Self-funded Units Committee Meeting

Jim Hansen (SD), chair
Jim Johnsen (AK), vice chair

Committee vice chair (AK)
Eileen Klein (AZ)
TBD (CA)
Loretta Martinez (CO)
Jude Hofschneider (CNMI)
David Lassner (HI)
Matt Freeman (ID)
Pat Williams (MT)
Fred Lokken (NV)
Mark Moores (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Don Bennett (WA)
Sam Krone (WY)

Agenda

Presiding: Jim Hansen, chair

Staff:
Mike Abbiatti, WICHE vice president for educational technologies and executive director, WCET
Dennis Mohatt, vice president for behavioral health

- Approval of the November 3, 2015, Self-funded Units Committee meeting minutes 6-3

Information Item – Mental Health Program

- Mental Health Program Update
- Budget Review

- Discussion and approval of the FY 2017 workplan sections pertaining to the Mental Health Program 6-5

Information Item – WICHE Cooperative for Educational Technologies

- WCET’s 2016 priorities, with guidance from WCET’s executive council, steering committee, and staff
- Budget review
• Update on cybersecurity discussions
• WCET 2016 distance education enrollment report 6-8
• WCET distance education policies issue 6-9

Action Item
Discussion and approval of the FY 2017 workplan sections pertaining to WCET 6-10

Other business

Adjournment
ACTION ITEM
Self-funded Units Committee Meeting Minutes
November 3, 2015

Committee Members Present
Jim Hansen (SD), chair
Jim Johnsen, (AK), vice chair
Eileen Klein (AZ)
Loretta Martinez (CO)
Matt Freeman (ID)
Pat Williams (MT)
Fred Lokken (NV)
Peter Knudson (UT)

Committee Members Absent
Jim Johnsen (AK), vice chair
TBD  (CA)
Jude Hofschneider (CNMI)
TBD  (HI)
Mark Moores (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Don Bennett (WA)
Sam Krone (WY)

Commissioner Hansen called the meeting to order.

ACTION ITEM
Approval of the Self-Funded Units Committee Meeting Minutes of May 11, 2015

A motion TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM May 11, 2015, was made by Commissioner Lokken and seconded by Commissioner Klein. The minutes were approved and submitted.

WICHE Cooperative for Educational Technologies (WCET) Update
The following updates were provided by the WCET leadership team of Mike Abbiatti, Mollie McGill, and Russ Poulin.

Technology plays a major role in all aspects of the teaching, research, and scholarship missions of our colleges and universities. Mike Abbiatti, the WCET executive director and WICHE vice president for educational technologies, has proposed the creation of a new commission committee on technology. David Longanecker and his successor will come back to the commission with their recommendation.

In his WICHE vice president role, Abbiatti discussed a possible new project addressing emergency preparedness. This would be a WICHE and SREB joint project, with involvement from the U.S. Department of Homeland Security and FEMA. This is in the early stage of planning.

Abbiatti provided a budget briefing emphasizing that WCET is fiscally strong.

McGill provided updates on membership and programs. In June, WCET convened an outstanding summit on adaptive learning, which is an emerging approach to address mastery and completion. To continue the great work started at the summit, WCET recently designated a new Fellow on Adaptive Learning. Another programmatic highlight is WCET’s dedication of September as Accessibility Awareness Month, informing members on campus compliance strategies, understanding federal laws, and more.
On e-learning policy and advocacy, WCET created a handful of recommendations for items to be considered in the reauthorization of the Higher Education Act, centering around the themes of fairness, innovation, and accountability. Students in technology-mediated education should be treated with fairness in financial aid programs. Additionally, federal programs should encourage innovation while maintaining accountability.

In conjunction with WCET’s 27th Annual Meeting, WCET will release the results of a survey of good practices in supporting online adjunct faculty. WCET is beginning a survey of the price and cost of online courses.

In summer 2015, WCET’s State Authorization Network hired a full-time director. Network members share information about compliance strategies and they represent more than 700 colleges from across the country.

**Mental Health Program Update**

The Mental Health Program ended FY 15 with a surplus of $250,000, which is $70,000 greater than the projected surplus estimate provided at the May 2015 commission meeting. For the current fiscal year, the Mental Health Program is projecting to end with a surplus of $150,000 to $250,000.

