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NORTHERN MARIANA ISLANDS

HAWAI'I

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NEVADA

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NORTH DAKOTA

OREGON

SOUTH DAKOTA

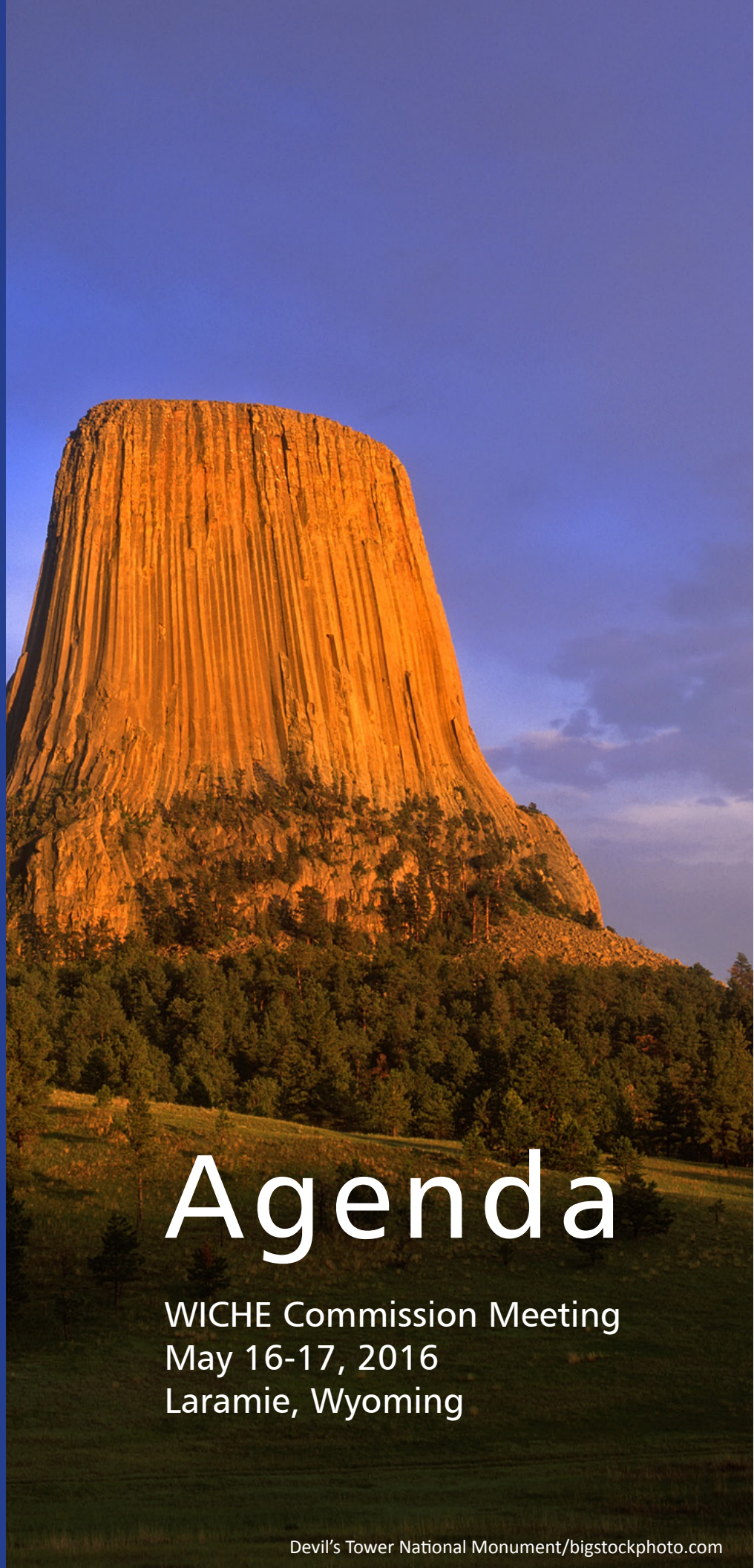
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Western Interstate Commission
for Higher Education

www.wiche.edu



Agenda

WICHE Commission Meeting
May 16-17, 2016
Laramie, Wyoming

Monday, May 16, 2016

Schedule at a Glance

8:15 am
Salon CD

Breakfast for WICHE Commissioners, Staff, and Guests

8:30 – 9:30 am [Tab 1]
Salon B

Executive Committee Meeting (Open and Closed Sessions) 1-1

Agenda (Open)



Approval of the March 23, 2016,
Executive Committee teleconference minutes 1-3

Discussion Items:

May 2016 meeting schedule

Update on leadership transition

Update on IT audit

Proposal to move dates of the 2017 WICHE Commission meeting

Other business

Agenda (Closed)

9:30 – 10:00 am [Tab 2]
Salon CD

Committee of the Whole – Call to Order 2-1

Agenda

Call to order: Jeanne Kohl-Welles, WICHE chair

Welcome: Laurie Nichols, president, University of Wyoming

Introduction of new commissioners and guests 2-3



Approval of the November 2-3, 2015,
Committee of the Whole meeting minutes 2-4

Report of the chair

Report of the president

Recess until May 17, 2016, at 8:15 a.m.

10:00 – 10:45 am [Tab 3]
Salon CD

Plenary Session I: What's Up in the West? 3-1

Speaker: David Longanecker, president, WICHE

SCHEDULE
EXEC CTTE
WELCOME
PLENARY 1
PROGRAMS
POLICY
MH/WCET
LUNCH
PLENARY 2
PLENARY 3
DINNER
BUSINESS
PLENARY 4
REFERENCE

10:45 am – noon [Tab 4]
Salon CD

Programs and Services Committee Meeting 4-1

Agenda



Approval of the November 3, 2015, Programs and Services Committee meeting minutes 4-3



Discussion and approval of the FY 2017 workplan sections pertaining to the Programs and Services unit's activities 4-6



Approval of the Professional Student Exchange Program Support Fees for 2017-18 and 2018-19 4-10



Midwestern University's College of Veterinary Medicine's Request for Early Participation in WICHE's Professional Student Exchange Program (PSEP) 4-30

Information Items:

Student Exchange Program Updates 4-34

Programs and Services Regional Initiatives / Interstate Passport 4-44

Other business

10:45 am – noon [Tab 5]
Salon B

Issue Analysis and Research Committee Meeting 5-1

Agenda



Approval of the November 3, 2015, Issue Analysis and Research Committee meeting minutes 5-3



Discussion and approval of the FY 2017 workplan sections pertaining to the Policy Analysis and Research unit's activities 5-8

Information Items:

Staff Updates

Policy Insights: Tuition and Fees in the West 2015-2016

Legislative Advisory Committee Update

Discussion Items:

Multistate Longitudinal Data Exchange

Other business

10:45 am – noon [Tab 6]
Salon A

Self-funded Units Committee Meeting

6-1

Agenda



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

6-3

Information Items – Mental Health Program

- Mental Health Program update
- Budget review
- Existing project overview



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

6-5

**Information Items – WICHE Cooperative for Educational
Technologies (WCET)**

- 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
- WCET distance education policies issue

6-8

6-9



Discussion and approval of the FY 2017 workplan
sections pertaining to WCET

6-10

Other business

12:15 – 1:45 pm [Tab 7]
Salon E

Luncheon: The Evolving Federal Role

7-1

Speaker: Kim Hunter Reed, U.S. deputy under secretary of education

1:45 – 2:00 pm

Break

2:00 – 2:30 pm [Tab 8]
Salon CD

**Plenary Session II: Higher Education – Engine of Equality
or Inequality?**

8-1

Speaker: Karin Fischer, senior reporter, *The Chronicle of Higher Education*

2:30 – 3:15 pm [Tab 8]

**Facilitated Discussion on Higher Education – Engine of Equality
or Inequality?**

Facilitator: Joe Garcia, former Colorado lieutenant governor and former
executive director, Colorado Department of Higher Education; incoming
president, WICHE

3:15 – 3:45 pm [Tab 9]

Salon CD

Plenary Session III: Proud of Your Transfer Policies? Don't Be

9-1

Speaker: Tom Bailey, professor of economics and education, Teachers College, Columbia University, and director, Community College Research Center (CCRC)

3:45 – 4:45 pm [Tab 9]

Facilitated Discussion on Proud of Your Transfer Policies? Don't Be

Facilitator: David Longanecker, president, WICHE

6:00 pm

Marion H. Rochelle Gateway Center

Reception

6:30 pm [Tab 10]

Marion H. Rochelle Gateway Center

Dinner and Presentation

Invited Speaker: Michael Enzi, U.S. Senator for Wyoming and former WICHE commissioner

Tuesday, May 17, 2016 Schedule at a Glance

7:30 am

Breakfast for WICHE Commissioners, Staff, and Guests

8:15 – 9:45 am [Tab 11]

Salon CD

Committee of the Whole – Business Session

11-1

Agenda

Reconvene Committee of the Whole: Jeanne Kohl-Welles, WICHE chair

Report and recommended action of the Executive Committee:
Jeanne Kohl-Welles, WICHE chair

Report and recommended action of the Programs and Services
Committee: Clayton Christian, committee chair



Approval of the Professional Student Exchange Program
Support Fees for 2017-18 and 2018-19 [Tab 4]



Midwestern University's College of Veterinary Medicine's
request for early participation in WICHE's Professional
Student Exchange Program (PSEP) [Tab 4]

Report and recommended action of the Issue Analysis and
Research Committee: Christopher Cabaldon, committee chair

Report and recommended action of the Self-funded Units
Committee: Jim Hansen, committee chair

Committee of the Whole Action and Discussion Items



Tentative Acceptance of the U.S. Territory of Guam
into the U.S. Pacific Territories and Freely Associated
States Membership within WICHE

11-3



Approval of Hawai'i into the WICHE State
Authorization Reciprocity Agreement

11-4



Approval of the FY 2017 annual operating budget –
general and non-general fund budgets

11-6



Approval of FY 2017 salary and benefit
recommendations

11-14



Approval of FY 2018 and FY 2019 WICHE dues

11-15



Discussion and approval of the FY 2017 WICHE
workplan

11-16

Review of the WICHE Commission Code of Ethics

11-32

<p>9:45 – 10:15 am [Tab 12] Salon CD</p>	<p>Electronic meeting evaluation https://www.surveymonkey.com/r/MP5DKSD</p> <p>Other business</p> <p>Adjourn Committee of the Whole Business Session</p>
<p>10:15 – 11:15 am [Tab 12]</p>	<p>Plenary Session IV: Understanding the Critical Relationship between the Internet of Things (IoT) and Artificial Intelligence in Higher Education 12-1</p> <p><i>Speaker:</i> Mark Johnson, chief technology officer and vice president of data architecture, Microelectronics Center of North Carolina (MCNC)</p>
<p>11:15 am</p>	<p>Facilitated Discussion on Artificial Intelligence is Here – Now What?</p> <p><i>Facilitator:</i> Mike Abbiatti, WICHE vice president for educational technologies, and WCET executive director</p>
<p>References [Tab 13]</p>	<p>Adjournment</p> <p>Reference 13-1</p> <p>WICHE Commission 13-3</p> <p>Commission committees 13-6</p> <p>Legislative Advisory Committee 13-7</p> <p>WICHE staff 13-10</p> <p>Future commission meeting dates 13-10</p> <p>Higher education organizations & acronyms 13-11</p> <p>Map of U.S. Pacific territories and freely associated states 13-14</p>

Monday, May 16, 2016

8:30 - 9:30 am
Salon B

Executive Committee Meeting (Open and Closed Sessions)

Jeanne Kohl-Welles (WA), chair
Patricia Sullivan (NM), vice chair
Mike Rush (SD), immediate past chair

Diane Barrans (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Loretta Martinez (CO)
Sharon Hart (CNMI)
David Lassner (HI)
Tony Fernandez (ID)
Clayton Christian (MT)
Vance Farrow (NV)
Barbara Damron (NM)
Ray Holmberg (ND)
Camille Preus (OR)
James Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)
Karla Leach (WY)

Agenda (Open)



Approval of the March 23, 2016, Executive Committee teleconference minutes

1-3

Discussion Items:

- May 2016 meeting schedule
- Update on leadership transition
- Update on IT audit
- Proposal to move dates of the 2017 WICHE Commission meetings

Other business

Agenda (Closed)

Discussion Items

Other business

SCHEDULE
EXEC CTTE
WELCOME
PLENARY 1
PROGRAMS
POLICY
MH/WCET
LUNCH
PLENARY 2
PLENARY 3
DINNER
BUSINESS
PLENARY 4
REFERENCE

Other*

*Please note: Article III of Bylaws states:

Section 7. Executive Sessions

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

Section 8. Special Executive Sessions

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

ACTION ITEM

Executive Committee Teleconference Minutes

Tuesday, March 23, 2016

Committee Members Present

Mike Rush (SD), immediate past chair

Diane Barrans (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Sharon Hart (CNMI)
Colleen Sathre on behalf of David Lassner (HI)
Tony Fernandez (ID)
Clayton Christian (MT)
Vance Farrow (NV)
Barbara Damron (NM)
Ray Holmberg (ND)
Cam Preus (OR)
Dave Buhler (UT)
Don Bennett (WA)

Committee Members Absent

Loretta Martinez (CO)
Patricia Sullivan (NM), vice chair
Jim Hansen (SD)
Jeanne Kohl-Welles (WA), chair
Karla Leach (WY)

Others Present

Joe Garcia, Colorado Lieutenant Governor, and executive director, Colorado Department of Higher Education

WICHE Staff Present

Erin Barber, executive assistant to the president and to the commission
David Longanecker, president, WICHE
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services

Past Chair Mike Rush called the meeting to order. He asked Erin Barber to call roll. A quorum was confirmed.

ACTION ITEM

Approval of the February 17, 2016, Executive Committee Teleconference Minutes

Commissioner Bennett MOVED TO APPROVE THE FEBRUARY 17, 2016, TELECONFERENCE MINUTES. Commissioner Christian seconded the motion. The motion was approved unanimously.

DISCUSSION ITEM

FY 2016 and FY 2017 Budget Updates

David Longanecker reviewed the FY 2016 budget with the committee. He noted the projected surplus of \$218,885. With several months still left in the fiscal year, Longanecker thought the surplus amount would be lower by the end of the fiscal year. The budget for FY 2017 is balanced and includes a proposed 3 percent salary increase and a modest proposed increase in WICHE dues. Longanecker noted that at the end of FY 2016 and after the building is paid off, there will be \$2 million in reserves. Most of the reserves are dedicated and include the items approved on the February 17 committee teleconference. The Mental Health Program paid back half of its debt to WICHE in FY 2015. Its budget is projected to pay back the final half of the debt at the end of FY 2016. Commissioner Harrison asked how the Mental Health Program has funded the debt pay-back. Longanecker said the program, which is funded by contracts, has worked to ensure the contracts now cover actual costs of the work plus enough to repay the debt. Commissioner Rush noted the cost of the WICHE Presidential search only totaled \$57,668 and thanked those involved in the search.

DISCUSSION ITEM

SARA Update

Longanecker reported that the approval of Hawai'i into SARA will be on the agenda at the May commission meeting. Utah is working to have its application submitted in time for approval at the May meeting, but may not have enough

time to meet the deadline. If Utah isn't approved at the May meeting, a special teleconference will be held in the summer to approve it into SARA. Longanecker said there is no movement in California on SARA. He also noted a recent article in the *New York Times* arguing against New York joining SARA. Longanecker believes there is a misunderstanding of what SARA is, particularly among consumer protection advocates, and a misguided perception that SARA is the answer to all problems, both at the federal and state levels. There has been concern about NC-SARA separating from WICHE and becoming its own entity. Longanecker said each regional compact is still running its own regional SARA and NC-SARA acts as the coordinating organization.

DISCUSSION ITEM

Preliminary Agenda for the May 16-17, 2016, WICHE Commission Meeting

Longanecker noted speakers who have confirmed for the plenary sessions at the May meeting. He also mentioned that the new president of the University of Wyoming, Laurie Nichols, will give welcoming remarks on the first day of the meeting. The meeting will include action items for approval of WICHE dues, PSEP fees, a salary increase for staff, and the workplan. Commissioner Bennett noted an error on U.S. Senator Alan Simpson's title, and Erin Barber will make the correction for the agenda book.

DISCUSSION ITEM

Draft of the FY 2017 Workplan

The workplan will be considered and discussed during the committee meetings at the May commission meeting. Longanecker noted that there are no major changes to the workplan due to the upcoming leadership transition. Commissioner Rush asked about the IT review. Longanecker said WICHE hired Bross Group and the review is underway. Joe Garcia noted that Bross Group came highly recommended, and the IT review itself is costing less than anticipated, but there will likely be implementation costs associated with their recommendations.

Other Business

Longanecker discussed his recent travels with the committee. He talked about the Consortium of North American Higher Education (CONAHEC) and mentioned that more U.S institutions (notably several in the West) have joined CONAHEC in the last year.

Hearing no other business, Rush called for adjournment of the meeting. It was so moved and accepted and the meeting was adjourned.



Monday, May 16, 2016

9:30 - 10:00 am

Salon CD

Committee of the Whole – Call to Order

Call to order: Jeanne Kohl-Welles, WICHE chair

Welcome: Laurie Nichols, president, University of Wyoming

Introduction of new commissioners and guests 2-3



Approval of the November 2-3, 2015,
Committee of the Whole meeting minutes 2-4

Report of the chair

Report of the president

Recess until May 17, 2016, at 8:15 am

SCHEDULE
EXEC CTTE
WELCOME
PLENARY 1
PROGRAMS
POLICY
MH/WCET
LUNCH
PLENARY 2
PLENARY 3
DINNER
BUSINESS
PLENARY 4
REFERENCE

New Commissioners

Gerry Pollet is vice chair of the Washington State House of Representatives Higher Education Committee, and also serves on the Education and Finance Committees. He is a faculty member in the Community Oriented Public Health Program at the University of Washington's School of Public Health and is also the executive director of Heart of America Northwest, a 16,000-member citizens group widely known as the Northwest's largest citizens' watchdog group for the cleanup of the Hanford Nuclear Reservation. Pollet also serves as executive director and general counsel for Legal Advocates of Washington, which provides legal advice to nonprofit organizations on open government and hazardous waste issues, and offers numerous graduate, law, and undergraduate internships. Pollet has a J.D. from the University of Washington School of Law, and has twice been named the Legislator of the Year by the Washington Student Association and once by the UW Graduate and Professional Student Senate.

Colleen Sathre is vice president emeritus, planning and policy, University of Hawai'i system, where she served for 27 years. The UH system encompasses all of public higher education in Hawai'i. She managed multiple strategic planning, mission formulation, and tuition-setting cycles; had oversight responsibility for institutional research; prepared Board of Regents and executive academic policies and analytical studies; developed benchmark/performance indicators linked to planning goals; and initiated the reorganization of the University's information technology and computing resources, the establishment of neighbor island University Centers, and course/degree articulation across the system. Since retirement she has engaged in volunteer work and, with Kenneth P. Mortimer (president emeritus, University of Hawai'i), published in 2007 *The Art and Politics of Academic Governance*, The American Council on Higher Education Series (currently published in partnership with Rowman & Littlefield). She holds a B.A. in history from the College of St. Benedict, St. Joseph, Minnesota, and an M.A. and Ph.D. in political science from the University of Minnesota.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, November 2, 2015

Commissioners Present

Mike Rush (SD), chair
Jeanne Kohl-Welles (WA), vice chair
Dianne Harrison (CA), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Chris Bustamante (AZ)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Loretta Martinez (CO)
Sharon Hart (CNMI)
David Lassner (HI)
Carol Mon Lee (HI)
Tony Fernandez (ID)
Matt Freeman (ID)
Wendy Horman (ID)
Clayton Christian (MT)
Pat Williams (MT)
Franke Wilmer (MT)
Vance Farrow (NV)
Fred Lokken (NV)
Vic Redding (NV)
Barbara Damron (NM)
Patricia Sullivan (NM)
Kari Reichert (ND)
Mark Hagerott (ND)
Ryan Deckert (OR)
Hilda Rosselli (OR)
James Hansen (SD)
Dave Buhler (UT)
Peter Knudson (UT)
Frank Galey (WY)
Karla Leach (WY)

Commissioners Absent

Jim Johnsen (AK)
Jude Hofschneider (CNMI)
Joshua Sasamoto (CNMI)
Dene Thomas (CO)
Mark Moores (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Robert Burns (SD)
Patricia Jones (UT)
Don Bennett (WA)
Gerry Pollet (WA)
Sam Krone (WY)

Guests/Speakers

Tad Perry, WICHE search consultant and former WICHE commissioner

WICHE Staff

Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director
Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Laura Ewing, administrative manager, Policy Analysis and Research
Kay Hulstrom, administrative manager, Programs and Services
Patrick Lane, project manager, Policy Analysis and Research
David Longanecker, president, WICHE
John Lopez, director, W-SARA
Mollie McGill, director of programs and membership, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer, WICHE
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health
Brian Prescott, director of policy research, Policy Analysis and Research
Christina Sedney, project coordinator, Policy Analysis and Research
Pat Shea, director, Academic Leadership Initiatives, Programs and Services

Chair Mike Rush called the meeting to order and welcomed the commissioners, guests, and staff to the meeting. He introduced newly appointed commissioners:

- Matt Freeman, Idaho
- Mark Hagerott, North Dakota
- Patricia Jones, Utah
- David Lassner, Hawai'i
- Fred Lokken, Nevada
- Gerry Pollett, Washington (not in attendance)

Action Item

Approval of the May 11-12, 2015, Committee of the Whole Meeting Minutes

Chair Rush asked for discussion and changes to the May 11-12, 2015, Committee of the Whole meeting minutes. Hearing none, the minutes were approved as written.

Report of the Chair

Chair Rush gave an overview of the presidential search process. He reported the WICHE Officers began work on the search after the May commission meeting. They selected a search committee and, with guidance from the Executive Committee, put out an RFP to hire an external search consultant to help lead the process. Tad Perry, former executive director of the South Dakota Board of Regents and former WICHE commissioner, was hired. The position was advertised in August and numerous applications were received from well-qualified candidates. With Perry's help, the search committee narrowed the pool down to five semi-finalists who were interviewed on October 13. The semi-finalists were narrowed down to two finalists who were interviewed on November 1 by members of the selection committee and the Executive Committee. Chair Rush thanked members of the WICHE Selection Committee for their time and effort throughout this process. He also thanked Perry for his time, expertise, and effort throughout the selection process.

Report of the President

Chair Rush called on David Longanecker for the report of the president. Longanecker gave updates on staff changes that have occurred within the organization since the last commission meeting. He mentioned Brian Prescott, director of policy research, was leaving WICHE to join the staff of the Association for Institutional Research. Longanecker gave an update on major initiatives underway in each of the units, including an update on the First in the World grant for the Interstate Passport. He gave an update on SARA, including NC-SARA's recent 501(c)(3) status and the completion of a unified SARA agreement that combines the four regional agreements into one document. Longanecker asked if there were any questions or comments regarding his update, and hearing none returned the floor to Chair Rush.

Report of the Nominating Committee

Chair Rush called on Dianne Harrison to give the report of the Nominating Committee for the officer positions within WICHE. This year's Nominating Committee members included Eileen Klein (AZ), Dianne Harrison (CA), and Dene Thomas (CO). Harrison reported that the committee received many nominations from the commission, and they recommended the following slate of officers for 2016: Jeanne Kohl-Welles (WA), chair; Patricia Sullivan (NM), vice chair; and Mike Rush (SD), immediate past chair.

The Committee of the Whole went into recess.

ACTION ITEM

Minutes of the Committee of the Whole

Session II: Business Session Tuesday, November 3, 2015

Commissioners Present

Mike Rush (SD), chair
Jeanne Kohl-Welles (WA), vice chair
Dianne Harrison (CA), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Chris Bustamante (AZ)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Loretta Martinez (CO)
Sharon Hart (CNMI)
David Lassner (HI)
Carol Mon Lee (HI)
Tony Fernandez (ID)
Matt Freeman (ID)
Wendy Horman (ID)
Clayton Christian (MT)
Pat Williams (MT)
Franke Wilmer (MT)
Vance Farrow (NV)
Fred Lokken (NV)
Vic Redding (NV)
Barbara Damron (NM)
Patricia Sullivan (NM)
Kari Reichert (ND)
Mark Hagerott (ND)
Hilda Rosselli (OR)
James Hansen (SD)
Dave Buhler (UT)
Frank Galey (WY)
Karla Leach (WY)

Commissioners Absent

Jim Johnsen (AK)
Jude Hofschneider (CNMI)
Joshua Sasamoto (CNMI)
Dene Thomas (CO)
Mark Moores (NM)
Ray Holmberg (ND)
Ryan Deckert (OR)
Camille Preus (OR)
Robert Burns (SD)
Patricia Jones (UT)

Peter Knudson (UT)
Don Bennett (WA)
Gerry Pollet (WA)
Sam Krone (WY)

Guests/Speakers

Tad Perry, WICHE search consultant and former WICHE commissioner

WICHE Staff Present

Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director
Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Ken Cole, director of operations, Mental Health Program
Nathan Demers, behavioral health research and technical assistance associate, Mental Health Program
Laura Ewing, administrative manager, Policy Analysis and Research
Tara Hickey, director of human resources
Kay Hulstrom, administrative manager, Programs and Services
Sarah Leibrandt, project coordinator, Policy Analysis and Research
David Longanecker, president, WICHE
John Lopez, director, W-SARA
Mollie McGill, director of programs and membership, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer, WICHE
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health
Russ Poulin, director of policy analysis, WCET
Brian Prescott, director of policy research, Policy Analysis and Research
Christina Sedney, project coordinator, Policy Analysis and Research
Pat Shea, director, Academic Leadership Initiatives, Programs and Services
Amanda Strickland, behavioral health research and technical assistance associate, Mental Health Program

Chair Mike Rush called the meeting to order.

Report of the Programs and Services Committee

Chair Rush called on committee chair Patricia Sullivan for the report of the Programs and Services Committee. The committee heard updates on the Student Exchange Programs, an overview of the First in the World Grant, and a presentation on the institutional challenges associated with the Affordable Care Act regulations. The committee discussed a request for approval of the University of Utah School of Dentistry's early participation in WICHE's Professional Student Exchange Program (PSEP) prior to receiving its full accreditation. Commissioner Sullivan moved to APPROVE THE UNIVERSITY OF UTAH SCHOOL OF DENTISTRY'S REQUEST FOR EARLY PARTICIPATION IN PSEP. Commissioner Christian seconded the motion. Commissioner Anderson asked about the liability WICHE assumes if the school does not receive full accreditation. Margo Colalancia responded that there is a teach-out provision, which protects the students and enables them to pass the boards and practice if the school fails to receive accreditation. The motion was approved unanimously.

Report of the Audit Committee

Chair Rush called on WICHE Vice Chair Jeanne Kohl-Welles for the report of the Audit Committee. She reported that the committee met via teleconference on October 27 to hear a presentation of the FY 2015 audited financial statement from Cheryl Wallace with Rubin Brown. The auditors spent several weeks on-site at WICHE and their review resulted in an unqualified opinion that the financial statements represent fairly, in all material respects, the financial position of WICHE. They stressed that this is a "clean audit" with no findings or adverse opinion and they had no disagreements with staff. After Wallace's presentation, the committee met privately with the auditors for discussion and then privately with the staff. The committee recommends that the commission approve the FY 2015 audited financial statement. The committee discussed retaining Rubin Brown for another year. Given the upcoming leadership transition at WICHE, the committee and staff agreed that it would make sense to seek another engagement letter with Rubin Brown.

Kohl-Welles reported that David Longanecker introduced a discussion of how best to reflect accounts receivable in the budget material presented to the commission. In the past, accounts receivable have essentially been invisible to the commission, having been floated within reserves and future obligated funds on hand. As the amount being carried increases, however, Longanecker believes that the commission should be more aware of the amount of accounts receivable being carried by the organization and that it should be reflected in the budget provided to the commission. He will be recommending in the future that a portion of reserves be dedicated to assure sufficient coverage of this float. The committee members indicated agreement with this plan.

Kohl-Welles moved TO APPROVE THE FY 2015 AUDIT REPORT. Commissioner Hansen seconded the motion. The motion was approved unanimously.

Report of the Issue Analysis and Research Committee

Committee chair Christopher Cabaldon reported that the committee heard an update on the Multistate Longitudinal Data Exchange (MLDE). The committee had a rich discussion on data exchange and the surrounding policy issues and challenges. Cabaldon reported that funding is coming in for the next edition of *Knocking at the College Door: Projections of High School Graduates*. Finally, he reported the release of several publications including *Benchmarks: WICHE Region 2015*, *Policy Insights: Targeted Recovery: Recapping 2015 Higher Education Legislative Activity in the West*, and *Tuition and Fees*.

Report of the Self-funded Units Committee

Committee chair Jim Hansen reported that the committee heard updates from WCET and a proposal for the creation of a commission committee that would be focused solely on technology. WCET staff is working on an emergency preparedness project with SREB. The committee received a budget briefing on WCET finances. Finally, WCET reviewed upcoming meetings and activities. The committee also heard an update on the Mental Health Program. Hansen reported the budget ended with a surplus of \$250,000 and is projected to end the current fiscal year with another surplus. The Mental Health Oversight Council recently met in Boulder. Commissioner Hansen moved TO APPROVE COMMISSIONER VANCE FARROW (NV) AND EILEEN KLEIN (AZ) TO SERVE AS COMMISSION REPRESENTATIVES ON THE MENTAL HEALTH OVERSIGHT COUNCIL. Commissioner Sullivan seconded the motion. The motion was approved unanimously.

Report of the Legislative Advisory Committee Annual Meeting

WICHE vice chair Jeanne Kohl-Welles gave a summary of the purpose and history of the Legislative Advisory Committee. The LAC's annual meeting was held in September in Portland, OR. There was strong attendance and participation at the meeting. Kohl-Welles noted the agenda and presentations are posted on the WICHE website.

Discussion Item Update on WICHE's Budget

Chair Rush called on David Longanecker for an update on WICHE's budget. Longanecker reported the FY 2015 general fund budget ended with a surplus of approximately \$400,000 due to an increase in revenues from grants and contracts. The FY 2016 budget projects a \$25,000 surplus, but Longanecker said recent salary adjustments given to staff in September (approved by the Executive Committee) have depleted that surplus. He noted reserves are strong but will be reduced at the end of FY 2016 when the final payment is made on the loan for the building. Longanecker discussed the plan to begin showing a portion of the reserves dedicated to the float of accounts receivables as discussed during the recent Audit Committee meeting. The business model for the Mental Health Program operates under contracts and bill-for-service resulting in an increase in accounts receivables that are not reflected on the current budget worksheets presented to the commission, but they will be going forward. Craig Milburn also noted that the FY 2015 audit report showed \$1.4 million in accounts receivable at the end of the year, which was an increase of \$800,000 over last year, and agreed it was necessary to dedicate a portion of the reserves for the float of accounts receivables. Longanecker noted the Mental Health Program is well on its way to paying back the deficit owed to WICHE. WCET is projected to run a surplus in FY 2016. Both self-funded units are building up their reserve requirements and will hopefully meet those by the end of the fiscal year.

Action Item

Election of Chair, Vice Chair, and Immediate Past Chair as Officers of the WICHE Commission for 2016

Commissioner Harrison moved TO APPROVE JEANNE KOHL-WELLES (WA) AS 2016 CHAIR, PATRICIA SULLIVAN (NM) AS 2016 VICE CHAIR AND 2017 CHAIR-ELECT, AND MIKE RUSH (SD) AS 2016 IMMEDIATE PAST CHAIR. Commissioner Klein seconded the motion. The motion was approved unanimously.

Action Item

Approval of the Finalist for the Position of WICHE President

Chair Rush gave a report on the presidential search process and presented the details of the appointment letter for WICHE's new president. Commissioner Harrison moved TO APPOINT JOE GARCIA AS PRESIDENT OF THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION AND TO AUTHORIZE THE CHAIR OF THE COMMISSION TO FINALIZE THE APPOINTMENT CONSISTENT WITH THE TERMS IN THE APPOINTMENT LETTER. Commissioner Damron seconded the motion. The motion was approved unanimously.

Rush gave remarks as the outgoing WICHE chair. He noted that members of the commission are agents to make improvements in the lives of others and encouraged them to take the time and have the courage to make a difference in the lives of students. Commissioner Cabaldon saluted Rush's leadership over the past year and thanked him for his integrity, warmth, sense of humor, and the tremendous amount of work he has done as chair.

Incoming WICHE Chair Jeanne Kohl-Welles agreed with Cabaldon's remarks on Rush's leadership and also expressed her thanks. She noted that she is excited to be assuming the role of chair during the year when Joe Garcia will be taking over as president of WICHE.

Other Business

Commissioners were reminded to send their 2016 committee selections to Erin Barber. Commissioner Galey said the Wyoming commissioners were looking forward to hosting the May 2016 meeting in Laramie, WY. David Longanecker thanked Chair Rush for his leadership and service to the commission.

The Committee of the Whole was adjourned.



Monday, May 16, 2016

10:00 - 10:45 am
Salon CD

**Plenary Session I:
What's Up in the West?**

As the recently released *State Higher Education Finance* (SHEF) report from the State Higher Education Executive Officers Organization (SHEEO) shows, last year was a banner year for American higher education. While many higher education pundits continue to point out that state funding (inflation adjusted, per student funding) has yet to reach the high water mark of 2001, they tend not to mention that state funding has returned to pre-recession levels in aggregate inflation adjusted terms, just not in per student terms because of the very significant increases in enrollment since the beginning of the new Millenium. They also tend not to point out that total per student inflation adjusted funding – including both state funding and tuition revenues – is now at the highest level in history. From an economic perspective, therefore, we are either buying more quality in our product, ergo the higher costs, or we are becoming less productive; you make the choice. Now, the return to the good times was not realized universally within American higher education or within the WICHE region. While the WICHE region experienced a remarkable overall increase of 7.1 percent in per student inflation adjusted funding in FY 2015, only ten of the 15 states received actual increases in per student inflation adjusted funding with Nevada, North Dakota, and Washington experiencing actual decreases in total state and local appropriations.

But, that was last year. What's happening in the West this year? This session will describe what the governors indicated would be their agenda for higher education this year, what has actually happened, and where what is happening in the West appears consistent or inconsistent with what is going on throughout the rest of the country.

