic levels of approximately 80. WSU currently enrolls 45 WICHE students. He says that vital animal and public health issues, as well as issues of food safety, emerging disease, and biosecurity, are at stake in all WICHE states, and there is increased need for veterinary graduates.

Support Fee Analysis - Veterinary Medicine

Comparison of tuition and fees to WICHE support levels
WICHE region schools

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$23,500	\$24,400	2005-06 \$24,900	2006-07 \$25,400	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
U.C., Davis	0	\$28,081	\$15,836	\$39,336	140.08%
Colorado State U.	161	34,444	10,444	33,944	98.55%
Oregon State U.	3	28,284	14,911	38,411	135.80%
Washington State U.	45	29,278	11,846	35,346	120.73%
Total	209				

Support Fee Analysis - Veterinary Medicine

Comparison of tuition and fees to WICHE support levels
Out of region schools

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$23,500	\$24,400	2005-06 \$24,900	2006-07 \$25,400	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
Kansas State U. (ND & WY)	0	\$29,380	\$10,590	\$34,090	116.03%
Total	0				

Physical Therapy

Four states are supporting 37 students at nine of the 19 participating physical therapy programs in the region: Wyoming sends 18; Hawaii, 13; and 4 each from Alaska and Oregon. Oregon is not supporting any new students in physical therapy for either the 2003-04 or 2004-05 years. The 2004-05 support fee rate is \$9,000. The proposed fees are \$9,200 for 2005-06 and \$9,400 for 2006-07 (2 percent annual increases). Staff also recommends that the length of WICHE support in the field of physical therapy be increased from the current maximum of three academic years (six semesters or nine quarters) to a maximum of three academic years plus six months (or 11 quarters). Sixteen of 19 PT programs have gone from the master's in physical therapy (MPT) to the doctorate of physical therapy (DPT); and 13 of 19 programs will be longer than the "three academic year" length that is currently supported.

This recommendation is made in response to the feedback staff received from several of the participating institutions. A summary of their comments follows.

The University of the Pacific Physical Therapy Department suggests having a different support fee in physical therapy for those schools that offer the master's degree and those that offer the doctorate of physical therapy, which has much higher tuition. Two PSEP students are enrolled in this program.

The University of Colorado (with three PSEP students) noted that they will be moving to the DPT degree beginning fall 2004, and both the length and cost of the program will increase substantially. For the 2004-05 academic year, resident tuition has been set at \$18,409, and nonresident tuition will be \$31,898. With the \$18,409 tuition differential, the \$9,200 physical therapy support fee approved by the WICHE Commission in 2002 for the 2004-05 academic year will be half of what the program needs. Nancey Bookstein, chair, says that increasing physical therapy support fees by only 2 percent will force them into no longer accepting WICHE students.

The University of New Mexico's program is still at the master's level, but they have not had any WICHE supported students in a few years. Although director Ron Andrews felt that the proposed 2 percent increase seemed low, he said it was probably reasonable considering the economic factors affecting the states. UNM's tuition differential is also expected to increase next year.

The University of North Dakota is supportive of the proposed fees. However, Tom Mohr, chairman, noted that the total number of funded positions has dropped dramatically over the last few years, so there is less incentive to selectively recruit WICHE students; 13 PSEP students are currently enrolled. He said most of the students end up paying nonresident tuition in absence of WICHE support.

The University of Puget Sound, with six PSEP students, simply appreciates any funding provided to physical therapy students and hopes that Oregon's funding situation improves soon.

The University of Washington notes that if their program ran only three terms per year, the support fees recommended would be adequate. But since the total length for physical therapy support is three academic years, and their program length is 11 successive quarters, WICHE students are required to pay the nonresident tuition for the two uncovered quarters during the summers. Laura Robinson, curriculum coordinator, asks that the length of support be increased in this field.

Support Fee Analysis - Physical Therapy

Comparison of tuition and fees to WICHE support levels

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$8,700	\$9,000	2005-06 \$9,200	2006-07 \$9,400	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
Ca. St. U., Fresno	0	\$11,040	\$2,580	\$11,280	102.17%
U. Colorado HSC	3	31,232	9,882	21,482	68.78%
Idaho St. U.	0	14,764	5,546	14,246	96.49%
U. Montana	1	19,326	9,554	19,421	100.49%
U. New Mexico	0	17,821	6,765	19,815	111.19%
U. North Dakota	13	10,526	7,806	16,506	156.81%
U. Utah	0	22,956	10,218	18,918	82.41%
E. Washington U.	3	17,085	5,772	14,472	84.71%
U. Washington	2	22,400	11,600	23,200	103.57%
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
AZ School of Health Sci.	0	\$19,100	\$6,367	\$10,400	63.35%
Chapman Univ.	0	22,710	7,570	9,600	26.82%
Loma Linda U.	0	25,704	8,568	17,004	98.46%
Mt. St. Mary's Col	0	33,264	11,088	20,214	82.31%
Samuel Merritt Col.	0	28,652	9,551	15,602	63.36%
U. So. California	2	28,652	9,551	19,952	108.91%
U. of the Pacific	2	23,180	7,727	10,150	31.36%
Western U.	0	25,500	8,500	16,800	97.65%
Pacific U.	5	19,656	6,552	10,956	67.22%
U. Puget Sound	6	19,180	6,393	10,480	63.92%
Total	37				

Occupational Therapy

Only three of seven WICHE states are supporting 13 students in this field: Arizona, six; Hawaii, five; and Montana two. Oregon is not supporting any new students in occupational therapy for either the 2003-04 or 2004-05 years. The 2004-05 support fee rate is \$9,000. Proposed rates are \$9,200 for 2005-06 and \$9,400 for 2006-07 (2 percent annual increases).

The number of enrollments in PSEP occupational therapy programs continues to decline. Only three of the 13 occupational therapy students are enrolled at public institutions. WICHE support (the amount of the support fee and resident tuition) is 6 percent below the nonresident tuition at the University of Washington, but it exceeds the nonresident rate by 30 percent at the University of North Dakota. Students from WICHE states attend six of the seven private institutions and pay tuition surcharges at all of those institutions. The surcharges range from 45 percent to 109 percent.

Cuts in the federal reimbursement for OT services continue to have a dramatic affect on this profession. Approximately 55 percent of all applicants were accepted into public and private OT programs last fall; 23 percent of the schools' students are out-of-region nonresidents or nonsupported WICHE students.

Support Fee Analysis - Occupational Therapy

Comparison of tuition and fees to WICHE support levels

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$8,700	\$9,000	2005-06 \$9,200	2006-07 \$9,400	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
Idaho State U.	0	\$14,764	\$5,546	\$14,246	96.49%
U. New Mexico	0	12,271	3,603	12,303	100.26%
U. North Dakota	1	9,902	4,156	12,856	129.83%
U. Utah	0	22,956	10,218	18,918	82.41%
U. Washington	2	16,794	7,071	15,771	93.91%
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
AZ School of Health Sci.	3	\$19,100	\$6,367	\$10,400	63.35%
Midwestern U.	3	16,887	5,629	8,187	45.44%
Loma Linda U.	0	24,636	8,212	15,936	94.06%
Samuel Merritt Col.	1	25,914	8,638	17,214	99.28%
U. So. California	1	28,679	9,560	19,979	108.99%
Pacific U.	1	17,849	5,950	9,149	53.77%
U. Puget Sound	1	23,850	7,950	15,150	90.57%
Total	13				

Optometry

Twelve states are supporting 138 students at three programs in the region: Wyoming supports 24; North Dakota, 22; Arizona, 16; Colorado, 15; Utah, 14; Nevada and Washington, 10 each; Hawaii and Idaho, eight each; four each from Montana and New Mexico; and Oregon, three. Oregon is not supporting any new students in optometry for either the 2003-04 or 2004-05 years. The 2004-05 support fee rate is \$11,100. The proposed rates are \$13,300 for 2005-06 and \$13,600 for 2006-07, which represents a base increase of \$2,000, plus 2 percent each year.

WICHE support (the support fee plus resident tuition) is 92 percent of nonresident tuition and fees at the University of California, Berkeley, the only public institution where PSEP optometry students are enrolled. This is a further decline from the 98 percent of nonresident tuition and fees two years ago. In the two private institutions that participate, the 131 students pay surcharges over the WICHE rate (one third of regular tuition and fees) of 55 percent at the Southern California College of Optometry and 63 percent at Pacific University.

Access to optometry schools continues to be somewhat limited, but less so than two years ago; almost 29 percent of students in the California program are out-of-region nonresidents or nonsupported WICHE students. Traditionally, the three schools enroll approximately 27-30 percent of their applicants.

A comprehensive letter was received from Dennis Levi, dean, and Richard Van Sluyters, assistant dean, at the University of California, Berkeley. With seven students, they report that the WICHE support "has seriously failed to keep up with the rapidly rising cost of nonresident tuition." With the current support fee of \$10,700, the shortfall for their WICHE students is \$1,791 per student, or \$12,537. The program used scarce departmental funds to make up this difference this year. The overall budget for the U.C. system for 2004-05 has yet to be set, but it is clear that tuition costs will have to rise again, with estimates in the neighborhood of 20 percent. As a result of the escalating shortfall, "beginning with FY 2004-2005 the financial impact of the failure of the WICHE PSEP to keep pace with the rising cost of tuition in the U.C. System will be borne by each of our WICHE optometry students."

Support Fee Analysis - Optometry

Comparison of tuition and fees to WICHE support levels
WICHE region schools

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$10,700	\$11,100	2005-06 \$13,300	2006-07 \$13,600	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
U.C., Berkeley	7	\$22,070	\$9,579	\$20,279	91.88%
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
So. Calif. Col of Opt.	48	\$22,065	\$7,355	\$11,365	54.52%
Pacific U.	83	23,436	7,812	12,736	63.03%
Total	138				

Support Fee Analysis - Optometry

Comparison of tuition and fees to WICHE support levels
Out of region schools

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$10,700	\$11,100	2005-06 \$13,300	2006-07 \$13,600	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
Ohio State U.	0	\$35,463	\$12,441	\$23,141	65.25%
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Illinois Col. Of Opt. (ND)	5	\$23,979	\$7,993	\$13,279	66.13%
Total	5				

Podiatry

Only two of five eligible states support students in this field: Utah, three; and Wyoming, one. The 2004-05 support fee is \$11,400. The proposed fees are \$11,600 for 2005-06 and \$11,900 for 2006-07.

No public institution in the WICHE region offer this program, but a new private program is now being offered at Midwestern University (Arizona campus) with the first class matriculating in fall of 2004. That program has indicated its interest in participating in WICHE once it receives full accreditation. The California program is now affiliated with Samuel Merritt College and currently charges students a 46 percent surcharge over the WICHE rate (one third regular tuition and fees).

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$11,000	\$11,400	2005-06 \$11,600	2006-07 \$11,900	
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Calif. Sch. of Pod. Med. of SMC	4	\$21,404	\$7,135	\$10,404	45.82%
Total	4				

Osteopathic Medicine

Five states support 36 students in this field: Arizona, 16 (with five additional ones in an out-of-region program); Wyoming, seven; Montana, six; Washington, four; and New Mexico, three. The 2004-05 support fee is \$16,300. The proposed fees are \$16,600 for 2005-06 and \$17,000 for 2006-07.

There are no public institutions in the WICHE region that offer this program. PSEP students are enrolled in three private institutions. Touro University in California currently charges a 41 percent surcharge over the WICHE rate (one third regular tuition and fees); Western University, also in California, assesses a 49 percent surcharge; and the Arizona College of Osteopathic Medicine levies a 54 percent surcharge. These surcharges are only slightly larger than two years ago.

Support Fee Analysis - Osteopathic Medicine

Comparison of tuition and fees to WICHE support levels
WICHE region schools

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$15,700	\$16,300	2005-06 \$16,600	2006-07 \$17,000	
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Arizona Col. Of Osteo Med.	24	\$32,251	\$10,750	\$16,551	53.96%
Touro U.	4	29,650	9,883	13,950	41.15%
Western U.	8	31,115	10,372	15,415	48.63%
Total	36				

Support Fee Analysis - Osteopathic Medicine

Comparison of tuition and fees to WICHE support levels
Out of region schools

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$15,700	\$16,300	2005-06 \$16,600	2006-07 \$17,000	
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
AT Still U. (AZ)	5	\$29,900	\$9,967	\$14,200	42.47%
Total	5				

Physician Assistant

Three of four eligible states support 18 students in eight institutions; Arizona assists 10, Nevada sends six, and Wyoming sends two. The 2004-05 support fee is \$8,800. The proposed fees are \$9,000 for 2005-06 and \$9,200 for 2006-07 (a 2 percent increase each year).

Only two public institutions out of six enroll PSEP students: the University of Washington enrolls three; and Idaho State University enrolls one. In four public programs, the WICHE rate (the support fee plus resident tuition) is less than the nonresident tuition, ranging from 72 percent at the University of California, Davis, to 99 percent at the University of Utah. In only one public institution (Oregon Health & Sciences University), does the WICHE rate exceed nonresident tuition. Students in the private institutions pay surcharges ranging from 13 percent at Midwestern University to 111 percent at the University of Southern California.

Access to physician assistant programs is somewhat limited; with about 35 percent of students enrolling in public institutions being from out-of-region or nonsupported WICHE students. The public and private schools participating in the WICHE program accepted about 19 percent of their applicants last fall.

Support Fee Analysis - Physician Assistant

Comparison of tuition and required fees to WICHE support levels

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$8,500	\$8,800	2005-06 \$9,000	2006-07 \$9,200	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Support Fee & Resident T and F	"WICHE Support" as a percent of Nonresident T and F
U. C., Davis	0	\$18,634	\$4,904	\$13,404	71.93%
U. Colorado HSC	0	24,425	10,019	21,352	87.42%
Idaho State U.	1	28,665	16,845	28,178	98.30%
Oregon Health Sciences U	0	21,420	16,056	27,389	127.87%
U. Utah HSC	0	24,452	12,845	24,178	98.88%
U. Washington	3	15,600	N/A	N/A	N/A
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
AZ School of Health Sci.	4	\$19,100	\$6,367	\$7,767	21.99%
Midwestern U.	6	18,227	6,076	6,894	13.47%
Loma Linda U.	1	24,696	8,232	16,196	96.74%
U. So. California	1	28,652	9,551	20,152	111.00%
Western U.	1	21,205	7,068	12,705	79.75%
Pacific U	1	18,765	6,255	7,432	18.82%
Total	18				

Group B Fields

Graduate Library Studies, Pharmacy, Public Health, Architecture, and Graduate Nursing

The five fields in Group B represent only about 6 percent of all PSEP students. With few exceptions, students pay significant tuition surcharges in the Group B fields, although there is still usually a major savings to the student over nonresident or private institution tuition. Increases of 2 percent in each year of the biennium are proposed for each of the five fields for 2005-06 and 2006-07.

- Architecture: Wyoming is supporting one student at Arizona State University and two students at Montana State University.
- Graduate library studies: New Mexico sends one student to the University of Arizona.
- Pharmacy: Three students from Alaska, and 15 students each from Hawaii and Nevada are attending 10 institutions in the region.
- Public health: One student from Montana is attending the University of Washington.
- Graduate nursing: This field was reactivated at the Ph.D. level at the November commission meeting. Interested schools have been sent contracts to participate, and an update will be provided at the May meeting.

Three comments regarding the proposed support fees were received from programs in Group B fields. The University of Washington indicated that its board of regents is proposing a 5 percent tuition increase for graduate students next year, which would affect the graduate library program. If approved by the legislature this summer, the tuition increase will exceed the proposed 2 percent support fee increase. However, Lindsay Boswell, program coordinator, appreciates that WICHE acknowledges that tuition is increasing as state funding for public universities is decreasing in many states. No PSEP students are currently enrolled in this program.

The Oregon State University pharmacy dean noted their program enrolls the largest number of WICHE students in that field: eight students. Wayne Kradjan said that while both Hawaii and Nevada are developing new pharmacy programs, it would be far cheaper for those states to pay the "differential

between resident and nonresident fees than to invest the millions of dollars it takes to run a full on-site program."

The University of California, Berkeley, public health program indicated that the U.C. Regents increased fees this year by 30 percent and have proposed to increase those fees again for next year by 40 percent. Although they have not had a WICHE student enroll in the past few years, "every bit of support helps our students," said Gloria Sawiris, student affairs officer.

The North Dakota University System has no problem with the proposed increases. The University of Wyoming's Robert Kelley, dean of medical education and public health, commented that they won't be able to get any additional funding until 2006 as the state legislature has adjourned. If they "do not secure last year's projected increase in the 2006 budget session, we will inevitably end up cutting down on the number of new slots available."

Support Fee Analysis - Architecture					
Comparison of tuition and required fees to WICHE support levels					
SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$4,000	\$4,100	2005-06	2006-07	
			2005-06	2006-07	
			\$4,200	\$4,300	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Actual Tuition Paid by WICHE Student	Difference between WICHE student & Resident Tuition
Arizona St. U.	1	\$12,228	\$3,708	\$8,228	221.90%
U.C., Berkeley	0	17,195	4,704	13,195	280.51%
U. Colorado Denver	0	17,074	4,088	13,074	319.81%
U. Hawaii	0	10,760	4,616	6,760	146.45%
Montana St. U.	2	12,460	4,070	8,460	207.86%
U. New Mexico	0	12,271	3,603	8,271	229.56%
U. Oregon	0	13,689	8,910	9,689	108.74%
U. Utah	0	10,739	4,049	6,739	166.44%
U. Washington	0	17,044	7,321	13,044	178.17%
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
U. So. California	0	\$28,692	\$9,564	\$24,692	158.18%
Total	3				

Support Fee Analysis - Graduate Library Studies					
Comparison of tuition and required fees to WICHE support levels					
SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$5,200	\$5,400	2005-06	2006-07	
			2005-06	2006-07	
			\$5,500	\$5,600	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Actual Tuition Paid by WICHE Student	Difference between WICHE Student & Resident Tuition
U. Arizona	1	\$22,128	\$6,158	\$16,928	274.89%
San Jose St. U.	0	11,185	2,725	5,985	219.63%
U.C., Berkeley	0	17,975	5,484	12,775	232.95%
U.C., Los Angeles	0	16,996	4,751	11,796	248.28%
U. Hawaii	0	10,760	4,616	5,560	120.45%
U. Washington	0	17,044	7,321	11,844	161.78%
Total	1				

Support Fee Analysis - Pharmacy

Comparison of tuition and required fees to WICHE support levels

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$5,700	\$5,900	2005-06 \$6,000	2006-07 \$6,100	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Actual Tuition Paid by WICHE Student	Difference between WICHE student & Resident Tuition
U. Arizona	0	\$17,028	\$8,258	\$11,328	137.18%
U.C., San Francisco	0	24,493	12,248	18,793	153.44%
U. Colorado HSC	4	22,843	10,205	10,205	100.00%
Idaho St U.	1	14,668	4,976	8,968	180.23%
U. Montana	1	16,333	8,249	10,633	128.90%
U. New Mexico	0	24,941	7,668	19,241	250.93%
North Dakota St. U.	0	12,383	6,748	6,748	100.00%
Oregon St. U.	8	20,700	9,834	15,000	152.53%
U. Utah	0	16,116	7,466	10,416	139.51%
U. Washington	4	18,892	10,054	13,192	131.21%
Washington St. U.	4	18,720	9,884	13,020	131.73%
U. Wyoming	1	11,946	6,098	6,246	102.43%

PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Midwestern U.	2	\$24,889	\$8,296	\$17,289	108.39%
U. of the Pacific	6	36,240	12,080	27,690	129.22%
U. So. California	2	28,952	9,651	23,252	140.94%
Western U.	0	28,475	9,492	22,775	139.95%
Total	33				

Support Fee Analysis - Public Health

Comparison of tuition and required fees to WICHE support levels

SUPPORT FEE:	2003-04	2004-05	Proposed:		
	\$6,000	\$6,200	2005-06 \$6,300	2006-07 \$6,500	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Actual Tuition Paid by WICHE Student	Difference between WICHE student & Resident Tuition
San Diego St. U.	0	\$11,110	\$2,650	\$5,110	192.83%
U.C., Berkeley	0	17,975	5,484	11,975	218.36%
U.C., Los Angeles	0	18,808	6,318	12,808	202.72%
U. Colorado HSC	0	13,200	6,030	7,200	119.40%
U. Washington	1	7,695	N/A*	N/A*	N/A*

PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Loma Linda U.	0	\$445/unit	N/A	N/A	N/A
Total	1				

*The U. of Washington does not have a nonresident rate. All students are charged the same rate in this program.

