

Monday, November 11, 2013 Schedule at a Glance

7:00 am
St Julien Hotel Lobby

Transportation to the State Higher Education Policy Center (SHEPC) for Executive Committee members

7:15 am
SHEPC Conference Room

Breakfast for Executive Committee members

7:30 am
St Julien Hotel Lobby

Transportation to SHEPC for commissioners, guests, and speakers

7:45 am
St Julien Hotel Lobby

Transportation to SHEPC for commissioners, guests, and speakers

7:45 - 8:45 am [Tab 1]
SHEPC Conference Room

Executive Committee Meeting (Open and Closed Sessions)

Agenda (Open)



Approval of the Executive Committee teleconference minutes of September 9, 2013 1-3

Discussion Item: November 2013 meeting schedule

Other business

Agenda (Closed)

Discussion Item: Informal review of the president's performance and travel during 2013 1-6

8:00 am
St Julien Hotel Lobby

Transportation to SHEPC for commissioners, speakers, staff, and guests

8:15 am
SHEPC Learning Center

Breakfast for commissioners, speakers, staff, and guests

8:45 - 9:15 am [Tab 2]
SHEPC Learning Center

Committee of the Whole – Call to Order/Introductions

Call to order: Leah Bornstein, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole meeting minutes of May 20-21, 2013 2-4

Report of the chair

Report of the president

Report of the Nominating Committee

9:15 - 9:45 am [Tab 3]
SHEPC Learning Center

Reminder to caucus on selection of 2014 committee members

Recess until November 12, at 8:45 am

**Plenary Session I:
Achieving Our College Completion Goals –
The Federal/National Perspective** 3-1

Speakers: Dewayne Matthews, vice president for policy and strategy, Lumina Foundation; Jamie Studley, deputy under secretary, U.S. Department of Education

9:45 - 10:45 am [Tab 3]

Facilitated Discussion on: Achieving Our College Completion Goals – The Federal/National Perspective

Facilitator: George Pernsteiner, president, State Higher Education Executive Officers

10:45 - 11:00 am

Break

11:00 - noon [Tab 4]
SHEPC Learning Center

Programs and Services Committee Meeting 4-1

Agenda

Presiding: Patricia Sullivan, chair



Approval of the Programs and Services Committee meeting minutes of May 20, 2013 4-3

Information Items:

Implementing the State Authorization Reciprocity Agreement – Jere Mock and Rhonda Epper 4-6

Updates on WICHE’s Student Exchange Program – Margo Colalancia 4-18

Facilitating commissioner input in the Programs and Services/ WICHE workplan and communications with commissioners – Jere Mock

Other business

11:00 - noon [Tab 5]
SHEPC Conference Room

Issue Analysis and Research Committee Meeting 5-1

Agenda

Presiding: Jeanne Kohl-Welles, chair



Approval of the Issue Analysis and Research Committee meeting minutes of May 20, 2013 5-3

11:00 - noon [Tab 6]
 SHEEO Mingle Conference Room

Information Items:

Staffing changes

New Models of Student Financial Support concept paper 5-6

Benchmarks: WICHE Region 2013

Tuition and Fees in Public Higher Education in the West 2012-13

Facilitating Development of a Multistate Longitudinal Data Exchange

Knocking at the College Door supplement

Discussion Items:

Constructive innovation: Recapping 2013 higher education legislative activity in the West

On the horizon projects: Meeting the needs of the West

Other business

Self-funded Units Committee Meeting 6-1

Agenda

Presiding: Jim Hansen, chair



Approval of the Self-funded Units Committee meeting minutes of May 20, 2013 6-3



Approval of the Mental Health support fee and Mental Health Oversight Council (MHOC) representation for U.S. Pacific territories and freely associated states 6-5



Approval of an expanded intergovernmental agreement with the Hawai'i Department of Education to support efforts to develop professional behavioral health capacity 6-6

Information Item – Mental Health:

Program update

Information Items – WCET:

Update on membership and budget 6-7

25th annual meeting

12:15 - 1:45 pm [Tab 7]
SHEPC Learning Center

1:45 - 2:00 pm

2:00 - 2:30 pm [Tab 8]
SHEPC Learning Center

2:30 - 3:45 pm [Tab 8]
SHEPC Learning Center

3:45 - 4:45 pm [Tab 9]
SHEPC Learning Center

4:45 pm

6:30 pm
St Julien Hotel
Xanadu II & III

WCET's massive open online course with Mozilla, Blackboard, and Sage Road Solutions: "Badges: New Currency for Professional Credentials"

May 2014 Leadership Summit: Competency-Based Learning and Alternative Credentials

June 2014 Data Readiness Bootcamp

Predictive Analytics Reporting Framework

Other business

**Lunch and Panel Presentation:
Achieving Our College Completion Goals –
The Institutional Perspective**

Moderator: Dianne Harrison, president, California State University, Northridge

Panelists: Noah Brown, president and CEO, Association of Community College Trustees; Steven Jordan, president, Metropolitan State University of Denver; and Mary Ellen Petrisko, president, Western Association of Schools and Colleges Senior College and University Commission

Break

**Plenary Session II:
What's Up in the West? Where the Western States Are on Setting
College Completion Goals**

Speaker and Facilitator: Demarée K. Michelau, director of policy analysis, WICHE

**Facilitated Discussion on:
What's Up in the West? Where the Western States Are on Setting
College Completion Goals**

**Plenary Session III:
What's Up at WICHE? Our Contribution to Improving the
Process – Updates on the Interstate Passport Initiative and
Predictive Analytics Reporting Framework**

Speakers: Pat Shea, director, WICHE ICE, the Alliance, and the Forum; and Ellen Wagner, executive director, WCET

Transportation to the St Julien Hotel

WICHE 60th Anniversary Dinner and Program

Speaker: Patty Limerick, faculty director and chair of the board, Center of the American West

Tuesday, November 12, 2013 Schedule at a Glance

8:15 am

St Julien Hotel
Xanadu II & III

8:45 - 10:15 am [Tab 11]

St Julien Hotel
Xanadu II & III

Breakfast for WICHE commissioners, staff, and guests

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Leah Bornstein, WICHE chair

Report and recommended action of the Audit Committee:
Bonnie Jean Beesley, committee chair and immediate past
WICHE chair



FY 2013 audit report (separate document)

Report of the Executive Committee: Leah Bornstein, WICHE chair

Report of the Programs and Services Committee:
Patricia Sullivan, committee chair

Report of the Issue Analysis and Research Committee:
Jeanne Kohl-Welles, committee chair

Report of the Self-funded Units Committee:
James Hansen, committee chair

Report on the Legislative Advisory Committee annual meeting:
Senator Jeanne Kohl-Welles, LAC member

Committee of the Whole Action and Discussion Items



Request for additional reserves to complete
SEP and contact management database
upgrades and to redesign the WICHE website 11-3

Discussion Item: Update on WICHE's budget 11-5



Election of chair, vice chair, and immediate past
chair as officers of the WICHE Commission

Remarks of outgoing chair

Remarks of new chair

Selection of 2014 committee members

Electronic meeting evaluation: www.surveymonkey.com/s/Z5YGXB3

Other business



10:15 - 10:30 am

10:30 am - noon [Tab 12]

St Julien Hotel
Xanadu II & III

Noon

Break and hotel check-out

Plenary Session IV:

Achieving Our College Completion Goals – A Regional Perspective

Speaker: David A. Longanecker, president, WICHE

Adjournment and transportation to DIA



Executive Committee Meeting (Open/Closed)

Monday, November 11, 2013

7:45 – 8:45 am

SHEPC Conference Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 11, 2013

7:45 - 8:45 am

SHEPC Conference Room

Executive Committee Meeting (Open and Closed Sessions)

Leah Bornstein (AZ), chair
Dianne Harrison (CA), vice chair
Bonnie Jean Beesley (UT), immediate past chair

Diane Barrans (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Sharon Hart (CNMI)
Steven Wheelwright (HI)
Mike Rush (ID)
Clayton Christian (MT)
TBD (ND)
Patricia Sullivan (NM)
Vic Redding (NV)
Camille Preus (OR)
James Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)
Karla Leach (WY)

Agenda (Open)



Approval of the Executive Committee
teleconference minutes of September 9, 2013 1-3

Discussion Items:

November 2013 meeting schedule

Other business

Agenda (Closed)

Discussion Item: Informal review of the president's performance
and travel during 2013 1-6

Other business

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

Monday, September 9, 2013

Committee Members Present

Leah Bornstein (AZ), chair
Dianne Harrison (CA), vice chair
Bonnie Beesley (UT), immediate past chair

Christopher Cabaldon (CA)
Dene Thomas (CO)
Sharon Hart (CNMI)
Clayton Christian (MT)
Patricia Sullivan (NM)
Vic Redding (NV)
Cam Preus (OR)
Jim Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)

Committee Members Absent

Diane Barrans (AK)
Eileen Klein (AZ)
Steven Wheelwright (HI)
Mike Rush (ID)

Other Commissioners Present

Loretta Martinez (CO)
Ryan Deckert (OR)

Staff Present

David Longanecker, president
Erin Barber, executive assistant to the president
Mollie McGill, deputy director, WCET
Demi Michelau, director of policy analysis
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Brian Prescott, director of policy research

Chair Leah Bornstein called the meeting to order. Erin Barber called roll and a quorum was confirmed. Commissioner Harrison moved TO APPROVE THE SEPTEMBER 9, 2013, EXECUTIVE COMMITTEE TELECONFERENCE MINUTES. Commissioner Thomas seconded the motion. The motion was approved unanimously.

DISCUSSION ITEM

Budget Update

Chair Bornstein called on David Longanecker to update the committee on WICHE's budget. Longanecker said WICHE anticipated a budget surplus of \$200,000 at the July 29, 2013, teleconference, but actual numbers show that FY 2013 closed with a surplus of \$221,108. He also updated the committee on recent developments in trying to recover the past dues owed to WICHE by the California Community College system. A few weeks ago Longanecker had an arrangement in place with the general counsel. However, just a few days ago the chief financial officer for the system indicated that she did not have the authority to pay the amount. Longanecker said he would continue to work on the issue. Commissioner Cabaldon asked Longanecker to send him the background information, and he would look into it further.

DISCUSSION ITEM

Dues Update

Longanecker told the committee that all members have paid FY 2014 dues except the Commonwealth of the Northern Mariana Islands (CNMI), which was expected to pay soon.

DISCUSSION ITEM

Possible Change to WICHE's Meal Reimbursement Policy

Longanecker asked the committee for their feedback on a possible change to WICHE's meal reimbursement policy. The current policy requires receipts for all meals. The proposed new policy would not require receipts but would

provide a meal allowance. This would simplify the process for travelers and for staff who process travel reimbursement forms. The new policy would be slightly more expensive for WICHE because the organization would pay the meal allowance even if the traveler didn't actually spend the full amount. Commissioner Buhler expressed support for the new policy and said it makes everything simpler. He also encouraged staff to modify the form so that travelers do not claim meals that were provided during the meeting. Commissioner Martinez also agreed with the new policy and said it would be similar to what Metro State University of Denver has recently moved to. She agreed that the traveler should be able to indicate any meals provided on the travel reimbursement form. Commissioner Thomas agreed with the proposed policy to keep the process simple. Commissioner Redding said that the Nevada System of Higher Education just went through a business process review and one of the recommendations was to no longer require receipts and move to a straightforward meal allowance. He said the office is now working on setting time parameters for the meals. Longanecker thanked the committee members for their feedback.

ACTION ITEM

Approval to Seek Funding for New Models of Student Financial Support Concept Paper

Longanecker called on Brian Prescott to discuss the Lumina concept paper with the committee. Prescott said Lumina Foundation sent out an invitation-only RFP soliciting white papers on models of new student financial support. Out of three topics, WICHE chose to write on encouraging state policy for affordability. Longanecker said they were still waiting for official confirmation from Lumina. Chair Bornstein asked if approval was needed to expend funds if they are received from Lumina. Longanecker said yes. Commissioner Buhler asked if commissioners would see a draft of the concept paper before it is submitted. Longanecker said they would not because Lumina Foundation has funded this project to gain from the experience of the WICHE staff, not to solicit recommendations from the WICHE Commission. He also indicated that, as a research report, this paper would not be presenting recommendations that would constitute a position taken by WICHE. Commissioner Harrison moved TO APPROVE SEEKING WICHE FUNDING FOR NEW MODELS OF STUDENT FINANCIAL SUPPORT CONCEPT PAPER. Commissioner Hart seconded the motion. The motion was approved unanimously.

DISCUSSION ITEM

Program Updates

Longanecker announced that Lumina Foundation had funded the State Authorization Reciprocity Agreement (SARA) proposal. Marshall Hill was hired as the executive director of the National Council for State Authorization Reciprocity Agreements (NC-SARA), which will be located at WICHE. Two additional staff members have been hired who will work for both NC-SARA and W-SARA, the West's regional organization. Contracts and funding have been provided to the other regional organizations, as well.

Longanecker also mentioned that the WCET annual meeting will be held after the commission meeting in November, but won't technically start until Thursday, November 14. He will provide one night of hotel and meal reimbursement for commissioners interested in staying over for the meeting.

DISCUSSION ITEM

November Commission Meeting Preliminary Agenda

Longanecker updated the committee on the November commission meeting agenda. Speakers have been invited and WICHE is currently waiting for confirmations. Martha Kanter, U.S. under secretary of education, might fill in for Education Secretary Arne Duncan for one of the sessions, despite her imminent departure from the Department of Education. Commissioner Buhler asked if Complete College America had been invited to speak at the meeting. Longanecker said that the theme of college completion goals was going to focus on the national, institutional, regional, and state perspectives, which will capture what Complete College America, Gates, and others have been working on. He indicated that Complete College America certainly could have been included, given their substantive engagement, but others were included because of their direct involvement in policy development.

Other Business

Chair Bornstein called for other business. Longanecker asked the committee how the appointment of the steering committee for W-SARA should be approved. He planned to reconvene the original steering committee with the addition of Marcia Bankirer, president of the Denver School of Nursing and a representative from the Western

Association of Schools and Colleges (to replace Teri Canon, former executive VP). He asked the committee if they would like to give formal approval of the steering committee or if they felt comfortable having him move forward. Commissioner Cabaldon said official action should be taken to approve the steering committee. Longanecker agreed and said he would work with Chair Bornstein on a process for getting the information out to the committee for their approval.

Chair Bornstein asked the committee to send her recommendations for Nominating Committee members and noted that Immediate Past Chair Bonnie Beesley would be chairing the committee this year.

The meeting was adjourned.

DISCUSSION ITEM

President's Travel Calendar Year 2013

January

9	Meeting with Education Under Secretary Martha Kanter.....	Washington, D.C.
10	Knocking at the College Door press release	Washington, D.C.
16	Meeting with Martha Kanter and Dewayne Matthews, Lumina Foundation	Washington, D.C.
22	Meeting with EducationCounsel.....	Washington, D.C.
23	Brookings Institute Economic Forum	Washington, D.C.
24-25	Association of American Colleges and Universities (AAC&U) annual meeting.....	Atlanta, GA
28-30	National Student Clearinghouse Board meeting.....	Clearwater Beach, FL
31	Pacific Northwest Gigapop Board meeting	Seattle, WA

February

6	Meetings with Idaho House and Senate Education Committees.....	Boise, ID
11	Meeting with Eileen Klein and Chris Bustamante	Phoenix, AZ
26	Little Hoover Commission hearing	Long Beach, CA
17	Brookings State Grant Project meeting	Washington, D.C.

March

13	Meeting with Albertson Foundation.....	Boise, ID
20-21	Meetings with Washington House and Senate Higher Education Committees.....	Olympia, WA

April

9-10	Association of Physical Plant Administrators Thought Leaders Symposium	Charleston, SC
16-17	Symposium on Distance Education.....	Indianapolis, IN
25	Western Academic Leadership Forum annual meeting and meeting with California Community College System Chancellor Bryce Harris.....	San Diego, CA
30	CONAHEC Board and annual meeting	Edmonton, Alberta

May

1-3	CONAHEC Board and annual meeting	Edmonton, Alberta
19-21	WICHE Commission meeting.....	Spokane, WA
30	Title IV federal student aid public hearing.....	San Francisco, CA

June

1-2	North Dakota University System (NDUS) Board retreat	Medora, ND
9-11	NDUS Adult College Completion Network meeting.....	Bismarck, ND
26	Education Commission of the States annual forum.....	St. Louis, MO
27	XAP Conference.....	Chicago, IL

July

8-11	State Higher Education Executive Officers annual meeting.....	Washington, D.C.
10	Meeting with Under Secretary Martha Kanter and Jack Buckley (National Center for Education Statistics)	Washington, D.C.
30	Meeting with Martha Kanter, WICHE Commissioner Sharon Hart, and staff	Washington, D.C.

August

- 1 Nevada System of Higher Education senior staff meeting..... Las Vegas, NV
- 2 Council of State Governments-West annual meeting Las Vegas, NV
- 6 North Dakota Interim Committee on Higher Education..... Bismarck, ND
- 12 NC-SARA Board selection meeting Washington, D.C.
- 21 Western Wyoming Community College planning retreat.....Rock Springs, WY

September

- 4 Washington Council of Presidents retreatSeattle, WA
- 4-5 WICHE Legislative Advisory Committee meeting Las Vegas, NV
- 10 Meeting with House and Senate Health, Education, Labor, and Pensions
Committee staff..... Washington, D.C.
- 11 Meeting with Juliana Herman, staff of Colorado Senator Michael Bennet..... Washington, D.C.
- 12 Accrediting Commission of Career Schools and Colleges professional
development conference.....National Harbor, MD
- 18-20 Gates Foundation grantee conveningSeattle, WA
- 25-26 Multistate Data Exchange meetingSeattle, WA
- 27 Miscellaneous meetings in SeattleSeattle, WA
- 30 Pacific Northwest Gigapop Board meetingSeattle, WA

October

- 1 Pacific Northwest Gigapop Board meeting and Association of
Community College Trustees (ACCT) panel presentation.....Seattle, WA
- 2-3 Adult College Completion Network meeting..... St. Louis, MO
- 7 California Assembly Higher Education Committee hearing Santa Barbara, CA
- 8 Presidents’ Forum annual meeting Washington, D.C.
- 15 Legal Issues in Higher Education conference..... Burlington, VT
- 16-18 Conference of the Americas Monterrey, Mexico
- 23 Meetings with Ben Cannon, executive director, Higher Education Coordinating
Commission, and Hilda Rosselli, deputy director for College and Career ReadinessSalem, OR
- 24 Oregon Community College Association (OCCA) meeting Welches, OR

November

- 1 NC-SARA Board meeting..... Washington, D.C.
- 5 Alaska college access and success summit Anchorage, AK
- 14 Meeting at Ford Foundation..... New York, NY
- 14-15 TIAA-CREF leadership conference New York, NY
- 18 Oregon Higher Education Coordinating Commission retreatSalem, OR
- 22 Meeting with University of Wyoming President Bob Sternberg and
WICHE Commissioner Karla Leach Laramie, WY

December

- 2-7 Micronesia chief executives summit meetingSaipan, CNMI



2 Monday 8:45 - 9:15 am

Committee of the Whole Call to Order/Introductions

Monday, November 11, 2013
8:45 – 9:15 am
SHEPC Learning Center

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 11, 2013

8:45 - 9:15 am
SHEPC Learning Center

Committee of the Whole – Call to Order/Introductions

Call to order: Leah Bornstein, chair

Welcome

Introduction of new commissioners and guests 2-3



Approval of the Committee of the Whole
meeting minutes of May 20-21, 2013 2-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on selection of 2014 committee members

Recess until November 12, 2013, at 8:45 am



New Commissioners

Dick Anderson is a general contractor who has been in business in Helena since 1976. He is the chairman and founder of Mountain West Bank. In addition, Anderson is an owner in the Great Northern Hotel, Holiday Inn Downtown, Capital City Health Club, Gordon Butte Wind Farm, and several commercial buildings, as well as a past owner of Summit Aerospace, which was recently sold to Boeing. He is a Helena native and a graduate of the University of Montana in business management.

Vance Farrow is the industry specialist for healthcare in the Nevada Governor's Office of Economic Development. He is responsible for supporting the recruitment, retention, and expansion of healthcare professionals and businesses to strengthen the sector's infrastructure within Nevada. Farrow previously served within the District of Columbia Department of Health and was primarily the chief of the Bureau of Cancer and Chronic Disease. There, he oversaw all statewide federal and locally funded initiatives addressing breast, cervical, colorectal, lung, and prostate cancer treatment, outreach and navigation, education, data, and survivorship. Additionally, he has been the health services coordinator for Detroit Head Start and was the manager of the Michigan Neighborhood Partnership African-American Male Health Initiative. Farrow earned his bachelor's of science from Howard University in Washington, D.C. and his master's in public health from the University of Michigan School of Public Health in Ann Arbor, and he has also attended the Temple University School of Medicine in Philadelphia.

J. Anthony (Tony) Fernandez became president of Lewis-Clark State College in 2011. He served as interim president for one year after serving as provost and vice president for academic affairs at the institution for seven years. Fernandez earned his B.A. degree in biological sciences from California State College, Fullerton, and his Ph.D. from Washington State University (WSU) in plant pathology. He continued at WSU as a postdoctoral research associate for two years and then served as an assistant/associate professor of plant pathology at the University of Wyoming for a decade. In 1986 Fernandez accepted a faculty position in plant sciences at the University of Hawai'i-Hilo and later became dean of the College of Continuing Education and Community Service. He then accepted the position of dean of educational technology and continuing education at Fort Hays State University in Kansas and later dean of the College of Health and Life Sciences. He left Fort Hays State University in 2003 to become the provost of Lewis-Clark State College. Fernandez just completed a four-year term on the Idaho Workforce Development Council, has served as chair on the Governor's Idaho Health Professions Education Council, and is a member of the Regence Blue Shield of Idaho Board of Directors, St. Joseph Regional Medical Center Board of Directors, and the Valley Vision Board of Directors. He has served on a variety of professional health boards and task forces throughout his academic career.

