

FY 2023

WICHE ANNUAL REPORT

On the cover:
WICHE Commission, 1961 (left). WICHE Commission, 2023 (right)

ABOUT WICHE

Our Vision

WICHE will strive to provide access to postsecondary education opportunities that are both valuable and equitable for residents of the West, so that all may realize their potential as individuals and contribute to the region's economic, social, and cultural vitality.

Our Mission

WICHE works collaboratively to expand educational access and excellence for all residents of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

Our Region

Alaska	South Dakota
Arizona	U.S. Pacific Territories and Freely Associated States
California	▶ Commonwealth of the Northern Mariana Islands
Colorado	▶ Federated States of Micronesia
Hawai'i	▶ Guam
Idaho	▶ Republic of the Marshall Islands
Montana	▶ Republic of Palau
Nevada	Utah
New Mexico	Washington
North Dakota	Wyoming
Oregon	

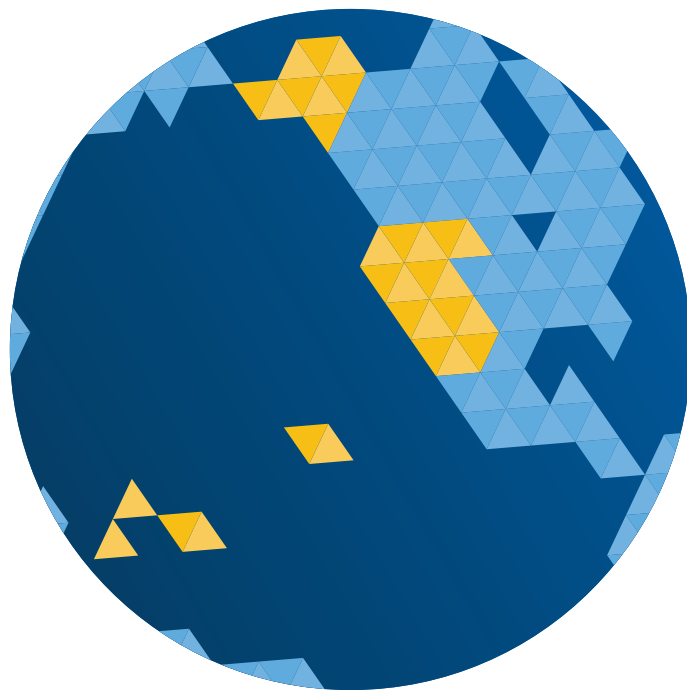


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WELCOME



Demarée Michelau
President, WICHE



Matt Freeman
Chair, WICHE Commission

This was a momentous year for the Western Interstate Commission for Higher Education (WICHE). We celebrated our 70th anniversary of serving the West's postsecondary educational and workforce needs, and we recognized those who contributed to our important work along the way.

Enjoy a snapshot of our 70-year legacy: We are honored to share with you the *WICHE Annual Report* for fiscal year (FY) 2023. This report captures our recent projects and initiatives, all of which are descended from a bold vision set forth by our founders that interstate collaboration and resource sharing could help the region's higher education institutions thrive economically, culturally, and socially.

Here are some of the highlights from the last fiscal year (July 1, 2022 – June 30, 2023):

- ▶ Nearly 50,000 students have saved \$583 million in the academic year (AY) 2022-23 through WICHE's three Student Access Programs — evidence that WICHE's founders were indeed onto something remarkable when they formed a professional student exchange program in the wake of five Western states adopting the Western Regional Education Compact in 1951.
- ▶ After a productive strategy session at the Fall 2022 Commission meeting and the WICHE Officers' retreat in January 2023, the WICHE Commission set strategic priorities of the workplan and a vision for the organization, which you will find within the pages of this report. This update is more than semantics: We want to ensure that the work of WICHE is strategic, forward-thinking and, most importantly, actionable in guiding the West to thrive economically, socially, and culturally.
- ▶ Higher education leaders from all eight of Idaho's public two-year and four-year higher education institutions gathered to learn about ways to reduce their cyber risk, protect students and faculty, and respond to cyberattacks during a tabletop exercise cohosted by WICHE and Department of Homeland Security's Cybersecurity and Infrastructure Security Agency (CISA) in February.
- ▶ The WICHE Academy for Leaders in the Humanities, generously funded by a \$1.5 million grant from the Mellon Foundation, selected its first cohort of eight fellows from colleges and universities across the West. During a yearlong professional development program, these fellows, with their mentors, are exploring the core competencies needed to succeed as senior leaders at their institutions.
- ▶ The Pacific Island region continues to strengthen its partnership with WICHE. Guam Community College began operating as the administrative officer for its newly established Professional Student Exchange Program (PSEP) and scholarship office after the Birâda Act, introduced by Vice Speaker Tina Muña Barnes, was signed into law by Gov. Lourdes Leon Guerrero in 2022. In April, we joined WICHE Commission officers and Patrick Lane, vice president, Policy Analysis and Research, on an insightful visit to Saipan, Guam, and Majuro, to learn more about the region and how WICHE can further advance educational and workforce support there.

In conclusion, our achievements at WICHE stand as a testament to our timeless values of collaboration and service. We are committed to carrying this legacy forward with purpose and intention today and into the future.



(left to right) Patrick Lane, WICHE vice president, Policy Analysis and Research; Frankie Elliptico, WICHE Commissioner (CNMI); Demarée Michelau, WICHE President; Matt Freeman, WICHE Commission chair (ID); David Lassner, WICHE Commission immediate past chair (HI); and Galvin Deleon Guerrero, president of Northern Marianas College

VISIT TO THE PACIFIC ISLANDS

In April 2023, WICHE Commission officers — Chair Matt Freeman (ID), Vice Chair Antwan Jefferson (CO), and Immediate Past Chair David Lassner (HI) — joined Patrick Lane, WICHE vice president, Policy Analysis and Research, and WICHE President Demarée Michelau on a visit to the Pacific Island region. WICHE leadership visited the Commonwealth of the Northern Mariana Islands, Guam, and the Republic of the Marshall Islands and had the unique opportunity to learn about their distinct cultures, educational and economic contexts, and opportunities while demonstrating WICHE's commitment to partnership with our colleagues in the Pacific.



Antwan Jefferson, WICHE vice chair (CO), (far left) joins WICHE leadership in meeting with the late Irene Taafaki, president of the College of the Marshall Islands (second from left) and Ninitha Note, transfer and career adviser (center)



David M. Apatang (far left), lieutenant governor of CNMI, speaks to the group

ACCESS, AFFORDABILITY, OPPORTUNITY

From its signature tuition savings programs to strategies for closing postsecondary attainment gaps, WICHE works to increase access and success for students in higher education through sharing resources and ideas.

*University of Oregon, WICHE's offices from 1953-55
Photo by University of Oregon*

JOHNSON
HALL

Western Undergraduate Exchange (WUE)

WUE, the nation's largest tuition savings program, broadened access to postsecondary education and saved 46,110 students an estimated \$520 million in tuition in AY 2022-23. The 167 public two- and four-year institutions in WICHE's 16 member states, territories, and freely associated states charge WUE students no more than 150% of resident tuition instead of the full nonresident rate.

While WUE institutions may tailor participation criteria, including admission requirements, eligible majors, and number of students accepted, most offer the reduced tuition rate to incoming transfer students and first-time-in-college students from the West. Through this program, many students have access to majors that may not be offered by public institutions in their home state or territory.

WICHE member states and territories also benefit from participation in WUE. The exchange helps public colleges and universities meet their recruitment and enrollment goals. Some graduates stay in the state where they studied after graduation, a bonus for states seeking to bolster and diversify their college-educated workforce. And for states with more demand for public higher education than supply, WUE is an ideal solution, allowing their residents access to postsecondary education without adding capacity at home.

Compared to the previous year (AY 2021-22), overall WUE enrollments dropped 0.1%; WUE enrollment at four-year universities increased 1%; and WUE enrollment at two-year colleges dropped 9%. These enrollment changes are mostly consistent with national trends. According to the National Student Clearinghouse, overall national undergraduate enrollment dropped 0.6%. Nationwide, four-year enrollments decreased by 1.2% while two-year enrollments rose by 0.4% (though this is largely due to an 11.7% increase in high school students enrolled in dual credit programs).