Support Fee Analysis - Graduate Nursing

Comparison of tuition and required fees to WICHE support levels

SUPPORT FEE:	2004-05		Proposed:		
		\$4,500	2005-06 \$4,600	2006-07 \$4,700	
PUBLIC	No. of WICHE students 2003-04	2003-04 Nonresident Tuition and Fees	2003-04 Resident Tuition and Fees	2003-04 Actual Tuition Paid by WICHE Student	Difference between WICHE student & Resident Tuition
U.C., Los Angeles	0	\$12,245	\$6,318	\$7,745	122.59%
U. Hawaii	0	13,588	7,516	9,088	120.92%
U. North Dakota	0	9,196	3,886	4,696	120.84%
Oregon HSU	0	15,570	9,669	11,070	114.49%
U. Washington	0	22,060	9,096	17,560	193.05%
PRIVATE	No. of WICHE students 2003-04	2003-04 Regular Tuition and Fees	WICHE rate (1/3 of regular tuition and fees)	Actual tuition paid by WICHE students	Difference between actual tuition pd and WICHE rate (%)
Loma Linda U.	0	\$12,150	\$4,050	\$7,650	88.89%
Total	<u>0</u>				

Fiscal Impact of the Proposed PSEP Support Fees by State

Alaska						
FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Dentistry	6	103,200	117,000	13,800	119,400	2,400
Physical Therapy	4	36,000	36,800	800	37,600	800
Pharmacy	3	17,700	18,000	300	18,300	300
Total	13	156,900	171,800	14,900	175,300	3,500
Percent Change				9.5%		2.0%

Arizona						
FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Dentistry	42	722,400	819,000	96,600	835,800	16,800
Veterinary Medicine	62	1,512,800	1,543,800	31,000	1,574,800	31,000
Occupational Therapy	6	54,000	55,200	1,200	56,400	1,200
Optometry	16	177,600	212,800	35,200	217,600	4,800
Osteopathic Medicine	21	342,300	348,600	6,300	357,000	8,400
Physician Assistant	10	88,000	90,000	2,000	92,000	2,000
Total	157	2,897,100	3,069,400	172,300	3,133,600	64,200
Percent Change				5.9%		2.1%

The Arizona Board of Regents is supportive of the two percent increase recommended . They also understand the need for the additional increase in the fields of dentistry and optometry.

Colorado						
FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Optometry	22	244,200	292,600	48,400	299,200	6,600
Total	22	244,200	292,600	48,400	299,200	6,600
Percent Change				19.8%		2.3%

Hawaii						
FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Dentistry	5	86,000	97,500	11,500	99,500	2,000
Veterinary Medicine	7	170,800	174,300	3,500	177,800	3,500
Physical Therapy	13	117,000	119,600	2,600	122,200	2,600
Occupational Therapy	5	45,000	46,000	1,000	47,000	1,000
Optometry	8	88,800	106,400	17,600	108,800	2,400
Pharmacy	15	88,500	90,000	1,500	91,500	1,500
Total	53	596,100	633,800	37,700	646,800	13,000
Percent Change				6.3%		2.1%

Idaho						
FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Optometry	8	88,800	106,400	17,600	108,800	2,400
Total	8	88,800	106,400	17,600	108,800	2,400
Percent Change				19.8%		2.3%

Montana

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Medicine	23	565,800	577,300	11,500	588,800	11,500
Dentistry	5	86,000	97,500	11,500	99,500	2,000
Veterinary Medicine	35	854,000	871,500	17,500	889,000	17,500
Occupational Therapy	2	18,000	18,400	400	18,800	400
Optomety	4	44,400	53,200	8,800	54,400	1,200
Osteopathic Medicine	6	97,800	99,600	1,800	102,000	2,400
Public Health	1	6,200	6,300	100	6,500	200
Total	76	1,672,200	1,723,800	51,600	1,759,000	35,200
Percent Change				3.1%		2.0%

Nevada

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Dentistry	27	464,400	526,500	62,100	537,300	10,800
Veterinary Medicine	16	390,400	398,400	8,000	406,400	8,000
Optomety	10	111,000	133,000	22,000	136,000	3,000
Physician Assistant	6	52,800	54,000	1,200	55,200	1,200
Pharmacy	15	88,500	90,000	1,500	91,500	1,500
Total	74	1,107,100	1,201,900	94,800	1,226,400	24,500
Percent Change				8.6%		2.0%

New Mexico

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Dentistry	23	395,600	448,500	52,900	457,700	9,200
Veterinary Medicine	32	780,800	796,800	16,000	812,800	16,000
Optomety	4	44,400	53,200	8,800	54,400	1,200
Osteopathic Medicine	3	48,900	49,800	900	51,000	1,200
Graduate Library Studies	1	5,400	5,500	100	5,600	100
Total	63	1,275,100	1,353,800	78,700	1,381,500	27,700
Percent Change				6.2%		2.0%

North Dakota

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Dentistry	13	223,600	253,500	29,900	258,700	5,200
Veterinary Medicine	4	97,600	99,600	2,000	101,600	2,000
Optomety	27	299,700	359,100	59,400	367,200	8,100
Total	44	620,900	712,200	91,300	727,500	15,300
Percent Change				14.7%		2.1%

The North Dakota University System has no problem with the proposed increases. However, this statement was made prior to the further increases in dentistry and optometry.

Oregon

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Physical Therapy	4	36,000	36,800	800	37,600	800
Optomety	3	33,300	39,900	6,600	40,800	900
Total	7	69,300	76,700	7,400	78,400	1,700
Percent Change				10.7%		2.2%

Utah

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Veterinary Medicine	25	610,000	622,500	12,500	635,000	12,500
Optometry	14	155,400	186,200	30,800	190,400	4,200
Podiatry	3	34,200	34,800	600	35,700	900
Total	42	799,600	843,500	43,900	861,100	17,600
Percent Change				5.5%		2.1%

Washington

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Optometry	10	111,000	133,000	22,000	136,000	3,000
Osteopathic Medicine	4	65,200	66,400	1,200	68,000	1,600
Total	14	176,200	199,400	23,200	204,000	4,600
Percent Change				13.2%		2.3%

Wyoming

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Medicine	21	516,600	527,100	10,500	537,600	10,500
Dentistry	19	326,800	370,500	43,700	378,100	7,600
Veterinary Medicine	28	683,200	697,200	14,000	711,200	14,000
Physical Therapy	16	144,000	147,200	3,200	150,400	3,200
Optometry	24	266,400	319,200	52,800	326,400	7,200
Podiatry	1	11,400	11,600	200	11,900	300
Osteopathic Medicine	7	114,100	116,200	2,100	119,000	2,800
Physician Assistant	2	17,600	18,000	400	18,400	400
Architecture	3	12,300	12,600	300	12,900	300
Total	121	2,092,400	2,219,600	127,200	2,265,900	46,300
Percent Change				6.1%		2.1%

The University of Wyoming's Robert Kelley, Dean of Medical Education and Public Health, commented that they won't be able to get any additional funding until 2006 as the state legislature has adjourned. If they "do not secure last year's projected increase in the 2006 budget session, we will inevitably end up cutting down on the number of new slots available."

Totals by Academic Field

FIELD	No. of Students 2003-04	Projected fees 2004-05	Projected fees 2005-06	Projected increase over 2005-06	Projected fees 2006-07	Projected increase over 2005-06
Medicine	44	1,082,400	1,104,400	22,000	1,126,400	22,000
Dentistry	140	2,408,000	2,730,000	322,000	2,786,000	56,000
Veterinary Medicine	209	5,099,600	5,204,100	104,500	5,308,600	104,500
Physical Therapy	37	333,000	340,400	7,400	347,800	7,400
Occupational Therapy	13	117,000	119,600	2,600	122,200	2,600
Optometry	150	1,665,000	1,995,000	330,000	2,040,000	45,000
Podiatry	4	45,600	46,400	800	47,600	1,200
Osteopathic Medicine	41	668,300	680,600	12,300	697,000	16,400
Physician Assistant	18	158,400	162,000	3,600	165,600	3,600
Graduate Library Studies	1	5,400	5,500	100	5,600	100
Pharmacy	33	194,700	198,000	3,300	201,300	3,300
Public Health	1	6,200	6,300	100	6,500	200
Architecture	3	12,300	12,600	300	12,900	300
Total	694	11,795,900	12,604,900	809,000	12,867,500	262,600
Percent Change				6.9%		2.1%

Note: All tables show the fiscal impact of the proposed PSEP support fees based on current year enrollments. Actual funding levels will vary based on changes in enrollment and other factors.

Action Requested

Approval to increase PSEP support fees by 2 percent in Group A and Group B fields for each year of the biennium; to increase the base support fee in the fields of dentistry and optometry by \$2,000; and to extend the length of WICHE support in the field of physical therapy from the current maximum of three academic years to a maximum of three academic years plus six months (33 months or 11 quarters) as detailed in this action item.

WICHE FY 2004 - 2005 Workplan: Priority Themes & Activities

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

Annual *Tuition and Fees* report (GF)

WCET's Technology Costing Methodology project handbook (FIPSE)

Multiyear policy projects on higher ed finance and financial aid (Lumina Foundation)

Performance measurement improvement in the Western states public mental health programs

Influence of federal student aid resources on state and institutional student aid programs (Mundel)

National Policy Forum (Lumina)

Institute for Trustees (Lumina)

Institute for Governors' Policy Advisors (Lumina)

Institute for Legislators (Lumina)

Access

Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)

Accelerated learning initiatives (U.S. Dept. of Education)

Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)

Project on the collision between demand, access, and financial constraints (Ford)

Multiyear policy projects on higher ed finance and financial aid (Lumina Foundation)

High school graduates projections by state, race/ethnicity, and income

Children's mental health improvement projects in Wyoming and South Dakota

North American Student Exchange Program (FIPSE)

Student mobility and the utility of WUE (Morphew and Ford)

Innovation & Info-technology

Support of the NorthWest Academic Forum's regional initiatives (NWAf)

NEON, the Northwest Educational Outreach Network (FIPSE)

Western Cooperative for Educational Telecommunications initiatives

EduTools work to provide comparisons of electronic learning resources (WCET)

Building regional participation in the American TelEd Communications Alliance (self-funding)

North American higher education portal expansion (FIPSE)

Financing of information technology (Ford)

Best practices in online student services (WCET)

EduTools for AP courses (WCALO)

AP teacher professional development online (WCALO)

Workforce

Project on workforce issues and higher ed: nursing, teacher education, information technology, and faculty (Ford)

Mental health student exchange

Workforce Briefs (GF)

Building partnerships for competency: public mental health workforce development

Rural mental health training initiatives

Regional policy forum on workforce and economic development (Ford)

Accountability

Regional benchmarks (GF)

Regional Factbook: *Policy Indicators for Higher Education* (GF)

Policy Insights on a range of higher education issues (GF)

Guidelines in distance-delivered education for the regional accrediting agencies by WCET

Project on higher ed quality and accountability in a time of stable or declining enrollments (Ford)

Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)

Electronic alerts and clearinghouse (GF)

New Directions
(proposals have been approved by the commission)

Finance

Examination of the impact of revenue constraints on future viability of higher ed in the West (Ford and Lumina)
 Changing Direction — Phase 2 (Lumina)
 Technology Costing Methodology simplified spreadsheets (WCET)

Access

PSEP revitalization
 WUE student mobility study
 Institutional and faculty diversity initiatives (Equity Scorecard — subcontract with the University of Southern California)
 Two multistate forums on access in high-growth and low-growth states (Ford)
 Multistate forum on retention (Lumina)
 Study of accelerated-learning policies (Lumina)

Innovation & Info-technology

Policy forum on financing information technology in a limited-resource environment
 Acquiring a new WICHE facility and regional learning center
 Quality measures in e-learning (WCET and Lumina)
 EduTools course evaluations (WCET)

Workforce

Developing Student Exchange Program responses to critical workforce shortages
 Expanding professional advisory councils (health professions, vet medicine)

Accountability

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

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

Finance

Policy work on resident and nonresident tuition policies
 Property insurance and risk consortium
 WICHE service repayment program

Access

P-16 interactions to enhance preparation
 1st Dollar for Access (Ford)

Innovation & Info-technology

Expansion of NEON
 Exploring the development of portal technologies
 XAP

Workforce

WICHE licensure and credentialing service
 Recruiting leaders for Western higher education
 Assisting states in identifying academic program development needs

Accountability

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

DISCUSSION ITEM

Exploring an Insurance and Risk Management Venture in the WICHE Region

Background

WICHE is conducting a feasibility study to determine if colleges and universities in the West would join a regional insurance purchasing group to improve their insurance coverage and asset protection strategies while lowering their insurance costs. If several institutions participate, the insurance collaborative will lower costs for comprehensive property coverage and help to stabilize premium rates over time.

As WICHE explores this initiative, it is benefiting from the experience and counsel of the Midwestern Higher Education Compact – MHEC has operated a regional Master Property Program (MPP) since 1994. The Master Property Program helps colleges and universities in MHEC member states to broaden property insurance coverage, reduce premium costs, and encourage improved asset protection strategies; it also provides a group dividend when reduced losses are experienced. Collectively, the 36 participating institutions, with total insured values of over \$40 billion, have saved more than \$18.9 million. In April 2004, MHEC introduced a new initiative for institutions with less than 7,500 students who have found the MPP minimum policy deductible of \$25,000 per claim to be too high. MHEC receives an annual fee for administering the programs.

A survey of selected public and private institutions in the WICHE region is being completed to determine the eligibility and interest of public institutions and the interest of private institutions to participate in a regional insurance purchasing pool. Thus far, six states require their public institutions to participate in their state's risk management program: Arizona (though their community colleges are eligible), Idaho, North Dakota, New Mexico, Oregon, and Utah, while two other states – Colorado and Washington – require their statutory institutions to work through their state risk management program (though a bill in Colorado, if passed, would allow statutory institutions to opt out of the state program).

California and Montana are eligible to participate but have arrangements or plans for purchasing insurance that currently preclude their interest in participating in a WICHE group.

States with eligible and interested public institutions include Alaska, Nevada, and Wyoming, plus the University of Colorado System and the University of Washington. Hawaii is eligible to participate, though it is not known if they are interested. It is not yet known if South Dakota is eligible or interested. Private institutions expressing interest include the Thunderbird Garvin School for International Management in Arizona and the College of Santa Fe in New Mexico.

Religiously affiliated private institutions tend to seek coverage through their churches or a pool or group of religiously based schools. Some private nondenominational schools are in a pool of schools with similar size and needs. Large private institutions tend to manage their own risk management and insurance programs with significant self-insurance levels.

Significant interest and willingness to participate has been expressed by the University of Colorado System, the University of Wyoming, the University and Community College System of Nevada, and the University of Washington. There will likely be several others. Work has started to engage them in the assessment of their specific needs in a WICHE offering of the MHEC insurance programs under MHEC's policy provision for considering schools outside the MHEC region "on a case-by-case basis."

Details concerning the WICHE/MHEC partnership, including revenue sharing, and the timing of the participation by institutions in WICHE states are being worked on.

MHEC's Master Property Program

Institutions in six of the 10 member states in the Midwest Higher Education Compact participate in the Master Property Program: Illinois, Kansas, Michigan, Minnesota, Missouri, and Nebraska. The other four MHEC member states (Indiana, North Dakota, Ohio, and Wisconsin) have administrative or legislative requirements that restrict institutions' ability to purchase through the consortium or have opted not to participate to date. The current program is sponsored by MHEC and overseen by a committee of representatives from the member institutions. It is underwritten by insurance companies selected by the participating institutions and administered by the service team of Marsh, Inc., and Captive Resources LLC (CRI). MHEC provides the program coordination and staff support. The program is currently underwritten by Lexington AIG.

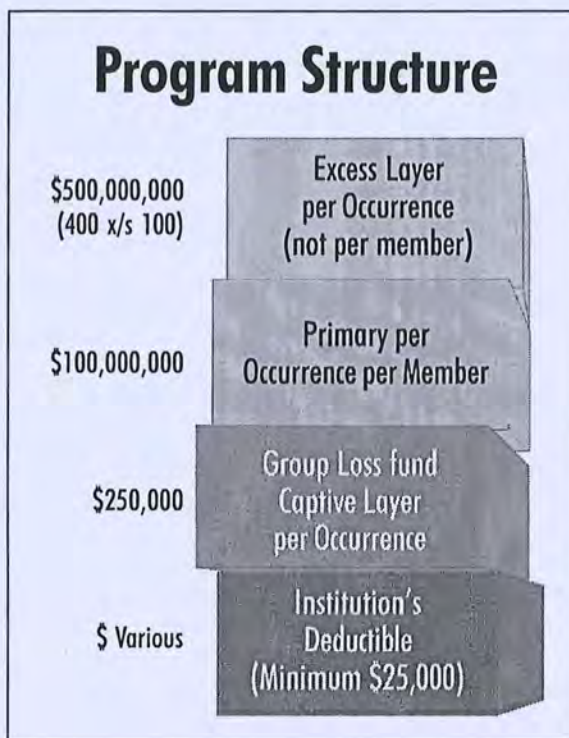
Public and private nonprofit colleges, universities, and community and technical colleges in the MHEC states may apply for admission to the Master Property Program. Acceptance is contingent upon approval by the memberships' oversight committee, service team and partner markets. Members must demonstrate that they have implemented good risk management practices on their campuses and have taken preventative measures to reduce avoidable losses over the years. Potential members are asked to provide a statement of insurable value by building, library values, fine art values, business interruption worksheets, five-year loss history, and loss control reports.

MHEC periodically issues a single request for proposal (RFP) on behalf of the participating institutions. Proposals are reviewed and an endorsed carrier is selected by the participating institutions.

The Master Property Program Committee, composed of representatives from each of the participating institutions, and its oversight committee, work with MHEC staff to direct the program. The Master Property Program Committee meets annually to review programmatic issues and to approve major policy changes and activities. The oversight committee directs the major operations of the program, overseeing the development of program policies, premium allocations, new program membership, and selection of program administrators and insurance underwriters. The oversight committee meets semiannually or as-needed to review and discuss program issues.

Program Structure

The Master Property Program utilizes a four-layer system to provide broad insurance coverage. Layer one: Each participating institution retains an individual deductible of at least \$25,000 that is applied to each claim. Layer two: Participating institutions pay into a group loss fund (also called the captive fund); the fund retains the next \$250,000 of loss coverage per occurrence, subject to an annual aggregate maximum of some \$4 million. Layer three: Any loss that exceeds the loss fund coverage is insured by the primary layer through Lexington Insurance Company. Layer four: an excess layer provides coverage per occurrence (not per member) up to \$500 million. This coverage is provided via a subscription policy, with Landmark America taking the lead. If the \$250,000 loss fund is depleted in any given year, the Lexington coverage automatically drops down and provides blanket insurance in excess of the members' individual deductible. Opportunities are provided for individual members to obtain additional coverage to meet their special needs; the Master Property Program provides the core insurance coverage and members retain flexibility to address their individual needs. Each institution, at their own discretion, may select to retain a local broker to work in



conjunction with the program's administrative team. A number of the MHEC member institutions retain the services of a local broker, while others do not.