Ray Holmberg has served in the North Dakota Senate since 1976. He is currently chairman of the Senate Appropriations Committee and the North Dakota Legislative Management Committee. Previously, Holmberg worked in the Grand Forks Public School District as a classroom teacher and guidance counselor. He has served as a board member for numerous organizations, such as the Grand Forks Community Theater, United Hospital, Agassiz Enterprises, North Dakota Special Olympics, and Prairie Public Broadcasting. Holmberg received a bachelor of science in social studies and a master of science in counseling and guidance from the University of North Dakota.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, May 20, 2013

Commissioners Present

Leah Bornstein (AZ), chair
Bonnie Jean Beesley (UT), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Jim Johnsen (AK)
Chris Bustamante (AZ)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Jude Hofschneider (CNMI)
Joshua Sasamoto (CNMI)
Francisco Hernandez (HI)
Mike Rush (ID)
Clayton Christian (MT)
Kim Gillan (MT)
Sheila Stearns (MT)
José Garcia (NM)
Mark Moores (NM)
Patricia Sullivan (NM)
Duaine Espegard (ND)
Dave Nething (ND)
Ham Shirvani (ND)
Vic Redding (NV)
Robert Burns (SD)
James Hansen (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Hilda Rosselli (OR)
Dave Buhler (UT)
Peter Knudson (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Larry Seaquist (WA)
Tom Buchanan (WY)
Karla Leach (WY)

Commissioners Absent

Dianne Harrison (CA)
Joe Garcia (CO)
Carol Mon Lee (HI)
Steven Wheelwright (HI)
M. Duane Nellis (ID)
Mack Shirley (ID)
Joe Hardy (NV)
Jack Warner (SD)
Sam Krone (WY)

Guests/Speakers

John Bowden, research analyst, Joint Legislative Audit and Review Committee
Jan Bowers, department chair, Family and Consumer Sciences, Central Washington University
Lisa Brown, Washington State University, Spokane
Xandre Chateaubriand, policy advisor, Office of Governor Jay Inslee
Cece Foxley, former commissioner of higher education and WICHE consultant, Utah Board of Regents
Debra Humphreys, vice president for policy and public engagement, Association of American Colleges and Universities
Christine Johnson, chancellor, Community Colleges of Spokane
Dennis Jones, president, National Center for Higher Education Management Systems (NCHEMS)
Paul Lingenfelter, president, State Higher Education Executive Officers (SHEEO)
Louise Lynch, certifying officer, Arizona Board of Regents

Darren Marshall, WICHE certifying officer, Utah System of Higher Education
Loreen Olney, executive assistant, Utah System of Higher Education
Jeannine Sherrick, certifying officer, Nevada System of Higher Education
Lisa Shipley, manager of student advising, University of Wyoming
Joseph Steiner, dean, College of Health Sciences, University of Wyoming
Eric Whitaker, research analyst, Joint Legislative Audit & Review Committee

Staff Present

Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Carl Krueger, project coordinator, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer
Dennis Mohatt, vice president for behavioral health, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, Western Alliance of Community College Academic Leaders (Alliance), Internet Course Exchange (WICHE ICE), and Western Academic Leadership Forum (Forum)

Chair Leah Bornstein called the meeting to order and welcomed the commissioners. She asked for a moment of silence in honor of Carl Shaff (NV), who recently passed away.

Chair Bornstein introduced newly appointed commissioners:

- Eileen Klein, Arizona
- Loretta Martinez, Colorado
- Sharon Hart, Commonwealth of the Northern Mariana Islands (CNMI)
- Jude Hofschneider, CNMI
- Joshua Sasamoto, CNMI
- Mark Moores, New Mexico
- Hilda Rosselli, Oregon
- Larry Seaquist, Washington

Commissioner Kohl-Welles introduced WSU Spokane Chancellor Lisa Brown. Brown welcomed meeting guests to the campus. Chair Bornstein introduced guests and listed commissioners whose terms are expiring after the May 2013 meeting.

ACTION ITEM

Approval of the Minutes of the November 12-13, 2012, Committee of the Whole Meeting

Commissioner Mike Rush moved TO APPROVE THE MINUTES OF THE NOVEMBER 12-13, 2012, COMMITTEE OF THE WHOLE MEETING. Commissioner Anderson seconded the motion. The minutes were approved unanimously.

Chair Beesley gave the report of the chair. The Executive Committee had met earlier in the morning to hear the five-year evaluation report for WICHE's president from Cece Foxley and to conduct David Longanecker's performance review. Bornstein asked commissioners to review the evaluation report in preparation for discussions during the Committee of the Whole business session.

Chair Bornstein called on David Longanecker for the report of the president. Longanecker presented "WICHE Inside Out," which included updates on staff, diversity, IT, health insurance, and project activities.

The first session of the Committee of the Whole was concluded, and the committee went into recess until Tuesday, May 21, 2013.

Session II: Business Session

Tuesday, May 21, 2013

Commissioners Present

Leah Bornstein (AZ), chair
Bonnie Jean Beesley (UT), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Jim Johnsen (AK)
Chris Bustamante (AZ)
Eileen Klein (AZ)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Joshua Sasamoto (CNMI)
Francisco Hernandez (HI)
Mike Rush (ID)
Clayton Christian (MT)
Kim Gillan (MT)
Sheila Stearns (MT)
José Garcia (NM)
Mark Moores (NM)
Patricia Sullivan (NM)
Duaine Espegard (ND)
Dave Nething (ND)
Vic Redding (NV)
Robert Burns (SD)
James Hansen (SD)
Ryan Deckert (OR)
Camille Preus (OR)
Hilda Rosselli (OR)
Dave Buhler (UT)
Don Bennett (WA)
Jeanne Kohl-Welles (WA)
Larry Seaquist (WA)
Tom Buchanan (WY)
Karla Leach (WY)

Commissioners Absent

Christopher Cabaldon (CA)
Dianne Harrison (CA)
Joe Garcia (CO)
Jude Hofschneider (CNMI)
Carol Mon Lee (HI)
Steven Wheelwright (HI)
M. Duane Nellis (ID)
Mack Shirley (ID)
Ham Shirvani (ND)
Joe Hardy (NV)
Jack Warner (SD)
Peter Knudson (UT)
Sam Krone (WY)

Guests

Jan Bowers, department chair, Family and Consumer Sciences, Central Washington University
Peter Eckel, vice president, Association of Governing Boards of Universities and Colleges
Paul Lingenfelter, president, SHEEO
Louise Lynch, certifying officer, Arizona Board of Regents
Darren Marshall, WICHE certifying officer, Utah System of Higher Education
Loreen Olney, executive assistant, Utah System of Higher Education
Lisa Shipley, manager of student advising, University of Wyoming
Joseph Steiner, dean, College of Health Sciences, University of Wyoming

WICHE Staff

Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Carl Krueger, project coordinator, Policy Analysis and Research
David Longanecker, president
Mollie McGill, deputy director, WCET
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer
Dennis Mohatt, vice president for behavioral health, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, Western Alliance of Community College Academic Leaders (Alliance), Internet Course Exchange (WICHE ICE), and Western Academic Leadership Forum (Forum)

Chair Leah Bornstein called the meeting to order.

Report and Recommended Action of the Audit Committee

Chair Bornstein called on Commissioner Bonnie Jean Beesley to give the report of the Audit Committee. Commissioner Beesley reported that the Audit Committee has met twice since the November commission meeting.

Current Audit Committee members include:

- Bonnie Jean Beesley (chair)
- Diane Barrans, Alaska
- Dianne Harrison, California
- Mike Rush, Idaho
- Vic Redding, Nevada

The committee met in person on November 13, 2012, to discuss the engagement letter with auditing firm RubinBrown (WICHE's current auditors). The committee discussed and approved retaining RubinBrown for the 2013 audit of WICHE's financial statements. RubinBrown was selected as the auditing firm for WICHE in 2010.

The committee met again via teleconference on April 23, 2013. The committee reviewed the Audit Committee charter, calendar, and Commission Code of Ethics. They found these documents still to be relevant and contemporary, so no changes or revisions were made.

The committee will meet via teleconference in September or October to discuss the 2013 WICHE audit with representatives from RubinBrown and WICHE staff and in person in November in conjunction with the WICHE Commission meeting.

Report and Recommended Action of the Executive Committee

Chair Bornstein reported that the Executive Committee met on Monday before the Committee of the Whole. The committee approved minutes from the March 25, 2013, teleconference, and David Longanecker discussed the schedule for the meeting.

The committee then went into closed session. Cece Foxley, former WICHE commissioner and former commissioner of higher education with the Utah System of Higher Education, was invited to present her report on the five-year evaluation of David Longanecker. Two suggested areas of focus came out of the committee's discussion of the evaluation and report:

1. There is a need to develop and put in place a CEO succession plan and policy, both for short-term disability and in the event that the CEO passes away.
2. Consideration needs to be given to the organizational structure as WICHE moves forward.

Longanecker also presented his self-evaluation for FY 2013 and performance objectives for FY 2014. The evaluation report and his self-evaluation and performance objectives were approved unanimously by the Executive Committee.

David Longanecker thanked Cece for her thorough evaluation. He said it was very helpful in terms of suggestions and feedback. He noted that the State Authorization Reciprocity Agreement (SARA) work took more time and effort than anticipated. He felt it was well worth the effort since there is now a nationwide approach in place, and he looks forward to the implementation phase. Chair Bornstein thanked Longanecker for his service.

Report and Recommended Action of the Programs and Services Committee

Chair Bornstein called on Commissioner Patricia Sullivan to give the report of the Programs and Services Committee. Commissioner Sullivan reported that the committee heard an overview of the FY 2014 workplan. The committee had questions for staff on the process for putting projects on the workplan. The committee was also interested in finding out how staff decide who to collaborate with and wondered if there could be a process for communicating with states so they could participate in more of the programs. Commissioner Sullivan reported that the committee would like to see a more systematic process for collecting commission input for developing the workplan. Commissioner Sullivan moved TO APPROVE THE FY 2014 PROGRAMS AND SERVICES WORKPLAN. Commissioner Seaquist seconded the motion. The motion was approved unanimously. Commissioner Sullivan reported that the committee also heard

updates on the Interstate Passport project and the Student Exchange Program. The Western Undergraduate Exchange (WUE) will be celebrating its 25th anniversary this year. Community colleges from Washington state will be joining WUE for the first time in the fall.

Report and Recommended Action of the Issue Analysis and Research Committee

Commissioner Jeanne Kohl-Welles reported that the Issue Analysis and Research Committee approved the FY 2014 workplan, including the following projects:

- Funding for a second phase of the *Facilitating Further Development of a Multistate Data Exchange* project.
- The proposed *A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health* project. The goal of the project is to expand and improve prison education programs in the region by developing stronger linkages between state higher education, behavioral health, and corrections systems to better prepare those who are released from prison for a productive, educated life outside of the corrections system. This project would be a partnership between WICHE's Policy unit and Mental Health Program to execute the work and would include a competitive RFP process that would identify three states in which to pilot the project.
- The proposed *Fostering Successful Cooperative Education and Internship Programs to Improve Educational Outcomes and Meet Workforce Demands* project. This project will be aimed at fostering a fertile climate for co-op/ internship programs, with an emphasis on providing students with financial aid that simultaneously helps align their educational preparation and state workforce demands. It will likely have components for researching existing models, evaluating how state policy can facilitate or hinder the development of such programs (especially those related to existing financial aid policies like state work/study), and convening stakeholders. It will build off of the research on "best practices" in this area and proactively seek out the input of employers, who will have to be significant partners in the effort.

The committee heard updates on the Legislative Advisory Committee, WICHE-Center for Urban Education project, and the WICHE internship program. Referencing *A Fighting Chance at Success*, Commissioner Francisco Hernandez suggested that staff should consider a partnership with Mexican prison officials, which would be especially useful for working with prisons in the West.

Report and Recommended Action of the Self-funded Units Committee

Commissioner Jim Hansen reported that the Self-funded units are funded by grants, dues, and contracts. The WCET and Mental Health Program budgets are strong and healthy. The committee approved the FY 2014 workplans for both WCET and the Mental Health Program. They heard highlights from the Mental Health Program on the new internship project and work being done with Nevada State College to develop a health center for students and the surrounding community. The committee received an update on the Predictive Analytics Reporting (PAR) Framework and the WCET leadership summit being held in June. WCET is also involved with an e-learning Congressional caucus, chaired by Representative Jared Polis (CO) and Representative Kristi Noem (SD), with the hope of raising awareness in Congress about e-learning.

ACTION ITEM

Approval of the FY 2014 Annual Operating Budget – General Fund and non-General Fund Budgets

Chair Bornstein asked David Longanecker to present the budget. Longanecker said there were two budgets to consider: 1) the president's recommended budget; and 2) a slim budget for FY 2014. It is anticipated that FY 2013 will end with a surplus of \$132,855 because indirect cost recovery was higher than originally budgeted. The president's recommended budget for FY 2014 proposes revenues of \$2,474,050 and expenses at \$2,473,081, leaving a surplus of \$969. This reflects a budget higher than FY 2013 by \$193,786. For FY 2014 the organization anticipates lower indirect cost recovery because the PAR grant will expire. There will also be \$96,000 in revenue from a \$6,000 state increase in dues for FY 2014 and \$93,750 increase in dues resulting from the additional membership of CNMI. The FY 2014 budget presumes payment from the California Community Colleges for delinquent dues. There will be an increase in expenditures for FY 2014 of about \$325,000 for the following reasons: 1) \$40,000 was allocated for CNMI travel, both for commissioners and staff; 2) \$12,000 is allocated for moving the HR coordinator to a full-time position; 3) .33 FTE (\$35,000) is allocated for the Policy Analysis and Research unit to increase capacity to serve commissioners and states when general fund requests come in; and 4) a 3 percent merit salary increase pool of \$40,000 was created.

Longanecker noted that staff do not receive cost of living increases and are paid very modestly compared to other organizations. In addition, staff will see significant increases to their cost of health insurance (between 16 percent and 18 percent, depending upon the plan). Finally, \$10,000 has been allocated for a 60th anniversary dinner in the fall during the commission meeting.

Longanecker went through the reserve dedications and told the committee that the officers suggested dedicating a portion of the reserves for payment of the building. He noted the dedication to increase software development and said staff was asking that it remain dedicated since the money was not spent in FY 2013 due to lack of staffing capacity. A new dedication was added for purchasing programs, which would allow additional staffing and focus on this program area. The president's recommended budget would leave money in the reserves for minimum requirements and unexpected shortfalls.

Longanecker said he was asked by the officers to develop a slim budget. The difference between the recommended budget and the slim budget would be: 1) salary increases for staff would be eliminated; 2) there would not be a 60th anniversary celebration; 3) the HR coordinator would remain at a part-time position; and 4) there would be no increase in staffing capacity in the Policy Analysis and Research unit. Longanecker said he did not believe those reductions would serve the organization well.

Commissioner Barrans moved TO APPROVE THE PRESIDENT'S RECOMMENDED FY 2014 BUDGET. Commissioner Christian seconded the motion.

Commissioner Barrans asked what was planned for the 60th anniversary celebration. Longanecker said the commissioners would be staying at a nicer facility in downtown Boulder and a dinner would take place during the commission meeting. He also noted the history of higher education in the West book project might be completed by that time. Commissioner Anderson wondered if the money dedicated for the 60th anniversary dinner should be instead used for staff salaries. Longanecker noted that most of the planning for the dinner was already tied into a contract with the hotel, which would be difficult to change at this point.

Commissioner Barrans also asked about the investment in IT infrastructure and what was included in that investment. Longanecker said that the organization was running behind on software development. The dedication from reserves would provide capacity to increase staffing and catch up on projects. Many new grants and projects require an IT component, so they get priority while other projects might be put aside.

Commissioner Redding asked about the effects of sequestration on WICHE's budget. Longanecker said the organization has not experienced effects in the Policy or Programs units. Areas where there've been federal grants, especially in the Mental Health Program, might be more vulnerable. Commissioner Rush asked for clarification on the indirect cost recovery portion of the budget. Longanecker said the Mental Health Program and WCET receive grants and share a portion of the indirect with WICHE. Commissioner Rush also asked if the president's recommended budget was structurally sound and if it can be supported in the future. Longanecker said that all recurring expenditures would be funded from enduring funding streams, so the budget was, in fact, supportable into the future.

Commissioner Anderson asked about the capacity of the organization and wondered how staff prioritizes when looking at people and infrastructure. She said that the commissioners need to understand the philosophy behind the budget planning. Longanecker said budgeting over the past five years has been challenging, and any increases to the budget have been modest. He noted that in 2015 the building will be paid off and the organization will have an opportunity to think about how it recasts itself as it moves forward. Commissioner Kohl-Welles asked if the salary increases were sequential. Longanecker said the current proposed increase would be built into the salary base of employees. Commissioner Martinez asked about the requests that have come in from states that staff have not been able to respond to, due to lack of capacity, and what the compact says about services states might receive outside of the Student Exchange Program. Longanecker said the compact talks in general about higher education but does not mention the Student Exchange Program or other services specifically. He said the organization follows what the states and community want and ask for. Staff is working above capacity at this time, and Longanecker said he is doing more in the Policy unit because the staff is beyond capacity. He felt the work might not be as complete or comprehensive as it could be because they don't say no very often.

Commissioner Moores asked about WICHE's interest and investment policy. Longanecker responded that the interest is made on the reserves. Interest is also earned on the \$14 million in PSEP support fees for a few months before the

funds are passed on to the institutions that enroll PSEP students. Interest used to be a significant line of revenue for the organization until interest rates fell. Commissioner Moores asked why we're not paying off the building now. Craig Milburn responded that there is no provision for prepayment in the loan agreements.

The president's recommended budget for FY 2014 was approved unanimously.

Longanecker introduced the salary and benefit recommendations for FY 2014. Commissioner Hansen moved TO APPROVE THE SALARY/BENEFIT RECOMMENDATIONS FOR FY 2014. Commissioner Buchanan seconded the motion. The motion was approved unanimously.

Chair Bornstein asked Longanecker to talk about the FY 2014 workplan. Longanecker said it is in a new format, based upon revisions and suggestions brought by commissioners in committee meetings. The FY 2014 workplan is ambitious. Commissioner Johnsen moved TO APPROVE THE FY 2014 WORKPLAN. Commissioner Anderson seconded the motion and thanked staff for the changes and new format. The FY 2014 workplan was approved unanimously.

Chair Bornstein reminded the commission to review the Commission Code of Ethics included in the agenda book. A meeting evaluation would be sent out electronically after the meeting. She asked for other business. Commissioner Anderson thanked Chair Bornstein. Longanecker reminded the commission of the dates and location of the next meeting and thanked the CNMI commissioners for their gracious gifts.

The meeting was adjourned.



Plenary Session I: Achieving Our College Completion Goals – The Federal/National Perspective

Monday, November 11, 2013
9:15 – 10:45 am
SHEPC Learning Center

3 Monday 9:15 - 10:45 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 11, 2013

9:15 - 9:45 am

SHEPC Learning Center

Plenary Session I: Achieving Our College Completion Goals – The Federal/ National Perspective

For the last half of the 20th century, American higher education policy focused almost exclusively on expanding access. From the GI Bill to the Sputnik scare, both of which provided impetus for rapid expansion in higher education, to the Great Society program that spawned the Higher Education Act and the advent of substantial federal student financial aid, to the rapid expansion of community colleges to serve regular folks, the focus has been on transforming higher education from a meritocratic to an egalitarian public good.

The dawning of a new century has brought a new policy thrust: moving from *access* as the primary focus to *access to success* as the new mantra, with success defined as college completion. The completion agenda gained its initial momentum in 2006, with publication of “A Test of Leadership: Charting the Future of U.S. Higher Education,” the final report of Secretary of Education Margaret Spelling’s Commission on the Future of Higher Education. This report bemoaned the loss of American competitiveness in college attainment rates, compared to the rest of the developed world, and charted a course for improving postsecondary productivity through the reform of federal, state, and institutional policy. President Obama has sustained this federal thrust, announcing in his State of the Union speech in 2012 that he would support policy that would help the U.S. regain its preeminence in educational leadership. He adopted the goal that by 2020, 65 percent of young adults in the U.S. would have a certificate or degree that would make them competitive in the increasingly global economy.

The federal government was not the only force beginning to focus on the completion agenda. Nationally, momentum has been mounting for a major focus from within higher education to increase the success of students. By 2006 the Bill & Melinda Gates Foundation was supporting an initiative to double the numbers of low-income young adults receiving a college education. And in 2009 Lumina Foundation adopted its “Big Goal”: 60 percent of all American adults will have attained a postsecondary credential by 2025.

This panel presentation and the following discussion bring representatives from both the federal and national levels together to discuss what led their leaders to focus on the completion dilemma, what strategies they have pursued to advance this agenda, how well the efforts have gone, and what lies ahead.

The panel will be moderated by George Pernsteiner, president of the State Higher Education Executive Officers organization. Before recently accepting the SHEEO presidency, Pernsteiner was the chancellor of the Oregon

9:45 - 10:45 am

University System, which was one of the first higher education systems in the country to adopt (below the radar) a completion-oriented performance-funding approach, built in part on lessons learned from England and Ireland. Jamiene Studley, deputy undersecretary of Education, will reflect the federal perspective, and Dewayne Matthews, vice president of Lumina Foundation, will discuss the interest and activities of foundations in the completion agenda.

Speakers:

Dewayne Matthews, vice president for policy and strategy, Lumina Foundation

Jamiene Studley, deputy under secretary, U.S. Department of Education

**Facilitated Discussion on:
Achieving our College Completion Goals – The Federal/
National Perspective**

Facilitator:

George Pernsteiner, president, State Higher Education Executive Officers

Biographical Information on the Speakers & Facilitator

Dewayne Matthews is vice president for policy and strategy of Lumina Foundation. Matthews has served in a variety of higher education leadership roles, including senior adviser to the president and vice president of the Education Commission of the States, director of the Student Exchange Program for the Western Interstate Commission for Higher Education, and executive director of the New Mexico Commission on Higher Education. He has been a legislative staff member, faculty member, and university trustee, and has worked with higher education institutions in Mexico, Canada, and Japan. He began his career as a first-grade teacher in Taos, NM. Matthews is a graduate of the University of New Mexico and earned a master's degree in bilingual education at New Mexico Highlands University in Las Vegas. He earned a doctorate in educational leadership and policy studies at Arizona State University and received an honorary doctor of humane letters from Marycrest International University.

George Pernsteiner became the president of the State Higher Education Executive Officers (SHEEO) association on September 16, 2013. Prior to joining SHEEO, Pernsteiner served as chancellor of the Oregon University System from 2004 to 2013. Previously in his career, he served as vice chancellor for administrative services at the University of California, Santa Barbara; vice president for finance and administration at Portland State University; and vice provost and chief financial officer at the University of Oregon. He has taught at Portland

State University, the University of Puget Sound, and the University of Oregon. Before beginning work in higher education, Pernsteiner served as a senior executive for Seattle city government. He holds degrees from Seattle University and the University of Washington.

Jamienne S. Studley is the U.S. deputy under secretary of education. The former president of Skidmore College and one-time Education Department general counsel, Studley oversees the department's second-term higher education agenda. Studley, whose was appointed as a consultant to Martha J. Kanter in June, is expected to focus on such issues as accreditation and college pricing, and to play a key role in shaping President Obama's far-reaching proposal to create a system to rate colleges on affordability, quality, and other matters. She is a graduate of Barnard College and Harvard Law School.