Speaker: David Longanecker, president, WICHE

Biographical Information on the Speaker

David Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer 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. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally

SCHEDULE
EXEC CTTE
WELCOME
PLENARY 1
PROGRAMS
POLICY
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PLENARY 2
PLENARY 3
DINNER
BUSINESS
PLENARY 4
REFERENCE

been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

Monday, May 16, 2016

10:45 am - noon
Salon CD

Programs and Services Committee Meeting





Clayton Christian (MT), chair
Wendy Horman (ID), vice chair

- Diane Barrans (AK)
- TBD (AZ)
- Dianne Harrison (CA)
- Dene Thomas (CO)
- Joshua Sasamoto (CNMI)
- Carol Mon Lee (HI)
- Committee vice chair (ID)
- Committee chair (MT)
- Vance Farrow (NV)
- Patricia Sullivan (NM)
- Kari Reichert (ND)
- Hilda Rosselli (OR)
- Mike Rush (SD)
- Peter Knudson (UT)
- Gerry Pollet (WA)
- Frank Galey (WY)

Agenda

Presiding: Clayton Christian, committee chair

Staff: Jere Mock, vice president, Programs and Services
Margo Colalancia, director, Student Exchange Program
Pat Shea, director, academic leadership initiatives

	Approval of the November 3, 2015, Programs and Services Committee meeting minutes	4-3
	Approval of the FY 2017 workplan sections pertaining to the Programs and Services unit's activities – Jere Mock	4-6
	Approval of the Professional Student Exchange Program support fees for 2017-18 and 2018-19 – Margo Colalancia	4-10
	Midwestern University's College of Veterinary Medicine's Request for Early Participation in WICHE's Professional Student Exchange Program (PSEP) – Margo Colalancia	4-30
	Information Items: Student Exchange Program Updates – Margo Colalancia	4-34

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Programs and Services Regional Initiatives / Interstate Passport
– Pat Shea

4-44

Other business

Adjournment

ACTION ITEM

Programs & Services Committee Minutes

November 3, 2015

Committee Members Present

Patricia Sullivan (NM), chair
Clayton Christian (MT), vice chair

Diane Barrans (AK)
Dianne Harrison (CA)
Carol Mon Lee (HI)
Wendy Horman (ID)
Vance Farrow (NV)
Kari Reichert (ND)
Hilda Rosselli (OR)
Mike Rush (SD)
Peter Knudson (UT)
Frank Galey (WY)

Committee Members Absent

Dene Thomas (CO)
Joshua Sasamoto (CNMI)
Gerry Pollet (WA)

Staff Present

Margo Colalancia, director, Student Exchange Program
Kay Hulstrom, administrative manager
David Longanecker, president
Jere Mock, vice president, Programs and Services
Pat Shea, director, Academic Leadership Initiatives

Committee Chair Patricia Sullivan called the meeting to order at 8:00 am and welcomed the committee members.

ACTION ITEM

Approval of the Programs & Services Committee Minutes of May 11, 2015

Chair Sullivan asked for a motion TO APPROVE THE MINUTES OF THE MAY 11, 2015, COMMITTEE MEETING. Commissioner Rosselli moved to approve the minutes and Commissioner Harrison seconded the motion. The minutes were approved unanimously.

INFORMATION ITEM

WICHE's Student Exchange Program

Margo Colalancia reported that students and their families saved more than \$310 million during academic year 2014-15 by participating in one of the three WICHE Student Exchange Programs. The 2015-16 Western Undergraduate Exchange (WUE) and Western Regional Graduate Program (WRGP) enrollment figures are still being finalized. At the time of the Commission meeting, Colalancia estimated a 2 percent increase in WUE enrollment from the prior year. Fort Lewis College recently reactivated its participation in WUE. Commissioner Rosselli suggested that staff contact WICHE region representatives of the National Consortium of School Counseling and Postsecondary Success to make them aware of WUE.

Staff is soliciting nominations for new graduate programs for WRGP. Among the "most wanted" types of programs are: gerontology; healthcare-related fields; cybersecurity, homeland security, and disaster management; emerging media; market research, data mining, data sciences and analytics; and programs that train for hybrid jobs of technology and marketing. Law schools were also encouraged to submit nominations.

Colalancia noted that WICHE states invested more than \$14.65 million to give some 660 Western students affordable access to professional healthcare degree programs through the Professional Student Exchange Program (PSEP). She and the certifying officers of PSEP-supporting states are forming a subcommittee to conduct an in-depth review of the program and consider possible changes. They will also research current workforce issues in the PSEP healthcare fields, as well as the demand and supply of educational seats, and will propose support fee increases for the next biennium (2017-18 and 2018-19) at the 2016 May Commission meeting in Laramie. Chair Sullivan said New Mexico State University's new Burrell College of Osteopathic Medicine will be opening in fall 2016 and may be interested in future participation in PSEP.

Colalancia summarized some highlights of the American Veterinary Medicine Association's (AVMA) *2015 Veterinary Economics Report*. At this time there are 3,200 seats available at 30 U.S. colleges and 1,000 seats available at 19

accredited foreign colleges. In the 2014 application cycle, there were 6,700 applicants for 4,200 seats, which is a ratio of 1 seat per 1.6 applicants. The AVMA anticipates a further decline of applicants willing to incur debt, especially considering the low salaries that new graduates can expect to earn (estimated at \$67,000, nationally). If the number of qualified applicants per seat continues to drop, the AVMA states "...excess capacity in the market for veterinary education may be on the near horizon without significant changes in the market." AVMA economists believe the excess capacity for veterinary services is improving; it was at 7.7 percent in 2014, and is estimated to drop to 5.7 percent in 2017. That said, services are still not available at price points that all consumers are willing to pay. Interestingly, fees for veterinary services increased 5.3 percent annually since 1997, compared to a 2 to 3 percent increase for other market prices during the same time period. Chair Sullivan said the prolonged drought in New Mexico caused many ranchers to sell their cattle, which has affected several large animal veterinarians' practices. She said over time this may limit the number of students interested in enrolling in veterinary medicine and perhaps New Mexico may need to decrease the number of PSEP students it supports in this field.

Commissioner Frank Galey, dean of the College of Agriculture and Natural Resources at the University of Wyoming, said there are job opportunities for food animal veterinarians in Wyoming. He said the state's loan repayment program administered by the Wyoming Livestock Board and the Wyoming Veterinary Medical Association helps vets avoid huge debt loads. With average debt loads for a new veterinary graduate of \$120,000-\$170,000, and with starting annual salaries for many new veterinarians in the state of \$30,000-\$40,000, he said a loan forgiveness program is essential. The Wyoming Legislature created the program as a mechanism to ease the burden of loan repayment. WICHE President David Longanecker said despite declining workforce need in some areas and low starting salaries in many rural areas, new veterinary medicine schools are opening, such as the University of Arizona's proposed program. Several offshore veterinary programs were accredited as well. Commissioner Knudson said Utah State University's 2 + 2 program that opened three years ago has been very successful and it is helping the state to address its shortage of large animal veterinarians.

ACTION ITEM

Approval of the University of Utah's School of Dentistry Request for Early Participation in WICHE's Professional Student Exchange Program

Colalancia then introduced an action item regarding the University of Utah's new School of Dentistry which wants to participate in WICHE's Professional Student Exchange Program (PSEP) prior to its full accreditation. She said the commission has approved the early participation of other dental schools in the past, including A.T. Still University in Arizona and the University of Nevada Las Vegas' dental programs in 2003, as well as Midwestern University and Western University of Health Sciences' dental schools six years later. In 2009, the Programs & Services Committee also approved criteria for review of early participation requests by professional healthcare programs in the West.

According to Colalancia's review of materials submitted by the University of Utah's dental school administrators, the school meets all of the established criteria, it demonstrates high quality, it enrolled its first class in fall 2013, and it is on track to receive full accreditation by August 2017 without any current recommendations from the Commission on Dental Accreditation. Furthermore, she said there is established workforce need for dentists.

Commissioner Knudson said that after practicing orthodontics for 48 years, he began teaching in the University of Utah's dental clinic and giving lectures and the program is doing fine. He said the Commission on Dental Accreditation praised the school's high-quality facilities and faculty. Commissioner Galey asked what would happen to the school's students if for some reason the school did not receive its final accreditation. Colalancia said there would be teach-out provisions for students to enable them to receive a degree from another program. [NOTE: Colalancia subsequently spoke with Catherine Horan, manager for Predoctoral Dental Education at the Commission on Dental Accreditation (CODA) – the accrediting arm of the American Dental Association (ADA). She reconfirmed that graduates are always protected in the rare event that a new program doesn't receive full accreditation once the first class has graduated. Furthermore, she stated that in her 20 years at CODA, she's never seen an instance where a pre-accredited DDS/DDM program did not receive full accreditation. She added that University of Utah faculty members are particularly diligent, and she fully expects the program to pass its final accreditation visit, which is scheduled just prior to the first class' graduation.]

Commissioner Harrison made a motion that the COMMITTEE APPROVE THE UNIVERSITY OF UTAH'S REQUEST THAT ITS NEW SCHOOL OF DENTISTRY BE ELIGIBLE TO PARTICIPATE IN WICHE'S PROFESSIONAL STUDENT EXCHANGE PROGRAM PRIOR TO THE SCHOOL'S FINAL ACCREDITATION. Commissioner Barrans seconded the motion and it passed unanimously.

Pat Shea, director of academic leadership initiatives, reported that the Interstate Passport Initiative received one of 17 *First in the World* grants from the U.S. Department of Education for \$2.99 million over four years. The Passport, now in Phase II of its development, will provide a new framework for block transfer of lower-division general education based on learning outcomes and proficiency criteria. During this phase, up to 12 institutions in six other states outside the WICHE region will also join the initiative. Commissioner Rosselli asked what factors would motivate states outside the WICHE region to participate. Shea said the Passport will be a national program since there is significant student mobility across states and she added that there are financial motivations for states to participate. Each of the new states that joins the program will receive approximately \$48,000 to test the process of preparing to become Passport institutions by reviewing their lower-division general education learning outcomes for alignment with the Passport Learning Outcomes and creating their Passport Blocks. Each state will develop a case study about the approach they used to help inform institutions in other states considering participation.

Shea also noted that the Western Academic Leadership Academy, a project of the Western Academic Leadership Forum, had a very successful launch this summer. The Academy's mission is to build a pipeline of talented candidates to assume chief academic leadership roles in the WICHE region by providing professional development on academic leader roles and responsibilities along with the practical skills necessary to be successful. Fifteen individuals with the rank of dean or higher who aspire to be chief academic officers in the WICHE region were selected for the first cohort. The year-long program, which includes a three-day seminar that was held in Boulder in July and a series of webinars and conference calls throughout the year, will culminate in conjunction with the Forum's annual meeting in Missoula in April. The Forum plans to expand the Academy's 2016 cohort to include up to 25 participants. The solicitation will be issued on December 1 and nominations are due by February 15. More information about the nomination process is available on the WICHE website. Chair Sullivan suggested adding a session to the 2016 Academy seminar on higher education policy issues and opportunities for interstate collaborations. Commissioner Rosselli encouraged staff and the Forum's executive committee members to make concerted efforts to recruit academic administrators of color to participate in next year's Academy.

Jere Mock, vice president of Programs and Services, described some of the challenges that higher education institutions are facing as employers affected by provisions of the Affordable Care Act. She said many campuses are grappling with issues such as whether they may continue to provide subsidies to graduate assistants and research assistants for their health insurance coverage and how to credit hours of service in relation to the employment status of part-time adjunct faculty. She said the American Council on Education and several of the other national higher education associations will participate in an interagency call with representatives of the Internal Revenue Service, U.S. Treasury, U.S. Department of Health and Human Services, and U.S. Department of Labor on Friday, Nov. 6 to seek more regulatory guidance. Mock added that a session that will focus on many of these issues is scheduled for April 20 as part of the co-convened 2016 annual meetings of the Western Academic Leadership Forum and the Western Alliance of Community College Academic Leaders.

Chair Sullivan adjourned the meeting at 12:10 p.m.



ACTION ITEM

Programs & Services FY 2017 Workplan

The primary goals of the Programs and Services unit are to improve student access and success and to foster higher education collaborations that increase institutional effectiveness. Programs and Services manages WICHE's four-pronged Student Exchange Program and a number of other initiatives that help institutions and students – undergraduate, graduate, and professional – save money and make good use of available resources. The unit also oversees projects that bring together the West's higher education leaders to work toward common goals, assist in smoothing the transfer process, link students with next-generation learning opportunities, and help institutions to achieve cost savings through collaborative purchasing.

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 157 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members, except CA, CNMI, ID, OR, SD, and WA; 135 programs at 61 institutions
Western Regional Graduate Program (WRGP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 409 programs at 60 institutions
WICHE Internet Course Exchange	Access & success; technology & innovation	National	.05 FTE and consultants	2 consortia serving 36 institutions
Student Exchange Program database upgrades and enhancements	Access & success; workforce and society; technology	Western	.20 FTE	All WICHE member states
Western Academic Leadership Forum	Access & success; accountability	Western	.35 FTE	All WICHE member states except HI; 48 institutions, 9 systems
Western Alliance of Community College Academic Leaders	Access & success; accountability	Western	.30 FTE	All WICHE member states; 72 institutions
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
Western Academic Leadership Academy	Workforce & society; accountability	Western	.12 FTE and consultants	Forum members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/Mercer/United HealthCare Student Resources, 3 states: AK; CA; CO; 6 institutions; several prospects

Project	Focus	Geo Scope	Staffing	Partners
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh/carriers, 8 states: AZ; CO; ID; NV; OR; UT; WA; WY
MHECtech	Finance	WICHE/MHEC/SREB states	.10 FTE	All WICHE member states
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.0 FTE + consultant	All WICHE member states
Conversion of WICHE's constituent relations database to Salesforce	All 5 focus areas	Western/U.S.	.20 FTE	All WICHE member states

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Interstate Passport Phases II & III	Access & success; innovation	National	Bill & Melinda Gates Foundation (\$1,647,733) and Lumina Foundation (\$1,199,953); U.S. Department of Education First in the World (\$2,999,482)	3.46 FTE + consultants	10/6/2014 - 9/30/2016 for Gates and Lumina grants; 10/1/2015-9/30/2019 for First in the World grant	100+ institutions in 11 WICHE and 5 other states
Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA)	Access & success; technology & innovation	Western	Est. FY 2017 Fee: \$544,680 Est. FY 2017 Expenses: \$323,654	WICHE SARA: 1.5 FTE	Ongoing	Regionally: State members and participating institutions that pay annual dues Nationally: NC-SARA, MHEC, NEBHE, SREB
The Compact for Faculty Diversity National Research Mentoring Network	Access & success	National	National Institutes of Health (\$249,858)	.20 FTE	7/1/2016 - 6/30/2017	SREB; National Mentoring Network

Interstate Passport Initiative. In Phase II, the Interstate Passport Initiative is creating and implementing a new framework for block transfer of lower-division general education based on student learning outcomes and transfer-level proficiency criteria to streamline and accelerate the transfer process for students. In Phase III, the Initiative is building a student tracking system, conducting a pilot initiative to map critical assignments to learning outcomes, implementing a marketing campaign, and conducting a robust project evaluation.

Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA). WICHE and the other three regional education compacts are administering SARAs so that any institution offering distance education may acquire authorization from its home state to enable it to operate in other participating states. The National Council is coordinating inter-regional activities. Compact presidents currently are discussing potential changes to the revenue allocation model.

The Compact for Faculty Diversity National Research Mentoring Network is a nationwide consortium to enhance the training and career development of underrepresented minority individuals who are pursuing biomedical, behavioral, clinical, and social science research careers through enhanced networking, mentorship, and career development experiences. As a funded member of the consortium, WICHE (the sub-award fiscal agent) is partnering with staff of the SREB to expand its network of mentors who will assist underrepresented minority undergraduates, as well as master’s, graduate, doctoral, and postdoctoral students and early-career faculty members, in developing and furthering their research careers in academe, business, and industry. These activities will expand and enhance the Compact for Faculty Diversity’s highly successful annual Institute on Teaching and Mentoring.

NEW DIRECTIONS

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

- ★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high
- = Opportunity (funding) ● = low, ●● = medium, ●●● = high
- = Competence (staff/consultants) ■ = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
North American Network of Science Labs Online: ScienceLabReady	Access & success; innovation	★★★ ●●● ■■■	International	Currently seeking funding at \$1.8 million level	1.75 FTE	TBD	Great Falls College - MSU (MT), and North Island College, British Columbia

North American Network of Science Labs Online: ScienceLabReady. Targeting students in the summer before they enroll in science courses at community colleges, NANSLO’s new science prep course, if funded, will feature an innovative and relevant skill-building curriculum centered on the use of lab activities via NANSLO’s web-based, robotically controlled equipment and other modalities to increase student success and retention in STEM courses and programs.

Previously considered projects we propose to remove from the workplan. None.

POTENTIAL FUTURE PROJECTS

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

A Convening to Examine the Impact of Western Demographic Changes on Current and Future Academic Programs, Curriculum, and Student Services. *Focus areas: access & success; technology & innovation.* In collaboration with the Policy Analysis and Research, WCET, and Mental Health staffs, we will seek approval to solicit external funding to bring together policymakers, institutional leaders, and other relevant constituencies to examine how higher education can be more responsive to the West's changing demography through its array of existing and planned academic programs, curriculum enhancements, and expanded student services. The implications of demographic changes for the future workforce will also be addressed, with emphasis placed on working with institutions to provide academic programs that address the needs of an aging and increasingly ethnically diverse population.

COMPLETED PROJECTS

Work that staff finished in FY 2016.

Consortium for Healthcare Education Online (CHEO). Eight community colleges in five WICHE states created new (or transformed existing) allied health courses for delivery in an online or hybrid format, incorporating new, web-based experiments designed by NANSLO. WICHE coordinated the NANSLO work and provided professional development for project partners.

Bridges to the Professoriate provided National Institute of General Medical Sciences (NIGMS)-Minority Access to Research and Careers' (MARC) predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity's Institute on Teaching and Mentoring, helping them to gain skills needed in doctoral programs and academic careers. Annual funding was provided to WICHE, a total of \$3,511,750 over the past 16 years, to support the attendance of NIGMS' MARC fellows at the Institute on Teaching and Mentoring and associated professional development activities.

ACTION ITEM

Student Exchange Program Support Fees for 2017-18 and 2018-19

Every two years, the WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for the next biennium. At its May 16-17, 2016, meeting, the commission will take action on proposed support fee levels for academic years 2017-18 and 2018-19.

WICHE staff recommends support fee increases of 1.7 percent for each year of the biennium for eight of the PSEP fields: dentistry, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, and podiatry. Staff members propose to hold the support fees for allopathic medicine and veterinary medicine at their current levels for each year of the next biennium. 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 agreement that established WICHE in the early 1950s. In 2015-16, 648 students preparing for their professional degree in 10 healthcare professions paid significantly reduced tuition while enrolled through WICHE's PSEP. The healthcare professions available through PSEP are: dentistry, allopathic medicine, occupational therapy, osteopathic medicine, optometry, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine.

PSEP helps WICHE states to:

- Develop a professional healthcare workforce
- Provide affordable access to a wide range of professional programs that otherwise may not be accessible to students in some states
- Offer students tuition assistance for healthcare programs located out-of-state when a public program is not available within their home state
- Enhance the quality and prestige of participating programs by enabling them to attract exceptional students from throughout the West
- Enable states to avoid the costs of establishing new professional schools.

Balancing Diverse Needs

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

As tuition has increased at professional schools, the support fees have proportionately decreased. In the 2015-16 academic year, with the exception of allopathic medicine and veterinary medicine, PSEP no longer provides a financial incentive to the majority of public receiving institutions. To provide at least a break-even point for programs losing revenue on PSEP students, in November 2011, WICHE commissioners approved a change in the way support fees can be applied. The new policy allows public institutions whose differentials are not being met to credit the support fee against full nonresident tuition and have the student pay the balance. The new policy took effect in fall 2013 for newly funded PSEP students. PSEP students enrolling fall 2012 and prior in public institutions are grandfathered and continue to pay resident tuition.

In consultation with its Western higher education state offices, WICHE is proposing to freeze support fees at the 2016 academic year rate for two fields – allopathic medicine and veterinary medicine – for the next biennium (2017 and 2018). The freeze will help reduce the disparity of the percentage of nonresident tuition that the support fees cover in these two fields compared to the others. As the following Proposed Support Fees chart illustrates, the support fees cover 57 percent of 2015-16 nonresident tuition in the fields of allopathic medicine and 61 percent in veterinary medicine. For the fields

of dentistry, occupational therapy, pharmacy, physical therapy and physician assistant, optometry, osteopathic medicine and podiatry, WICHE is proposing to increase the support fees for the next biennium by 1.7 percent each year, in concert with the 2014-15 HECA (Higher Education Cost Adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) association. For these fields, the WICHE support fees provide considerably less coverage – 42 percent or less of nonresident tuition (or full private tuition for fields served only by private programs).

Certifying officers have evaluated the fiscal impact of the proposed increases and have sought input from their SHEEOs. Most concur that the proposed increases are necessary in light of the higher tuition increases that most professional healthcare programs are anticipating for the coming academic year. From 2014 to 2015, tuition and fees increased an average of 3.7 percent across all of the PSEP healthcare fields. Most certifying officers also agreed with the proposed freeze for allopathic and veterinary medicine. Some refrained from comment if their state did not fund students in either of those fields.

Proposed Support Fees for the 2017 and 2018 Biennium					
	Approved Fees for AY 2015	Average Percentage of Nonresident (or Full Private) Tuition and Fees Covered by AY 2015 Support Fee	Approved Fees for AY 2016	Recommended 1.7% Increase AY 2017	Recommended 1.7% Increase AY 2018
Group A					
Dentistry *	\$24,850	32%	\$25,300	\$25,750	\$26,175
Medicine **	32,070	57%	32,650	32,650	32,650
Occupational Therapy *	13,050	40%	13,250	13,475	13,700
Optometry *	17,100	42%	17,425	17,725	18,025
Osteopathic Medicine *	21,300	38%	21,650	22,025	22,400
Physical Therapy *	14,300	37%	14,575	14,825	15,075
Physician Assistant *	17,000	39%	17,250	17,550	17,850
Podiatry *	14,770	36%	15,025	15,275	15,550
Veterinary Medicine **	31,900	61%	32,400	32,400	32,400
Group B					
Pharmacy *	7,525	21%	7,700	7,850	7,975
* 1.7% increase proposed. ** No increase proposed.					

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

Enrollment and Support Fees by Profession, 2015-2016

Sending State	Dentistry	Medicine	Occupational Therapy	Optometry	Osteopathic Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	7 \$165,667			2 \$34,200		5 \$40,133	3 \$42,900				17 \$282,900
Arizona	42 1,060,266		15 164,865	23 393,300	43 868,561			1 17,000	3 44,310	42 1,339,800	169 \$3,888,102
California											0 \$0
Colorado				23 393,300							23 \$393,300
CNMI											0 \$0
Hawai'i	8 207,083		4 47,850	14 239,400			14 200,200			9 287,100	49 \$981,633
Idaho											0 \$0
Montana	8 198,800	24 737,610	5 60,900	4 68,400	6 127,800				1 14,770	33 1,052,700	81 \$2,260,980
Nevada				5 85,500		12 112,872		6 102,000		13 414,700	36 \$715,072
New Mexico	48 1,201,083									31 988,900	79 \$2,189,983
N. Dakota	9 223,650			25 412,538						7 223,300	41 \$859,488
Oregon											0 \$0
S. Dakota											0 \$0
Utah				26 427,500					18 240,013		44 \$667,513
Washington											0 \$0
Wyoming	5 124,250	7 213,800	6 87,000	13 222,300	8 149,100		29 414,700	5 85,000	1 14,770	35 1,116,500	109 \$2,427,420
TOTALS	127 \$3,180,799	31 \$951,410	30 \$360,615	135 \$2,276,438	57 \$1,145,461	17 \$153,005	46 \$657,800	12 \$204,000	23 \$313,863	170 \$5,423,000	648 \$14,666,391

Location of Tables Showing Analysis by Field and State Impact Analysis

Analysis by Field	Page	State Impact Analysis	Page
Dentistry	4-14 – 4-15	Alaska	4-27
Medicine	4-16	Arizona	4-27
Occupational Therapy	4-18	Colorado	4-27
Optometry	4-19	Hawai'i	4-27
Osteopathic Medicine	4-20	Montana	4-28
Pharmacy	4-21	Nevada	4-28
Physical Therapy	4-22 – 4-23	New Mexico	4-28
Physician Assistant	4-24	North Dakota	4-28
Podiatry	4-25	Utah	4-29
Veterinary Medicine	4-26	Wyoming	4-29

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2017 and 2018

State	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase AY 2016 to 2017	Projected Fees AY 2018	Projected Increase AY 2017 to 2018
Alaska	17	\$294,175	\$299,425	\$5,250 (1.8%)	\$304,375	\$4,950 (1.7%)
Arizona	169	4,016,200	4,062,550	46,350 (1.2%)	4,107,925	45,375 (1.1%)
Colorado	23	400,775	407,675	6,900 (1.7%)	414,575	6,900 (1.7%)
Hawai'i	49	995,000	1,007,200	12,200 (1.2%)	1,019,200	12,000 (1.2%)
Montana	81	2,336,075	2,344,500	8,425 (0.4%)	2,352,750	8,250 (0.4%)
Nevada	36	704,225	709,325	5,100 (0.7%)	714,125	4,800 (0.7%)
New Mexico	79	2,218,800	2,240,400	21,600 (1.0%)	2,260,800	20,400 (0.9%)
North Dakota	41	890,125	901,675	11,550 (1.3%)	913,000	11,325 (1.3%)
Utah	44	723,500	735,800	12,300 (1.7%)	748,550	12,750 (1.7%)
Wyoming	109	2,492,225	2,511,725	19,500 (0.8%)	2,531,125	19,400 (0.8%)
TOTAL	648	\$15,071,100	\$15,220,275	\$149,175 (1.0%)	\$15,366,425	\$146,150 (1.0%)

Note: The numbers presented are estimates; each state must verify its own numbers to account for fee variations at institutions where its students are enrolled. The projected increases are in some instances slightly more or less than the proposed 1.7 percent increase because support fees were rounded to the nearest hundred. States supporting students in allopathic medicine and veterinary medicine show lower projected increases because of the proposed freeze of support fees for these two fields. The number of students supported in each field also affects the total percentage increase.

Dentistry

Seven WICHE states are supporting 127 students. The tables on pp. 4-14 and 4-15 show the distribution by state, type of school, and location. The support fee rate for 2016-17 will be \$25,300. The proposed fees are \$25,750 for 2017-18 and \$26,175 for 2018-19, representing a 1.7 percent increase each year. In dentistry, the support fee no longer covers the resident/nonresident tuition differential at all public institutions except at the University of California Los Angeles and the University of California San Francisco, where PSEP enrollment has been historically low.

The dentistry schools that responded to WICHE's survey project a 3.2 percent increase in tuition rates, on average, for 2016-17. Between 2014-15 and 2015-16, tuition and fees increased an average of 7.1 percent among all of WICHE's cooperating schools of dentistry. Though appreciative of the increase, our partnering dental schools comment that it is not keeping pace with the cost of dental education.

In terms of trends and issues that dental schools are facing, several of our partner programs responded that they have a high percentage of geriatric patients whom they serve in their dental clinics, which gives students experience serving the aging population. Students must take a geriatric medicine course as part of the University of Nevada Las Vegas' program; it also includes a screening rotation for the aging population. Among the respondents, only the University of Utah plans to increase its class size (from 28 seats to 46 seats) for fall 2016. One program noted the trend that a growing number of dentists are opting to work in a corporate practice as opposed to private practice. There continues to be a shortage of dentists in rural and underserved areas.

Student debt levels continue to rise; the American Dental Education Association (ADEA) estimates the average educational debt of graduating dentists in 2014 was more than \$247,000 (in both public and private schools). According to ADEA, there were approximately 1.99 unique applicants per seat available in 2014, representing a decrease from the 2007 high of 2.98 applicants per seat. The opening of new dental schools and the expansion of class size in existing ones has contributed to the decrease.

The Bureau of Labor Statistics (BLS) anticipates that 26,700 additional dentists will be needed by 2024, an increase of 18 percent from 2014. (This and all BLS data come from the *2014 Occupational Outlook Handbook*, which has 2014-24 employment projections and includes 2014 wages from the Occupational Employment Statistics survey.) BLS reports the median annual wage for dentists at \$154,640 in 2014.

Support Fee Analysis AY 2015 - DENTISTRY
 Comparison of Tuition and Fees to WICHE Support Levels
WICHE Region Schools

SUPPORT FEES:	Approved		Proposed (1.7% increase):	
	AY 2015	AY 2016	AY 2017	AY 2018
	\$24,850	\$25,300	\$25,750	\$26,175

Supporting states: Alaska, Arizona, Hawai'i, Montana, New Mexico, North Dakota, and Wyoming.
 Total (public and private) = 127

PUBLIC	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive (or Shortfall that Student may Have to Pay)	WICHE Student Tuition & Fees Responsibility	Revenues Received by Institution with Support Fee	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U.C. Los Angeles	1	\$69,999	\$60,949	\$9,050	\$15,800	\$60,949	\$85,799	36%
U.C. San Francisco	1	69,453	57,208	12,245	12,605	57,208	82,058	36%
U. Colorado Denver, AMC †	40	73,293	47,990	25,303	(453)	48,443	73,293	34%
U. Nevada, Las Vegas †	0	94,478	56,749	37,729	(12,879)	69,628	94,478	26%
Oregon Health & Science U. †	6	85,703	59,023	26,680	(1,830)	60,853	85,703	29%
U. of Utah †	0	71,878	41,655	30,223	(5,373)	47,028	71,878	35%
U. Washington * †	9	83,888	57,591	26,297	(1,447)	59,038	83,888	30%
Total Public	57							
Average		\$78,385	\$54,452	\$23,932	\$918	\$57,592	\$82,442	32%
Median		73,293	57,208	26,297	(1,447)	59,038	83,888	34%

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

* U. Washington charges WICHE students nonresident tuition for the summer quarters of years three and four; WICHE support does not cover additional year-round quarters at this time. The tuition and fees shown in these charts are for year one in the program.

PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A.T. Still U., Mesa	15	\$83,877	\$59,027	30%
Midwestern U.	23	89,699	64,849	28%
Loma Linda U.	1	82,402	57,552	30%
U. of the Pacific *	4	122,169	89,036	27%
U. Southern California	2	102,007	77,157	24%
Western U. Health Sciences	1	72,660	47,810	34%
Total Private	46			
Average		\$92,136	\$65,905	29%
Median		86,788	61,938	29%

*U. of the Pacific operates a three-year accelerated program; the school receives four years of support over a three-year period, thus a higher rate of \$33,133 per year in AY 2015.

Support Fee Analysis AY 2015 - DENTISTRY
Comparison of Tuition and Fees to WICHE Support Levels
Out-of-Region Schools

	Approved		Proposed (1.7% increase):	
SUPPORT FEES:	AY 2015	AY 2016	AY 2017	AY 2018
	\$24,850	\$25,300	\$25,750	\$26,175

Supporting states: New Mexico, North Dakota, and Wyoming.

PUBLIC	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Revenues Received by Institution with Support Fee	Incentive (or Shortfall that Student may Have to Pay)	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U. Missouri, Kansas City † (NM)	8	\$62,818	\$35,957	\$26,861	\$62,818	(\$2,011)	40%
University of Nebraska †	0	85,466	43,025	42,441	85,466	(17,591)	29%
Total Public Average	8	\$74,142	\$39,491	\$34,651	\$74,142	(\$9,801)	34%

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

PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Creighton U. (NM, ND & WY)	15	\$67,633	\$42,783	37%
Marquette U. (ND)	1	68,660	43,810	36%
Total Private Average	16	\$68,147	\$43,297	37%

Medicine

Montana currently supports 24 students in allopathic medicine, and Wyoming supports seven. The support fee rate for 2016-17 will be \$32,650. WICHE staff has proposed to freeze the support fee for allopathic medicine at \$32,650 for 2017-18 and 2018-19. A 2015-16 analysis shows that support fees cover 57 percent of nonresident tuition in allopathic medicine, compared to 42 percent and lower for all other healthcare fields (except for veterinary medicine). The WICHE support fee and the resident tuition paid by PSEP students equals or exceeds nonresident tuition at 13 out of 14 public medical schools. However, it does not cover the differential at the University of Hawai'i. See the table on p. 4-16.

Six medical schools provided feedback on the proposed support fee freeze; three of them estimated an average increase of 1.9 percent in tuition and fees for the coming year. Between 2014 and 2015, tuition and fees at cooperating programs rose an average of 3.4 percent. Regarding the support fee freeze, most programs did not comment. However, two noted that while they understood a one-time freeze, it would be problematic if it continued.

Oregon Health & Science University's School of Medicine implemented its new MD curriculum with its 2014 matriculating class (www.ohsu.edu/yourmd). The program is competency-based and learner-centered with an emphasis on flipped classrooms and self-directed learning. Depending on their background, some students may finish medical school in less than four years. To graduate, students must demonstrate competencies including: delivering care as a member of an interprofessional healthcare team, skills in lifelong learning, the ability to integrate physical exam findings with laboratory data, imaging, and genetic profiles to develop a patient's diagnosis and treatment.

The results of the Association of American Medical Colleges' (AAMC) 2014 Medical School Enrollment Survey noted several interesting trends: 1) In 2006, the AAMC recommended a 30 percent increase in medical school enrollment by 2015. Using the 2002 enrolling class as a baseline, the AAMC projects that goal will be attained by 2019. 2) Schools of

medicine are reporting increased competition for clinical training opportunities for their students. Volunteer physicians serving as clinical preceptors are turning over at a higher rate, and pressure to pay clinical sites for student rotations is increasing. 3) Medical schools are concerned that enrollment growth will affect students' ability to compete for graduate medical education (GME) residencies.

There are three new medical schools with preliminary, candidate, or applicant accreditation status in the WICHE states. California Northstate University College of Medicine, a private, for-profit institution located in Elk Grove, California, will enroll its inaugural class in fall 2016. Roseman University of Health Sciences College of Medicine, a private nonprofit institution located in Las Vegas, Nevada, is scheduled to enroll its inaugural class in fall 2017. The University of Nevada Las Vegas School of Medicine submitted its self-study to the Liaison Committee on Medical Education (LCME), which is the national accrediting body for medical education, in December 2015. The LCME recently granted Washington State University Spokane's Elson S. Floyd College of Medicine "candidate" status; they anticipate a site visit will take place sometime this spring or summer.

Support Fee Analysis AY 2015 - ALLOPATHIC MEDICINE

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (no increase)	
	AY 2015	AY 2016	AY 2017	AY 2018
	\$32,070	\$32,650	\$32,650	\$32,650

Supporting states: Montana, Wyoming.
Total (public and private) = 31

PUBLIC	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive (or Shortfall that Student may Have to Pay)	WICHE Student Tuition & Fees Responsibility	Revenues Received by Institution with Support Fee	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U. Arizona /ASU Phoenix	2	51,192	30,948	20,244	11,826	30,948	63,018	63%
U.C. Davis	0	50,257	38,012	12,245	19,825	38,012	70,082	64%
U.C. Irvine	0	49,799	37,554	12,245	19,825	37,554	69,624	64%
U.C. Los Angeles	0	53,525	41,280	12,245	19,825	41,280	73,350	60%
U.C. San Diego	1	49,232	36,987	12,245	19,825	36,987	69,057	65%
U.C., San Francisco	1	49,589	37,344	12,245	19,825	37,344	69,414	65%
U. Colorado Denver AMC	4	69,042	43,087	25,955	6,115	43,087	75,157	46%
U. Hawai'i †	1	69,970	35,626	34,344	(2,274)	37,900	69,970	46%
U. Nevada, Reno	2	64,030	33,676	30,354	1,716	33,676	65,746	50%
U. New Mexico	0	54,586	24,760	29,826	2,244	24,760	56,830	59%
U. North Dakota	8	53,390	29,496	23,894	8,176	29,496	61,566	60%
Oregon Health & Science U.	8	65,178	47,186	17,992	14,078	47,186	79,256	49%
U. Utah	0	67,375	37,167	30,208	1,862	37,167	69,237	48%
Total Public	28							
Average		\$57,297	\$36,277	\$21,020	\$11,050	\$36,439	\$68,509	57%
Median		54,056	37,077	20,244	11,826	37,256	69,326	59%
† The WICHE support fee does not cover the resident/nonresident tuition differential.								
PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee				
Loma Linda U.	3	\$56,476	\$24,406	57%				
Stanford U.	0	59,625	\$27,555	54%				
U. Southern California	0	59,388	\$27,318	54%				
Total Private	3							
Average		\$58,496	\$26,426	55%				
Median		59,388	27,318	54%				

The Bureau of Labor Statistics (BLS) reports the median annual pay for physicians was \$187,200 in 2014. According to the AAMC, the median student debt load of medical graduates in 2015 was \$183,000. BLS anticipates that 99,300 additional physicians will be needed by 2024, an increase of 14 percent from 2014.