Coverage Levels Available Through the Program

The Master Property Program's group size enables the members to benefit from broad coverage. The basic coverage for all members includes:

- \$500,000,000 limit in basic layered program.
- \$500,000,000 excess layer is available.
- \$100,000,000 earthquake, aggregate.
- \$100,000,000 flood (except \$50,000,000 for 100 year flood zones, as determined by FEMA) aggregate.
- \$100,000,000 terrorism.
- \$25,000,000 service interruption – property damage and time element.
- \$25,000,000 automatic coverage for 90 days.
- \$25,000,000 contingent time element.
- \$25,000,000 transit.
- \$25,000,000 miscellaneous unscheduled property in U.S. and Canada.
- \$1,000,000 incidental foreign, subject to policy territory.
- \$1,000,000 per occurrence/\$10,000 per person for personal property of students and patients.
- Ingress/egress – 30 pay period.
- \$500,000,000 for boiler and machinery coverage, subject to sublimits of \$5,000,000 for each of the following: perishable goods; hazardous substance; electronic data processing (including data restoration); expediting expense and CFC refrigerants.
- Crime coverage available as a program extension.

Program Dividends

After accounting for all MPP losses and expenses, end-of-year loss fund balances and interest income may be paid to the participating institutions, based on a dividend formula approved by the program participants. Institutions that have incurred a property loss during the year that exceeds the amount of their financial participation in the group loss fund are ineligible for a dividend payment. Institutions that leave the program forfeit their remaining equity, if any, in the loss fund. The MHEC service team and oversight committee are considering options to utilize future loss fund dividends to strengthen and grow the loss fund over time.

An Array of Services to Help Prevent Loss

The program administrator Marsh-Cleveland's risk consultants assist institutions by providing a variety of engineering services, including:

- Property loss prevention surveys – Consultants examine buildings with \$5 million or more of total insurable value and suggest strategies to improve safety and risk management. Color-coded insurance diagrams are created that provide an overview of each campus and related physical protection features. More extensive, maximum foreseeable loss evaluations are conducted for facilities with values exceeding \$100 million to ensure that they have proper property insurance capacity.

- Plan reviews and inspections – Building construction, fire protection, and fire alarm plans can be reviewed to help ensure the appropriate protection features are included in each remodel and new construction project. In addition, inspections of boilers and machinery can be performed when required by the respective jurisdiction.
- Infrared thermography surveys – Consultants use infrared thermography, an effective, nondestructive survey technique, to pinpoint problems in complex electrical and mechanical systems and to reduce energy usage.
- New construction and major remodel bid specs – Customized bid specs, that are in accordance with industry recognized Highly Protected Risk (HPR) property insurance standards, can be generated for each major remodel and new construction project.
- Web-based data management – Engineering information is assembled and tracked via a dedicated Web site. Members have access to their respective institution's data that may include recommendations, action plans, infrared thermography findings, and other elements.
- Annual loss control workshops – Institutions' risk managers and facilities personnel attend workshops convened by the MHEC Master Property Program to learn about risk management techniques and safety issues.

Claims Handling

An independent adjusting company, GAB Robins, handles all property claims for member institutions. Each member is required to report any loss that exceeds 50 percent of the member's institutional deductible. Member advocacy is provided by Marsh and CRI, as needed, to provide timely resolution of property claims.

Member Testimonials

"As one of the smaller institution members in the Master Property Program, we're able to access coverage and service that we could not otherwise afford. The Loss Control Workshop also provides a great forum to learn from others and allows me to network with my peers."

— Thomas D. Clayton
Insurance and Risk Manager, Johnson County Community Colleges, KS

"One of the wonderful things about our program is how our members stuck together during some tough times and the result has been a favorable rippling effect for higher education across the entire country."

— Wm. A. Payton
Director of Risk Management Division, University of Missouri

"The infrared thermography helped us find an electrical problem in one of our newly constructed buildings that could have been costly if it had gone undetected."

— George Kroder
Risk Manager, Saint Louis Community College, MO

"The RFP process used by MHEC met the State of Missouri's purchasing requirements making it unnecessary for our office to go through the long and tedious process of bidding insurance. By going with the MHEC program, they not only did all the bid preparation, but were able to negotiate much better rates and broader coverage than our office could have obtained independently."

— Carla Ahrens
Risk Management Specialist, State of Missouri

MHEC's Package Policy Initiative

On April 1, 2004, MHEC introduced a new initiative designed to meet the needs of smaller colleges and universities through a risk pooling arrangement that is similar to the MHEC Master Property Program. The program is targeting two-year and four-year public and private institutions with enrollments under 7,500 within the 10 MHEC member states. Many of the smaller institutions need to leverage their casualty and property coverage together and many have found the minimum policy deductible of the MPP too high. An oversight committee will be established to represent the institutional members in this regional program.

The mandatory insurance core coverage areas for members include:

- "All risk" property (including business income and boiler and machinery).
- Crime.
- General liability (including police professional and employee benefits liability).
- Automobile liability (including liability, physical damage, and statutory coverages).
- Educators' legal liability.
- Foreign liability.
- Miscellaneous professional (allied health).
- Umbrella/excess liability.

Members also may participate in these noncore coverages:

- Workers' compensation including employer's liability.
- Non-owned aviation.

The Package Policy Initiative will also provide a loss control program. Its elements will include most of the services provided by the Master Property Program along with fleet safety, casualty loss control management programs and policy reviews (safety audits, emergency response planning, alcohol abuse policies, etc.), campus security, dorm exposures, club sports/athletics, foreign travel, and other areas.

Next Steps

The results of the survey of selected two- and four-year public and private institutions in the WICHE region will help staff to assess the institutions' interest in participating. If the market survey results are favorable, we will explore partnering with MHEC to expand its Master Property Program to WICHE member states; WICHE and MHEC would share the revenues associated with the western states.

DISCUSSION ITEM

Exploring a WICHE Service Repayment Program

Summary

WICHE proposes to establish a service repayment program that would offer states assistance in managing various types of repayment obligation programs resulting from agreements between states and students. These programs typically require students who receive financial assistance for education to repay the state, through a specified amount of service or circumstance of service or by directly reimbursing the state. State participation in the WICHE Service Repayment Program would be voluntary.

Background

Several states have established programs in which students receive financial assistance in exchange for service to the state in their field of study. These programs frequently are in areas of high need, such as allied health, nursing, teaching, technology, etc. Sometimes these arrangements are established without the means or a full appreciation of the administrative implications of such programs under which states must:

- Regularly ascertain that the service is being provided, as promised.
- Establish and maintain repayment plans for students who fail to meet their service obligation.
- Adjudicate differences of opinion about the obligations incurred.
- Locate former students who have reneged and skipped out on their obligation.
- Redesign program policies and procedures to incorporate best practices.
- Report on the effectiveness of the programs to various constituencies.

Some states have developed programs that fully address all of these management functions. Others manage their payback programs through the state student loan programs. A number of states, however, have not yet fully developed the processes necessary to manage the legacy of the financial aid awards or they may need to reduce the costs of administering the programs.

Relevance to WICHE's Mission

WICHE is uniquely well suited to provide a service repayment program for the Western states for several reasons:

1. Our mission of fostering interstate collaboration provides us with the capacity to develop a set of services with sufficient economies of scale to provide states with higher-quality, lower-cost service than many can achieve alone.
2. WICHE's 50-year history of work in Western higher education provides a network of potential partners in the student loan industry and elsewhere to assist in developing state-of-the-art services in this area.
3. WICHE can assist the states on policy issues and best practices as states consider expanding or altering service obligation programs.

Program Description

WICHE proposes establishing a service repayment program that will provide states, on a voluntary basis, with high-quality management of these service obligation programs. WICHE will:

- Manage each participating state's programs consistent with its policy objectives.
- Establish a student friendly process for maintaining regular contact with participating students while they are in school.
- Monitor students' continued service or repayment during their period of commitment.
- Adjudicate disputes about repayment requirements.
- Establish and maintain loan repayment plans for participants who chose not to meet their service requirements.
- Develop sophisticated tracing and wage garnishment procedures to locate students who have skipped out on their obligations.

Financial Plan

If approved by the commission, staff will seek external support in the amount of \$750,000 over five years to establish this service. Beyond this period, the proposed plan calls for the service to be supported by fees for service charged to the participating states.

- Year One: Funding request: \$250,000 – to support development of the program and to secure staffing to operate the program.
- Year Two: Funding Request: \$200,000 – to implement the program initially with two states. These beta states would not be expected to contribute to the program in the first year because they would be test sites; they would be expected to provide financial support in subsequent years.
- Year Three: Funding Request: \$150,000 – to continue expansion of the program to an additional three states, with each of the states contributing \$10,000 toward the service in return for services of up to 50 enrolled students and up to 30 students in repayment.
- Year Four: Funding Request: \$100,000 – to continue expansion of the program and increase the matching requirement to \$20,000 per state.
- Year Five: Funding Request: \$50,000 – to maintain the program and increase the matching requirement to \$30,000 per state.
- Year Six: The program will achieve full self-sufficiency.

WICHE is eager to pursue the development of this service. Absent the capacity for states to effectively manage the increasing number of service obligation programs, the substantial public policy benefits associated with such programs will be at risk. Experience suggests that managing these activities is not easy. Given the limited levels of funding available for program management in many states, along with the economies of scale that would be available through interstate collaboration, the prospects for the success of this project are high – both with respect to the likely long-term financial success of the program and for the value added by WICHE to participating member states.

Next Steps

This new service role for WICHE will be discussed by the Programs and Services Committee during the May commission meeting. If there is sufficient interest in pursuing this new service role, a business plan will be developed and the services repayment program will be presented as an action item for the Executive Committee's consideration during a conference call meeting this summer.

DISCUSSION ITEM

Exploring a WICHE Licensure and Credentialing Service

Summary

WICHE proposes to establish a licensure and credentialing service that would offer assistance to states in licensing educational professionals and certifying the competence of individuals serving in fields other than education. State participation in the WICHE licensure and credentialing service would be voluntary.

Background

Virtually every state supports numerous offices that have responsibility for certifying professional competence through licensure or credentialing of individuals. From the trades to the professions, states deem it important to assure that those who practice in specific occupations or have completed specific educational programs be able to demonstrate their competency to perform well in the area for which they have been prepared.

It has become increasingly difficult for many states, particularly those with sparse populations, to sustain high-quality licensure and credentialing mechanisms. The challenges faced by states include:

- An increasing focus on competency-based assessment; that is, demonstrating competence rather than certifying competence simply on the basis of past educational preparation. This trend has enhanced the complexity of sustaining contemporary licensure and credentialing services.
- Budget constraints are forcing many state offices to cut staff; at some point, these actions will jeopardize the integrity of the quality assurance services.
- With today's mobile workforce, many professionals are certified or licensed in multiple states/fields, requiring duplicative processes for the respective states and the professionals.

Relevance to WICHE's Mission

WICHE is uniquely suited to provide a licensure and credentialing service for the Western states for several reasons, including:

1. Its mission to foster interstate collaboration provides it with the capacity to build a set of services with sufficient economies of scale to provide states with higher-quality, cost-effective service than states can sustain independently.
2. WICHE's 50-year history of focusing on higher education provides a strong tie to the current assessment movement in higher education, which is an essential link to developing and sustaining contemporary licensure and credentialing activities.
3. Through interstate collaboration, WICHE can assist the states on issues of policy relating to licensure and credentialing. Through our work with many different states, we will be able to advise states on best practices and emerging new developments that will help states stay current in their practices and policies.

Program Description

WICHE proposes to establish a service that will offer states, on a voluntary basis, high-quality licensure and credentialing service. WICHE will not provide regional licensure, but rather it will provide each participating state with the service infrastructure necessary for them to sustain their own state-identified licensure and credentialing service.

Because of WICHE's strength in the fields of teacher education and mental health, the service will be developed initially in these two fields. WICHE will not develop its own standards; rather it will work with the standards established by the participating states – providing advice on perceptions of best practice but nonetheless serving each state as it wishes. Similarly, WICHE will not develop its own assessments and competency measures; instead it will utilize established tools of the trade, and collaborate with the most highly reputed assessment and measurement organizations throughout the country.

While WICHE does not propose to establish regional licensure, collaboration in licensure would offer many advantages for both states and consumers. States would benefit from the standardization and centralization of many licensing activities (e.g., primary source verification, data base management, etc.) and the long-term cost-savings realized through economies of scale. Licensed professionals would benefit from having a regional resource for maintaining their licensure information and transferring it between jurisdictions.

Financial Plan

WICHE, with the commission's authorization, will seek external support in the amount of \$1.2 million over five years to establish this service, after which time plans call for the service to be self-supporting from fees for service charged to the participating states and individuals.

- Year One: Funding request: \$350,000 – to support development and testing of the service in two fields (teacher education and mental health) and to secure commitments of participation from at least three Western states.
- Year Two: Funding Request: \$350,000 – to implement this service in the initial two fields, develop and test the service in two additional fields, and secure commitments of participation from two more Western states.
- Year Three: Funding Request: \$250,000 – to maintain the service in the initial two fields, implement service in the two additional fields, develop and test the service in another two fields, and secure a commitment of participation from an additional Western state.
- Year Four: Funding Request: \$150,000 – to maintain service in the first four fields and implement the service in the next two fields.
- Year Five: Funding Request: \$100,000 – to maintain service in the six fields and complete the fee-for-service model, achieving full self-sufficiency for the service in year six.

WICHE is eager to pursue development of this service. Much policy work has been done to examine the efficacy of focusing more heavily on demonstrated competence rather than on educational or occupational processes as the legitimate criteria for licensure and credentialing. Some occupations have developed solid mechanisms for accomplishing this nationally. Many state licensure and credentialing services, however, lack the resources or know-how to bring modern quality assurance principals into these services. We believe that WICHE, through our focus on interstate collaboration in higher education and on our long tradition of providing services of exceptional quality to the West, is well poised to serve our member states in this domain.

Next Steps

This new service role for WICHE will be discussed by the Programs and Services Committee during the May commission meeting. Should there be sufficient interest in pursuing this role for WICHE, a business plan will be developed and the WICHE licensure and credentialing service will be presented as an action item for the executive committee's consideration during a conference call meeting this summer.

DISCUSSION ITEM

A Report on the Western Undergraduate Exchange and Student Mobility Research Project

With a grant from Lumina Foundation for Education, Christopher Morpew, an associate professor of higher education administration at the University of Kansas, is examining the utility and promise of interstate student exchange agreements, using the Western Undergraduate Exchange (WUE) program as a proxy. Given the enrollment problems (either too many or too few students, depending on the state) faced by many states, it is important to better understand how out-of-state migration patterns are likely to affect student access and success, and how these patterns may be affected by regional policies designed to make interstate migration easier.

To better understand how exchange agreements like WUE are related to these issues, the project will include four phases:

- The development of a database that identifies the demographics, motivations, and experiences of current and former students.
- The gathering of qualitative data related to institutional and student participation in WUE.
- Analysis of the database and qualitative data and an assessment of the effects of specific state and institutional policies on student use of the WUE program.
- A dissemination of the study's findings to policymakers and educational researchers.

Toward these ends, this research project will focus on several questions that are relevant to better understanding student migration patterns.

- Who benefits from student interstate migration patterns?
- What evidence is there that student interstate migration patterns serve states' diverse higher education and economic needs?
- What political/policy factors contribute to student interstate migration patterns?

Ultimately, the findings of this 19-month study will add to our knowledge of student migration patterns and, most specifically, interstate student migration, a topic about which little is currently known. Findings from the study will be directed toward how state and regional policies might be constructed so as to allow states to share their finite higher education resources and maintain or even increase student access to public higher education resources. Morpew will disseminate findings across a variety of national and international audiences through conference presentations and refereed publications. Particular attention will be paid to disseminating findings to state policymakers and national associations with a higher education focus.

INFORMATION ITEM

Programs and Services Current Projects

WICHE's Student Exchange Programs

Western Undergraduate Exchange – This regional exchange program enables students in participating states to enroll in designated two- and four-year public institutions and programs in other participating states at special, reduced tuition levels. The WUE tuition rate is 50 percent more than the institution's regular resident tuition. In 2003-04, WUE students saved some \$90.5 million in tuition costs.

Students clearly like WUE. Some 18,850 students are enrolled in 120 (65 four-year and 55 two-year) WUE institutions this year, an increase of 10 percent over last year's total. Students from 14 WICHE states are eligible to enroll in any of the participating programs (Hawaii residents are eligible to enroll in any four-year participating program and California residents are eligible to enroll in selected programs in Alaska, Hawaii, New Mexico, North Dakota, South Dakota, Washington, and Wyoming). One school in California, the Maritime Academy, accepts students through WUE.

Each state determines which institutions and programs it will make available to students in the Western Undergraduate Exchange. Eligibility for admission and for WUE tuition is determined by each participating institution. Some institutions open all of their programs to WUE students while others restrict admission to specific programs. Similarly, some institutions require that students meet specific academic requirements including minimum GPAs and/or college placement exam scores.

The benefits to students are many. WUE gives them affordable access to programs that may not be available in their home state or that do not have sufficient capacity. WUE also provides students with a more diverse array of institutions in which to enroll.

WUE can help institutions to build an enrollment base to strengthen programs, improve efficiency by filling excess capacity, and provide student diversity. Some institutions that border other states value the program as it enables them to serve the citizens of the nearby communities. States benefit from WUE in several ways. Many of their residents are able to attend affordable institutions in other Western states at no expense to the state. Students may decide to remain in the receiving state following graduation, helping the state to build an educated workforce.

New developments and challenges – We are working with Chris Mophew, an associate professor of higher education administration at the University of Kansas, on a comprehensive, 19-month study of WUE that will provide useful information to institutional and state policymakers and WICHE. The study will examine the motivations and experiences of WUE students; the relative usefulness of state and institutional policies designed to encourage interstate student migration; and whether former WUE students are likely to stay in the "new" state after graduation. Mophew received a grant from Lumina Foundation for Education to conduct the study. Given the enrollment challenges faced by many states – either too many students, or too few, depending on the state – it is important to better understand how out-of-state migration patterns are likely to affect student access and success, and how these patterns may be affected by regional efforts designed to make migration easier. We also hope to gain insight about institutions' and states' future plans for WUE, plans that may be impacted by changing demographic and economic circumstances.

Staff recently completed an analysis of institutional policies regarding transfer students at WUE institutions. We learned that 92 percent of the participating institutions (60 of 65 institutions) accept transfer students. We contacted the institutions that do not – New Mexico Tech (16 WUE students), Portland State University (484 WUE students), University of Oregon (137 WUE students), Washington State University (324 WUE students), and Western Washington University (33 WUE students) – and asked their administrators if they would consider changing the policy. Only the University of Oregon, which enrolls 25 new WUE students each

year, said it will consider accepting transfer students for WUE enrollments on a limited basis; they will let us know their decision later this spring. Several of the four-year institutions that enroll transfer students as WUE participants do not explicitly mention this in their admissions materials; we have encouraged them to add this information. WICHE's Web site and brochures will also include this information.