[WUE.WICHE.EDU](https://wue.wiche.edu)



“It has always been a goal of mine to relieve the financial burden of tuition on my parents' shoulders. WUE has made this possible.”

ETHAN California resident, Oregon State University, Forestry, Class of 2027

Western Regional Graduate Program (WRGP)

WRG P allows students in the WICHE region to enroll out of state and pay no more than 150% of resident tuition for some 1,800 master's, graduate certificate, and doctoral programs at 65 participating public universities. In AY 2022-23, a record 3,269 students saved nearly \$48 million in tuition through WRGP. The additional 300 graduate students using WRGP last year marked an increase of 11% from AY 2021-22. The National Student Clearinghouse reports that national enrollment at the graduate level fell by 1.2% in the last year. The number of graduate programs available through WRGP has continued to grow because participating public universities may make any graduate program eligible at the WRGP tuition rate.

WICHE member states and territories and their participating public universities also benefit from WRGP. WRGP attracts and incentivizes a broader pool of students to pursue varied disciplines at their public institutions. And residents of the WICHE region are empowered to take advantage of high-quality programs throughout the West without paying a nonresident tuition rate.

WRGP remains an important alternative for students pursuing healthcare credentials not offered through WICHE's Professional Student Exchange Program, such as audiology, speech-language pathology, graduate nursing, public health, and psychology. Some WRGP programs are offered online, enabling place-bound and working students the opportunity to enhance or build up their credentials.

[WRGP.WICHE.EDU](https://wrgp.wiche.edu)



“With no architecture programs in my home state, seeking a degree out-of-state was inevitable. WRGP not only made my education more affordable, but it also provided a dynamic and diverse learning environment that has enriched my educational experience. I recommend anyone looking to reduce or avoid student loans to look at the opportunities provided through WICHE’s Student Access Programs.”

PAUL Alaska resident, University of Hawai’i at Manoa, Master’s of Architecture, Class of 2025



“I am so thankful for PSEP. My time at Colorado State University has been filled with wonderful and challenging classes, hands-on instruction with both large and small animals, and opportunities to meet and learn from incredible researchers and clinicians. I know my education here is preparing me well for my career in veterinary medicine, and I wouldn’t be here without PSEP.”

CLAIRE Montana resident, Colorado State University, Veterinary Medicine, Class of 2026

Professional Student Exchange Program (PSEP)

PSEP provides affordable access for students in the Western region to some 130 accredited professional healthcare programs at 60 institutions in 10 fields:

- ▶ Dentistry
- ▶ Medicine
- ▶ Occupational Therapy
- ▶ Optometry
- ▶ Osteopathic Medicine
- ▶ Pharmacy
- ▶ Physical Therapy
- ▶ Physician Assistant
- ▶ Podiatry
- ▶ Veterinary Medicine

In AY 2022–23, 559 students received \$14.2 million (reflecting investment by their home legislatures) in tuition benefits through PSEP. Since 1953, WICHE has supported the education of 15,800 Western residents with affordable access to professional healthcare degrees through PSEP. Many of the graduates return home to fill key healthcare positions.

Thanks to PSEP, a student can save between \$34,900 and \$136,700 on tuition throughout a professional health degree program depending on the field of study. This savings not only reduces financial pressures—enabling students to work in rural areas that typically have lower salaries compared to urban areas—but also empowers students to pursue professional options that may be sorely needed, but less lucrative.

Western states, territories, and freely associated states benefit by inspiring and, in most participating states, requiring professionals to return home to practice and strengthen their communities’ professional healthcare workforce. Guam passed the Biråda Act in April 2022 and has established a scholarship office to administer Guam’s participation in PSEP for its residents. Guam will enroll its first students through PSEP starting Fall 2024.

[PSEP.WICHE.EDU](https://www.wiche.edu/psep)

2022-23 ACADEMIC YEAR

\$583.1M
TOTAL SAVED

by students through WICHE
Student Access Programs

\$520.8M
SAVED

through WUE

\$48.1M
SAVED

through WRGP

\$14.2M
SAVED

through PSEP

WESTERN UNDERGRADUATE EXCHANGE

46,110
STUDENTS

chose WUE schools in the West

\$11,294
AVERAGE SAVINGS

for undergraduate students

WESTERN REGIONAL GRADUATE PROGRAM

3,269
STUDENTS

chose WRGP schools in the West

\$14,703
AVERAGE SAVINGS

for graduate students

PROFESSIONAL STUDENT EXCHANGE PROGRAM

\$14.2M
INVESTED

by the West to grow the
healthcare workforce

\$34,900 - \$136,700
POTENTIAL SAVINGS

on tuition by students over the lifespan
of a health degree program

Cost-Saving Opportunities

WICHE collaborates with the **Midwestern Higher Education Compact (MHEC)** to offer cost-savings programs to postsecondary institutions; K-12 districts and schools; city, state, county, and local governments; and education-related nonprofits in the West.

The largest of these programs, in terms of purchasing volume, is MHEC's technology contracts offering cooperative contracts for an array of hardware, software, and technology services. During FY 2023, eligible entities throughout the West took advantage of these competitively bid contracts purchasing \$90 million in technology from Dell Technologies, HP Enterprise, HP Inc., Lenovo, Oracle, Presidio, SAS Institute, and XEROX. MHEC also offers student health solutions for institutions in the West with options for fully insured school-sponsored health plans and virtual mental health services for students.

Academic Partnerships

WICHE brings together senior academic leaders and provides opportunities for dialogue on current issues facing individual institutions through its leadership and professional development groups.

The Western Academic Leadership Forum (Forum) is a membership organization that serves as a collaborative network to exchange ideas and information, share resources and expertise among provosts, academic vice presidents, chief executives, and chief academic officers at WICHE-region public and private doctoral, master's, and bachelor's-level institutions and related systems offices, and state agencies. In FY 2023, the Forum was comprised of 63 members: 53 institutions and 10 systems. Over 70 individuals attended the Forum Annual Meeting in Tucson, Arizona, in April 2023.

The Western Alliance of Community College Academic Leaders (Alliance) is a membership organization that serves as an incubator for collaborating and problem-solving among chief academic officers (or equivalent) at WICHE-region community colleges and technical schools, related systems, and state coordinating and governing boards. In FY 2023, the Alliance was comprised of 74 members: 66 institutions and eight systems. Fifty-six attendees convened at the Alliance Annual Meeting in Boulder, Colorado, October 26-28, 2022.

The Western Academic Leadership Academy

(Academy) is designed to deepen the bench of qualified chief academic leaders for institutions in the West and participants are nominated by members of the Forum and Alliance. Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets required of chief academic officers. The Academy's faculty consists of WICHE-region provosts and chief academic officers who are active in the Forum and Alliance. The eighth cohort consisting of 18 participants met in July 2023 with Academy faculty and guest speakers.

The new **WICHE Academy for Leaders in the Humanities**, funded by a generous \$1.5 million grant from the Mellon Foundation, allows institutions in the West to grow and diversify their academic administration by preparing humanities faculty to take on leadership roles effectively and confidently. Eight fellows were selected from WICHE-region schools and will receive ongoing professional development throughout the two-year term.

[WICHE.EDU/ACADEMIC-PARTNERSHIPS](https://www.wiche.edu/academic-partnerships)

Recognizing Excellence

The **Academic Leaders Toolkit**, a joint project of the Forum and Alliance, is a peer-reviewed repository of programs and practices successfully deployed in postsecondary institutions around the West. Forum and Alliance members can access the Academic Leaders Toolkit throughout the year.

The **2023 Colleagues Choice Innovation Award** was given to Eastern Oregon University (EOU). EOU was honored at the Forum Annual Meeting for the Oregon Teacher Pathway (OTP), a program which aims to diversify teacher education by increasing the number of diverse teachers and by producing quality teachers trained in culturally responsive practice. During the high school course, students participate in a weekly one-hour field experience, tutoring elementary school students, working with college professors and college mentors, interacting with scholars in the field, conducting a research study, and visiting the EOU campus to attend college courses. High school students are mentored by lower-division college students from their high school, while upper-division students mentor lower-division college students. Students who participate in the OTP program qualify for a tuition discount (remission) if they come directly to EOU after high school graduation and major in an education field.