The Mental Health Program recently completed annual meetings of the Mental Health Oversight Council and Western States Decision Support Group with all but four WICHE states participating. Tiffany Wolfgang (SD) was elected chair and Ross Edmunds (ID) was elected vice chair of the Mental Health Oversight Council. WICHE bylaws stipulate that two WICHE commissioners serve on the MHOC and those positions are currently vacant.

The Mental Health Program recently received notice of continuation of funding for the Rural Veteran Suicide Prevention project from the Veterans Administration, which we expect to be approximately $250,000. New contracts are also being finalized for work in Arizona, Nevada, and Wyoming.

Efforts in the area of psychology internship development continue to flourish. The programs in Colorado, Nevada, and Oregon accepted their first internship classes as of August 2015. Since 2010, WICHE has developed a total of five programs in the West that will graduate 25 psychologists this year, while 77 percent of the existing graduates remain in public practice in their respective states.

The Self-funded Units Committee was required to nominate two WICHE commissioners to serve on the WICHE Mental Health Oversight Council. A motion to APPROVE COMMISSIONERS KLEIN (AZ) and FARROW (NV) to serve on the Mental Health Oversight Council was made by Commissioner Freeman and seconded by Commissioner Lokken. The nominations were approved.

Commission Hansen adjourned the meeting.
ACTION ITEM
Mental Health FY 2017 Workplan

The WICHE Mental Health Program seeks to enhance the public systems of care and the workforce that serves persons with mental health issues and their families. The program approaches this mission through partnerships with state mental health authorities, federal agencies, advocacy and consumer groups, and higher education institutions. Activities focus on 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.

EXISTING ACTIVITIES
PROJECTS & INITIATIVES

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Focus</th>
<th>Geo Scope</th>
<th>Funding</th>
<th>Staffing</th>
<th>Timeline</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Psychiatric Institute Technical Assistance</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$75,000</td>
<td>.15 FTE</td>
<td>9/15-8/16</td>
<td>Alaska</td>
</tr>
<tr>
<td>Alaska Psychology Internship Consortium - Interns</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$200,000</td>
<td>.10 FTE</td>
<td>7/15-6/17</td>
<td>Alaska</td>
</tr>
<tr>
<td>Alaska Internship Consortium - Technical Assistance</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$39,962</td>
<td>.05 FTE</td>
<td>7/15-7/17</td>
<td>Alaska Trust</td>
</tr>
<tr>
<td>Arizona – Evidence-Based Practices</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$1,307,175</td>
<td>3.2 FTE</td>
<td>6/14-6/17</td>
<td>Arizona</td>
</tr>
<tr>
<td>Colorado Rural Veterans Suicide Prevention</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$451,305</td>
<td>1.2 FTE</td>
<td>2/15-2/17</td>
<td>Veterans Administration Office of Rural Health</td>
</tr>
<tr>
<td>Hawai’i Internship Program</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$1,659,988</td>
<td>.30 FTE</td>
<td>7/13-6/17</td>
<td>Hawai’i</td>
</tr>
<tr>
<td>Nevada Psychology Internship Program</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$500,689</td>
<td>.80 FTE</td>
<td>7/14-8/17</td>
<td>Nevada</td>
</tr>
<tr>
<td>Oregon Psychology Internship Program</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$187,558</td>
<td>.60 FTE</td>
<td>4/14-9/16</td>
<td>Oregon &amp; APA</td>
</tr>
<tr>
<td>Texas – UTEP Internship Program</td>
<td>Workforce &amp; society</td>
<td>Western</td>
<td>$66,576</td>
<td>.15 FTE</td>
<td>9/12-8/17</td>
<td>U of Texas, El Paso</td>
</tr>
</tbody>
</table>

Alaska Psychiatric Institute Technical Assistance. WICHE is providing technical assistance and consultation focusing on strategic planning, staffing, and the provision of effective and efficient services.

Alaska Psychology Internship Consortium. WICHE supports the ongoing operations of the Alaska Psychology Internship Consortium.

Alaska Psychology Internship Technical Assistance. WICHE contracted with the Alaska Mental Health Trust Authority to provide ongoing technical assistance to the Alaska Psychology Internship Consortium.

Arizona – Evidence-Based Practices. WICHE partners with the Arizona Department of Health Services to assist with recruiting and staffing to support the implementation of four evidence-based practices in the Maricopa County public behavioral health system.