Colorado State University notified WICHE in late January 2004 that it will withdraw from participation in the WUE program for fall of 2005. The university will, however, continue to honor the financial commitments that have been made to WUE students who are already enrolled at CSU, as long as they maintain the appropriate academic requirements. CSU President Larry Penley said this action is due to the current financial constraints facing the university. In fall 2003, CSU enrolled 285 WUE students at its campus in Fort Collins. This change does not affect the WUE participation of the Colorado State University, Pueblo; 243 WUE students were enrolled at CSU Pueblo in fall 2003.

Western Regional Graduate Program – WRGP includes master's and doctoral degree programs that are not widely available throughout the West. To be eligible for WRGP, programs must be distinctive on two criteria: they must be of demonstrated quality, and they must be offered at no more than four institutions in the WICHE regions (exclusive of California). WRGP is particularly strong in programs targeted to the emerging social, environmental, and resource development needs of the West and in innovative interdisciplinary programs. Through WRGP, graduate students who are residents of the 14 participating states may enroll in participating programs in public institutions on a resident tuition basis. WRGP currently includes 134 programs. In 2003, 435 WRGP students were enrolled in 125 participating programs; nine of the programs did not report their WRGP enrollments.

New developments – Staff is in the process of reviewing and seeking feedback from institutions and higher education agencies in the region about 16 programs that have been nominated by Western institutions in nine of the participating states to be included in the program. Results of the review process will be disseminated at the May commission meeting.

Professional Student Exchange Program – The PSEP program provides students in 13 Western states with access to a wide range of professional programs that otherwise might not be accessible to them because the fields of study are not available at public institutions in their home states. WICHE PSEP students pay reduced levels of tuition – usually resident tuition in public institutions or reduced tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of the students' education. WICHE students receive some preference in admission.

Each participating state determines the fields and the number of students it will support; each state supports students in some – not all – fields. Some states have additional arrangements for professional education with schools in the West or elsewhere. The 14 fields include: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, graduate nursing, graduate library studies, pharmacy, public health, and architecture. During the 2003-04 academic year, 694 students were enrolled through PSEP. (See the *2003-2004 WICHE Statistical Report* for data on the number of students supported in the various fields.)

New developments – Graduate nursing was reinstated as a supported field, following approval by the WICHE Commission in May 2003. Six institutions (Loma Linda University, University of California, Los Angeles, University of Hawaii, University of North Dakota, Oregon Health & Science University, and the University of Washington) have indicated interest in enrolling students through PSEP. We are awaiting notification from states to determine which will support students in this field.

The WICHE Commission, at its May 2004 meeting, also authorized staff to explore interest in adding mental health fields to the WICHE exchange programs, in response to the critical shortage of mental health professionals serving the rural West. We are conducting a survey of higher education institutions in the West to identify existing programs that prepare mental health professionals; we also hope to learn which of the programs place an emphasis on developing practitioners to work in rural areas and whether the programs are interested in collaborating to develop additional rural outreach efforts. The Collaboration Resource Center at Kansas State University is assisting WICHE with the survey; the center distributed an electronic

survey in March to all of the psychology, psychiatry, medicine, nursing, social work, family and consumer science, physician assistant, and counseling programs at four-year institutions in the WICHE region, as well as to two-year institutions that have programs in these areas.

The American TelEdCommunications Alliance – Staff continue to coordinate WICHE’s involvement in the ATAlliance, a national purchasing collaborative that is helping colleges and universities, school systems and other nonprofits extend their reach and reduce costs by using new technologies. The ATAlliance’s mission is to provide low-cost access to educational technologies by conducting extensive request for proposal (RFP) processes and negotiating special contracts with vendors. Formed in 2001, the ATAlliance is governed by the WICHE and the three other regional higher education organizations – the Midwestern Higher Education Compact (MHEC); the New England Board of Higher Education (NEBHE); the Southern Regional Education Board (SREB) – and MiCTA, a Michigan-based nonprofit technology association. Currently, the ATAlliance has over 20,000 nonprofit members primarily located throughout the U.S. and Canada; annual membership dues are \$75.

New developments – A comprehensive analysis of e-learning management systems (eLMS) that are offered to schools and higher education institutions was recently conducted by the ATAlliance. Two contracts were negotiated following the RFP process to provide a full line of e-learning services at very competitive prices. Colleges and universities are experiencing an annual 25 percent growth in the development and use of online courses. The ATAlliance process helps them to avoid conducting independent RFP processes and sorting through the array of available products. Desire2Learn was selected as the “endorsed” provider – this label carries the evaluation committee’s recommendation as the best overall value for e-learning product solutions. The second contract is with WebCT, an “approved” provider with very good product offerings. An RFP process is now in progress to select endorsed and approved vendors of video integration services. Other costs savings programs available to ATAlliance members include these products and services: telecommunications, network-Internet services and products, computer services and products, office equipment and supplies, library equipment and supplies, power conditioning, and security and backup systems.

The Northwest Academic Forum – WICHE provides staff support to the 10-state Northwest Academic Forum (NWAFF), a regional organization that fosters interstate and interinstitutional cooperation. Thirty-two master’s and doctoral-level institutions hold memberships in the forum; they are represented by their provosts, vice presidents of academic affairs, and state academic officers. Since 1984, the forum has addressed regional higher education issues and fostered new initiatives aimed at resource sharing, helping to create WCET, NorthWestNet, and the Northwest Academic Computing Consortium.

New developments – The forum held its 2004 annual meeting at the University of Nevada-Reno campus on April 15-16 with a focus on how campuses can enhance their learning environments to improve learning outcomes and reduce costs. Other topics included campus strategies to integrate strategic planning throughout the institution; new financing strategies in higher education; university libraries in the digital age; and strategies to better align K-12 and higher education. David Soltz, provost and senior vice president for academic affairs at Central Washington University, was selected as the new NWAFF chair, succeeding William Cathey, vice provost of the University of Nevada-Reno.

The forum’s newest initiative is NEON, the Northwest Educational Outreach Network. NEON was created in partnership with WICHE to help institutions and states to share academic programs and resources. We are developing NEON with a three-year grant of \$616,000 from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE). NEON’s mission is twofold: it will increase student access to high-demand academic programs using electronically delivered courses; and it will leverage academic resources that can be shared across states and institutions. Degree or certificate programs, each involving multiple institutions, are being expanded or created in three disciplines. A Ph.D. in nursing will be delivered by the Oregon Health & Sciences University to four receiving institutions (the University of Alaska Anchorage, Idaho State University, University of Nevada-Reno, and University of Wyoming); a new nursing Ph.D. Web site (Nursingphd.org), will be launched in May as a resource for students seeking information about a doctorate in nursing and for faculty collaborations. A master’s-level certificate program in logistics/global supply chain management is being jointly developed by the University of

Alaska-Anchorage, University of Hawaii-Manoa, and University of Nevada-Reno. A graduate level-certificate program for library media specialists will be delivered by Montana State University-Bozeman to North Dakota and other states.

The Equity Scorecard Project – WICHE will serve as a subcontractor with the University of Southern California's Center for Urban Education during an 18-month planning period to begin to bring the Equity Scorecard project approach to institutions in the WICHE member states, with a grant from the Ford Foundation. The Equity Scorecard project focuses on maximizing educational participation, access, and success for underrepresented ethnic and minority students. WICHE will solicit and coordinate the participation of two or more two- and four-year institutions in the Equity Scorecard initiative; each campus will involve a team of four to five faculty members, administrators, counselors, and others in an intensive process of data gathering and assessment of student outcomes (including completion of gateway courses, majors, degree completion, transfer from two- to four-year colleges, grades earned, and other measures) in order to raise their awareness about the existence of inequities in educational outcomes. The products of the planning grant will be: 1) the institutions' scorecards with disaggregated baseline data and benchmarks for indicators of access, retention, excellence, and institutional receptivity; 2) training materials; 3) a report on the process and feasibility for scaling up the Equity Scorecard to multiple sites; and 4) a proposal for expanding the Equity Scorecard to WICHE states.

Communications – The Programs and Services unit provides support (writing, editing, and graphic arts services) to the entire WICHE organization by developing electronic and print communications. These include: the WICHE Web site (www.wiche.edu); *NewsCap*, WICHE's semimonthly news digest; the WICHE annual report and annual workplan; state and regional fact sheets; WICHE conference brochures and materials; WICHE publications; the WICHE Commission meeting agenda books; and PowerPoint presentations. We also handle WICHE's media relations. In addition, unit staff coordinated the 15 state events as well as regional activities in commemoration of WICHE's 50th anniversary.

Programs and Services Staff:

Jere Mock, director

Sandy Jackson, program coordinator,
Student Exchange Programs

Annie Finnigan, communications associate (.60 FTE)

Deborah Jang, Web design manager (.80 FTE)

Candy Allen, graphic designer (.80 FTE)

Jenny Shaw, administrative assistant IV (.70 FTE)

Anne Ferguson, administrative assistant I (.50 FTE)

WICHE



Western Interstate Commission for Higher Education

Issue Analysis and Research Committee

Monday, 3.45 – 5.15 P.M.

Cedar

8 Monday 3.45 – 5.15 P.M.



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Monday, May 17, 2004

3.45 - 5.15 pm

Cedar

Issue Analysis and Research Committee



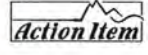
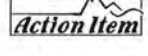
Jane Nichols (NV) chair
 Don Carlson (WA) ex officio
 Diane Barrans (AK) ex officio

Johnny Ellis (AK)
 Larry Gudis (AZ)
 Francisco Hernandez (CA)
 Tim Foster (CO)
 Clyde Kodani (HI)
 Richard Bowen (ID)
 Cindy Younkin (MT)
 Ray Rawson (NV)
 Patricia Sullivan (NM)
 Richard Kunkel (ND)
 Ryan Deckert (OR)
 Robert Burns (SD)
 David Gladwell (UT)
 Debora Merle (WA)
 Tex Boggs (WY)

Agenda

Presiding: Jane Nichols, chair

Staff: Cheryl Blanco, director, Policy Analysis and Research
 Sally Johnstone, director, WCET

	Committee meeting minutes, November 11, 2003	8-3
	Issue Analysis and Research 2005 workplan	8-7
	Ford proposal on escalating legislative engagement	8-9
	Review of High School Graduates Projections methodology	8-13
	Discussion Item: Report from Christopher Morpew on the WUE and student mobility research project	8-17

Discussion Item: Benchmarks document (handout)

Information Item: Unit updates

8-19

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

Other business

Adjourn

ACTION ITEM
WICHE Issue Analysis and Research Committee
Minutes – November 11, 2003

Committee Members Present

Cecelia Foxley, chair (UT)
Johnny Ellis (AK)
Doris Ching (HI)
Richard Kunkel (ND)
Robert Burns (SD)
Don Carlson (WA)

Other Commissioners Present

Bill Kuepper (CO)
Robert Moore (CA)
Gary Stivers (ID)
Cindy Younkin (MT)
Jane Nichols (NV)

Committee Members Absent

Lawrence Gudis (AZ)
Francisco Hernandez (CA)
Tim Foster (CO)
Richard Bowen (ID)
Patricia Sullivan (NM)
Ray Rawson (NV)
Ryan Deckert (OR)
Marc Gaspard, vice chair (WA)
John Barrasso (WY)

Staff Present

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

Chair Cecelia Foxley convened the Issue Analysis and Research Committee.

Action Item

Approval of the Issue Analysis and Research Committee meeting minutes, May 20, 2003.

The minutes of the May 20, 2003, committee meeting were approved with one amendment: the addition of Commissioner Doris Ching (HI) in attendance at the meeting.

Action Item

State and Institutional Policies Related to Accelerated Learning Programs.

During opening discussion on the first agenda item, Chair Foxley noted that this item was on a fast track and that the committee may want to consider this as an action item. Chair Foxley asked Cheryl Blanco to summarize the information. Blanco reported that Lumina Foundation for Education was interested in a comprehensive national study of state and institutional policies and practices concerning accelerated programs – such as dual enrollment, Advanced Placement (AP), and the International Baccalaureate – and their impact on access for low-income and underrepresented populations. Such a study would support the commission's work on access and complement WICHE's current initiative, the Western Consortium for Accelerated Learning Opportunities (WCALO). Staff have outlined an "Accelerated Options Study" for the committee that would identify individual state and institutional policies around accelerated learning options; provide data on current participants in these programs; analyze the cost effectiveness for students,

institutions, and states of such programs; and present findings or recommendations on effective policies and practices to enhance the participation and success of low-income and underrepresented students in accelerated learning programs. Activities would include a 50-state policy audit and analysis; a Web-based survey of public and private two- and four-year institutions; a transcript analysis in a few states; focus groups of students and experts; and publication of a final report.

In committee discussion, Commissioner Jane Nichols supported the proposal and suggested that staff consider whether to include vocational accelerated programs as well as academic programs. David Longanecker noted that the federal Perkins Act has moved us in this direction. Other commissioners indicated support for inclusion of vocational accelerated options. Commissioner Carlson endorsed the idea of surveying students on their perceptions of these programs. He mentioned Washington state's Running Start Program and the impact it has had on helping students. Commissioner Foxley noted that Utah's New Century Program is another type of accelerated program in that high school graduates can enter college with an associate's degree. Commissioner Burns asked whether the study would point out best practices or just describe what is happening. Blanco replied that she did not know at this point; identifying best practices would suggest that criteria would need to be developed to assess the practices in order to include that in the report. Commissioners supported the study's focus on how these programs affect low-income students' access and success. Commissioner Stivers also suggested that the study consider delivery systems in rural areas and how we challenge students to take more rigorous courses like accelerated options when they are concerned with maintaining a high grade point average. He also mentioned the need for information on how states are promoting these programs and increasing their visibility among parents. Commissioner Burns queried whether the study would look at the financial side of these programs; Blanco indicated that it would. Commissioner Kuepper noted a potential disconnect between the last objective listed on the handout and those above it, asking how the study would make recommendations regarding low-income and underrepresented students. Blanco agreed that the connection had not been made clearly, but all of the objectives would support collection of information and analysis toward understanding how well accelerated options work for this target group of students. Commissioner Nichols commented that the study may find that accelerated options are barriers for low-income students. The committee considered the item as an action item and unanimously approved the plan to submit a proposal for such a study.

Discussion Item

Benchmarks Document.

On the discussion item around the "Benchmarks" document, Blanco reported that staff had not had time since the May meeting to produce a draft document for the committee. She requested that this discussion be postponed until the May committee meeting. That request was approved.

Information Item

Unit Updates.

WCET

Chair Foxley asked Sally Johnstone to update the committee on the activities of WCET. Johnstone reported that WCET's recent conference in San Diego was well attended, despite the fires burning in the area. She also explained some of the new services that are being offered by WCET. One of these services is the Student Services Audit. WCET staff members have worked with several systems and campuses throughout the U.S. to assess their online student support capabilities. The audit allows an institution (or system) to benchmark its services against those within its own system or with other campuses. The audit also includes a "roadmap" to improving their online services. Johnstone also reported on the work WCET has been doing with the United Nations Educational, Scientific and Cultural Organization in preparation for the World Summit on the Information Society. That work revolves around the work of MIT, Carnegie Mellon University, and others creating Open Educational resources. The final item reported was the progress of the EduTools project, which

has become a worldwide resource on course management software, intellectual property policies, and student support services.

Policy Analysis and Research Unit

The chair asked Blanco to update the committee on the Policy unit's work. Blanco pointed out the handout in the Agenda Book showing the unit's major activities for each of the five issue areas (finance, access, accountability, innovation, and workforce). She noted that our proposal to Lumina Foundation to continue the *Changing Direction* project had been funded at \$1,000,000 for the next three years and that work on the other grants, as well as the high school graduates project, was progressing well. David Longanecker asked the committee to be thinking about the next iteration of the workplan that would be discussed in May 2004.

The committee adjourned to rejoin the commission for the next general session.

WICHE FY 2004 - 2005 Workplan: Priority Themes & Activities

Existing Activities (GF=general fund)

Finance

Annual *Tuition and Fees* report (GF)

WCET's Technology Costing Methodology project handbook (FIPSE)

Multiyear policy projects on higher ed finance and financial aid (Lumina Foundation)

Performance measurement improvement in the Western states public mental health programs

Influence of federal student aid resources on state and institutional student aid programs (Mundel)

National Policy Forum (Lumina)

Institute for Trustees (Lumina)

Institute for Governors' Policy Advisors (Lumina)

Institute for Legislators (Lumina)

Access

Student Exchange Programs: Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)

Accelerated learning initiatives (U.S. Dept. of Education)

Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)

Project on the collision between demand, access, and financial constraints (Ford)

Multiyear policy projects on higher ed finance and financial aid (Lumina Foundation)

High school graduates projections by state, race/ethnicity, and income

Children's mental health improvement projects in Wyoming and South Dakota

North American Student Exchange Program (FIPSE)

Student mobility and the utility of WUE (Morphew and Ford)

Innovation & Info-technology

Support of the NorthWest Academic Forum's regional initiatives (NWAF)

NEON, the Northwest Educational Outreach Network (FIPSE)

Western Cooperative for Educational Telecommunications initiatives

EduTools work to provide comparisons of electronic learning resources (WCET)

Building regional participation in the American TelEd Communications Alliance (self-funding)

North American higher education portal expansion (FIPSE)

Financing of information technology (Ford)

Best practices in online student services (WCET)

EduTools for AP courses (WCALO)

AP teacher professional development online (WCALO)

Workforce

Project on workforce issues and higher ed: nursing, teacher education, information technology, and faculty (Ford)

Mental health student exchange

Workforce Briefs (GF)

Building partnerships for competency: public mental health workforce development

Rural mental health training initiatives

Regional policy forum on workforce and economic development (Ford)

Accountability

Regional benchmarks (GF)

Regional Factbook: *Policy Indicators for Higher Education* (GF)

Policy Insights on a range of higher education issues (GF)

Guidelines in distance-delivered education for the regional accrediting agencies by WCET

Project on higher ed quality and accountability in a time of stable or declining enrollments (Ford)

Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)

Electronic alerts and clearinghouse (GF)

NOTE: Shaded projects are Policy Analysis and Research initiatives; boxed projects are WCET initiatives.

New Directions
(proposals have been approved by the commission)

Finance

Examination of the impact of revenue constraints on future viability of higher ed in the West (Ford and Lumina)

Changing Direction—Phase 2 (Lumina)

Technology Costing Methodology simplified spreadsheets (WCET)

Access

PSEP revitalization

WUE student mobility study

Institutional and faculty diversity initiatives (Equity Scorecard—subcontract with the University of Southern California)

Two multistate forums on access in high-growth and low-growth states (Ford)

Multistate forum on retention (Lumina)

Study of accelerated-learning policies (Lumina)

Innovation & Info-technology

Acquiring a new WICHE facility and regional learning center

Quality measures in e-learning (WCET and Lumina)

EduTools course evaluations (WCET)

Workforce

Developing Student Exchange Program responses to critical workforce shortages

Expanding professional advisory councils (health professions, vet medicine)

Policy forum on workforce and economic development

Accountability

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

On the Horizon

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

Finance

Policy work on resident and nonresident tuition policies

Property insurance and risk consortium

WICHE service repayment program

Access

P-16 interactions to enhance preparation

Escalating Engagement (Ford)

Review of High School Graduates Projections Methodology (Spencer)

Innovation & Info-technology

Expansion of NEON

Exploring the development of portal technologies

XAP

Workforce

WICHE licensure and credentialing service

Recruiting leaders for Western higher education

Assisting states in identifying academic program development needs

Escalating Engagement (Ford)

Accountability

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

Escalating Engagement (Ford)

ACTION ITEM

Escalating Engagement: State Policy to Protect Access to Higher Education

Summary

Staff requests approval to seek, receive, and expend funds to support continuation of a project initially funded by the Ford Foundation in 1999 and 2000. The new initiative, the third in this funding series, will build on our current Ford Foundation projects, *Strengthening Legislative Engagement in Higher Education: Public Policy for Transformation and Change* and *Public Policy for Higher Education: Beyond Talk to Action*. The continuation project is designed to expand the work we have started both in terms of key issue areas – access, accountability, and workforce – and the involvement of policymakers. Our goal is to accelerate our efforts to improve state policy making in higher education in order to complete unfinished work on the key issues.