Laramie County Community College received the **2023 Bernice Joseph Leadership Award** from the Alliance for their Open Educational Resources Task Force. Meghan Kelly accepted the award on behalf of Maggie Swanger, librarian, at the Alliance Annual Meeting. Swanger created the OER Task Force with the goal of increasing OER use, reducing achievement gaps in under-resourced populations, and increasing access to affordable education. Impact measures identified by the Task Force include student savings, OER adoption levels, and enrollment levels in z-courses. Zero-cost/low-cost indicators were implemented in the scheduling software, and this information now displays when students register to provide more cost transparency.

No Holding Back Community of Practice

Throughout FY 2023, 12 Forum and Alliance member schools assessed their use of administrative holds as part of a community of practice. The **No Holding Back Project**, led by WICHE and the American Association of Collegiate Registrars and Admissions Officers (AACRAO), also received funding from Ascendium Education Group and Lumina Foundation.

Administrative holds on registration or transcripts are mechanisms commonly used by colleges and universities to elicit necessary action from the student for various reasons, including academic advising, financial obligations, administrative requirements, or disciplinary matters. Recently, colleges and universities have been showing greater interest in the reexamination and improvement of these widely used practices on their campuses.

Through the project, California State University Fullerton, Central Washington University, Eastern Oregon University, Flathead Valley Community College (Montana), Great Basin College (Nevada), Idaho State University, Laramie County Community College (Wyoming), Portland State University (Oregon), University of Alaska Southeast, University of Arizona, University of Guam, and University of Nevada, Las Vegas analyzed the use of holds across their varied student populations. The institutions represented diverse student bodies, ranging from 1,500 to 40,000 undergraduates each year and encompassing seven institutions with 30% or more Pell recipients and five minority-serving institutions.

WICHE is offering planning and implementation tools, technical guides, video perspectives, and virtual learning events based on the project's findings (as well as internal

and external policy, procedure and practice inventories conducted by the participating institutions) online and free to support other colleges and universities in their efforts to replicate systematic learning and improvement of administrative holds. Through the lessons of the project, institutions can develop holds policies and practices that serve both student success and institutional financial health.

WICHE.EDU/ADMINISTRATIVE-HOLDS



“The University of Guam participated in the No Holding Back project in hopes of identifying recommendations for policy and practice transformations which directly support the success of students we serve. The project provided the opportunity to learn best practices from participating institutions, WICHE, and industry professionals committed to supporting students from low-income backgrounds, students who are first in their family to attend college, or students of color in their educational retention and success.”

MARLENA PANGELINAN Vice Provost for Institutional Effectiveness, University of Guam

Interstate Passport®

The **Interstate Passport®** program is now focused on the development of resources about credit mobility for college students and postsecondary institutions. The program's review board voted to shift Interstate Passport's focus from the recruitment of participating schools and students to the development of evergreen resources for postsecondary institutions. WICHE greatly appreciates the significant contributions that the Interstate Passport Network has made to the transfer landscape, including the faculty, staff, and institutional leaders who developed and implemented the program, without whom the 10 years of Interstate Passport would not have been possible.

POLICY AND RESEARCH

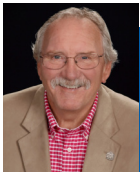
From data analysis to policy guidance to leadership training, WICHE assists higher education decisionmakers in planning wisely, benchmarking their progress, advancing their agendas, and investing their resources strategically.



*University of Colorado Boulder, WICHE's offices from 1958-64
Photo by University of Colorado Boulder*

Legislative Advisory Committee (LAC)

Created by the WICHE Commission in 1995, the LAC works to strengthen state-level policymaking in higher education by engaging state legislators in the discussion of higher education issues and seeking input from policymakers on strategies for interstate collaboration. The LAC returned to an in-person annual meeting for the first time since 2019, convening in Sacramento, California, in September 2022. The meeting covered diverse topics including enrollment challenges, retention and completion, meeting workforce needs (with a particular focus on teachers and health care), behavioral health in postsecondary education, and the state authorization of postsecondary education. Fifteen legislators from nine WICHE states and territories attended, representing Alaska, Colorado, Guam, Hawai'i, Idaho, Montana, North Dakota, South Dakota, and Washington. Each WICHE member is allotted up to four LAC members (see page 25).



“The LAC meeting is one of the best meetings I attend each year. The program is compact and concise, and the speakers are excellent. All of the participants are experienced legislators with a desire to improve higher education for faculty, administration, staff, and, most importantly, the students we serve — the WUE program is especially important for my state. I always return to North Dakota with valuable information I can share with my colleagues.”

BOB MARTINSON Representative, North Dakota State Legislature

Open Educational Resources (OER)

WICHE continued its partnership with the other three regional higher education compacts to advance the adoption and usage of open educational resources (OER). WICHE has focused on convening experts across the region to scale the adoption of these important tools, advance a national strategy to promote OER, partner with other leading organizations in the field, and improve the research base in support of policy and practice. WICHE's **OERwest Network** brought together leaders from across the region in Phoenix, Arizona, to identify promising strategies and preview the original research discussed above. This research suggests that OER is not only a strategy to increase affordability, but also to improve student outcomes, especially the likelihood of graduation.

[WICHE.EDU/OER](https://www.wiche.edu/oer)



“The partnership with WICHE has played a crucial role in bolstering the success of Open SLCC sustainability efforts at Salt Lake Community College.

WICHE has been a valuable ally in addressing Open SLCC's capacity challenges by facilitating introductions to potential national collaborators, providing access to a wealth of tools, and supporting research and analysis of our program's effectiveness. The OERwest monthly meetings and annual gatherings have proven particularly beneficial in advancing Open SLCC's initiatives.”

ANDREA SCOTT Director, Open Educational Resources (OER), Office of Learning Advancement, Salt Lake Community College, Open SLCC

Supporting Health Workforce Needs of the West

The West, like most of the country, is facing critical healthcare shortages, particularly in nursing. At the request of the Commission, WICHE staff organized a series of policy roundtables focused on identifying potential policy and practice solutions to the challenges states are facing in developing their nursing workforce and meeting workforce needs. Participants included faculty and administrators from nursing programs, boards of nursing, state nursing workforce centers, and nursing associations, as well as hospitals and other employers. Following the roundtables, WICHE staff synthesized findings and released a series of short issue briefs highlighting the challenges of increasing the supply of graduates in the field of nursing and illustrating the strategies that institutions, states, territories, and federal government implement in addressing these challenges. In addition to the roundtables and briefs, WICHE staff convened professionals from agencies and institutions across the West for quarterly calls focused on information sharing across the region.

WICHE's Policy Analysis and Research team also received funding to explore promising state- and system-level approaches to behavioral health in postsecondary education. In partnership with WICHE's Behavioral Health team, the work began with research on existing initiatives in the West. The team will continue its work into FY 2024 with an in-person gathering of key stakeholders including state agency and system staff, institutional practitioners, and national experts in the field, culminating in a series of policy briefs summarizing lessons learned from the dialogue. WICHE also continues to convene state, system, and institutional chief academic officers from across the region to discuss wide-ranging issues crucial to improving access and success throughout the West.

[WICHE.EDU/NURSINGWORKFORCE](https://www.wiche.edu/nursingworkforce)



“Nurses have a critical role in the health and wellness of our communities, and so do the educators who teach them. It is imperative that we examine the factors impacting nursing faculty right now so we can better understand how to support nursing programs across the region.”

BARBARA DAMRON WICHE Commissioner (NM), Professor and Senior Advisor at the University of New Mexico College of Nursing

A Leader in Original Research

WICHE worked with the **Idaho State Board of Education** to analyze the state's supply of, and demand for, graduates with engineering and computer and information science credentials. The comprehensive report combined quantitative and qualitative analysis to assess the state's current pipeline of students in these economically critical fields, as well as projecting future production of graduates and employer demand. The work identified key areas where the state could consider investing for maximum impact to address workforce shortages in engineering and computer-related fields.

WICHE also utilizes an advanced and secure research environment to carry out studies on a range of topics of high importance to policymakers in the West. WICHE is using this secure research environment for a forthcoming analysis of the impact of Open Educational Resources on student success outcomes. Initial results from this research are promising, suggesting that there are strong associations between OER usage and improved postsecondary completion rates. WICHE expects to publish the full analysis in FY 2024.