Programs and Services Committee Meeting

Monday, November 11, 2013
11:00 am – noon
SHEPC Learning Center

4 Monday 11:00 am - noon

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 11, 2013

11:00 am - noon
SHEPC Learning Center

Programs and Services Committee Meeting

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

Diane Barrans (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Josh Sasamoto (CNMI)
Carol Mon Lee (HI)
TBD (ID)
Committee vice chair (MT)
Vance Farrow (NV)
Committee chair (NM)
Duaine Espégard (ND)
Hilda Rosselli (OR)
Jack Warner (SD)
Bonnie Jean Beesley (UT)
Larry Seaquist (WA)
Karla Leach (WY)

Agenda

Presiding: Patricia Sullivan, committee chair

Staff: Jere Mock, vice president, Programs and Services
Margo Colalancia, director, Student Exchange Program
Rhonda Epper, director, WICHE State Authorization Reciprocity Agreements (W-SARA)
Pat Shea, director, WICHE ICE, Western Academic Leadership Forum, and Western Alliance of Community College Academic Leaders



Approval of the Programs and Services Committee meeting minutes of May 20, 2013

4-3

Information Items:

Implementing the State Authorization Reciprocity Agreement – Jere Mock and Rhonda Epper

4-6

Updates on WICHE's Student Exchange Program – Margo Colalancia

4-18

Facilitating commissioner input in the Programs and Services/WICHE workplan and communications with commissioners – Jere Mock



Other business

Adjournment

ACTION ITEM

Programs and Services Committee Meeting Minutes May 20, 2013

Committee Members Present

Patricia Sullivan (NM), chair
Clayton Christian (MT), vice chair
Diane Barrans (AK)
Eileen Klein (AZ)
Dene Thomas (CO)
Joshua Sasamoto (CNMI)
Duaine Espegard (ND)
Mark Moores (NM)
Hilda Rosselli (OR)
Bonnie Jean Beesley (UT)
Larry Seaquist (WA)
Karla Leach (WY)

Committee Members Absent

Dianne Harrison (CA)
Carol Mon Lee (HI)
Mack Shirley (ID)
Joe Hardy (NV)
Jack Warner (SD)

WICHE Certifying Officers Present

Louise Lynch, Arizona Board of Regents
Jennah Kitchell, Colorado Department of
Higher Education
Jeannine Sherrick, Nevada WICHE
Darren Marshall, Utah State Board of Regents
Loreen Olney, Utah State Board of Regents
Lisa Shipley, University of Wyoming
Joseph Steiner, University of Wyoming

Staff Present

Margo Colalancia, director, Student Exchange Program
Pat Shea, director, WICHE ICE, Western Academic
Leadership Forum, and Western Alliance of Community
College Academic Leaders

Committee Chair Patricia Sullivan called the meeting to order and welcomed the committee members and the WICHE certifying officers.

ACTION ITEM

Approval of the Programs and Services Committee Meeting Minutes of November 12, 2012

Chair Sullivan asked for a motion TO APPROVE THE MINUTES OF THE NOVEMBER 12, 2012, COMMITTEE MEETING. Commissioner Barrans motioned to approve the minutes, and Commissioner Seaquist seconded the motion. The minutes were approved unanimously.

ACTION ITEM

Approval of the Programs and Services Committee Meeting Minutes of November 12, 2012

Margo Colalancia and Pat Shea presented highlights of each of the items listed in the Program and Services FY 2014 workplan, on behalf of Jere Mock, Programs and Services vice president, who was unable to travel because of illness. At the conclusion of the presentation, Commissioner Rosselli asked for clarification of the commissioners' role in the process of approving the workplan. Commissioner Beasley responded that the workplan is reviewed by the Executive Committee during its retreat, prior to it being presented to the full commission. Commissioner Sullivan asked how certain states and institutions were selected to be involved in new projects. The staff explained that this varied with the project. For example, projects undertaken by one of the membership organizations, such as the Alliance, are announced to its members at the annual meeting or on the Alliance listserv, and institutions are invited to participate. In the case of the Passport project, all states were invited to a meeting at WICHE to discuss potential interest in this initiative. Four of the states already involved in the Liberal Education and America's Promise (LEAP) initiative volunteered to participate in the pilot. Hawai'i also volunteered for the pilot, as it was the state where the idea for a new transfer framework based on LEAP's Essential Learning Outcomes developed. All states will have the opportunity to participate in the Passport's Phase I Block agreements this summer.

Commissioner Beasley asked how they could add items to the workplan, such as a request for advice about how to handle massive open online courses (MOOCs) or other issues. In the future the commissioners would like to have more input into the development of the workplan and in setting priorities for WICHE services based on common needs across the states. They asked that staff consider developing a systematic process for collecting their input on service needs in their states; that the staff make a presentation at the next committee meeting explaining the process for including their input in the workplan; and that they receive the workplan in advance of its being presented. Commissioner Sullivan asked for information about who receives WICHE communications, such as NewsCap and the Policy and Stat Alerts, so she does not forward them to those already receiving them. Commissioner Seaquist asked how they could let the staff and other commissioners know about activities in their states as they arise. For example, Washington has recently developed 81 high-enrollment courses as openly licensed courses for others to use. The commissioners would like to have a communications system in place, so staff could share information about opportunities for their states or institutions to be involved in new WICHE projects and so commissioners could share information about resources, models, issues, and solutions from their states with the staff and other members of the commission.

Commissioner Sullivan congratulated the staff on their work and asked for a motion to approve the workplan. Commissioner Beasley made the motion TO APPROVE THE PROGRAM AND SERVICES WORKPLAN. Commissioner Espegard seconded the motion. The vote was unanimous.

DISCUSSION ITEM

Interstate Passport Initiative

Pat Shea provided an update on the Interstate Passport Initiative. This two-year project, funded by the Carnegie Corporation of New York, aspires to create a friction-free framework for transfer based on learning outcomes, not courses and credits. This new framework should allow students to transfer without repeating learning that they have already achieved. The project is focused on lower-division general education, the common denominator among institutions – both two- and four-year. Since we last met, faculty from 23 institutions in the five pilot states involved in the project (California, Hawai'i, North Dakota, Oregon, and Utah), have worked together to create a common set of Passport Learning Outcomes (PLOs) and proficiency criteria at the transfer level for the Passport's Phase I Block. The areas include: oral communication, written communication, and quantitative literacy.

To become a Passport institution with the authority to award the Passport Phase I to students, institutions must ensure that their learning outcomes map to and are congruent with the PLOs. (They are not required to use the same language.) The institutions must also identify the courses they provide to address these outcomes and the assessment tools they use to measure a student's proficiency. Further they must agree to track the academic progress of the Passport students, comparing their success to non-Passport and native students. Receiving institutions will provide data to the sending institutions, which can be used in continuous improvement efforts.

Institutions will begin signing the MOA on June 1, and other WICHE states may apply to participate in Phase I later this summer. The current grant concludes on September 30, so the staff will soon be seeking funding for the Phase II Block, consisting of additional lower-division learning outcomes.

DISCUSSION ITEM

Update on the Student Exchange Program

Margo Colalancia provided a brief update on the WICHE Student Exchange Program. She explained that according to fall 2012 survey data, the percentage of Professional Student Exchange Program (PSEP) graduates returning to their home state to practice has increased by more than 10 percent since 2006, for both states that require service payback (85 percent return rate) as well as those that do not (52 percent return rate). Six out of 10 PSEP sending states now require a service payback of their graduates.

WICHE recently added 45 new programs to the Western Regional Graduate Program (WRGP), for a total of 320; 1,000 students enrolled through WRGP and saved more than \$15 million this academic year. About one third of the programs are healthcare-related.

The Western Undergraduate Exchange (WUE) is celebrating its 25th year; more than 31,000 students enrolled through WUE saved more than \$235.8 million for the 2012-13 academic year. The network of WUE institutions grew by 10 institutions this past year, including University of California Merced – our first UC institution. Staff is delighted to announce that two community colleges from Washington state (the first ever) will also join WUE this fall: Spokane Community College and Spokane Falls Community College.

WICHE is exploring a possible role as a convener to promote reform for GME (graduate medical education) residencies for physicians in the West, with the goal of increasing the number of family practice and rural-track GME residencies and improving funding for them. Joseph Steiner, dean of the Department of Health Sciences at the University of Wyoming, commented that this is a critical issue for the State of Wyoming and many Western states. The federal funding system is complex and is currently a disincentive for medical students to pursue primary care, which is most needed in the rural West. Colalancia added that Steiner and WICHE staff would be meeting with several University of Colorado School of Medicine faculty and administrators advocating for GME reform after the WICHE Commission meeting to determine how WICHE might help. (*Update:* The group met on May 23, and it was decided that WICHE's Legislative Advisory Committee would hold a session on GME reform at its next meeting in Las Vegas, on September 4-5, to inform state legislators of the issues. The National Academies is currently conducting a study to make recommendations for GME reform; for more information, see www8.nationalacademies.org/cp/projectview.aspx?key=49470. The academies' report will likely be published some time in 2014.)

Colalancia also reported on the dramatic increase of colleges of veterinary medicine in the West over the past few years – both opening and planned. This phenomenon is perplexing in light of declining veterinarian salaries, paired with high student debt levels (\$140,000 on average), and the recent opinion issued by the American Association of Bovine Practitioners (AABP) that there is not a shortage of rural food animal veterinarians, as once believed. (In brief, the AABP maintains that in many areas, rural veterinary practices are unsustainable, for several reasons. First, there has been a consolidation of livestock systems, and producers would rather train technicians to administer services that were once provided by DVMs (doctors of veterinary medicine) to save on costs. Secondly, DVMs could reorient their rural practices to emphasize preventive and consulting services, but most are not. Finally, recent DVM graduates are saddled with high student debt and can't increase their fee rates for services to meet their debt obligations; rural clients have a low tolerance for fee increases and will find other low-cost ways to get their animals treated. To read the AABP's opinion, visit www.aabp.org/resources/pdfs/Summary_Opinion_of_the_AABP-Rural_Vet_Practice-5.19.11.pdf.)

Several new programs have developed in the WICHE states. The University of Southern Utah will accept its second class of veterinary students in fall 2013 for its joint "2+2" program with Washington State University. Montana State University is also launching a joint "1+1" program with Washington State University and will admit its first class in fall 2014. Midwestern University in Glendale will open its College of Veterinary Medicine in fall 2014. The University of Arizona is also seeking support for a public veterinary program, but funding for the program was not obtained during the 2013 legislative session.

Chair Sullivan acknowledged the participation of several of the WICHE certifying officers from Arizona, Colorado, Nevada, Utah, and Wyoming, who attended a meeting on Sunday with Colalancia. They help WICHE to expand access to the healthcare professions in the West – through PSEP, as well as through WUE and WRGP –. She also thanked the state offices and staff for their ongoing efforts and dedication and then adjourned the meeting.

INFORMATION ITEM

Implementing the State Authorization Reciprocity Agreement

Lumina Foundation provided a \$2.3 million grant for the implementation of a nationwide State Authorization Reciprocity Agreement (SARA) in August. WICHE is serving as fiscal agent for the grant that supports the operation of the National Council – State Authorization Reciprocity Agreement (NC-SARA), as well as the implementation of SARA within the regions of the four interstate higher education compacts: the Midwestern Higher Education Compact, New England Board of Higher Education (NEBHE), Southern Regional Education Board (SREB), and WICHE. MHEC, NEBHE, and SREB are subcontractors to WICHE under the terms of the grant agreement.

SARA establishes a state-level reciprocity process that will support the nation in its efforts to increase educational attainment by making state authorization more efficient, effective, and uniform in regard to necessary and reasonable standards of practice that span states. It also enables states to effectively deal with quality and fiscal integrity issues that have arisen in some online/distance education offerings. Over time, SARA will make the authorization process less costly for states and institutions and the students they serve.

The agreement resulted from the ongoing efforts of several groups:

- Lumina Foundation provided funding to the Presidents' Forum, working with the Council of State Governments (CSG), to develop a model reciprocity agreement that would enable states to acknowledge other states' decisions in regard to institutional authorization of distance education.
- Building upon the work of the Presidents' Forum and CSG, WICHE advanced "W-SARA" in collaboration with the three other compacts, MHEC, NEBHE, and SREB.
- Combining all prior efforts and input from a range of stakeholders, the Commission on Regulation of Postsecondary Distance Education convened by the State Higher Education Executive Officers (SHEEO) and the American Association of Public Land-Grant Universities (APLU), issued a report last April: "Advancing Access through Regulatory Reform: Findings, Principles, and Recommendations for the State Authorization Reciprocity Agreement (SARA)."

These efforts have involved institutional leaders representing all sectors of higher education, state regulators, state higher education policymakers, accrediting organization leaders, and representatives of the U.S. Department of Education.

Some of the key provisions of the State Authorization Reciprocity Agreement are as follows.

- It is based on the voluntary participation of states and institutions.
- It shifts principal oversight responsibilities from the state in which the distance education is being received to the "home state" of the institution offering the instruction. The home state will also be the default forum for consumer complaints. Once an institution is authorized by its home state, it will be allowed to offer its distance education programs in other states participating in the reciprocity agreement.
- Its scope covers regionally or nationally accredited degree-granting institutions from all sectors: public colleges and universities, and independent institutions, both nonprofit and for-profit. Professional licensure programs are not covered at this time.
- It sets forth a reasonable, uniform set of triggers of "physical presence."
- It preserves full state oversight and control of on-the-ground campuses.

Milestones on the Path toward Reciprocity

A significant event on the path toward reciprocity was held on April 16-17 in Indianapolis: a national symposium on the implementation of SARA, funded by Lumina Foundation and coordinated by the CSG and the Presidents' Forum. Delegates from 47 states attended to learn more about the agreement, examine the implications for states and for institutions, and meet with colleagues from other states in their respective regional compact to raise questions and discuss the proposed implementation steps, including approaches for getting executive and legislative branch approval of the agreement in their states.

Once WICHE and the other regional compacts received notice that Lumina Foundation staff had approved the SARA grant proposal developed by WICHE, staff recruitment efforts began. Staff supporting NC-SARA and W-SARA are based in Boulder and include:

- Marshall Hill, NC-SARA executive director (1.0 FTE), as of Aug. 19.
- Rhonda Epper, W-SARA director (1.0 FTE), as of Oct. 14.
- Lisa Greco, NC-SARA communications coordinator (.75 FTE), as of Sept. 25.

Two staff members jointly support NC-SARA and W-SARA:

- Alan Contreras, NC-SARA/W-SARA coordinator (1.0 FTE), as of Sept. 19.
- Michelle Perez-Robles, NC-SARA/W-SARA office support manager (1.0 FTE), as of Sept. 16.

The NC-SARA staff is supervised by Marshall Hill and the W-SARA staff by Jere Mock, vice president, WICHE Programs and Services.

The grant covers salaries, benefits, rent (the only allowed indirect cost), and IT support costs for these staff. Also covered by the grant are portions of the FTE of some other WICHE staff, including Candy Allen, senior graphic designer (.15 FTE), Annie Finnigan, communications manager (.15 FTE), John Fellers, web design manager (.30 FTE), and a database programmer and administrator (1.0 FTE). The other regional compacts' SARA staffs include full and part-time directors, coordinators, administrative assistants; they will likely contract with WICHE for database support.

The recently formed NC-SARA Board convened for the first time on Nov. 1 in Washington, D.C. Nearly 100 individuals from throughout the U.S. were nominated during July for the board, and 21 members were selected in mid-August by an interim committee, including the four regional compact presidents and representatives of APLU, CSG, Presidents' Forum, and SHEEO. The board, and its staff based at WICHE, will provide coordination, address appeals, finalize the institutional fee structure, and collect and analyze data on state and institutional participation. The board members include the following, from WICHE.

- David Longanecker, WICHE president.
- Chris Bustamante, president, Rio Salado College.
- Dianne Harrison, president, California State University.

Other board members include:

- Barbara Ballard, member of the Kansas House of Representatives; associate director for outreach, Robert J Dole Institute of Politics, University of Kansas; and MHEC commissioner.
- Helena Stangle Bertram, senior director of government relations, DeVry.
- Crady deGolian, director of the National Center for Interstate Compacts, Council of State Governments.
- Kathryn G. Dodge, founder and principal, Dodge Advisory Group, and former New Hampshire SHEEO.
- Terry Hartle, senior vice president, American Council on Education, and member, Commission on Regulation of Postsecondary Distance Education.
- Larry Isaak, president, MHEC.
- Arthur Kirk, Jr., president, Saint Leo University, and member, Commission on Regulation of Postsecondary Distance Education.
- Paul Lingenfelter, chair, NC-SARA Board, former president, SHEEO, and co-convener, Commission on Regulation of Postsecondary Distance Education.
- Teresa Lubbers, commissioner, Indiana Commission for Higher Education, and MHEC commissioner.
- M. Peter McPherson, president, Association of Public and Land-grant Universities, and co-convener, Commission on Regulation of Postsecondary Distance Education.
- Patricia O'Brien, deputy director, New England Association of Schools and Colleges.
- Pam Quinn, chief executive officer, Dallas County Community College District's LeCroy Center for Educational Telecommunications, and member, Commission on Regulation of Postsecondary Distance Education.
- George Eugene Ross, president, Central Michigan University, and member, Commission on Regulation of Postsecondary Distance Education.
- Paul Shiffman, executive director, Presidents' Forum, and assistant vice president for strategic and governmental Relations, Excelsior College.
- David S. Spence, president, SREB.
- Michael Thomas, president, NEBHE.

- Leroy Wade, deputy commissioner, Missouri Department of Higher Education.
- Belle S. Wheelan, president, Southern Association of Colleges and Schools Commission on Colleges, and member, Commission on the Regulation of Postsecondary Distance Education.

Each of the compacts has worked with regional steering committees, whose members provided input as SARA was taking shape. WICHE's original committee was formed in February 2012, and the majority of its members will continue to serve, along with a few new members representing additional important constituencies. As states in the WICHE region join SARA, each will appoint one representative to serve on the WICHE Regional Steering Committee. The WICHE Commission's Executive Committee approved the steering committee's members on September 30. The committee met on October 28 to review and approve the final proposed changes to the State Authorization Reciprocity Agreement and going forward will meet twice a year in Boulder to review and approve states that meet SARA criteria, once the state application process has been finalized.

What's Next?

WICHE and the other regional compacts will each hold regional forums before the end of the year with their member states as the SARA implementation process gets underway. Each state in the WICHE region will receive a \$2,500 stipend to assist in covering travel costs for a delegation to attend. The WICHE forum will be held on Dec. 10 in Denver. The purpose of the forum is to help state policymakers, regulators, and institutional leaders fully understand the benefits of participation for both states and institutions, as well as to explain the state application process and requirements for institutional participation.

WICHE will formally invite state participation in W-SARA in late 2013 or early 2014, and the SARA staff and regional steering committees will review and approve states that meet SARA criteria throughout 2014 and in subsequent years. States that wish to participate in SARA will need to demonstrate to their regional SARA entity that they have an effective process for authorizing institutions. States will also need to have the authority to enter into the reciprocity agreement, which in many if not most states will require changes in current state legislation; generally, these will be modest changes.

Once a state joins SARA, institutions in that state may seek approval from a state agency (or agencies) to participate. Participating institutions will be charged an annual fee, which will be collected by NC-SARA and will cover operating costs for the both the NC-SARA and regional compacts' SARA operations. The NC-SARA board will establish the fee levels, which will vary by FTE enrollments and will likely range from \$2,000 to \$6,000 annually.

More Details on the Grant from Lumina Foundation

The initial grant period runs from August 1, 2013, through June 30, 2014. The Lumina strategy officers overseeing the grant have agreed to receive a subsequent proposal requesting funding for the period of July 1, 2014, through June 30, 2015. WICHE has subcontracts with MHEC, NEBHE, and SREB that outline their scope of work, deliverables, and reporting requirements during the grant term.

INFORMATION ITEM

Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE) is a robust administrative tool designed to support multi-institution collaboration among faculty offering online courses. 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 transmits the course.

Currently, institutions and systems in five WICHE states are members of ICE. Both two-year and four-year institutions may participate. In addition, WICHE ICE has two affiliate members. The Nursing Education Xchange (NEXus), powered by WICHE ICE, is a consortium of 15 universities sharing excess capacity in doctoral nursing courses; and the Online Consortium of Independent Colleges and Universities is a nonprofit consortium of 78 independent colleges and universities sharing enrollments in online courses.

Primary ICE members include

- Montana State University, Bozeman.
- Montana University System.
- Oregon University System (Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, Western Oregon University).
- South Dakota System of Higher Education.
- University of Alaska Anchorage.
- University of Wyoming.

Affiliate ICE members include:

- Nursing Education Xchange (NEXus).
- Online Consortium of Independent Colleges and Universities.

Acting as the broker for the exchange of course and student information and funding among the primary members, WICHE ICE charges a 15 percent administrative fee per student enrollment for its services. Members pay annual dues and may participate as either an enrolling institution (EI), a teaching institution (TI), or both. They may engage in one or all three of the exchanges.

- **Seat exchange.** Members with excess capacity in online courses may offer extra seats to other members at an agreed-upon common wholesale price. For FY 2014 the price is set at \$150 per credit hour for undergraduate courses and \$200 per credit hour for graduate courses. The EI is encouraged to offer these imported seats to its students at its regular tuition, so that the exchange is transparent for the student. Since these seats would otherwise be empty, the TI earns additional revenue. The EI saves the funding it would otherwise use to create new courses or sections to serve its students.
- **Course exchange.** Members may contract with other members to create and supply a new online course or an entire section of an existing online course. The wholesale price and the number of enrollments are negotiated by the institutions involved. Again, the EI is encouraged to offer these imported seats to its students at its regular tuition, so that the exchange is transparent for the student. Since the EI counts the FTE for the students it enrolls in these exchange courses but has no expenses for course development or an instructor, it may also earn additional revenue.
- **Program exchange.** Members may contract with other members to jointly develop and deliver a full program using a variety of models. In general, the members agree to a common retail price (the price institutions charge a student for a seat) for enrolling in courses in the program. Enrolling institutions retain 15 percent, WICHE receives 15 percent, and 70 percent goes to the TI.

Affiliated members operate on their own business models and purchase services from WICHE ICE, according to their needs. The cost for these services varies with volume and frequency of use and is negotiated with each consortium.