Colorado Rural Veterans Suicide Prevention (RVSP). WICHE is collaborating with the Denver-based federal Veterans Administration VISN 19 Mental Illness Research, Education and Clinical Center to develop and pilot-test a veterans suicide prevention program for rural communities. The current funding is for year two of the three-year initiative.
Hawai‘i Internship Program. Three Hawai‘i state agencies - the Department of Education, Department of Health, and Department of Public Safety - provide funding to support WICHE’s ongoing development and operations of the Hawai‘i Psychology Internship Consortium.

Nevada Psychology Internship Program. WICHE assists the state of Nevada in developing and accrediting a psychology internship training program within its state-run community behavioral health clinics.

Oregon Psychology Internship Program. WICHE assists the state of Oregon in developing and accrediting a psychology internship training program within its state hospital.

University of Texas at El Paso Intern Program. WICHE provides ongoing consultation and technical assistance to the El Paso Psychology Internship Consortium, which is funded through a grant from the Hogg Foundation for Mental Health.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). Also listed are projects that staff previously considered pursuing but now proposes to remove from the workplan.

Association of Psychology Postdoctoral and Internship Centers (APPIC). WICHE is working on a proposal for APPIC to plan, develop, and deliver a series of webinars and associated learning communities to promote APPIC members seeking American Psychological Association accreditation.

CNMI Child and Family System of Care Consultation and Training. WICHE may receive a contract to assist CNMI in the implementation of a systems of care grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA).

Colorado Office of State Planning and Budgeting. WICHE and the National Association of State Mental Health Program Directors Research Institute are competing for an RFP to conduct a study of behavioral health funding in Colorado.

Idaho Psychology Internship Development. WICHE is working with Idaho to create and fund a psychology internship development program in the state.

Nevada has expressed an interest in having WICHE examine the delivery of behavioral health services by state staff and private provider staff, including an assessment of services best provided by state staff.

Oregon Psychology Internship Program. WICHE will continue to provide support to the Oregon State Hospital for its psychology internship training program.

Rural Behavioral Health Research Center. WICHE has completed a federal Health Resources and Services Administration (HRSA) grant application for a four-year rural behavioral health research center. The center would conduct research studies, in four project areas, about behavioral health in rural areas of the country.

Wyoming Behavioral Health Division. WICHE is anticipating a contract to provide technical assistance to the state hospital and developmental disabilities resource center facilities.

Previously considered projects that we propose to remove from the workplan:

The MHP submitted a proposal for a three-year HRSA Outreach Grant to support continued work with the Colorado Psychology Internship Consortium. WICHE did not receive the grant award.

In cooperation with the School of Health at the University of Alaska-Anchorage, the MHP is working with the Alaska Mental Health Trust Authority to conceptualize and create a center for policy analytics. No decision has been made by Alaska to proceed with this joint venture.
COMPLETED PROJECTS

Work that staff finished in FY 2016.

**Alaska Pacific University (APU) Doctoral Program.** WICHE contracted with APU to provide consultation and technical assistance to support the program’s process of seeking accreditation by the American Psychological Association.

**Alaska Mat-Su Health Foundation Environmental Scan.** WICHE assisted the Mat-Su Health Foundation in completing a scan of behavioral health resources and gaps in the Mat-Su Borough and a funding analysis, in addition to developing recommendations to strengthen the system.

**Alaska OIISSP Child and Adolescent CSR.** WICHE developed a new survey to assess client outcomes and quality of life for children and adolescents in publicly funded behavioral health services in Alaska, and conducted a pilot test of the new measures to establish validity and reliability.

**Association of Psychology Postdoctoral and Internship Centers (APPIC).** WICHE completed a two-year collaboration with APPIC to conduct a nationwide evaluation of doctoral psychology internship programs that are currently not accredited by the American Psychological Association, to determine the barriers to accreditation and develop a tool to assess accreditation readiness.

**Colorado Mental Health First Aid Initiative Evaluation.** WICHE evaluated the outcomes and processes for the Colorado Behavioral Healthcare Council’s statewide dissemination of Mental Health First Aid trainings.

**Colorado Psychology Internship Program.** WICHE assisted with the development of a rural psychology internship consortium. However, resources were not available to fully implement the internship program.

**Commonwealth of the Northern Mariana Islands (CNMI).** WICHE conducted an assessment of behavioral health needs for CNMI youth and families and provided Mental Health First Aid training.

**Idaho - Behavioral Health Needs of Probationers and Parolees.** WICHE completed an analysis of gaps in mental health and substance use disorder treatment services for Idaho residents on probation and parole.