WICHE State Authorization Reciprocity Agreement (W-SARA)

WICHE is an integral partner in the **State Authorization Reciprocity Agreement (SARA)**. Created in 2013, SARA helps expand access to quality higher education through the establishment of standards for the regulation of distance education across state lines. SARA ensures meaningful consumer protections for students, while reducing regulatory red tape for institutions. The agreement is coordinated by National Council for State Authorization Reciprocity Agreements (NC-SARA) in collaboration with the four regional higher education compacts. As the compact serving the West, WICHE is responsible for the implementation of the agreement in the region through the WICHE State Authorization Reciprocity Agreement (W-SARA).

The W-SARA Regional Steering Committee (RSC) is composed of representatives from each W-SARA member state. The RSC reviews state applications and renewals and recommends action to the WICHE Commission. Steering Committee members serve as valuable thought partners to one another, as well as to colleagues across the country, with their shared commitment to improving SARA practices across varied state contexts. The RSC also plays a pivotal role in the SARA policy modification process. This year, the RSC regularly met virtually and hosted an in-person meeting. The in-person meeting provided members with the opportunity to engage in in-depth discussions about issues facing the region and the SARA policy landscape.

This year, key members of the W-SARA RSC, in collaboration with partners from other regions, played a leadership role in the development of a revised policy modification process for SARA. The NC-SARA board voted to adopt this new process at its June 2022 retreat. The new policy modification process represents an exceptional investment of time, effort, and leadership on the part of WICHE and key state staff who work on SARA issues. The guiding principles of the new process are transparency, collaboration, consistency, as well as clear and open communication among regional compacts, states, institutions, NC-SARA, and other stakeholders.

Importantly, the new policy modification process centers state voices in the development of SARA policy in a way that the previous process did not.

Regional Support and Resources

WICHE provides a range of regional supports to help WICHE members respond to the COVID-19 pandemic and continue to identify and scale effective solutions for improving access to high-quality postsecondary education. WICHE convenes chief academic officers in the region for conference calls focusing on policy and practice issues along with federal rulemaking concerns. These serve as a resource for staff from state agencies, systems, and institutions in the region to learn from one another. WICHE also collects, analyzes, and curates data on a range of topics focused on higher education in the West. This includes:

- ▶ An updated data resource on **Tuition and Fees in the West**. The resource includes tuition and fees information for more than 350 public colleges and universities in the West.
- ▶ A collection of information titled **Benchmarks: WICHE Region** that presents information on the West's progress in improving access to, success in, and financing of higher education.
- ▶ Data on over 35 indicators in WICHE's **Regional Fact Book for Higher Education in the West**.
- ▶ A **WICHE Insights** brief released in May 2023 details recent trends in tuition and fees as well as state appropriations and state grant aid and includes a summary of recent federal funding packages.

Additionally, although WICHE released its most recent **Knocking at the College Door** report on high school demographics projections in December 2020, subsequent updates and analyses, including a February 2023 follow-up brief, are crucial for helping WICHE members and others in the postsecondary ecosystem understand future trends. WICHE experts regularly provide insight for key higher education stakeholder groups, state policymakers, and trade and general media working to understand the potential impact of future demographic shifts on state higher education and workforce systems.

[KNOCKING.WICHE.EDU](https://www.wiche.edu/knocking)

LEADERSHIP IN DIGITAL LEARNING

WICHE helps higher education leaders effectively deploy technology to enhance learning and increase student access and success.



55th Street, Boulder, Colorado, WICHE's offices from 2001-05

A Cooperative Exchange of Resources, Solutions, and Services

WCET – WICHE Cooperative for Educational Technologies focuses on expanding access to and improving the quality of digital learning instruction and student support services. WCET has 413 members, 32% of which are in the WICHE region. During this last year, WCET has provided members with information on federal distance education regulations, generative artificial intelligence, educational innovations, digital learning definitions, the creation of digital community, and diversity, equity, and inclusion in digital learning.

WCET's blog, *Frontiers*, featured entries on topics like federal guidance on third party servicers, calls for federal regulations related to professional licensure, microcredentials, generative artificial intelligence, higher education demographic challenges, digital learning definitions, cybersecurity, equity, and digital accessibility. WCET also emphasizes the creation of members-only content and resources through ongoing webcasts for experts and peers alike; WCET's online community platform wceMIX, which promotes community and discussion; Monthly Closer Look subject matter resources and small, members-only Closer Conversations

In addition to its members-only resources, WCET, in collaboration with Nicole Johnson of the Canadian Digital Learning Research Association, published a research paper on digital learning definitions and their impact on student experiences, *What To Do When the Modality of a Learning Experience is Unclear: Guidelines for Creating Multidimensional Learning Experiences*.

[WCET.WICHE.EDU](https://www.wcet.wiche.edu)

Every Learner Everywhere

Every Learner Everywhere is a solution network funded by the Bill & Melinda Gates Foundation and hosted within WCET. Every Learner consists of partner organizations committed to helping higher education institutions use digital learning and evidence-based teaching practices. The goal of this commitment is to enhance teaching and learning and improve academic outcomes, particularly for poverty-affected, first-generation, and racially minoritized students. The network provides two- and four-year institutions with consulting, training, and resources to



“ WCET is an essential, authoritative hub for timely policy insights; a forum where digital learning leaders collaborate to address shared challenges and pursue strategic opportunities that advance digital learning. WCET is an unwavering advocate for advancing digital equity and is highly valued by its member institutions. ”

JORY HADSELL Vice Chancellor, Foothill-De Anza Community College District

support the adoption and implementation of digital learning and evidence-based teaching practices.

In the past year, Every Learner partners provided professional development and technical assistance to 336 institutions. The network offered multiple services open to all institutions, including the Strategies for Success webinar series, an additional webinar on professional learning for colleges and universities, two asynchronous courses for adjunct faculty, and one course on sustaining Indigenous culture at Tribal Colleges and Universities while using OER. The Every Learner network successfully launched an Equity Advisory Board to provide advice and guidance; particularly in regards to the strategic priorities related to advancing racial justice and socioeconomic equity through digital learning.

Every Learner Everywhere also helps institutions improve student success through a series of publications. These publications deliver subject matter and insights such as:

- ▶ Practices that prevent the aggregation of student demographics into one monolith
- ▶ What meaningful learning experiences look like for students
- ▶ How to self-assess course efficacy with an equity lens
- ▶ Strategic advice for professional learning on equity-focused campuses
- ▶ A report on a research-practice partnership focused on evidence-based teaching methods in digital learning
- ▶ Guidance for communities of practice
- ▶ A literature review on the impact of digital learning on minoritized and poverty-affected students

In June 2023, Every Learner Everywhere also welcomed its new director, Karen Cangialosi.

[EVERYLEARNEREVERYWHERE.ORG](https://www.everylearnereverywhere.org)



“ Every Learner Everywhere has played an instrumental role in not only ensuring that the lessons learned, and the newfound digital capabilities revealed, from the shift to remote learning during the pandemic are leveraged, but also in strategically harnessing them to bring forth equitable educational outcomes. Their dedication to innovation and equity in digital learning is paving the way for a brighter and more inclusive future in education. ”

SU JIN JEZ, PHD CEO, California Competes and Every Learner Everywhere Equity Advisory Board Member

State Authorization Network (SAN)

Developed by WCET in 2011, **SAN** is a national membership organization that empowers more than 900 participating institutions and agencies to successfully resolve statutory and regulatory requirements to improve student protections in digital learning and other activities that occur across state lines.

SAN provides policy analysis, training, tools, and networking to implement compliance strategies for institutions to operate and deliver instruction across state lines lawfully and effectively. To help members understand and develop strategies for compliance, SAN developed the Getting Started with Compliance Management Gateway webpage on the SAN website. The site is home to topical one- and two-page documents, charts, and short papers on various areas of compliance. Additionally, SAN hosted a virtual Advanced Topics Workshop on Succession Planning for Compliance Continuity.