Occupational Therapy

Four WICHE states (Alaska, Hawai'i, Montana, and Wyoming) are supporting 29 students in occupational therapy. The 2016-17 support fee will be \$13,250. The proposed 1.7 percent increase will bring the 2017-18 fee to \$13,475 and the 2018-19 fee to \$13,700. See the table on p. 4-18.

The full nonresident tuition differential is not being covered at five out of seven of the participating public schools. However, 65 percent of enrollment (19 students) is at private institutions; only 10 students are enrolled at public institutions. The six WICHE schools that responded to our survey estimate an average tuition increase of 3.7 percent. Between 2014 and 2015, tuitions at cooperating programs rose an average of 2.4 percent.

The board of directors of the American Occupational Therapy Association (AOTA) issued a position statement in April 2014 stating that the entry-level doctorate should become the new standard for occupational therapists by a target date of 2025. If this happens, WICHE will need to increase the support fee payment slightly. Current payments cover two-and-one-half years of study, but the OTD requires an additional semester (a total of three full years). A new OTD standard would also have implications for some master's of occupational therapy (MOT) programs operating at institutions that are currently not approved to offer doctoral degrees.

Although the MOT is still the standard, there is steady movement toward the doctorate of occupational therapy (OTD) among WICHE's cooperating programs. A.T. Still University and the University of Utah currently are offering a post-professional doctorate for practitioners with an MOT. There are now two entry-level OTD programs in the WICHE region: 1) Pacific University has phased out its MOT and for only one additional semester, students now earn an OTD; 2) Northern Arizona University's new doctoral entry-level OTD program admitted its first class of students in fall 2014 and will be eligible for full accreditation by late 2017; it can become a WICHE partner program at that time if it wishes. In addition, at least three more cooperating programs are transitioning to the OTD. The University of South Dakota received candidacy status to move its program from an MSOT to an OTD; applicants for the 2017 entering class will only be offered the OTD option, and the MSOT will be phased out. Touro University Nevada plans to add an OTD program in July 2017, and the University of Utah will convert to an OTD with a tentative start date of 2018 or 2019.

Cooperating programs that responded to our survey indicate they are actively training students to work with the aging population. The University of Southern California (USC) curriculum includes a course on adulthood and aging; USC is home to one of the few schools of gerontology in the nation. Touro University Nevada also reported that it has an Active Aging Center on campus and has aging curriculum built into its program as well. The University of Utah provides didactic and clinical work with the aging population.

Western New Mexico University's occupational therapy program is closing and will graduate its last class in December 2016. The program received probationary accreditation about a year ago; hiring faculty for the program – located in Silver City – has been an issue.

Career Builder lists occupational therapist among the "Hottest Jobs for 2016." The BLS projects employment of occupational therapists will increase by 27 percent between 2014 and 2024, adding 30,400 new jobs. The median annual income reported to BLS was \$78,810 in 2014.

Support Fee Analysis AY 2015 - OCCUPATIONAL THERAPY

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.7% increase):					
	AY 2015	AY 2016	AY 2017	AY 2018				
	\$13,050	\$13,250	\$13,475	\$13,700				
Supporting states: Alaska, Hawai'i, Montana, and Wyoming. Total (public and private) = 29								
PUBLIC	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive (or Shortfall that Student may Have to Pay)	WICHE Student Tuition & Fees Responsibility	Revenues Received by Institution with Support Fee	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Idaho State U. †	0	\$35,106	\$18,201	\$16,905	(\$3,855)	\$22,056	\$35,106	37%
U. New Mexico †	1	39,280	22,504	16,776	(3,726)	26,230	39,280	33%
U. North Dakota	3	22,047	16,576	5,471	7,579	16,576	29,626	59%
U. South Dakota	2	27,364	14,376	12,988	62	14,376	27,426	48%
U. Utah †	1	44,588	22,303	22,285	(9,235)	31,538	44,588	29%
Eastern Washington U. †	2	33,428	18,954	14,474	(1,424)	20,378	33,428	39%
U. Washington †	1	38,465	22,063	16,402	(3,352)	25,415	38,465	34%
Total Public	10							
Average		\$34,325	\$19,282	\$15,043	(\$1,993)	\$22,367	\$35,417	40%
Median		35,106	18,954	16,402	(3,352)	22,056	35,106	37%
† The WICHE support fee does not cover the resident/nonresident tuition differential.								
PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees			Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee		
A. T. Still U.	9	\$34,683			\$21,633	38%		
Midwestern U.	3	42,502			29,452	31%		
Loma Linda U.	0	47,864			34,814	27%		
Samuel Merritt U.	0	50,122			37,072	26%		
U. So. California	0	65,819			52,769	20%		
Pacific U.	4	37,471			24,421	35%		
Touro U., Nevada	0	40,135			27,085	33%		
U. Puget Sound	3	42,338			29,288	31%		
Total Private	19							
Average		\$45,117			\$32,067	30%		
Median		42,420			29,370	31%		

Optometry

Nine states are supporting 135 students in optometry (Alaska, Arizona, Colorado, Hawai'i, Montana, Nevada, North Dakota, Utah, and Wyoming). The 2016-17 support fee will be \$17,425. The proposed rates are \$17,725 for 2017-18 and \$18,025 for 2018-19. See the tables below and on p. 4-19.

The support fee covers, on average, 42 percent of the students' tuition and fees at the cooperating colleges of optometry, all of which are private. The majority of WICHE students (52) are studying at Pacific University (PACU), and the remainder study at Midwestern University (36), Marshall B. Ketchum University's Southern California College of Optometry (33), Western University of Health Sciences (11), and various out-of-region programs (3).

From 2014 to 2015, tuition increased 4.1 percent at WICHE's cooperating programs. Survey respondents expect tuition and fees to increase an average of 3.1 percent for the fall 2016 entering class. Marshall B. Ketchum reported that it has a strong program in geriatrics and low vision, as did several of our out-of-region partnering programs.

According to the Association of Schools and Colleges of Optometry’s (ASCO) Annual Student Data Report for 2015-16, 332 seats were available at WICHE’s in-region programs (Pacific, Marshall B. Ketchum, Midwestern, and Western). For the 2014-15 application cycle, there were 2,729 unique applicants for 1,784 slots nationally (1.52 applicants per seat). There are 21 accredited optometry schools in the nation.

According to the BLS, the job market for optometrists is growing much faster than average and is projected to increase by 27 percent between 2014 and 2024 (an increase of 11,000 professionals). However, the American Optometric Association’s (AOA) workforce study, released in June 2014, concluded that there is an adequate supply of optometrists and ophthalmologists (inclusive of projections of new graduates) to meet demand through 2025. BLS reported the median annual income for optometrists at \$101,410 in 2014 and the AOA reported the average net income at \$123,800 in 2013.

Support Fee Analysis AY 2015 - OPTOMETRY				
Comparison of Tuition and Fees to WICHE Support Levels				
WICHE Region Schools				
SUPPORT FEES:	Approved		Proposed (1.7% increase):	
	AY 2015	AY 2016	AY 2017	AY 2018
	\$17,100	\$17,425	\$17,725	\$18,025
Supporting states: Alaska, Arizona, Colorado, Hawai’i, Montana, Nevada, North Dakota, Utah, and Wyoming.				
PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U.	36	\$48,408	\$31,308	35%
Marshall B. Ketchum U.	33	37,910	20,810	45%
Western U. Health Sciences	11	36,180	19,080	47%
Pacific U.	52	44,754	27,654	38%
Total Private	132			
Average		\$41,813	\$24,713	42%
Median		\$41,332	\$24,232	42%

Support Fee Analysis AY 2015 - OPTOMETRY				
Comparison of Tuition and Fees to WICHE Support Levels				
Out-of-Region Schools				
SUPPORT FEES:	Approved		Proposed (1.7% increase):	
	AY 2015	AY 2016	AY 2017	AY 2018
	\$17,100	\$17,425	\$17,725	\$18,025
Supporting states (out of region): Colorado and North Dakota.				
PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Nova Southeastern U (CO)	0	\$41,034	\$23,934	42%
Illinois College of Opt. (CO, ND)	0	40,881	23,781	42%
Indiana U./School of Opt. (CO)	0	42,472	25,372	40%
New England College of Opt. (CO)	0	43,135	26,035	40%
Northeastern State U. (CO)	1	36,700	19,600	47%
Salus U./Penn. College of Opt. (CO)	2	38,567	21,467	44%
Southern College of Opt. (CO)	0	38,149	21,049	45%
Total Private	3			
Average		\$40,134	\$23,034	43%
Median		40,881	23,781	42%

Osteopathic Medicine

Three states support 57 students in osteopathic medicine: Arizona, Montana, and Wyoming. The 2016-17 support fee will be \$21,650. The proposed fees are \$22,025 for 2017-18 and \$22,400 for 2018-19. See the table below.

PSEP students can enroll at seven private institutions; there are no public institutions in the WICHE region that offer osteopathic medicine. The support fee currently covers approximately 38 percent of tuition at cooperating programs. Respondents to our survey anticipate an average tuition increase of 3.1 percent for the coming academic year.

There has been a dramatic increase in the number of osteopathic medical seats nationally. New student osteopathic medical enrollment continues to increase; some 7,200 new students enrolled at one of 31 colleges. In the WICHE region, the for-profit Burrell College of Osteopathic Medicine (BCOM) has partnered with New Mexico State University; BCOM holds provisional accreditation from the Commission on Osteopathic College Accreditation (COCA) and will be enrolling its first class in Las Cruces, New Mexico, in fall 2016. The Burrell Group (an investment group) also negotiated in Montana for several months to set up a second campus in partnership with Montana State University. Negotiations there failed, but Burrell is now partnering with Idaho State University's Meridian campus, where it anticipates enrolling its first class in 2018.

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

The Bureau of Labor Statistics (BLS) reports the median annual pay for physicians was \$187,200 in 2014. AACOM's 2014-15 Survey of Graduating Seniors reports that the mean osteopathic medical education debt self-reported by 2015 graduates is \$229,934 – 4.1 percent more than reported by 2014 graduates. BLS anticipates that 99,300 additional physicians will be needed by 2024, an increase of 14 percent from 2014.

Support Fee Analysis AY 2015 - OSTEOPATHIC MEDICINE

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (1.7% increase):	
	AY 2015	AY 2016	AY 2017	AY 2018
	\$21,300	\$21,650	\$22,025	\$22,400

Supporting states: Arizona, Montana, and Wyoming.

PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A.T. Still U., Mesa	8	\$58,558	\$37,258	36%
Midwestern U.	28	68,437	47,137	31%
Touro U., California	1	54,209	32,909	39%
Western U. Health Sciences	9	53,610	32,310	40%
Rocky Vista University	5	53,505	32,205	40%
Touro U., Nevada	2	61,202	39,902	35%
Pacific Northwest U. of Health Sciences	4	50,000	28,700	43%
Total	57			
Average		\$57,074	\$35,774	38%
Median		54,209	32,909	39%

Pharmacy

Seventeen students from Alaska and Nevada are being supported in pharmacy. The 2016 support fee for pharmacy will be \$7,700 and the proposed fees are \$7,850 for 2017-18 and \$7,975 for 2018-19. WICHE support covers only 21 percent of the student's tuition at public institutions and 17 percent at cooperating private institutions on average. Because the support fee is low, it is credited against the student's nonresident or private tuition, and the student pays the balance. Six students are enrolled at public institutions, and 11 are enrolled at private schools. See the table below.

The cooperating programs that responded to WICHE's survey anticipate an increase of 2.9 percent in tuition and fees for 2015-16. Partnering programs increased their tuition an average of 1.9 percent from 2014 to 2015. Roseman University of Health Sciences reduced its class size by 10 percent in 2015.

The market for graduates continues to soften. This has been attributed to the opening of many new schools and older pharmacists delaying retirement. Large, regional prescription fulfillment centers and automation have eliminated some

Support Fee Analysis AY 2015 - PHARMACY						
Comparison of Tuition and Fees to WICHE Support Levels						
SUPPORT FEES:	Approved		Proposed (1.7% increase):			
	AY 2015	AY 2016	AY 2017	AY 2018		
	\$7,525	\$7,700	\$7,850	\$7,975		
Supporting States: Alaska and Nevada. Total (public and private) = 17						
PUBLIC	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Support Fee	Resident Tuition & Fees	WICHE Student Tuition & Fees Responsibility	Percentage of Nonresident Tuition & Fees Covered by Support Fee
U. Arizona	0	\$43,084	\$7,525	\$24,762	\$35,559	18%
U.C. San Francisco	0	49,269	7,525	37,024	41,744	15%
U. Colorado Denver, AMC	0	44,600	7,525	31,354	37,075	17%
U. Hawai'i, Hilo	0	39,564	7,525	22,452	32,039	19%
Idaho State U.	0	36,137	7,525	17,829	28,612	21%
U. Montana	1	28,841	7,525	10,819	21,316	26%
U. New Mexico	0	20,684	7,525	10,165	13,159	36%
North Dakota State U.	0	26,464	7,525	16,746	18,939	28%
Oregon State U.	1	38,400	7,525	22,956	30,875	20%
U. Washington	1	53,048	7,525	31,124	45,523	14%
Washington State U.	3	38,880	7,525	22,226	31,355	19%
U. Wyoming	0	31,531	7,525	15,653	24,006	24%
Total Public	6					
Average		\$37,542		\$21,926	\$30,017	21%
Median		38,640		22,339	31,115	20%
PRIVATE	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Support Fee		WICHE Student Tuition & Fees Responsibility	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Midwestern U.*	4	\$58,158	10,033		\$48,125	17%
U. of the Pacific*	0	75,622	11,288		64,334	15%
U. Southern California	0	53,558	7,525		46,033	14%
Western U. Health Sciences	0	47,445	7,525		39,920	16%
Roseman University*	5	53,765	10,033		43,732	19%
Pacific University*	2	50,397	10,033		40,364	20%
Total Private	11					
Average		\$56,491			\$47,085	17%
Median		53,662			44,883	17%

* Accelerated three-year programs.

dispensing positions. The American Association of Colleges of Pharmacy (AACP) 2015 Graduating Student Survey reports that the average pharmacy graduate borrowed \$149,320.

The BLS projections for pharmacists have dropped to 3 percent employment growth (slower than average) for pharmacists between 2014 and 2024, with 9,100 additional openings for pharmacists by 2024. BLS reported the median annual salary was \$120,950 in 2014.

Physical Therapy

Four states are supporting 46 physical therapy students: Alaska, Hawai'i, Nevada, and Wyoming. The 2016-17 support fee will be \$14,575. The proposed fees are \$14,825 for 2017-18 and \$15,075 for 2018-19. As of 2015 the support fee no longer covers the nonresident tuition differential at seven out of 11 public institutions; see the table on p. 4-23 for details.

Respondents to our survey project an average tuition increase of 3.6 percent for the coming academic year. Several noted that the increases do not keep pace with the high cost of healthcare education. One program encouraged WICHE to consider setting support fees using the tuition-to-projected-income ratios for each profession, rather than the average percentage of tuition covered. From 2014 to 2015, our cooperating schools showed an average 4.9 percent increase in tuition and fees.

Several of our cooperating programs indicated that their students receive special training to work with the aging population. The University of Puget Sound has a full-semester geriatrics course and offers a scholarship for students who specialize in geriatrics.

Physical therapist was ranked at #14 in *U.S. News and World Report's* 2016 Best Jobs list. Demand continues to be high. The BLS predicts an increase of 34 percent, or 71,800 positions, between 2014 and 2024. According to BLS, physical therapists' median annual salary was \$82,390 in 2014. The American Physical Therapy Association (APTA) does not post any public data on average student debt. However, the University of Puget Sound noted that its student debt averages around \$100,000, and that starting salaries range from \$56,000 to \$72,000.

Support Fee Analysis AY 2015 - PHYSICAL THERAPY								
Comparison of Tuition and Fees to WICHE Support Levels								
SUPPORT FEES:	Approved		Proposed (1.7% increase):					
	AY 2015	AY 2016	AY 2017	AY 2018				
	\$14,300	\$14,575	\$14,825	\$15,075				
Supporting states: Alaska, Hawai'i, Nevada, and Wyoming.								
PUBLIC	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive (or Shortfall that Student may Have to Pay)	WICHE Student Tuition & Fees Responsibility	Revenues Received by Institution with Support Fee	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Ca. State U. Fresno †	0	\$38,983	\$22,987	\$15,996	(\$1,696)	\$24,683	\$38,983	37%
U.C. San Fran/San Fran State U.	1	47,616	35,014	12,602	1,698	35,014	49,314	30%
U. Colorado Denver, AMC †	2	52,703	28,373	24,330	(10,030)	38,403	52,703	27%
Idaho State U. †	0	39,888	19,664	20,224	(5,924)	25,588	39,888	36%
U. Montana †	3	35,844	14,103	21,741	(7,441)	21,544	35,844	40%
U. Nevada Las Vegas	0	46,123	32,213	13,910	390	32,213	46,513	31%
U. New Mexico	1	32,897	21,516	11,381	2,919	21,516	35,816	44%
U. North Dakota	6	24,510	18,288	6,222	8,078	18,288	32,588	58%
U. Utah †	0	48,753	25,874	22,879	(8,579)	34,453	48,753	29%
Eastern Washington U. †	3	32,328	17,863	14,465	(165)	18,028	32,328	44%
U. Washington †	1	49,972	27,456	22,516	(8,216)	35,672	49,972	29%
Total Public	17							
Average		\$40,874	\$23,941	\$16,933	\$(2,633)	\$27,764	\$42,064	37%
Median		39,888	22,987	15,996	(1,696)	25,588	39,888	36%
† The WICHE support fee does not cover the resident/nonresident tuition differential.								

Support Fee Analysis AY 2015 - PHYSICAL THERAPY (continued)

Comparison of Tuition and Fees to WICHE Support Levels

	Approved		Proposed (1.7% increase):	
SUPPORT FEES:	AY 2015	AY 2016	AY 2017	AY 2018
	\$14,300	\$14,575	\$14,825	\$15,075

Supporting states: Alaska, Hawai'i, Nevada, and Wyoming.

PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A. T. Still U.	3	\$37,541	\$23,241	38%
Midwestern U.	2	42,000	27,700	34%
Chapman U.	3	41,348	27,048	35%
Loma Linda U.	0	42,346	28,046	34%
Mt. St. Mary's U.	0	44,063	29,763	33%
Samuel Merritt U.	0	51,429	37,129	28%
U. Southern California	2	64,079	49,779	22%
U. of the Pacific (accel. pgm)	0	67,399	45,949	32%
Regis University	8	37,410	23,110	38%
Western U. Health Sciences	2	38,020	23,720	38%
Pacific U.	6	36,493	22,193	39%
Touro U. - Nevada	1	40,138	25,838	36%
U. Puget Sound	2	33,870	19,570	42%
Total Private	29			
Average		\$44,318	\$29,468	34%
Median		41,348	27,048	35%

Physician Assistant

Three states (Alaska, Nevada, and Wyoming) are supporting 12 students at 15 institutions in physician assistant programs. The 2016-17 support fees will be \$17,250 and the proposed fees are \$17,550 for 2017-18 and \$17,850 for 2018-19. Despite the high demand for these sought-after healthcare professionals, the number of PSEP students supported in the physician assistant field has declined significantly in the last five years, primarily since Northern Arizona University's physician assistant program became fully accredited and the state of Arizona no longer funds new students in the field. The full nonresident tuition differential is not being covered at two of the six public schools: the University of Colorado Denver and Idaho State University. See the table on page 4-24.

The cooperating programs commented that while they appreciate the proposed 1.7 increase, it does not keep pace with cost increases. Survey respondents reported that the average projected tuition increase for the 2016-17 academic year will be 3 percent. From 2014 to 2015, tuition at cooperating physician assistant schools rose an average of 4.3 percent.

Demand for physician assistants is exploding. They are the best bargain in healthcare and there are stories of some students with five job offers before they graduate. The need for their services is projected to grow 30 percent from 2014 to 2024, according to the BLS; this translates into 28,700 additional positions by 2024. The BLS reports that the mean annual wage of physician assistants was \$95,820 in 2014. In February 2015, Forbes reported that a national physician recruiting firm (Medicus) paid signing bonuses of \$7,500 to physician assistants and nurse practitioners in 2014.

There are currently 196 accredited physician assistant programs in the United States, and 77 developing programs preparing for accreditation or provisionally accredited. Given the competition for seats in existing programs, it seems that expanding class sizes would make sense. However, according to an August 2014 article by Crains Detroit Business, programs are bumping up against a "clinical bottleneck": competition for clinical rotations is extremely high, and in some cases, student physician assistants are competing with medical residents. The Physician Assistant

Education Association's (PAEA) 2012-13 29th Report: *Physician Assistant Educational Programs in the United States* said that most programs (about 75 percent) don't pay preceptors or clinical sites to educate their students. The concern is the programs that *do pay* to defray clinical training costs must pass those costs along to students, resulting in higher tuition. The U.S. Department of Health and Human Services does offer some financial support to students willing to do their clinical rotations in rural areas, to help defray travel and lodging costs.

According to PAEA's 2013 *Matriculating Student Survey on Indebtedness*, about 75 percent of responding students anticipated having to accrue at least \$50,000 in debt for their physician assistant education, and 39 percent expected to have more than \$100,000 in new debt upon graduation – excluding debt accumulated from their undergraduate education.

Support Fee Analysis AY 2015 - PHYSICIAN ASSISTANT								
Comparison of Tuition and Fees to WICHE Support Levels								
SUPPORT FEES:	Approved			Proposed (1.7% increase):				
	AY 2015	AY 2016	AY 2017	AY 2018				
	\$17,000	\$17,250	\$17,550	\$17,850				
Supporting states: Alaska, Nevada, and Wyoming. Total (public and private) = 12								
PUBLIC	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive (or Shortfall that Student may Have to Pay)	WICHE Student Tuition & Fees Responsibility	Revenues Received by Institution with Support Fee	Percentage of Nonresident Tuition & Fees Covered by Support Fee
Red Rocks Comm. College	0	\$28,628	23,921	4,707	\$12,293	23,921	\$40,921	59%
U. Colorado Denver AMC †	1	52,323	27,363	24,960	(7,960)	35,323	52,323	33%
Idaho State U. †	1	58,352	37,445	20,907	(3,907)	41,352	58,352	29%
Oregon Health & Science U.*	0	47,610	47,610	0	0	30,610	47,610	36%
U. Utah	1	52,851	37,071	15,780	1,220	37,071	54,071	32%
U. Washington *	4	37,738	37,738	0	0	20,738	37,738	45%
Total Public	7							
Average		\$46,250	\$35,191	\$11,059	\$274	\$31,503	\$48,503	39%
Median		49,967	37,258	10,244	0	32,967	49,967	34%
† The WICHE support fee does not cover the resident/nonresident tuition differential. * Oregon Health & Science U. and U. Washington tuition is the same for residents and nonresidents; support fee is credited and the student pays the difference.								
PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees					Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A. T. Still U.	1	\$42,743				\$25,743		40%
Midwestern U.	0	50,144				\$33,144		34%
Loma Linda U.	0	41,244				\$24,244		41%
Samuel Merritt College	0	51,189				\$34,189		33%
Touro U. - California	0	34,499				\$17,499		49%
U. Southern California	0	50,150				\$33,150		34%
Western U. Health Sciences	1	38,465				\$21,465		44%
Touro U., Nevada	3	45,818				\$28,818		37%
Pacific U.	0	42,511				\$25,511		40%
Total Private	5							
Average		\$44,085				\$27,085		39%
Median		42,743				25,743		40%

Podiatry

Four states are supporting 23 students in podiatry: Arizona, Montana, Utah, and Wyoming. The 2016-17 support fee will be \$15,025. The proposed fees are \$15,275 for 2017-18 and \$15,550 for 2018-19. The current support fee covers an average of 36 percent of tuition, and WICHE students pay the balance. See the table on p. 4-25.

There are nine accredited colleges of podiatric medicine in the United States; three of them are located in the West and enroll WICHE PSEP students: Midwestern University (15 students), Samuel Merritt University's California School of Podiatric Medicine (7 students), and Western University of Health Sciences (1 student). Tuition rose an average of 2.9 percent at WICHE's three colleges of podiatry from 2014 to 2015.

According to the American Association of Colleges of Podiatric Medicine (AACPM), 1,194 applicants applied for 680 first-year student positions available at the nine schools of podiatric medicine in the nation in the 2015-16 academic year, which equates to 1.75 applicants per seat. AACPM also reported that podiatric residency programs are now three-year comprehensive medical and surgical programs. Podiatric medical colleges are focusing on interprofessional education, to prepare their graduates for team-based patient care.

The BLS estimates that the need for podiatrists will increase by 14 percent (1,400 positions) from 2014 to 2024. The median salary for podiatrists was \$120,700 in 2014. The American Podiatric Medical Association (APMA) is planning a new workforce study, but no details are available at this time. The AACPM reported that the average student debt for the 2014 graduating class was \$192,200.

Support Fee Analysis AY 2015 - PODIATRY				
Comparison of Tuition and Fees to WICHE Support Levels				
SUPPORT FEES:	Approved		Proposed (1.7% increase):	
	AY 2015	AY 2016	AY 2017	AY 2018
	\$14,770	\$15,025	\$15,275	\$15,550
Supporting states: Alaska, Arizona, Montana, Utah, and Wyoming.				
PRIVATE	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U.	15	\$44,852	\$30,082	33%
Samuel Merritt U. (Calif. Sch. of Pod. Med.)	7	46,453	31,683	32%
Western University of Health Sciences	1	35,480	20,710	42%
Total Private Average	23	\$42,262	\$27,492	36%

Veterinary Medicine

Veterinary medicine continues to be the largest PSEP field: 170 students are supported by seven states – Arizona, Hawai'i, Montana, Nevada, New Mexico, North Dakota, and Wyoming.

The 2016-17 support fee will be \$32,400. WICHE staff has proposed to freeze the support fee for veterinary medicine at \$32,400 for 2017-18 and 2018-19. A 2015-16 analysis shows that support fees cover 61 percent of nonresident tuition in veterinary medicine, compared to 42 percent or less for all other healthcare fields (except allopathic medicine). The WICHE support fee and the resident tuition paid by PSEP students equals or exceeds nonresident tuition at four public colleges of veterinary medicine. See the table on p. 4-26.

WICHE now partners with five institutions: Colorado State University (CSU, 117 PSEP students); Oregon State University (OSU, 10 students); the University of California Davis (7 students); Washington State University (WSU, 36 students); and Western University of Health Sciences (no students; Western joined in fall 2015). Tuitions rose an average of 1.6 percent

last year at WICHE’s cooperating colleges. CSU anticipates a 7 percent increase in resident tuition and a 2 percent increase in nonresident tuition for 2016. WSU is in its fourth year of a tuition freeze; students will see no increase in fall 2016.

Competition for *funded* WICHE PSEP slots continues to be keen. WICHE-certified applicants had a 26 percent chance of receiving WICHE support for the fall 2016 entering class; 151 certified applicants competed for 39 funded slots. Applicants’ chances of receiving support vary widely depending on their home state: 23 Nevada residents competed for four WICHE slots, compared to 10 Wyoming residents who competed for eight WICHE slots. Our cooperating programs have additional capacity, but state funds are limited to support students in veterinary medicine. Nationally, the Association of American Veterinary Medical Colleges (AAVMC) reported that there were 1.58 applicants per available seat for the 2016-17 academic year.

Midwestern University in Glendale, Arizona, matriculated its first class of 100 veterinary students in fall 2014. It will be eligible for full accreditation in 2018, upon graduation of its first class. Once it is fully accredited, it will be a sixth option for WICHE PSEP students wishing to study veterinary medicine. The University of Arizona hopes to open a veterinary college as well. The American Veterinary Medical Association’s (AVMA) Council on Education (COE) conducted a site visit on the Tucson campus in January 2016; announcement of COE’s decision regarding the program’s provisional accreditation status is anticipated in April 2016. If granted a “Letter of Reasonable Assurance of Accreditation,” the University of Arizona plans to enroll students in the required pre-professional year of the program in August 2016.

According to the BLS, the need for veterinarians is expected to increase by 9 percent from 2014 to 2024. The 2015 American Veterinary Medical Association (AVMA) veterinary workforce study estimated an excess capacity of veterinary services of 7.7 percent across all sectors in 2014. The median annual earnings for a veterinarian in 2014 were \$87,590, according to the BLS. According to the *2016 AVMA & AAVMC Report on the Market for Veterinary Education*, the mean starting salary for 2015 graduates was \$70,117 (in 2014 dollars). The AVMA reported the real weighted mean DVM debt (RWD) at approximately \$142,000 in 2015.

Support Fee Analysis AY 2015 - VETERINARY MEDICINE

Comparison of Tuition and Fees to WICHE Support Levels

SUPPORT FEES:	Approved		Proposed (no increase):	
	AY 2015	AY 2016	AY 2017	AY 2018
	\$31,900	\$32,400	\$32,400	\$32,400

Supporting States: Arizona, Hawai’i, Montana, Nevada, New Mexico, North Dakota, and Wyoming.

PUBLIC	Number of WICHE Students Enrolled	Approved		Difference between Nonresident and Resident Tuition & Fees	Incentive (or Shortfall that Student may Have to Pay)	WICHE Student Tuition & Fees Responsibility	Revenues Received by Institution with Support Fee	Percentage of Nonresident Tuition & Fees Covered by Support Fee
		Nonresident Tuition & Fees	Resident Tuition & Fees					
U.C. Davis *	7	\$51,240	\$38,995	\$12,245	\$19,655	\$38,995	\$70,895	62%
Colorado State U.	117	56,842	29,980	26,862	5,038	29,980	61,880	56%
Oregon State U.	10	46,992	25,902	21,090	10,810	25,902	57,802	68%
Washington State U.	36	54,405	23,351	31,054	846	23,351	55,251	59%
Western U. Health Sciences (priv)	0	50,775			0	18,875	50,775	63%
Total Public	170							
Average		\$52,051	\$29,557	\$22,813	\$7,270	\$27,421	\$59,321	61%
Median		51,240	27,941	23,976	5,038	25,902	57,802	60%

Notes:

UC Davis gives all students (resident, nonresident, and WICHE) grants of \$6,000 to \$8,000 to reduce tuition.
 OSU scholarships WICHE students \$4,000/year for four years.
 WSU scholarships some WICHE students; amount varies.

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: 2017 and 2018

Alaska

FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	7	\$177,100	\$180,250	\$3,150	\$183,225	\$2,975
Occupational Therapy	0	0	0	0	0	0
Optometry	2	34,850	35,450	600	36,050	600
Physical Therapy	3	43,725	44,475	750	45,225	750
Physician Assistant	0	0	0	0	0	0
Podiatry	0	0	0	0	0	0
Pharmacy	5	38,500	36,250	750	39,895	625
Total	17	\$294,175	\$299,425	\$5,250	\$304,375	\$4,950
Percent Change				1.8%		1.7%

Arizona

FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	42	\$1,062,600	\$1,081,500	\$18,900	\$1,099,350	\$17,850
Occupational Therapy	15	198,750	202,125	3,375	205,500	3,375
Optometry	23	400,775	407,675	6,900	414,575	6,900
Osteopathic Medicine	43	930,950	947,075	16,125	963,200	16,125
Physician Assistant	1	17,250	17,550	300	17,850	300
Podiatry	3	45,075	45,825	750	46,650	825
Veterinary Medicine	42	1,360,800	1,360,800	0	1,360,800	0
Total	169	\$4,016,200	\$4,062,550	\$46,350	\$4,107,925	\$45,375
Percent Change				1.2%		1.1%

Colorado

FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Optometry	23	\$400,775	\$407,675	\$6,900	\$414,575	\$6,900
Total	23	\$400,775	\$407,675	\$6,900	\$414,575	\$6,900
Percent Change				1.7%		1.7%

Hawai'i

FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	8	\$202,400	\$206,000	\$3,600	\$209,400	\$3,400
Occupational Therapy	4	53,000	53,900	900	54,800	900
Optometry	14	243,950	248,150	4,200	252,350	4,200
Physical Therapy	14	204,050	207,550	3,500	211,050	3,500
Veterinary Medicine	9	291,600	291,600	0	291,600	0
Total	49	\$995,000	\$1,007,200	\$12,200	\$1,019,200	\$12,000
Percent Change				1.2%		1.2%

Montana						
FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	8	\$202,400	\$206,000	\$3,600	\$209,400	\$3,400
Medicine	24	783,600	783,600	0	783,600	0
Occupational Therapy	5	66,250	67,375	1,125	68,500	1,125
Optometry	4	69,700	70,900	1,200	72,100	1,200
Osteopathic Medicine	6	129,900	132,150	2,250	134,400	2,250
Podiatry	1	15,025	15,275	250	15,550	275
Veterinary Medicine	33	1,069,200	1,069,200	0	1,069,200	0
Total	81	\$2,336,075	\$2,334,500	\$8,425	\$2,352,750	\$8,250
Percent Change				0.4%		0.4%

Nevada						
FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Optometry	5	\$87,125	\$88,625	\$1,500	\$90,125	\$1,500
Physician Assistant	6	103,500	105,300	1,800	107,100	1,800
Veterinary Medicine	13	421,200	421,200	0	421,200	0
Physical Therapy *	0	0	0	0	0	0
Pharmacy	12	92,400	94,200	1,800	95,700	1,500
Total	36	\$704,225	\$709,325	\$5,100	\$714,125	\$4,800
Percent Change				0.7%		0.7%

* New field; Nevada made physical therapy available to residents as of 2015-2016.