Relationship to WICHE Mission

This project directly supports WICHE's mission to promote innovation, cooperation, resource sharing, and sound public policy among states and institutions in order to expand educational access and excellence for all citizens of the West. This project will focus on three priority issues from our workplan around access to higher education for low-income and underrepresented populations, accountability, and workforce issues.

Background

WICHE has received three grants from the Ford Foundation in recent years to support our efforts related to access, accountability, teacher preparation, information technology, and the U.S./U.K. initiative. The original award was made in 1999 for a two-year project called *Strengthening Legislative Engagement in Higher Education: Public Policy for Transformation and Change*. The project focused on two policy issues: information technology and teacher preparation.

In 2000, a supplemental grant from the Ford Foundation for *Public Policy for Higher Education: Beyond Talk to Action* enabled WICHE to extend the scope of its work to encompass two new activities: first, the addition of a policy focus on the issue of accountability; second, the creation of a unique partnership between higher education and public policy leaders in the United States and the United Kingdom called the *U.S.-U.K. Postsecondary Education Policy Dialogue*. These projects have been extended beyond their scheduled completion date of December 31, 2001, and will be finished by June 2004. The remaining activity, a directory of Ford-funded junior researchers around the nation, is being completed with the remaining project funds at the request of Jorge Balan, our project officer at the foundation.

In 2002, we began a new Ford-funded initiative titled *Expanding Engagement: Public Policy to Meet State and Regional Needs*. This project was also multifaceted in order to reflect several priority issues of the commission, including:

1. The collision between demand, access, and financial constraints.
2. Higher education quality and accountability in a time of stable or declining enrollments.
3. Financing of information technology.
4. Workforce issues.

The most recent grant ends in December 2004. At the suggestion of Jorge Balan, we are initiating the process of preparing to submit a new proposal. Our previous work with the Ford Foundation has been based on the understanding that state legislatures are critical to the formulation of higher education policy because they enact the laws and define the regulatory environment under which higher education is governed and because they also provide the appropriations that drive public college and university plans and budgets. Project activities were designed to ensure that key state higher education policy players, especially legislators and legislative staff, became better informed about the internal and external forces confronting higher education and to ensure that they understood how these forces related to broader state goals and priorities. The project being suggested here, *Escalating Engagement: State Policy to Protect Access to Higher Education*, will continue these guiding principles.

Project Description

WICHE's overall goal for *Escalating Engagement* is to increase access to and success in higher education for all students, but most particularly those from low-income families and underrepresented groups; to strengthen accountability; and to expand our workforce initiative. This project will accelerate the dialogue and activities used to strengthen state policymaking in higher education. The following issues are focal areas for this project.

1. First dollar for access. As economies recover, it is essential that we invest new monies in protecting access for underrepresented and low-income students. Financial access should be the preeminent consideration for state policymakers as revenues begin to grow again. Data analysis from our recently released report *Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity* indicates that the need for strong, well-supported state financial aid programs will be critical in protecting access. Nationally and in the West, one half of our public high school graduates come from families that earn less than \$50,000 a year, and that percentage will only grow in the West. Racial/ethnic minorities now account for about 42 percent of public high school graduates and that number will increase steadily so that by about 2009, the West will be a minority-majority region. Absent a concerted, intense effort to dedicate new dollars to access, we will not be able to protect access to higher education for the neediest students.
2. Accountability to respond to state priorities for persistence and success. Higher education enrollment figures indicate that both the numbers and proportions of low-income and underrepresented groups have increased. Where we have been less than effective in higher education is in retention to graduation. Accountability in higher education must be linked, at least in part, to performance in responding to state priorities for persistence and success.
3. Preparing our own talent. Workforce concerns during this "jobless recovery" and economic development in resource-strapped states are high on the agenda of policymakers. A central issue here is how to maximize local resources. Many of our states have relied on other states to provide talent for workforce needs, yet that is not a sustainable strategy for most states. We have an obligation to provide education and training to meet state needs, and state residents should have ready access to high quality education and training in order to fill local employment opportunities, avoiding putting business and industry in the position of importing talent.

We will continue to employ some of the same tools currently used in the projects because they are effective both in informing policymakers and in moving the change process forward; these include:

- Roundtables. Roundtables will remain a central activity to step up discussions of access, accountability, and workforce and economic development in higher education policy in the West.
- Regional forums. Regional forums are a valuable component of policy work because they bring together policymakers from throughout the West for in-depth discussions of critical issues facing higher education.

- Subregional forums. Smaller, multistate forums convene policymakers from groups of states facing similar challenges to their higher education systems, allowing states with common demands on their educational systems to face these issues together and plan for productive approaches to solving them.
- Small, high-level policy meetings. Selective leadership meetings bring together a few, carefully chosen top-level policymakers in individual states to define the issues and create a community of support at the top by assembling such leaders as the governor, speaker of the house, president of the senate, state higher education executive officer, and prominent business or tribal leaders.
- WICHE Fellows Program. We plan to continue strengthening our WICHE Fellows Program and do more to incorporate the fellows' work into our other efforts.
- An internship in communication technology and higher education policy. The WCET internship will continue to provide support for an emerging professional to focus on the importance of higher education policy on communication technology.

We also plan to introduce two new tools into *Escalating Engagement*. The following are proposed as additional approaches to meet the project's goals and objectives:

- Legislative Advisory Committee. State policymakers are the core audience for our work on *Escalating Engagement*. To ensure that we engage state legislators in a variety of ways, WICHE created the Legislative Advisory Committee in 1995, composed of two legislators from each of the 15 WICHE states. We have involved this group in all of our forums and many other activities supported by prior Ford Foundation grants. We plan to increase the involvement of this important group of constituents in the *Escalating Engagement* project.
- Policy Analysis internship. We propose to expand on the concept of the Ford/WICHE fellow by providing an opportunity for a full-time Policy Analysis intern at WICHE over the course of the project. It is imperative that we increase our commitment to helping emerging professionals gain experience in policy analysis and research outside the classroom. WICHE provides an excellent venue for individuals in the final stages of their doctoral work or newly minted Ph.D.s to gain multistate experience on a wide range of higher education issues and to develop a network of colleagues around the nation. The Policy Analysis intern would produce a major white paper or research paper annually, assist with project oversight, monitor policy developments in the three focal issues, supervise the updating of our state policy database online, assist with the various policy forums and other meetings, present at national and state meetings, and assist with other project activities.

Throughout the project, we will work closely with leaders from both the legislative and executive branches of government and the State Higher Education Executive Officers (SHEEOs), as well as with related regional and national organizations such as the National Conference of State Legislatures, Council of State Governments-WEST, and the National Governors Association. These partners will expand and enrich the scope of the project.

Staff and Fiscal Impact

This project will be supported primarily by grant funds. Staff estimate the project will require approximately \$1,300,000 over three years in external funding.

FISCAL IMPACT			
Grant Activities	Internal Chargebacks ^o	Indirect Costs	Total Grant Request
\$1,070,000	\$103,800	\$118,000	\$1,300,000

^o Office rent, telephone equipment, and network services fees.

Staff	STAFF IMPACT (annualized FTE)		
	Grant Funded	WICHE Contributed	Total
Existing Staff	.40	.05	.45
New Staff	2.0	0	2.0
Total:	2.40	.05	2.45

Action Requested

Approval to seek, receive and expend funds from the Ford Foundation to support a continuation project to expand our current work on access, accountability, and workforce and to help states build the capacity for change.

ACTION ITEM

A Methodological Review of WICHE's Projections of High School Graduates

Summary

Staff requests approval to seek, receive, and expend funds to support a comprehensive research initiative to examine the current methodology used in projecting high school graduates by state, income, and race/ethnicity and to explore other methodologies that might improve the projections.

Relationship to WICHE's Mission

This project directly supports WICHE's mission to promote access and sound public policy in the West. The research emphasis of this project will enable us to better understand whether our current methodology for projecting high school graduates is adequate and appropriate or if there is a more efficient and accurate approach to this work. WICHE's high school graduates' projections data are an important tool for long-term planning in education, as well as for decision making concerning issues of access, financing, and financial aid.

Background

Access to higher education has been a critical issue in Western states, and all indications suggest that this issue will not decline in importance for states and the nation. Our publication *Knocking at the College Door* is a unique contribution to the education and business communities. Over six editions, WICHE's projections of high school graduates have been a significant tool for researchers, planners, policymakers, and others, helping them to understand the multiple aspects of the access issue and promote improved public policy by projecting what the future holds for states.

In 1979, WICHE began collecting data and projecting high school graduates for the 50 states and the District of Columbia. The commission's initial publication of high school graduates that year provided the first comprehensive examination regionally and by state of the effects of birth rates and interstate migration on the numbers of public high school graduates. In 1990, this project was expanded to include data and projections on grade-by-grade enrollment and graduates by race and ethnicity; and it was extended again in 2003 to add projections by family income. Through these publications, the commission established an enviable reputation for producing projection data needed for access and diversity discussions.

For nearly 25 years, the projections of high school graduates produced periodically by WICHE have been developed around a projection methodology referred to as the "Cohort Survival Ratio" (CSR). Staff proposes a new research initiative to examine the methodology undergirding the way we project high school graduates, to determine if there is a more effective and efficient methodology that we should consider for the next edition.

Project Description

Using the CSR approach, WICHE's projections of high school graduates have drawn upon enrollment and graduation data collected from state education agencies and added to our extensive state database. The CSR method assumes that enrollments and graduates can be projected by measuring the survival of the birth cohort to first-grade enrollment and by measuring the grade-to-grade retention of each cohort. A second major element in the projection model is births in a state. Although other factors affect the survival and progression of a given student cohort through elementary and secondary education – including deaths, migration, and changes in policies for promotion and graduation – the number of births is the starting point

when projecting the numbers of high school graduates. Finally, the grade-12-to-graduation retention is measured.

Accuracy of projections using CSR usually declines after about five years. In examining the accuracy of WICHE projections from our previous edition (1998), a comparison of those projections with the actual data shows that the data vary slightly from the projections. The largest variance was in the West, which is most likely explained by the larger-than-expected growth in the region. In all other cases the variance is less than 3 percent. There was more variance than with previous comparisons, which probably resulted from the increased mobility of the population. For the overall U.S. projections, the variance for all years is less than 2 percent.

In considering the state-by-state comparisons of actual data to the previous projections, most of the projections varied by 5 percent or less. In general, if a state is medium or large and the population is stable – little net in-migration or out-migration – the projections tend to be more accurate: Massachusetts is a state where little change is evident. If a state experienced significant growth just prior to the projection period and was unable to sustain the growth, the projections are likely to be somewhat skewed: Tennessee is a good example of this. In most cases, the years closest to the beginning of the projection series are the most accurate. In the case of Arizona, the state began to experience growth after the period on which the previous projections were based, which is evident in the comparisons for the last two years.

In comparing the previous projections to the actual data by race/ethnicity, the current series has more complete actual data by race/ethnicity than any of the previous series. There is more variance in the race/ethnic comparisons than in the other comparisons. The method and timing of the collection of this data have tended to change over time. Because of these changes, it is often difficult to determine the comparability of the data for each state. Also, nonpublic data by race/ethnicity are not widely available and, therefore, could not be used in this series. This means that it is not possible to determine if the variance is due to students moving among schooling options, as would be the case with the other categories of projections.

While a number of other forecasting models have been developed (e.g., Percentage-Survival Method of Forecasting, Markov Chain Models, Graphic Technique Method, Autoregressive Integrated Moving Average, or the Dwelling Multiplier Unit Technique), the CSR method is the most common prediction model used by school planners in forecasting future enrollments. The CSR method is particularly appealing because of its simplicity: one only needs a series of grade progression values and starting enrollments to generate projections.

There is considerable debate about the predictive validity of CSR models. The literature around this technique suggests that projections from these models are generally very accurate in the short term (one to three years) but do much less well in the longer term. The CSR approach has been used in our projections for two primary reasons: it requires a minimal number of data elements that are available and uniform across states; and the results from the model are directly comparable with previous sets of projections developed by WICHE.

The proposed research project would address several concerns with the current methodology:

- Long-term projective accuracy. The review and analysis of our work to date will help us understand if we can improve the long-term accuracy of the projections.
- Growth patterns. For the projections in the current series, a five-year smoothed average was used to produce the projections. The smoothed average puts more weight on the final year of data while also minimizing the effect of any inconsistencies in the earlier years. In cases where there was significant growth or change in the most recent years, the CSR model may not sufficiently capture the true magnitude of growth experienced in subsequent years.
- Enrollment data. CSR models rely on general trends of enrollment data to provide a linear projection of the population and assume that past trends affecting enrollments and graduation rates will continue into the future.
- Migration effects. While some migration factors are picked up in the CSR approach, significant migration activities – students moving between public and nonpublic schools, intrastate, and interstate – are increasingly important factors that are not currently fully taken into account.

Staff and Fiscal Impact

This project will be supported primarily by grant funds. Staff estimate the project will require approximately \$150,000 over 18 months in external funding.

FISCAL IMPACT			
Grant Activities	Internal Chargebacks ^a	Indirect Costs	Total Grant Request
\$119,000	\$11,400	\$19,600	\$150,000

^a Office rent, telephone equipment, and network services fees.

Staff	STAFF IMPACT (annualized FTE)		
	Grant Funded	WICHE Contributed	Total
Existing Staff	.30	.025	.325
New Staff	0	0	0
Total:	.30	.025	.325

Action Requested

Approval to seek, receive, and expend funds to support a comprehensive analysis of the current methodology used in projecting high school graduates by state, income, and race/ethnicity and to explore other methodologies that might improve the projections.

DISCUSSION ITEM

A Report on the WUE and Student Mobility Research Project Project Summary by Christopher Morpew

Using funds supplied by a grant from Lumina Foundation for Education, this study will examine the utility and promise of interstate student exchange agreements, using the Western Undergraduate Exchange (WUE) Program as a proxy. Given the enrollment problems (either too many or too few students, depending on the state) faced by many states, it is important to better understand how out-of-state migration patterns are likely to affect student access and success, and how these patterns may be affected by regional policies designed to make interstate migration easier. To allow for a more comprehensive analysis of how exchange agreements like WUE are related to such issues, this project will include four phases:

- The construction of a database that identifies the demographics, motivations and experiences of current and former students.
- The gathering of qualitative data related to institutional and student participation in WUE.
- Analysis of said database and qualitative data and an assessment of the effects of specific state and institutional policies on student use of the WUE program.
- Dissemination of the study's findings to policymakers and educational researchers.

Toward these ends, this research project will focus on several questions relevant to better understanding student migration patterns.

- Who benefits from student interstate migration patterns?
- What evidence is there that student interstate migration patterns serve states' diverse higher education and economic needs?
- What political/policy factors contribute to student interstate migration patterns?

Ultimately, the findings of this 19-month study will add to our knowledge of student migration patterns and, most specifically, interstate student migration, a topic about which little is currently known. Findings from the study will be directed toward how state and regional policies might be constructed so as to allow states to share their finite higher education resources and maintain or even increase student access to public higher education resources. Morpew will disseminate findings across a variety of national and international audiences through conference presentations and refereed publications. Particular attention will be paid to disseminating findings to state policymakers and national associations with a higher education focus.

INFORMATION ITEM

Issue Analysis and Research Committee Unit Updates

□ Financing

Changing Direction: Integrating Higher Education Financial Aid and Financing Policy (Phase Two)

A grant from Lumina Foundation for Education supported Phase 1 activities on this project from November 2001 through August 2003. In September 2003, we initiated Phase 2 with continuation funding of \$1,000,000 over three years to support expansion and broadening of the scope of this project. New areas under this grant will include financing and retention issues. We will expand several of the activities from phase one, such as offering technical assistance to five additional states on integrating financial aid, tuition, and appropriations policies; convening a national policy forum; cosponsoring leadership institutes for legislators, governors' education policy advisors, and regents; sponsoring state roundtables; commissioning papers; and convening multistate policy forums.

State Services & Benefits

- Access to state technical assistance to explore integrating financial aid, tuition, and appropriations decision making, revenue structures, and student retention.
- Copies of publications, such as commissioned papers, the data inventory, and special surveys.
- Access to SPIDO (State Policy Inventory Database Online) with tuition policies and summaries from 50 states.
- Participation in a national dialogue on innovative ways to bring financial aid and financing policy together.

Strengthening Legislative Engagement in Higher Education

A small planning grant supported new work around tax structures in WICHE states, including comparative information and analyses of key issues and trends, with a profile of each WICHE state. We released "Tax Structure Issues in Western States" by Don Boyd and the full report with individual analyses for the WICHE states.

State Services & Benefits

- Involvement in multistate policy forums on financing and financial aid policies, revenue structures, and student retention.
- Cosponsorship of state roundtables on any of the key issues covered in this project.
- Participation in leadership institutes for legislators, executive office education staff, regents, and state-level commissioners.

□ Access & K-16

Pathways to College Network

An alliance of major foundations, nonprofit organizations, educational institutions, and the U.S. Department of Education to improve college access and success for large numbers of underserved youth. WICHE is the

lead organization – working with SHEEO, ECS, and the College Board – in developing and implementing the public policy component of Pathways. As a lead partner, WICHE participated in the national release of “A Shared Agenda,” the alliance’s call to action for leaders in education, government, communities, business, philanthropy, and in all sectors of society to create an education system in America that encourages *all* young people to prepare for college. WICHE has expanded its free, searchable policy inventory database online (SPIDO) that contains selected policies from the 50 states related to: tuition and fees, teacher quality, financial aid, articulation and alignment, early outreach programs, remediation, data and accountability, equity, and governance.

State Services & Benefits

- Collaboration on state case studies.
- Tailored technical assistance around P-16 issues.
- Access to SPIDO (State Policy Inventory Database Online).
- Access to a range of publications and strategy briefs around P-16 and access for underrepresented students.

Western Consortium for Accelerated Learning Opportunities (WCALO)

An initial three-year grant (2000-2003) from the U.S. Department of Education supported a nine-state consortium (Arizona, Colorado, Hawaii, Idaho, Montana, New Mexico, Oregon, South Dakota, and Utah) to increase the numbers of students from underrepresented populations that participate in accelerated-learning options (e.g., AP, dual enrollment, etc.). The total three-year award of over \$3.2 million supported a variety of activities in the states and at the consortium level to promote accelerated learning. Our special studies and projects involved the states in working groups around access issues as we produced reports and modules addressing regionwide concerns with such topics as teacher and counselor professional development, online learning, and serving American Indian students. We were granted a no-cost extension for the period October 1, 2003, to September 30, 2004, to use remaining grant resources to conclude unfinished projects. The U.S. Department of Education will not sponsor a new competition for these programs in 2004.

State Services & Benefits

- Funding for online AP courses, teacher and counselor professional development, pre-AP activities with programs like GEAR-UP, and other activities.
- Participation in the Consortium Network of K-12/SHEEO representatives.
- Participation in working groups on issues around online AP, serving American Indian students with accelerated learning, teacher pre-service AP models, counselor training, and student progress.
- State roundtables on accelerated learning.
- Exposure to other state’s approaches to accelerated learning for low-income and rural students.

Expanding Engagement: Public Policy to Meet State and Regional Needs

A grant from the Ford Foundation to work with states on concerns around quality and accountability in a time of stable or declining enrollments. Our emphasis here is on helping states that don’t anticipate enrollment increases to examine different strategies that respond to their specific demographic issues.