**South Dakota Drug Court Study.** WICHE, in partnership with JBS International, completed an evaluation of the South Dakota drug court system.

**Texas Harris County Internship Project.** WICHE completed consultation and technical assistance to the psychology internship program, which is funded through a grant from the Hogg Foundation for Mental Health.

**Texas Bexar County Internship Project.** WICHE completed consultation and technical assistance to the Bexar County Juvenile Probation Department to support the accreditation process for its psychology internship program.
In partnership with the Babson Survey Research Group, WCET analyzed the most recent distance education enrollment numbers collected by the Department of Education’s IPEDS survey. A few major findings for the fall term of 2014:

As overall higher education enrollment fell by 2% from 2012 to 2014, enrollments increased:

- By 7% for those taking "At Least One" distance education course.
- By 9% for those enrolled “Exclusively” at a distance.

One-in-seven (14%) of all higher education students took all of their courses at a distance.

More than one quarter (28%) of all higher education students enrolled in "At Least One" distance education course for the fall term of 2014.

Contrary to the misperceptions of some, for-profit institutions account for less than one-third of students taking all of their courses at a distance.

Public colleges enroll almost half of the student taking all of their courses at a distance.

For a copy of the full report “WCET Distance Education Enrollment Report 2016: Utilizing U.S. Department of Education Data”: http://tinyurl.com/jh77q6b
Two Pending Federal Policy Issues that Will Have a Large Impact on Distance Education in WICHE States

Office of Inspector General’s Rulings on Competency-Based Education

As of the writing of this document, the U.S. Office of Inspector General (OIG) was poised to release two reports with findings calling into question certain competency-based education (CBE) practices. Western Governors University (WGU) may learn that the CBE methods it uses are incompatible with federal financial aid requirements. The WASC Senior College and University Commission is being questioned about its practices in overseeing CBE programs at institutions it accredits.

Both findings are based on narrow interpretations of a requirement for “regular and substantive interaction.” In both cases the (OIG) objects to interaction that is student initiated and to the credentials of the academic personnel responding to that request for interaction.

If upheld, the rulings would have a chilling effect on CBE and adaptive learning everywhere. Unfairly, these same practices are acceptable in face-to-face courses.

For more information: http://tinyurl.com/hrt3xz7

“Teacher Prep” and Distance Education

The Department of Education will soon issue new regulations requiring states to evaluate colleges and other alternative pathways (e.g., Troops to Teachers) that prepare people to become K-12 teachers. The regulation mandates a standard four-point scale that will be used to evaluate first-year teachers. Each state will be free to develop its own measures and will be required to develop such measures by program (i.e., math, biology, English, art, etc.).

In response to WCET’s suggestions in an open comment period, the Department proposed additional requirements in April for distance education programs. Of greatest concern is the proposal that if Teacher Prep grads from an institution are judged to be below par in ONE state, that institution is barred from offering federal TEACH financial aid grants to distance students in ANY state. This opens the door to institutions being victim of an unfortunate sample in a state and/or for states to have an effective new tool in keeping distance education programs from serving budding teachers in a state.

For more information: https://wcetblog.wordpress.com/category/teacher-prep/

WCET is following and responding to both of these issues on behalf of its members. If you have questions on either issue, contact Russ Poulin, Director, Policy & Analysis, WCET at rpoulin@wiche.edu

Laramie, Wyoming
The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET’s mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. Today, WCET supports over 340 colleges, universities, state higher education agencies, nonprofits, and for-profit companies across the U.S. and Canada, with over 2,900 active WCET users. WCET’s strategic action plan focuses on practice, policy, and advocacy, and fulfills these core functions by leveraging the expertise within the WCET community, supporting action agendas based on member priorities, facilitating information dissemination and professional networking, and delivering responsive excellence to its higher education members. WCET is the leader in the practice and policy of technology-enhanced learning in higher education.

**EXISTING ACTIVITIES**

**ONGOING**

Continuing work supported by the general fund or by fees. All work in this category is considered high-priority.