New Mexico						
FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	48	\$1,214,400	\$1,236,000	\$21,600	\$1,256,400	\$20,400
Veterinary Medicine	31	1,004,400	1,004,400	0	1,004,400	0
Total	79	\$2,218,800	\$2,240,400	\$21,600	\$2,260,800	\$20,400
Percent Change				1.0%		0.9%

North Dakota						
FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	9	\$227,700	\$231,750	\$4,050	\$235,575	\$3,825
Optometry	25	435,625	443,125	7,500	450,625	7,500
Veterinary Medicine	7	226,800	226,800	0	226,800	0
Total	41	\$890,125	\$901,675	\$11,550	\$913,000	\$11,325
Percent Change				1.3%		1.3%

Utah						
FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Optometry	26	\$453,050	\$460,850	\$7,800	\$468,650	\$7,800
Podiatry	18	270,450	274,950	4,500	279,900	4,950
Total	44	\$723,500	\$735,800	\$12,300	\$748,550	\$12,750
Percent Change				1.7%		1.7%

Wyoming						
FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	5	\$126,500	\$128,750	\$2,250	\$130,875	\$2,125
Medicine	7	228,550	228,550	0	228,550	0
Occupational Therapy	6	79,500	80,850	1,350	82,200	1,350
Optometry	13	226,525	230,425	3,900	234,325	3,900
Osteopathic Medicine	8	173,200	176,200	3,000	179,200	3,000
Physical Therapy	29	422,675	429,925	7,250	437,175	7,250
Physician Assistant	5	86,250	87,750	1,500	89,250	1,500
Podiatry	1	15,025	15,275	250	15,550	275
Veterinary Medicine	35	1,134,000	1,134,000	0	1,134,000	0
Total	109	\$2,492,225	\$2,511,725	\$19,500	\$2,531,125	\$19,400
Percent Change				0.8%		0.8%

Totals by Academic Field						
FIELD	No. of Students AY 2015	Approved Fees AY 2016	Projected Fees AY 2017	Projected Increase from AY 2016 to 2017	Projected Fees AY 2018	Projected Increase from AY 2017 to 2018
Dentistry	127	\$3,213,100	\$3,270,250	\$57,150	\$3,324,225	\$53,975
Medicine	31	1,012,150	1,012,150	0	1,012,150	0
Occupational Therapy	30	397,500	404,250	6,750	411,000	6,750
Optometry	135	2,352,375	2,392,875	40,500	2,433,375	40,500
Osteopathic Medicine	57	1,234,050	1,255,425	21,375	1,276,800	21,375
Physical Therapy	46	670,450	681,950	11,500	693,450	11,500
Physician Assistant	12	207,000	210,600	3,600	214,200	3,600
Podiatry	23	345,575	351,325	5,750	357,650	6,325
Veterinary Medicine	170	5,508,000	5,508,000	0	5,508,000	0
Pharmacy	17	130,900	133,450	2,550	135,575	2,125
Total	648	\$15,071,100	\$15,220,275	\$149,175	\$15,366,425	\$146,150
Percent Change				1.0%		1.0%

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

ACTION ITEM

Midwestern University's College of Veterinary Medicine's Request for Early Participation in WICHE's Professional Student Exchange Program (PSEP)

Summary

Midwestern University's College of Veterinary Medicine (https://www.midwestern.edu/programs_and_admission/az_veterinary_medicine.html) is provisionally accredited and has requested permission to enroll WICHE Professional Student Exchange Program (PSEP) veterinary medical students prior to its full professional accreditation (projected for 2018, after the college graduates its first class). Staff recommends that commissioners deny early PSEP participation of Midwestern University's College of Veterinary Medicine and require the college to wait until it is fully accredited, as was required of Western University of Health Sciences' College of Veterinary Medicine. WICHE staff cannot justify adding developing veterinary programs given our supporting member states' reduced capacity to fund veterinary seats, the relatively flat job outlook for veterinarians, and the dramatic increase in the number of veterinary programs which has softened the competition for veterinary seats in the West and across the United States. At present, there is sufficient seat capacity available through our five fully-accredited veterinary programs.

Relationship to the WICHE Mission

PSEP enables WICHE to fulfill its mission of expanding access to postsecondary education and assisting states with workforce development. The WICHE states of Arizona, Hawai'i, Montana, Nevada, New Mexico, North Dakota, and Wyoming support students to study veterinary medicine through PSEP.

Background

WICHE standard policy requires that professional programs receiving students through the PSEP have full accreditation status. Full accreditation is granted to programs after their first class graduates, when they meet their professional accrediting body's standards for education. Our policy also requires that if a participating program experiences a change of status affecting its accreditation, the program must report the change to WICHE. If the new status involves a loss of the rights and privileges accorded to graduates of fully accredited programs, the participation of new students will be suspended, pending restoration of full accreditation. This policy has ensured that programs provide the necessary core of required education, training, and experience for their graduates. It also gives students enrolled in the programs reasonable assurance that the professional programs are meeting their stated objectives.

In May 2003 the WICHE Commission was asked to allow two dental schools early participation in the program: A.T. Still University-Mesa (ATSU) and the University of Nevada-Las Vegas (UNLV). At that time there were only a few schools of dentistry in the PSEP program (Loma Linda University; the University of California, Los Angeles; the University of California, San Francisco; University of the Pacific; the University of Southern California; the University of Colorado Denver; Oregon Health & Sciences University; and the University of Washington). There was high demand for dental education among students in WICHE states that had no public dental program, but limited capacity to admit PSEP applicants among the fully accredited partnering dental programs. For those reasons, WICHE staff recommended approving ATSU and UNLV's participation – prior to their full accreditation – in November 2003. ATSU and UNLV became eligible to enroll WICHE PSEP-supported students in fall 2004; both schools graduated their first classes in May 2007 and received full accreditation.

In 2008 WICHE was asked to make an exception to its standard policy by several new private schools in the fields of osteopathic medicine, dentistry, and optometry. In May 2009 commissioners approved additional criteria that could allow provisionally accredited professional schools located in the WICHE region in **high-demand fields** to enroll students through PSEP. The criteria are as follows:

1. The institution is either fully accredited by a regional accrediting agency or holds candidacy status and is actively pursuing regional accreditation. (Candidacy is a pre-accreditation status that demonstrates the institution meets all eligibility requirements. Although candidacy is awarded to institutions that show strong evidence they can achieve accreditation within the candidacy period, it does not assure full accreditation; some institutions are denied. Achieving full accreditation status can take up to seven years.)
2. The regional accrediting agency has authorized the institution to offer the new professional program (if applicable).

3. The new professional program has been approved by the state higher education agency assigned to review new programs (in states where this is applicable).
4. The professional program has received provisional (or initial) accreditation by its professional accrediting body and does not have any specific requirements or recommendations of major concern cited in its most recent accreditation report.
5. The proposed school offers a program of study in a critical need field where there is substantial competition for admission and the number of currently cooperating WICHE schools is proportionately small, compared to the demand for seats.

As a result of commissioners' approval of the new PSEP participation criteria for professional healthcare programs holding provisional professional accreditation, the following programs were allowed to enroll WICHE PSEP students prior to their full accreditation:

- A.T. Still University's College of Osteopathic Medicine (Mesa, Arizona)
- Midwestern University's School of Dentistry (Glendale, Arizona)
- Midwestern University's School of Optometry (Glendale, Arizona)
- Western University of Health Sciences' School of Optometry (Pomona, California)
- Western University of Health Sciences' School of Dentistry (Pomona, California)

All programs have since been fully accredited.

Most recently, at the November 2015 WICHE Commission meeting, commissioners approved early participation of the University of Utah's School of Dentistry in PSEP. The university is regionally accredited and the program is provisionally accredited by the Commission on Dental Accreditation (CODA). The school was approved because there is a high workforce need for dentists and because competition for dental seats remains strong. For more details on the demand for dental services and dental education, see page 4-13 of the support fees action item.

In all three of the aforementioned instances (2003, 2008, and 2015), the programs were allowed to participate in PSEP prior to full accreditation because there was demonstrated workforce need and/or limited seat capacity for WICHE students in the healthcare fields of dentistry, optometry, and osteopathic medicine.

Demand for Veterinary Education, Veterinarians and Veterinary Services

In 2013 the American Veterinary Medical Association (AVMA) created the Veterinary Economics Division (www.avma.org/PracticeManagement/BusinessIssues/economics/Pages/Veterinary-Economics-Division.aspx), which is doing a commendable job of creating and refining objective economic models to help the veterinary medical community and the nation better understand the markets for veterinary education, veterinarians, and veterinary services (workforce capacity and utilization). Dr. Michael Dicks leads the economics division. AVMA's first veterinary workforce study was subsequently released in 2013. It concluded that veterinary services were underutilized by 11 to 13 percent, depending on the type of veterinary practice (www.avma.org/KB/Resources/Reports/Pages/2013-US-Veterinary-Workforce-Study.aspx).

Since then, several more reports have been released. Most recently, the AVMA and the Association of American Veterinary Medical Colleges (AAVMC) have partnered to author the *2016 AVMA & AAVMC Report on The Market for Veterinary Education*, released in April 2016 (www.avma.org/PracticeManagement/BusinessIssues/Pages/AVMA-Economic-Report-Subscription.aspx?container=quicklink). Some of the key findings of AVMA's research – as well as revised Bureau of Labor Statistics (BLS) workforce projections – are listed below. They are not welcome news to veterinary academia, nor to current or future practitioners.

1. A number of new veterinary schools and the increase in class sizes of several existing veterinary schools have resulted in a decline in the number of applicants per available seat. For many years, there were two or more applicants per veterinary seat. However, for the fall 2016 entering class, the ratio dropped to 1.58 applicants per seat.
2. The increase in the number of graduates produced by larger class sizes, new schools, and U.S. enrollment in AVMA accredited foreign schools will likely adversely affect starting salaries, which are already low, especially when compared to physician salaries. The 2016 AVMA-AAVMC Report quotes the mean starting salary for 2015 graduates at \$70,117 (in 2014 dollars).

3. The AVMA reported the Real Weighted mean DVM Debt (RWD) at approximately \$142,000 in 2015, which represents almost double the RWD of \$75,000 in 2001. The rise in cost for education and the resulting debt, coupled with relatively low salaries, has caused some prospective students to reconsider their dream career in veterinary medicine and pursue other options.
4. About five or six years ago, the Bureau of Labor Statistics (BLS) listed “veterinarian” among the 30 fastest-growing jobs. Since then, federal projections for the growth in jobs for veterinarians have steadily declined. In 2012, BLS projected a 12 percent increase in jobs from 2012 to 2022. As of December 2015, BLS projects only 9 percent growth from 2014 to 2024 (www.bls.gov/ooh/healthcare/veterinarians.htm).
5. Although the AVMA Economics Division has calculated some improvement in the percentage of utilization of veterinary services, current workforce needs do not justify incorporating developing DVM programs into PSEP, prior to their full accreditation.
6. Finally, over the last five years, the number of students who receive WICHE PSEP support to study veterinary medicine has dropped by 32 seats; 170 students received support in 2015, compared to 202 students in 2011. The decline in the number of students can be attributed to the scarcity of state funds, support fee increases, and competing veterinary programs which have eliminated or reduced the need for WICHE PSEP seats (i.e., Washington State University’s joint programs with Utah State University and Montana State University).

Cooperating PSEP Veterinary Medical Colleges

WICHE states supported a total of 170 students in veterinary medicine in 2015-16. Currently, WICHE PSEP students can choose from five different programs: Colorado State University, Oregon State University, University of California-Davis, Washington State University, and Western University of Health Sciences (Pomona, California). There is currently sufficient capacity for WICHE PSEP applicants through our five fully accredited programs. Details showing the students’ home states and where they are enrolled are shown in the accompanying chart.

Sending State	UCD	WUHS	CSU	OSU	WSU	Total Number Students	Total Fees Paid by Sending State
Arizona	2		30	5	5	42	\$1,339,800
Hawai’i	2		5		2	9	287,100
Montana	1		25	2	5	33	1,052,700
Nevada			8	2	3	13	414,700
New Mexico	1		26		4	31	988,900
North Dakota			6		1	7	223,300
Wyoming	1		17	1	16	35	1,116,500
TOTALS	7	0	117	10	36	170	\$5,423,000

About Midwestern University’s College of Veterinary Medicine

Midwestern University’s College of Veterinary Medicine (www.midwestern.edu/programs_and_admission/az_veterinary_medicine.html) is located in Glendale, Arizona, and its founding campus is located in Downers Grove, Illinois. The university’s Glendale campus was founded in 1995 and the Arizona College of Osteopathic Medicine began the same year. In addition to veterinary medicine, Midwestern University now offers a number of professional healthcare degrees. In the current academic year, 111 WICHE PSEP students are enrolled at Midwestern Glendale in a number of healthcare fields including: dentistry, occupational therapy, optometry, pharmacy, physical therapy, physician assistant, and podiatry. The institution received more than \$2 million in state support for WICHE PSEP students during the 2015-16 academic year.

Midwestern University is regionally accredited by the Higher Learning Commission (HLC; www.hlcommission.org). Its most recent affirmation of accreditation was in 2007-08 and its next reaffirmation of accreditation is scheduled for 2017-18. The Arizona State Board of Private Postsecondary Education granted Midwestern the authority to operate the Doctor of Veterinary Medicine (DVM) program in October 2012. Midwestern’s College of Veterinary Medicine received a letter of reasonable assurance from the American Veterinary Medical Association’s (AVMA) Council on Education (COE) in June 2013. It received provisional accreditation in 2014 and matriculated its first class of 100 students in fall 2014 under the leadership of the founding dean, Brian Sidaway, DVM, MS, DACVS. Midwestern admitted its second class in fall 2015. It will be eligible for full accreditation in 2018, upon graduation of its first class.

Full private tuition and fees for the 2015-16 academic year are listed at \$54,758 on Midwestern’s website. Midwestern University will invest some \$180 million toward the college’s new buildings, which include: a 78,000-square-foot academic building; a 70,000-square-foot large animal teaching facility, and a 111,000-square-foot veterinary teaching clinic.

Midwestern offers a four-year program (13 quarters) leading to the DVM. According to the program website, the first eight quarters are a combination of classroom lectures, laboratories, simulation lab exercises with standardized clients and patients, and small group student-centered learning experiences. Hands-on live animal contact begins in the first quarter and continues throughout the program. The final quarters involve diverse clinical rotation training, primarily at the campus' clinical teaching facilities. Students can schedule off-campus clinical elective rotations at pre-approved external sites. Upon graduation, the graduate is eligible to take national (the North American Veterinary Licensing Examination; NAVLE) and state licensure examinations to either practice veterinary medicine, or participate in post-graduate training.

Veterinary Medical College Accreditation Process

The American Veterinary Medical Association's (AVMA) Council on Education (COE) is recognized by the U.S. Department of Education and accredits veterinary schools in the United States and abroad. The accreditation process for veterinary colleges is described on COE's website (www.avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Documents/coe_pp.pdf) and is summarized as follows: The dean and/or chief administrative institutional officer must submit a formal letter of application to council to begin the process of obtaining a letter of reasonable assurance. The college must submit a self-study document that addresses each standard (organization, finances, physical facilities and equipment, clinical resources, library and information resources, students, admission, faculty, curriculum, research programs, and outcomes assessment). Programs must address each standard by carefully describing how compliance with that standard will be ensured. Through its self-study, the college must address business and educational plans. The self-study document and information gained on site are the basis for the "reasonable assurance" evaluation by the council. The college is evaluated by the site team as though it were a comprehensive site visit for an accredited school. Once granted a letter of reasonable assurance, a college must matriculate its first class within three years. If the college is making adequate process in complying with the standards, the COE may grant provisional accreditation status on the date that letters of acceptance are mailed to applicants for the inaugural class. During the first semester of the second year of the initial class matriculation, the COE conducts a comprehensive site visit to determine the program's progress in complying with the standards. Interim reports are required every six months throughout the accreditation process. A comprehensive site visit is conducted during the second half of the final year of the first class that matriculated. The council uses the self-study, site visit findings, and the report of evaluation to determine the appropriateness of granting any of the following: reasonable assurance, provisional accreditation, accredited, accredited with minor deficiencies, probationary accreditation, or terminal accreditation status.

Staff Recommendation

WICHE staff recommends that the commission deny Midwestern University's College of Veterinary Medicine's request for early participation in PSEP, prior to its full accreditation, which is anticipated for 2018. WICHE cannot justify adding developing programs given our supporting member states' reduced capacity to fund veterinary seats, the relatively flat job outlook for veterinarians, and the dramatic increase in the number of veterinary programs which has softened the competition for veterinary seats in the West and across the United States. At present, there is sufficient seat capacity available through our five fully-accredited veterinary programs. WICHE staff looks forward to working with Midwestern's DVM program as soon as it is fully accredited.



INFORMATION ITEM

Student Exchange Program Update

Western Undergraduate Exchange. WICHE's regional tuition-reciprocity agreement, the Western Undergraduate Exchange (WUE), enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of resident tuition. During the 2015-16 academic year, 35,632 students enrolled at 157 participating WUE institutions and saved an estimated \$308.8 million in tuition costs. Since WUE began in 1988, students and their parents have saved an impressive \$2.85 billion on approximately 463,400 annual tuition bills.

California State Polytechnic University-Pomona and the New Mexico Military Institute are the newest institutions to join WUE. The 2015-16 WUE enrollment numbers, reported by institution, can be found in the *2015-16 Student Exchange Program Statistical Report*. Commissioners were mailed copies in February and it is also available at <http://wiche.edu/info/publications/statReport0116.pdf>. Detailed CIP code-based WUE enrollment reports are available to state higher education offices and WUE institutions, or other interested constituents, by request. See pages 4-38 through 4-43 for a list of participating WUE institutions.

Western Regional Graduate Program. The Western Regional Graduate Program (WRGP) is a growing resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of WICHE member states to enroll in high-quality programs and pay resident tuition. In fall 2015, 1,439 students enrolled through WRGP and saved an estimated \$21.1 million dollars in tuition. WICHE's *2015-16 Student Exchange Program Statistical Report* now gives detailed WRGP enrollment information by institution and program; see pages 17-22 at <http://wiche.edu/info/publications/statReport0116.pdf>.

Thirty-one new programs were added to WRGP this spring, bringing the total to 409, offered by 60 participating institutions. WRGP is a tuition-reciprocity program similar to WUE, whereby students enroll directly in the participating programs. WRGP has become a tremendous resource for graduates in the Western states who are looking for distinctive programs and those in areas of high workforce demand. It's also an opportunity for WICHE states to share these programs (and the faculty who teach them) to build the region's workforce in a variety of disciplines, particularly healthcare.

At this time, some 140 healthcare-related programs are available through WRGP. Some of the new ones include several public health programs offered by the University of Arizona (biostatistics, epidemiology, health behavior health promotion) and the University of Hawai'i Manoa (epidemiology and community-based and translational research). Other new healthcare-related programs include Idaho State University's health informatics master's and Weber State University's executive master's in health administration; Weber State is the newest institution to offer a graduate program through WRGP. The University of Hawai'i at Manoa's juris doctor (doctor of law) degree was approved as well, largely for the benefit of Alaska and the Commonwealth of the Northern Mariana Islands (CNMI) residents who don't have access to a public law school. Portland State University will offer its master's in financial analysis and its real estate development master's at the reduced WRGP rate. Furthermore, residents of WICHE's member states will now have access to two critical engineering programs via WRGP: 1) Idaho State University's nuclear science and engineering master's and PhD will help bolster the shrinking nuclear workforce where more than half of nuclear professionals are now of retirement age, and 2) Colorado School of Mines is offering its master's and PhD in underground construction and tunneling – the only program of its kind in North America – as demand grows for experts who can design, construct, rehabilitate, and manage underground space.

Professional Student Exchange Program. The Professional Student Exchange Program (PSEP) provides students in 10 Western states (all WICHE states except California, Idaho, Oregon, South Dakota, and Washington, as well as CNMI) with affordable access to professional programs that otherwise would not be available to them because the fields of study are not offered at public institutions in their home states. In 2015-16, 648 students enrolled through PSEP to become allopathic or osteopathic physicians, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists.

Students pay reduced tuition at 61 out-of-state public and private institutions. Participating states determine the fields and the numbers of students they will support. The student's home state pays a support fee to the admitting schools to help cover the cost of the student's education. In the current academic year, sending states invested over \$14.7 million to train healthcare professionals through WICHE's PSEP.

Four new programs have joined PSEP: George Fox University's Physical Therapy Program in Newberg, Oregon; Roseman University's College of Dental Medicine in South Jordan, Utah; the University of St. Augustine's Physical Therapy Program in San Marcos, California; and the University of Utah's School of Dentistry. The 61 participating institutions in PSEP are listed on pages 4-38 through 4-43 of the agenda book.

Certifying Officers' Meeting. Certifying officers play an important role in their state's participation in WICHE's Student Exchange Programs. If their state funds students through PSEP, they review the prospective students' applications for "certification" to determine whether or not the individual is a *bona fide* resident of the home state and eligible to be considered for support. They administer all aspects of PSEP for their home state residents. They also serve as state liaisons for the WUE and WRGP programs.

Certifying officers will meet in Laramie, Wyoming, just prior to the WICHE Commission meeting on May 15, 2016. They will discuss the proposed support fee increases (they also participated in several conference calls regarding the support fees over the past several months); PSEP legislative appropriations; applicant pools and acceptances; current payback policies and new ones under consideration; and administrative issues and trends of the three programs (PSEP, WUE, and WRGP).

Support Fee Incentives for Enrolling PSEP Programs. Historically, public programs have always received some financial incentive to enroll WICHE students. However, over the last decade or more, support fee increases have not kept up with tuition increases and the majority of public programs are left with little or no incentive. In 2011, WICHE commissioners approved a policy to protect programs that were losing revenue by enrolling WICHE PSEP students, because the support fee was less than their differential. The policy now allows these programs to credit the support fee against full nonresident tuition and have the student pay the balance; this took effect for new students enrolling in fall 2013 and later.

More recently, attention has turned to programs that are still receiving incentives. In November 2015, certifying officers organized a committee to discuss the larger support fee incentives received by a few public cooperating programs whose resident/nonresident tuition differential is less – and in some cases substantially less – than the support fee payment. Institutions' program tuitions vary widely, as do their resident/nonresident differentials, so it is impossible to find a "sweet spot" that satisfies both the admitting programs and the states that buy down the cost of their residents' professional healthcare education. The incentives range from \$100 to \$19,700. For examples of the incentives (or lack of incentives) and total revenues received by enrolling PSEP programs, please see the "support fee analysis" charts in the PSEP Action Item, starting on page 4-14. Please note that private programs in all fields, and public pharmacy programs, have never received incentives.

To note one of the higher incentive examples, the differential between resident and nonresident tuition for the University of California's professional healthcare programs (such as allopathic medicine, dentistry, and veterinary medicine) typically runs about \$12,500. Resulting incentives for those programs can run more than \$19,500. Over the last decade, not many PSEP students have enrolled in University of California professional schools. However, the University of California Davis School of Veterinary Medicine resumed its participation in PSEP a few years ago. An increasing number of WICHE veterinary applicants are interested in UC Davis, and seven students are currently enrolled in its program, which was recently ranked first in the nation and the world among veterinary schools.

WICHE PSEP students whose state requires them to pay back support fees spent on their behalf are taking a financial risk of paying more for their education – if they do not return to their home state to practice. The flip side is that most WICHE students would not have been admitted to the University of California's veterinary school (for example) without the advantage of being evaluated in the WICHE pool, as opposed to the larger and more competitive nonresident pool.

Certifying officers discussed several options: 1) completely eliminating the incentives and obligating the few public programs that still receive incentives to apply 100 percent of the support fee to the student's nonresident tuition; 2) limiting the incentive to a percentage of the support fee, and having the balance applied to the student's nonresident tuition. This option would be complicated for the participating programs to administer, difficult for students to understand, and difficult for WICHE to monitor; and 3) continuing to allow support fee incentives when the differential is less than the support fee.

Margo Colancia interviewed deans, associate deans, and program directors of cooperating programs that enroll a critical number of PSEP students and receive some or a substantial incentive. In allopathic medicine, the following institutions

were interviewed: Oregon University of Health Sciences (8 students; incentive of ~\$14,000 each); the University of Colorado Denver (4 students; incentive of ~\$6,100 each); and the University of North Dakota (8 students; incentive of ~\$8,200 each). The University of North Dakota was also interviewed for occupational therapy (3 students; incentive of ~\$7,600 each), and physical therapy (6 students; incentive of ~\$8,100 each). Finally, all four public programs were interviewed in veterinary medicine: Colorado State University (117 students; incentive of ~\$5,000 each); Oregon State University (10 students; incentive of ~\$10,800 each); the University of California Davis (7 students; incentive of ~\$19,700 each); and Washington State University (36 students; incentive of ~\$850 each). Colalancia shared states' concerns with the programs and program administrators shared their concerns as well. Highlights of some of the programs' comments are included in the paragraphs that follow.

The participating veterinary programs work very closely with the WICHE Boulder office and state admissions committees to support and ensure preferential admission for WICHE veterinary applicants. This is a labor-intensive process for the cooperating programs. Furthermore, some less competitive (but still qualified) WICHE veterinary students require more student support systems than the average nonresident student who does not receive preferential admission. Finally, some veterinary programs are using a portion of their incentive payment to scholarship students. Oregon State University, for example, scholarships WICHE students at approximately \$4,000 per year. The University of California Davis scholarships all of its students (resident, nonresident, and WICHE) between \$6,000 and \$8,000 per year. [From the state perspective, some state offices are concerned that they are subsidizing these scholarships.]

The University of North Dakota's (UND) allopathic medicine, occupational therapy, and physical therapy programs receive incentives to enroll WICHE students, but their resident tuition is a notable bargain compared to many other participating programs. UND recruits heavily in WICHE states (especially Montana and Wyoming) and provides some degree of preferential admission to qualified WICHE PSEP applicants.

Oregon University of Health Sciences (OHSU) School of Medicine recruits Montana and Wyoming students and values the geographic diversity and the rural perspective that WICHE medical students bring to their student cohort. OHSU gives preferential admission to WICHE applicants but is uncertain as to whether it would continue without some financial incentive.

In a follow-up conference call with certifying officers, Colalancia relayed the cooperating program administrators' concerns about the possibility of eliminating/reducing their incentives. Some states are apprehensive about eliminating or reducing incentives to the public programs that are still receiving them, because such a change could reduce the programs' willingness to admit WICHE applicants, particularly in allopathic medicine and veterinary medicine. Other states are in favor of limiting or eliminating support fee incentives all together. No consensus was achieved. Subsequently, David Longanecker recommended not proceeding with any major changes until after his successor Joe Garcia arrives in June 2016.

Veterinary Medical Cooperative Admissions Procedure. Certifying officers are discussing whether or not states should continue to use the veterinary cooperative admissions procedure, which guarantees veterinary applicants high preferential admission to our partnering programs. The procedure, which is very time-intensive for all parties (veterinary schools, states supporting veterinary students, and the WICHE central office), was developed in the 1990s by cooperating veterinary programs and WICHE state offices supporting students in veterinary medicine. WICHE veterinary applicants receive preferential admission by the admitting colleges because their applications are reviewed in a special WICHE applicant pool that is reviewed after the resident applicant pool, but before the national applicant pool. Some WICHE applicants would not be competitive if they were considered in the larger, national applicant pool.

The procedure – used only for veterinary medical applicants in PSEP – concerns some states because veterinary applicants have the advantage of being notified of their PSEP funding status prior to the finalization of some state budgets, and much earlier in the year (January/February) than applicants for other healthcare professions served by PSEP, who are typically notified from April through June. Additionally, when the cooperative admissions procedure was adopted in the 1990s, veterinary medicine seats were at a premium and admissions were highly competitive. The recent opening of new veterinary programs has increased the capacity for veterinary education and has consequently softened competition for seats. Because both access and availability are no longer at a premium, some of the WICHE states believe the cooperative admission process has outlived its usefulness. They would prefer to eliminate the veterinary medical cooperative admissions procedure and switch to the same ranking process and timeframe used for all other fields of study served by PSEP.

Other WICHE states are not concerned about the early notification because entering WICHE veterinary students are always advised that their WICHE PSEP support is conditional upon their home state's budget being sufficiently funded to accommodate the awarded seats. These states would like to maintain the preferential admission advantage because it allows their qualified WICHE applicants to compete for admission in some of the top veterinary colleges in the nation, which include the University of California Davis (rated number one) and Colorado State University (rated number three). There are currently 28 fully accredited veterinary colleges in the United States.

Regional Veterinary Medicine Advisory Council and Veterinary Workforce Issues. WICHE's Veterinary Medicine Advisory Council members will convene June 19-21, 2016, in Cody, Wyoming, for their annual meeting. Members include state, legislative, and institutional representatives. The council meets annually to review policies regarding PSEP support in veterinary medicine, the largest PSEP field. In 2015-16, eight states provided \$5.4 million in support for 170 students studying veterinary medicine. Members also discuss collaborative opportunities and trends in veterinary education.

Michael Dicks, director of the American Veterinary Medical Association's (AVMA) Economics Division, spoke at last year's council meeting. His work and the efforts of others are drawing more attention to new veterinarians' high income-to-debt ratio and strategies to address it. This year, Colorado State University (CSU) hired a financial advisor to work exclusively with enrolled doctor of veterinary medicine (DVM) students. Chad Jones, MA, CFP, serves as the DVM financial advisor at CSU and will speak to the council in June, along with Ross Knippenberg, PhD, assistant director of economics of the AVMA. Financial advising to students in professional healthcare programs is a forward-looking approach and CSU's advisor is one of only three in the nation. Jones is developing a long-term financial education/literacy program for CSU's DVM students and spends much of his time in one-on-one meetings with them. In addition to financial planning, he has also worked in the banking industry and with medical practices.

The action item regarding Midwestern University discusses additional trends in veterinary education and the veterinary workforce (see pages 4-30 through 4-33).

Updates on New Veterinary Education Options in Arizona. The University of Arizona's College of Agriculture and Life Sciences is moving forward with its plans to open a new doctor of veterinary medicine program. The AVMA's accrediting body, the Council on Education (COE), conducted its site visit in January 2016. The COE's decision as to whether the program will receive provisional accreditation is expected to be announced in April 2016. If the program is approved, it could enroll students as early as fall 2016.

Midwestern University's College of Veterinary Medicine enrolled its second class in fall 2015 and will be eligible for full accreditation in spring of 2018.



Institutions Participating in WICHE's Student Exchange Program – May 2016

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Alaska						
University of Alaska Anchorage	●	●	4			Public
University of Alaska Anchorage/University of Alaska Fairbanks		●	1			Public
University of Alaska Fairbanks	●	●	3			Public
University of Alaska Southeast, Juneau	●					Public
Alaska Totals	3	3	8	0	0	
Arizona						
A.T. Still University, Mesa Campus				●	5	Private
Arizona State University		●	18			Public
Arizona State University, Downtown	●	●	5			Public
Arizona State University, Polytechnic	●					Public
Arizona State University, West	●	●	6			Public
Arizona Western College	●					Public
Central Arizona College	●					Public
Chandler-Gilbert Community College	●					Public
Cochise College	●					Public
Coconino Community College	●					Public
Eastern Arizona College	●					Public
Estrella Mountain Community College	●					Public
GateWay Community College	●					Public
Glendale Community College	●					Public
Mesa Community College	●					Public
Midwestern University				●	8	Private
Mohave Community College	●					Public
Northern Arizona University	●	●	32			Public
Northern Arizona University, Yuma	●					Public
Northland Pioneer College	●					Public
Paradise Valley Community College	●					Public
Phoenix College	●					Public
Pima Community College	●					Public
Rio Salado Community College	●					Public
Scottsdale Community College	●					Public
South Mountain Community College	●					Public
University of Arizona, Phoenix				●	1	Public
University of Arizona South	●					Public
University of Arizona, Tucson	●	●	22	●	2	Public
Yavapai College	●					Public
Arizona Totals	26	5	83	4	16	
California						
California State Polytechnic University, Pomona	●					Public
California State University, Bakersfield	●					Public
California State University, Channel Islands	●					Public
California State University, Chico	●					Public
California State University, Dominguez Hills	●					Public
California State University, East Bay	●	●	2			Public
California State University, Fresno				●	1	Public

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
California State University, Maritime Academy	●					Public
California State University, Monterey Bay	●	●	1			Public
California State University, Northridge	●					Public
California State University, Sacramento	●					Public
California State University, San Bernardino	●					Public
California State University, San Marcos	●					Public
California State University, Stanislaus	●	●	1			Public
Chapman University				●	1	Private
Humboldt State University	●	●	5			Public
Loma Linda University				●	5	Private
Marshall B. Ketchum University				●	1	Private
Mount St. Mary's University				●	1	Private
Samuel Merritt University				●	4	Private
San Francisco State University		●	3			Public
Stanford University				●	1	Private
Touro University, California				●	2	Private
University of California, Davis				●	2	Public
University of California, Irvine				●	1	Public
University of California, Los Angeles				●	2	Public
University of California, San Diego				●	2	Public
University of California, San Francisco and Berkeley		●	1			Public
University of California, San Francisco				●	3	Public
University of California, San Francisco and San Francisco State University				●	1	Public
University of California, Merced	●					Public
University of St. Augustine				●	1	Private
University of Southern California				●	6	Private
University of the Pacific		●	1	●	3	Private
Western University of Health Sciences				●	8	Private
California Totals	15	7	14	18	45	
Colorado						
Adams State University	●	●	1			Public
Aims Community College	●					Public
Arapahoe Community College	●					Public
Colorado Mesa University	●					Public
Colorado Mountain College	●					Public
Colorado Northwestern Community College	●					Public
Colorado School of Mines		●	9			Public
Colorado State University	●	●	10	●	1	Public
Colorado State University, Pueblo	●	●	2			Public
Community College of Aurora	●					Public
Community College of Denver	●					Public
Fort Lewis College	●					Public
Front Range Community College	●					Public
Lamar Community College	●					Public
Metropolitan State University of Denver	●					Public
Morgan Community College	●					Public
Northeastern Junior College	●					Public
Otero Junior College	●					Public

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Pikes Peak Community College	●					Public
Pueblo Community College	●					Public
Red Rocks Community College	●			●	1	Public
Regis University				●	1	Private
Rocky Vista University				●	1	Private
Trinidad State Junior College	●					Public
University of Colorado at Boulder		●	17			Public
University of Colorado at Colorado Springs	●	●	8			Public
University of Colorado Denver	●	●	18			Public
University of Colorado Denver, Anschutz Medical		●	15	●	5	Public
University of Northern Colorado	●	●	21			Public
Western State Colorado University	●					Public
Colorado Totals	25	9	101	5	9	
CNMI						
Northern Marianas College	●					Public
CNMI Totals	1	0	0	0	0	
Hawai'i						
University of Hawai'i, Hilo	●			●	1	Public
University of Hawai'i, Manoa	●	●	18	●	1	Public
University of Hawai'i, Maui College	●					Public
University of Hawai'i, West Oahu	●					Public
Hawai'i Totals	4	1	18	2	2	
Idaho						
Boise State University	●	●	1			Public
College of Southern Idaho	●					Public
Idaho State University	●	●	13	●	4	Public
Lewis-Clark State College	●					Public
North Idaho College	●					Public
University of Idaho	●					Public
Idaho Totals			14		4	
Montana						
Dawson Community College	●					Public
Flathead Valley Community College	●					Public
Great Falls College Montana State University	●					Public
Helena College University of Montana	●					Public
Highlands College of Montana Tech	●					Public
Miles Community College	●					Public
Montana State University, Billings	●	●	5			Public
Montana State University, Bozeman	●		3			Public
Montana State University, Northern	●					Public
Montana Tech of the University of Montana	●	●	3			Public
University of Montana, Missoula	●	●	7	●	2	Public
University of Montana, Western	●					Public
Montana Totals	12	3	18	1	2	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Nevada						
College of Southern Nevada	●					Public
Great Basin College	●					Public
Nevada State College	●					Public
Roseman University of Health Sciences				●	1	Private
Touro University, Nevada				●	4	Private
Truckee Meadows Community College	●					Public
University of Nevada, Las Vegas	●	●	3	●	2	Public
University of Nevada, Reno	●	●	4	●	1	Public
Western Nevada Community College	●					Public
Nevada Totals	7	2	7	4	8	
New Mexico						
Eastern New Mexico University, Portales	●	●	1			Public
Eastern New Mexico University, Roswell	●					Public
New Mexico Highlands University	●	●	1			Public
New Mexico Institute of Mining and Technology	●	●	2			Public
New Mexico Junior College	●					Public
New Mexico Military Institute	●					Private
New Mexico State University	●	●	12			Public
Northern New Mexico College	●					Public
Santa Fe Community College	●					Public
University of New Mexico	●	●	13		4	Public
Western New Mexico University	●					Public
New Mexico Totals	11	5	29	1	4	
North Dakota						
Bismarck State College	●					Public
Dakota College at Bottineau	●					Public
Dickinson State University	●					Public
Lake Region State College	●					Public
Mayville State University	●					Public
Minot State University	●					Public
North Dakota State College of Science	●					Public
North Dakota State University	●	●	1	●	1	Public
University of North Dakota	●	●	8	●	3	Public
Valley City State University	●	●	1			Public
Williston State College	●					Public
North Dakota Totals			10		4	
Oregon						
Eastern Oregon University	●					Public
George Fox University				●	1	Private
Klamath Community College	●					Public
Oregon Health & Science University		●	2	●	3	Public
Oregon Institute of Technology	●					Public
Oregon State University				●	2	Public
Pacific University				●	5	Private

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Portland State University	●	●	10			Public
Southern Oregon University	●	●	2			Public
University of Oregon		●	2			Public
Western Oregon University	●	●	1			Public
Oregon Totals	6	5	17	4	11	
South Dakota						
Black Hills State University	●	●	2			Public
Dakota State University	●	●	1			Public
Northern State University	●					Public
South Dakota School of Mines and Technology		●	5			Public
South Dakota State University	●	●	2			Public
University of South Dakota	●	●	1	●	1	Public
South Dakota Totals			11		1	
Utah						
Dixie State University	●					Public
Roseman University of Health Sciences – South Jordan				●	1	Private
Salt Lake Community College	●					Public
Snow College	●					Public
Southern Utah University	●	●	1			Public
University of Utah	●	●	32	●	5	Public
Utah State University	●	●	16			Public
Utah State University Eastern	●					Public
Utah Valley University	●					Public
Weber State University	●					Public
Utah Totals	9	4	50	2	6	
Washington						
Central Washington University	●	●	2			Public
Eastern Washington University	●	●	5	●	2	Public
Pacific Northwest University of Health Sciences				●	1	Private
Spokane Community College	●					Public
Spokane Falls Community College	●					Public
University of Puget Sound				●	2	Private
University of Washington		●	4	●	5	Public
Washington State University	●	●	6	●	2	Public
Washington State University, Spokane		●	2			Public
Washington State University, Tri-Cities	●					Public
Western Washington University	●					Public
Washington Totals	7	5	19	5	12	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Wyoming						
Casper College	●					Public
Central Wyoming College	●					Public
Eastern Wyoming College	●					Public
Gillette College	●					Public
Laramie County Community College	●					Public
Northwest College	●					Public
Sheridan College	●					Public
University of Wyoming	●	●	6	●	1	Public
Western Wyoming Community College	●					Public
Wyoming Totals	9	1	6	1	1	
Out-of-Region						
Creighton University, School of Dentistry (NM, ND, WY)				●	1	Private
Illinois College of Optometry (CO, ND)				●	1	Private
Marquette University, School of Dentistry (ND)				●	1	Private
New England College of Optometry (CO)				●	1	Private
Northeastern State University (CO)				●	1	Public
Nova Southeastern University (CO)				●	1	Private
Salus University (CO)				●	1	Private
Southern College of Optometry (CO)				●	1	Private
University of Missouri Kansas City, School of Dentistry (NM)				●	1	Public
University of Nebraska Medical Center, College of Dentistry (ND)				●	1	Public
Out-of-Region Totals	0	0	0	10	10	
Total Number of Participating Institutions in WICHE's Student Exchange Program						
	157	60	409	61	135	

INFORMATION ITEM

Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE) is a robust administrative tool designed for use by a wide variety of consortia to support multi-institution collaboration among faculty offering online courses within and/or across states. Through ICE, participating institutions expand their students' access to high-quality online courses and programs taught by faculty at other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. The major user of ICE, today, is the Nursing Education Xchange (NEXus), a consortium of 20 universities sharing excess capacity in doctoral nursing courses. For more information on NEXus, see <http://www.winnexus.org/>. The Montana University System will begin using ICE in the coming academic year to support the sharing of online courses among its member institutions.