ICE continues to pursue opportunities to support collaboration among faculty in small departments offering courses that often have low enrollment. These departments are struggling because of declining budgets, and ICE can help ensure the financial viability of some of these courses by aggregating the supply of online courses and students across the region. At the other end of the spectrum, the members of the steering board attending the ICE annual meeting in March 2013 agreed to develop “ICE Blocks,” or clusters of high-enrollment introductory courses, where some institutions could help to meet the overflow student demand of other member institutions. During FY 2014 the focus on creating ICE Blocks will be for lower-division general education, upper-division electives, social work, engineering, Native American studies, rural health, and park service training.

The WICHE ICE website (www.wiche.edu/ice) provides more information about how the program works, as well as resources for members. A listserv supports communication among members, while a secure encrypted database accessible via the web provides the ICE catalog of courses and exchange functionality.

Western Academic Leadership Forum

The Western Academic Leadership Forum (the Forum) 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. This 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 will hold its 2014 annual meeting in Albuquerque, April 23-25. More information about the Forum and recordings of presentations at past meetings can be found at www.wiche.edu/forum.

Current Forum members include:

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, Pomona
- California State University, Fullerton
- California State University, Long Beach
- California State University, Northridge
- California State University System
- Humboldt State University
- San Francisco State University
- San Jose State University
- Sonoma State University
- University of California, San Diego

Colorado

- Colorado Department of Higher Education
- Colorado State University, Fort Collins
- Colorado State University–Pueblo
- Metropolitan State University of Denver

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
- New Mexico Highlands University
- Western New Mexico University

North Dakota

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

Oregon

- Oregon State University
- Oregon University System
- 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 School of Mines and Technology

Utah

- Utah State Board of Regents
- Dixie State College of Utah

Washington

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

Wyoming

- University of Wyoming

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 will hold its 2014 annual membership meeting in Tempe, AZ, on March 12-14, with the theme "Inside the Nested Boxes: Academic Leaders' Innovative Thinking Challenge." Topics include examining new models for repackaging higher education; learning how to use high school data more effectively for student placement and success; exploring ways to flip support services to better meet today's students demands; looking at best practices and policy to enhance student academic achievement and success; finding out about some of the successes and failures of the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training initiative (TAAACCCT) grant program; listening to accreditors and non-traditional educators discuss the pros and cons of new approaches to competency-based education; and hearing from new leaders in the U.S. Department of Education about new regulations or approaches that may be coming "inside its box." More information about the Alliance, the program for its upcoming meeting, and recordings of past presentations can be found at www.wiche.edu/alliance.

Current members include:

Alaska

- University of Alaska Fairbanks
- University of Alaska Anchorage Community and Technical College
- 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
- Yavapi College

California

- California Community Colleges System
- Los Angeles Trade-Technical College
- Modesto Junior College

Colorado

- Colorado Community College System
- Arapahoe Community College
- Colorado Northwestern Community College
- 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

Hawai'i

- University of Hawai'i 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
- Miles Community College
- Dawson Community College
- Great Falls College, Montana State University

Nevada

- Great Basin College

New Mexico

- San Juan College
- New Mexico State University Alamogordo

North Dakota

- Williston State College

Oregon

- Oregon Board of Education

South Dakota

- Lake Area Technical Institute

Utah

- Salt Lake Community College
- Snow College

Washington

- Washington State Board for Community and Technical Colleges
- Spokane Falls Community College

Wyoming

- Laramie County Community College

Academic Leaders Toolkit. The toolkit, which debuted in spring 2011, 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. The Academic Leaders Tool of the Year 2014 will be awarded next spring in conjunction with the annual meetings of its host organizations.

Gaining Online Accessible Learning through Self-study

WICHE is a partner in a three-year grant effort (January 2011-December 2013) sponsored by the Fund for the Improvement of Postsecondary Education. Gaining Online Accessible Learning through Self-Study (GOALS, www.wiche.edu/goals) capitalizes on the products of an existing GOALS project and focuses on motivations of top administrators to choose to engage in self-study and continuous improvement on web accessibility. GOALS partners have created and are pilot-testing a set of blueprints that will help promote adoption of institutional web accessibility in higher education institutions.

One set of blueprints focuses on aligning institutional web accessibility with regional accreditation. The GOALS Consortium has identified ways in which web accessibility is, or could be, expressed in regional accreditation materials; created new materials with consortium partner Southern Association of Colleges and Schools Commission on Colleges; and developed materials and processes to assist accreditation review committees in assessing institutional web accessibility.

A second set of blueprints supports institutional adoption of web accessibility and those who wish to engage in the GOALS self-study process. GOALS offers workshops, training materials, and templates that institutions can use to evaluate and improve web accessibility across their web presence. A cost and economic resource analysis of web accessibility is also underway, to assist institutions in understanding the costs and benefits associated with the inclusion of web accessibility in initial project development, versus retrofitting existing websites.

The GOALS six-member consortium is led by the National Center on Disability and Access to Education at Utah State University and includes: WICHE; Michigan Community College Virtual Learning Collaborative; Southern Association of Colleges and Schools Commission on Colleges; Southern Regional Education Board; and WebAIM. In this project WICHE has worked with its consortium partners in the development and dissemination of materials and information, as well as in the recruitment of 45 field test and case study sites.

Interstate Passport Initiative

The Interstate Passport Initiative (www.wiche.edu/passport) is a grassroots effort by academic leaders in the WICHE states to advance policies and practices supporting friction-free transfer for students in the region. Under the umbrella of this initiative, a set of related regional projects, which would take place during approximately a five-year time span, is envisioned. Participation at the institution, system, or state levels is purely voluntary. Some may choose to participate in some projects, not in others, or none at all. WICHE, at the request of the academic leaders involved in the Forum and the Alliance, provides direction and oversight for the initial project.

In October 2013 WICHE project staff along with representatives of participating institutions in its five partner states (California, Hawai'i, North Dakota, Oregon, and Utah) concluded work on the first two-year project, funded by a \$550,000 grant from the Carnegie Corporation of New York. The work of this first project focused on three primary goals:

- **Goal 1.** Provide data and information to understand the status of lower-division general education and its relationship to state transfer policies and patterns in the 15 WICHE states; the number of students who transfer among the WICHE states; the role of outcomes in defining the core; the process by which change in policy occurs in each pilot state; and other matters important to understanding the baseline circumstances relevant to this project and related projects in the future.
- **Goal 2.** Conduct a pilot project in five WICHE states to establish block transfer agreements within and among those states for lower-division general education, based on successful integration of LEAP's Essential Learning Outcomes, developed by the American Association of Colleges and Universities. For purposes of this first project, the scope was limited to lower-division general education learning outcomes in oral communication, written communication, and quantitative literacy.

- **Goal 3.** Identify the implications for institutional and state policy for a transfer framework based on learning outcomes for further research and projects.

A regional advisory board representing the participating entities and subject matter experts in transfer and articulation provided oversight for this project. In April it approved the implementation of the Interstate Passport Agreement, establishing “Passport status” for those pilot institutions successfully aligning with the agreed-upon outcomes. Students who complete the general education requirements at one participating institution with this status are now free to take their “Passport” to any other participating institution to which they have been admitted for friction-free acceptance. This new student-centric model is expected to facilitate transfer and articulation among institutions across the region, giving students more freedom to choose where to finish their degrees.

The current list of pilot institutions which have signed the Passport Agreement include:

- Dickinson State University
- Dixie State College of Utah
- Eastern Oregon University
- Lake Region State College
- Leeward Community College
- North Dakota State College of Science
- North Dakota State University
- Salt Lake Community College
- Snow College
- Southern Utah University
- The University of Utah
- University of North Dakota
- Utah State University
- Utah Valley University
- Valley City State University
- Weber State University
- Williston State College

Accomplishments in the project include 1) publishing on the Passport website several research reports about general education and transfer patterns in the WICHE states, including an interactive site states can use to see those patterns in their states; 2) developing the Passport Learning Outcomes and Transfer-Level Proficiency Criteria for lower-division general education in oral communications, written communications, and quantitative literacy; 3) authoring the guidelines for registrars for noting and verifying the achievement of the Passport on the student’s academic record; 4) designing the tracking system that will allow sending institutions to know how well their former students are performing at their receiving schools, compared to the academic progress of its native students and those transferring without a Passport; and 5) developing a how-to manual and set of applications for use by new institutions and WICHE states interested in participating in the Passport.

Funding permitting, Phase II of the project will focus on developing Passport Learning Outcomes and Transfer-Level Proficiency Criteria in the remaining academic areas of lower-division general education: intercultural knowledge (social science), teamwork and problem solving, information literacy, critical thinking, natural and physical sciences, and creative arts. In addition, it will develop a more robust verification and tracking system, along with finalizing its plans for expansion and sustainability.

North American Network of Science Labs Online

The North American Network of Science Labs Online (NANSLO) is an international consortium whose members are postsecondary institutions and related organizations in the U.S. and Canada. It was established in 2011 with a \$749,994 grant from Educause through the Next Generation Learning Challenges initiative, funded by the Bill & Melinda Gates and William and Flora Hewlett foundations.

WICHE serves as NANSLO’s managing partner. Other partners are the Colorado Community College System, Colorado School of Mines, University of Wyoming, Laramie County Community College (WY), Montana State University Bozeman, Great Falls College–MSU, North Island College in British Columbia, and BCcampus, a consortium of 25 institutions in British Columbia.

NANSLO incorporates online learning and remote web-based science labs (RWSL) that use open source software and a robotic interface to allow students to operate their Internet browser to access and control actual lab equipment and perform lab exercises in real time while obtaining real-world data that is as valid as data collected in a traditional laboratory. The lab experiments are not virtual or simulated; students log onto the website of a remotely located science lab and request control of remote instruments through an interface, including instruments and camera controls. Through the use of structured instructor-student and student-student interaction, RWSL technology, and real data, lab kits, and other delivery strategies, NANSLO enables learners to practice scientific observation, experimentation, data analysis, and logical thinking.

During the next three years, NANSLO will support institutions offering online lab courses developed in the Consortium for Healthcare Education Online project, described below. In addition, it will seek funding to conduct a robust research project identifying best practices in lab exercises using lab kits, remote labs, and simulations in online science courses. It will also explore opportunities for additional partnerships and expanding its collection of remote lab experiments.

Consortium for Healthcare Education Online

In September 2012 the Consortium for Healthcare Education Online (CHEO) was awarded a four-year grant of \$14,171,229 through the U.S. Department of Labor's TAACCCT initiative (www.doleta.gov/taaccct). TAACCCT funding assists colleges to meet the needs of displaced workers, veterans, and the underemployed by emphasizing the provision of educational and career-training programs that can be completed in two years or less.

Funding for CHEO consortium members supports the development of allied health certificates delivered in a hybrid or online format and the development of comprehensive academic support and employment services, to include the hiring of a career coach for each college partner. The consortium is led by Pueblo Community College and includes seven other colleges: Kodiak College, AK; Otero Junior College, CO; Red Rocks Community College, CO; Great Falls College–MSU; Flathead Valley Community College, MT; Lake Area Technical Institute, SD; and Laramie County Community College, WY.

The following certificate and degree credentials will be made available by members of the consortium: polysomnography, emergency medical services (basic, intermediate, and advanced), health information technology, occupation endorsement certification, medical office support, medical lab technology, occupational endorsement certificate, nurse aide, home healthcare, hospice care, medication aide, healthcare core, prenursing, paramedicine, radiation technology, medical lab technician, practical nursing, nurse aide certificate, cardiopulmonary resuscitation, and A.A.S. degrees.

Others involved in the project include the Colorado Community College System (CCCS), funded to support the use of the NANSLO production lab at CCCS and the development of a faculty "sandbox" lab for testing new experiments and training; BCcampus, which is developing two open textbooks supporting allied health courses; and North Island College (BC) which is developing, with the assistance of CCCS staff, 12 new allied health experiments for use by CHEO members and establishing a new production lab to serve students involved in CHEO courses in Alaska.

Each institution has hired a career coach to support the academic and career needs of students enrolled in the online allied health certificate programs. These coaches engage in professional development at both the consortium and local level and will make use of a career portal, to be designed and supported by College in Colorado, an online resource designed to help students plan, apply, and pay for college. The CHEO portal will be a platform for interaction between allied-healthcare employers, community colleges, and local workforce centers as they train and employ dislocated workers, veterans, underemployed workers, and other adults. A new NANSLO production lab is also being established at Great Falls College to support CHEO students in Montana, South Dakota, and Wyoming.

Pueblo Community College contracted with WICHE to:

- Provide professional development activities, including annual workshops and webinars on best practices in career coaching, designing and teaching courses in online and hybrid environments, and the most effective use of RWSLs in lab exercises.
- Expand NANSLO discipline panels to include representatives from CHEO institutions, to work collaboratively in the development of new lab exercises for allied health courses.
- Provide a communications infrastructure to members of the discipline panels and coaches' network to support

ongoing sharing of promising practices in the use of online labs and in career counseling.

- Program and implement a software solution to support the multicampus use of NANSLO production labs and the financial transaction system associated with partner campuses providing lab services to other CHEO institutions.

This \$872,259 contract supports a portion of the salaries and benefits for six current and one new employee, totaling 1.6 FTE in years one to three and one employee in year four at .50 FTE. Additionally, it provides funds to hire consultants to assist with the professional development workshops and webinars; to support faculty experts leading discipline panel activities; and to contract with a consultant to develop the new NANSLO lab-scheduling software. Other funding will cover workshop costs and staff travel to conferences for presentations. WICHE will earn \$62,837 in administrative overhead during the four-year period.

MHECare: A New Regional Student Health Collaborative to Benefit Students and Institutions in the West

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 private institutions in the 15 U.S. WICHE states. The New England Board of Higher Education and the Southern Regional Education Board subsequently joined MHEC and WICHE in the program, so that institutions in 47 states are now eligible to participate. Institutions in the WICHE region may now offer students MHECare coverage; the plan includes competitively priced medical benefits; vision or dental insurance is not included at this time.

Several campuses in Colorado signed on to the program shortly after last May's commission meeting: Colorado State University–Pueblo; the University of Colorado Denver, Downtown Campus (for both domestic and international students); the University of Colorado Colorado Springs; and the University of Colorado Anschutz Medical Campus. Since then, Metropolitan State University of Denver has also joined MHECare; its students will be enrolled beginning in fall 2013. The University of Alaska Anchorage and University of Alaska Fairbanks also recently joined. We expect several other institutions in the WICHE region will explore the program as we continue to spread the word about MHECare within our region.

MHECare offers both standard and customized Patient Protection and Affordable Care Act-compliant student health insurance plans. The standard MHECare high or low PPO plans can be selected by institutions with less than 300 students enrolled in the plan and by institutions that do not currently offer a program. Rates for these plans will depend on whether the plan is voluntary or mandatory with waiver, but the rates will not be based on an institution's claims experience. Institutions with more than 300 students enrolled have more options, including one of the standard MHECare high or low PPO plans; a quote for the institution's current plan design with any changes that are required by the Patient Protection and Affordable Care Act; or a plan with design features tailored to the institution's student population. The cost for the plan will be underwritten based on the institution's claim experience and utilization. The standard plans have been reviewed and approved by the MHEC Student Health Benefits Advisory Committee. Participating institutions must agree that MHECare will be the only plan offered to all of their eligible student populations. As more campuses decide to offer MHECare, rates will be more stable over time due to the spread of risk. Institutions participating in MHECare can continue to maintain their existing relationship with an insurance broker or align directly with the program.

In the MHEC region, six institutions in the Kansas Board of Regents system and five universities in the Missouri Consortium, along with Columbia College (MO), Des Moines University, and Oakland University (MI), have joined MHECare.

MHEC staff, working with its regional Student Benefits Advisory Committee and with financial support provided by Lumina Foundation, created this new initiative to provide colleges and universities with health insurance for their students with cost savings that could only 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 StudentResources (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.

The first step for institutions interested in MHECare is to obtain a request for quote form via Jennifer Dahlquist, MHEC's assistant vice president for cost savings and chief financial officer (jenniferd@mhec.org). Additional

information will be required if quotes are requested for more than the standard high and low plans. The additional information may include a copy of the current plan design, requested benefits, and claims experience. Once all of the information is received, UnitedHealthcare StudentResources will provide a quotation in approximately 10 working days. 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 private higher education institutions, subject to approval by the MPP leadership committee. The base program rates are typically below industry averages and help members to reduce their insurance costs while improving their asset protection. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. Currently, 145 campuses (58 members) have total insured values of \$86.4 billion.

MPP members collectively have achieved savings of approximately \$65 million in premiums and dividends. 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. The program is currently underwritten by Lexington (AIG) and is jointly administered by Marsh and Captive Resources under the direction of a leadership committee representative of the participating insured institutions. Craig Kispert, associate vice president for business and planning at Seattle Pacific University, and Laura Peterson, risk manager at the University of Wyoming, represent WICHE member institutions on the MPP leadership committee. Jere Mock represents WICHE at the leadership committee meetings.

Nine institutions and two systems (with 14 campuses) in the WICHE region are members of the Master Property Program:

- Colorado College
- Lewis and Clark College (OR)
- 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
- Pima County Community College system – six campuses and four learning and education centers (AZ)
- Reed College (OR)
- College of Idaho
- Seattle Pacific University (WA)
- Westminster College (UT)
- Willamette University (OR)
- University of Northern Colorado
- University of Wyoming

Representatives from member campuses will participate in the March 4-6, 2014, MPP Loss Control Workshop in St. Louis, with a focus on topics relevant to risk management and current events in higher education. The workshop includes risk managers, campus security, facilities, and environmental health and safety staff who exchange best practices and lessons learned during the workshop.

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 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, Fujitsu, Oracle (Sun), Systemax Computers (also known as Global, GovED and CompUSA); Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks.

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.

INFORMATION ITEM

Student Exchange Program Update

As WICHE celebrates its 60th year, so does WICHE's Student Exchange Program. In its first year – 1953 – WICHE's Professional Student Exchange Program (PSEP) enrolled 48 students in three fields: allopathic medicine, dentistry, and veterinary medicine. The students hailed from five WICHE states: Arizona (10 students), Montana (4), New Mexico (20), Oregon (3), and Wyoming (11). PSEP, and the two exchanges created in subsequent years, the Western Regional Graduate Program and the Western Undergraduate Exchange, have experienced phenomenal growth over the years. In 2013 staff estimates that almost 133,000 students have benefited from WICHE's undergraduate, graduate, and professional programs over 60 years. To get a "visual" of the number of students served, imagine Coors Field – Colorado's baseball stadium – which seats some 50,500 guests. To date, WICHE's student exchange alumni could fill that stadium 2.63 times! The program has significantly helped Western states build workforces and strengthen their economies.

Western Undergraduate Exchange. The Western Undergraduate Exchange (WUE) is a regional tuition-reciprocity agreement that enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of the enrolling institution's resident tuition. The multilateral exchange has been operating for 25 years and is the largest program of its kind in the nation. In 2012-13 some 31,000 WUE students and their families saved more than \$235.8 million in tuition costs. Residents of WICHE member states can choose from more than 150 participating WUE institutions. For the coming 2014-15 academic year, Washington State University's Tri-Cities campus joined WUE, and Adams State University (located in Colorado) has reactivated its participation.

Staff expects that WUE enrollments will continue to grow in 2013-14 and will have estimates of this year's enrollments at the November 2013 commission meeting. There is still a strong interest in WUE by California residents, and residents of WICHE's newest member, the Commonwealth of the Northern Mariana Islands (CNMI). Word about WUE is spreading to other island groups (outside of CNMI) in the U.S. Pacific territories and freely associated states, as well. Staff is seeing a significant increase in WUE inquiries from Guam, American Samoa, and the Federate States of Micronesia. However, the respective island groups must join CNMI to contribute to WICHE dues in order for their residents to become eligible to enroll at the discounted WUE rate. Northern Marianas College, CNMI's community college located in Saipan, has expressed interest in enrolling WUE students. CNMI will sign the WUE Agreement this fall, and then WICHE can make Northern Marianas College's participation in WUE official.

WICHE staff also continues to work with the California Community Colleges' chancellor's office to sign on California two-year colleges. Several under-enrolled colleges are interested in enrolling students through WUE, especially those in rural areas and in close proximity to the border states of Arizona and Nevada.

Western Regional Graduate Program. WRGP allows master's, graduate certificate, and doctoral students who are residents of the 15 participating states and the Commonwealth of the Northern Mariana Islands to enroll in some 320 high-quality programs at some 56 participating institutions on a resident tuition basis. In fall 2012, 1,008 students enrolled through WRGP and saved an estimated \$15.2 million in tuition. Staff anticipates that program enrollments will continue to increase; we will present estimated numbers at the November meeting.

WICHE is accepting nominations for new WRGP programs this fall. Graduate deans and provosts at all public institutions in the WICHE region have been notified of the deadline and submission process. WICHE is particularly interested adding graduate programs in healthcare (for fields not available through WICHE's Professional Student Exchange Program) and on-the-rise sectors including microtechnology and nanotechnology; green building and building energy conservation; emerging media and communications; biotechnology and bioinformatics; computer and cyber security; alternative energy technology and sustainability; geospatial technology; market research and data mining; and homeland security and emergency and disaster management.

To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Healthcare-related programs are not subject to the distinctiveness criteria because of their high workforce demand. However, nominated programs must be of high quality to be approved for participation.

WRGP is a tremendous opportunity for WICHE states to share distinctive programs (and the faculty who teach them) and build their workforces in a variety of disciplines, particularly in healthcare and sciences. WRGP now includes some

110 healthcare-related programs, including those in graduate nursing with a wide array of specializations and the doctorate of nursing practice. Programs are also available in public health, mental health and psychology, audiology and speech pathology, biomedical informatics, pharmaceutical sciences and pharmacogenomics, and much more.

Participating programs have found WRGP to be a valuable recruitment tool and an effective resource in diversifying their student pool. Participating programs can choose to limit the number of WRGP awards each academic year to ensure that their participation is feasible over the long term. Application forms and nomination information are available on the WRGP website(www.wiche.edu/wrgp). WICHE staff encourages WICHE commissioners to spread the word to any graduate programs that might be interested.

Professional Student Exchange Program. The Professional Student Exchange Program (PSEP) provides students in 11 Western states (all WICHE members except California, Idaho, Oregon, South Dakota, and the Commonwealth of the Northern Mariana Islands) with access to a wide range of professional programs that otherwise might not be affordable for them because the fields of study are not offered at public institutions in their home states. The home state pays a support fee to the admitting schools to help cover the cost of the student's education and the student pays reduced tuition. Each state determines the fields and the number of students it will support. Through PSEP students have access to professional degree programs in 10 fields, all of them related to healthcare: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, and pharmacy.