The **SANSational Award** annually recognizes outstanding efforts of SAN members in developing a high-quality, comprehensive solution to a challenging state authorization issue. The 2023 SANSational Award winners are:

- ▶ The Chicago School (California)
- ▶ Post University (Connecticut)
- ▶ Sinclair Community College (Ohio)
- ▶ University of Louisville (Kentucky)

SAN actively responds to the various guidance, proposed regulations, and announcements of intent to establish new rulemaking released by the U.S. Department of Education. In 2023, SAN collaborated with WCET’s membership division to provide written public comments, webinars, and member resources to advocate for strong but attainable consumer protections. SAN joined representatives of the Presidents Forum and American Council on Education (ACE) in a panel discussion for congressional staffers to address proposed federal regulations affecting licensure programs and state authorization reciprocity. Additionally, SAN teamed with WCET to participate in the 2023 SARA Policy Modification Process. With the goal of strengthening consumer protections within the state authorization reciprocity framework, SAN and WCET submitted three proposals. These collaborations were focused on meeting the goal of strong student consumer protections that could be effectively implemented by institutions to support the educational goals of students.

WCETSAN.WICHE.EDU



“ Being a member of the State Authorization Network (SAN) makes roles like mine easier. Membership in SAN continues to be akin to having multiple coworkers all over the country who will help you work out a problem no matter how complicated it may seem. Beyond that, the support and opportunities that SAN and the SAN staff and leadership provide the members is outstanding. The knowledge and information are always provided in an easily digestible way so that members are able to reduce the burden of ‘translating’ for campus leadership. ”

ERIKA G. SWAIN Assistant Director for Compliance and Authorization, Office of Data Analytics and Office of Institutional Research, University of Colorado Boulder

Generative Artificial Intelligence (AI)

Generative Artificial Intelligence (AI) is having its moment in the sun as both the general public and the higher education sector struggle to understand and respond to this technology. Generative AI is artificial intelligence that can create new content such as text, visual images, code, audio, or video, thanks to neural networks that are trained on a huge (and growing) collection of data. As such, generative AI will have a significant impact on faculty, staff, administrators, and students as they all try to understand the role of AI in higher education. Among the many challenges that generative AI poses are those around access and equity, academic integrity, faculty development, and the technology's tendency to reproduce or create inaccurate and incomplete information. Despite these challenges, generative AI also creates numerous opportunities, including changes to pedagogical and assessment practices, new understandings of digital literacy, personalized feedback and instruction, and increased efficiency.

To help institutions better understand both the promises and challenges associated with generative AI, WCET has published several resources including several blogs discussing the role of AI in higher education. These blog posts explore the equity and ethical considerations of leveraging AI in higher education and discuss classroom policies associated with generative AI. Additionally, earlier in 2023, WCET also published a primer on generative AI aimed at campus administrators, hosted both a general webinar as well as a members-only Closer Conversation on generative AI, and released the results of a survey of campus digital learning and academic administrators on the subject of generative AI on their campuses (*Supporting Instruction and Learning Through Artificial Intelligence: A Survey of Institutional Policies and Practices*).

WCET continues to take the lead on discussions around generative AI and institutional policy, an area that has largely been ignored in the conversation about the technology within the higher education sector. During FY 2024, WCET will release a members-only tool kit to assist institutions in developing comprehensive institutional policies associated with generative AI. The group also plans to release an interactive database of institutional generative AI policies and practices.

[WCET.WICHE.EDU/PRACTICE/ARTIFICIAL-INTELLIGENCE](https://www.wcet.wiche.edu/practice/artificial-intelligence)

Digital Learning Policy Analysis and Research

WWCET is widely recognized as the leader in the practice, policy, and advocacy of digital learning in higher education. Its growing membership includes institutions, higher education agencies and systems, nonprofit organizations, government agencies, and corporations in all U.S. states, and a few other countries. During the last year, WCET was especially active in providing institutions and other stakeholders information on emerging policy issues, with a special focus on compliance. The cooperative's publications include extensive analysis of the U.S. Department of Education's proposed third-party servicer regulations. Additionally, WCET provided guidance to members on ongoing issues regarding "regular and substantive interaction" and other compliance expectations unique to distance or digital learning.

Enrollment patterns have changed for several institutions as faculty and students have migrated to fully or partially digital course options. Meanwhile, definitions of the digital modalities used by colleges and universities remain unsettled. This past year, WCET research revealed:

- ▶ A surprising consensus among those participating in a survey regarding the definitions of distance, online, and hybrid education, with the definition of the term "hyflex" (hybrid/flexible) still in question.
- ▶ Despite the consensus, many institutions do not have standard definitions of modalities.
- ▶ Despite whatever modality definition is used locally, students want to know where, when, and how they are expected to participate in a class at the time of enrolling.
- ▶ Federal, state, and accreditation definitions of "distance learning" vary greatly with the U.S. Department of Education having four different definitions.

In collaboration with SAN, WCET provided thorough analysis of these regulations and policies, in the form of a series of posts on its *Frontiers* blog, webinars, and member communications including an examination of the implications of the proposed regulations as well as comments to the Department of Education. WCET and SAN also provided members with analysis of proposed professional licensure regulations and proposed changes to state reciprocity for distance education.

OPTIMAL BEHAVIORAL HEALTH CARE

WICHE helps prepare a qualified behavioral health workforce and optimize their delivery of behavioral healthcare services. These efforts range from suicide prevention to general student mental health and wellness, to programs aimed at addressing the acute shortage of behavioral health specialists in rural areas.

State Higher Education Policy Center, Boulder, Colorado, WICHE's offices from 2005-present

Mountain Plains Mental Health Technology Transfer Center (MHTTC)

The **MHTTC** network focuses on augmenting the skills and capacity of the behavioral health workforce by providing evidence-based training and technical assistance that addresses gaps in the continuum of care, spanning mental illness prevention, treatment, and recovery support. The MHTTC network has 10 regional centers and two newly appointed Centers of Excellence dedicated to mental health services. The Mountain Plains MHTTC provides free training, resources, and technical assistance to individuals serving those with mental health disorders in Region 8 states, which includes Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming. Particular attention is given to serving providers with limited access to service delivery systems, with a focus on providers working with rural and agricultural communities. Through the School Mental Health Initiative, the Mountain Plains MHTTC focuses on the implementation of mental health services in schools and school systems.

The **WICHE Behavioral Health Program (BHP)**, in partnership with the University of North Dakota, administers the federally funded Region 8 MHTTC program. This year's activities included webinars and trainings, in-person events, and regional technical assistance. Examples of these activities include:

- ▶ The Region 8 MHTTC sponsored more than 100 webinars and training opportunities for 6,441 participants on topics such as rural mental health, crisis response and safety planning, traumatic brain injury, implicit bias, cultural responsiveness, trauma-informed practices, mental health practices on resilience and wellbeing, the introduction of an interprofessional tool for perinatal mental health, preparing for young adulthood, and direct technical assistance with the Rocky Mountain Tribal Council.
- ▶ The fourth annual **MHTTC Leadership Academy** was held over two days in late April, with sessions at the WICHE offices in Boulder, Colorado, and includes ongoing one-on-one mentoring. The Academy continues to grow and provides opportunities for emerging leaders from all six states in Region 8 to engage with their peers, network, and learn about their individual leadership styles.
- ▶ Ongoing development of a **biweekly mental health wellness micro-training**, engaging behavioral health providers from a wide range of fields, including college, rural, and other mental health professionals who work in addiction and substance abuse and recovery services.

- ▶ An in-person training on the **PREPaRE curriculum**, developed by the National Association of School Psychologists (NASP) to provide school mental health professionals and other personnel with comprehensive training on how to establish and deploy safety and crisis response teams.
- ▶ The third annual in-person **Trauma-Responsive Practices in Education Training of Trainers**, with trainings held in both Casper, Wyoming, and at the WICHE offices in Boulder, Colorado. The foundational training provided both theory and strategies through HEARTS Core Guiding Principles:
 - Understanding trauma and stress
 - Cultural humility and equity
 - Compassion and dependability
 - Resilience and social-emotional learning
 - Empowerment and collaboration
 - Examined trauma and trauma-informed practices through a lens of cultural humility

Research and Evaluation

The WICHE BHP, in collaboration with the Northwest Indian College, the Center for Alaska Native Health Research, and the Alaska Native Tribal Health Consortium continue their work on the **National Institutes of Health (NIH)** research grant to evaluate the efficacy of the Alaska Native Tribal Health Consortium's innovative approach to training behavioral health aides (BHA). The program provides culturally relevant training and education to village-based counselors, increasing the workforce in remote areas. This research will provide pilot data for a test of the effectiveness of the BHA training curriculum. The research also supports the long-term goal of gathering evidence of the effectiveness of the ANTHC's BHA program in building local capacity for place-based behavioral health services in rural and remote American Indian and Alaska Native community settings.