WICHE ICE provides a secure encrypted database accessible via the web for sharing data about courses and enrolling students in them at other institutions. WICHE provides the financial transaction services supporting the student exchanges. Policy and users' manuals provide detailed instructions and resources for participating institutions. The WICHE ICE website (www.wiche.edu/ice) provides more information about how the program works, as well as other resources for members.

Western Academic Leadership Forum

The Western Academic Leadership Forum (the Forum), established in 1984, gives academic leaders in the WICHE states a venue for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. The organization's members are provosts; academic vice presidents at bachelor's, master's, and doctoral-level institutions; and chief executives and chief academic officers for system and state coordinating and governing boards. The Forum is funded primarily via membership dues, with additional funding provided by sponsors of the annual meeting.

The Forum held its 2016 annual meeting in Missoula, MT, on April 20-22 in conjunction with its sister organization, the Western Alliance of Community College Academic Leaders. This year's theme was "At the Confluence: Academic Leaders Steering their Communities Forward." In addition to topics focused on the confluence of the two- and four-year sectors, there were sessions of particular interest to the four-year institutions including ones on the Affordable Care Act, accreditation, recruiting and training talented faculty, the lifecycle of faculty careers, high-impact practices making a difference in faculty communities, and building inclusive communities. More information about the Forum can be found at www.wiche.edu/forum with its current 57 members listed on page 4-26.

Western Alliance of Community College Academic Leaders

The Western Alliance of Community College Academic Leaders (the Alliance), established in 2010, is modeled after the Western Academic Leadership Forum. The Alliance provides academic leaders of two-year institutions and their related systems and state coordinating and governing boards with a venue for sharing information, resources, and expertise among community colleges and technical schools. Together, the members address issues of common concern across the region and work together on innovative solutions. Like the Forum, the Alliance is funded from membership dues and sponsorship of the annual meeting.

The Alliance held its 2016 annual meeting in Missoula, MT, on April 20-22, in conjunction with its sister organization, the Western Academic Leadership Forum. This year's theme is "At the Confluence: Academic Leaders Steering their Communities Forward." In addition to topics focused on the confluence of the two- and four-year sectors, there were sessions of particular interest to the two-year institutions including accreditation, transfer, redesigning developmental education, turning the rhetoric of equity into institutional practice, and perspectives from workforce representatives about collaboration with community colleges.

The West's top academic leaders of the two-year sector are represented in the Alliance's membership of 81. For more information, see www.wiche.edu/alliance. Current Alliance members are listed on page 4-26.

Academic Leaders Toolkit. The toolkit is a joint project of the Forum and the Alliance. This web-based repository (<http://alt.wiche.edu>) contains profiles of successful decision-making tools and processes used by academic leaders. Tools in a

broad range of categories – such as program evaluation, creation and elimination; faculty recruitment and retention; and student outcomes assessment – help academic leaders better address their increasing range of responsibilities. The toolkit is searchable by category, state, and type of institution or organization. During the Awards Luncheon at the annual meeting in April, the winners of the 2016 Academic Leaders Tool of the Year were named. Laramie County Community College (LCCC) in Wyoming was recognized by the Alliance for its Faculty Handbook available online as the campus’s “singular, authoritative, up-to-date reference... that is easily maintainable.” California State University, Fresno, received the award from the Forum for its Provost Graduation Initiative that provides sponsorships to students who are near graduation and have a demonstrated financial need.

Interstate Passport Initiative

The Interstate Passport Initiative (www.wiche.edu/passport) provides a new learning-outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students money. The new framework focuses on lower-division general education, the common denominator among most institutions – concentrating on it as a whole, not on individual courses – and allows for a cross-border “match” of outcomes-integrated general education for block transfer. Students who earn a Passport at one participating institution and transfer to another will have their learning achievement recognized; they will not be required to repeat courses or other learning opportunities at the receiving institution to meet lower-division general education requirements in the nine Passport areas.

The idea and design for this grassroots initiative was conceived in 2010 by chief academic leaders in the West as a solution for transfer students, who too often lose credits, have to repeat courses, and spend additional money to complete their degrees. With approximately 33 percent of today’s students transferring – and nearly 27 percent of them crossing state lines, according to a study by the National Student Clearinghouse – the Passport promises a new way to streamline transfer students’ pathways to graduation.

Since 2011, faculty from both two- and four-year institutions in multiple WICHE states have worked collaboratively to develop the Passport Learning Outcomes (*what a student should know and be able to do*) and attendant proficiency criteria (*ways students demonstrate achievement of the learning outcomes*) in lower-division general education. Referencing the LEAP Essential Learning Outcomes developed by the Association of American Colleges and Universities, the Passport framework comprises nine knowledge and skill areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, critical thinking, creative expression, human society and the individual, teamwork and value systems.

Each of the nine areas includes a consensus set of Passport Learning Outcomes (PLOs) reflecting the learning outcomes of the participating institutions’ or states’ faculty. The Proficiency Criteria (PC) provide examples of current classroom assignments as a context within which to establish an understanding among faculty about student proficiency with the learning outcomes at the lower-division general education level and to review one’s own assignments.

To participate in the Interstate Passport Network (Network), each institution must construct its Passport Block – a list of courses and/or learning opportunities by which its students achieve the Passport Learning Outcomes. Students who do so will be awarded a Passport and notified of this achievement. For many students, this will stand as an early milestone on their way to a degree. For those who transfer, it will ensure that they do not waste time repeating learning they have already achieved at their former institution even if the courses or credits required at their new Passport institution’s Block are different. Faculty also benefit by knowing that they can change the curriculum in the courses in their institution’s Block without triggering an articulation review as long as the PLOs are still addressed.

Institutions participating in the Network agree to report the number of Passports awarded and supply data on the academic performance of Passport and non-Passport students who transfer into their institution for two terms after they transfer, as well as for students who earn the Passport at their institution for two terms after earning it. These data are sorted and analyzed by the Passport’s Central Data Repository (CDR). Each sending institution receives a report detailing how well its former students have performed at Passport receiving institutions for use in continuous improvement efforts. The CDR also reports aggregate data to the Passport Review Board for use in evaluating the overall performance of the Passport program. The design for noting the Passport on student records and tracking academic performance was developed by registrars and institutional researchers from participating institutions. Currently, Utah State University serves as the CDR. Later this year much of this work will transition to the National Student Clearinghouse, whose automated processes will make it easier for institutions to participate in the Passport.

Faculty, registrars, institutional researchers, academic advisors, and campus marketing specialists from two-year and four-year institutions in 16 states are involved in the development and testing of the Passport Framework. Some have been involved since the first phase kicked off in 2011 while others are now coming aboard to evaluate the process of constructing a Passport Block or to pilot the process of mapping critical assignments to the PLOs. States involved to date include: Arkansas, California, Colorado, Hawai'i, Idaho, Indiana, Kentucky, Montana, New Mexico, North Dakota, Ohio, Oregon, South Dakota, Virginia, Utah, and Wyoming. Institutions and organizations currently participating in the final development activities are listed on page 4-27. The Passport's development activities have been funded by the Carnegie Corporation of New York (\$550,000), the Bill & Melinda Gates Foundation (\$1,647,733), Lumina Foundation (\$2,000,000), and a First in the World (FITW) grant from the U.S. Department of Education (\$2,999,482).

At the recent FITW meeting on April 4-5 at the Eisenhower Executive Office Building in the White House complex, Department of Education staff invited project directors of 12 of its 42 projects funded thus far to participate in lightning round presentations before an audience that included high ranking department staff and invitees from other government agencies. The Passport was one of the 12 showcased.

This summer the Passport's development of lower-division general education learning outcomes and proficiency criteria will be complete and regionally accredited public and private not-for-profit institutions can apply to participate in the Network. Institutions approved by the Passport Review Board sign a Memorandum of Agreement for a five-year renewable term and may pay an annual membership fee.

North American Network of Science Labs Online

The North American Network of Science Labs Online (NANSLO) is designed to be an alliance of cutting-edge science laboratories located at higher education institutions that provide students enrolled in introductory science courses with opportunities to conduct their lab activities on state-of-the-art science equipment over the Internet. From any computer, students can log into one of the labs' web interfaces and manipulate a microscope or other scientific equipment, participate in conversation with lab partners, ask for assistance from a knowledgeable lab technician in real time, and collect data and images for their science assignments.

NANSLO's laboratories feature high-quality scientific equipment whose controls are enabled through software and robotics manipulated by students over the Internet. State-of-the-art Nikon microscopes, spectrometers, and air tracks equipped with cameras are included in the current inventory so students can see how the equipment moves in response to their keyboard clicks on a web interface to the instrument's control panel. Via NANSLO's premium equipment, some colleges are able to give their students access to higher quality equipment than they could provide locally due to financial and/or space limitations.

The NANSLO hub is based at WICHE, which serves as the public's primary resource for information about NANSLO, coordinates communication among the network's laboratory partners, provides the centralized scheduling system, and oversees selected contracting and financial transaction services for the partners. Currently, one laboratory is located at Great Falls College Montana State University and the other is at North Island College in British Columbia. Other laboratories with different equipment and lab activities supporting a growing number of scientific disciplines are expected to be added to the network over time.

NANSLO currently supports 28 lab activities in introductory biology and chemistry. Other institutions can now contract with NANSLO to provide laboratory services to their students on a fee-for-service model.

Western Academic Leadership Academy

The Western Academic Leadership Academy is a year-long professional development program for academic leaders aspiring to become chief academic officers in the WICHE region's postsecondary four-year sector. The Academy will host its second cohort this summer after its founding in 2015.

The Academy's faculty, consisting of active and retired Forum member representatives, shares its expertise as it trains academic leaders on the unique roles and responsibilities a provost assumes at any institution. The faculty focuses specifically on developing practical skills within academic affairs, fiscal affairs, student affairs, and external relationships, with a special sensitivity to the culture and environment of the West's higher education community.

This year's cohort of 17, selected by the Academy's faculty, will participate in an intensive three-day, face-to-face seminar at WICHE's headquarters, July 18-20. Throughout the rest of their term, they will participate in a series of webinars with

the faculty and other Forum members. Via a listserv they will continue dialogue with their colleagues and the faculty throughout the year as they develop their follow-on academic priorities and experiences on their home campuses. Discussions will address topics in the context of academic leadership, the development of academic goals and priorities, and specific skill sets that are required of chief academic officers.

To be considered for participation in the 2016 cohort, academic leaders had to hold a position of dean or higher at one of the Forum member institutions or organizations and be nominated by their respective official representatives. For more information about this summer's seminar program, see <http://www.wiche.edu/info/walf/academy/prelimAgenda-rev021816.pdf>.

MHECare: A Student Health Insurance Collaborative to Benefit Students and Institutions

At its semiannual meeting in May 2012, the WICHE Commission voted to partner with the Midwestern Higher Education Compact (MHEC) to expand the benefits of the MHECare student health program to public and not-for-profit private institutions in the WICHE region. The New England Board of Higher Education and the Southern Regional Education Board subsequently got involved, so that institutions in 47 states are eligible to participate. The plan includes competitively priced medical benefits; vision or dental insurance is not included at this time. Campuses in the WICHE region that are participating in the program are listed on page 4-50.

MHECare offers Patient Protection and Affordable Care Act-compliant student health insurance plans. The standard MHECare PPO plan can be selected by institutions with at least 300 students enrolled in the plan and by institutions that do not currently offer a student health insurance program (if their estimated plan enrollment is at least 300 students). The rates for the standardized plans are not based on the individual campus claims experience but on the entire pool of participating campuses on the respective plan. Institutions offering one of the standard plans must require enrollment on a tight waiver basis, requiring students to be on the plan unless they provide evidence of other health insurance coverage. Campuses are expected to verify student eligibility in the event of a claim.

Institutions with more than 500 students enrolled have more options, including the standard PPO plans or a plan with features tailored to the institution's student population. The cost for the plan will be underwritten based on the institution's past claims experience and utilization.

MHEC staff, working with its regional Student Benefits Advisory Committee and with financial support provided by Lumina Foundation, created this initiative to provide colleges and universities with health insurance for their students with cost savings that can be achieved by working collaboratively across institutions. They conducted competitive bid processes prior to entering into a contract with Mercer Health & Benefits, an independent consulting firm, to serve as the program administrator for MHECare. Working with its MHEC Student Benefits Advisory Committee and Mercer staff, MHEC staff developed the plan design and then conducted another competitive bid process to select UnitedHealthcare Student Resources (UHCSR), a national healthcare carrier, to underwrite the program. UHCSR specializes in student health insurance plans, has a large national network of providers, offers web-based enrollment and support tools, and quotes competitive rates. It is a division of the national healthcare carrier UnitedHealthcare. This past February, MHEC announced an agreement with Consolidated Health Plans (CHP) to also provide expanded student health insurance options for institutions.

The first step for institutions interested in MHECare is to obtain a request for quote form from Jennifer Dahlquist, MHEC's vice president and chief financial officer (jenniferd@mhec.org). Additional information will be required if quotes are requested for more than the standard PPO plans. The additional information may include a copy of the current plan design, requested benefits, and claims experience. MHECare questions may be addressed to Dahlquist at 612.626.1602 or to Jere Mock at jmock@wiche.edu or 303.541.0222. For more details on the plans' key provisions and students' out-of-pocket costs, see www.wiche.edu/mhecare and www.mhec.org/mhecare.

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to their specific needs, while improving their risk management and asset protection strategies. The program is available to two- and four-year public and not-for-profit private higher education institutions, subject to approval by the MPP Leadership Committee.

Currently, 150 campuses have total insured values of over \$105 billion. The program has generated more than \$94.7 million in savings for its participating institutions since its inception. The base program rates are typically below industry

averages and help members to reduce their insurance costs while improving their asset protection. The average program rate has fallen 42 percent since 2002-03, from .045 cents to .026 cents with enhancements to coverages and services. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. Current members have expressed strong satisfaction with the program as evidenced by the 95 percent retention rates since 2000.

The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The New England Board of Higher Education began participating in the MPP in 2009 and beginning in November 2013, institutions in the Southern Regional Education Board states also became eligible to participate in the property program. The base program is currently underwritten by Lexington (AIG) and Zurich and is jointly administered by Marsh and Captive Resources under the direction of a Leadership Committee representative of the participating insured institutions. Thirteen members currently serve on the committee, including Craig Kispert, associate vice president for business and planning at Seattle Pacific University, and Laura Betzold, chief risk officer at the University of Wyoming, representing WICHE member institutions. Jere Mock represents WICHE at the Leadership Committee meetings. Because of the size and complexity of the program, the Leadership Committee has developed four subcommittees to work on specific areas of the program and to make recommendations to the full committee. The subcommittees include the Executive, Underwriting and Marketing, Engineering and Loss Control, and Finance and Audit.

Ten institutions and two systems (with 14 campuses) in the WICHE region are members of the Master Property Program. Participating systems and campuses are listed on page 4-27.

Representatives from member campuses participated in a March 9-11, 2016, MPP Annual Meeting and Loss Control Workshop in St. Louis. The workshop topics focused on risk management strategies and current events in higher education. The workshop included risk managers; campus security; facilities; and environmental health and safety staff who exchange ideas on effective campus risk management and loss control practices. The 2017 workshop will also be held in St. Louis on March 8-10.

WICHE staff continues to work with the program administrators to provide information on the Master Property Program to institutions in the West.

MHECtech

WICHE also partners with the Midwestern Higher Education Compact on its MHECtech program, which enables colleges and universities in the Midwest, South (Southern Regional Education Board member states), and West to purchase off competitively bid purchasing agreements to contain or reduce their purchasing costs. WICHE region institutions are eligible to purchase computers at discounted rates under the MHECtech contracts with Dell, HP Enterprise, HP Inc., and Lenovo. Discounted rates on printers and peripherals are available via master purchasing agreements with Xerox. A wide range of software options, ranging from virtualization software; student information system software; enterprise resource planning software; design, print, and web creative software; as well as statistical and analytical software are available from vendors including Arrow Electronics (for VMware licenses and support); Corel Corporation, Oracle, and SAS Institute. Other contracts provide preferred pricing on advisory services to IT challenges through Info Tech Research Group and educational credentialing technology for transcript exchange through Parchment. Three additional contracts cover data and voice networking services offered by Cienna from Walker and Associates Inc., and include multiplexing equipment, software, and related services; special Dell Public Sector pricing for hardware solutions, software, support and related services; and tiered discount pricing guarantees offered by HP Enterprise for networking, hardware, and wireless equipment and related services.

Several of the purchasing agreements are also available to K-12 organizations; local, county, and state governments; and nonprofit organizations. The agreements aggregate volume purchases to lower product costs and reduce the time institutions must spend developing and conducting bids themselves. MHEC undertakes the time and expense of the RFP process, and institutions can purchase the goods or services knowing that the due diligence in selecting the vendor has already been done. The MHECtech website (www.mhectech.org) and WICHE's website (www.wiche.edu/costSavingPurchasing) provide details on the vendors, contracts, and eligible entities.

Regional Initiatives' Participating Systems and Institutions

Current members of the Western Academic Leadership Forum

Alaska

Alaska Commission on
Postsecondary Education
University of Alaska Anchorage
University of Alaska Southeast
University of Alaska System

Arizona

Arizona Board of Regents
University of Arizona

California

California State Polytechnic
University
California State Polytechnic
University, Pomona
California State University, Fresno
California State University,
Fullerton
California State University, Long
Beach
California State University,
Northridge
California State University, San
Marco
California State University System

Sonoma State University
University of California, San
Diego

Colorado

Colorado State University, Fort
Collins
Colorado State University—Pueblo
Metropolitan State University of
Denver

Hawai'i

University of Hawai'i System

Idaho

Boise State University
Idaho State University
University of Idaho

Montana

Montana State University,
Bozeman
University of Montana, Missoula
Montana University System
Montana State University,
Northern

Nevada

Nevada State College
University of Nevada, Las Vegas
University of Nevada, Reno
Nevada System of Higher
Education

New Mexico

New Mexico State University
University of New Mexico
Western New Mexico University

North Dakota

Mayville State University
Minot State University
University of North Dakota
Valley City State University

Oregon

Eastern Oregon University
Oregon State University
Oregon Higher Education
Coordinating Commission
Pacific University
Portland State University
University of Oregon

South Dakota

Black Hills State University
Dakota State University
Northern State University
South Dakota Board of Regents
South Dakota State University

Utah

Dixie State College of Utah
University of Utah
Utah System of Higher Education

Washington

Central Washington University
Eastern Washington University
Washington State University
University of Washington
Educational Outreach
Evergreen State College

Wyoming

University of Wyoming

Current members of the Western Alliance of Community College Academic Leaders

Alaska

University of Alaska Fairbanks
University of Alaska Fairbanks
Community and Technical
College
University of Alaska Fairbanks,
Chukchi Campus
University of Alaska Fairbanks,
Interior-Aleutians Campus
University of Alaska Fairbanks,
Kuskokwim Campus
University of Alaska Fairbanks,
Northwest Campus
University of Alaska Fairbanks,
Bristol Bay

Arizona

Maricopa Community Colleges
Arizona Western College
Eastern Arizona College
Chandler-Gilbert Community
College
Estrella Mountain Community
College
Glendale Community College
GateWay Community College
Mesa Community College
Phoenix College

Paradise Valley Community
College
Rio Salado College
Scottsdale Community College
South Mountain Community
College
Yavapai College

California

California Community Colleges
System
Cerritos College
Modesto Junior College

Colorado

Colorado Community College
System
Arapahoe Community College
Colorado Northwestern
Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College

Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

Commonwealth of the Northern Mariana Islands

Northern Marianas College

Hawai'i

University of Hawai'i Community
Colleges System
Honolulu Community College
Leeward Community College
Hawai'i Community College
Windward Community College
University of Hawai'i Maui
College
Kauai Community College
Kapi'olani Community College

Idaho

College of Southern Idaho
North Idaho College

Montana

Montana University System
(MSU)

Missoula College, University of
Montana
City College at MSU Billings
Highlands College of Montana
Tech
Flathead Valley Community
College
Great Falls College, Montana
State University

Nevada

College of Southern Nevada
Great Basin College
Western Nevada College

New Mexico

New Mexico Military Institute
New Mexico State University
Alamogordo

North Dakota

Williston State College

Oregon

Chemeketa Community College
Mount Hood Community College
Portland Community College
Umpqua Community College

South Dakota

Lake Area Technical Institute
 Mitchell Technical Institute
 South Dakota Department of
 Education
 Southeast Technical Institute

Western Dakota Technical
 Institute

Utah

Salt Lake Community College

Washington

Cascadia Community College
 Columbia Basin College
 Community Colleges of Spokane
 Edmonds Community College
 Spokane Falls Community
 College

Washington State Board for
 Community and Technical
 Colleges

Wyoming

Casper College

Current participants in the development and testing of the Interstate Passport

California

Academic Senate of the California
 Community Colleges (ASCCC)
 Academic Senate of the California
 State University (ASCSU)

North Idaho College

Montana

Great Falls College
 University of Montana

Oregon

Blue Mountain Community
 College
 Western Oregon University

Salt Lake Community College
 Snow College
 Southern Utah University
 The University of Utah
 Utah State University
 Utah Valley University
 Weber State University

Colorado

Aims Community College
 University of Northern Colorado

New Mexico

New Mexico State University
 Santa Fe Community College

South Dakota

Black Hills State University
 Dakota State University
 Northern State University
 South Dakota School of Mines &
 Technology
 South Dakota State University
 University of South Dakota

Wyoming

Laramie County Community
 College

Hawai'i

Leeward Community College
 University of Hawai'i West Oahu

North Dakota

Lake Region State College
 North Dakota State College of
 Science

Utah

Dixie State University

Idaho

Idaho State University

North Dakota State University
 Valley City State University

Current members of MHECare

Alaska

University of Alaska System
 University of Alaska, Anchorage
 University of Alaska, Fairbanks

Colorado

Metropolitan State University of Denver

Lake Region State College
 Mayville State University
 Minot State University
 North Dakota State College of Science
 North Dakota State University
 University of North Dakota
 Valley City State University
 Williston State College

California

Alliant International University
 California Institute of Technology
 Fresno Pacific University
 University of South Los Angeles

Nevada

Sierra Nevada College

North Dakota

Bismarck State College
 Dakota College at Bottineau
 Dickinson State University

Current members of the Master Property Program

Arizona

Pima County Community College -
 six campuses and four learning and
 education centers (AZ)

Nevada

Nevada System of Higher Education:
 • Community College of Southern
 Nevada
 • Desert Research Institute
 • Great Basin College
 • Nevada State College at Henderson
 • Truckee Meadows Community College
 • University of Nevada, Las Vegas
 • University of Nevada, Reno
 • Western Nevada Community College

Oregon

Lewis and Clark College
 Reed College (OR)
 Willamette University (OR)

Colorado

Colorado College
 University of Northern Colorado

Utah

Westminster College (UT)

Idaho

The College of Idaho

Washington

Seattle Pacific University (WA)

Wyoming

University of Wyoming



Monday, May 16, 2016

10:45 am - noon

Salon B

Issue Analysis and Research Committee Meeting

Christopher Cabaldon (CA), chair
 Dave Buhler (UT), vice chair

Susan Anderson (AK)
 Chris Bustamante (AZ)
 Committee chair (CA)
 TBD (CO)
 Sharon Hart (CNMI)
 Colleen Sathre (HI)
 Tony Fernandez (ID)
 Franke Wilmer (MT)
 Vic Redding (NV)
 Barbara Damron (NM)
 Mark Hagerott (ND)
 Ryan Deckert (OR)
 Robert Burns (SD)
 Committee vice chair (UT)
 Jeanne Kohl-Welles (WA)
 Karla Leach (WY)

Agenda

Presiding: Christopher Cabaldon, committee chair

Staff: Demarée Michelau, director of policy analysis
 Peace Bransberger, senior research analyst
 Laura Ewing, administrative manager
 Patrick Lane, MLDE project manager
 Sarah Ohle Leibrandt, project coordinator
 Christina Sedney, project coordinator



Approval of the November 3, 2015, Issue Analysis and Research Committee meeting minutes

5-3



Discussion and approval of the FY 2017 workplan sections pertaining to the Policy Analysis and Research unit's activities

5-8

Information Items:

Staff Updates

Policy Insights: Tuition and Fees in the West 2015-2016

SCHEDULE
EXEC CTTE
WELCOME
PLENARY 1
PROGRAMS
POLICY
MH/WCET
LUNCH
PLENARY 2
PLENARY 3
DINNER
BUSINESS
PLENARY 4
REFERENCE

Legislative Advisory Committee Update

Discussion Item:

Multistate Longitudinal Data Exchange

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes Monday, November 3, 2015

Committee Members Present

Christopher Cabaldon (CA), chair
Dave Buhler (UT), vice chair

Susan Anderson (AK)
Chris Bustamante (AZ)
Sharon Hart (CNMI)
David Lassner (HI)
Tony Fernandez (ID)
Franke Wilmer (MT)
Vic Redding (NV)
Barbara Damron (NM)
Mark Hagerott (ND)
Jeanne Kohl-Welles (WA)
Karla Leach (WY)

Committee Members Absent

TBD (CO)
Robert Burns (SD)
Ryan Deckert (OR)

Staff Present

David Longanecker, president, WICHE
Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Laura Ewing, administrative manager
Sarah Ohle Leibrandt, project coordinator
Christina Sedney, project coordinator

Chair Cabaldon convened the Issue Analysis and Research Committee meeting on November 3, 2015, at 8:00 a.m. Demarée Michelau called roll, and a quorum was established.

ACTION ITEM

Approval of the Issue Analysis and Research Committee meeting minutes of May 11, 2015

Chair Cabaldon asked committee members to review THE MINUTES OF THE MAY 11, 2015, COMMITTEE MEETING and then asked for a motion to approve. Commissioner Anderson moved approval, which was seconded by Commissioner Fernandez. The minutes were approved.

INFORMATION ITEMS

WICHE's Multistate Longitudinal Data Exchange (MLDE)

Brian Prescott updated the committee on the MLDE project, noting it was funded by the Bill & Melinda Gates Foundation with the goal of combining education and employment data. According to Prescott, the project is moving forward steadily, but the biggest current hurdle is establishing a contract with a vendor that satisfies the personal information protection needs of the states and the data requirements of the project itself. MLDE has been in discussion with up to 26 states, but has struggled to find traction in certain states, such as California, due to the lack of a centralized administrative structure. The project's four initial states are: Washington, Oregon, Hawai'i, and Idaho. A draft data sharing agreement is circulating among potential state participants, and several states have expressed interest to date including: Colorado, North Dakota, and Utah in the WICHE region, as well as Minnesota, and to a lesser extent Connecticut, Massachusetts, New York, and Rhode Island. Other states that have expressed interest include the District of Columbia, Florida, Illinois, Kentucky, Maryland, Tennessee, and Virginia.

Prescott mentioned that two states have incorporated employment outcomes into their performance funding formulas, Florida and Texas. Florida is using a statewide measure of employment rate and median wages at the institutional level in its formula – though this measure is not broken down by program type. Meanwhile, Texas is taking a unique approach focused on affordability. The Texas Higher Education Coordinating Board adopted a new strategic plan, "60x30TX," and as a part of this, Texas is measuring cumulative debt data paired with employment wage data to understand cumulative

debt in comparison to first-year wage data. This is an effort to try to define affordability, which Prescott considered very interesting and also potentially problematic for a variety of reasons.

The MLDE project had not been actively soliciting Wisconsin's participation in an effort to avoid presidential politics; however, the state's Labor Department recently expressed interest in the project. The grant is designed to ultimately support 10 states, yet interest from a large number of states – well beyond 10 – positions the project well to expand down the road. Prescott mentioned that the grant required a national focus, which is why the project was working with states outside the WICHE region.

Commissioner Leach suggested that staff should notify commissioners of their activities and interactions with other stakeholders in the commissioners' home states. Commissioner Damron agreed that commissioners should be informed of activities in their states.

Chair Cabaldon said that he was recently at a meeting at the Federal Reserve, where discussion focused on the implications of the rising freelance economy for using wage data. Principally, that existing wage data structures (such as unemployment) might not capture true financial outcomes of graduates operating in a freelance economy. Commissioner Fernandez asked about the general reliability of wage data. Prescott noted that there is currently great energy around collecting wage data in various forms – including the MLDE, College Scorecard, Burning Glass, and others – but that these efforts do not necessarily triangulate well. Prescott highlighted concerns around efforts that rely on first-year wages instead of wages over time. Prescott described how the MLDE is situated in both the accountability and the consumer information space. He suggested that the MLDE is valuable to both accountability and consumer information use case scenarios, but it does not address institutional-level outcomes. Further, he noted that Texas provides an interesting example of defining what is “acceptable” in terms of affordability, and that this type of use case is different from that which will be provided by the MLDE.

Commissioner Wilmer commented that publicly available debt-to-earnings data exists for law schools. Commissioner Lassner pointed out that while everyone in higher education is struggling to identify income data, the IRS has it, for example with Adjusted Gross Income numbers. He asked if there might be a way for a coalition of national players to coordinate access to this data. Commissioner Lassner went on to note that since schools have Social Security numbers for all their students, there should theoretically be a way to access earnings information for their students, perhaps in a way that de-identified the data. Prescott responded that the Social Security Administration's Pass-back does provide an aggregate wage measure for cohorts of individuals, but has not been implemented widely due to issues with federal bureaucracy.

Commissioner Lassner asked if there was something the committee or commission might do to proactively address this issue. Prescott replied that proactive action would be a good idea, but that the group would need to think about how a data request would be structured. For example, would such a request ask for program or institutional data and what type of sample size would be needed? Commissioner Lassner noted that with data, these questions could be answered and that states ought to be able to have access to data in a more disaggregated fashion. Lassner further noted that states do not have access to employment and tax data. Prescott agreed that such a project could be important. Chair Cabaldon replied that this is an important issue and suggested that perhaps time could be set aside at the next meeting to scope out issues and provide feedback on the direction of such a project.

Knocking at the College Door: Projections of High School Graduates

Prescott noted that WICHE received funding from the College Board and some funding from ACT to support this effort. The next edition is targeted for December 2016, with Peace Bransberger leading the effort. The federal government has been slow to release graduation rate data, and the calculation of Average Cohort Graduation Rate (ACGR) has complicated state record-keeping in terms of diplomas awarded. As a result, WICHE may need to reach out to states directly for data, and Bransberger will also work directly with U.S. territories.

Benchmarks: WICHE Region 2015

Prescott referred to the *Benchmarks* document in the meeting materials, explaining that the metrics were set some time ago and suggested that the committee may want to revisit them. Commissioner Hagerott asked if there was a way to disaggregate the data to avoid large states, such as California, dominating the results. Prescott responded that in other WICHE documents, such as *Tuition and Fees*, the data are broken out with and without California for this reason. Commissioner Hagerott replied that a comparable subgroup of data would be helpful in working with the North Dakota Legislature.