Escalating Engagement: State Policy to Protect Access to Higher Education

A new proposal to the Ford Foundation to expand and accelerate the work we have started both in terms of

access as a key issue area and the involvement of policymakers. In addition to activities such as policy forums, roundtables, an internship in communication technology and higher education policy, and commissioned papers, we are requesting support for the Legislative Advisory Committee and a Policy Analysis intern.

State Services & Benefits

- Roundtables for states.
- Small, state focus groups of carefully selected top-level policymakers to define the issues.
- Subregional policy forums.
- Regional policy forums.
- Ford/WICHE fellows for emerging professionals in higher education policy analysis and research.
- Research papers and white papers on access, accountability, and workforce issues.

Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity

The 6th edition of this report was released in January 2004. This popular publication extends the projections from 2012 to 2018 and adds income data to our model, enabling us to project high school graduates not only by race/ethnicity but also by family income for the 50 states. Complementary publications include individual state profiles and *Policy Insights* reports.

State Services & Benefits

- Access to high school projections' data by race/ethnicity and income for 50 states.
- Individual state profiles.
- *Policy Insights* reports to explore policy implications of the data.

Following the Sun: Trends, Issues, and Policy Implications of Student Mobility

Staff will continue to seek funding for a project on student mobility. The purpose of this project would be to assist states in building their capacity to measure and understand the impact of student mobility and to effectively address related public policy issues. A related project began this year with Christopher Morpew from the University of Kansas. Morpew is exploring student migration patterns, looking specifically at who benefits from these patterns, what evidence exists that these patterns serve states' higher education and economic needs, and what political and policy factors contribute to these patterns.

State Services & Benefits

- State roundtable on mobility issues.
- Tailored technical assistance to examine student mobility in the state.
- Subregional forums on student mobility.

Other Publications

Ongoing work that informs the access conversation in the West includes our regional fact book, an annual report on tuition and fees in public institutions, our *Policy Alerts* and *Stat Alerts* e-mail notices, state-specific pages on our Web site to show Census data, our short report series titled *Policy Insights*, and an informational bulletin titled *Exchanges*.

State Services & Benefits

- Current demographic information and other data on higher education issues.
- Reports, studies, and related information from an array of sources to support informed policy making.

□ Accountability

Expanding Engagement: Public Policy to Meet State and Regional Needs

The Ford grant also supports our work on accountability and has enabled us to assist states with roundtables and technical assistance. We also utilize several other venues – subregional multistate conferences, publications, briefing papers, and research reports – to promote discussion and action among policymakers and policy shapers on accountability issues.

Escalating Engagement: State Policy to Protect Access to Higher Education

A new proposal to the Ford Foundation to expand and accelerate the work we have started related to accountability. In addition to activities such as policy forums, roundtables, an internship in communication technology and higher education policy, and commissioned papers, we are requesting support for the Legislative Advisory Committee and a Policy Analysis intern.

State Services & Benefits

- Access to state-specific technical assistance.
- Convening state roundtables.
- Access to consultants, facilitators, and other external expertise.
- Participation in regional and subregional policy forums.
- Access to new publications and reports on accountability issues.

□ Workforce

Expanding Engagement: Public Policy to Meet State and Regional Needs

Our efforts on workforce issues are supported by a grant from the Ford Foundation and center on four areas: nursing, college faculty, information technology workforce, and teacher education.

Escalating Engagement: State Policy to Protect Access to Higher Education

Escalating Engagement is new proposal to the Ford Foundation to expand and accelerate our efforts related to workforce issues. In addition to activities such as policy forums, roundtables, and commissioned papers, we are requesting support for the Legislative Advisory Committee and a Policy Analysis intern.

State Services & Benefits

- Access to analytical information on workforce issues.
- Participation in regional and subregional workforce forums.
- Access to technical assistance, consultants, and facilitators.
- Small, state focus groups of carefully selected top-level policymakers to define the issues.

□ Info Technology & Innovation

Expanding Engagement: Public Policy to Meet State and Regional Needs

With support from our Ford Foundation grant, we sponsored a regional policy forum in October 2003 titled *Weathering the Perfect Storm: Information Technology in a Limited Resource Environment*. The forum explored the challenges of providing information technology in a limited-resource environment and the policy issues that legislators and education leaders are facing. A summary of major policy issues that emerged during the forum are included in one of our *Exchanges* reports.

State Services & Benefits

- Participation in regional and subregional policy forums on supporting information technology in a time of limited resources.
- Access to technical assistance, consultants, facilitators, and analytical information on workforce issues.
- Small, state focus groups of carefully selected top-level policymakers to define the issues.

Western Consortium for Accelerated Learning Opportunities (WCALO)

An initial three-year grant (2000-2003) from the U.S. Department of Education supported a nine-state consortium (Arizona, Colorado, Hawaii, Idaho, Montana, New Mexico, Oregon, South Dakota, and Utah) to increase the numbers of students from underrepresented populations that participate in accelerated-learning options (e.g., AP, dual enrollment, etc.). The total three-year award of over \$3.2 million has supported a variety of activities in the states and at the consortium level to promote accelerated learning. One of our special projects this year involves the development of an online resource that uses EduTools to help teachers and administrators assess key features of online Advanced Placement courses. We were granted a no-cost extension for the period October 1, 2003, to September 30, 2004, to use remaining grant resources to conclude unfinished projects.

State Services & Benefits

- Free Web-based assessment of online Advanced Placement courses through EduTools.
- Exposure to other states' innovative approaches to accelerated learning for low-income and rural students.

WICHE



Western Interstate Commission for Higher Education

Dinner

Monday, 6.30 – 9.00 P.M.

9 Monday 6.30 – 9.00 P.M.



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Monday, May 17, 2004

6.15 pm

Meet in the hotel lobby to board the open-air train

The open-air train will depart from the hotel at 6:15 p.m. Please gather in the hotel lobby before 6:15 p.m. and begin boarding the train as soon as possible.

From the hotel we will be taken on a tour of historic Boise. Our engineer will provide us with historical facts and information about points of interest as we travel by various landmarks in Boise.

Finally, the train will take us to our dinner destination, the Basque Cultural Center, where we will be treated to Basque fare and entertained by Basque dancers. The cultural center is located just across the street from the Grove Hotel. Following dinner, you are free to return to the hotel or to explore Boise on your own.

Note about attire: On Monday evening, please wear warm, comfortable, casual clothing (jeans and tennis shoes are fine) and bring along a light jacket. A few blankets have been requested for the open-air train ride, but they are reserved for the Hawaii commissioners and their guests; well, maybe the Arizona folks too.

6.15 - 7.15 pm

Train Tour of historic Boise

The Boise story began back in the early 1840s when tracks were laid for the Oregon bound railroad – right through the town. But the city really took root in 1862, when a major gold discovery 40 miles north prompted the need for an army fort. With its newfound security, this frontier community began to flourish.

For the past 26 years the Boise Tour Train (an 1800s-style locomotive) has meandered Boise's streets, spreading tales of early gold seekers and the pioneer families that supported them. Our journey through time takes us from the discovery of gold in the Boise Basin and the completion of the State Capitol Building in 1920 up to the current construction going on downtown. Boise still maintains a great deal of pioneer architecture, including log cabins, adobe homes, and sandstone buildings. The tours are fully narrated by our enthusiastic engineers and, when finished, you will be almost as knowledgeable as any native Idahoan.

Basque style dinner and live entertainment

The Basque Museum & Cultural Center
The Basque Museum & Cultural Center provides a look into the heritage of the Basque communities of Idaho and surrounding areas.

7.15 - 9.00 pm

Basque Center

Boise has long been a central location where Basque immigrants congregated after coming to the United States from the Spanish Basque region. As they established their lives here, Basques became well known for their hard work and perseverance.

The Basque Museum & Cultural Center provides a look into the Basque heritage via exhibits, collections, and tours. As a cultural center, it's a gathering place for events and educational opportunities – in which people of all backgrounds can participate in Basque activities.

Basque Dancers

The Basque people prize music, song and dance. In the summer of 1980 nine men of the Boise *Oinkari* Basque Dancers donned the distinctive folk dance costumes of *Oñati* – the sash, skirt and castanets – and performed the *Korpus dantzak* for the first time in the U.S. Almost every year since then, at the end of July in Boise, the “trakatan-trakatan” clatter of the dancers’ castanets can be heard as the Idaho *Euskaldunak* (Basques) and their friends gather to celebrate the festival of their patron St. Ignatius. These liturgical dances, dating back several centuries, are characterized by gestures of reverence: they manifest the dancing of prayer.

Basques in Boise

The vast majority of the Basques living in the Boise area came from the province of Bizkaia. Basque names first started appearing here in the late 1800s. Boise has a very close-knit, active Basque community. The following is a list of buildings on or near Grove Street that are all important in keeping the Basque culture alive in Boise.

The Basque Center: Built in the late 1940s as a social club and gathering place, the Basque Center has played an important role in the history of the Basques here. It's used for dance practices for both the *Oinkari* Basque Dancers and the Boise'ko *Gasteak* Dancers. In the afternoon it's not unusual to find some of the older Basques meeting there to drink coffee, converse, and maybe play some *Mus*, a Basque card game.

The Cyrus Jacobs-Uberauga Boarding House: Built in 1864, it's the oldest surviving brick building still in existence in Boise. Notable historical trivia includes boasting the first indoor bathtub in Boise and wedding site of Idaho's famous Sen. William Borah. It was first rented by Basques for use as a boarding house in 1910 and was purchased by the Uberuaga family in 1917.

The Basque Museum and Cultural Center: This building houses the interpretive exhibits on the Basques and their history in Idaho, a classroom area where Basque language classes are offered two times per week, a library, offices, and a gift shop.

The Fronton Building: It was built as a boarding house by the Anduiza family in 1912 and is unique because of the fronton, or Basque handball court, inside.

Gernika: This Basque pub was established in 1991 and has become a gathering point for many in the community.



What's Up in the West

Tuesday, 8.00 – 9.15 A.M.

Evergreen

Tuesday, May 18, 2004

8.00 - 9.15 am
Evergreen**What's Up In The West:
Another Act from the Cheryl and David Show**

In this two-part discussion, we will first provide a view of what has been happening in recent months with respect to state finance issues (appropriations, tuition, and financial aid, also known as ATFA), enrollment, and other activities or issues of particular note.

The second part of this discussion will continue the commission's discussion of developing a parsimonious set of regional benchmarks to use in judging the West's progress, or lack thereof, in enhancing access to and success within a high-quality postsecondary education experience. Staff will present a proposed set of benchmarks for this purpose.

Biographical information on speakers

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

Cheryl Blanco is senior program director for Policy Analysis and Research at WICHE. She monitors historical and emerging socioeconomic and political trends that impact higher education; directs the work of several policy projects; and produces a variety of publications to improve policymaking in higher education. She was appointed by U.S. Secretary of Education Richard Riley to the Advisory Council on Education Statistics for the National Center for Educational Statistics, U.S. Department of Education, and is past chair of the National Postsecondary Education Cooperative. Prior to joining WICHE, she was educational policy director at the Florida Postsecondary Education Planning Commission. She has held faculty and administrative positions at Arecibo Technological University



College, University of Puerto Rico, including assistant to the vice president for academic affairs, director of the division of continuing education, coordinator for professional development, and tenured associate professor in the English Department. She received her Ph.D. in higher education from Florida State University.

WICHE



Western Interstate Commission for Higher Education

Policy Discussion: Accreditation in the West

Tuesday, 9.15 – 10.30 A.M.

Evergreen

11 Tuesday 9.15 – 10.30 A.M.

Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

Tuesday, May 18, 2004

9.15 - 10.30 am
Evergreen**Policy Discussion: Accreditation in the West: Responding to a Changing Enterprise**

Moderator: Charles Ruch is WICHE's immediate past chair. He was inaugurated in March, 2004, as the 17th president of the South Dakota School of Mines and Technology in Rapid City. Prior to this, he served as president of Boise State University for the past 10 years. He began his professional career as a counselor at a high school in Evanston, IL. Ruch then joined the faculty of the University of Pittsburgh and chaired the Department of Counselor Education; in 1974, he was appointed associate dean. Later, he became dean of the School of Education at Virginia Commonwealth University and in 1985 was named the institution's provost and vice president for academic affairs. He received his bachelor's degree from the College of Wooster and his master's and Ph.D. from Northwestern University. He has been a commissioner since 1994.

Panelists: Barbara A. Beno, executive director, Western Association of Schools and Colleges Accreditation Commission for Community and Junior Colleges; Sandra E. Elman, executive director, Commission on Colleges and Universities of the Northwest Association of Schools and Colleges; and Ralph A. Wolff, executive director, Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities.

Accreditation is the primary means by which institutions of higher education in the U.S. assure and improve quality. In place for more than a century, this form of self-regulation has contributed to the strength and effectiveness of U.S. colleges and universities. Regional and national accrediting agencies review entire institutions; specialized accreditors review academic programs. Institutions and programs undergo accreditation reviews at regular intervals that may range from three to 10 years, depending on the accrediting agency.

With the reauthorization of the 1965 Higher Education Act, two fundamental questions for the accrediting community have surfaced. What is the role of the federal government in accountability? What is the role of accreditation in accountability? The panelists, executive directors of the four regional commissions that accredit institutions in the West, will discuss how accreditation is responding to these complex questions as well as to other major changes that are occurring in Western higher education: the expanded use of technology-mediated instruction, the greater focus on student-learning outcomes, the diminution of funds for public higher education, and the increasing market orientation of higher education.

Biographical information on panelists

Barbara A. Beno, executive director of the Western Association of Schools and Colleges (WASC) Accreditation Commission for Community and Junior Colleges, has had a distinguished career in higher education. Prior to joining WASC she spent 12 years as president of Vista College in Berkeley, CA. She also served as director of research and planning for the Peralta Community College District in Oakland and as the founding president of the Research and Planning Group, the statewide community college researchers' association. Beno has served as a commissioner for both the Accrediting Commission for Community and Junior Colleges and the Accrediting Commission for Senior Colleges and Universities. She has chaired and served on evaluation teams for the past decade and was a member of the board of directors of the Western Association of School and Colleges. Beno received her Ph.D. in sociology from the State University of New York, Stony Brook.

Sandra E. Elman is the executive director of the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges in Bellevue, WA. She has served as the coordinator and liaison of the Western Governors University/Interregional Accreditation Committee Initiative since 1996. Elman was previously the associate director of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges and also held administrative and faculty positions at the John McCormick Institute of Public Affairs at the University of Massachusetts, the University of Maryland, and the University of California, Berkeley. She received her B.A. degree in history and political science from Hunter College and her M.A. and Ph.D. degrees in planning and administration from the University of California, Berkeley.

Ralph A. Wolff, executive director of the WASC Accrediting Commission for Senior Colleges and Universities, was appointed in 1996, after serving as associate executive director from 1981 to 1995. He coordinated the extensive process leading to the 2001 *Handbook of Accreditation*. Prior to joining WASC, Wolff was the founder and director of planning of the Antioch School of Law, dean of the Graduate School of Education at Antioch, and a law professor at the University of Dayton. A graduate of Tufts University, Wolff received his J.D. with honors from the National Law Center at George Washington University.

WICHE



Western Interstate Commission for Higher Education

Committee of the Whole

Tuesday, 11.00 A.M. — 12.30 P.M.

Evergreen



Redfish Lake, Idaho - photo courtesy of Idaho Travel Council

12 Tuesday 11.00 A.M. — 12.30 P.M.

Tuesday, May 18, 2004

REPLACEMENT PAGE





11.00 am - 12.30 pm
Evergreen

Committee of the Whole



Agenda

Call to order: Don Carlson, chair





Report of the Executive Committee [Tab 1]

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	Recommended action: FY 2005 salary and benefits recommendations	1-45
	Recommended action: FY 2005 general fund budget and FY 2004 general fund budget review	1-47
	Recommended action: Establishing dues for the FY 2006 - FY 2007 biennium	1-49

Report of the Programs and Services Committee [Tab 7]

	The Professional Student Exchange Program support fees for 2005-2006 and 2006-2007	7-7
	Recommended action: FY 2005 workplan	7-27

Report of the Issue Analysis and Research Committee [Tab 8]

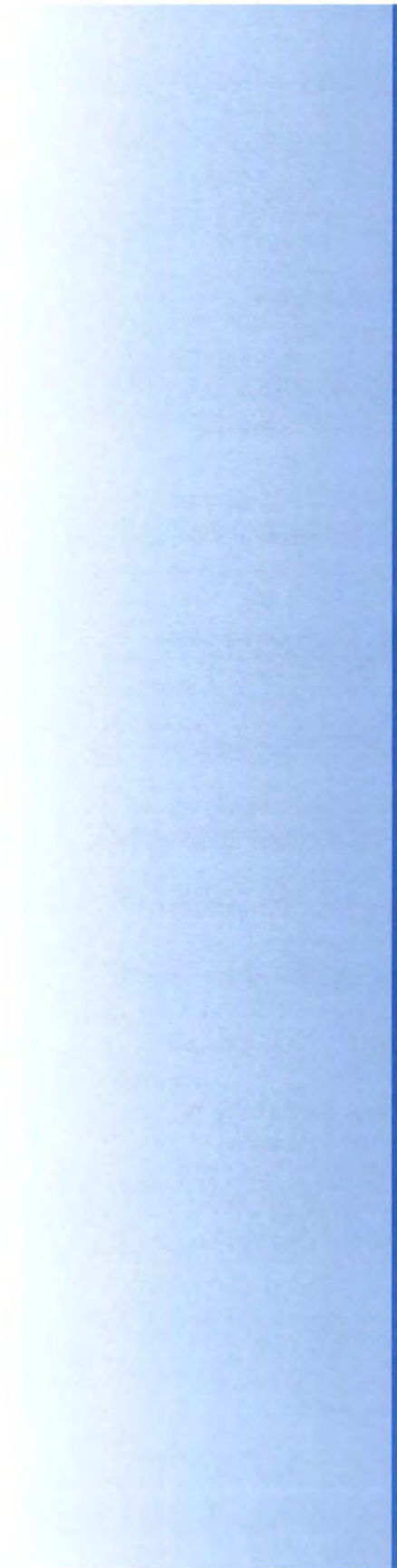
	Recommended action: FY 2005 workplan	8-7
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Report on the status of WICHE's office facility

Other business

Adjournment

REPLACEMENT PAGE





An economic recovery, they say, is upon us (or almost). Our region and our country are gradually pulling away from the hard times of the last several years, establishing a foothold, or perhaps just a toehold, on firmer ground. Whether a new age of prosperity awaits us in the next few years no one can say. One thing's for sure, however: As our states move forward into this new era, whether we have more than enough or just enough to make do, we need to find the discipline to live within our means and the will to create a solid future for *all* of our citizens. In particular, we need to renew our support for our neediest students, who've been hardest hit by the recent recession. We need to support them over the long haul by making sure they get the education they need to thrive in our society. Higher education has never been more important than now.

The Western Interstate Commission for Higher Education (WICHE), founded in 1953, is in the first year of its second half century. In some ways, the core issues we focus on today – **access, finance, and workforce needs** – haven't changed. Yet in a society that now requires *all* of its citizens to be well educated, they've attained a far greater urgency. Today, WICHE also focuses on two other, related issues: **accountability** and **technology**, both of which are essential to providing students with access to a good and affordable education.

Even during times of great prosperity in the West, our states have relied upon each other to make the dream of a well-educated citizenry a reality. Today, given the demands of our increasingly specialized, sophisticated economy, it's simply too big a job for any of us to do alone. Via our programs and research, WICHE supports all the constituents in our member states – from legislators, decision makers, and businesspeople to students and families – in their pursuit of this dream. Here, we describe how WICHE is working in its five core areas to provide that support.