During the 2013-14 academic year, approximately 665 students are enrolled through PSEP, with support fees totaling \$14,544,986. Student enrollment numbers appear comparable to last year's; staff will have exact participation numbers at the commission meeting, once all contract changes have been processed. WICHE staff has begun researching current tuition costs and other indices to propose an appropriate increase in support fees for the 2015-16 and 2016-17 academic years. The proposed rates will be reviewed and voted by WICHE commissioners at our May 2014 meeting in Santa Fe.

Graduate Medical Education (GME) residency reform. In May 2013 WICHE Student Exchange Program staff convened a small meeting of individuals from WICHE's Policy unit, the University of Colorado Denver's School of Medicine, the Colorado Association of Family Medicine Residencies, and the dean of the University of Wyoming's Department of Health Sciences. The group discussed possible regional efforts to build support for GME reform and ways to increase residency slots in the Western U.S., particularly for physicians of family medicine in rural areas. As a result Dan Burke, from the University of Colorado Denver's Department of Family Medicine, presented at WICHE's September 2013 Legislative Advisory Committee meeting in Las Vegas, outlining strategies to grow the primary care workforce through GME benchmarking and enforcement by creating a workforce that is at least 40 percent primary care physicians (PCPs). Nevada WICHE Commissioner Senator Joseph Hardy provided a response to Burke's presentation and described some approaches Nevada is taking, including using private funding to support PCP residencies. The session was well received by participating legislators.

Updates on Veterinary Medical Education in the WICHE region. At the May 2013 commission meeting in Spokane, staff reported on several new doctor of veterinary medicine (DVM) programs that were under consideration. Following are updates on the status of these programs.

- Montana State University (MSU) received one-time funding of \$1 million for a "1+3" joint program with Washington State University (WSU). The MSU/WSU will enroll its first class of 10 Montana resident students in Fall 2014. The students will do their first year of studies on the MSU campus, and then transfer to the WSU campus in Pullman, Washington, for the remaining three years. The Montana University System Office wishes to continue supporting students through WICHE's Professional Student Exchange Program (PSEP) and has budgeted to support nine new students through PSEP for 2014-15.
- The University of Arizona's College of Agriculture and Life Sciences had requested \$250,000 from the state legislature to conduct a feasibility study to explore opening a DVM program. The request for support was not approved. Nonetheless, the College proceeded with a smaller study and is still actively working on the program. The College will present a request to the Board of Regents for support this fall. Shane Burgess, the college's dean attended WICHE's Veterinary Medicine Advisory Council's meeting in Sedona in June 2013 to describe the proposed accelerated DVM program, which, if funded and accredited, would be designed to enroll highly qualified third-year undergraduates and graduate them with their professional DVM degree within five years (two years of upper division undergraduate studies followed by three years of professional graduate education).

- Midwestern University in Glendale, Arizona – a private institution – will open its new program in Fall 2014. It will not be qualified to enroll WICHE PSEP students until it has graduated its first class and is fully accredited. We anticipate that earliest PSEP students will be able to enroll there is Fall 2019. Dean of the new College of Veterinary Medicine, Brian Sidaway, also spoke at WICHE’s Veterinary Medicine Advisory Council’s meeting in Sedona.

As discussed in the Programs and Services Committee meeting in May 2013, the need to open new veterinary medicine programs in the Western states (and anywhere in the U.S., for that matter) is questionable, in light of recent studies. WICHE staff shared the recent opinion issued by the American Association of Bovine Practitioners (AABP) with the Programs and Services Committee in Spokane (see minutes, pp. 4-5, for details).

More recently, a study entitled “2013 U.S. Veterinary Workforce Study: Modeling Capacity Utilization” was released by the American Veterinary Medical Association (AVMA, www.avma.org/KB/Resources/Reports/Pages/2013-US-Veterinary-Workforce-Study.aspx). There is a significant shortage of veterinary workforce data at the state and national levels, so conducting the study required complex modeling and many educated assumptions. AVMA has vowed to develop better veterinary workforce economic databases to support monitoring veterinary workforce needs with data-driven conclusions in the future. An in-depth article, “Service Surplus,” featured in the June 2013 issue of the *Journal of the American Veterinary Medical Association*, discusses the findings (www.avma.org/News/JAVMANews/Pages/130601a.aspx). The upshot of the study is that researchers identified an 11 to 14 percent underutilization of today’s veterinary workforce, and it’s projected to continue through 2025. It’s estimated that 90,200 DVMs are practicing, but only 78,950 DVMs are really needed to fill current demand for veterinary services. Researchers speculate that the excess capacity of an estimated 12,300 veterinarians has manifested as underemployment of DVMs rather than unemployed DVMs. Excess capacity in equine medicine is estimated at 23 percent, followed by the small animal sector (18 percent); the food animal sector’s excess capacity is rated at 15 percent. In the article, Michael Cavanaugh, executive director of the American Animal Hospital Association commented, “The study results are concerning and should end any arguments relating to a shortage of veterinarians.” Furthermore, AVMA’s president, Douglas Aspros urges policymakers and leaders of existing and planned veterinary colleges to “closely study the report and carefully consider its implications.”

Sufficient capacity is already available in WICHE’s current partner schools of veterinary medicine. They are Colorado State University, Oregon State University, and Washington State University. The University of California Davis will also begin receiving PSEP students in fall 2014, and Western University of Health Sciences is planning to begin enrolling our students in fall 2015.



Issue Analysis and Research Committee Meeting

Monday, November 11, 2013
11:00 am – noon
SHEPC Conference Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

5 Monday 11:00 am - noon

Monday, November 11, 2013

11:00 am - noon
SHEPC Conference Room

Issue Analysis and Research Committee Meeting

Jeanne Kohl-Welles (WA), chair
Christopher Cabaldon (CA), vice chair

Susan Anderson (AK)
Leah Bornstein (AZ)
Committee vice chair (CA)
Sharon Hart (CNMI)
Joe Garcia (CO)
Steven Wheelwright (HI)
J. Anthony (Tony) Fernandez (ID)
Kim Gillan (MT)
Ham Shirvani (ND)
José Garcia (NM)
Vic Redding (NV)
Ryan Deckert (OR)
Robert Burns (SD)
Dave Buhler (UT)
Committee chair (WA)
Sam Krone (WY)

Agenda

Presiding: Jeanne Kohl-Welles, committee chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Peace Bransberger, senior research analyst
Laura Ewing, administrative assistant
Carl Krueger, project coordinator
Patrick Lane, senior policy analyst and project coordinator



Approval of the Issue Analysis and Research Committee meeting minutes of May 20, 2013 5-3

Information Items:

Staffing changes

New Models of Student Financial Support concept paper 5-6

Benchmarks: WICHE Region 2013

Tuition and Fees in Public Higher Education in the West 2012-13



Facilitating Development of a Multistate Longitudinal Data Exchange

Knocking at the College Door supplement

Discussion Items:

Constructive innovation: Recapping 2013 higher education legislative activity in the West

On the horizon projects: Meeting the needs of the West

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, May 20, 2013

Committee Members Present

Jeanne Kohl-Welles (WA), chair

Susan Anderson (AK)

Sharon Hart (CNMI)

Kim Gillan (MT)

Ham Shirvani (ND)

José Garcia (NM)

Vic Redding (NV)

Ryan Deckert (OR)

Robert Burns (SD)

Dave Buhler (UT)

Committee Members Absent

Leah Bornstein (AZ)

Christopher Cabaldon (CA), vice chair

Joe Garcia (CO)

Steven Wheelwright (HI)

Duane Nellis (ID)

Sam Krone (WY)

Staff Present

David Longanecker, president

Demarée Michelau, director of policy analysis

Brian Prescott, director of policy research

Carl Krueger, project coordinator

Chair Kohl-Welles convened the Issue Analysis and Research Committee meeting on May 20, 2013. Roll was called. Demarée Michelau introduced staff from the Policy Analysis and Research unit. A quorum was established.

ACTION ITEM

Approval of the Issue Analysis and Research Committee Meeting Minutes of November 12, 2012

Chair Kohl-Welles pointed committee members to the agenda book and asked them to review the minutes from the committee meeting on November 12, 2012. Commissioner Deckert moved TO APPROVE THE MINUTES. Commissioner Anderson seconded the motion. The minutes were approved unanimously.

ACTION ITEM

Approval of a Second Phase of the the Multistate Data Exchange Project

Chair Kohl-Welles asked Brian Prescott to provide an overview of the action item to allow the Policy Analysis and Research unit to seek a second round of funding for WICHE's multistate data exchange project; the second phase will be called *Facilitating Further Development of a Multistate Data Exchange*. Prescott informed the committee that the initial pilot phase is scheduled to wrap up in May 2014 and that he and David Longanecker are seeking permission to look for funding in time to allow the unit to continue this project without interruption. Commissioner Hart asked if all states were eligible for participation in the next phase of the project. Prescott replied that all states were eligible, although there will likely be an assessment of interested states' readiness before extending the data exchange to them. Commissioner Anderson asked if other states have expressed interest in the project and how future work will be funded. Prescott explained that WICHE is considering various funding models at this time and that Alaska has already expressed interest, along with Colorado and New Mexico.

Commissioner Burns asked if state policymakers see the benefit of this project, and Chair Kohl-Welles responded that they are seeing positive signs in Washington, though more data and evidence need to be collected. Prescott added that nobody else in the country has a data set like that produced by the pilot phase and that WICHE is providing states with new ways of looking at and addressing workforce development, linked to educational attainment. Prescott also explained that WICHE needs to start describing the value of the work to state leaders, as well as to the federal government. The plan is to start having these sustainability and expansion discussions beginning in the summer of 2013. Project staff will be visiting states in the coming months to generate interest in the project and try to get policymakers to think beyond state borders.

Commissioner Burns motioned TO APPROVE THE ACTION. Commissioner Garcia seconded the motion. The continuation of the *Facilitating Further Development of a Multistate Data Exchange* project was approved unanimously.

ACTION ITEM

Discussion and approval of A Fighting Chance of Success Project

Michelau explained that the goal of *A Fighting Chance of Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health* is to expand and improve prison education programs in the region by developing stronger linkages between state higher education, behavioral health, and corrections systems to better prepare those who are released from prison for a productive, educated life outside of the corrections system. This project would include a partnership between the Policy unit and Mental Health Program at WICHE to execute the work and would include a competitive RFP process that would identify three states to pilot the project. Commissioner Gillan and other committee members indicated that just getting higher education, corrections, mental health, and policymakers in a state to sit down together would be a major accomplishment, and adding a fresh voice to the conversation would be a valuable contribution.

Commissioner Garcia asked what is currently known about the prison population and its receptiveness to higher education. He also asked if certain states are doing a better job than others in this area. Michelau replied that research into this topic is still lean, and hopefully WICHE can add to the body of knowledge. She noted that Baltimore is considered one of the model programs in the nation, since it attempts a seamless educational transition through a coaching model that starts in prison and continues once an inmate is released. Longanecker added that many prisoners get released before they complete their program and more often than not there is no coordination between sentencing and completion.

Commissioner Burns noted this would target a very small number of inmates. Longanecker responded that this project would target two components of the prison population: those who have literacy issues but are not “extremely deficient,” and those who have the capacity to move into career and technical education with little preparation. In an effort to offset some of the concern expressed with the term “college completion” when describing this work, Postsecondary Education and Vocational Education Completion was offered as an alternative project title by the group. Staff will consider appropriate changes to the title and targets.

Chair Kohl-Welles motioned TO SUPPORT THE PROJECT. Commissioner Burns seconded the motion. The project was approved unanimously.

ACTION ITEM

Discussion and Approval of Fostering Successful Cooperative Education and Internship Programs

Prescott cited the need for more alignment among state internship programs and explained that this project, whose full title is *Fostering Successful Cooperative Education and Internship Programs to Improve Education Outcomes and Meet Workforce Demands*, will be aimed at fostering a fertile climate for co-op/internship programs, with an emphasis on providing students with financial aid to simultaneously help align their educational preparation with state workforce demands. The project will likely have components that include: researching existing models; evaluating how state policy can facilitate or hinder the development of such programs, especially related to existing financial aid policies like cooperative work/study; and convening stakeholders. Longanecker further clarified the scope of work by explaining that a major goal is the development of relationships with employers while students are still in school, thereby keeping students in the state once they graduate and bolstering workforce development efforts. Commissioner Burns referenced existing research regarding best practices in this area and asked WICHE to incorporate that into its work on this project. Prescott responded that WICHE plans on building off of existing research models and will also proactively seek out the input of the employers, who will have to be significant partners in the effort.

Chair Kohl-Welles wondered if the focus will be on paid or unpaid internships. Longanecker replied that the project will focus its attention on paid internships, noting that when remuneration is involved, institutions, students, and future employers take the work more seriously. Commissioner Deckert stressed the importance of getting employer buy-in.

Commissioner Burns motioned TO SUPPORT THE PROJECT. Commissioner Deckert seconded the motion. The project was approved unanimously.

ACTION ITEM

Discussion and Approval of the FY 2014 Workplan Sections Pertaining to the Policy Analysis and Research Unit's Activities

Michelau asked if any members had questions about the workplan. Longanecker provided more background on the Common Core State Standards project and how WICHE is still seeking opportunities in this area, despite an unexpected setback for a project the unit was pursuing with the J. A. and Kathryn Albertson Foundation. Helping to prepare preservice as well as in-service teachers to teach to the Common Core State Standards and bringing higher education to the table as a partner may still be niches WICHE can work to fill in the region.

Prescott pointed out that those interested in more details can find all five action items in the appropriate tab in the agenda book.

Commissioner Burns motioned TO SUPPORT THE UNIT'S WORKPLAN. Commissioner Deckert seconded the motion. The FY2014 workplan sections for the Policy Analysis and Research unit were approved unanimously.

Information and Discussion Items

Chair Kohl-Welles asked staff to provide informational updates about unit activities. Michelau gave members a status update about the Legislative Advisory Committee (LAC), noting that filling vacancies on the LAC is progressing and the next meeting has been scheduled for September 4-5, 2013, in Las Vegas. Michelau also gave an update regarding the WICHE/Center for Urban Equity in Excellence project. She explained that initial research is complete, and the work is now ready to move into the analysis phase. Prescott and Michelau informed the committee that the unit has hired two new interns for the summer to support various projects and activities, including *Knocking at the College Door* and the State Higher Education Policy Database.

Chair Kohl-Welles adjourned the meeting.

INFORMATION ITEM

New Models of Student Financial Support Concept Paper

The Executive Committee approved the following action item at its September 9 teleconference call.

ACTION ITEM

New Models of Student Financial Support Concept Paper

WICHE proposes to prepare a paper pursuant to Lumina Foundation's request for proposals for concept papers on new models of student financial support. The paper will offer policy recommendations for state financial aid systems that support student access, success, and affordability.

Relationship to WICHE Mission

This project directly supports WICHE's mission "to expand educational access and excellence for all citizens of the West" by developing a paper that will become part of a foundation-sponsored conversation about new models of financial aid. The project capitalizes on WICHE's growing expertise in this area and offers its staff the opportunity to engage other thought leaders nationally through the conversations Lumina will facilitate as part of the project.

Background

Recognizing how precarious the fiscal future of many higher education institutions is, Lumina Foundation issued an RFP for invited entities to submit brief proposals to write a concept paper that addresses how financial barriers get in the way of students' ability to access higher education and to find success there. In response, WICHE wrote a brief proposal draft and was recently notified that Lumina had selected us to write one of the papers on the topic of "encouraging state policy for affordability."

Program Description

Our paper will offer policy recommendations that are consistent with several key principles: they are affordable, predictable, transparent, and provide incentives for completion. It will also address how partnerships in support of students among the federal government, states, and institutions can be most effective.

Staff and Fiscal Impact

WICHE is seeking \$80,000 from Lumina Foundation over six months to complete the project. These funds will be sufficient to cover staff time for Brian Prescott, David Longanecker, and Peace Bransberger, as well as more modest contributions from administrative and communications staff.

Action Requested

Approval to expend funds to be provided by Lumina Foundation to produce the concept paper.



Self-funded Units Committee Meeting

Monday, November 11, 2013
11:00 am – noon
SHEEO Mingle Conference Room

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 11, 2013

11:00 am - noon

SHEEO Mingle Conference Room

Self-funded Units Committee Meeting

Jim Hansen (SD), chair
Mike Rush (ID), vice chair

Jim Johnsen (AK)
Chris Bustamante (AZ)
TBD (CA)
Jude Hofschneider (CNMI)
Loretta Martinez (CO)
Francisco Hernandez (HI)
Committee vice chair (ID)
Dick Anderson (MT)
Joe Hardy (NV)
Mark Moores (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Don Bennett (WA)
TBD (WY)

Agenda

Presiding: Jim Hansen, chair

Staff: Dennis Mohatt, vice president for behavioral health, Mental Health Program
Ellen Wagner, executive director, WCET
Mollie McGill, deputy director for programs, membership, and operations, WCET
Tamie Dehay, associate director, Mental Health Program
Sarah Ross, postdoctoral fellow, Mental Health Program



Approval of the Self-funded Units Committee meeting minutes of May 20, 2013 6-3



Approval of the Mental Health support fee and Mental Health Oversight Council (MHOC) representation for U.S. Pacific territories and freely associated States 6-5



Approval of an expanded intergovernmental agreement with the Hawai'i Department of Education support efforts to develop professional behavioral health capacity 6-6

Information Item – Mental Health Program:

Program update

Information Items – WCET:

Update on membership and budget

6-7

25th annual meeting

WCET’s massive open online course (MOOC), in collaboration with Mozilla, Blackboard, and Sage Road Solutions:
“Badges: New Currency for Professional Credentials”

May 2014 Leadership Summit: Competency-based Learning and Alternative Credentials

June 2014 Data Readiness Bootcamp

Predictive Analytics Reporting Framework

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, May 20, 2013

Committee Members Present

Jeanne Kohl-Welles (WA), chair

Susan Anderson (AK)

Sharon Hart (CNMI)

Kim Gillan (MT)

Ham Shirvani (ND)

José Garcia (NM)

Vic Redding (NV)

Ryan Deckert (OR)

Robert Burns (SD)

Dave Buhler (UT)

Committee Members Absent

Leah Bornstein (AZ)

Christopher Cabaldon (CA), vice chair

Joe Garcia (CO)

Steven Wheelwright (HI)

Duane Nellis (ID)

Sam Krone (WY)

Staff Present

David Longanecker, president

Demarée Michelau, director of policy analysis

Brian Prescott, director of policy research

Carl Krueger, project coordinator

Chair Kohl-Welles convened the Issue Analysis and Research Committee meeting on May 20, 2013. Roll was called. Demarée Michelau introduced staff from the Policy Analysis and Research unit. A quorum was established.

ACTION ITEM

Approval of the Issue Analysis and Research Committee Meeting Minutes of November 12, 2012

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ACTION ITEM

Approval of a Second Phase of the the Multistate Data Exchange Project

Chair Kohl-Welles asked Brian Prescott to provide an overview of the action item to allow the Policy Analysis and Research unit to seek a second round of funding for WICHE's multistate data exchange project; the second phase will be called *Facilitating Further Development of a Multistate Data Exchange*. Prescott informed the committee that the initial pilot phase is scheduled to wrap up in May 2014 and that he and David Longanecker are seeking permission to look for funding in time to allow the unit to continue this project without interruption. Commissioner Hart asked if all states were eligible for participation in the next phase of the project. Prescott replied that all states were eligible, although there will likely be an assessment of interested states' readiness before extending the data exchange to them. Commissioner Anderson asked if other states have expressed interest in the project and how future work will be funded. Prescott explained that WICHE is considering various funding models at this time and that Alaska has already expressed interest, along with Colorado and New Mexico.

Commissioner Burns asked if state policymakers see the benefit of this project, and Chair Kohl-Welles responded that they are seeing positive signs in Washington, though more data and evidence need to be collected. Prescott added that nobody else in the country has a data set like that produced by the pilot phase and that WICHE is providing states with new ways of looking at and addressing workforce development, linked to educational attainment. Prescott also explained that WICHE needs to start describing the value of the work to state leaders, as well as to the federal government. The plan is to start having these sustainability and expansion discussions beginning in the summer of 2013. Project staff will be visiting states in the coming months to generate interest in the project and try to get policymakers to think beyond state borders.

Commissioner Burns motioned TO APPROVE THE ACTION. Commissioner Garcia seconded the motion. The continuation of the *Facilitating Further Development of a Multistate Data Exchange* project was approved unanimously.

ACTION ITEM

Discussion and approval of A Fighting Chance of Success Project

Michelau explained that the goal of *A Fighting Chance of Success: Increasing College Completion and Reducing Recidivism through Correctional Education and Behavioral Health* is to expand and improve prison education programs in the region by developing stronger linkages between state higher education, behavioral health, and corrections systems to better prepare those who are released from prison for a productive, educated life outside of the corrections system. This project would include a partnership between the Policy unit and Mental Health Program at WICHE to execute the work and would include a competitive RFP process that would identify three states to pilot the project. Commissioner Gillan and other committee members indicated that just getting higher education, corrections, mental health, and policymakers in a state to sit down together would be a major accomplishment, and adding a fresh voice to the conversation would be a valuable contribution.

Commissioner Garcia asked what is currently known about the prison population and its receptiveness to higher education. He also asked if certain states are doing a better job than others in this area. Michelau replied that research into this topic is still lean, and hopefully WICHE can add to the body of knowledge. She noted that Baltimore is considered one of the model programs in the nation, since it attempts a seamless educational transition through a coaching model that starts in prison and continues once an inmate is released. Longanecker added that many prisoners get released before they complete their program and more often than not there is no coordination between sentencing and completion.

Commissioner Burns noted this would target a very small number of inmates. Longanecker responded that this project would target two components of the prison population: those who have literacy issues but are not “extremely deficient,” and those who have the capacity to move into career and technical education with little preparation. In an effort to offset some of the concern expressed with the term “college completion” when describing this work, Postsecondary Education and Vocational Education Completion was offered as an alternative project title by the group. Staff will consider appropriate changes to the title and targets.

Chair Kohl-Welles motioned TO SUPPORT THE PROJECT. Commissioner Burns seconded the motion. The project was approved unanimously.

ACTION ITEM

Discussion and Approval of Fostering Successful Cooperative Education and Internship Programs

Prescott cited the need for more alignment among state internship programs and explained that this project, whose full title is *Fostering Successful Cooperative Education and Internship Programs to Improve Education Outcomes and Meet Workforce Demands*, will be aimed at fostering a fertile climate for co-op/internship programs, with an emphasis on providing students with financial aid to simultaneously help align their educational preparation with state workforce demands. The project will likely have components that include: researching existing models; evaluating how state policy can facilitate or hinder the development of such programs, especially related to existing financial aid policies like cooperative work/study; and convening stakeholders. Longanecker further clarified the scope of work by explaining that a major goal is the development of relationships with employers while students are still in school, thereby keeping students in the state once they graduate and bolstering workforce development efforts. Commissioner Burns referenced existing research regarding best practices in this area and asked WICHE to incorporate that into its work on this project. Prescott responded that WICHE plans on building off of existing research models and will also proactively seek out the input of the employers, who will have to be significant partners in the effort.