Tuition and Fees in Public Higher Education in the West 2015-16

Prescott explained that WICHE receives varying degrees of cooperation from states in terms of providing their tuition and fee data for this report, although noted that on the whole the cooperation level is excellent. He went on to note that while WICHE typically publishes this report in the spring, this year data were not available to complete the brief until the fall. Commissioner Hart asked if there was any way to get the report out earlier, particularly the data piece, since this is important for the board and the legislature in the Commonwealth of the Northern Mariana Islands (CNMI) to see before they make decisions about setting fees. Prescott replied that WICHE unfortunately does not receive data from some institutions until late fall. The brief used data from the State Higher Education Executive Officers FY14 *State Higher Education Finance Report*, which is released in February, but it could be done without this information if there is a need for it to come out earlier. Commissioner Hart remarked that benchmarking is most effective with recent data, and therefore it would be useful to have the report earlier. Chair Cabaldon responded that institutions in California do not have tuition and fees data until fall due to the nature of the state budget cycle and that the earliest California could possibly provide the data would be September.

DISCUSSION ITEMS

Legislative Activity in the West

Policy Insights. Targeted Recovery: Recapping 2015 Higher Education Legislative Activity in the West

Michelau updated the committee on the release of this report, noting that its goal is to capture general trends rather than to be a complete inventory of legislative activity. She went on to note that the general theme of higher education legislative activity was affordability as many, though not all, states are starting to recover financially. In addition, there has been a great deal of activity in state legislatures around sexual assault on campus. Common academic standards and college readiness have also played a part in 2015 legislative activity; however, things have remained fairly constant on these fronts. She noted that Colorado is the exception, as the legislature prohibited the state from mandating that districts require 11th and 12th graders to take exams. Furthermore, many states have acted to give military and veteran students in-state tuition in response to federal legislation. Michelau concluded by noting that the *Policy Insights* brief is now run by the states in advance of publication in response to last year's committee suggestion.

Legislative Advisory Committee (LAC) Annual Meeting – What We Heard

Michelau gave an overview of the most recent LAC meeting, noting that 21 legislators from 12 states attended. She mentioned that there are still some LAC vacancies, and further, that some late LAC appointments resulted in some new members being unable to attend due to insufficient time to make arrangements. Overall, the evaluations were very positive with 100 percent of respondents indicating that the meeting was worth their time and effort to attend.

Commissioner Kohl-Welles noted that one new LAC appointment, Representative Gerry Pollet of Washington, was thrilled with the meeting and found the material to be incredibly useful, particularly in providing a perspective on what is going on in other places and offering many new ideas. She encouraged full LAC appointments from all states. She further noted that the LAC engaged participants in an in-depth discussion of the sexual assault issue. Michelau added that the legislators are a particularly strong group and all meaningfully contributed to the meeting.

Chair Cabaldon asked what other issues arose at the meeting. Michelau replied that a session on accreditation was well received and allowed legislators to develop a better understanding of the accreditation process. Peter Ewell from the National Center for Higher Education Management Systems (NCHEMS) and Mary Ellen Petrisko of the Western Association of Schools and Colleges (WASC) presented on the jurisdiction and goals of accreditors. Chair Cabaldon asked

if legislators brought up any emerging issues or new topics during the meeting. Michelau responded and Longanecker confirmed that the overarching concern expressed by legislators was affordability. Michelau went on to describe the LAC sessions on affordability, highlighting that Donna Desrochers of the Delta Cost Project led a discussion on affordability from the student perspective and noted that the group talked about Oregon's \$10,000 degree, which generated rich discussion. Prescott added that the Washington tuition cut is interesting in how it interacts with policies currently in place. Commissioner Kohl-Welles responded that Washington is the only state in the country that enacted a tuition decrease this year. However, she went on to note that this resulted in a revenue loss for institutions and that the legislature had to ensure that this did not happen. Commissioner Hagerott asked where the legislature was able to find funds for this "backfill." Commissioner Kohl-Welles replied that these funds were largely from marijuana revenue from the general fund and that marijuana revenue is not a permanent solution to affordability concerns.

Commissioner Damron indicated that there is much interest in higher education in the New Mexico state legislature, but that legislators sometimes seem to receive different information from various higher education groups. She noted that legislators from New Mexico have, for example, attended WICHE, Complete College America (CCA), and National Conference of State Legislatures (NCSL) events, and have returned to the state with different priorities. Commissioner Damron suggested that WICHE be sure to disseminate its information to legislators and in addition that WICHE should work to coordinate with CCA and NCSL to ensure that legislators are receiving as aligned a message as possible. Michelau replied that WICHE does partner with both groups on a regular basis, for example co-sponsoring the NCSL Higher Education Legislative Institute. Commissioner Damron noted that NCSL attendees from New Mexico expressed interest in drastically altering the state's funding formula after attending the NCSL event, though she noted that this may have resulted from a misperception on the legislators' part. Longanecker noted that this interest likely arose from a different NCSL meeting – not the Institute which WICHE co-sponsored. Michelau added that WICHE should discuss collaboration further.

Chair Cabaldon suggested that, to reinforce the LAC brand, a memo could be sent to all commissioners on key topics covered by the LAC so that commissioners can reinforce this information with their legislators and do pre- and post-event follow-up. Commissioner Kohl-Welles noted that WICHE does invite all commissioners from the local area where the LAC is held, and that the LAC should look to do this even more. Michelau added that sometimes local legislative staffers are invited as well.

Commissioner Hart mentioned that the CNMI representatives were unable to attend the LAC in the wake of this year's typhoon and that in general they find the timing difficult because September is the final month of their fiscal year. She asked if there might be a different time, for example after October 1, when the meeting could be held. Commissioner Leach noted that after October 1 is impossible for those from Wyoming. Michelau replied that WICHE does try to analyze everyone's needs, but that due to November elections anything later than September is difficult for most legislators. She went on to mention that participation has been strong from California despite challenges with the September timing. Commissioner Hart asked if there was a way to leverage technology to attend remotely. Michelau mentioned that WICHE has traditionally discouraged this to encourage in-person participation, but that it might be appropriate for the CNMI given their unique travel burden. Longanecker added that there are three objectives for the LAC – information sharing, relationships built in-person, and carrying information back to the state legislatures – and went on to suggest that relying too much on remote attendance and technology might hurt these objectives.

Chair Cabaldon noted that the Colorado action of prohibiting the 11th and 12th grade testing requirement was of great interest. California is looking at relying on 11th grade assessments for college readiness determination and would do this with the expectation that these 11th grade assessments would replace placement exams nationwide. If certain states do not participate in mandatory 11th/12th grade assessments, this has implications for all states. Longanecker noted that Colorado is unique because all high school seniors are required to take the ACT and that the Partnership for Assessment of Readiness for College and Careers (PARCC) was an additional assessment to be given in the 11th grade, although it is aligned to the Common Core State Standards (CCSS). Colorado has been seeing challenges generally because people are rallying around the notion of too much testing. Further, ACT has been working to align its content with the CCSS, and it may have been suggested to legislators behind the scenes that the PARCC assessment for older grades was therefore unnecessary. Commissioner Damron noted protests in New Mexico on the subject of the CCSS and Commissioner Leach added that ACT is in a similar position in Wyoming; however, in Wyoming ACT seems to be "losing the battle."

OTHER BUSINESS

Chair Cabaldon thanked Prescott for his service and commitment to WICHE and congratulated him on his new job. Longanecker explained the Policy and Analysis unit's leadership transition, noting that Michelau will be taking on all leadership duties for now, and that Longanecker will work together with the new WICHE president to decide how the leadership of the unit evolves.

As there was no other business, Chair Cabaldon adjourned the IAR Committee at 9:07 am.



ACTION ITEM

Policy Analysis and Research FY 2017 Workplan

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion, adult learners, and multistate data-sharing to support educational planning and workforce development. WICHE staff serves as a useful resource on a number of higher education issues, including state and federal financial aid, finance, articulation and transfer, the Common Core State Standards, and various college completion initiatives. The unit's publication series, including *Policy Insights* and *Western Policy Exchanges*, explores a wide range of significant policy issues. The unit also undertakes major, long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo Scope	Staffing	Partners
Tuition and Fees in Public Higher Education in the West	Finance	Western	.025 FTE	All WICHE members
Legislative Advisory Committee	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.10 FTE	All WICHE members
State Higher Education Policy Database	Finance, access & success, workforce & society, technology & innovation, accountability	National	.20 FTE	National Conference of State Legislatures, Lumina Foundation
Policy Publications Clearinghouse	Finance, access & success, workforce & society, technology & innovation, accountability	National	.025 FTE	N/A
Benchmarks	Accountability	Western	.025 FTE	N/A
Regional Fact Book for Higher Education in the West	Accountability	Western	.025 FTE	N/A
Policy Insights	Finance, access & success, workforce & society, technology & innovation, accountability	National	.05 FTE	N/A
Western Policy Exchanges	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.05 FTE	N/A

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Adult College Completion Network	Access & success; workforce & society	National	Lumina Foundation: \$1,133,800	1.65 FTE	10/2010 - 9/2015	Lumina Foundation
College Access Challenge Grant (CACG) Consortium	Access & success	Western states	State memoranda of agreement/ U.S. Dept. of Education: Year 7 revenue, \$120,000	.70 FTE	Year 7 ends 8/2016	2 Consortium states (AK, ID)
South Dakota Board of Regents: State-Funded Financial Aid Redesign	Finance	Western	South Dakota Board of Regents: \$30,000	.35 FTE	1/2016 - 9/2016	South Dakota Board of Regents
University of Hawai'i: Analysis of University of Hawai'i Graduates	Accountability; workforce & society	Western	University of Hawai'i: \$30,000	.15 FTE	1/2016 - 12/2017	University of Hawai'i
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$350,000	1.0 FTE	1/2016 - 12/2017	ACT, College Board
Multistate Longitudinal Data Exchange	Workforce & society; access & success; accountability	Western, expanding nationally	Gates Foundation, \$5,000,000	2.5 FTE in Year 2	8/2014 - 7/2018	Original states (HI, ID, OR, WA) Expansion states, SAS

College Access Challenge Grant Consortium. For seven years, states have participated in the CACG Consortium, in which WICHE works closely with each state to administer its federally funded formula grant program designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. This is the final year of federal funding for Alaska and Idaho, so work will be ending in August 2016.

South Dakota Board of Regents Contract. WICHE is examining how the state might develop a strategy for the redesign of state-funded financial aid programs.

University of Hawai'i Contract. WICHE is conducting an analysis of University of Hawai'i graduates who work in other states, and an analysis of Hawai'i high school students who go to universities in other states and their work patterns.

Knocking at the College Door: Projections of High School Graduates. The Policy Analysis and Research unit (and its predecessors) has been producing state-by-state forecasts for high school graduates for over 30 years, during which time it has become the nation's most widely consulted resource of its kind for a diverse audience of policymakers, enrollment managers, college counselors, schools and school districts, researchers, and the media. Staff has begun working on the 9th edition and will release the new projections in December 2016.

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

NEW DIRECTIONS

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

- ★ = Urgency (mission critical)
- = Opportunity (funding)
- = Competence (staff/consultants)
- ★ = low, ★★ = medium, ★★★ = high
- = low, ●● = medium, ●●● = high
- = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands	Access & success; workforce & society	★★★ ●● ■■	Western	\$1 million	1.75 FTE	3 years	TBD
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Reentry Programs	Access & success, workforce & society	★★ ●● ■■	Western	\$2.5 million	2 FTE	3 years	TBD
Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase One)	Access & success; accountability	★★ ●● ■■	Western	\$250,000	.75 FTE	2 years	Washington State Council of Presidents and Washington and State Board for Community and Technical Colleges
Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase Two)	Access & success; accountability	★★ ● ■■	Western	\$500,000	1.5 FTE	2 years	Two to three additional states
Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0)	Access & success; accountability	★★ ● ■■	National	\$76,000	.10 FTE	3 years	Council for Adult and Experiential Learning (CAEL)
Streamlining Implementation of Outcomes-Based Funding Models	Accountability	★★ ●● ■■	Western	\$2.25 million	2 FTE	3 years	American Council on Education, NCHEMS, SHEEO, National Association of System Heads

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Serving Student Soldiers of the West	Access & success; workforce & society	★★ ● ■ ■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)	Access & success	★ ● ■ ■ ■	Western and additional bordering states	\$1.75 million	1.35 FTE	3 years	SBAC, PARCC, MHEC*
<p>* Smarter Balanced Assessment Consortium (SBAC); Partnership for Assessment of Readiness for College and Careers (PARCC); Midwestern Higher Education Compact (MHEC).</p> <p>Note: The shaded initiatives are of lower priority for staff in the context of their current workload than the other four initiatives.</p>							

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

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

Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase One). WICHE will conduct research examining how contemporary policy approaches to sexual-violence prevention at postsecondary institutions are being implemented, with the goal of identifying those that research suggests have the greatest potential to reduce the prevalence of sexual violence. The initial stage of the research will be structured as a case study of the state of Washington’s implementation of recent state and institutional policies designed to reduce sexual violence at postsecondary institutions, with the goal of identifying facilitators of and barriers to implementation as described in the Centers for Disease Control (CDC) Policy Evaluation Framework.

Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase Two). Informed by the findings from stage one, WICHE will launch a competitive RFP process to select two additional states as sites to scale up the successful strategies and practices that were identified in Washington.

Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0). Five years ago, the Council for Adult and Experiential Learning (CAEL) conducted the first national, multi-institutional study examining the academic outcomes of adult students who take advantage of prior learning assessment (PLA). In *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*, CAEL found that adult students with PLA credit were two-and-a-half times more likely to complete their degrees than adult students without PLA credit. Much has changed in higher education since then, making another comprehensive study examining the impacts of PLA timely. Thus, CAEL seeks to engage WICHE as a partner on a proposal for a multi-part PLA research project addressing four main areas: impact on student outcomes, return on investment, academic integrity of PLA, and access to PLA nationally. Spanning three years, this effort would consist of three parts: the main institutional study of PLA and academic student outcomes; the return on investment for institutions, states, and systems; and the predictive validity of PLA.

Streamlining Implementation of Outcomes-Based Funding Models is a project to assist states and postsecondary institutions in adopting outcomes-based funding policies in ways that best ensure policy goals are achieved.

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

Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion). The overall goal of this expanded project is to bring together key state leaders involved in the implementation of the Common Core State Standards and assessments to discuss challenges associated with student movement across state lines, and identify practical solutions.

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.

Ideas Proposed from the Survey of Commissioners, including Impact of Western Demographic Changes on Student Services and Curriculum, Promising Practices in Innovation to Replicate in States, Federal Engagement, Governance and Leadership.

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education is a project that would assess the impact of enrolling students in (and their successfully completing) dual and concurrent enrollment courses while still in high school on their success in postsecondary education.

Changing Direction 2.0. A project building off WICHE's previous national project of the same name but addressing the new post-recession fiscal climate, which would promote the adoption of contemporary higher education finance policies that link appropriations, tuition setting, and financial aid policies.

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs. A project to explore how career and technical education and economic development programs can be best organized and informed with contemporary workforce data, in order to meet state workforce needs.

Assessing the Landscape of State Policy on Student-Learning Outcomes: A project that would assist states in understanding the various efforts underway to better capture student-learning outcomes, especially with respect to the Degree Qualifications Profile and its applicability to statewide and institutional curriculum design and assessment.

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

Addressing Workforce Needs with the Emerging Majority-Minority. A project that would build on previous work that strengthened the connections between higher education institutions and workforce-training programs in an effort to promote a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

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

COMPLETED PROJECTS

Work that staff finished in FY 2016.

Colorado Department of Higher Education (CDHE) Contract. WICHE was hired to assist the department with state-level strategic planning and execution of work related to its Strategic Priority Initiative #1 (to reduce the attainment gap at least by half by 2025).

Monday, May 16, 2016

10:45 am - noon

Salon A

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



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)

Staff Present

Mike Abbiatti, WICHE vice president for education technologies and executive director, WCET
Ken Cole, director of operations, Mental Health Program
Nathan Demers, behavioral health research and technical assistance associate, Mental Health Program
Mollie McGill, director, programs and membership, WCET
Dennis Mohatt, vice president for behavioral health
Russ Poulin, director, policy and analysis, WCET
Mandi Strickland, behavioral health research and technical assistance associate, Mental Health Program

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.

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

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 OISSP 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.

WCET Distance Education Enrollment Report 2016 Utilizing U.S. Department of Education Data

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.

One in Seven
Students Learn Exclusively at a Distance



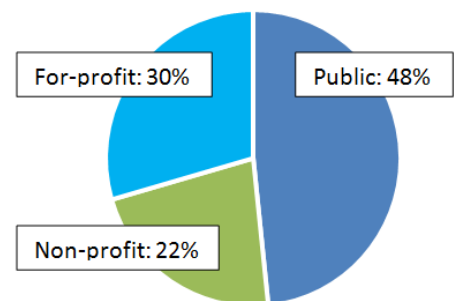
One in Four
Students Are Taking at Least One Distance Course

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.

"Exclusively" Distance Education Enrollments by Sector: Fall 2014



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

ACTION ITEM

WCET FY 2017 Workplan

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.

Project	Focus	Geo Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation; access & success	North America	8 FTE	350 member institutions, organizations, and companies
WCET Leadership Summit	Technology & innovation; access & success	North America	WCET staff	Corporate sponsors
WCET Webcast Series	Technology & innovation; access & success	North America	WCET staff	
e-Learning Policy & Advocacy	Technology & innovation; access & success	North America	WCET staff	Members, UPCEA, OLC, other organizations
WCET Research	Technology & innovation	North America	WCET staff	Members, Learning House, other organizations

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Adaptive Learning (targeted niche for CY 2016)	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/16-6/17	Members, corporations, other organizations
Evolving Higher Education Policy Issues	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/16-6/17	Members, other WICHE units
Deployment of Steering Committee Priorities to Advance WCET Focus Areas	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/16-6/17	WCET Steering Committee, WCET members
State Authorization Network (SAN) - Year 6	Access & success	National	SAN member fees	1.45 FTE	7/16-6/17	NCHEMS & 75 member systems or organizations representing more than 700 institutions

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.

WCET Leadership Summit. "21st Century Credentials: Learners + Institutions + Workforce," June 8-9, 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?



Monday, May 16, 2016

12:15 - 1:45 pm

Salon E

Luncheon

The Evolving Federal Role – Intentional or Not, Here We Come

There is considerable debate amongst federal policy wonks and pundits about what is likely to happen with federal policy over the next few months. On one side of the argument are the pessimists (or perhaps optimists, depending upon one’s perspective) that believe nothing much will happen because we are in an election cycle, President Obama has lost his luster, and the funding rules for the year were pretty much established last fall. Optimists (or whatever), on the other hand, hold that the arena is ripe for potential change, given there is considerable unrest about the efficacy of federal policy (whether it be policies related to student debt, affordability, untidy institutions, or whatever). Obama has been quite activist in pursuing a strong accountability and access agenda and this is his last chance, the House is threatening to upset the applecart with respect to the budget they sort of agreed to last fall, the Senate has clear designs on reauthorization of the Higher Education Act, which is now three years beyond its supposed deadline. It is also conceivable that the current Senate leadership could lose its majority status and thus lose its capacity to shape reauthorization, and the administration has a new team at the Department of Education that has past histories of activism, not complacency.

We are fortunate in having **Kim Hunter Reed** join us for our luncheon session to discuss the lay of the land from the Obama administration’s perspective. Reed has been appointed as the deputy under secretary of education, serving Under Secretary Ted Mitchell and Secretary John King. She has a distinguished career of leadership in the Louisiana system of higher education and as a consultant with HCM Strategists before joining the Department of Education’s leadership team. She earned her bachelor’s and master’s degrees from Southern Louisiana University and a Ph.D. from Southern University. Reed has assisted several WICHE states, and I have had the opportunity to work with her on a number of occasions. My experience suggests that she did not accept her current position simply to hang around to turn the lights out at the end of the Obama administration, and I am sure that you will receive substantial insight from her into what the president, the secretary of education, and their team hopes to accomplish in the time remaining. ~Dave

Speaker: Kim Hunter Reed, U.S. deputy under secretary of education

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Monday, May 16, 2016

2:00 - 2:30 pm
Salon CD

**Plenary Session II:
Higher Education – Engine of Equality or Inequality?**

WICHE’s mission states that our reason for being is “... to work collaboratively to expand educational access and excellence for all citizens of the West” This mission has been reflected in our workplan with a major focus on expanding access to success and an even more significant focus on better serving those populations that have traditionally been underrepresented in higher education in the West.

Yet, early this year an article in *The Chronicle of Higher Education* entitled “Engine of Inequality” raised serious questions about whether higher education has indeed been about expanding educational opportunity, as our clear intentions and rhetoric reflect, or whether its actual effect has been to increase inequality in American society. At nearly the same time that this article appeared, the Community College Research Center, with assistance from the Aspen Institute and the National Student Clearinghouse, released a research study entitled *Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor’s Degrees*, which provides evidence that the wonderful transfer and articulation efforts that almost all of our states proudly adopted may not be so wonderful after all in supporting our community college students who seek the baccalaureate.

As those of you who are scholars of American higher education can attest, this is not a new topic of conversation. In the 1960s and 1970s there was a great deal of discussion about whether our rhetoric was better than our action, and indeed there was substantial discussion about whether college was the answer for many who were then attending. The philosopher priest Ivan Illich was arguing for deschooling society because our bureaucratic approach to education was exacerbating our efforts toward societal egalitarianism. Christopher Jencks was providing many of the same findings and questions reflected in *The Chronicle’s* current articles in his co-authored book *Inequality* and was calling for a new approach to educating the masses in *The Academic Revolution*. James Coleman produced *The Coleman Report: Equality of Educational Opportunity*, which though focused primarily on elementary and secondary education demonstrated the same gaps in achievement.

For this first session, Karin Fischer, who authored *The Chronicle’s* “Engine of Inequality” article, will present what brought *The Chronicle* to examine this topic and what they have discovered in their journalistic inquiries. Subsequent articles by Fischer on these issues include “Getting Traction in Closing the Inequality Gap” and “2 Keys to Success for Underprivileged Students: When to Start College, and Where to Go.” After Fischer’s presentation, Joe Garcia, incoming president of WICHE, will moderate a discussion between commissioners and Fischer about the theme of

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2:30 - 3:15 pm
Salon CD

“Higher Education: Engine of Equality or Inequality.” These should both be informative and provocative discussions.

Speaker:

Karin Fischer, senior reporter, *The Chronicle of Higher Education*

Facilitated Discussion on Higher Education – Engine of Equality or Inequality?

Facilitator:

Joe Garcia, former Colorado lieutenant governor, and former executive director, Colorado Department of Higher Education; and incoming president, WICHE

Biographical Information on the Speaker & Facilitator

A senior reporter at *The Chronicle of Higher Education*, **Karin Fischer** covers the business of international education and the globalization of higher education, including competition for foreign students, activities by American colleges overseas, policies and programs that affect the international activities of American colleges, and the internationalization of the college experience.

Fischer joined *The Chronicle* in 2005 to write about U.S. higher education politics and policy. She previously worked for Kiplinger Washington Editors; MediaNews Group’s Washington bureau; the *Charleston (W.Va.) Daily Mail*; and the *Daily Hampshire* (Mass.). Her work has also appeared in *The New York Times*, *Washington Monthly*, and *George* magazine.

In 2010, Fischer was one of 10 reporters selected for the East-West Center’s Jefferson Fellowship program for study and reporting in Asia. She also is the recipient of the Paul Miller Washington Reporting Fellowship and a National Press Foundation fellowship on the Business of Higher Education. She is part of reporting teams that have been honored with an Utne Independent Press Award for best political coverage and by the Education Writers Association for the articles “Asia Rising/America Falling” and the “Towns, Gowns, and Taxes” series. A graduate of Smith College, she also was the recipient of the Poynter Institute News Reporting and Writing Fellowship for College Graduates, which recognizes a dozen outstanding young journalists annually.

Joseph Garcia, former executive director of Colorado’s Department of Higher Education and former Colorado Lieutenant Governor for more than five years, will assume the presidency of the Western Interstate Commission for Higher Education (WICHE) in June 2016. Throughout his career, Garcia has demonstrated a longstanding passion for education and public service. While he was the second highest elected official in Colorado, Garcia served in the dual role as executive director of the Colorado Department of Higher Education. Earlier he was president of Colorado State University – Pueblo.

While in that role he served on WICHE’s governing body for nearly 10 years and chaired the Commission in 2012; he was co-chair of Gov. John Hickenlooper’s P-20 Education Task Force; and he was a trustee of the Higher Learning Commission for the North Central Association of Colleges and Schools, the accrediting body for degree-granting postsecondary educational institutions in the north central region of the U.S. He also has served as president of Colorado’s second-largest community college, Pikes Peak Community College.

Garcia has had successful careers in both the private and public sectors. He graduated from the University of Colorado, where he earned a business degree, and served in the Navy Reserve. Subsequently, he earned a Juris Doctorate from Harvard Law School, and after graduation he joined the law firm of Holme, Roberts, and Owen, LLP, where he became its first Hispanic partner. Garcia was later appointed by former Gov. Roy Romer as the executive director of the Colorado Department of Regulatory Agencies. He also served in the Clinton administration as the Secretary’s Rocky Mountain States Representative for the Department of Housing and Urban Development (HUD). Garcia also served on the Colorado Housing and Finance Authority under former Governors Roy Romer and Bill Owens and went on to chair the Authority’s board.



3:15 - 3:45 pm
Salon CD

**Plenary Session III:
Proud of Your Transfer Policies? Don't Be**

While the title for this session may sound a bit harsh and may not be as universally appropriate as it presumes, it is hard to look at and be comfortable with the results of the success, or lack thereof, of community college students who intend to transfer. For this second session on the general theme of whether our systems of higher education are the engines of opportunity that we hope and portend that they are, Thomas Bailey, director of the Community College Research Council (CCRC) and the George and Abby O'Neill professor of economics and education at Teachers College, Columbia University, will share the findings of CCRC's recent publication entitled *Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees*, the research for which was performed collaboratively with the Aspen Institute with data provided by the National Student Clearinghouse. Bailey will obviously provide his own take on the results of this study, including evidence about what interventions are working well around the country to increase successful transfer of students from community colleges and universities. David Longanecker will also share his reading of this study, which shows that many states that tout very strong baccalaureate rates for community college transfers have relatively few transfers in the first place, and many states that have comparatively substantial numbers of transfers suffer comparatively low baccalaureate completion rates. Bailey will discuss this data in the context of other research findings from CCRC. After the presentation, Longanecker will moderate a discussion between commissioners and Bailey.

Speaker:
Thomas Bailey, professor of economics and education, Teachers College, Columbia University; and director, Community College Research Center (CCRC)

3:45 - 4:45 pm
Salon CD

Facilitated Discussion on Proud of Your Transfer Policies? Don't Be

Facilitator:
David Longanecker, president, WICHE

Biographical Information on the Speaker and Facilitator

Thomas Bailey is the George and Abby O'Neill Professor of Economics and Education at Teachers College, Columbia University. He is also director of the Community College Research Center (CCRC) and two National Centers funded by a grant from the Institute of Education Sciences: the Center for Analysis of Postsecondary Education and Employment (CAPSEE), established in 2011, and the Center for the Analysis of Postsecondary Readiness (CAPR), established in 2014. From 2006 to 2012, Bailey directed another IES-funded center, the National Center for Postsecondary Research (NCPRI).

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Bailey has been the director of the Institute on Education and the Economy at Teachers College since 1992, and in 1996 established the Community College Research Center (CCRC) with support from the Alfred P. Sloan Foundation. In June 2010, U.S. Secretary of Education Arne Duncan appointed him chair of the Committee on Measures of Student Success, which developed recommendations for community colleges to comply with completion rate disclosure requirements under the Higher Education Opportunity Act. Bailey and the CCRC won the Terry O'Banion Prize for Teaching and Learning at the annual conference for the League for Innovation in the Community College in 2013 and was also inducted as an AERA Fellow in the same year. He has been a member of the National Academy of Education since 2012. He holds a Ph.D. in labor economics from MIT.

David Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer 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. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.



6:30 pm

Marion H. Rochelle Gateway Center

Dinner and Presentation

Invited Speaker: Michael Enzi, U.S. Senator for Wyoming and former WICHE Commissioner

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Tuesday, May 17, 2016

8:15 - 9:45 am
Salon CD

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Jeanne Kohl-Welles, WICHE chair

Report and recommended action of the Executive Committee:
Jeanne Kohl-Welles, WICHE chair

Report and recommended action of the Programs and Services
Committee: Clayton Christian, committee chair



Approval of the Professional Student Exchange Program support fees for 2017-18 and 2018-19 [Tab 4]



Midwestern University’s College of Veterinary Medicine’s Request for Early Participation in WICHE’s Professional Student Exchange Program (PSEP) [Tab 4]

Report and recommended action of the Issue Analysis and
Research Committee: Christopher Cabaldon, committee chair

Report and recommended action of the Self-funded Units
Committee: Jim Hansen, committee chair

Committee of the Whole Action and Discussion Items



Tentative Acceptance of the U.S. Territory of Guam into the U.S. Pacific Territories and Freely Associated States Membership within WICHE 11-3



Approval of Hawai’i into the WICHE State Authorization Reciprocity Agreement 11-4



Approval of the FY 2017 annual operating budget – general and non-general fund budgets 11-6



Approval of FY 2017 salary and benefit recommendations 11-14



Approval of FY 2018 and FY 2019 WICHE dues 11-15



Discussion and approval of the FY 2017 WICHE workplan 11-16

Review of the WICHE Commission Code of Ethics 11-32

Electronic meeting evaluation
<https://www.surveymonkey.com/r/MP5DKSD>

Other business

ACTION ITEM (Tentative)

Acceptance of the U.S. Territory of Guam into the U.S. Pacific Territories and Freely Associated States Membership within WICHE

Background

At the November 2012 commission meeting, the commission accepted the U.S. Pacific Territories and Freely Associated States into a new WICHE membership category to be known as the Pacific Islands member. This action was held to be consistent with the language of the Western Regional Education Compact, which authorizes “the States and Territories” of the Western region to enter into a compact to work collaboratively to expand educational access and excellence for all citizens of the West. It was determined that any or all of the named territories would be eligible to join WICHE, and if doing so would enjoy, collectively as a single member, the full benefits of WICHE membership. The territories would also share fully in the responsibilities associated with WICHE membership, as developed by the commission and reflected in the organizations bylaws, policies, and procedures, including participation in the organization and its programs and supporting the organization through annual dues (per single member).

Upon acceptance of the Pacific Islands member into WICHE, the Commonwealth of the Northern Mariana Islands (CNMI) presented all required documentation for membership and was accepted into WICHE membership.

Recent Developments

Representatives of the government of Guam have recently indicated that Gov. Eddie Baza Calvo of Guam is intending to bring documentation to the WICHE Commission seeking admission of the territory into membership. While the governor’s representatives anticipate that all documentation will be available by the May 16, 2016 commission meeting, it is possible that this deadline will not be met so this agenda item is presented only as a tentative action item. Once the required documentation is provided and the commission takes action to approve its participation, Guam, as a U.S. territory wishing to join WICHE, must fulfill these responsibilities:

- Secure the support of its legislature and governor or president, and provide assurances of its willingness and ability to meet the financial dues requirements of the organization. The dues for the Pacific Islands member are the same as for all single state members, established as \$145,000 for FY 17, and are to be divided equally among the islands that join the organization.
- Appoint a commissioner to WICHE, through collaboration with the governor of the Commonwealth of the Northern Mariana Islands since CNMI was the first territory to be granted participation and it currently has three commissioners.

The November 2011 action item approved by the commission stipulates that as long as only one territory or state joins, then that territory or state will appoint all three WICHE commissioners from the Pacific Islands region. At the point that another state or territory joins (Guam in this case), one of the original commissioners (representing CNMI) must resign so that the new member territory or state can have representation. Should more than three territories or states wish to join, the terms of the commissioners will rotate amongst the members, though all territories and states without a commissioner will be allowed to have an appointed representative attend the commission meetings and participate in the commission’s deliberations, albeit without vote.

At least one of the three commissioners representing the Pacific Islands member shall be “an educator engaged in the field of higher education in the state or territory from which appointed.” Terms for WICHE commissioners are for four years, but commissioners can be reappointed for as many terms as the appointing governors or presidents desire, so long as the commissioner rotation process outlined below is adhered to. Commissioners serve without compensation, though all expenses associated with attending WICHE meetings or officially representing WICHE are covered by the organization. Expenses would also be paid for an appointed representative.

Recommended Action

Acceptance of the Territory of Guam, having presented all the documentation required, as a member of the Pacific Islands member of WICHE.

ACTION ITEM

Approval of Hawai'i into the WICHE State Authorization Reciprocity Agreement (W-SARA)

WICHE proposes to approve the state application for Hawai'i to join as a member of the State Authorization Reciprocity Agreement (SARA).

Relationship to WICHE Mission

This action directly supports WICHE's mission "to expand educational access and excellence for all citizens of the West" by providing an efficient and effective voluntary alternative to existing, overly complex, and confusing state regulation of distance education across state lines. Approval of Hawai'i to join the W-SARA agreement will enhance student access to online courses and programs and improve consumer protection, while reducing the sizable costs and burdens institutions face in complying with multiple, and often inconsistent, state laws and regulations.

Background

In order to join the W-SARA agreement, states must be a member of WICHE; have legal authority under state law to enter an interstate agreement on behalf of the state; and have a clearly articulated and comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institutional approval and ongoing oversight, including the resolution of consumer complaints in all sectors of higher education. The state also must have clear and well-documented policies and practices for addressing catastrophic events, such as an unanticipated institutional closure. Each state must designate a single authorizing agency or entity, known as the SARA Portal Agency, to oversee the work of other companion agencies and institutions, and to serve as the lead in all subsequent interactions related to carrying out the agreement's requirements.

The W-SARA Steering Committee (see list of members on page 11-4) has guided the development of the W-SARA agreement since 2012, and serves as the initial point of review and recommendation for approval of state SARA applications. The steering committee met on April 29, 2016, to review the state of Hawai'i's application and the committee forwards its recommendation that the WICHE Commission approve the state of Hawai'i's application to become a member of SARA.

Program Description – Hawai'i

Hawai'i Revised Statutes Chapter 304A-3201 declares the state's membership in the WICHE regional compact and (HRS) §305J-16, approved in 2013, authorizes the Department of Commerce and Consumer Affairs (DCCA) to enter into reciprocity agreements. The Hawai'i Post-secondary Education Authorization Program (HPEAP) is the designated SARA portal entity, and expects to be operational within 90 days of final approval by the WICHE Commission.

The application packet contains all required materials including the application for SARA state membership, portal entity's SARA policies, website detailing complaint investigation and resolution process applicable to public and private institutions, and current statutory citations related to protection of student records in the case of catastrophic events.

A review of the Hawai'i application led to additional discussions to clarify expectations with respect to accreditation requirements for institutional eligibility to participate in SARA and compliance with C-RAC standards. W-SARA staff and the regional steering committee recommend approval of Hawai'i's application to be recognized as a SARA state.

Action Requested

Approval of the W-SARA state application from Hawai'i (effective May 18, 2016).