In the past year, the WICHE BHP has travelled to Alaska to attend the BHA Forum and learn about the program model, yearly conference, and Alaska communities. The research team conducted an electronic self-report survey of BHA training and employment experiences around Alaska and will begin to analyze the data collected. The second phase of the research study is being reviewed for approval by the Alaska Area Institutional Review Board. Once approved, the research team will conduct semi-structured qualitative interviews with key BHA community members, including directors and supervisors.

Continued on next page.

In support of quality, evidence-based treatment, WICHE conducts fidelity reviews of **Assertive Community Treatment (ACT)** in Arizona, South Dakota, and Montana, assessing the degree to which they meet national standards. In all three states, WICHE helps facilitate training and technical assistance to address areas for improvement identified in the reviews. The trainings reached more than 100 people and have given providers a deeper understanding of the evidence-based practice of ACT. Additionally, WICHE Fidelity Review staff participate in bimonthly virtual meetings with national ACT providers and subject matter experts to expand their knowledge regarding trends in the delivery of ACT.

The WICHE BHP continues to administer the **Government Performance and Results Act (GPRA)**, a federal evaluation tool, for the Mountain Plains MHTTC Main and school supplement projects. Information related to this evaluation is regularly submitted to the Substance Abuse and Mental Health Administration (SAMHSA) and serves as the data collection and evaluation model for all MHTTC webinars and in-person training.

Suicide Prevention

Through the **Together With Veterans (TWV) Rural Veteran Suicide Prevention Program**, funded by the U.S. Department of Veterans Affairs, the WICHE BHP engages Veteran-led public health planning efforts in rural communities using promising suicide prevention practices. TWV sites conduct community needs assessments and develop and implement local suicide prevention action plans incorporating these guiding principles:

- ▶ Veteran-driven: Utilizing a local Veteran majority leadership structure (steering committee)
- ▶ Collaborative: Engaging community partners to strengthen relationships across Veteran-serving programs, healthcare providers, government agencies, and other community leaders
- ▶ Evidence-informed: Leveraging evidence-informed suicide prevention practices
- ▶ Community-centered: Addressing the unique strengths, needs, and resources of each community participating in the TWV program

Since the program's inception in 2015, 37 sites have been launched across 26 states, territories, and one sovereign nation, including 11 WICHE member states and territories. As of the close of FY 2023, TWV communities report having served a total of 68,875 Veterans.

MIRECC.VA.GOV/VISN19/TOGETHERWITHVETERANS



“ Together With Veterans has been amazing. I don't know where we would have gone without the support. Because of the support of WICHE TWV staff, Mālama Koa Kahiko was able to make it through challenging times. We love TWV and WICHE and are grateful to be here. ”

DEBORAH FUNAI Mālama Koa Kahiko Coordinator

Rural Psychology Internship Consortia

The WICHE BHP helped establish and continues to support **10 rural psychology internship consortia** in Alaska, Guam, Hawai'i, Idaho, Nevada, New Mexico, North Dakota, Oregon, South Dakota, and Utah. These consortia represent collaborative initiatives that attract well-qualified advanced behavioral health trainees to underserved areas. The goal of the consortia is to provide high-quality and culturally competent services to residents, and to retain trainees in their respective states once their internships are completed. The consortia collectively achieve an annual graduation rate of well over 90%, with, on average, nearly 60% staying and working in the states where they completed their internships.



“ WICHE's Behavioral Health Program is a tremendous support to the Hawai'i Psychology Internship Consortium (HI-PIC). The entire WICHE team is responsive, professional, and a real pleasure to work with. Their work shows how much they value training in professional psychology, particularly for underserved populations. I appreciate them and their dedication to making our internship run successfully! ”

MICHAEL TAYLOR, PH.D. Training Director

Technical Assistance

The WICHE BHP was engaged by numerous federal, state, and tribal partners to provide training and technical assistance in a variety of areas, including:

- ▶ **University of Wisconsin (UoW):** The WICHE BHP serves as a lead agency, providing training to a pre-determined learning collaborative. Trainings at the UoW consisted of six remote sessions over 12 weeks, educating students, educators, and paraprofessionals on the integration of behavioral health in rural communities. Trainings were conducted in collaboration with the Montana Primary Care Association.
- ▶ **Montana Crisis Services:** Montana's Behavioral Health and Disabilities Division contracted with the WICHE BHP to assess and make recommendations regarding Montana's implementation of its Mobile Crisis System in four counties, including an assessment of individual crisis stabilization facilities, existing mobile crisis response teams, as well as its crisis system data reporting and technology solutions.
- ▶ **National Association of State Mental Health Program Directors (NASMHPD) Transformation Transfer Initiative (TTI) project:** NASMHPD contracted with the WICHE BHP to provide technical support and assistance to more than 50 national grantees of the SAMHSA Crisis Services development funding. WICHE provided online training and as well as individual program technical assistance as requested for any programs implementing crisis services in rural or frontier communities. Additionally, the WICHE BHP crafted a "Rural Crisis Services Report" and toolkit to be used as a guide to both established and new rural services involved in the continuum of crisis services care.
- ▶ **The Colorado Behavioral Health Administration's Workforce Development Division** contracted with the WICHE BHP to provide technical support and assistance in the development of a Behavioral Health Assistant certification program (as was recently approved by the Colorado General Assembly) to add "extender" professionals to the front end of Colorado's behavioral health continuum of care. WICHE's initial work has provided research and guidance regarding the scope of services and credentials currently in place nationally. This work will provide a foundation for the BHP's continued technical assistance to Colorado's BHA in the development and implementation of the Behavioral Health Aide training program.
- ▶ **Colorado's Behavioral Health Administration** (stemming from their work under Substance Abuse and Mental Health Services Administration's (SAMHSA) Crisis Services grant as noted above) contracted with the WICHE BHP to provide structure and support for their current development of a crisis specialist training and certification program. The WICHE BHP is facilitating an advisory group of local professionals working in crisis services to review the new training curriculum and coordinate the state's efforts to develop a stratified certification program.
- ▶ The WICHE BHP worked with the **South Dakota State Hospital** and **Lewis and Clark Behavioral Health Services** (Community Mental Health Center) to create and obtain Association of Psychology Postdoctoral and Internship Centers (APPIC) approval for their Psychology Internship Consortium.
- ▶ The WICHE BHP worked with **Sanford Health in North Dakota** to create and obtain approval from the Association of Psychology Postdoctoral and Internship Centers for their Psychology Internship Consortium. This newly formed consortium accepted two doctoral students in clinical psychology as its first cohort into the program for FY 2024.
- ▶ The WICHE BHP also completed two occupational studies for **Hawai'i's Early Intervention Services (EIS)**. These studies analyzed comparative data regarding the breadth of professionals involved in EIS for Hawai'i as compared to other state and national trends. These analyses were provided for Hawai'i's Legislative review of current vision and funding for Hawai'i's EIS.
- ▶ **Rural Communities Opioid Response Program:** The WICHE BHP continues to coordinate and execute technical assistance and support for the Health Resources and Services Administration (HRSA) Rural Communities Opioid Response Program (RCORP) - Technical Assistance Project. As a sub-awardee to JBS International, WICHE BHP staff delivers innovative technical assistance to improve prevention, treatment, and recovery services and systems for persons with opioid use and substance use disorders. This project supports 77 designated grant award recipients.
- ▶ **Mountain Plains Rural Opioid Technical Assistance Center (MP ROTAC):** The WICHE BHP was awarded a two-year grant from SAMHSA in September 2022 to develop and disseminate training and technical assistance addressing opioid and stimulant use affecting rural communities in SAMHSA's Region 8. This region consists of Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming. The MP ROTAC facilitates the identification of model programs and best practices related to the continuum of prevention, harm reduction, treatment, and recovery services. Through a comprehensive and multi-pronged approach, the MP ROTAC aims to reach populations impacted by health disparities in rural, tribal, and frontier communities to reduce morbidity and mortality associated with opioid and/or stimulant misuse.