Chair Kohl-Welles wondered if the focus will be on paid or unpaid internships. Longanecker replied that the project will focus its attention on paid internships, noting that when remuneration is involved, institutions, students, and future employers take the work more seriously. Commissioner Deckert stressed the importance of getting employer buy-in.

Commissioner Burns motioned TO SUPPORT THE PROJECT. Commissioner Deckert seconded the motion. The project was approved unanimously.

ACTION ITEM

Discussion and Approval of the FY 2014 Workplan Sections Pertaining to the Policy Analysis and Research Unit's Activities

Michelau asked if any members had questions about the workplan. Longanecker provided more background on the Common Core State Standards project and how WICHE is still seeking opportunities in this area, despite an unexpected setback for a project the unit was pursuing with the J. A. and Kathryn Albertson Foundation. Helping to prepare preservice as well as in-service teachers to teach to the Common Core State Standards and bringing higher education to the table as a partner may still be niches WICHE can work to fill in the region.

Prescott pointed out that those interested in more details can find all five action items in the appropriate tab in the agenda book.

Commissioner Burns motioned TO SUPPORT THE UNIT'S WORKPLAN. Commissioner Deckert seconded the motion. The FY2014 workplan sections for the Policy Analysis and Research unit were approved unanimously.

Information and Discussion Items

Chair Kohl-Welles asked staff to provide informational updates about unit activities. Michelau gave members a status update about the Legislative Advisory Committee (LAC), noting that filling vacancies on the LAC is progressing and the next meeting has been scheduled for September 4-5, 2013, in Las Vegas. Michelau also gave an update regarding the WICHE/Center for Urban Equity in Excellence project. She explained that initial research is complete, and the work is now ready to move into the analysis phase. Prescott and Michelau informed the committee that the unit has hired two new interns for the summer to support various projects and activities, including *Knocking at the College Door* and the State Higher Education Policy Database.

Chair Kohl-Welles adjourned the meeting.

INFORMATION ITEM

New Models of Student Financial Support Concept Paper

The Executive Committee approved the following action item at its September 9 teleconference call.

ACTION ITEM

New Models of Student Financial Support Concept Paper

WICHE proposes to prepare a paper pursuant to Lumina Foundation's request for proposals for concept papers on new models of student financial support. The paper will offer policy recommendations for state financial aid systems that support student access, success, and affordability.

Relationship to WICHE Mission

This project directly supports WICHE's mission "to expand educational access and excellence for all citizens of the West" by developing a paper that will become part of a foundation-sponsored conversation about new models of financial aid. The project capitalizes on WICHE's growing expertise in this area and offers its staff the opportunity to engage other thought leaders nationally through the conversations Lumina will facilitate as part of the project.

Background

Recognizing how precarious the fiscal future of many higher education institutions is, Lumina Foundation issued an RFP for invited entities to submit brief proposals to write a concept paper that addresses how financial barriers get in the way of students' ability to access higher education and to find success there. In response, WICHE wrote a brief proposal draft and was recently notified that Lumina had selected us to write one of the papers on the topic of "encouraging state policy for affordability."

Program Description

Our paper will offer policy recommendations that are consistent with several key principles: they are affordable, predictable, transparent, and provide incentives for completion. It will also address how partnerships in support of students among the federal government, states, and institutions can be most effective.

Staff and Fiscal Impact

WICHE is seeking \$80,000 from Lumina Foundation over six months to complete the project. These funds will be sufficient to cover staff time for Brian Prescott, David Longanecker, and Peace Bransberger, as well as more modest contributions from administrative and communications staff.

Action Requested

Approval to expend funds to be provided by Lumina Foundation to produce the concept paper.



Lunch and Panel Presentation: Achieving Our College Completion Goals – The Institutional Perspective

Monday, November 11, 2013
12:15 – 1:45 pm
SHEPC Learning Center

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 11, 2013

12:15 - 1:45 pm

SHEPC Learning Center

Lunch and Panel Presentation: Achieving Our College Completion Goals – The Institutional Perspective

Ultimately, the completion agenda that has taken on such importance at the state, national, and federal level can't be achieved unless institutions catch the spirit and substantially change the way in which they do business. Institutions, after all, graduate the students, and unless they graduate a lot more of them, the nation will not achieve its educational attainment goals. To discuss the completion agenda from this perspective, we'll hear from four leaders who have been seminal in helping transform expectations and actions at the institutional level. This session will be moderated by our Dianne Harrison, who most of you know as the president of California State University, Northridge, but who has also been a leader in a diverse range of organizations that have focused extensively on the issues surrounding student success, including the National Collegiate Athletic Association (NCAA) and the American Association of Colleges and Universities (AAC&U); she's also the vice chair of the WICHE Commission. Participating in the panel will be: Noah Brown, president of the Association of Community College Trustees, which has been providing leadership within the community college community in promoting the movement from access to access to success; Steven Jordan, president of Metropolitan State University of Denver and a leader in institutional reform at both his institution and through his work with the NCAA and the AAC&U, including the Voluntary System of Accountability; and Mary Ellen Petrisko, president of the Western Association of Schools and Colleges (WASC), the regional accrediting agency for California, Hawai'i, and the Pacific islands and a leader in refocusing accreditation on student learning outcomes rather than just educational processes.

Moderator:

Dianne Harrison, president, California State University, Northridge

Panelists:

J. Noah Brown, president and CEO, Association of Community College Trustees

Steven Jordan, president, Metropolitan State University of Denver

Mary Ellen Petrisko, president, WASC Senior College and University Commission

Biographical Information on the Panelists

J. Noah Brown is president and chief executive officer of the Association of Community College Trustees (ACCT). An experienced association executive specializing in public policy, legislative advocacy, and strategic planning, Brown is a nationally recognized authority on community college governance, an author and contributor to national publications, and a

speaker on a broad range of topics to large audiences. His experience spans more than 30 years in the nation's capital, working in the nonprofit sector. Brown provides national leadership on behalf of more than 6,000 elected and appointed officials governing 1,200 community colleges throughout the United States. Much of his work has focused on strengthening the strategic connections between community college boards and the array of national and state organizations important to supporting the mission of community colleges. In addition to its focus on advocacy, ACCT also provides trustee education and board leadership services to its member boards. Brown holds a bachelor of arts in philosophy from the University of Michigan, Ann Arbor, a master of public policy degree from the University of Maryland, College Park, and an honorary associate of arts from Atlantic Cape Community College in New Jersey.

Dianne Harrison is the fifth president of California State University, Northridge, and began her appointment in June 2012. Before her appointment, she served as president of California State University, Monterey Bay, a position she had held since 2006. Prior to CSU Monterey Bay, she worked at Florida State University, where she served for nearly 30 years in various capacities, starting as a faculty member, then as dean of social work, associate vice president for academic affairs, dean of graduate studies, and vice president for academic quality and external programs. She holds a Ph.D. in social work from Washington University in St. Louis and a master's of social work and a bachelor's in American studies, both from the University of Alabama. Her academic and research areas of expertise include HIV prevention among women and minority populations and higher education issues related to university leadership. Harrison has published dozens of articles and two books. She has served on boards and committees of over 65 national, state, and local organizations. She currently serves on the board of the AAC&U, the executive board for the California Campus Compact, the Steering Committee of the American College and University President's Climate Commitment, and the NCAA Division I Committee on Institutional Performance. She is the vice chair of the WICHE Commission.

Steve Jordan is president of Metropolitan State University of Denver (MSU Denver) and has overseen a number of projects to improve retention and graduation rates among students of color. Statistics show a clear correlation between student retention and the number of full-time faculty teaching lower-division classes; Jordan has added nearly 200 full-time, tenure-track faculty – 49 of whom are of color – since 2004. He has established the First Year Success Program, a learning community with support services that are offered to all incoming freshman. In addition, he has established a goal for the university of achieving Hispanic-Serving Institution status within the next decade. Jordan and MSU Denver recently received a Newsed Community Development Corp. Civil Rights Award for institutional initiatives on behalf of students of color, including the

decision to establish the Colorado High School/GED Non-resident Tuition Rate. As chair of the National Collegiate Athletic Association's Division II Presidents Council in 2008 and 2009, Jordan led the charge for collegiate athletics to return to their fundamental purpose, with the appropriate balance between academics and athletics, and for student-athletes to be involved members of their communities. Jordan serves on the boards of the Downtown Denver Partnership, the Denver Metro Chamber of Commerce Leadership Foundation, and the Hispanic Chamber of Commerce of Metro Denver. Jordan grew up in Colorado. He holds a bachelor's degree from the University of Northern Colorado and a master's degree in public affairs and a doctorate from the University of Colorado Denver.

Mary Ellen Petrisko became the fifth WASC president in September. Petrisko has extensive experience in institutional academic leadership, regional accreditation, and state policy. Before joining WASC she was vice president of the Middle States Commission for Higher Education, where she served as the liaison to approximately 80 institutions, including public, private, and for-profit colleges and universities. She is a former deputy secretary of higher education for the Maryland Higher Education Commission and vice president for academic affairs at the University of Maryland University College. Petrisko also served as academic vice president of the Tai Sophia Institute (now the Maryland University for Integrative Health) and taught for several years in the Philosophy Department of the University of Nijmegen in the Netherlands. She holds a Ph.D. in philosophy from Boston University.





Plenary Session II: What's Up in the West? Where the Western States Are on Setting College Completion Goals

Monday, November 11, 2013
2:00 – 3:45 pm
SHEPC Learning Center

8 Monday 2:00 - 3:45 pm

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 11, 2013

2:00 - 2:30 pm

SHEPC Learning Center

Plenary Session II:

What's Up in the West? Where the Western States Are on Setting College Completion Goals

The “completion agenda” – the term within higher education circles that describes the movement toward increased degree attainment – has dominated public policy discussions and driven policy actions at the federal, state, institutional (and in some places, municipal) levels over the past several years. This broad agenda has been defined by national leaders such as President Obama; certain philanthropic organizations, including Lumina Foundation and the Bill & Melinda Gates Foundation; and others who have established a variety of specific national targets that the country should aim to meet within a designated timeframe. In part as a response to this movement, many states have set their own individual goals through participation in initiatives like Complete College America and Complete to Compete (the National Governors Association’s effort, launched in 2010 through a chair’s initiative) or by adopting state strategic or master plans. In this fast-paced world of higher education policy, the discussion and action surrounding the completion agenda continues to develop and change. First, the targets set by the different states in the region differ widely: some have set extremely ambitious goals, while others have not set any goals whatsoever. And what began almost entirely as a discussion about associate and baccalaureate degrees has evolved into a productive, necessary dialogue about alternative credentials, including high-value certificates, even though these are still in the early stages of being defined and broadly understood. Further, the manner in which states use these targets as a deliberate means to drive policy is not necessarily consistent across states. What is constant everywhere, however, is that the completion agenda is spurring discussion about innovation, new approaches to accomplish intended objectives, and even new ways to implement old strategies, all of which are designed to increase the completion of postsecondary credentials. This session will outline the goals that the WICHE states and territories have identified, examine progress toward those targets, and set the context for an interactive discussion about where WICHE as a region hopes to be in the future.

Speaker and Facilitator:

Demaree K. Michelau, director of policy analysis, WICHE

Facilitated Discussion on:

What's Up in the West? Where the Western States Are on Setting College Completion Goals

Biographical Information on the Speaker/Facilitator

Demarée K. Michelau is the director of policy analysis at WICHE. In this role, she comanages WICHE’s Policy Analysis and Research unit and directs

2:30 - 3:45 pm

SHEPC Learning Center



externally funded projects related to adult learners and college access and success. The author of numerous reports and policy briefs, she also has experience in a variety of higher education policy issues, including the Common Core State Standards, articulation and transfer, accelerated-learning options, college affordability, and K-16 reform. Previously, she worked for the National Conference of State Legislatures as a policy specialist. Michelau received her bachelor's degree in public law from Northern Illinois University and her master's degree and Ph.D. in political science from the University of Colorado at Boulder.



Plenary Session III: What's Up at WICHE? Our Contribution to Improving the Process – Updates on the Interstate Passport Initiative and Predictive Analytics Reporting Framework

Monday, November 11, 2013
3:45 – 4:45 pm
SHEPC Learning Center

9 Monday 3:45 - 4:45 pm

Western Interstate
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for Higher Education

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Monday, November 11, 2013

3:45 - 4:45 pm

SHEPC Learning Center

Plenary Session III:

What's Up at WICHE? Our Contribution to Improving the Process – Updates on the Interstate Passport Initiative and Predictive Analytics Reporting Framework

The Interstate Passport Initiative is developing a new framework for transfer, one based on learning outcomes and proficiency criteria rather than courses and credits. The initiative is conceived as a series of related projects to be developed over five or more years. In the Phase I pilot project, with funding from the Carnegie Corporation of New York through September 30, institutions in five partner states focused on the lower-division general education core, the common denominator among institutions. The participants worked together to establish a process and an agreement that allows for a cross-border “match” of outcomes-integrated general education cores as a new transfer framework. Sixteen institutions from the states of Hawai'i, North Dakota, Oregon, and Utah signed the Passport Agreement this past summer. Other WICHE states and institutions may now apply for Passport Phase I status.

This session also provides an overview of the Predictive Analytics Reporting (PAR) Framework, describing progress to date and outcomes achieved since the project's inception. It will feature a demonstration of dashboards built on PAR's predictive models; share current efforts that map student success interventions to points of greatest need; and describe plans for the future.

Speakers:

Pat Shea, director, WICHE ICE, the Alliance, and the Forum
Ellen Wagner, executive director, WCET

Biographical Information on the Speakers

Patricia (Pat) Shea directs three membership-based academic leadership and innovation organizations for WICHE: the WICHE Internet Course Exchange, the Western Academic Leadership Forum, and the Western Alliance of Community College Academic Leaders. In addition, she directs two projects involving multiple institutions in the WICHE region: the North American Network of Science Labs Online (NANSLO) and the Interstate Passport Initiative. Shea also provides oversight for WICHE's involvement in the Consortium for Healthcare Education Online (CHEO), funded by the U.S. Department of Labor. Previously, Shea served as the assistant director of WCET. Prior to joining WICHE in 1996, she held several positions in Alexandria, VA, including manager for special projects, technology division, National School Boards Association; director for information services, the Association of Telemessaging Services International; and executive director, the Alexandria Bar Association. Shea holds a master's degree in educational management and supervision from George Mason University, and she is a former Fulbright Scholar.

Ellen Wagner is the executive director for WCET. WCET is the leading national organization devoted to advancing technology-enhanced higher education working at the intersection of practice, policy, and technology. Wagner continues in her role as partner and founder of Sage Road Solutions, providing advisory oversight for industry intelligence and enablement services and solutions practices. She is the former senior director of worldwide e-learning at Adobe Systems and was senior director of worldwide education solutions for Macromedia. Prior to working in software solutions marketing and product development, Wagner was chief learning officer and director of education for Viviance new education, a Swiss-based e-learning company with offices in 10 North American and European countries. Before joining the private sector, Wagner was a tenured professor and chair of the educational technology program at the University of Northern Colorado (UNC) and held a number of administrative posts, including director of the Western Institute for Distance Education and coordinator of campus instructional and research technologies, academic affairs. She was a visiting scholar with WCET while on sabbatical leave from UNC. Her Ph.D. in learning psychology comes from the University of Colorado, Boulder. Her M.S. and B.A. degrees were earned at the University of Wisconsin, Madison.



WICHE 60th Anniversary Dinner and Program

Monday, November 11, 2013
6:30 pm
St Julien Hotel
Xanadu II & III

Western Interstate
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for Higher Education

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10 Monday 6:30 pm

Monday, November 11, 2013

6:30 pm

St Julien Hotel
Xanadu II & III

WICHE 60th Anniversary Dinner and Program

We are privileged to have Patty Limerick join us as our dinner speaker. Limerick directs the Center of the American West at the University of Colorado, where she is also a distinguished professor of history. Her remarks will be drawn from the exceptional chapter she wrote for the forthcoming WICHE book, *Higher Education in the West: Development, Direction, and Public Policy*, entitled "Forty Years in the Academic Saddle: The American West, Higher Education, and the Invitation to Innovation." The commission is in for a uniquely wonderful evening. As you will note from her bio, Limerick's scholarship has earned her numerous awards and distinctions, including the prestigious MacArthur Fellowship. But beyond her scholarship, she is also an exceptionally engaging and enjoyable presenter and discussant. (Not to worry: she will be much better than the alternative – Monday night football.)

Speaker:

Patricia Limerick, faculty director and chair of the board, Center of the American West

Biographical Information on the Speaker

Patricia Limerick is the faculty director and chair of the board of the Center of the American West at the University of Colorado, where she is also a professor of history. Limerick has dedicated her career to bridging the gap between academics and the general public and to demonstrating the benefits of applying historical perspective to contemporary dilemmas and conflicts. Limerick was born and raised in Banning, CA, and graduated from the University of California at Santa Cruz in 1972. She received her Ph.D. in American studies from Yale University in 1980, and from 1980 to 1984 she was an assistant professor of history at Harvard. In 1984 Limerick moved to Boulder to join the History Department of the University of Colorado, where she was promoted to tenured associate professor in 1987 and to full professor in 1991. In 1985 she published *Desert Passages*, followed in 1987 by her best-known work, *The Legacy of Conquest*, an overview and reinterpretation of Western American history that has stirred up a great deal of both academic and public debate. Limerick is also a prolific essayist, and many of her most notable articles, including "Dancing with Professors: The Trouble with Academic Prose," were collected in 2000 under the title *Something in the Soil*. In 1986 Limerick and CU Law Professor Charles Wilkinson founded the Center of the American West, and since 1995 it has been her primary point of affiliation. During her tenure the center has published a number of books, including the influential *Atlas of the New West* (1997) and a series of lively, balanced, and to-the-point reports on compelling Western issues, including *What Every Westerner Should Know About Energy* (2003), *Cleaning Up Abandoned Hardrock Mines in the West* (2006), and *What Every Westerner Should Know About Energy Efficiency*

and Conservation (2007). The center's film, "The Lover's Guide to the West," debuted on Rocky Mountain PBS in 2010. Limerick and center staff are currently working on several projects, including a book about the role of the Department of Interior in the West, based on the "Inside Interior" series of interviews hosted by the center between 2004 and 2006, and an illustrated history of the Denver Water Board. Under her leadership the Center of the American West serves as a forum committed to the civil, respectful, problem-solving exploration of important, often contentious, public issues. In an era of political polarization and contention, the center strives to bring out "the better angels of our nature" by appealing to our common loyalties and hopes as Westerners.



Committee of the Whole Business Session

Tuesday, November 12, 2013

8:45 – 10:15 am

St Julien Hotel

Xanadu II & III

Western Interstate
Commission
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Tuesday, November 12, 2013

8:45 - 10:15 am

St Julien Hotel
Xanadu II & III

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Leah Bornstein,
WICHE chair

Report and recommended action of the Audit Committee:
Bonnie Jean Beesley, committee chair and immediate past
WICHE chair



FY 2013 audit report (separate document)

Report of the Executive Committee: Leah Bornstein, WICHE chair

Report of the Programs and Services Committee: Patricia Sullivan,
committee chair

Report of the Issue Analysis and Research Committee: Jeanne Kohl-Welles,
committee chair

Report of the Self-funded Units Committee: James Hansen, committee chair

Report on the Legislative Advisory Committee annual meeting:
Senator Jeanne Kohl-Welles, LAC member

Committee of the Whole Action and Discussion Items



Request for additional reserves to complete
SEP and contact management database
upgrades and to redesign the WICHE website

11-3

Discussion Item: Update on WICHE's budget

11-5



Election of chair, vice chair, and immediate past
chair as officers of the WICHE Commission

Remarks of outgoing chair

Remarks of new chair

Selection of 2014 committee members

Electronic meeting evaluation: www.surveymonkey.com/s/Z5YGXB3

Other business

Adjourn Committee of the Whole business session



ACTION ITEM

Request for Additional Reserves to Complete SEP and Contact Management Database Upgrades and to Redesign the WICHE Website

Background

The Programs and Services unit requests additional funding of \$110,000 for the upgrades of the Professional Student Exchange Program (PSEP) database and the database used to administer the Western Undergraduate Exchange (WUE) and the Western Regional Graduate Program (WRGP); for a new contact management database called Salesforce; as well as for implementing a redesign of the WICHE website. The WICHE Commission initially approved an allocation of \$120,000 from reserves at the May 2011 meeting to upgrade these resources. However, the cost of these upgrades was underestimated, and additional resources are needed to finish them.

Database Overview and Current Status

Prospective students seeking access to affordable education consistently account for the largest group of visitors to WICHE's website. According to a recent one-month Google Analytics user report for September 1-30, 2013, 55 percent of traffic to WICHE's website is for Student Exchange Program (SEP) web pages. WUE attracts the most visitors (43,570 unique visits, or 47 percent of a total of 93,100 unique hits), followed by the general Student Exchange Program page (3,115 unique visits), the WRGP page (2,503 unique visits), and the PSEP page (1,750 unique visits). SEP, WUE, WRGP, and PSEP account for seven out of 10 of the top landing pages to the WICHE website. But these numbers don't give a full picture of actual usage by our stakeholders. Google Analytics does not track access to the searchable database for WUE and WRGP programs, used by prospective students and their parents, as well as high school counselors. Furthermore, these statistics also don't include state and institutional administrator access to our online administrator portals. Approximately 250 institutional administrators are involved with PSEP and 500 with WUE and WRGP. These state and institutional users access the databases several times annually: inputting new PSEP-certified applicants; reporting on PSEP applicants' admissions offers; verifying PSEP students' academic progress; updating program contact information; and updating WUE and WRGP profiles, so we can report enrollment statistics.

All three programs have legacy databases that are communicating information about our student exchange to the public and our institutional partners via the WICHE website. These legacy systems were launched in 2005 and have not benefited from any major upgrades since then. Technological advances in programming have outpaced these systems over the last eight years. They are in critical need of major upgrades to continue functioning and meeting our users' and staff's needs.

Funds were also allotted to convert WICHE's "Key Contacts" database to a commercial database platform called Salesforce. The old Key Contacts system is in Microsoft Access, which is being phased out and replaced by a more secure and reliable system. WCET is already using Salesforce. Conversion of Key Contacts to Salesforce will make contact management more efficient because all units at WICHE will be using the same standard platform. Salesforce is a widely supported, modern business platform with standard features that include: mass email communications; group discussions and chats; reports that can be customized by nontechnical staff; and many other functions that allow WICHE staff to manage its many constituents more efficiently.