<table>
<thead>
<tr>
<th>Project</th>
<th>Focus</th>
<th>Geo Scope</th>
<th>Staffing</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCET National Membership Cooperative</td>
<td>Technology &amp; innovation; access &amp; success</td>
<td>North America</td>
<td>8 FTE</td>
<td>350 member institutions, organizations, and companies</td>
</tr>
<tr>
<td>WCET Leadership Summit</td>
<td>Technology &amp; innovation; access &amp; success</td>
<td>North America</td>
<td>WCET staff</td>
<td>Corporate sponsors</td>
</tr>
<tr>
<td>WCET Webcast Series</td>
<td>Technology &amp; innovation; access &amp; success</td>
<td>North America</td>
<td>WCET staff</td>
<td></td>
</tr>
<tr>
<td>e-Learning Policy &amp; Advocacy</td>
<td>Technology &amp; innovation; access &amp; success</td>
<td>North America</td>
<td>WCET staff</td>
<td>Members, UPCEA, OLC, other organizations</td>
</tr>
<tr>
<td>WCET Research</td>
<td>Technology &amp; innovation</td>
<td>North America</td>
<td>WCET staff</td>
<td>Members, Learning House, other organizations</td>
</tr>
</tbody>
</table>
Focus areas. WCET’s focus areas for 2016-17 include emerging technologies, faculty success, organizational success, policy and regulation, and student success. WCET works with its extensive and talented membership to produce a variety of deliverables related to each focus area, including guest blogs, interactive webinars, digital content, summits, member discussions, research, and its premier annual meeting.

Emerging technologies. Specific topics to be addressed include the Internet of Things (IoT), virtual reality, and artificial intelligence.

Faculty success. WCET staff and steering committee have identified the following faculty-related topics for the coming year: 21st century teaching competencies, assessment in the context of competency-based learning and adaptive learning, and developing communities of practice.

Organizational success. WCET is well known for its leadership in the area of managing online learning. As technology extends beyond distance education and online units, WCET is updating this focus area to more broadly address organizational success. This is accomplished through WCET’s live and virtual events as well as interactive discussions among 3,000 subscribers. In FY 2016, WCET completed its survey on recruiting, orienting, and supporting online adjunct faculty and a survey on the price and cost of distance education.

Policy and regulation. WCET keeps its members informed of federal developments that may have an impact on higher education and its use of instructional technologies to enhance learning and extend access. WCET is collaborating with the WICHE Policy and Analysis staff to offer an information session for state legislators on costs and applications of technology in postsecondary education.

Student success. Although the term of WCET’s Adaptive Learning Fellow expires on July 31, 2016, WCET will continue to serve as a knowledge center on adaptive learning. Additional topics that are important to WCET’s membership include open educational resources (OER) and etexts, developing a culture of accessibility and universal design for learning (UDL), academic integrity, and connecting credentials.
WCET’s State Authorization Network (SAN) is a membership service for those seeking to comply with state authorization regulations related to the provision of online and distance courses and programs. WCET provides training on state regulations, access to experts, strategies on meeting state requirements, and support to a community of practitioners sharing effective practices and latest developments.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

Licensure programs that cross state lines. SARA addresses degree programs that cross state lines. SARA does not apply to additional authorizations required of postsecondary programs that lead to licensure, such as teacher and nursing licensure. WCET is exploring opportunities for partners and funders to better inform students and to rationalize such requirements within a profession across state lines.

Previously considered projects that we propose to remove from the workplan:

Contingent faculty. In the May 2014 workplan, WCET reported a possible joint project with the Rand Corporation. Funding was not secured. However, in 2015 WCET partnered with The Learning House to conduct a survey and interviews on the recruitment and engagement of adjunct faculty in online programs.

COMPLETED PROJECTS

Work that staff finished in FY 2016.


SAN Workshops and Conferences. Beginner Workshop, held March 8-9, Louisville, KY; Collaborative Conference with Regulators, April 10-13, Austin, TX; Advanced Topics Workshop, June 14-15, Boulder, CO.

Assistance to the Louisiana Board of Regents. OER and eTexts in Postsecondary, April 5, Baton Rouge, LA.

WCET and NUTN Symposium on Accreditation and Distance Education. April 15, Dallas, TX.

Recruiting, Orienting, & Supporting Online Adjunct Faculty. A collaborative research project with The Learning House; findings published November 2015.

WCET Distance Education Enrollment Report 2016. Based on data accumulated by the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) surveys from fall 2014, this report highlights differences by sector, graduate vs. undergraduate study, student location, and the number of institutions educating students at a distance.

Price vs. Cost of Distance Education. In winter 2016, WCET issued a national survey to find answers to these questions: Do you charge students a price that is more or less for distance learning courses? Why? Does it cost the institutions more or less to create those courses? Why?