CELEBRATING 70 YEARS

WICHE spent 2023 commemorating its 70th anniversary, first at the Spring 2023 Commission meeting in Phoenix, Arizona, and this summer at the State Higher Education Policy Center with staff and friends in Boulder, Colorado, and, of course, all moments in between. We are proud of our seven decades of achievements and milestones, none of which would have been possible without the bold vision set forth by our founders and the spirit of collaboration and commitment with our friends, partners, and colleagues.



WICHE Commission, May 2023



Colorado Gov. Jared Polis



WICHE President Demarée Michelau (center) with 2023 WICHE Commission officers Matt Freeman (ID), David Lassner (HI), and Antwan Jefferson (CO)



WICHE presidents (left to right) past and present: Demarée Michelau, Richard Jonsen, and David Longanecker



WICHE Senior Leadership team (left to right): Craig Milburn, Patrick Lane, Dennis Mohatt, Demarée Michelau, Ray Burgman Gallegos, and Russ Poulin



WICHE staff (left to right) past and present: Deborah Jang, Candy Allen, Laura Ewing, and Margo Colalancia

WICHE COMMISSION

WICHE is governed by three gubernatorially appointed commissioners from each state and territory. The WICHE Commission has fiduciary responsibility, stewards the organization's mission, and sets its priorities. *As of June 30, 2023*

ALASKA

Tom Begich – Executive Director, Nick Begich Scholarship Intern Fund

Pearl Brower – President/CEO, Ukpeagvik Iñupiat Corporation

Sean Parnell – Chancellor, University of Alaska Anchorage

ARIZONA

John Arnold – Executive Director, Arizona Board of Regents

Kathleen Goepfinger – President and CEO, Midwestern University

José Luis Cruz Rivera – President, Northern Arizona University

CALIFORNIA

Christopher Cabaldon – Mayor-in-Residence, Institute for the Future

Ellen Junn – President, California State University, Stanislaus

Robert Shireman – Director of Higher Education Excellence and Senior Fellow, The Century Foundation

COLORADO

Jim Chavez – Executive Director, Community College of Denver Foundation and Government Affairs

Antwan Jefferson (*WICHE Vice Chair*) – Associate Professor, CTT; Associate Dean for EDI, University of Colorado Denver, School of Education & Human Development

Angie Paccione – Executive Director, Colorado Department of Higher Education

HAWAII

David Lassner (*WICHE Immediate Past Chair*) – President, University of Hawai'i

John Morton – Vice President Emeritus, University of Hawai'i Community Colleges

Colleen Sathre – Vice President Emeritus, Policy and Planning, University of Hawai'i

IDAHO

Rick Aman – President, College of Eastern Idaho

Matt Freeman (*WICHE Chair*) – Executive Director, Office of the Idaho State Board of Education

Dave Lent – Senator, Idaho State Legislature

MONTANA

Laurie Bishop – Representative, Montana State Legislature

Clayton Christian – Commissioner of Higher Education, Montana University System

NEVADA

Catherine (Cathy) Dinauer – Executive Director, Nevada State Board of Nursing

Dale Erquiaga – Acting Chancellor, Nevada System of Higher Education

Fred Lokken – Professor, Truckee Meadows Community College

NEW MEXICO

Barbara Damron – Professor and Senior Advisor to the Dean, University of New Mexico

Bill Soules – Senator, New Mexico State Legislature

Patricia Sullivan – Assistant Dean for Outreach and Recruitment in the College of Engineering, New Mexico State University

NORTH DAKOTA

Kyle Davison – Senator, North Dakota Legislative Assembly

Mark Hagerott – Chancellor, North Dakota University System

Danita Bye – Board Member, North Dakota State Board of Higher Education

OREGON

Ben Cannon – Executive Director, Oregon Higher Education Coordinating Commission

Camille Preus – Past Executive Director, Oregon Community College Association

Hilda Rosselli – Educational Policy Consultant

Continued on next page.

SOUTH DAKOTA

Brian Maher – Executive Director and CEO, South Dakota Board of Regents

Larry Tidemann – Former Senator and Representative, South Dakota State Legislature

Diana VanderWoude – System Vice President, Sanford Health

U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

Frankie M. Eliptico – Vice President, Administration and Advancement, Northern Marianas College

Rodney J. Jacob – Attorney, Calvo Fisher & Jacob LLP

Kalani Radford Kaneko – Senator, Republic of the Marshall Islands

UTAH

Patricia Jones – CEO, Women’s Leadership Institute and Member, Utah Board of Regents

Ann Millner – Senator, Utah State Legislature

David R. Woolstenhulme – Commissioner of Higher Education, Utah System of Higher Education, The Gateway

WASHINGTON

John Carmichael – President, Evergreen State College

Michael Meotti – Executive Director, Washington Student Achievement Council

Gerry Pollet – Representative, Washington State Legislature

WYOMING

Fred Baldwin – Senator, Wyoming State Legislature

Kevin Carman – Provost and Senior Vice President, University of Wyoming

Kimberly Dale – President, Western Wyoming Community College

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. *As of June 30, 2023*

ALASKA

VACANCY

ARIZONA

VACANCY

CALIFORNIA

Senator Richard Roth

COLORADO

Representative Jennifer Bacon
Representative Dafna Michaelson Jenet

HAWAII

Senator Michelle Kidani
Senator Donna Mercado Kim
Representative Amy Perruso

IDAHO

Senator Kevin Cook
*Senator Dave Lent
Senator Carrie Semmelroth
Representative Julie Yamamoto

MONTANA

Representative David Bedey
*Representative Laurie Bishop
Senator Daniel Salomon
Representative Paul Tuss

NEVADA

Assemblywoman Sandra Jauregui
Senator Melanie Scheible
Senator Robin Titus

NEW MEXICO

*Senator Bill Soules
Representative G. Andrés Romero
Representative Christine Trujillo

NORTH DAKOTA

*Senator Kyle Davison
Senator Karen Krebsbach
Representative Bob Martinson
Representative Mark Sanford

OREGON

VACANCY

SOUTH DAKOTA

Senator Casey Crabtree
Representative Roger DeGroot
Senator Reynold Nesiba
Representative Tim Reed

U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

*Senator Kalani Radford Kaneko
Senator Tina Rose Muña Barnes
Senator Amanda Shelton

UTAH

Representative Melissa Ballard
Senator Keith Grover
Senator Michael McKell
*Senator Ann Millner

WASHINGTON

Representative Debra Entenman
Representative Mari Leavitt
*Representative Gerry Pollet
Representative Vandana Slatter

WYOMING

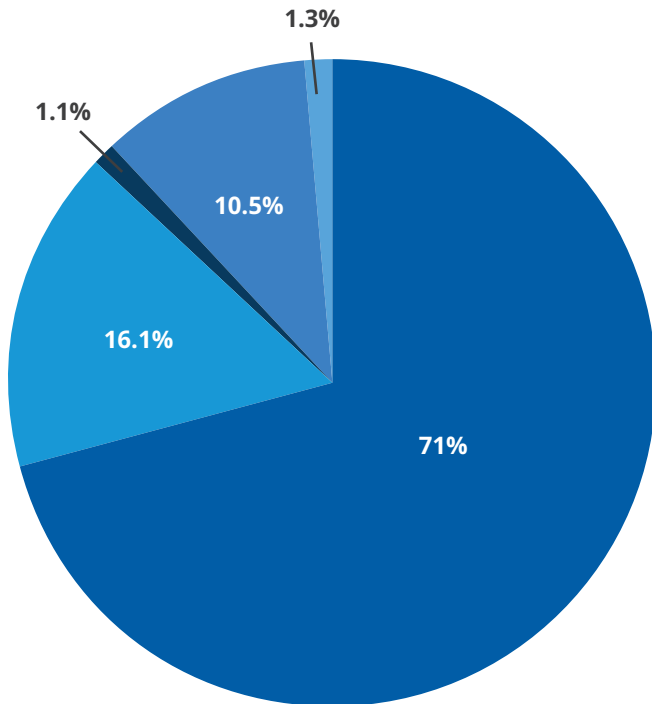
*Senator Fred Baldwin
Representative Landon Brown
Senator Wendy Schuler
Representative Art Washut