Finance

WICHE has several projects focused on the critical issue of finance. “**Changing Direction: Integrating Higher Education Financial Aid and Financing Policy**” is an initiative of the Policy Analysis and Research unit that focuses on aligning policy dealing with financial aid, financing, and appropriations. Funded by Lumina Foundation for Education, this three-year continuation project has supported the restructuring of these policies and practices to maximize participation, access, and success for all students. Funding support for a second phase of this project allows us to extend our scope to examine the impact of revenue and expenditure constraints on the future viability of higher education. The project is engaging policymakers and higher education leaders in key policy issues around the ability of states to sustain their investment in higher education. This work will assist states in evaluating their individual context for generating and sustaining revenues for higher education and the related effects on issues such as access, delivery, and quality. Target states will develop scenarios that will help them design a fiscal plan to sustain their investment in higher education through a period of constrained resources and expenditures.

WICHE’s **Student Exchange Programs** provide financial assistance to students in the West and opportunities for resource sharing to the region’s institutions. This year, some 19,000 students saved over \$90 million in reduced tuition costs by participating in our three programs: the Professional Student Exchange Program, the Western Regional Graduate Program and the Western Undergraduate Exchange. In addition to continuing to administer PSEP, WRGP, and WUE, WICHE’s Programs and Services unit will work with our member states to seek opportunities to broaden student participation in each program. See the next section, on access, for a full description of WICHE’s Student Exchange Programs.

WCET, the Cooperative advancing the effective use of technology in higher education, is involved in several projects that focus on finance. One involves implementing standard analytical principles to assess the costs of higher education’s use of technology; the project was developed by WCET and the National Center for Higher Education Management Systems with support from the Fund for the Improvement of Postsecondary Education (FIPSE).

Helping colleges and universities to **control costs** is an important aspect of our finance work. WICHE is conducting a feasibility study to determine if colleges and universities in the West would join a regional insurance purchasing group to improve their insurance coverage and asset protection strategies while lowering their insurance costs. If sufficient interest is expressed, a regional insurance collaborative would lower costs for comprehensive property coverage and help to stabilize premium rates over time.

Access

Access has been WICHE’s central issue since its founding in the 1950s. The **Programs and Services** unit supports this mission by administering our three Student Exchange Programs: the Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), and the Western Undergraduate Exchange (WUE). This year, some 19,000 students are enrolled in two- and four-year institutions in the West through **WUE**, which allows out-of-state students to pay 150 percent of the resident tuition rate to attend schools across the West, saving themselves and their families some \$90.5 million in tuition costs this year. Fourteen of the 15 WICHE states participate (California sends students to other states, but only one of its schools receives WUE students). We are currently conducting a study of WUE student out-of-state migration patterns to better understand how this regional exchange affects student access and success, as well as states’ diverse higher education and economic needs. Christopher Morphew of the

Policy Analysis and Research

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

- Changing Direction: Integrating Higher Education Financial Aid and Financing Policy
- Pathways to College Network
- Expanding Engagement: Public Policy to Meet State and Regional Needs
- Western Consortium for Accelerated Learning Opportunities (WCALO)
- Tuition & Fees in Public Education in the West
- The WICHE Factbook: Policy Indicators for Higher Education
- Policy Insights – short reports on major policy issues
- Exchanges – bulletin on unit activities and initiatives
- Knocking at the College Door: Projections of High School Graduates by State, Race/Ethnicity, and Income Level
- State Policy Inventory Database Online (SPIDO)

University of Kansas is the lead researcher for the project, which is supported by a grant from Lumina Foundation.

PSEP, our 50-year-old exchange, enables students in 13 WICHE states to participate in 14 professional education programs in other Western states. In 2003-04, nearly 700 students took advantage of this program. Each state determines the fields and the number of students they will support. Programs are available in medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, graduate nursing, graduate library studies, pharmacy, public health, and architecture. Our third program, **WRGP**, offers 134 distinctive graduate programs in some three dozen institutions in 14 states; all WICHE states except California participate. New programs are added to WRGP every two years. Sixteen programs were recently nominated and are currently being reviewed; if they are approved they will be added to the exchange by late spring. Graduate students enrolled via WRGP pay resident tuition rates.

Increasing student access to higher education via technology and distance education is also an important issue for WICHE. One of the future faces of student exchange may well be **NEON (Northwest Educational Outreach Network)**, whose focal point is learning-at-a-distance, particularly in high-demand professions. See the section on innovation for more on NEON. NEON is a collaboration between WICHE and the **Northwest Academic Forum (NWAFF)**, a 10-state group of institutions and state policymakers which fosters regional resource sharing and promotes innovative and collaborative efforts among its member institutions. WICHE is NWAFF's secretariat.

WCET

WCET, the Cooperative advancing the effective use of technology in higher education, is a national leader in helping states and institutions use new technologies to improve education. Members representing more than 40 U.S. states and four continents cooperate in sharing information, identifying barriers to the use of telecommunications in education, evaluating technological approaches to education, and facilitating multistate approaches to technology-based learning.

Current projects include:

- Edutools: Web Resource for Comparisons
- Technology Costing Methodology project
- 2004 Annual Conference (Nov. 11-13), San Antonio, TX
- Research on effective online student services
- Research on e-learning acceptance at traditional institutions
- Quality assurance for Web-based courses
- Developing worldwide awareness of open educational resources
- Mentoring a new national organization for virtual schools
- Consulting on statewide and campus e-learning projects

Programs and Services

WICHE's three Student Exchange Programs—the Professional Student Exchange Programs, Western Regional Graduate Program, and Western Undergraduate Exchange—currently enroll some 19,000 students and saved students and their families over \$90 million last year. Other Programs and Services initiatives include:

- Northwest Academic Forum
- NEON, the Northwest Educational Outreach Network
- American TelEdCommunications Alliance
- Legislative Advisory Committee
- Communications activities: NewsCap, factsheets, Web site, annual reports, state briefings, commission meeting support
- Workforce Briefs

The Policy Analysis and Research unit offers analysis, support, and data to constituents on access as well as other issues. One of its major endeavors for 2005: its work with the **Pathways to College Network**, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Department of Education. Pathways' goal is to improve access to higher education for disadvantaged students, and to help prepare them to take advantage of what higher education has to offer. The Pathways Network—which includes researchers, policy analysts, educators, K-12 administrators, government, business, foundations, and community organizations—seeks to identify the best ways of putting disadvantaged students on the path to college. Its educational and community organizations are working together to create new programs that open college doors for low-income students. To support this effort, WICHE annually updates its online searchable policy inventory, SPIDO (State Policy Inventory Database Online), and assists with roundtables, as well as with the release and implementation of the network's national report, *A Shared Agenda*. WICHE also helps oversee the project's major components and directs its policy component.

The **"Changing Direction"** project, described earlier, examines how to structure financing policy and financial aid to maximize access and participation. Part of this effort involves not just access to higher education but success in persisting to degree completion. Under our Phase 2 grant,

we are broadening the scope of the project to examine retention in higher education and how financial aid and financing policies impact student persistence. We're also looking more closely at two-year institutions, particularly in light of how financing and financial aid policies influence community college students' participation, access, and success.

A third continuing Policy project related to WICHE's ongoing efforts to promote access is the **Western Consortium for Accelerated Learning Opportunities (WCALO)** – a project funded by a grant from the U.S. Dept. of Education's Advanced Placement Incentive Program. A partnership whose nine members are Arizona, Colorado, Hawaii, Idaho, Montana, New Mexico, Oregon, South Dakota, and Utah, WCALO's goal is to increase the number of low-income and rural students succeeding in accelerated-learning courses. States participate in the consortium in a variety of ways, including: supporting students from low-income families with fee reimbursement for Advanced Placement and International Baccalaureate exams; providing professional development for teachers, administrators, and counselors; subsidizing online accelerated-learning courses; and participating in the consortium's network of state education agency and state higher education executive office representatives.

Through our Ford Foundation project "**Expanding Engagement: Public Policy to Meet State and Regional Needs,**" we will continue to work with selected states on the collision between demand, access, and financial constraints. Economic uncertainty coupled with an increased demand for higher education has made this issue a top priority in our policy support work. Two subregional conferences are planned on this topic during FY05.

Lastly, December's release of the 6th edition of our **Projections of High School Graduates** – which, for the first time, includes projections by family income level, in addition to race and ethnicity – will provide another dimension to our research and aid us in providing policymakers and educators with the data they'll need to make informed decisions about the effect of changing demographics on higher education.

A current **CONAHEC (Consortium for North American Higher Education Collaboration)** project explores expanding cross-border higher ed access in North America. WICHE and CONAHEC have established a regional tuition bank, whereby institutions will make specified educational programs available to students from other institutions participating in the network; the program is based on multilateral "tuition swaps," where students pay fees to their home institution and are responsible for their own travel, lodging, and other expenses. Students access the directory of participating institutions via a searchable database through CONAHEC's portal. As of March 2004, 35 higher education institutions from Canada, the U.S., and Mexico had signed up to participate, offering more than 250 academic programs to prospective undergraduate and graduate students in the three countries. In spring 2003, three students were exchanged; in fall 2003, seven students participated, and seven more participated in the spring of 2004. At this time a record number of 56 students have applied and are in the process of being admitted for the fall of 2004. CONAHEC's goal is to involve 90 higher education institutions within the next two years. To strengthen and promote the program, CONAHEC is using a three-year implementation grant from U.S. Department of Education's Fund for the Improvement of Postsecondary Education, which its University of Arizona office received in October 2002.

CONAHEC's Ninth North American Higher Education Conference (held March 18-20, 2004, in Guadalajara, Jalisco, Mexico), "**Discovering North American Potential: Higher Education Charts a New Course,**" provided a framework for the second 10 years of higher education collaboration across the continent. Attendees, including more than 350 participants (60 of whom were students) from Mexico, Canada and the United States, networked to form new partnerships and renew existing contacts for current projects.

Mental Health

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

- Western States Decision Support Group
- Mental health student exchange
- Project to improve mental health program performance measurement
- Public mental health workforce development project

Innovation & Information Technology

WCET continues to work with institutions and state agencies as they fully integrate technologies into their academic and student support activities (as part of its global outreach, WCET worked with the United Nations Educational, Scientific, and Cultural Organization—UNESCO—to explore issues of use for copyrighted information and other information technology issues related to universities in developing nations). One project, supported by the William and Flora Hewlett Foundation, is allowing WCET to study **new IT developments**, such as the policy implications of the open courseware movement. Another project supported by Hewlett, **“Edutools: Web Resource for Comparisons,”** addresses the needs of institutions developing online education by giving administrators a single place to go for product and policy comparisons. WCET is also continuing its work with **Web-based student services** for online learners, with support from its corporate and state members. In 2004, it will host its **16th annual conference** in San Antonio.

WICHE provides staff support to the 10-state **Northwest Academic Forum (NWAFF)**, a regional organization that fosters interstate and interinstitutional cooperation and an early advocate of technology-based solutions to higher education access issues. Thirty-two masters and doctoral level institutions and 10 states hold memberships in the forum; they are represented by their provosts, vice presidents of academic affairs, and state academic officers. Since 1984, the forum has addressed regional higher education issues and fostered new initiatives aimed at resource sharing, helping to create WCET, NorthWestNet, and the Northwest Academic Computing Consortium. The forum held its 2004 annual meeting at the University of Nevada-Reno campus on April 15-16, focusing on how campuses can enhance their learning environments to improve learning outcomes and reduce costs.

The forum's newest initiative is **NEON**, the **Northwest Educational Outreach Network**. The forum created NEON, in partnership with WICHE, to help institutions and states to pool their academic resources and expertise. NEON's mission is to enable participating institutions to share electronically delivered degree programs. WICHE is developing NEON with a three-year grant of \$616,000 from FIPSE. Degree or certificate programs, each involving multiple institutions, are being expanded or created in three disciplines: nursing (Ph.D.); logistics and global supply chain management, and library media (graduate certificates).

We are also working to build college, university, and other educational organizations' participation in our states in the **American TelEdCommunications Alliance**. This national initiative was created in 2001 by WICHE and the three other regional higher education organizations—the Midwestern Higher Education Compact, the New England Board of Higher Education, and the Southern Regional Education Board—along with MiCTA, a national nonprofit technology association based in Michigan. The ATAlliance brings schools, colleges, and state education agencies together to improve the quality of education while offering a best pricing model: the alliance provides improved purchasing options and access to cutting edge technologies via competitively bid contracts. The ATAlliance recently expanded its services to include e-learning course management system products to help institutions keep pace with the exponential growth in online courses. The ATAlliance menu also includes voice, video, wireless, computer hardware and software, power and energy management programs, library equipment and office supplies.

Workforce & Society

In addition to managing our three Student Exchange Programs, we produce a series of **Workforce Briefs** each year; they detail workforce projections in each of our 15 member states, with an emphasis on the health professions and other fields covered in PSEP.

WICHE is exploring the need to establish rural mental health training initiatives, such as professional student exchange programs or collaborative training ventures between states and institutions. WICHE's **Student Exchange**

CONAHEC

The Consortium for North American Higher Education Collaboration (CONAHEC), based at the University of Arizona, helps institutions and states explore initiatives involving education in Canada, Mexico, and the U.S. WICHE was a founding partner of this unique consortium and is represented on its board of directors, which held its last meeting in Guadalajara on March 17, 2004. CONAHEC's 143 members are drawn from higher education institutions and organizations. Its media are three: conferences that address higher ed issues in North America and foster trilateral collaborations; research papers on cross-border higher ed issues; and its North American higher education portal. Current projects include:

- North American Higher Education Conference
- BORDER PACT (U.S.-Mexico) network
- North American higher ed portal (<http://conahec.org>)
- North American Student Exchange Program

and **Mental Health programs** are conducting a survey of higher education institutions in the West to learn more about existing programs that prepare rural mental health professionals, as well as to identify programs that may be interested in expanding their outreach. Areas of focus include: psychology, psychiatry, social work, child and family services, counselor education, physician assistant programs, public health, and psychiatric nursing.

In addition, the **Mental Health Program** continues its support of the **Western States Decision Support Group (WSDSG)**, which enables interstate collaboration for improving data infrastructure and performance measurement in the public mental health systems. The WSDSG will host three regional conferences focused on collaborative activities and professional peer knowledge exchange among state mental health program evaluators and system planners this year. Major activities will focus upon the areas of assessing the prevalence of mental illness in the West, workforce development to ensure the deployment of competent mental health professionals, and the development of technical assistance activities in the area of evidence-based practice.

CONAHEC works on workforce issues from a **North American perspective**. Its board members have developed committees to draft action plans on two recommendations from its Calgary 2002 conference that are focused on workforce issues, particularly on the issue of professional mobility in North America. In addition, CONAHEC'S **BORDER PACT**, a U.S.-Mexico network, works to increase higher education institutions' involvement as agents of change in the borderlands communities where they are located. CONAHEC recently announced its fourth request for proposals for its **BORDER PACT** grants program. The program gives seed money grants of up to \$15,000 to higher education institutions and their partners to improve life in the U.S.-Mexico borderlands. Projects typically focus in the areas of areas of economic development, health, education, environment, and community issues.

The Policy Analysis and Research unit has received funding from the Ford Foundation to look at four workforce areas in depth: **nursing, information technology, teacher education, and faculty**. The grant supports activities such as roundtables, policy forums, and research, as well as the WICHE fellows and a post-doc WCET position. Briefing papers on workforce issues will be published as part of this effort. Some of these materials will be produced by WICHE fellows, who are supported by our Ford Foundation grant. Additionally, a regional policy forum will be held for Western states on workforce and economic development issues.

This year, we'll continue to communicate with several key constituencies to broaden their understanding of WICHE's programs and services. One way we do this is via our **Legislative Advisory Committee**. The committee will convene its annual meeting in mid-July in conjunction with the annual meeting of the National Conference of State Legislatures, to discuss the fiscal challenges states are facing throughout the region and other important higher ed issues. We will continue to collaborate with other higher ed organizations and policy organizations to expand the reach of our work and share resources.

Accountability

WICHE works with Western states to help them develop new strategic plans, designed to provide greater accountability in relation to the states' higher education investments. Our multiyear **"Expanding Engagement"** project provides an opportunity for policymakers, institutional leaders, and others in the higher ed community to better understand the relationships between finance and accountability issues. The release of the National Center for Public Policy and Higher Education's *Measuring Up 2004*, a state-by-state report card for higher education, will also allow WICHE opportunities to assist policymakers with accountability issues. Through state technical assistance, roundtables, and small, high-level meetings with state leadership, WICHE will support Western states' efforts on a broad range of accountability issues. WICHE has been assisting the California Higher Education Accountability Project as a member of both its analytic team and its advisory group. The project has become the basis for policymaker discussions and a legislative agenda in support of statewide accountability goals and indicators aimed at meeting vital state public policy priorities.

A number of continuing Policy Analysis and Research unit projects relate to accountability and other higher ed issues. Its short report series, **Policy Insights**, covers a wide range of higher ed topics, including accountability, while **Policy Alerts** and **Stat Alerts** provide weekly e-mail notices on new policy- and data-related reports. We also publish an annual **Tuition and Fees** report with detailed data on all public institutions in the West, as well as a regional fact book that provides a wealth of data on access, affordability, finance, faculty, technology and workforce issues.