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ACTION ITEM

FY 2017 ANNUAL OPERATING BUDGET

(Including General Fund Budget and Non-General Fund Budgets)

Background

The general fund budget proposed by staff for FY 2017 (July 1, 2016, to June 30, 2017) is for a WICHE program that provides service to member states, as well as supporting a wide range of highly significant projects. General fund income not only supports basic WICHE program activities, such as the work of the Student Exchange Program and the Policy Analysis and Research unit; 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 non-state dollars.

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

Action Requested

Approval of the FY 2017 general fund budget and the FY 2017 non-general fund budgets.

Western Interstate Commission for Higher Education

General Fund Budget

Comparing FY 2016 with FY 2017

Revenue and Expenditures

March 2016

	FY 2016				FY 2017					
	FY 2016 Budget	FY 2016 Projection	Projection Higher or (Lower) than Budget		FY 2017 Budget	FY 2017 Budget Higher or (Lower) than FY 2016 Budget		FY 2017 Budget Higher or (Lower) than FY 2016 Projection		
Revenue										
4102 Indirect Cost Reimbursements	\$500,000	\$659,414	\$159,414	31.9%	\$600,000	\$100,000	20.0%	(\$59,414)	-9.0%	
4104 Indirect Cost Sharing-WICHE	(\$120,000)	(\$168,534)	(\$48,534)	40.4%	(\$160,000)	(\$40,000)	33.3%	\$8,534	-5.1%	
4201 Members/Fees States/Institutions	\$2,256,000	\$2,256,000	\$0	0.0%	\$2,320,000	\$64,000	2.8%	\$64,000	2.8%	
4300 Interest	\$30,000	\$22,754	(\$7,246)	-24.2%	\$24,000	(\$6,000)	-20.0%	\$1,246	5.5%	
4400 Publication Sales & Refunds	\$50	\$12	(\$38)	-75.1%	\$52	\$2	3.1%	\$39	313.4%	
4600 Other Income	\$58,000	\$59,973	\$1,973	3.4%	\$60,000	\$2,000	3.4%	\$27	0.0%	
4850 Credit Card Transaction Rev. / Units	\$1,000	\$250	(\$750)	-75.0%	\$500	(\$500)	-50.0%	\$250	100.0%	
4900 Interfund Transfers		(\$495)	(\$495)			\$0		\$495	-100.0%	
Total Revenue	\$2,725,050	\$2,829,375	\$104,325	3.8%	\$2,844,552	\$119,502	4.4%	\$15,177	0.5%	
Expenditures										
0102 Student Exchange Program	\$313,211	\$306,610	(\$6,601)	-2.1%	\$345,302	\$32,092	10.2%	\$38,693	12.6%	
0104 Policy Analysis & Research	\$391,839	\$393,110	\$1,271	0.3%	\$406,074	\$14,236	3.6%	\$12,965	3.3%	
0105 Communications & Public Affairs	\$441,306	\$451,963	\$10,656	2.4%	\$453,594	\$12,288	2.8%	\$1,631	0.4%	
0110 President's Office	\$532,202	\$538,912	\$6,710	1.3%	\$560,577	\$28,376	5.3%	\$21,665	4.0%	
0111 Commission Meeting Expense	\$196,105	\$194,712	(\$1,393)	-0.7%	\$203,123	\$7,018	3.6%	\$8,411	4.3%	
0112 Administrative Services	\$595,964	\$614,408	\$18,444	3.1%	\$627,749	\$31,785	5.3%	\$13,341	2.2%	
0115 Miscellaneous Gen. Fund	\$173,989	\$199,474	\$25,485	14.6%	\$179,863	\$5,875	3.4%	(\$19,611)	-9.8%	
0116 Program Development	\$15,000	\$20,083	\$5,083	33.9%	\$25,000	\$10,000	66.7%	\$4,917	24.5%	
0131 LAC Meeting	\$40,000	\$43,074	\$3,074	7.7%	\$41,200	\$1,200	3.0%	(\$1,874)	-4.4%	
Total Expenditures	\$2,699,614	\$2,762,345	\$62,731	2.3%	\$2,842,483	\$142,869	5.3%	\$80,138	2.9%	
Surplus (Deficit) for the Fiscal Year	\$25,436	\$67,030	\$41,594		\$2,069	(\$23,367)		(\$64,961)		
Reserves at Beginning of Year										
1 Minimum Reserve	\$323,954	\$323,954	\$0	0.0%	\$341,098	\$17,144	5.3%	\$17,144	5.3%	
2 Reserve for Facility Payments	\$239,000	\$239,000	\$0	0.0%	\$239,000	\$0	0.0%	\$0	0.0%	
3 Reserve for Unexpected Shortfall	\$269,961	\$269,961	\$0	0.0%	\$284,248	\$14,287	5.3%	\$14,287	5.3%	
4 Ford Loan Balloon Payment	\$614,057	\$614,057	\$0	0.0%	\$0	(\$614,057)	-100.0%	(\$614,057)	-100.0%	
5 Reserve to Operate Accounts Receivable	\$0	\$0	\$0		\$850,000	\$850,000		\$850,000		
6 Reserve Available for Dedication	\$761,787	\$761,787	\$0	0.0%	\$363,625	(\$398,162)	-52.3%	(\$398,162)	-52.3%	
Reserves at Beginning of Year	\$2,208,759	\$2,208,759	\$0	0.0%	\$2,077,971	(\$130,788)	-141.7%	(\$130,788)	-141.7%	
Reserves Dedicated during Year										
7 WICHE Presidential Search	\$75,000	\$58,218	\$16,782	22.4%						
8 Deferred Compensation / President	\$39,600	\$39,600	\$0	0.0%	\$0	\$39,600	100.0%	\$39,600	100.0%	
9 Information Technology (IT) Review	\$100,000	\$100,000	\$0	0.0%	\$0	\$100,000	100.0%	\$100,000	100.0%	
10 Organizational System Review	\$0	\$0	\$0		\$100,000	(\$100,000)		(\$100,000)		
11 Deficit (Surplus) for the Fiscal Year above	(\$25,436)	(\$67,030)	\$41,594		(\$2,069)	(\$23,367)	91.9%	(\$64,961)	96.9%	
Reserves Dedicated during the Fiscal Year	\$189,164	\$130,788	\$58,376	22.4%	\$97,931	\$16,233	291.9%	(\$25,361)	296.9%	
Reserves at End of Year	\$2,019,595	\$2,077,971	\$58,376		\$1,980,040	(\$114,555)		(\$156,149)		

- (a) At the May 2014 meeting the Commission set the FY 2016 dues to \$141K and the FY 2017 dues to \$145K. The FY15 Dues were \$137K.
- (b) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
- (c) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.
- (d) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
- (e) Ford Loan balloon payment amount is \$1,070,345 of which WICHE owes 57.37%.
- (f) Reserve amount needed float accounts receivable until payments are received for contracted work. Approved by Executive Committee February 2016.
- (g) Budget created by Executive Committee for Presidential Search.
- (h) Deferred compensation plan for President approved by Commission at the November 2010 meeting. Renewed at July 2015 Exec. Cmte. Mtg.
- (i) Approved by Executive Committee February 2016.
- (j) Approved by Executive Committee February 2016.

Western Interstate Commission for Higher Education

Two Year Budget for FY 2016 and FY 2017

Programs and Services

	FY 2016	FY 2016	FY 2017		
9 months elapsed 3 months remaining	Total	Budget	Budget	Variance	%
Object / Description	Actual > 01-Jul-15 -- 31-Mar-16 Forecast > 01-Apr-16 -- 30-Jun-16	01-Jul-15 30-Jun-16	01-Jul-16 30-Jun-17	FY 2017 budget higher or (lower) than FY 16	
03-42 Salesforce Development	\$0	\$21,000		(\$21,000)	-100.0%
03-43 WUE Database Upgrade	\$0	\$50,000	\$29,400	(\$20,600)	-41.2%
03-45 PSEP Database Upgrade	\$0	\$60,750		(\$60,750)	-100.0%
11-05 WICHE.edu Upgrade	\$0	\$13,250		(\$13,250)	-100.0%
11-20 MHEC Master Property Program	\$16,574	\$53,900	\$57,800	\$3,900	7.2%
11-21 MHECtech	\$41,064	\$194,529	\$228,200	\$33,671	17.3%
11-22 MHECare	\$89,421	\$61,625	\$67,788	\$6,163	10.0%
11-42 Passport Phase II - Gates	\$1,067,077	\$854,062	\$107,857	(\$746,205)	-87.4%
11-43 Passport Phase II - Lumina	\$911,720	\$811,664	\$60,387	(\$751,277)	-92.6%
11-53 CHEO	\$129,383	\$106,600		(\$106,600)	-100.0%
11-61 Passport Phase II - ED	\$0	\$927,162	\$896,687	(\$30,475)	-3.3%
14-91 NRMN - CFD RMI	\$148,079	\$84,343	\$300,203	\$215,861	255.9%
15-01 Western Academic Leadership Fo	\$133,044	\$84,600	\$93,850	\$9,250	10.9%
15-15 Internet Course Exchange	\$7,500	\$7,500	\$15,000	\$7,500	100.0%
15-20 WACCAL--Western Alliance	\$71,905	\$80,950	\$81,593	\$643	0.8%
15-30 WALA - Academy	(\$123)		\$29,750	\$29,750	
Revenue	\$2,615,645	\$3,411,934	\$1,968,515	(\$1,443,420)	-42.3%
Total Revenue	\$2,615,645	\$3,411,934	\$1,968,515	(\$1,443,420)	-42.3%
03-42 Salesforce Development	\$36,377	\$38,850		(\$38,850)	-100.0%
03-43 WUE Database Upgrade	\$0	\$20,568	\$50,000	\$29,432	143.1%
03-45 PSEP Database Upgrade	\$6,878	\$60,750		(\$60,750)	-100.0%
11-05 WICHE.edu Upgrade	\$0	\$13,250	\$6,000	(\$7,250)	-54.7%
11-20 MHEC Master Property Program	\$14,593	\$16,650	\$26,960	\$10,310	61.9%
11-21 MHECtech	\$7,450	\$7,450	\$179,635	\$172,185	2311.2%
11-22 MHECare	\$7,184	\$13,420	\$23,182	\$9,762	72.7%
11-42 Passport Phase II - Gates	\$534,700	\$690,085	\$78,626	(\$611,459)	-88.6%
11-43 Passport Phase II - Lumina	\$407,318	\$832,307	\$22,716	(\$809,591)	-97.3%
11-53 CHEO	\$191,834	\$70,646		(\$70,646)	-100.0%
11-61 Passport Phase II - ED	\$366,510	\$927,255	\$896,512	(\$30,743)	-3.3%
14-91 NRMN - CFD RMI	\$53,280	\$84,343	\$244,756	\$160,413	190.2%
15-01 Western Academic Leadership Fo	\$46,672	\$81,888	\$79,822	(\$2,066)	-2.5%
15-15 Internet Course Exchange	\$3,614	\$5,000	\$14,411	\$9,411	188.2%
15-20 WACCAL--Western Alliance	\$34,203	\$67,764	\$72,095	\$4,331	6.4%
15-30 WALA - Academy	\$0		\$27,423	\$27,423	
Expense	\$1,710,613	\$2,930,226	\$1,722,140	(\$1,208,086)	-41.2%
Total Expense	\$1,710,613	\$2,930,226	\$1,722,140	(\$1,208,086)	-41.2%
Revenue over (under) Expense	\$905,032	\$481,709	\$246,375	(\$235,333)	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2016 and FY 2017

Policy Analysis and Research

	FY 2016	FY 2016	FY 2017		
9 months elapsed 3 months remaining Object / Description	Total	Budget	Budget	Variance	%
	<i>Actual ></i> 01-Jul-15 -- 31-Mar-16 <i>Forecast ></i> 01-Apr-16 -- 30-Jun-16	01-Jul-15 30-Jun-16	01-Jul-16 30-Jun-17	FY 2017 budget higher or (lower) than FY 16	
08-20 PStevens PAR	\$30,883			\$0	
50-01 Policy Transition Funding	\$15,850	\$17,000		(\$17,000)	-100.0%
50-18 HSG Methods Review & Expansio	\$108,334	\$150,000	\$225,000	\$75,000	50.0%
50-24 CA Master Planning-NCHEMS Su	\$13,745	\$9,000		(\$9,000)	-100.0%
51-03 Completion Colleges	\$1,457	\$1,200		(\$1,200)	-100.0%
51-30 Hawaii MLDE Contract	\$5,000	\$5,000	\$25,000	\$20,000	400.0%
51-32 Multistate Data Exchange 2	\$2,079,009	\$2,063,597	\$1,500,000	(\$563,597)	-27.3%
51-36 IHEP MLDE Paper	\$51,400	\$51,900		(\$51,900)	-100.0%
52-04 Adult Degree Completion Y4	\$175,252	\$173,062	\$18,000	(\$155,062)	-89.6%
52-14 Smarter Balanced	\$357,579	\$260,000	\$140,000	(\$120,000)	-46.2%
53-01 CO Adult Learning Symposium	\$10,148	\$10,000		(\$10,000)	-100.0%
53-13 CDHE Attainment Gap	\$24,999	\$24,999		(\$24,999)	-100.0%
54-51 College Access Challenge Grant (\$140,056	\$120,000		(\$120,000)	-100.0%
Revenue	\$3,013,712	\$2,885,758	\$1,908,000	(\$977,758)	-33.9%
Total Revenue	\$3,013,712	\$2,885,758	\$1,908,000	(\$977,758)	-33.9%
08-20 PStevens PAR	\$46,046			\$0	
50-01 Policy Transition Funding	\$8,739	\$16,296		(\$16,296)	-100.0%
50-18 HSG Methods Review & Expansio	\$82,239	\$150,000	\$225,000	\$75,000	50.0%
50-24 CA Master Planning-NCHEMS Su	\$7,413			\$0	
51-03 Completion Colleges	\$1,458	\$1,200		(\$1,200)	-100.0%
51-30 Hawaii MLDE Contract	\$4,983	\$4,987	\$24,523	\$19,536	391.7%
51-32 Multistate Data Exchange 2	\$1,817,641	\$2,063,597	\$1,500,000	(\$563,598)	-27.3%
51-36 IHEP MLDE Paper	\$51,327	\$51,400		(\$51,400)	-100.0%
52-04 Adult Degree Completion Y4	\$157,378	\$148,000	\$18,624	(\$129,376)	-87.4%
52-14 Smarter Balanced	\$354,107	\$259,663	\$140,000	(\$119,663)	-46.1%
53-01 CO Adult Learning Symposium	\$10,000	\$10,000		(\$10,000)	-100.0%
53-13 CDHE Attainment Gap	\$24,713	\$24,999		(\$24,999)	-100.0%
54-51 College Access Challenge Grant (\$134,528	\$120,000		(\$120,000)	-100.0%
Expense	\$2,700,572	\$2,850,142	\$1,908,146	(\$941,995)	-33.1%
Total Expense	\$2,700,572	\$2,850,142	\$1,908,146	(\$941,995)	-33.1%
Revenue over (under) Expense	\$313,140	\$35,617	(\$146)	(\$35,763)	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2016 and FY 2017

Mental Health

Object / Description	FY 2016		FY 2016		FY 2017	
	<i>Total</i>		<i>Budget</i>		<i>Budget</i>	
	<i>Actual ></i> <i>Forecast ></i>	01-Jul-15 -- 31-Mar-16 01-Apr-16 -- 30-Jun-16	01-Jul-15 30-Jun-16	01-Jul-16 30-Jun-17	<i>Variance</i>	<i>%</i>
9 months elapsed						
3 months remaining						
					FY 2017 budget higher or (lower) than	FY 16
40-01 MH - State Affiliation Fees	\$263,402	\$144,000	\$330,000	\$186,000	129.2%	
40-10 MH - Decision Support Group	\$54,000	\$44,000	\$54,000	\$10,000	22.7%	
40-21 MH - Suicide Prevention Toolkits	\$90	\$5,000	\$2,000	(\$3,000)	-60.0%	
40-22 MH - First Aid Training	\$0	\$2,500		(\$2,500)	-100.0%	
41-01 MH - Consulting Main Account	\$37,766	\$34,496	\$40,000	\$5,504	16.0%	
41-05 CO MHFA Eval FY 15	\$19,638	\$10,000		(\$10,000)	-100.0%	
41-20 AZ Evidence Based FY14--FY15	\$481,128	\$397,374	\$397,374	\$0	0.0%	
41-28 SD Survey FY 15	\$20,746	\$25,000		(\$25,000)	-100.0%	
41-30 AZ Mercy Maricopa EBP FY15-16	\$433,415	\$214,269	\$253,677	\$39,408	18.4%	
41-33 AZ Recruitment & TA	\$169,073	\$269,270		(\$269,270)	-100.0%	
41-34 WY DOH Consulting and Training	\$25,000	\$25,000		(\$25,000)	-100.0%	
41-35 WA State Hospital-MD Search	\$0	\$1,500		(\$1,500)	-100.0%	
41-36 AZ MMIC Epicenter Project	\$41,748	\$76,487		(\$76,487)	-100.0%	
41-37 AZ MMIC Motivational Interview	\$100,000	\$100,000		(\$100,000)	-100.0%	
41-38 AZ MMIC PSH Redesign	\$79,950	\$79,950		(\$79,950)	-100.0%	
41-42 SD Drug Court Study 2015	\$92,393	\$93,127		(\$93,127)	-100.0%	
41-43 SD State Hospital TA FY 16	\$31,135	\$33,897		(\$33,897)	-100.0%	
41-45 SD DBH Annual Fidelity Review	\$49,000	\$49,000	\$70,000	\$21,000	42.9%	
41-80 VA Rural Suici FY 15, 16 and 17	\$253,876	\$221,212	\$147,179	(\$74,032)	-33.5%	
41-92 JBS Intl - Guam FY14	\$11,455	\$11,455		(\$11,455)	-100.0%	
42-02 UTEP FY 13 Intern Program	\$6,978	\$7,500	\$10,000	\$2,500	33.3%	
42-12 UT LonestarIntern FY13,14,15	(\$31)			\$0		
42-20 CO OBH System Analysis FY 15,	\$0	\$0		\$0	#Error	
42-30 AK DJJ FY 15/16	\$37,303	\$15,649		(\$15,649)	-100.0%	
42-93 Co Intern Project FY 15	\$31,886	\$31,886		(\$31,886)	-100.0%	
43-02 CNMI Suicide Training FY15	\$104,016	\$120,000		(\$120,000)	-100.0%	
43-05 MH - Idaho Department of Health	\$60,286	\$25,000		(\$25,000)	-100.0%	
43-30 CO OBH Circle Program Study	\$175,000	\$175,000		(\$175,000)	-100.0%	
44-28 AK Trust - Annapolis Coalition	\$184,625	\$185,000		(\$185,000)	-100.0%	
44-39 Ak APU FY 14 FY 15	\$39,350	\$49,987		(\$49,987)	-100.0%	
44-40 MH - AK API FY 15/16	\$38,883	\$58,333	\$8,333	(\$50,000)	-85.7%	
45-01 MH - Anticipated New Funding	\$70,000	\$70,000	\$899,318	\$829,318	1184.7%	
45-17 AK-Child Alaska Screening Tool	\$25,000	\$25,500		(\$25,500)	-100.0%	
45-36 AK MAT-SU FY 14	\$68			\$0		
45-41 AK PIC FY 15	\$19,981	\$19,981	\$19,981	\$0	0.0%	
45-43 MH - AK PIC Interns FY11-FY16	\$100,000	\$100,000	\$100,000	\$0	0.0%	
45-49 MH APPIC FY 15	\$20,319	\$12,487		(\$12,487)	-100.0%	
45-56 AK HRSA InternExpansFY13-FY1	\$124,169	\$124,170		(\$124,170)	-100.0%	
46-01 HI - DOH	\$17,250	\$17,250	\$17,250	\$0	0.0%	
46-02 HI - DPS	\$0		\$24,448	\$24,448		
46-03 HI - DOE	\$0		\$17,250	\$17,250		
46-06 HI - DOE Interns	\$262,488	\$262,488	\$212,414	(\$50,074)	-19.1%	
46-07 HI - DPS Interns	\$150,000	\$150,000	\$125,552	(\$24,448)	-16.3%	
46-08 HI - DOH Interns	\$77,780	\$78,320	\$78,320	\$0	0.0%	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2016 and FY 2017

Mental Health (continued)

9 months elapsed 3 months remaining Object / Description	FY 2016 <i>Total</i>	FY 2016 <i>Budget</i>	FY 2017 <i>Budget</i>	<i>Variance</i>	<i>%</i>
<i>Actual ></i> 01-Jul-15 -- 31-Mar-16 <i>Forecast ></i> 01-Apr-16 -- 30-Jun-16	01-Jul-15 30-Jun-16	01-Jul-15 30-Jun-16	01-Jul-16 30-Jun-17	FY 2017 budget higher or (lower) than FY 16	
46-15 HI DOE Recruitment	\$0		\$86,500	\$86,500	
46-31 OR Psych Internship FY 15, 16	\$84,635	\$33,887	\$153,558	\$119,671	353.1%
46-40 NV Intern Stipends FY 15-16-17	\$150,000	\$150,000	\$150,000	\$0	0.0%
46-51 NV Psych Internship FY 15	\$81,927	\$71,767	\$23,922	(\$47,844)	-66.7%
Revenue	\$4,025,728	\$3,621,742	\$3,221,077	(\$400,665)	-11.1%
Total Revenue	\$4,025,728	\$3,621,742	\$3,221,077	(\$400,665)	-11.1%
40-01 MH - State Affiliation Fees	\$589,028	\$556,264	\$1,119,861	\$563,597	101.3%
40-10 MH - Decision Support Group	\$34,868	\$35,475	\$38,608	\$3,133	8.8%
40-21 MH - Suicide Prevention Toolkits	\$1,334	\$3,000	\$1,500	(\$1,500)	-50.0%
40-22 MH - First Aid Training	(\$1)	\$1,500		(\$1,500)	-100.0%
41-01 MH - Consulting Main Account	\$24,231	\$400	\$25,000	\$24,600	6150.0%
41-05 CO MHFA Eval FY 15	\$3,326	\$3,985		(\$3,985)	-100.0%
41-20 AZ Evidence Based FY14--FY15	\$352,787	\$385,159	\$341,470	(\$43,689)	-11.3%
41-28 SD Survey FY 15	\$17,126	\$15,738		(\$15,738)	-100.0%
41-30 AZ Mercy Maricopa EBP FY15-16	\$419,058	\$289,237	\$253,677	(\$35,560)	-12.3%
41-33 AZ Recruitment & TA	\$152,546	\$260,590		(\$260,590)	-100.0%
41-34 WY DOH Consulting and Training	\$8,796	\$8,955		(\$8,955)	-100.0%
41-35 WA State Hospital-MD Search	\$4,390	\$5,148		(\$5,148)	-100.0%
41-36 AZ MMIC Epicenter Project	\$41,748	\$76,487		(\$76,487)	-100.0%
41-37 AZ MMIC Motivational Interview	\$76,652	\$63,722		(\$63,722)	-100.0%
41-38 AZ MMIC PSH Redesign	\$77,947	\$77,947		(\$77,947)	-100.0%
41-42 SD Drug Court Study 2015	\$99,011	\$81,330		(\$81,330)	-100.0%
41-43 SD State Hospital TA FY 16	\$30,254	\$23,638		(\$23,638)	-100.0%
41-45 SD DBH Annual Fidelity Review	\$55,225	\$43,242		(\$43,242)	-100.0%
41-80 VA Rural Suici FY 15, 16 and 17	\$180,844	\$176,227	\$142,023	(\$34,204)	-19.4%
41-92 JBS Intl - Guam FY14	\$5,865	\$8,740		(\$8,740)	-100.0%
42-02 UTEP FY 13 Intern Program	\$6,948	\$7,161	\$7,828	\$667	9.3%
42-12 UT LonestarIntern FY13,14,15	(\$31)			\$0	
42-30 AK DJJ FY 15/16	\$21,043	\$26,105		(\$26,105)	-100.0%
42-93 Co Intern Project FY 15	\$12,007	\$19,080		(\$19,080)	-100.0%
43-02 CNMI Suicide Training FY15	\$64,352	\$164,380		(\$164,380)	-100.0%
43-05 MH - Idaho Department of Health	\$61,521	\$54,418		(\$54,418)	-100.0%
43-30 CO OBH Circle Program Study	\$124,403	\$108,748		(\$108,748)	-100.0%
44-28 AK Trust - Annapolis Coalition	\$183,984	\$180,751		(\$180,751)	-100.0%
44-39 Ak APU FY 14 FY 15	\$18,708	\$43,464		(\$43,464)	-100.0%
44-40 MH - AK API FY 15/16	\$38,400	\$5,667	\$10,833	\$5,166	91.2%
45-01 MH - Anticipated New Funding	\$29,998	\$29,998	\$290,000	\$260,002	866.7%
45-17 AK-Child Alaska Screening Tool	\$21,915	\$20,770		(\$20,770)	-100.0%
45-36 AK MAT-SU FY 14	\$68			\$0	
45-41 AK PIC FY 15	\$13,082	\$14,562	\$15,000	\$438	3.0%
45-43 MH - AK PIC Interns FY11-FY16	\$98,459		\$97,500	\$97,500	
45-49 MH APPIC FY 15	\$20,319	\$26,266		(\$26,266)	-100.0%
45-56 AK HRSA InternExpansFY13-FY1	\$132,026	\$28,255		(\$28,255)	-100.0%
46-01 HI - DOH	\$13,060	\$14,608	\$15,000	\$392	2.7%
46-02 HI - DPS	\$14,715	\$4,699	\$15,000	\$10,301	219.2%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2016 and FY 2017

Mental Health (continued)

9 months elapsed 3 months remaining	FY 2016	FY 2016	FY 2017	Variance	%
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	FY 2017 budget higher or (lower) than	FY 16
	<i>Actual > 01-Jul-15 -- 31-Mar-16</i>	<i>01-Jul-15</i>	<i>01-Jul-16</i>		
	<i>Forecast > 01-Apr-16 -- 30-Jun-16</i>	<i>30-Jun-16</i>	<i>30-Jun-17</i>		
46-03 HI - DOE	\$12,832	\$21,850	\$17,250	(\$4,600)	-21.1%
46-06 HI - DOE Interns	\$202,969	\$212,414	\$212,414	\$0	0.0%
46-07 HI - DPS Interns	\$141,029	\$122,150	\$125,552	\$3,402	2.8%
46-08 HI - DOH Interns	\$76,430	\$77,465	\$78,320	\$855	1.1%
46-15 HI DOE Recruitment	\$4,281		\$10,000	\$10,000	
46-31 OR Psych Internship FY 15, 16	\$54,781	\$61,610	\$20,288	(\$41,322)	-67.1%
46-40 NV Intern Stipends FY 15-16-17	\$128,499	\$137,618	\$148,258	\$10,640	7.7%
46-51 NV Psych Internship FY 15	\$95,318	\$79,004	\$89,084	\$10,080	12.8%
Expense	\$3,766,151	\$3,577,826	\$3,074,466	(\$503,360)	-14.1%
Total Expense	\$3,766,151	\$3,577,826	\$3,074,466	(\$503,360)	-14.1%
Revenue over (under) Expense	\$259,577	\$43,916	\$146,611	\$102,695	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2016 and FY 2017

SARA

9 months elapsed 3 months remaining	FY 2016	FY 2016	FY 2017	Variance	%
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	FY 2017 budget higher or (lower) than	FY 16
	<i>Actual > 01-Jul-15 -- 31-Mar-16</i>	<i>01-Jul-15</i>	<i>01-Jul-16</i>		
	<i>Forecast > 01-Apr-16 -- 30-Jun-16</i>	<i>30-Jun-16</i>	<i>30-Jun-17</i>		
17-02 W-SARA (Lumina Y2)	\$30,973	\$109,218		(\$109,218)	-100.0%
17-03 W-SARA (Gates)	\$17,394	\$34,542		(\$34,542)	-100.0%
17-05 W-SARA	\$519,575	\$435,200	\$544,680	\$109,480	25.2%
17-12 NC-SARA (Lumina Y2)	(\$114,491)			\$0	
17-13 NC-SARA (Gates)	\$34,469			\$0	
17-14 NC-SARA Special Event Fund	\$73,676			\$0	
17-15 NC-SARA	\$869,880	\$920,923		(\$920,923)	-100.0%
17-25 SARA Memberships	\$2,400,610			\$0	
Revenue	\$3,832,085	\$1,499,883	\$544,680	(\$955,203)	-63.7%
Total Revenue	\$3,832,085	\$1,499,883	\$544,680	(\$955,203)	-63.7%
17-02 W-SARA (Lumina Y2)	\$64,386	\$109,218		(\$109,218)	-100.0%
17-03 W-SARA (Gates)	\$17,394	\$34,542		(\$34,542)	-100.0%
17-05 W-SARA	\$378,047	\$254,483	\$355,115	\$100,632	39.5%
17-12 NC-SARA (Lumina Y2)	(\$114,491)			\$0	
17-13 NC-SARA (Gates)	\$34,469			\$0	
17-14 NC-SARA Special Event Fund	\$30,531			\$0	
17-15 NC-SARA	\$987,598	\$885,119		(\$885,119)	-100.0%
17-25 SARA Memberships	\$2,383,520			\$0	
Expense	\$3,781,455	\$1,283,362	\$355,115	(\$928,247)	-72.3%
Total Expense	\$3,781,455	\$1,283,362	\$355,115	(\$928,247)	-72.3%
Revenue over (under) Expense	\$50,630	\$216,521	\$189,565	(\$26,956)	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2016 and FY 2017

WCET

	FY 2016	FY 2016	FY 2017		
9 months elapsed					
3 months remaining					
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	<i>Variance</i>	<i>%</i>
	<i>Actual > 01-Jul-15 -- 31-Mar-16</i>	<i>01-Jul-15</i>	<i>01-Jul-16</i>	<i>FY 2017 budget higher</i>	<i>or (lower) than FY 16</i>
	<i>Forecast > 01-Apr-16 -- 30-Jun-16</i>	<i>30-Jun-16</i>	<i>30-Jun-17</i>		
20-01 WCET Core Revenue	\$68,731	\$41,137	\$0	(\$41,137)	-100.0%
20-02 WCET Indirect Cost Share	\$25,478	\$30,000	\$30,000	\$0	0.0%
20-03 WCET Membership Dues	\$746,249	\$796,500	\$772,500	(\$24,000)	-3.0%
20-04 WCET Sponsorships	\$72,476	\$65,000	\$74,016	\$9,016	13.9%
21-15 WCET - Annual Mtg Fall 2015	\$197,768	\$220,000		(\$220,000)	-100.0%
21-16 WCET Annual Meeting 2016	\$24,960	\$23,500	\$225,000	\$201,500	857.4%
21-17 WCET Annual Meeting 2017	\$0		\$19,483	\$19,483	
21-35 State Authorization Net. Yr. 5	\$303,384	\$244,979		(\$244,979)	-100.0%
21-37 State Auth. Network Workshop 2	\$40,408	\$37,665		(\$37,665)	-100.0%
21-38 State Authorization Net. Yr 6	(\$175)		\$462,708	\$462,708	
21-39 Leadership Summit June 2016	\$75,517			\$0	
21-40 State Auth. Network Workshop 3	\$41,939			\$0	
21-41 State Auth Nwt. Wksp 4 Boulder	\$23,000			\$0	
Revenue	\$1,619,735	\$1,458,781	\$1,583,707	\$124,926	8.6%
Total Revenue	\$1,619,735	\$1,458,781	\$1,583,707	\$124,926	8.6%
20-10 WCET - Administration	\$911,835	\$951,501	\$924,792	(\$26,709)	-2.8%
21-15 WCET - Annual Mtg Fall 2015	\$197,768	\$199,300		(\$199,300)	-100.0%
21-16 WCET Annual Meeting 2016	\$24,960	\$23,500	\$214,484	\$190,984	812.7%
21-17 WCET Annual Meeting 2017	\$0		\$19,484	\$19,484	
21-35 State Authorization Net. Yr. 5	\$303,384	\$244,979		(\$244,979)	-100.0%
21-37 State Auth. Network Workshop 2	\$40,408	\$37,665		(\$37,665)	-100.0%
21-38 State Authorization Net. Yr 6	\$0		\$357,628	\$357,628	
21-39 Leadership Summit June 2016	\$75,517			\$0	
21-40 State Auth. Network Workshop 3	\$41,939			\$0	
21-41 State Auth Nwt. Wksp 4 Boulder	\$23,215			\$0	
Expense	\$1,619,026	\$1,456,945	\$1,516,387	\$59,442	4.1%
Total Expense	\$1,619,026	\$1,456,945	\$1,516,387	\$59,442	4.1%
Revenue over (under) Expense	\$710	\$1,837	\$67,320	\$65,483	

ACTION ITEM

Approval of Salary and Benefit Recommendations for FY 2017

Salary

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

As reflected in the proposed budget agenda item, President Longanecker is pleased to recommend a 3.0 percent performance-based increase to staff who have performed at exceptionally high levels over the past year. This is the first time since FY 2009 the general fund budget has been able to support salary increases without a contingency that the budget revenues improve before salary increases can be given.

Benefits.

The proposed budget also includes an estimated 3.0 percent increase in benefits for staff, all of which are related either to benefits directly associated with salary (i.e., agency contributions to the retirement plan, life insurance, workers’ compensation, unemployment compensation, and Social Security) or to projected changes in the costs of general benefits (i.e., health/dental insurance premiums, Social Security, and workers’ compensation). The actual increases in benefits may vary from this estimate, based on actual rates negotiated throughout the year.

Major benefits to staff include the following:

- Participation in WICHE’s retirement plan, which provides two-to-one matching for contributions up to a combined 15 percent [5 from staff, 10 from WICHE], in TIAA/CREF managed accounts.
- Health and dental insurance, which includes participation in a health savings account (HSA) plan through Anthem/Blue Cross insurance company. WICHE provides a set portion of the payment for health and dental insurance, with the staff paying the remainder, which varies depending upon the plan they select. WICHE also contributes an amount annually to each staff member’s health savings account.
- An optional flex spending account for exceptional medical expenses and dependent care. All funds in this account are contributed by the employee.
- Life, accidental death and disability, short-term disability, and long-term disability insurance.
- Generous vacation, sick leave, paid holidays, and personal business leave.
- Conversion of up to 450 hours of accumulated sick leave for most individuals retiring from WICHE (requires at least five years of service and combined age and tenure at WICHE of at least 70 years).

Action Requested

Approval of a 3 percent salary increase, which would cost the WICHE general fund approximately \$40,000 and is included in the proposed FY 2017 budget.

ACTION ITEM

Approval of FY 2018 and FY 2019 WICHE dues

The commission establishes dues in May every other year for the coming biennium. Action on the dues for FY 2018 and FY 2019 is needed at this meeting. The commission sets the dues two years in advance, so that states that operate on biennial budgets will be able to include WICHE dues in their budget planning. Action is required at this meeting because states will begin the budget planning for future years before the commission meets next in November.