*Denotes WICHE Commissioner

FINANCIAL SNAPSHOT

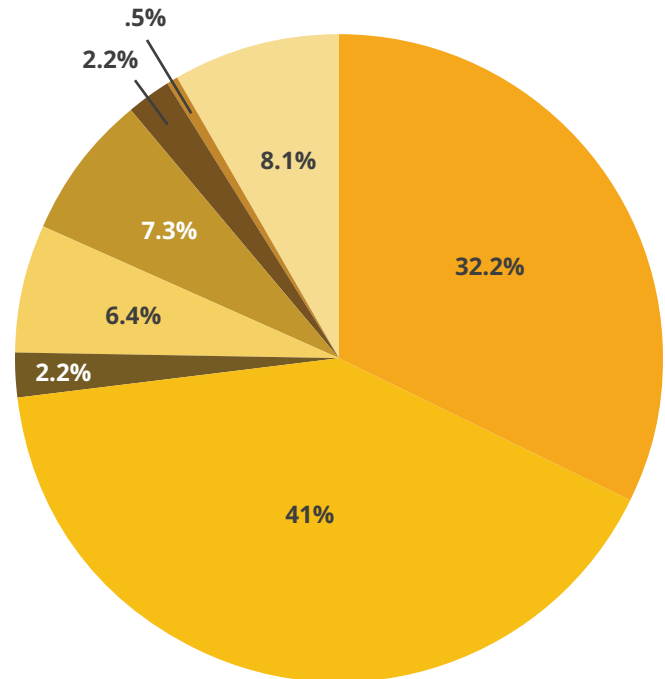
In FY 2023, WICHE had an annual operating budget of nearly \$19.5 million. Beyond that, WICHE paid out over \$14.6 million in Professional Student Exchange Program (PSEP) fees that is passed from our states and territories on to participating institutions which support students pursuing careers in 10 high-demand health fields, especially in underserved rural areas of the West.

FY 2023 Operating Revenue



Grants and Contracts	\$13,829,616 / 71%
WICHE Dues and Operations	\$3,144,234 / 16.1%
Behavioral Health Membership	\$207,000 / 1.1%
Institutional Dues and Fees	\$2,040,849 / 10.5%
Registration Fees and Other Income	\$250,618 / 1.3%
TOTAL	\$19,472,317

FY 2023 Operating Expense



Educational Technologies	\$6,048,927 / 32.2%
Behavioral Mental Health	\$7,687,634 / 41%
Communications and Public Affairs	\$403,844 / 2.2%
Programs and Services	\$1,206,391 / 6.4%
Policy Analysis and Research	\$1,379,860 / 7.3%
Student Exchange	\$420,381 / 2.2%
Self-Supporting Services	\$99,890 / .5%
Supporting Services (Administrative)	\$1,515,929 / 8.1%
TOTAL	\$18,762,856

OUR TEAM

As of June 30, 2023

PRESIDENT'S OFFICE

Demarée Michelau, President

Laura Ewing, Executive Assistant to the President and to the Commission
Jeanette Porter, Senior Administrative Coordinator

PROGRAMS AND SERVICES

Raymonda Burgman Gallegos, Vice President, Programs and Services

Peace Bransberger, Interim Director, Programs and Evidence*
Margo Colalancia, Director of Student Access Programs
Cherie Curtin, Senior Administrative Coordinator
Kay Hulstrom, Associate Director of Operations and Leadership Initiatives
Camelia Naranjo, Interim Assistant Director, Academic Partnerships Learning and Development
Kate Springsteen, Assistant Director of Student Access Programs
Olivia Tufo, Manager, Community Engagement and Development
Ray Vann, Administrative Assistant III

POLICY ANALYSIS AND RESEARCH

Patrick Lane, Vice President, Policy Analysis and Research

Peace Bransberger, Interim Director, Programs and Evidence*
Liliana Diaz Solodukhin, Policy Analyst
Colleen Falkenstern, Senior Research Analyst
Molly Hall-Martin, Director, W-SARA
Shelley Plutto, Project Manager, W-SARA
Melissa Sanders, Administrative Assistant III
Christina Sedney, Director of Policy and Strategic Initiatives

BEHAVIORAL HEALTH PROGRAM

Dennis Mohatt, Vice President, and Co-Director, Mental Health Technology Transfer Center (MHTTC)

Jason Alves, Director of Veterans Initiatives
Genevieve Berry, Project Manager, MHTTC
Erin Briley, MHTTC School Mental Health Coordinator
Madison Chamberlain, Data Specialist
Janell Daly, Senior Administrative Coordinator
Jasmine Davis, Technical Assistance Associate
Karly Dickinson, Technical Assistance Associate – Psychologist
Nicole Eastin, Fidelity Reviewer
Ashley Fortier, Technical Assistance Lead – Psychologist
John Gomez, Director of Operations
Vanessa Gonzalez, Technical Assistance Associate

Andie Hancock, Budget Coordinator
Todd Helvig, Director of Education and Training
Ann Jones, Director of Research and Evaluation
Sarah Jordon, Together With Veterans Program Manager
Mikayla Nelson, Administrative Assistant III, Together With Veterans
Bobbi Perkins, Technical Expert Lead, Rural Communities Opioid Response Project
Annette Robertson, Senior EPB Fidelity Reviewer
Ivory Tubbs, Technical Expert Lead, Rural Communities Opioid Response Project

WCET – WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES

Russ Poulin, Executive Director, WCET, and Vice President for Technology-Enhanced Education

Sherri Artz Gilbert, Senior Director, WCET Operations and Membership Administration
Jenni Atwood, Grant Manager, Every Learner Everywhere
Rosa Calabrese, Manager, Digital Design
Karen Cangialosi, Director, Every Learner Everywhere
Emilie Cook, Manager, Communications, Every Learner Everywhere
Laura DaVinci, Associate Director, Every Learner Everywhere
Van Davis, Chief Strategy Officer, WCET, and Service Design and Strategy Officer, Every Learner Everywhere
Cheryl Dowd, Senior Director, State Authorization Network and WCET Policy Innovations
Lindsey Downs, Assistant Director, Communications and Community
Leigha Fletcher, Administrative Assistant III
Norma Hollebeke, Manager of Network Programs and Services, Every Learner Everywhere
Joyce Holliday, Administrative Assistant III, Every Learner Everywhere
Kathryn Kerensky, Director, Digital Learning, Policy and Compliance
Kim Nawrocki, Assistant Director, Events and Programs
Patricia O'Sullivan, Content Manager, Every Learner Everywhere
Megan Raymond, Senior Director, Membership and Programs
Jana Walser-Smith, Director, Interstate Compliance and SAN Member Outreach

ACCOUNTING SERVICES

Craig Milburn, Chief Financial Officer

Drew Elkshouder, Accounting Specialist
Diane Haslett, Accountant I

Continued on next page.

COMMUNICATIONS

Melanie Sidwell, Director of Communications

Joseph Garcia, Graphic Designer

Nathaniel Longmore, Digital Communications Coordinator

HUMAN RESOURCES

Deirdre Coulter, Director of Human Resources

Bonny Godoy, Human Resources Administrator

IT SERVICES

Dave Clark, Chief of Digital Services

Chris Cartwright, IT Systems Administrator

*Works across both units

90

TOTAL NUMBER OF EMPLOYEES

72 Standard Employees

18 Interns and Postdoctoral Fellows

Each May, WICHE's 48-member Commission develops and approves the organization's annual workplan. This workplan outlines the diverse set of activities, projects, and initiatives that the WICHE Commission prioritized for the fiscal year beginning July 1. All five strategic priorities are intended to advance WICHE's mission:

Affordability & Finance: supporting the alignment of appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels to make postsecondary education more accessible to those who seek it.

Access & Success: improving access to and success in postsecondary education for all students, especially those who have been historically underserved, by developing and sharing evidence-based strategies to increase student outreach and engagement.

Workforce & Society: collaborating across all sectors, including but not limited to behavioral health, business, and industry, to meet the region's workforce needs so that our communities can thrive.

Innovation: developing and supporting advancements in teaching and learning, student services, and technology to help students access and succeed in postsecondary education and increase the value of their investment after completion.

Value & Accountability: collecting and measuring sound data about postgraduate outcomes to determine the true value of WICHE's partnerships for students and society at large so that we can continually improve how students, institutions, and WICHE members spend their time, effort, and money on postsecondary education and workforce training.

[WICHE.EDU/MISSION](https://www.wiche.edu/mission)

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