The PSEP database is built on outdated technology, including an obsolete Microsoft Access Database interface for staff use and a web interface for our institutional partners' use. WICHE's senior database programmer is building a new database using SQL (Structured Query Language) and a web-based user interface using Java that will allow both staff and external users to access and input information in a faster and more reliable way. The upgraded web interface will also allow WICHE staff to work remotely, will allow external users to view information dynamically, and will increase the security of confidential information. The redesigned system will be more user-friendly and easier to maintain and enhance for future needs. Report-generation capabilities will be significantly enhanced, and staff productivity will improve.

The state interface has already been developed. Additional resources are needed to cover IT salaries to complete the institutional interface; investigate creating a data import feature for states with a high volume of student certifications for PSEP; remove old data; test and debug the site; and upload new data to the site.

The WUE and WRGP databases are also outdated, and their performance is substandard. These databases are used extensively by the public (prospective students and their parents, as well as high school counselors) to find participating institutions and programs. In addition, our participating institutions and programs use them to update their program descriptions and to report annual enrollments. The programming and queries were optimized, given the technology available in 2005, but they have become substandard. Our partner institutions sometimes become frustrated because the database loads so slowly; a major upgrade is desperately needed to guarantee faster performance for outside users and increased reliability of data input and reporting.

The enhancements to the WUE and WRGP databases will include a database redesign, user interface enhancements, and rewriting of SQL queries. The enhanced WUE/WRGP system will be faster and more reliable and will improve productivity for both WICHE staff and administrators from our partnering institutions. The new system will be easier to maintain and enhance for future needs. Outside users will see measurable improvement in search times and quality of search results, as well as improved site navigability. Programming staff have already made some improvements, but the major rebuild remains to be done.

In addition to the above, WICHE’s new website designer, John Fellers, has redesigned the organization’s website to freshen its appearance and incorporate additional information. IT staff time is needed to move the redesign from a test site to the “live” server and also to provide periodic website maintenance to various website modules.

The original project costs have exceeded their initial estimates for multiple reasons. To offer an analogy: Just like a home remodel project (database upgrade), your contractor (programmer) will always give you his or her best estimate, but when working on an older home (a legacy database), despite anyone’s best efforts, you and your contractor never know the extent of unforeseen issues you will run into during the construction (database rebuild) until you start tearing down the walls. Even with a good set of building requirements (software specifications and scope), unanticipated issues surface and must be addressed, and sometimes this discovery process dictates new features. And the cost of materials and salaries will always increase. WICHE’s IT chargeback structure has changed significantly from when these project costs were first estimated. The software chargeback rates have risen significantly. In addition, there has been significant turnover in our programming staff. New personnel require training, which translates into additional time and money. Finally, competing priorities have put the PSEP database on the “backburner” several times; this also translates into additional hours for programmers to reacquaint themselves with the project after not working on it for a period of time. Some of these competing projects include the *Knocking at the College Door* database and other Policy unit databases, as well as work for WCET’s Salesforce.

The chart below shows the original cost estimates and the additional funds requested to complete the projects.

Software/Website Project	Original Allocation from Reserves	Spent as of Sept. 30, 2013	Revised Cost Estimate
PSEP (03-45)	\$49,000	\$79,000	\$90,000
Salesforce (03-42)	37,000	4,000	70,000
WUE/WRGP (03-43)	34,000	14,000	35,000
WICHE Website	0	0	10,000
Overruns			25,000
Unspent balance from original allocation		(23,000)	
Total	\$120,000	\$97,000	\$230,000

Action Requested

Approval of the president’s request to use an additional \$110,000 in WICHE reserves to complete the software and website projects listed above.

DISCUSSION ITEM

Update on WICHE's Budget

WICHE did not budget for any deficits for FY 2013 and did not realize any in the general fund, as you can see on the report titled "General Fund Budget Comparing FY 2013 with FY 2014." However, as can be seen on the report "Program Area Revenue and Expense Summary," two of our program areas did realize a loss, but even that did not cause WICHE to realize a deficit in FY 2013.

Since WICHE is the majority partner in the State Higher Education Policy Center (SHEPC), all the financial activity at SHEPC is combined with the WICHE financial activity and presented in the WICHE financial statements (separate document). As can be seen on the "Statement of Revenues, Expenses, and Changes in Fund Equity," WICHE's net position at the end of FY 2013 is \$4,836,403, and the total of WICHE and SHEPC is \$6,177,258.

The Programs and Services unit – including the Professional Student Exchange Program (PSEP), the Compact for Faculty Diversity, and several other budgets – experienced small gains or no changes, as did the Policy unit. No change is the normal result of programs like PSEP or the Bridges to the Professoriate, which are not designed to do anything other than pay the expenses of the program.

The Mental Health Program experienced a loss of \$60,917. Since it began the year with a fund balance of \$42,269, it now has a negative fund balance of <\$18,648>.

WCET experienced a gain of \$210,022. Since it began the year with a fund balance of \$71,404, it now has a fund balance of \$281,426.

The general fund began the year with a reserve of \$1,572,231. WICHE added \$176,174 to this total and now has a reserve of \$1,748,405. Of this total \$1,552,135 has been designated for various liabilities by past actions of the commission, which leaves \$196,270 available for dedication, as can be seen on the report titled "General Fund Budget Comparing FY 2013 with FY 2014." The largest portion of these liabilities are from the balloon payments on loans for the building, which will come due in 2015 and 2016.

Looking Ahead to Fiscal Year 2014

Again, WICHE did not budget a deficit for FY 2013, nor have we in FY 2014. Due to the tight economy, WICHE did not raise the dues over the past few years. FY 2014 will be the first year that the membership dues have increased in five years. In addition, WICHE has added another member to the commission. Due to these two revenue increases, WICHE has now the opportunity to pursue some of those activities which have been deferred over the past years. The budget for FY 2014 adopted by the commission in May 2013 has a surplus of \$969.

General Fund Budget Comparing FY 2013 with FY 2014 Revenue and Expenditures

	FY 2013				FY 2014				
	FY 2013 Budget	FY 2013 Actual	Actual Higher or (Lower) than Budget		FY 2014 Budget	FY 2014 Budget Higher or (Lower) than FY 2013 Budget		FY 2014 Budget Higher or (Lower) than FY 2013 Actual	
Revenue									
4102 Indirect Cost Reimbursements	\$260,000	\$682,709	\$422,709	162.6%	\$380,000	\$120,000	46.2%	(\$302,709)	-44.3%
4104 Indirect Cost Sharing-WICHE	(\$60,000)	(\$259,185)	(\$199,185)	332.0%	(\$120,000)	(\$60,000)	100.0%	\$139,185	-53.7%
4201 Members/Fees States/Institutions	\$1,875,000	\$1,906,250	\$31,250	1.7%	\$2,096,000	\$221,000	11.8%	\$189,750	10.0%
4202 California Delinquent Dues	\$87,000	\$0	(\$87,000)	100.0%	\$87,000	\$0	0.0%	\$87,000	
4300 Interest	\$20,000	\$12,448	(\$7,552)	-37.8%	\$20,000	\$0	0.0%	\$7,552	60.7%
4400 Publication Sales & Refunds	\$50	\$0	(\$50)	100.0%	\$50	\$0	0.0%	\$50	
4600 Other Income	\$10,000	\$3,620	(\$6,380)	-63.8%	\$10,000	\$0	0.0%	\$6,380	176.3%
4850 Credit Card Transaction Rev. / Units	\$1,000	\$0	(\$1,000)	100.0%	\$1,000	\$0	0.0%	\$1,000	
Total Revenue	\$2,193,050	\$2,345,842	\$152,792	7.0%	\$2,474,050	\$281,000	12.8%	\$128,208	5.5%
Expenditures									
0102 Student Exchange Program	\$299,897	\$298,661	(\$1,236)	-0.4%	\$313,211	\$13,314	4.4%	\$14,550	4.9%
0104 Policy Analysis & Research	\$313,556	\$310,364	(\$3,192)	-1.0%	\$368,987	\$55,430	17.7%	\$58,622	18.9%
0105 Communications & Public Affairs	\$428,467	\$418,568	(\$9,899)	-2.3%	\$441,307	\$12,840	3.0%	\$22,739	5.4%
0107 Technology & Innovation	\$13,800	\$0	(\$13,800)	100.0%		(\$13,800)	-100.0%	\$0	
0110 President's Office	\$371,703	\$364,949	(\$6,754)	-1.8%	\$429,495	\$57,792	15.5%	\$64,546	17.7%
0111 Commission Meeting Expense	\$140,965	\$140,308	(\$657)	-0.5%	\$190,393	\$49,428	35.1%	\$50,085	35.7%
0112 Administrative Services	\$443,821	\$442,890	(\$931)	-0.2%	\$520,768	\$76,947	17.3%	\$77,878	17.6%
0115 Miscellaneous Gen. Fund	\$164,801	\$139,881	(\$24,920)	-15.1%	\$168,921	\$4,120	2.5%	\$29,040	20.8%
0116 Program Development	\$15,000	\$9,040	(\$5,960)	-39.7%	\$15,000	\$0	0.0%	\$5,960	65.9%
0131 LAC Meeting	\$25,000	\$0	(\$25,000)	100.0%	\$25,000	\$0	0.0%	\$25,000	
Total Expenditures	\$2,217,010	\$2,124,662	(\$92,348)	-4.2%	\$2,473,081	\$256,071	11.6%	\$348,419	16.4%
Surplus (Deficit) for the Fiscal Year	(\$23,960)	\$221,180	\$245,140		\$969	\$537,071		\$476,628	
Reserves at Beginning of Year									
1 Minimum Reserve	\$266,041	\$266,041	\$0	0.0%	\$296,770	\$30,729	11.6%	\$30,729	11.6%
2 Reserve for Facility Payments	\$196,000	\$196,000	\$0	0.0%	\$219,000	\$23,000	11.7%	\$23,000	11.7%
3 Reserve for Unexpected Shortfall	\$221,701	\$221,701	\$0	0.0%	\$247,308	\$25,607	11.6%	\$25,607	11.6%
4 Reserve required for CECFA Bond.	\$70,000	\$70,000	\$0	0.0%	\$70,000	\$0	0.0%	\$0	0.0%
5 CECFA Bond Balloon Payment	\$105,000	\$105,000	\$0	0.0%	\$105,000	\$0	0.0%	\$0	0.0%
6 Ford Loan Balloon Payment	\$614,057	\$614,057	\$0	0.0%	\$614,057	\$0	0.0%	\$0	0.0%
7 Reserve Available for Dedication	\$99,432	\$99,432	\$0	0.0%	\$196,270	\$96,838	97.4%	\$96,838	97.4%
Reserves at Beginning of Year	\$1,572,231	\$1,572,231	\$0	0.0%	\$1,748,405	\$176,174	132.2%	\$176,174	132.2%
Reserves Dedicated during Year									
8 CEO Performance Evaluation		\$22,328							
9 Deferred Compensation / President	\$22,678	\$22,678	\$0	0.0%	\$24,207	(\$1,529)	-6.7%	(\$1,529)	-6.7%
10 IT Development Fund	\$0	\$0	\$0		\$75,000	(\$75,000)		(\$75,000)	
11 Collective Purch. Investment	\$0	\$0	\$0		\$50,000	(\$50,000)		(\$50,000)	
12 Deficit (Surplus) for the Fiscal Year above	\$23,960	(\$221,180)	\$245,140	1023.1%	(\$969)	\$24,929	104.0%	(\$220,211)	99.6%
Reserves Dedicated during the Fiscal Year	\$46,638	(\$176,174)	\$245,140	1023.1%	\$148,238	(\$101,600)	97.3%	(\$346,740)	92.8%
Reserves at End of Year	\$1,525,593	\$1,748,405	\$245,140		\$1,600,167	\$74,574		(\$170,566)	

- (a) FY 2013 Dues remained at \$125K for the fourth straight year due to budget difficulties in the WICHE states. At the May 2012 meeting the Commission set the FY 2014 dues to \$131K and the FY 2015 dues to \$137K. On April 1, 2013, the Pacific Island U.S. Territories & Free States joined the previous 15 member states of WICHE.
- (b) California unpaid Dues.
- (c) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
- (d) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.
- (e) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
- (f) CECFA Bond reserve. Legal requirement of bond financing.
- (g) CECFA Bond balloon payment amount is \$175,100, but the \$70,000 reserve requirement will expire at the time the loan is paid off.
- (h) Ford Loan balloon payment amount is \$1,070,345 of which WICHE owes 57.37%.
- (i) Deferred compensation plan for President approved by Commission at the November 2010 meeting.
- (j) Funds to increase software development efforts for several programs.
- (k) Funds to facilitate transition in purchasing programs.

Program Area Revenue and Expense Summary for FY 2013

	Programs & Services	Policy Analysis	PSEP & Bridges*	Mental Health	WCET	Self Supporting Services
Revenue						
Membership Dues and Fees	\$178,831			\$223,165	\$848,189	
Conference Registration Fees	\$14,865				\$233,674	
Grants and Contracts	\$451,436	\$1,269,255	\$183,024	\$1,607,215	\$1,854,639	
Indirect Cost Sharing				\$70,023	\$185,252	
Interest	\$156	\$258			\$1,236	
Miscellaneous Income	\$28,348	\$6,663		\$19,325	\$34,000	
General Fund Allocation	\$418,568	\$310,364	\$298,660			
Total Revenue	\$1,092,204	\$1,586,540	\$481,684	\$1,696,563	\$3,156,990	\$ -
Expenses						
Salaries	\$400,934	\$473,473	\$192,199	\$554,549	\$400,322	\$125,335
Benefits	\$121,172	\$186,177	\$77,279	\$239,811	\$145,066	\$46,049
Audit, Legal & Consulting	\$253,010	\$124,500	\$ -	\$354,228	\$31,693	\$19,400
Subcontracts	\$ -	\$268,161	\$23,567	\$40,750	\$1,763,254	
Travel	\$128,229	\$248,801	\$128,686	\$294,394	\$309,651	\$3,084
Printing and Copying	\$6,222	\$26,629	\$3,202	\$13,544	\$5,176	\$476
Rent	\$36,235	\$47,042	\$20,371	\$56,222	\$44,547	\$17,510
Computer/Network	\$36,327	\$32,131	\$15,317	\$64,586	\$38,626	\$31,158
Communications	\$10,607	\$12,342	\$5,380	\$16,064	\$11,479	\$14,068
Supplies and Expense	\$11,375	\$6,538	\$2,015	\$26,457	\$41,331	\$28,399
Marketing / Depreciation	\$339	\$ -	\$111	\$1,207	\$17,172	\$62,777
Indirect Costs	\$41,645	\$141,859	\$13,557	\$165,691	\$316,051	
Credits for other programs	\$17,615	\$53		\$(70,023)	\$(177,400)	\$(315,388)
Total Expenses	\$1,063,710	\$1,567,706	\$481,684	\$1,757,480	\$2,946,968	\$32,868
Excess Revenue (Loss)	\$28,494	\$18,834	\$ -	\$(60,917)	\$210,022	\$(32,868)

*PSEP and Bridges are programs included in the Programs and Services unit. They are reported separately for auditing purpose.



Plenary Session IV: Achieving Our College Completion Goals – A Regional Perspective

Tuesday, November 12, 2013

10:30 am – noon

St Julien Hotel

Xanadu II & III

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 12, 2013

10:30 am - noon

St Julien Hotel
Xanadu II & III

Plenary Session IV: Achieving Our College Completion Goals – A Regional Perspective

Earlier in this meeting, we learned about and discussed the completion agenda from the perspectives of the federal government, national organizations, states, and institutions. This session will explore whether WICHE should establish a goal for the Western region, and if so, what strategy should we use for achieving such a goal.

As the session on state goals showed, most of the Western states have adopted completion goals, though these goals vary considerably. Some have established goals based on the presumed need for an educated workforce, an idea that evolved from the work of the Georgetown University Center on Education and the Workforce. Some reflect aspirational goals, albeit possibly unattainable ones. Some states have goals focused on reducing the equity gaps in educational attainment. And a few states have not even established goals.

The Georgetown University Center on Education and the Workforce projects that by 2018 the percentage of new jobs requiring a college-level credential will range in the WICHE states from a low of 58 percent in Nevada to a high of 70 percent in Colorado and Washington (the Pacific territories were not included in the Georgetown analysis). In another analysis the National Center for Higher Education has projected the annual increase necessary to reach Lumina Foundation's "Big Goal" of 60 percent of the adult population with a college certificate or degree by 2025 also varies substantially from one state to another: the gap to be filled is the largest for Nevada, at 29.5 percent (which would require doubling the current share of adults with a college degree or certificate), compared to a low of 14 percent for Colorado.

But achieving the national goal doesn't mean every state should meet that goal independently. Rather, some states will need to be above the national average in order to meet their economic needs and established goals; while others will not need to reach the national average, to meet their goals or job requirements of the future. Colorado, for example, will have to increase its share of the young adult population with a college degree by 24 percent, not the 14 percent mentioned above, because its future job requirements exceed the national goal. Nevada's economic forecast, on the other hand, wouldn't require reaching the national goal, though the state's aspirational goal certainly would.

Might it make sense, therefore, for the West to devise a plan in which the regional goal would match the federal one but would be achieved through shared contributions to the increases in attainment, rather than through a host of different efforts to meet the average? This session will examine what it would take for the Western states and territories, acting together

rather than independently, to reach the national goals and will look at whether working cooperatively toward such an achievement makes sense.

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 the 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.



Reference

WICHE Commission
Commission committees
Legislative Advisory Committee
WICHE staff
Future commission meeting dates
WICHE workplan 2014
Higher education organizations
and acronyms

Western Interstate
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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 from the U.S. Pacific territories and freely associated states, WICHE's newest member (which includes three U.S. Pacific territories and three freely associated states; the Commonwealth of the Northern Mariana Islands is the first of this group to join). This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Leah Bornstein, president of Coconino Community College, is the 2013 chair of the WICHE Commission; Dianne Harrison, president of California State University, Northridge, is vice chair.

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Ryan Deckert (OR)
Robert Burns (SD)
Dave Buhler (UT)
Committee chair (WA)
Samuel Krone (WY)

Disaster Recovery Planning Committee

Diane Barrans (AK), chair
Camille Preus (OR)
William Kuepper (CO), consultant and former WICHE commissioner

Programs and Services Committee

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

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Hilda Rosselli (OR)
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Self-funded Units Committee

James Hansen (SD), chair
Mike Rush (ID), vice chair

James Johnsen (AK)
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TBD (WY)

Audit Committee

Bonnie Jean Beesley (UT), chair
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Dianne Harrison (CA)
Mike Rush (ID)
Vic Redding (NV)

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.

*WICHE commissioner

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COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

2 VACANCIES

WICHE STAFF

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Erin Barber, executive assistant to the president and to the commission

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Craig Milburn, chief financial officer
Robin Berlin, senior accounting specialist
Lynette Ludwig, accounting specialist

Human Resources

Tara Hickey, human resources coordinator

IT Services

Jerry Worley, chief technology officer
Saleh Alkhalaf, software developer
Rena Dahiya, senior software developer
Kris Schwarz, junior network administrator

Mental Health Program

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Mimi McFaul, director
Tamara DeHay, associate director
Joanne Brothers, budget coordinator
Debra Kupfer, consultant
Chuck McGee, project director
Holly Martinez, administrative assistant
Nate Mohatt, research scientist
Sarah Ross, postdoctoral fellow
Jeremy Vogt, behavioral health research and technical assistance associate

National Council for State Authorization Reciprocity Agreements (NC-SARA) & WICHE State Authorization Reciprocity Agreements (W-SARA)

Marshall Hill, executive director, NC-SARA
Alan Contreras, coordinator, NC-SARA and W-SARA
Rhonda Epper, director, W-SARA
Lisa Greco, communications coordinator, NC-SARA
Michelle Robles-Perez, office manager, NC-SARA and W-SARA

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Brian Prescott, director of policy research
Peace Bransberger, senior research analyst
Laura Ewing, administrative assistant
Carl Krueger, project coordinator
Patrick Lane, senior policy analyst and project coordinator

Programs and Services and Communications and Public Affairs

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Margo Colalancia, director, Student Exchange Program
Carrianna Fritsche, administrative assistant
John Fellers, web design manager
Annie Finnigan, communications manager
Kay Hulstrom, administrative manager
Kim Nawrocki, administrative assistant
Ken Pepion, senior project director, Bridges to the Professoriate
Sue Schmidt, project coordinator, NANSLO/CHEO
Pat Shea, director, WICHE ICE, the Forum, and the Alliance

WCET

Ellen Wagner, executive director
Mollie McGill, deputy director, programs and membership
Russell Poulin, deputy director, research and analysis
Beth Davis, consultant
Sherri Artz Gilbert, manager, operations
Cali Morrison, manager, communications
Megan Raymond, manager, events and programs
Peggy Stevens, technical services coordinator

Names in **bold** type indicate new employees or new positions within WICHE. The WICHE website, www.wiche.edu, includes a staff directory with phone numbers and e-mail contact forms.

Future Commission Meeting Dates		
2014	2015	2016
May 12-13 – Santa Fe, New Mexico	TBD	TBD
November 10-11 – Colorado		

WICHE Workplan 2014

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.

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 fiscal 2014 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 level.
- **Access & Success:** Improving students' access to higher education and success in it, especially those students we haven't 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. The FY 2014 workplan has been redesigned, per commissioners' request. Our work for FY 2014, 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); in addition, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.
- **Completed Projects:** Work that staff finished in FY 2013.