WICHE FY 2004 - 2005 Workplan: Priority Themes & Activities

Existing Activities
(GF=general fund)

Finance

Annual *Tuition and Fees* report (GF)
 WCET's Technology Costing Methodology project handbook (FIPSE)
 Multiyear policy projects on higher ed finance and financial aid (Lumina Foundation)
 Performance measurement improvement in the Western states public mental health programs
 Influence of federal student aid resources on state and institutional student aid programs (Mundel)
 National Policy Forum (Lumina)
 Institute for Trustees (Lumina)
 Institute for Governors' Policy Advisors (Lumina)
 Institute for Legislators (Lumina)

Access

Student Exchange Programs:
 Professional Student Exchange Program (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE)
 Accelerated Learning Initiatives (U.S. Dept. of Education)
 Pathways to College Network (GE Fund, James Irvine Foundation, FIPSE and others)
 Project on the collision between demand, access, and financial constraints (Ford)
 Multiyear policy projects on higher ed finance and financial aid (Lumina Foundation)
 High school graduates projections by state, race/ethnicity, and income
 Children's mental health improvement projects in Wyoming and South Dakota
 North American Student Exchange Program (FIPSE)
 Student mobility and the utility of WUE (Morphew and Ford)

Innovation & Info-technology

Support of the NorthWest Academic Forum's regional initiatives (NWAFF)
 NEON, the Northwest Educational Outreach Network (FIPSE)
 Western Cooperative for Educational Telecommunications initiatives
 EduTools work to provide comparisons of electronic learning resources (WCET)
 Building regional participation in the American TelEd Communications Alliance (self-funding)
 North American higher education portal expansion (FIPSE)
 Financing of information technology (Ford)
 Best practices in online student services (WCET)
 EduTools for AP courses (WCALO)
 AP teacher professional development online (WCALO)

Workforce

Project on workforce issues and higher ed: nursing, teacher education, information technology, and faculty (Ford)
 Mental health student exchange
Workforce Briefs (GF)
 Building partnerships for competency: public mental health workforce development
 Rural mental health training initiatives

Accountability

Regional benchmarks (GF)
 Regional Factbook: *Policy Indicators for Higher Education* (GF)
Policy Insights on a range of higher education issues (GF)
 Guidelines in distance-delivered education for the regional accrediting agencies by WCET
 Project on higher ed quality and accountability in a time of stable or declining enrollments (Ford)
 Facilitation of the Western States Decision Support Group for Public Mental Health (SAMHSA)
 Electronic alerts and clearinghouse (GF)

New Directions
(proposals have been approved by the commission)

Finance

Examination of the impact of revenue constraints on future viability of higher ed in the West (Ford and Lumina)

Changing Direction—Phase 2 (Lumina)

Technology Casting Methodology simplified spreadsheets (WCET)

Access

PSEP revitalization

Institutional and faculty diversity initiatives (Equity Scorecard—subcontract with the University of Southern California)

Two multistate forums on access in high-growth and low-growth states (Ford)

Multistate forum on retention (Lumina)

Study of accelerated-learning policies (Lumina)

Innovation & Info-technology

Policy forum on financing information technology in a limited-resource environment

Acquiring a new WICHE facility and regional learning center

Quality measures in e-learning (WCET and Lumina)

EduTools course evaluations (WCET)

Workforce

Developing Student Exchange Program responses to critical workforce shortages

Expanding professional advisory councils (health professions, vet medicine)

Accountability

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

Institute for legislators and trustees on higher ed issues

On the Horizon

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

Finance

Policy work on resident and nonresident tuition policies

Property insurance and risk consortium

WICHE service repayment program

Access

P-16 interactions to enhance preparation

Escalating Engagement (Ford)

Review of High School Graduates Projections Methodology (Spencer)

Innovation & Info-technology

Expansion of NEON

Exploring the development of portal technologies

XAP

Workforce

WICHE licensure and credentialing service

Recruiting leaders for Western higher education

Assisting states in identifying academic program development needs

Escalating Engagement (Ford)

Accountability

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

Escalating Engagement (Ford)

Partner Organizations

WICHE projects are often supported via grants, contracts, or in-kind support from foundations, corporations, institutions, government agencies, and other organizations. Supporting our recent projects

Arizona Board of Regents
Association of Governing Boards
Boston University Medical School
California Department of Mental Health
Colorado Department of Education
Colorado Mental Health Institute
Council of Regional Accrediting Commissions
Council of State Governments-WEST
Education Commission of the States
The Ford Foundation
The William and Flora Hewlett Foundation
The Higher Education Funding Council of England
Lumina Foundation for Education
Andrew Mellon Foundation
National Conference of State Legislatures
National Institutes of Health
Nebraska Department of Health and Human Services
Northland Healthcare Alliance (North Dakota)
Oregon Department of Human Services
Pathways to College Network (with funding from the Daniels Fund, the GE Fund, the James Irvine Foundation, the Ford Foundation, Lucent Technologies Foundation, Lumina Foundation, KnowledgeWorks Foundation, the Bill & Melinda Gates Foundation, and the U.S. Department of Education's Fund for the Improvement of Postsecondary Education)
Sloan Foundation
South Dakota Department of Human Services
South Dakota Division of Mental Health
Southwest Counseling Service (Wyoming)
United Nations Educational, Scientific, and Cultural Organization
U.S. Department of Education
U.S. Department of Education: FIPSE
U.S. Department of Health & Human Services
Wyoming Division of Behavioral Health

The WICHE Commission

WICHE's 45 commissioners are appointed by their governors from among state higher executive officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Don Carlson, state senator, Vancouver, WA, is chair of the WICHE Commission; Diane M. Barrans, executive director, Alaska Commission on Postsecondary Education, Juneau, AK, is vice chair.

Alaska

Diane M. Barrans, executive director, Alaska Commission on Postsecondary Education, Juneau (WICHE vice chair, 2004)

Johnny Ellis, state senator, Anchorage

Marshall Lind, chancellor, University of Alaska - Fairbanks, Fairbanks

Arizona

Lawrence M. Gudis, senior vice president, Apollo Group, Axia College, Phoenix

John Haeger, president, Northern Arizona University, Flagstaff

Joel D. Sideman, deputy executive director and chief legal counsel, Arizona Board of Regents, Phoenix

California

Francisco Hernandez, vice chancellor, University of California, Santa Cruz

Herbert Medina, associate professor, Mathematics Dept., Loyola Marymount University, Los Angeles

Robert Moore, former executive director, California Postsecondary Education Commission, Sacramento

Colorado

William F. Byers, consumer and public relations manager, Grand Valley Power, Fruita

Tim Foster, president, Mesa State College, Grand Junction

William G. Kuepper III, senior policy advisor, Colorado Commission on Higher Education, Denver

Hawaii

Doris Ching, vice president for student affairs, University of Hawaii at Manoa, Honolulu

Clyde T. Kodani, president, Kodani & Associates, Inc., Lihue

Roberta Richards, state education officer, Hawaii Department of Education, Honolulu

Idaho

Richard L. Bowen, president, Idaho State University, Pocatello

Jack Riggs, physician, Coeur d'Alene

Gary W. Stivers, executive director, State Board of Education, Boise

Montana

Francis J. Kerins, president emeritus, Carroll College, Helena

Sheila Stearns, commissioner, Montana University System, Helena

Cindy Younkin, state representative, Bozeman

Nevada

Jane Nichols, chancellor, University and Community College System of Nevada, Reno

Raymond D. Rawson, state senator, Las Vegas

Carl Shaff, educational consultant, Nevada State Department of Education, Reno

New Mexico

Dede Feldman, state senator, Albuquerque

Everett Frost (WICHE chair, 2000), president emeritus and professor emeritus, Anthropology Dept., Eastern New Mexico University, Portales

Patricia Anaya Sullivan, assistant director, WERC, Las Cruces

North Dakota

Michel Hillman, interim chancellor, North Dakota University System, Bismarck

Richard Kunkel, vice president, North Dakota Board of Higher Education, Devils Lake

David Nething, state senator, Jamestown

Oregon

Ryan Deckert, state senator, Portland

Camille Preus-Braly, commissioner, Oregon Department of Community Colleges and

Workforce Development, Salem

Diane Vines (WICHE chair, 1997), coordinator, Governor's Healthcare Initiative, Portland

South Dakota

Robert Burns, distinguished professor, Political Science Department, South Dakota

State University, Brookings

Robert T. (Tad) Perry (WICHE chair, 2002), executive director, South Dakota Board of Regents, Pierre

Charles Ruch (immediate past chair, WICHE Commission), president, South Dakota School of Mines and Technology, Rapid City

Utah

David Gladwell, state senator, North Ogden

E. George Mantes, member, Utah State Board of Regents, Salt Lake City

Rich E. Kendell, commissioner of higher education, State of Utah, Salt Lake City

Washington

Don Carlson (WICHE chair, 2004), state senator, Vancouver

Debora Merle, policy advisor for higher education, Washington Office of the Governor, Olympia

James Sulton, Jr., executive director, Higher Education Coordinating Board, Olympia

Wyoming

Tex Boggs, state senator and president, Western Wyoming Community College, Rock Springs

Philip L. Dubois, president, University of Wyoming, Laramie

Klaus Hanson, professor of German, and chair, Dept. of Modern and Classical Languages, Laramie

WICHE Staff

Executive Director's Office

David Longanecker, executive director
Marla Williams, assistant to the executive director
Frank Abbott, senior advisor

Administrative Services

Marv Myers, director
Tim Dammann, computer technician
Karen Elliott, senior accounting specialist
Faye Jensen, human resources coordinator
Craig Milburn, accounting manager
Ann Szeligowski, accounting specialist
Jerry Worley, information technologies manager

Mental Health

Dennis Mohatt, director
Scott Adams, postdoctoral fellow
Chuck McGee, project director

Programs & Services

Jere Mock, director
Sandy Jackson, program coordinator, Student Exchange Programs
Candy Allen, graphic designer
Anne Ferguson, administrative assistant I
Anne Finnigan, communications associate
Deborah Jang, publishing and design manager
Jenny Shaw, administrative assistant IV

Policy Analysis & Research

Cheryl Blanco, director
Caroline Hilk, administrative assistant IV
Michelle Médal, administrative assistant II
Demarée K. Michelau, project coordinator

WCET

Sally Johnstone, director
Sherri Artz Gilbert, administrative coordinator
Sharmila Basu Conger, postdoctoral fellow
Russell Poulin, associate director
Patricia Shea, assistant director
Rachel Sonntag, conference assistant

NACOL

Timothy Stroud, executive director
Linda Wood, executive assistant

CONAHEC staff

(w/offices at WICHE)
Margo Stephenson, associate project director

The WICHE Web site www.wiche.edu includes a staff directory with phone numbers and email addresses.

Reference

WICHE Commissioners

2004 Committee Assignments

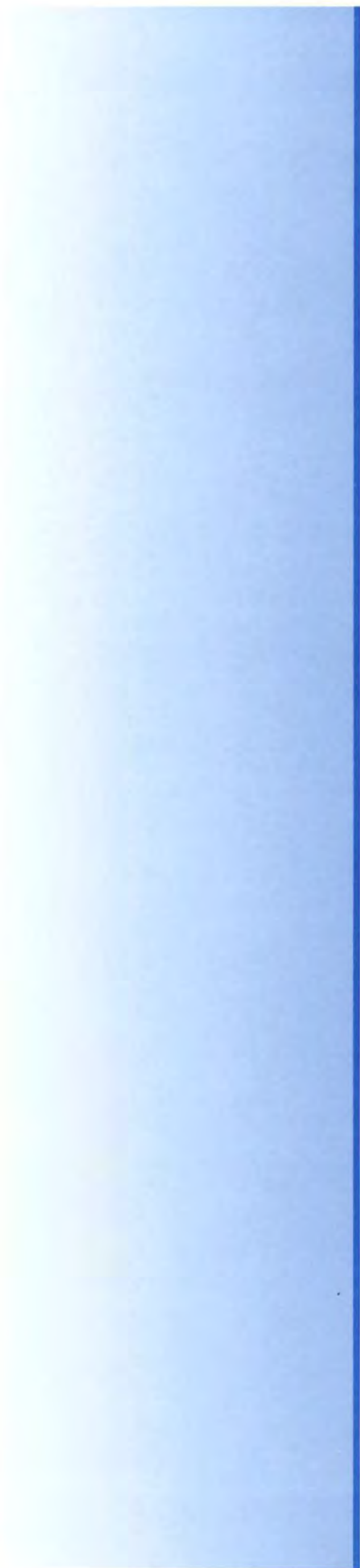
WICHE Staff

Higher Education Acronyms



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Sheila Stearns, commissioner, Montana University System, Helena

Cindy Younkin, state representative, Bozeman

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New Mexico

Dede Feldman, state senator, Albuquerque

Everett Frost (WICHE chair, 2000), president-emeritus and professor-emeritus, Eastern New Mexico University, Portales

Patricia Anaya Sullivan, assistant director, Waste Management Education and Research Consortium (WERC), New Mexico State University, Las Cruces

North Dakota

Michel Hillman, interim chancellor, North Dakota University System, Bismarck

Richard Kunkel, president, State Board of Higher Education, Devils Lake

David E. Nething, state senator, Jamestown

Oregon

Ryan Deckert, state senator, Portland

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Charles Ruch (immediate past WICHE chair), president, South Dakota School of Mines and Technology, Rapid City

Utah

David L. Gladwell, state senator and attorney, North Ogden

Richard E. Kendell, commissioner of higher education, Utah System of Higher Education, Salt Lake City

E. George Mantes, regent, Utah State Board of Regents, Salt Lake City

Washington

Don Carlson (WICHE chair, 2004), state senator, Vancouver

Debora Merle, policy advisor for higher education, Washington Office of the Governor, Olympia

James Sulton, Jr., executive director, Washington State Higher Education Coordinating Board, Olympia

Wyoming

Tex Boggs, state senator, and president, Western Wyoming Community College, Rock Springs

Philip L. Dubois, president, University of Wyoming, Laramie

Klaus Hanson, professor of German, and chair, Department of Modern and Classical Languages, University of Wyoming, Laramie

Commission Committees 2004

Executive

Don Carlson (WA), chair
Diane Barrans (AK), vice chair
Chuck Ruch (SD), immediate past chair

Committee vice chair (AK)

Linda Blessing (AZ)
Robert Moore (CA)
Bill Kuepper (CO)
Doris Ching (HI)
Gary Stivers (ID)
Sheila Stearns (MT)
Carl Shaff (NV)
Patricia Sullivan (NM)
David Nething (ND)
Camille Preus-Braly (OR)
Tad Perry (SD)
E. George Mantes (UT)
James Sulton (WA)
Klaus Hanson (WY)

Issue Analysis and Research

Jane Nichols (NV), chair
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Frank Abbott, senior advisor

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North American Council for Online Learning

(w/offices in Washington, D.C.)
Timothy Stroud, executive director
Linda Wood, executive assistant

CONAHEC staff

(w/offices at WICHE)
Margo Stephenson, associate project director

The WICHE Web site www.wiche.edu includes a staff directory with phone numbers and email addresses.

Higher Education Acronyms

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

AACC	American Association of Community Colleges	www.aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	www.aacte.org
AAC&U	Association of American Colleges and Universities	www.aacu-edu.org
AAHE	American Association for Higher Education	www.aahe.org
AASCU	American Association of State Colleges and Universities	www.aascu.org
AAU	Association of American Universities	www.aau.edu
ACE	American Council on Education	www.acenet.edu
ACT	(college admission testing program)	www.act.org
ACUTA	Association of College & University Telecommunications Administrators	www.acuta.org
AED	Academy for Educational Development	www.aed.org
AERA	American Educational Research Association	www.aera.net
AGB	Association of Governing Boards of Universities and Colleges Center for Public Higher Education Trusteeship & Governance	www.agb.org www.agb.org/center/
AIHEC	American Indian Higher Education Consortium	www.aihec.org
AIR	Association for Institutional Research	www.airweb.org
ASPIRA	(an association to empower Latino youth)	www.aspira.org
ASHE	Association for the Study of Higher Education	www.ashe.missouri.edu
ATA	American TelEdCommunications Alliance	www.atalliance.org
CASE	Council for Advancement and Support of Education	www.case.org
CGS	Council of Graduate Schools	www.cgsnet.org
CHEA	Council for Higher Education Accreditation	www.chea.org
CHEPS	Center for Higher Education Policy Studies	www.utwente.nl/cheps
CIC	Council of Independent Colleges	www.cic.org
COE	Council for Opportunity in Education	www.trioprogams.org
CONAHEC	Consortium for Higher Education Collaboration	www.wiche.edu/conahec/english
CONASEP	CONAHEC's Student Exchange Program	www/wiche.edu.conahec./conasep
CSG-WEST	Council of State Governments – West	www.westrends.org
CSHE	Center for the Study of Higher Education	www.ed.psu.edu/cshe
CSPN	College Savings Plan Network	www.collegesavings.org
ECS	Education Commission of the States	www.ecs.org
ED	U.S. Dept. of Education links:	
ED-NCES	National Center for Education Statistics	http://nces.ed.gov
ED-OERI	Office of Educational Research	www.ed.gov/offices/OERI

ED-OESE	Office of Elementary & Secondary Education	www.ed.gov/offices/OESE
ED-OPE	Office of Postsecondary Education	www.ed.gov/offices/OPE
ED-OSERS	Office of Special Education & Rehabilitative Services	www.ed.gov/offices/OSERS
FIPSE	Fund for the Improvement of Postsecondary Education	www.ed.gov/offices/OPE/FIPSE
LAAP	Learning Anytime Anywhere Partnership	www.ed.gov/offices/OPE/FIPSE/LAAP
EDUCAUSE	(An association fostering higher ed change via technology and information resources)	www.educause.edu
ETS	Educational Testing Service	www.ets.org
GHEE	Global Higher Education Exchange	www.ghee.org
HACU	Hispanic Association of Colleges and Universities	www.whes.org/members/hacu.html
HEA	Higher Education Abstracts	www.cgu.edu/inst/hea/hea.html
IHEP	Institute for Higher Education Policy	www.ihep.com
IIE	Institute of International Education	www.iie.org
IPEDS	Integrated Postsecondary Education Data System	www.nces.ed.gov/ipeds
McCrel	Mid-continent Research for Education and Learning	www.mcrel.org
MHEC	Midwestern Higher Education Commission	www.mhec.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	www.middlestates.org
NACOL	North American Council for Online Learning	www.nacol.org
NACUBO	National Association of College and University Business Officers	www.nacubo.org
NAEP	National Assessment of Educational Progress	www.nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	www.nafeo.org
NAFSA	(an association of international educators)	www.nafsa.org
NAICU	National Association of Independent Colleges and Universities	www.naicu.edu
NASC	Northwest Association of Schools and Colleges, Commission on Colleges	www.cocnasc.org
NASFAA	National Association of Student Financial Aid Administrators	www.nasfaa.org
NASPA	National Association of Student Personnel Administrators	www.naspa.org
NASULGC	National Association of State Universities and Land-Grant Colleges	www.nasulgc.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	www.ncacasi.org
NCHEMS	National Center for Higher Education Management Systems	www.nchems.org
NCSL	National Conference of State Legislatures	www.ncsl.org
NCPPHE	National Center for Public Policy and Higher Education	www.highereducation.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	www.neasc.org
NEBHE	New England Board of Higher Education	www.nebhe.org
NEON	Northwest Educational Outreach Network	www.wiche.edu/NWAF/NEON
NGA	National Governors' Association	www.nga.org
NPEC	National Postsecondary Education Cooperative	www.nces.ed.gov/npec
NUCEA	National University Continuing Education Association	www.nucea.edu
NWAF	Northwest Academic Forum	www.wiche.edu/NWAF

RMAIR	Rocky Mountain Association for Institutional Research	www.unlv.edu/PAIR/rmair
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	www.sacsoc.org
SHEEO	State Higher Education Executive Officers	www.sheeo.org
SONA	Student Organization of North America	www.conahec.org/sona
SREB	Southern Regional Education Board	www.sreb.org
SREC	Southern Regional Electronic Campus	www.electroniccampus.org
UNCF	United Negro College Fund	www.uncf.org
WAGS	Western Association of Graduate Schools	www.wiche.edu/wags/index.htm
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	www.accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	www.wascweb.org/senior/wascsr.html
WCET	Western Cooperative for Educational Telecommunications	www.wiche.edu/telecom
WGA	Western Governors' Association	www.westgov.org
WICHE	Western Interstate Commission for Higher Education	www.wiche.edu

SHEEO Offices in the West, by State:

Alaska	ACPE	Alaska Commission on Postsecondary Education	www.state.ak.us/acpe/acpe.html
	UAS	University of Alaska System	www.alaska.edu
Arizona	ABOR	Arizona Board of Regents	www.abor.asu.edu
California	CPEC	California Postsecondary Education Commission	www.cpec.ca.gov
Colorado	CCHE	Colorado Commission on Higher Education	www.state.co.us/cche_dir/heccche.htm
Hawai'i	UH	University of Hawai'i	www.hawaii.edu
Idaho	ISBE	Idaho State Board of Education	www.sde.state.id.us/osbe/board.htm
Montana	MUS	Montana University System	www.montana.edu/wwwbor/docs/borpage.html
New Mexico	NMCHC	New Mexico Commission on Higher Education	www.nmche.org
Nevada	UCCS	University & Community College System of Nevada	www.nevada.edu
North Dakota	NDUS	North Dakota University System	www.ndus.nodak.edu
Oregon	OUS	Oregon University System	www.ous.edu
South Dakota	SDBOR	South Dakota Board of Regents	www.ris.sdbor.edu
Utah	USBR	Utah State Board of Regents	www.utahsbr.edu
Washington	HECB	Higher Education Coordinating Board	www.hecb.wa.gov
Wyoming	WCCC	Wyoming Community College Commission	www.commission.wcc.edu
	UW	University of Wyoming	www.uwyo.edu