WICHE's Established Rationale for Dues Increases

For the past decade, up until the most recent recession, the commission followed a general philosophy that it was best to gradually increase dues each year to adjust for inflation rather than to have significant fluctuations that require substantial increases in some years to make up for ground lost by holding dues stable in other years. This allowed WICHE to cover the natural inflationary increase in the costs of delivering its services; costs associated with keeping salaries competitive; increased costs of health insurance; and increased costs of goods and services purchased by WICHE, as well as responding to increases in the demand for WICHE services.

The Circumstances We Face Today

Dues for the upcoming fiscal year, FY 2017, were established at \$145,000 at the May 2014 commission meeting. This represents a \$4,000 (2.8 percent) increase over the current \$141,000 dues for FY 2016.

Staff recommends an increase from \$145,000 to \$149,000 (2.8 percent) for FY 2018. Staff recommends another increase of \$4,000, from \$149,000 to \$153,000 (2.7 percent) for FY 2019.

Action Requested

Approval of the following WICHE dues scheduled for each member state.

FY 2018: \$149,000

FY 2019: \$153,000



ACTION ITEM

Approval of the WICHE Workplan for FY 2017

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

The 48-member WICHE Commission, appointed by the governors of the member states and territories, approves the workplan's focus areas and reviews and authorizes staff to conduct projects and initiatives in support of each area. The commissioners are surveyed to solicit their ideas for future projects.

WICHE's 16 members include Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the U.S. Pacific territories and freely associated states (the Commonwealth of the Northern Mariana Islands is the first to participate).

Focus Areas. In FY 2017 WICHE's four units – Programs and Services, Policy Analysis and Research, Mental Health Program, and WCET – will strive to assist our members' institutions and students, focusing on five areas.

- Finance: Examining appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels.
- Access & Success: Improving students' access to and success in higher education, especially those students who haven't been served well in the past.
- Workforce & Society: Helping to ensure our institutions are meeting workforce and society needs.
- Technology & Innovation: Developing innovations that improve higher education and lower costs.
- Accountability: Working to ensure that students receive the education they've been promised, and that government is receiving a strong return on its investment.

Workplan Activities. Our work for FY 2017, our potential projects for the future, and our recently completed projects are organized according to the following categories.

- Existing Activities: Our current work, divided into two types:
 - Ongoing Activities: Continuing work that supports WICHE's mission, supported by the general fund or fees.
 - Projects & Initiatives: Continuing (or new) work supported by grants and contracts.
- New Directions: Commissioner-approved projects for which staff is seeking funding.
- Potential Future Projects: Work that staff is considering pursuing (and bringing to the commission for approval). Also listed are projects that staff previously considered pursuing but now proposes to remove from the workplan.
- Completed Projects: Work that staff finished in FY 2016.

Priority. In the FY 2017 workplan, as per commissioners' request, Existing Activities are not given a priority ranking since they are initiatives that WICHE staff is committed to accomplishing. New Directions are prioritized by mission relevance, opportunity, and staff competence. Potential Future Projects are under consideration and have not been commissioner-approved; therefore, they are not prioritized.

Programs & Services

The primary goals of the Programs and Services unit are to improve student access and success and to foster higher education collaborations that increase institutional effectiveness. Programs and Services manages WICHE's four-pronged Student Exchange Program and a number of other initiatives that help institutions and students – undergraduate, graduate, and professional – save money and make good use of available resources. The unit also oversees projects that bring together the West's higher education leaders to work toward common goals, assists in smoothing the transfer process, links students with next-generation learning opportunities, and helps institutions to achieve cost savings through collaborative purchasing.

EXISTING ACTIVITIES

ONGOING

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

Project	Focus	Geo Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 157 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members, except CA, CNMI, ID, OR, SD, and WA; 135 programs at 61 institutions
Western Regional Graduate Program (WRGP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 409 programs at 60 institutions
WICHE Internet Course Exchange	Access & success; technology & innovation	National	.05 FTE and consultants	2 consortia serving 36 institutions
Student Exchange Program database upgrades and enhancements	Access & success; workforce and society; technology	Western	.20 FTE	All WICHE member states
Western Academic Leadership Forum	Access & success; accountability	Western	.35 FTE	All WICHE member states except HI; 48 institutions, 9 systems
Western Alliance of Community College Academic Leaders	Access & success; accountability	Western	.30 FTE	All WICHE member states; 72 institutions
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
Western Academic Leadership Academy	Workforce & society; accountability	Western	.12 FTE and consultants	Forum members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/Mercer/United HealthCare Student Resources, 3 states: AK; CA; CO; 6 institutions; several prospects

Project	Focus	Geo Scope	Staffing	Partners
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh/carriers, 8 states: AZ; CO; ID; NV; OR; UT; WA; WY
MHECtech	Finance	WICHE/MHEC/SREB states	.10 FTE	All WICHE member states
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.0 FTE + consultant	All WICHE member states
Conversion of WICHE's constituent relations database to Salesforce	All 5 focus areas	Western/U.S.	.20 FTE	All WICHE member states

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Interstate Passport Phases II & III	Access & success; innovation	National	Bill & Melinda Gates Foundation (\$1,647,733) and Lumina Foundation (\$1,199,953); U.S. Department of Education First in the World (\$2,999,482)	3.46 FTE + consultants	10/6/2014 - 9/30/2016 for Gates and Lumina grants; 10/1/2015-9/30/2019 for First in the World grant	100+ institutions in 11 WICHE and 5 other states
Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA)	Access & success; technology & innovation	Western	Est. FY 2017 Fee: Rev: \$544,680 Est. FY 2017 Expenses: \$323,654	WICHE SARA: 1.5 FTE	Ongoing	Regionally: State members and participating institutions that pay annual dues Nationally: NC-SARA, MHEC, NEBHE, SREB
The Compact for Faculty Diversity National Research Mentoring Network	Access & success	National	National Institutes of Health (\$249,858)	.20 FTE	7/1/2016 - 6/30/2017	SREB; National Mentoring Network

Interstate Passport Initiative. In Phase II, the Interstate Passport Initiative is creating and implementing a new framework for block transfer of lower-division general education based on student learning outcomes and transfer-level proficiency criteria to streamline and accelerate the transfer process for students. In Phase III, the Initiative is building a student tracking system, conducting a pilot initiative to map critical assignments to learning outcomes, implementing a marketing campaign, and conducting a robust project evaluation.

Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA). WICHE and the other three regional education compacts are administering SARAs so that any institution offering distance education may acquire authorization from its home state to enable it to operate in other participating states. The National Council is coordinating inter-regional activities. Compact presidents currently are discussing potential changes to the revenue allocation model.

The Compact for Faculty Diversity National Research Mentoring Network is a nationwide consortium to enhance the training and career development of underrepresented minority individuals who are pursuing biomedical, behavioral, clinical, and social science research careers through enhanced networking, mentorship, and career development experiences. As a funded member of the consortium, WICHE (the sub-award fiscal agent) is partnering with staff of the SREB to expand its network of mentors who will assist underrepresented minority undergraduates, as well as master’s, graduate, doctoral, and postdoctoral students and early-career faculty members, in developing and furthering their research careers in academe, business, and industry. These activities will expand and enhance the Compact for Faculty Diversity’s highly successful annual Institute on Teaching and Mentoring.

NEW DIRECTIONS

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

- ★ = Urgency (mission critical) ★ = low, ★★ = medium, ★★★ = high
- = Opportunity (funding) ● = low, ●● = medium, ●●● = high
- = Competence (staff/consultants) ■ = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
North American Network of Science Labs Online: ScienceLabReady	Access & success; innovation	★★★ ●●● ■■■	International	Currently seeking funding at \$1.8 million level	1.75 FTE	TBD	Great Falls College - MSU (MT), and North Island College, British Columbia

North American Network of Science Labs Online: ScienceLabReady. Targeting students in the summer before they enroll in science courses at community colleges, NANSLO’s new science prep course, if funded, will feature an innovative and relevant skill-building curriculum centered on the use of lab activities via NANSLO’s web-based, robotically controlled equipment and other modalities to increase student success and retention in STEM courses and programs.

Previously considered projects we propose to remove from the workplan. None.

POTENTIAL FUTURE PROJECTS

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

A Convening to Examine the Impact of Western Demographic Changes on Current and Future Academic Programs, Curriculum, and Student Services. *Focus areas: access & success; technology & innovation.* In collaboration with the Policy Analysis and Research, WCET, and Mental Health staffs, we will seek approval to solicit external funding to bring together policymakers, institutional leaders, and other relevant constituencies to examine how higher education can be more responsive to the West's changing demography through its array of existing and planned academic programs, curriculum enhancements, and expanded student services. The implications of demographic changes for the future workforce will also be addressed, with emphasis placed on working with institutions to provide academic programs that address the needs of an aging and increasingly ethnically diverse population.

COMPLETED PROJECTS

Work that staff finished in FY 2016.

Consortium for Healthcare Education Online (CHEO). Eight community colleges in five WICHE states created new (or transformed existing) allied health courses for delivery in an online or hybrid format, incorporating new, web-based experiments designed by NANSLO. WICHE coordinated the NANSLO work and provided professional development for project partners.

Bridges to the Professoriate provided National Institute of General Medical Sciences (NIGMS)-Minority Access to Research and Careers' (MARC) predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity's Institute on Teaching and Mentoring, helping them to gain skills needed in doctoral programs and academic careers. Annual funding was provided to WICHE, a total of \$3,511,750 over the past 16 years, to support the attendance of NIGMS' MARC fellows at the Institute on Teaching and Mentoring and associated professional development activities.

Policy Analysis and Research

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion, adult learners, and multistate data-sharing to support educational planning and workforce development. WICHE staff serves as a useful resource on a number of higher education issues, including state and federal financial aid, finance, articulation and transfer, the Common Core State Standards, and various college completion initiatives. The unit's publication series, including *Policy Insights* and *Western Policy Exchanges*, explores a wide range of significant policy issues. The unit also undertakes major, long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo Scope	Staffing	Partners
Tuition and Fees in Public Higher Education in the West	Finance	Western	.025 FTE	All WICHE members
Legislative Advisory Committee	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.10 FTE	All WICHE members
State Higher Education Policy Database	Finance, access & success, workforce & society, technology & innovation, accountability	National	.20 FTE	National Conference of State Legislatures, Lumina Foundation
Policy Publications Clearinghouse	Finance, access & success, workforce & society, technology & innovation, accountability	National	.025 FTE	N/A
Benchmarks	Accountability	Western	.025 FTE	N/A
Regional Fact Book for Higher Education in the West	Accountability	Western	.025 FTE	N/A
Policy Insights	Finance, access & success, workforce & society, technology & innovation, accountability	National	.05 FTE	N/A
Western Policy Exchanges	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.05 FTE	N/A

**EXISTING ACTIVITIES
PROJECTS & INITIATIVES**

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Adult College Completion Network	Access & success; workforce & society	National	Lumina Foundation: \$1,133,800	1.65 FTE	10/2010 - 9/2015	Lumina Foundation
College Access Challenge Grant (CACG) Consortium	Access & success	Western states	State memoranda of agreement/ U.S. Dept. of Education: Year 7 revenue, \$120,000	.70 FTE	Year 7 ends 8/2016	2 Consortium states (AK, ID)
South Dakota Board of Regents: State-Funded Financial Aid Redesign	Finance	Western	South Dakota Board of Regents: \$30,000	.35 FTE	1/2016 - 9/2016	South Dakota Board of Regents
University of Hawai'i: Analysis of University of Hawai'i Graduates	Accountability; workforce & society	Western	University of Hawai'i: \$30,000	.15 FTE	1/2016 - 12/2017	University of Hawai'i
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$350,000	1.0 FTE	1/2016 - 12/2017	ACT, College Board
Multistate Longitudinal Data Exchange	Workforce & society; access & success; accountability	Western, expanding nationally	Gates Foundation, \$5,000,000	2.5 FTE in Year 2	8/2014 - 7/2018	Original states (HI, ID, OR, WA) Expansion states, SAS

College Access Challenge Grant Consortium. For seven years, states have participated in the CACG Consortium, in which WICHE works closely with each state to administer its federally funded formula grant program designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. This is the final year of federal funding for Alaska and Idaho, so work will be ending in August 2016.

South Dakota Board of Regents Contract. WICHE is examining how the state might develop a strategy for the redesign of state-funded financial aid programs.

University of Hawai'i Contract. WICHE is conducting an analysis of University of Hawai'i graduates who work in other states, and an analysis of Hawai'i high school students who go to universities in other states and their work patterns.

Knocking at the College Door: Projections of High School Graduates. The Policy Analysis and Research unit (and its predecessors) has been producing state-by-state forecasts for high school graduates for over 30 years, during which time it has become the nation's most widely consulted resource of its kind for a diverse audience of policymakers, enrollment managers, college counselors, schools and school districts, researchers, and the media. Staff has begun working on the 9th edition and will release the new projections in December 2016.

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

NEW DIRECTIONS

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

- ★ = Urgency (mission critical)
- = Opportunity (funding)
- = Competence (staff/consultants)

- ★ = low, ★★ = medium, ★★★ = high
- = low, ●● = medium, ●●● = high
- = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands	Access & success; workforce & society	★★★ ●● ■■	Western	\$1 million	1.75 FTE	3 years	TBD
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Reentry Programs	Access & success, workforce & society	★★ ●● ■■	Western	\$2.5 million	2 FTE	3 years	TBD
Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase One)	Access & success; accountability	★★ ●● ■■	Western	\$250,000	.75 FTE	2 years	Washington State Council of Presidents and Washington and State Board for Community and Technical Colleges
Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase Two)	Access & success; accountability	★★ ● ■■	Western	\$500,000	1.5 FTE	2 years	Two to three additional states
Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0)	Access & success; accountability	★★ ● ■■	National	\$76,000	.10 FTE	3 years	Council for Adult and Experiential Learning (CAEL)
Streamlining Implementation of Outcomes-Based Funding Models	Accountability	★★ ●● ■■	Western	\$2.25 million	2 FTE	3 years	American Council on Education, NCHEMS, SHEEO, National Association of System Heads

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Serving Student Soldiers of the West	Access & success; workforce & society	★★ ● ■ ■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)	Access & success	★ ● ■ ■ ■	Western and additional bordering states	\$1.75 million	1.35 FTE	3 years	SBAC, PARCC, MHEC*
<p>* Smarter Balanced Assessment Consortium (SBAC); Partnership for Assessment of Readiness for College and Careers (PARCC); Midwestern Higher Education Compact (MHEC).</p> <p>Note: The shaded initiatives are of lower priority for staff in the context of their current workload than the other four initiatives.</p>							

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

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

Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase One). WICHE will conduct research examining how contemporary policy approaches to sexual-violence prevention at postsecondary institutions are being implemented, with the goal of identifying those that research suggests have the greatest potential to reduce the prevalence of sexual violence. The initial stage of the research will be structured as a case study of the state of Washington’s implementation of recent state and institutional policies designed to reduce sexual violence at postsecondary institutions, with the goal of identifying facilitators of and barriers to implementation as described in the Centers for Disease Control (CDC) Policy Evaluation Framework.

Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West (Phase Two). Informed by the findings from stage one, WICHE will launch a competitive RFP process to select two additional states as sites to scale up the successful strategies and practices that were identified in Washington.

Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0). Five years ago, the Council for Adult and Experiential Learning (CAEL) conducted the first national, multi-institutional study examining the academic outcomes of adult students who take advantage of prior learning assessment (PLA). In *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*, CAEL found that adult students with PLA credit were two-and-a-half times more likely to complete their degrees than adult students without PLA credit. Much has changed in higher education since then, making another comprehensive study examining the impacts of PLA timely. Thus, CAEL seeks to engage WICHE as a partner on a proposal for a multi-part PLA research project addressing four main areas: impact on student outcomes, return on investment, academic integrity of PLA, and access to PLA nationally. Spanning three years, this effort would consist of three parts: the main institutional study of PLA and academic student outcomes; the return on investment for institutions, states, and systems; and the predictive validity of PLA.

Streamlining Implementation of Outcomes-Based Funding Models is a project to assist states and postsecondary institutions in adopting outcomes-based funding policies in ways that best ensure policy goals are achieved.

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

Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion). The overall goal of this expanded project is to bring together key state leaders involved in the implementation of the Common Core State Standards and assessments to discuss challenges associated with student movement across state lines, and identify practical solutions.

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.

Ideas Proposed from the Survey of Commissioners, including Impact of Western Demographic Changes on Student Services and Curriculum, Promising Practices in Innovation to Replicate in States, Federal Engagement, Governance and Leadership.

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education is a project that would assess the impact of enrolling students in (and their successfully completing) dual and concurrent enrollment courses while still in high school on their success in postsecondary education.

Changing Direction 2.0. A project building off WICHE's previous national project of the same name but addressing the new post-recession fiscal climate, which would promote the adoption of contemporary higher education finance policies that link appropriations, tuition setting, and financial aid policies.

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs. A project to explore how career and technical education and economic development programs can be best organized and informed with contemporary workforce data, in order to meet state workforce needs.

Assessing the Landscape of State Policy on Student-Learning Outcomes. A project that would assist states in understanding the various efforts underway to better capture student-learning outcomes, especially with respect to the Degree Qualifications Profile and its applicability to statewide and institutional curriculum design and assessment.

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

Addressing Workforce Needs with the Emerging Majority-Minority. A project that would build on previous work that strengthened the connections between higher education institutions and workforce-training programs in an effort to promote a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

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

COMPLETED PROJECTS

Work that staff finished in FY 2016.

Colorado Department of Higher Education (CDHE) Contract. WICHE was hired to assist the department with state-level strategic planning and execution of work related to its Strategic Priority Initiative #1 (to close the attainment gap at least by half by 2025).

Mental Health

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.

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

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 OISSP 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.

WCET

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, non-profits 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.

Project	Focus	Geo Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation; access & success	North America	8 FTE	350 member institutions, organizations, and companies
WCET Leadership Summit	Technology & innovation; access & success	North America	WCET staff	Corporate sponsors
WCET Webcast Series	Technology & innovation; access & success	North America	WCET staff	
e-Learning Policy & Advocacy	Technology & innovation; access & success	North America	WCET staff	Members, UPCEA, OLC, other organizations
WCET Research	Technology & innovation	North America	WCET staff	Members, Learning House, other organizations

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Adaptive Learning (targeted niche for CY 2016)	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/16-6/17	Members, corporations, other organizations

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Evolving Higher Education Policy Issues	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/16-6/17	Members, other WICHE units
Deployment of Steering Committee Priorities to Advance WCET Focus Areas	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/16-6/17	WCET Steering Committee, WCET members
State Authorization Network (SAN) - Year 6	Access & success	National	SAN member fees	1.45 FTE	7/16-6/17	NCHEMS & 75 member systems or organizations representing more than 700 institutions

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.

WCET Leadership Summit. "21st Century Credentials: Learners + Institutions + Workforce," June 8-9, 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?





COMMISSION CODE OF ETHICS

The Western Regional Education Compact calls upon commissioners appointed by each participating state to oversee the development of WICHE's programs in order to strengthen higher education's contribution to the social and economic life of the region. Ethical practices are essential to the creation, implementation, and continued operation of effective, equitable programs that benefit the citizens of the West.

It is essential that WICHE espouse its own standards of ethical conduct since codes differ by state and do not apply to an interstate agency such as WICHE. In this regard, each WICHE commissioner agrees individually to:

Fulfill his or her responsibilities in a professional manner, with honesty, integrity, dignity, fairness, and civility.

Act in an informed, competent, and responsible manner, and with due diligence to provisions of the Western Regional Education Compact, the WICHE bylaws, and the approved policies and procedures of the organization.

Avoid possible conflicts of interest between his or her responsibilities as a state-appointed official and the policies, procedures, and operations of the multistate organization. Should a potential conflict arise, a commissioner has the responsibility to disclose this to the commission and to recuse herself or himself for any discussion or actions with regard to the potential conflict of interest.

Foster high standards of professional and ethical conduct within WICHE and the commission.

Support the principles of due process and civil and human rights of all individuals while being vigilant to resolve circumstances of discrimination, inequity, inappropriate behavior, harassment, or abuse within WICHE.

Assure that allegations of ethics violations raised by any staff person or citizen served by WICHE concerning a member of the staff or commission are thoroughly investigated and resolved.

Refrain from accepting duties, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between the commissioner's personal interests and the interests of WICHE or its member or affiliated states.

Avoid exploiting his or her position for personal gain through the use of political, social, religious, economic, or other influence.

Obey local, state, and national laws and to pursue any changes in those laws, policies, and regulations only through legal, ethical, and otherwise appropriate means.

Support this WICHE Code of Ethics (Conduct) as a fundamental underpinning for the values, the decisions, and the actions of the commission and the organization.

Tuesday, May 17, 2016

9:45 - 10:15 am

Salon CD

**Plenary Session IV:
Understanding the Critical Relationship between the Internet of Things (IoT) and Artificial Intelligence in Higher Education**

The intent of this session is to increase the audience’s awareness of the interdependence of the Internet of Things (IoT) and the evolving field of artificial intelligence (AI) specific to higher education. Under the umbrella of the Internet of Things phenomenon, higher education is experiencing a rapid, and complex convergence of Internet-enabled information gathering, processing, and interpretation capabilities. This fact is exacerbated by the continuous development and deployment of new personal, institutional, and community-wide data gathering and processing devices and systems. Furthermore, advances in the speed and processing power of computer infrastructure have spawned integration of AI tools that enable technology-enhanced teaching and learning, data-driven decision processes, and lower costs after the initial development, deployment, and integration cycles are completed. AI strives to mimic the abilities of the human brain to receive input, process information, and provide actionable output to solve complex problems in a shorter time period and with less margin for error than current digital engines.

Together, these evolving systems not only offer tremendous benefit to all participants, but also put considerable stress on the financial, policy, personnel, and legal assets of the entire higher education ecosystem. This session will feature a presentation and discussion designed to inform and stimulate future dialog to clarify the fact that IoT and AI are not separate initiatives. IoT and AI are fully integrated and mutually interdependent tools of the trade for higher education leaders.

Speaker:

Mark Johnson, chief technology officer and vice president of data architecture, Microelectronics Center of North Carolina (MCNC)

10:15 - 11:15 am

Salon CD

Facilitated Discussion on Understanding the Critical Relationship between the Internet of Things (IoT) and Artificial Intelligence in Higher Education

Facilitator:

Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director

Biographical Information on the Speaker and Facilitator

Mike Abbiatti assumed the WCET leadership position in January 2015. Previously he was the director of the Southern Regional Education Board (SREB) Educational Technology Cooperative. Abbiatti was formerly associate commissioner for information and learning technology for the Louisiana

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REFERENCE

Board of Regents. He is the founding director of the successful Louisiana Board of Regents Electronic Campus, and former director of distance education for Louisiana State University. Abbiatti has been recognized by the Computerworld-Smithsonian Awards Program as a Laureate, signifying leadership in the design, deployment, and utilization of information technology for the benefit of Louisiana's citizens, and is a past member of the EDNET Education Executive Advisory Board. Other national recognitions include the United States Distance Learning Association's Most Outstanding Achievement by an Individual in K-12 Award, and *Electronic Learning* Magazine's Distinguished Achievement Award through the Educator of the Year Program.

Mark Johnson's career encompasses over 25 years of leadership experience in the management, engineering, and operations of Internet technologies. He is currently the chief technology officer and vice president for data architecture at MCNC. During Johnson's tenure at MCNC, he has overseen the transformation of the North Carolina Research and Education Network (NCREN) from a simple series of point-to-point links to a sophisticated network of gigabit class connections, optical rings, and regional points of presence. During that same time period, he has managed a 1,000-fold increase in Internet usage. Johnson also has led MCNC's regional and national networking activities as a founding member of the North Carolina Networking Initiative. In addition, he has been involved in Internet2 since its inception, serving in a variety of member leadership positions. He is a past chair of The Quilt, a national consortium of regional research and education network operators. From 2011 to 2012, Johnson served as the interim executive director for the US UCAN project intended to help connect 200,000 U.S. community anchor institutions like public libraries, schools, community colleges, research parks, public safety and health care institutions across the country to next-generation Internet-based applications. He led a local team that developed the initial concept for the NLR Experiments Support Center and won the competition for that service, as well as leading the local team that combined with Indiana University and the MAX GigaPoP to create the Internet2 Hybrid Optical and Packet Infrastructure (HOPI) support center.



Reference

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WICHE COMMISSION

WICHE's 48 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from 15 Western states and the Commonwealth of the Northern Mariana Islands, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Jeanne Kohl-Welles, King County Councilmember, is the 2016 chair of the WICHE Commission; Patricia Sullivan, associate dean of the College of Engineering at New Mexico State University, is vice chair.

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Patricia Sullivan (NM), vice chair
Mike Rush (SD), immediate past chair

Diane Barrans (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Loretta Martinez (CO)
Sharon Hart (CNMI)
David Lassner (HI)
Tony Fernandez (ID)
Clayton Christian (MT)
Vance Farrow (NV)
Barbara Damron (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Jim Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)
Karla Leach (WY)

Issue Analysis and Research Committee

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Dave Buhler (UT), vice chair

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Chris Bustamante (AZ)
Committee chair (CA)
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Sharon Hart (CNMI)
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Barbara Damron (NM)
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Ryan Deckert (OR)
Robert Burns (SD)
Committee vice chair (UT)
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Wendy Horman (ID), vice chair

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Committee chair (MT)
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Audit Committee

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chair
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LEGISLATIVE ADVISORY COMMITTEE

WICHE's Legislative Advisory Committee works to strengthen state policymaking in higher education in the West by engaging legislators who are appointed by the WICHE Commission in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration.

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Names in **bold** type indicate new employees or new positions within WICHE.

Future Commission Meeting Dates

2016	2017	2018
May 16-17, 2016, Laramie, WY	TBD	TBD
November 10-12, 2016, Westminster, CO	TBD	

HIGHER EDUCATION ORGANIZATIONS & 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	aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	aacte.org
AAC&U	Association of American Colleges and Universities	aacu.org
AASCU	American Association of State Colleges and Universities	aascu.org
AASHE	Association for the Advancement of Sustainability in Higher Education	aashe.org
AAU	Association of American Universities	aau.edu
ACC NETWORK	Adult College Completion Network	adultcollegecompletion.org
ACCT	Association of Community College Trustees	acct.org
ACE	American Council on Education	acenet.edu
ACSFA	Advisory Committee on Student Financial Assistance	ed.gov/ACSFA
ACT	(college admission testing program)	act.org
ACTA	American Council of Trustees and Alumni	goacta.org
ACUTA	Association of College & University Telecommunications Administrators	acuta.org
AED	Academy for Educational Development	aed.org
AEI	American Enterprise Institute for Public Policy Research	aei.org
AERA	American Educational Research Association	aera.net
AGB	Association of Governing Boards of Universities and Colleges	agb.org
	Ingram Center for Public Trusteeship and Governance	agb.org/ingram-center-public-trusteeship-and-governance
AIHEC	American Indian Higher Education Consortium	aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	nyu.edu/steinhardt/iesp/aiheps/
AIR	Association for Institutional Research	airweb.org
APLU	Association of Public and Land-grant Universities (formerly NASULGC)	aplu.org
ASPIRA	An association to empower Latino youth	aspira.org
ASHE	Association for the Study of Higher Education	ashe.ws
CAE	Council for Aid to Education	cae.org
CAEL	Council for Adult and Experiential Learning	cael.org
CASE	Council for Advancement and Support of Education	case.org
CBO	Congressional Budget Office	cbo.gov
CCA	Complete College America	completecollege.org
CGS	Council of Graduate Schools	cgsnet.org
CHEA	Council for Higher Education Accreditation	chea.org
CHEO	Consortium for Health Education Online	www.wiche.edu/NANSLO/CHEO
CHEPS	Center for Higher Education Policy Studies	utwente.nl/mb/cheps
CIC	Council of Independent Colleges	cic.org
CLA	Collegiate Learning Assessment	cae.org/content/pro_collegiate.htm
COE	Council for Opportunity in Education	coenet.us
CONAHEC	Consortium for Higher Education Collaboration	conahec.org
CONASEP	CONAHEC's Student Exchange Program	conahecstudentexchange.org
CSG-WEST	Council of State Governments - West	csgwest.org
CSHE	Center for the Study of Higher Education	ed.psu.edu/cshe
CSPN	College Savings Plan Network	collegesavings.org
CUE	Center for Urban Education, University of Southern California	cue.usc.edu
DQC	Data Quality Campaign	dataqualitycampaign.org
ECS	Education Commission of the States	ecs.org

ED - U.S. Dept. of Education links:

ED-FSA	Federal Student Aid	ed.gov/about/offices/list/fsa
ED-IES	Institute of Education Sciences	ed.gov/about/offices/list/ies
ED-NCES	National Center for Education Statistics	nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	ed.gov/about/offices/list/oes
ED-OPE	Office of Postsecondary Education	ed.gov/about/offices/list/ope
ED-OSERS	Office of Special Education & Rehabilitative Services	ed.gov/about/offices/list/osers
ED-OVAE	Office of Vocational and Adult Education	ed.gov/about/offices/list/ovae

FIPSE	Fund for the Improvement of Postsecondary Education	ed.gov/about/offices/list/ope/fipse
EdREF	EdRef College Search Reference	EdRef.com
EC	Electronic Campus Initiatives	ecinitiatives.org
EDUCAUSE	An association for higher ed change via technology and info resources	educause.edu
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	ets.org
Excelencia	Excelencia in Education	edexcelencia.org
GHEE	Global Higher Education Exchange	ghee.org
HACU	Hispanic Association of Colleges and Universities	hacu.net
HBLI	Hispanic Border Leadership Institute	asu.edu/educ/hbli
HLC	Higher Learning Commission of the North Central Association	ncahlc.org
ICE	Internet Course Exchange (WICHE)	wiche.edu/ice
IHELP	Institute for Higher Education Leadership and Policy, California State University Sacramento	csus.edu/ihelp
IHEP	Institute for Higher Education Policy	ihep.org
IIE	Institute of International Education	iie.org
IPEDS	Integrated Postsecondary Education Data System	nces.ed.gov/ipeds
JBC	Joint Budget Committee	
JFF	Jobs for the Future	jff.org
M-SARA	Midwestern State Authorization Reciprocity Agreement	mhec.org/sara
McREL	Mid-continent Research for Education and Learning	mcrel.org
MHEC	Midwestern Higher Education Compact	mhec.org
MOA	Making Opportunity Affordable	makingopportunityaffordable.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	middlestates.org
N-SARA	New England State Authorization Reciprocity Agreement	nebhe.org/programs-overview/sara/overview/
NAAL	National Assessment of Adult Literacy	nces.ed.gov/naal
NACOL	North American Council for Online Learning	nacol.org
NACUBO	National Association of College and University Business Officers	nacubo.org
NAEP	National Assessment of Educational Progress	nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	nafeo.org
NAFSA	(an association of international educators)	nafsa.org
NAICU	National Association of Independent Colleges and Universities	naicu.edu
NANSLO	North American Network of Science Labs Online	http://wiche.edu/nanslo
NASFAA	National Association of Student Financial Aid Administrators	nasfaa.org
NASH	National Association of System Heads	nashonline.org
NASPA	National Association of Student Personnel Administrators	naspa.org
NASSGAP	National Association of State Student Grant and Aid Programs	nassgap.org
NC-SARA	National Council - State Authorization Reciprocity Agreements	nc-sara.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	ncacihe.org
NCA	North Central Association of Colleges and Schools	northcentralassociation.org
NCAT	The National Center for Academic Transformation	thencat.org
NCCC	National Consortium for College Completion	n/a
NCHEMS	National Center for Higher Education Management Systems	nchems.org
NCLB	No Child Left Behind	ed.gov/nclb
NCPPHE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	postsecondaryresearch.org
NCSL	National Conference of State Legislatures	nctl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	neasc.org
NEBHE	New England Board of Higher Education	nebhe.org
NGA	National Governors' Association	nga.org
NILOA	National Institute for Learning Outcomes Assessment	learningoutcomeassessment.org
NLA/SLA	New Leadership Alliance for Student Learning and Accountability	newleadershipalliance.org
NPEC	National Postsecondary Education Cooperative	nces.ed.gov/npec
NRHA	National Rural Health Association	nrharural.org
NSC	National Student Clearinghouse	studentclearinghouse.org
	Pathways to College Network	pathwaystocollege.net
NWCCU	Northwest Commission on Colleges and Universities	www.nwccu.org

OECD	Organisation for Economic Co-operation and Development	www.oecd.org
PARCC	Partnership for the Assessment of Readiness for College and Careers	www.parcconline.com
PISA	Program for International Student Assessment	www.pisa.oecd.org
PESC	Postsecondary Electronic Standards Council	pecsc.org
PPIC	Public Policy Institute of California	ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
S-SARA	Southern State Authorization Reciprocity Agreement	sreb.org/page/1740/state_authorization.html
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	sascoc.org
SBAC	Smarter Balanced Assessment Consortium	www.smarterbalanced.org
SFARN	Student Financial Aid Research Network	pellinstitute.org/conference_SFARN.html
SHEEO	State Higher Education Executive Officers	sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SHEPD	State Higher Education Policy Database	higheredpolicies.wiche.edu
SONA	Student Organization of North America	conahec.org/conahec/sona
SREB	Southern Regional Education Board	sreb.org
SREC	Southern Regional Electronic Campus	electroniccampus.org
SURA	Southeastern Universities Research Association	sura.org
TBD	Transparency by Design	wcet.wiche.edu/advance/transparency-by-design
UCEA	University Professional & Continuing Education Association (formerly NUCEA)	ucea.org
UNCF	United Negro College Fund	uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	unesco.org
UPCEA	University Professional Continuing Education Association	upcea.edu
VSA	Voluntary System of Accountability	voluntarysystem.org
W-SARA	Western State Authorization Reciprocity Agreement	wiche.edu/sara
WACCAL	Western Alliance of Community College Academic Leaders	wiche.edu/waccal
WAGS	Western Association of Graduate Schools	wagsonline.org
WALF	Western Academic Leadership Forum	wiche.edu/walf
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities Washington College Directory Network	wascsenior.org/wasc washington.collegedirectorynetwork.com
WCET	WICHE Cooperative for Educational Technologies	wcet.wiche.edu
WGA	Western Governors' Association	westgov.org
WICHE	Western Interstate Commission for Higher Education	wiche.edu
WIN	Western Institute of Nursing	ohsu.edu.son.win

SHEEO Offices in the West:

ABOR	Arizona Board of Regents	abor.asu.edu
ACPE	Alaska Commission on Postsecondary Education	state.ak.us/acpe/acpe.html
CCHE	Colorado Commission on Higher Education	highered.colorado.gov/cche.html
CDHE	Colorado Department of Higher Education	highered.colorado.gov
ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
MUS	Montana University System	mus.edu
NDUS	North Dakota University System	ndus.nodak.edu
NMC	Northern Marianas College	marianas.edu
NMHED	New Mexico Higher Education Department	hed.state.nm.us
NSHE	Nevada System of Higher Education	nevada.edu
OEIB	Oregon Higher Education Coordinating Commission	education.oregon.gov
SDBOR	South Dakota Board of Regents	ris.sdbor.edu
USBR	Utah State Board of Regents	utahsbr.edu
WASC	Washington Student Achievement Council	wsac.wa.gov
WCCC	Wyoming Community College Commission	commission.wcc.edu
UAS	University of Alaska System	alaska.edu
UH	University of Hawai'i	hawaii.edu
UW	University of Wyoming	uwyo.edu

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