Priority. In the FY 2014 workplan, we've made a small change to the way we prioritize our work, again per commissioners' request. Existing Activities are initiatives that WICHE staff is committed to accomplishing and therefore are not given a priority ranking. 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're 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 to help boost 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. It 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 group 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 and success; workforce and society	Western	1.05 FTE	All WICHE member states and CNMI
Professional Student Exchange Program (PSEP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE members, except SD (CA, HI, OR, and WA are receiving states only) and CNMI
Western Regional Graduate Program (WRGP)	Access and success; workforce and society	Western	1.05 FTE	All WICHE member states and CNMI
WICHE Internet Course Exchange	Access and success; technology and innovation	Western	.30 FTE and consultants	12 institutions, 3 systems, 2 consortia
Western Academic Leadership Forum	Access and success; accountability	Western	.41 FTE	50 institutions, 11 systems
Western Alliance of Community College Academic Leaders	Access and success; accountability	Western	.40 FTE	54 institutions, 6 systems
Academic Leaders Toolkit	Access and success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
MHECare	Access and success; finance	WICHE/MHEC/NEBHE states	.20 FTE	MHEC/Mercer/United HealthCare Student Resources, 1 state (CO), 5 institutions
Master Property Program	Finance	WICHE/MHEC/NEBHE states	.15 FTE and consultant	MHEC/Marsh/Lexington, 7 states (AZ, CO, NV, OR, UT, WA, WY) 1 system, 17 institutions
MHECtech	Finance	WICHE/MHEC states	.05 FTE	All WICHE member states
Workforce Briefs	Workforce and society	Western/U.S.	.05 FTE and consultants	All WICHE member states
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	3.0 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
Bridges to the Professoriate	Access & success	National	National Institute of Health (\$27,500 annually)	.20 FTE	7/1/2008 - 6/30/2013	Southern Regional Education Board
Gaining Online Accessible Learning through Self-Study	Access & success	National	U.S. Dept. of Education, FIPSE (WICHE share: \$36,000)	.05 FTE	1/2011 - 12/2013	National Center on Disability and Access to Education (lead) & 3 other partners
Interstate Passport Initiative	Access & success	Western	Carnegie Corporation of New York grant (\$550,000)	1.15 and consultants	10/2011 - 9/2013	23 two- & four-year institutions in 5 states (CA, HI, ND, OR, UT)
Consortium for Health Education Online (CHEO)	Access & success; technology & innovation	Western	Department of Labor, Trade Adjustment Assistance CC & Career Training grant (WICHE contract: \$823,859)	1.6 FTE	10/2012 - 9/2016	Pueblo Community College (CO), fiscal agent; & 8 institutions in 5 states (AK, CO, MT, SD, WY)

Bridges to the Professoriate. Provides National Institute of General Medical Sciences-Minority Access to Research and Careers’ 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.

Gaining Online Accessible Learning through Self-Study. GOALS develops web accessibility tools that institutions can use in the continuous improvement process for reaffirmation by regional accrediting agencies.

Interstate Passport Initiative. The Interstate Passport Initiative is creating a new interstate block transfer framework for lower-division general education, one based on student-learning outcomes rather than seat time in courses and credits.

Consortium for Health Education Online (CHEO). Eight community colleges in five WICHE states are creating or transforming existing allied health courses for delivery in an online or hybrid format, incorporating new, web-based lab experiments from the recently completed North American Network of Science Labs Online (NANSLO) project, where it’s appropriate to do so.

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
Implementation of the State Authorization Reciprocity Agreement (SARA)	Access & success; technology & innovation	*** ●●● ■■■	Western and national	Lumina proposal pending (\$2,878,192; WICHE share, \$500,050) & institutional fees (\$592,891, WICHE region)	Nationwide, 3.3 FTE (1st year), based at WICHE: WICHE, 2.5 FTE	7/2013 - 6/2016	WICHE member states that sign the reciprocity agreement; & MHEC, NEBHE, SREB
North American Network of Science Labs Online (NANSLO) Expansion Project 1	Access & success	*** ●●● ■■■	International	Previous grant: Next Generation Learning Challenges (\$750,000)	.05	TBD	Colorado Community College System, 5 institutions in CO, MT, WY, & 1 institution & organization in British Columbia

Implementation of the State Authorization Reciprocity Agreement (SARA). WICHE and the other three regional higher education compacts will administer SARAs so that any institution offering distance education may acquire authorization from its home state to reciprocally enable it to operate in other participating states.

North American Network of Science Labs Online Expansion Project 1. NANSLO will seek funding to expand its collection of experiments, conduct research on the best practices in lab experiments for students in online courses, and add new member institutions to its network.

POTENTIAL FUTURE PROJECTS

Work we’re considering pursuing (and bringing to the commission for approval); also previously considered projects that we propose to remove from the workplan.

Rural medical education residencies: Develop partnerships with federal and state agencies and funders to help increase the number of rural graduate medication education residencies in the West.

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

COMPLETED PROJECTS

Work that staff finished in FY 2013.

North American Network of Science Labs Online. NANSLO furthered the development of openly licensed online science courseware in biology, physics, and chemistry and replicated a Canadian innovation known as Remote Web-Based Science Laboratory, through a NGLC grant.

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; multistate data-sharing to support educational planning and workforce development; and other critical areas. WICHE staff serve 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. Its publication series, including *Policy Insights* and *Western Policy Exchanges*, explore a wide range of significant policy issues. The unit also undertakes major, long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

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	Finance	Western	.025 FTE	All WICHE members respond
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 - 9/2014	Lumina Foundation
College Access Challenge Grant (CACG) Consortium and Network	Access & success	Western states, Texas	State memoranda of agreement/ U.S. Dept. of Education: Year 5 revenue, \$190,000	1.40 FTE	Year 5: 8/2012 - 8/2013	2 Consortium states (AK, ID) & 4 Network states (ND, TX, UT, and WA)
Equity in Excellence	Access & success, accountability	Western	Bill & Melinda Gates Foundation, Ford Foundation (subcontract): \$50,000	.45 FTE	1/2013 - 12/2013	Center for Urban Education at the University of Southern California, Colorado
Facilitating Development of a Multistate Longitudinal Data Exchange	Workforce & society, technology & innovation, accountability	Western	Bill & Melinda Gates Foundation: \$1.5 million	.80 FTE	6/2010 - 5/2014	Bill & Melinda Gates Foundation, educational & workforce agencies in HI, ID, OR, WA
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$441,000	1.65 FTE	10/2010 - 9/2014	ACT, College Board
Policy and Assessment Framework for Washington's Opportunity Scholarship Program	Finance	Western	Microsoft Corporation via subcontract from NCHEMS: \$30,000	.15 FTE	3/2012 - 9/2013	National Center for Higher Education Management Systems (NCHEMS), Washington

Adult College Completion Network (www.adultcollegecompletion.org). WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college degree and credential completion by adults with prior college credits.

College Access Challenge Grant Consortium and Network (www.wiche.edu/cacg). States can participate in the CACG Consortium, which involves WICHE working closely with the 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; or in the CACG Network, which is a collaborative council composed of CACG grant administrators from each of the states.

Equity in Excellence. With a focus on the Denver metro area, WICHE is partnering with the Center for Urban Education at the University of Southern California to support the implementation of Colorado’s higher education reform agenda by aligning the state’s higher education policy measures with concrete, equity-focused actions within community colleges and four-year institutions.

Facilitating Development of a Multistate Longitudinal Data Exchange (www.wiche.edu/longitudinalDataExchange). Working initially with four member states – Idaho, Hawai’i, Oregon, and Washington – WICHE is coordinating efforts to develop the necessary architecture for the exchange of data, govern the exchange, produce standard reports, and ensure the protection of privacy, in an effort to develop a pilot data exchange among several states, allowing for more comprehensive analyses of the production, stock, and flows of human capital through a regional, multistate approach.

Knocking at the College Door (www.wiche.edu/knocking). With support from its traditional partners, ACT and the College Board, Policy recently released the 8th edition of these projections and is continuing to explore the feasibility of enhancements, such as producing projections for urban areas and disaggregations by sex.

Policy and Assessment Framework for Washington’s Opportunity Scholarship Program. In partnership with the National Center for Higher Education Management Systems (NCHEMS), staff is examining Washington’s new financial aid program and offering guidance concerning how its effectiveness can be measured and how its implementation can be integrated with the state’s existing finance and financial aid policies.

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
Race Against the Clock: Preparing Teachers to Effectively Utilize Information from the Common Core State Standards	Access & success	★★★ ●●● ■■■	Western	\$3 million	1.8 FTE	3 years	Stanford (Linda Darling Hammond), SHEEO, CASSO, NGA, SBAC, PARCC, CAEP & state affiliates, AACTE, NCTM, NCTE, NEA, AFT*
Creating Positive Educational Outcomes through Cooperative Education and Internship Programs	Access & success, workforce & society	★★★ ● ■■■	Western	\$1 million	1.75 FTE	3 years	TBD
Facilitating Development of a Multistate Data Exchange	Workforce & society, technology & innovation, accountability	★★★ ●● ■■■	Western	\$1.5 million	2.5 FTE	4 years	Additional Western states

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education	Access & success, workforce & society	★★ ●● ■ ■	Western	\$1 million	1.35 FTE	3 years	WICHE Mental Health Program
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

* State Higher Education Executive Officers (SHEEO), Council of Chief State School Officers (CCSSO), National Governors Association (NGA), Smarter Balanced Assessment Consortium (SBAC), Partnership for Assessment of Readiness for College and Careers (PARCC), Council for the Accreditation of Educator Preparation (CAEP) and state affiliates, American Association of Colleges for Teacher Education (AACTE), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), the National Education Association (NEA), and the American Federation of Teachers (AFT).

Race Against the Clock: Preparing Teachers to Effectively Utilize Information from the Common Core State Standards Assessments. The overarching goal of this work is to prepare preservice and veteran teachers throughout the educational pathway to effectively and proficiently utilize information from the new Common Core State Standards (CCSS) assessments to monitor student progress toward mastery of the CCSS in English/language arts and mathematics and use the data to promote continuous improvement toward college and career content readiness.

Fostering Successful Cooperative Education and Internship Programs 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.

Facilitating Development of a Multistate Longitudinal Data Exchange. The next phase of this project will continue, enhance, and expand the work it has done in piloting a multistate longitudinal data exchange spanning K-12 education, postsecondary education, and workforce information in Washington, Oregon, Idaho, and Hawai'i by working toward further development of a sustainable architecture, governance, and financing plans, as well as expansion into more states, and a second round of data exchange and analysis.

A Fighting Chance at Success: Increasing College Completion and Reducing Recidivism through Correctional Education. The overall goal of this project is to expand and improve prison education programs in the Western states, to better prepare those who will be released from prison, particularly individuals of color, for a productive, educated life outside of the corrections system.

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

POTENTIAL FUTURE PROJECTS

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

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education.

A project that would assess the impact of enrolling in and successfully completing dual and concurrent enrollment courses while still in high school on success in postsecondary education.

Fostering Institutional Fidelity to State Performance Funding Policies. A project to investigate the responses of institutions to outcomes-based performance funding policies and to facilitate the adoption and implementation by institutions of policies and practices that are faithful to the intent of state performance-funding policies and effective at the achievement of them.

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 potential partnership with the Institute for Higher Education leadership and Policy at Sacramento State University 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.

Redefining Degrees. A potential partnership with Sacramento State University's Institute for Higher Education leadership and Policy to study and recommend more effective degree pathways, including applied degrees.

Assessing the Landscape on 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.

Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale. A project in which WICHE would launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

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.

COMPLETED PROJECTS

Work that staff finished in FY 2013.

N/A.

Mental Health

The WICHE Mental Health Program (MHP) 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 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
Mental Health, General	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.20 FTE	States
Mental Health First Aid Training	Workforce & society	Western	.05 FTE	States & 501(c)3s
Suicide Prevention Training and Toolkits	Workforce & society	Western & national	.10 FTE	States & 501(c)3s

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 Outcomes and System Performance Project	Workforce & society	Western	\$100,000	.55 FTE	7/13 - 6/14	Alaska
Alaska Competencies Training	Workforce & society	Western	\$20,000	.10 FTE	7/1 - 6/14	Annapolis Coalition and Trust Training Cooperative
Alaska Intern Trainee and Support and Development	Workforce & society	Western	\$125,000	.20 FTE	7/1-6/15	AK Trust
Association of Psychology Post-doctoral and Internship Centers (APPIC)	Workforce & society	Western	\$50,000	.20 FTE	7/13-6/15	APPIC
Hawai'i Internship Program	Workforce & society	Western	\$85,000	.20 FTE	7/13-6/14	Hawai'i
South Dakota Survey	Workforce & society	Western	\$20,000	.10 FTE	7/13-6/14	South Dakota
South Dakota Co-Sig	Workforce & society	Western	\$187,476	.60 FTE	8/12-9/13	South Dakota

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
South Dakota State Prevention Enhancement	Workforce & society	Western	\$32,457	.20 FTE	8/12-9/13	South Dakota
South Dakota Tribal Engagement	Workforce & society	Western	\$49,980	.10 FTE	8/12-9/13	South Dakota
Texas UTEP Intern Program	Workforce & society	Western	\$85,000	.15 FTE	7/13-6/15	U of Texas, El Paso

Alaska Outcomes and System Performance Project. The Alaska Outcomes and System Performance Project (OISPP) provides the statistical research necessary for the refinement of the performance management system of the Division of Behavioral Health, which is used to monitor the performance of the behavioral health treatment system.

Alaska Competencies Training. This is the final phase of a multiyear project to build core competencies and curriculum to enhance the direct care workforce across human service settings.

Alaska Intern Trainee and Support and Development. This contract represents a three-year training grant from the Health Resources and Services Administration to expand the available training slots in the Alaska Psychology Internship Consortium, developed and supported by WICHE.

Association of Psychology Post-doctoral and Internship Centers (APPIC). A two-year collaboration between WICHE and 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.

Hawai'i Internship Program. The project is developing a doctoral psychology internship consortium within in the Health, Education, and Public Safety departments of Hawai'i.

South Dakota Survey. The South Dakota Consumer is an annual mail survey of clients of the Division of Behavioral Health which is used to monitor access to care, quality of care, outcomes, and satisfaction with treatment services.

South Dakota Co-Sig. WICHE staff provides technical assistance to South Dakota on a variety of system improvement projects for persons with co-occurring mental health and substance abuse issues.

South Dakota State Prevention Enhancement. WICHE staff is facilitating the integration of three community prevention coalitions.

South Dakota Tribal Engagement. WICHE staff is facilitating discussions between the South Dakota Division of Behavioral Health and Tribal Behavioral Health programs to provide Medicaid-funded rehabilitation services.

Texas Internship Program. Supporting the University of Texas at El Paso, Texas Tech University Health Sciences Center, and William Beaumont Army Medical Center in developing a doctoral psychology internship consortium.

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
Alaska Health Reform	Workforce & society	★★ ●●● ■ ■ ■	Western	\$150,000	.20 FTE	7/13-9/14	Alaska & Trust
National Institute on Drug Abuse	Workforce & society	★★ ●● ■ ■ ■	National	\$75,000	.50 FTE	1/14-12/14	Montana
Alaska Psychiatric Institute	Workforce & society	★★ ● ■ ■ ■	Western	\$65,000	.10 FTE	7/13-9/14	Alaska
Suicide Prevention Mobile Application	Workforce & society	★★ ● ■ ■ ■	National	\$75,000	.10 FTE	1/14-12/14	Suicide Prevention Resource Center
Suicide Prevention Research Project	Workforce & society	★★ ● ■ ■ ■	National	\$85,000	.20 FTE	1/14-12/14	Suicide Prevention Resource Center
South Dakota Systems Improvement	Workforce & society	★★ ●● ■ ■ ■	Western	\$100,000	.40 FTE	9/13-8/14	South Dakota
University of South Dakota Psychology Department	Workforce & society	★★ ●●● ■ ■ ■	Western	\$ 10,000	.10 FTE	9/13-8/14	University of South Dakota
Robert Wood Johnson Foundation	Workforce & society	★★ ● ■ ■ ■	Western	\$100,000/ year	.20 FTE	9/13-8/14	Robert Wood Johnson Foundation

Alaska Health Reform. WICHE is preparing to bid on a study of readiness and capacity of the existing behavioral health system to serve expanded beneficiary population.

National Institute on Drug Abuse. Research project to study culturally appropriate substance abuse treatment in American indigenous populations.

Alaska Psychiatric Institute. WICHE staff is providing technical assistance in the areas of leadership development, strategic planning, performance improvement and the provision of distance services through the use of technology.

Suicide Prevention Mobile Application. The development of a mobile application for suicide prevention in primary care settings.

Suicide Prevention Research Project. The evaluation of suicide prevention training modalities in primary care practices.

South Dakota Systems Improvement. WICHE will support the South Dakota Department of Social Services in its transition of responsibility for providing community-based behavioral health to persons involved in the corrections system.

University of South Dakota, Psychology Department. Mental Health Program staff will serve as consultants on a Graduate Psychology Education grant focused on integrated behavioral health training in rural primary care clinics.

Robert Wood Johnson Foundation. Research project to identify leadership and other characteristics needed to maximize the effectiveness of integrated primary care and behavioral health.

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.

Montana Intern Planning. Project based on building an APA-accredited psychology internship consortia.

Wyoming Intern Planning. Healthcare reform.

Hawai'i Planning. Workforce planning and development.

South Dakota Hospital Planning. Providing evaluation and planning for state hospital.

Alaska Research Center. Project at the University of Alaska Anchorage.

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

COMPLETED PROJECTS

Work that staff finished in FY 2013.

National Association of State Mental Health Program Directors, Arkansas. Technical assistance and support.

Alaska Competencies. Completion of FY13 train the trainer program in core competencies.

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. It provides colleges and universities with solutions, interventions, good practices, and access to valuable resources on wide array of important issues in higher education through working groups, special interest groups, discussion lists, social media, content curation, research activities, and its acclaimed annual meeting. The WCET community includes many leading innovators in e-learning from institutions across the United States. WCET is nationally recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Its membership includes 315 institutions, higher education agencies, nonprofit organizations, and corporations in North America, with close to 2,000 active WCET users.

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	National, with some international	5.35 FTE	Sage Road Solutions, 312 member institutions & organizations
WCET Leadership Summit	Technology & innovation, access & success	National	WCET staff	
WCET Research	Technology & innovation	International	WCET staff	UPCEA, Sloan-C, BCcampus, eCampus Alberta, CT Distance Learning
Connecting Communities of Broadband and Learning Innovation	Access & success	Western	WCET staff	Northwest Academic Computing Consortium, institutional members

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
Predictive Analytics Reporting (PAR) Framework	Technology & innovation, access & success	National	Bill & Melinda Gates Foundation, \$2,557,920	.4 FTE and 7 subcontractors	August 2012 - January 2014	Sage Road Solutions, 16 named partner institutions, Starfish, SSP

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
State Authorization Network (SAN)	Access & success	National	Member fees, \$170,000	.25 FTE	April 2013 - March 2014	NCHEMS & 34 member systems or organizations representing more than 600 institutions
Massive Open Online Class (MOOC) on Badges, Competencies, and Alternative Certifications	Technology & innovation, access & success	National	Corporate sponsors	WCET staff	September 2013	Mozilla Foundation, Blackboard
Top of the Top 100 Tools for Learning: Virtual Event	Technology & innovation, access & success	International	Corporate sponsors	WCET staff	June - August 2013	Centre for Learning and Performance Technologies

Predictive Analytics Reporting Framework. The PAR Framework continues to derive results from its multi-institutional data-mining project to develop data assets that member institutions are using to mitigate academic risk: 16 WCET member institutions (including two-year, four-year, public, proprietary, traditional, and progressive schools) continue to collaborate on using big data to improve student retention in U.S. higher education.

State Authorization Network. SAN is a membership service for those seeking to comply with state authorization regulations related to the provision of online, distributed and distance courses and programs; WCET provides training on the state regulations, access to experts, strategies on meeting state requirements, and supports a community of practitioners to share effective practices and latest developments.

Massive Open Online Class on Badges, Competencies, and Alternative Certifications. This MOOC, hosted by WCET and its partners, will address opportunities for rethinking the Carnegie unit as the measure of academic achievement and explore the use of badge systems to document and certify skills and knowledge for competency-based learning, college completion, workplace development, and employment.

Top of the Top 100 Tools For Learning: Virtual Event. Jane Hart, an internationally recognized expert on trends and adoption of technology tools for learning, will be featured in a virtual online event showcasing and demonstrating some of the top free digital content creation, management, sharing, and distribution tools that are currently trending in education.

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
PAR Framework Initiative, Phase 3	Technology & innovation, access & success	★★★ ●●● ■■■	National	Bill & Melinda Gates Foundation	TBD	January 2014 and beyond	Sage Road Solutions

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
Badges, Competency-Based Learning, and High-Value Alternative Credentials	Technology & innovation, access & success	★★ ●● ■	National	TBD	TBD	TBD	Mozilla Foundation, Blackboard

PAR Framework: Round 3. The PAR Framework team will continue to increase the number of participating schools by as many as 36; efforts in this round are aimed at moving the PAR Framework to a point of self-sufficiency.

Badges, Competency-Based Learning, and High-Value Alternative Credentials. WCET, its partners, and several member institutions will further explore this topic, following up on the fall 2013 MOOC and the 2012 “Who’s Got Class” initiative.

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.

Rethinking the Notion of “System.” WCET is partnering with NCHEMS to build on the notion of “unbundling” the academic activities that compose the “system” we identify as a college or university, an initiative that emerged from our previous partnership in creating the Technology Costing Methodology.

Identification and Dissemination of Best Practices in Conceptualizing and Sustaining High-Quality Distributed Education Programs in Colleges of Agricultural and Food Sciences. WCET is partnering with Texas Tech University and Ohio State University in seeking U.S. Department of Agriculture funding to ascertain, codify, and disseminate best practices in successful distributed education programs.

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

Digital Learning Content. In June 2012 WCET convened a leadership summit on digital-learning content, an important issue in higher education, but one in which other organizations have a significant presence; WCET will invest its resources in other key issues.

COMPLETED PROJECTS

Work that staff finished in FY 2013.

Transparency by Design. TbD helped adult learners become knowledgeable consumers of online higher education by developing a website that provided student-learning outcome information and tools, allowing users to compare this information across institutions.

Predictive Analytics Reporting Proof of Concept Project. The PAR proof of concept project demonstrated that analyses of millions of course records from six diverse institutions could provide valuable benchmarks for student success in online courses.

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
ACE	American Council on Education	acenet.edu
ACT	(college admission testing program)	act.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	era.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/oese
ED-OPE	Office of Postsecondary Education	ed.gov/about/offices/list/oep
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

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
FIPSE	Fund for the Improvement of Postsecondary Education	ed.gov/about/offices/list/ope/fipse
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
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
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
NAAL	National Assessment of Adult Literacy	nces.ed.gov/naal
NACOL	North American Council for Online Learning	nacol.org
NACIQI	National Advisory Committee on Institutional Quality and Integrity	ed.gov/about/bdscomm/list/naciqi.html
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
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	ncacihe.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
NCPPE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	postsecondaryresearch.org
NCSL	National Conference of State Legislatures	nctl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	neasc.org
NEBHE	New England Board of Higher Education	nebhe.org
NGA	National Governors' Association	nga.org
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
PISA	Program for International Student Assessment	www.pisa.oecd.org
PESC	Postsecondary Electronic Standards Council	pesc.org

PPIC	Public Policy Institute of California	ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	sacscoc.org
SARA	State Authorization Reciprocity Agreements	nc-sara.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
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	wascsenior.org/wasc
	Washington College Directory Network	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:

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