Issue Analysis and Research Committee Meeting

Monday, May 21, 2012
10:15 – 11:15 am
Room 213-5
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)
Joe Garcia (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
Kim Gillan (MT)
TBD (NV)
José Garcia (NM)
Bill Goetz (ND)
Ryan Deckert (OR)
Robert Burns (SD)
William Sederburg (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
       Cheryl Graves, administrative assistant
       Carl Krueger, project coordinator
       Patrick Lane, project coordinator

Action Item

Approval of the Issue Analysis and Research Committee meeting minutes of October 31, 2011, and teleconference minutes of April 10, 2012 (two sets of minutes, due to the lack of a quorum during the teleconference) 5-3

Action Item

Discussion and approval of the FY 2013 workplan sections pertaining to the Policy Analysis and Research unit’s activities 5-10

Information Items:

Legislative Advisory Committee
WICHE Policy Analysis and Research unit internship program

Other business

Adjournment
ACTION ITEM
Issue Analysis and Research Committee Minutes
Monday, October 31, 2011

Committee Members Present
Robert Burns (SD), chair
Jeanne Kohl-Welles (WA), vice chair
Susan Anderson (AK)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
D. Rico Munn (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
William Goetz (ND)
José Garcia (NM)
Ryan Deckert (OR)
Jane Nichols (NV)

Committee Members Absent
Kim Gillan (MT)
William Sederburg (UT)

Staff Present
David Longanecker, president
Brian Prescott, director of policy research, Policy Analysis and Research
Cheryl Graves, administrative assistant III, Policy Analysis and Research

Guests Present
Francisco Hernandez, vice chancellor for students, University of Hawai‘i at Manoa
David Lorenz, former WICHE commissioner (AZ)

Chair Burns convened the Issue Analysis and Research Committee on October 31, 2011. Roll was called, and a quorum was established.

ACTION ITEM
Approval of the Minutes of the May 17, 2011, Issue Analysis and Research Committee Meeting

Chair Burns asked members to review the minutes from the May 17, 2011, committee meeting. Commissioner Cabaldon motioned TO APPROVE THE MINUTES OF THE MAY 11, 2011, ISSUE ANALYSIS AND RESEARCH COMMITTEE MEETING. Commissioner Nellis seconded the motion. The minutes were approved unanimously.

ACTION ITEM
Approval of a Project on Teacher Preparation and Professional Development Related to the Common Core Standards

Brian Prescott requested that the commission put this project on the workplan. The project comes out of an interest expressed by Western SHEEOs to David Longanecker at SHEEO’s national meeting this summer. They recommended that WICHE assist in the adoption and implementation of the Common Core State Standards, through (for example) teacher preparation and professional development to help those who want to become teachers, as well as to help existing teachers learn about the new standards. WICHE will work to build a curriculum to help both types of teachers. The proposed project is under development; the approved action is to permit the Policy unit to further develop the project concept and seek funding.

Commissioner Munn asked where the project would fit into workplan in terms of priority. Prescott said that an updated presentation of the workplan would provide more information about priorities and resources devoted to projects and should be available for the upcoming May meeting. Commissioner Deckert asked how WICHE avoids duplicating the efforts of other organizations, such as initiatives related to the Common Core State Standards. Prescott responded that WICHE has to find a niche related to what is important in the West and complementary to what others are doing on a national level. Internal conversations have suggested that a focus on teacher education and teacher professional development would be appropriate for WICHE’s role.
Commissioner Nichols moved TO APPROVE THE NEW PROJECT AND ALLOW THE POLICY UNIT TO SEEK FUNDING. Commissioner Goetz seconded the motion. The project was approved unanimously.

**ACTION ITEM**

Approval of a Project on Building Capacity to Support State College Completion Goals

This project is a continuation of a partnership with the Center for Urban Education (CUE) at the University of Southern California and will be funded via a subaward from CUE out of a grant they are anticipating receiving from the Ford, Carnegie, and Gates foundations. The project will seek out several states to work intensively with, in order to bridge state-level and institutional policies and practices designed to address gaps in equity by race/ethnicity. The first WICHE partnership with CUE wrapped up in September. That project was used to examine longitudinally linked data at the state level in Nevada, to address equity at several milestones in student progress.

Commissioner Cabaldon mentioned that he was not sure what the CUE deliverable was and expressed concern that CUE’s impact in California has been modest. Prescott responded that the CUE partnership provides WICHE with a way to promote issues of equity at the state and institutional levels. Both CUE and WICHE have learned lessons from their first experience. The two organizations bring complementary strengths to the partnership – WICHE through its experience working with the states and CUE through its background working with faculty at the institutional level. Commissioner Kohl-Welles asked whether the project will address issues involving undocumented individuals. Prescott replied that it is not yet clear if data could be disaggregated for undocumented students, given the difficulty of correctly identifying them.

Commissioner Garcia moved TO APPROVE THE NEW PROJECT. Commissioner Kohl-Welles seconded the motion. The project was approved unanimously.

**INFORMATION AND DISCUSSION ITEMS**

Prescott mentioned that the unit recently hired a new research analyst, Peace Bransberger, and presented a brief biographical sketch.

Prescott then updated the committee with news that a new project on Colorado’s College Opportunity Fund (a response to an RFP from the state auditor’s office, approved by commissioners last May), which would’ve conducted a second, more audit-oriented analysis of the fund, was not selected. Unfortunately, the contract went to a more traditional auditing firm.

Prescott then discussed a project, approved by the Executive Committee during its September conference call, on Washington’s Opportunity Scholarship Program. This scholarship represents a unique public/private partnership to provide aid to students who intend to seek baccalaureate degrees in STEM (science, technology, engineering, and math) fields. WICHE will be partnering with NCHEMS, and together they will provide Washington with a framework for policy and assessment, particularly with respect to design and implementation, ensuring that they meet the scholarship’s intent while also complementing other finance policies.

The annual update to the WICHE Benchmarks publication was distributed at the commission meeting (it is available as well as on the WICHE website). It addresses how the region is doing on issues of access and success and finance. The current issue reflects the impact that difficult economic conditions are having on those issues.

The annual Tuition and Fees publication is also complete and available in hard copy, as well as on the WICHE website. Prescott stated that he has hard copies available at the meeting and is happy to provide one to any commissioner who desires it.

In response to the committee’s interests, a policy brief focused on issues related to undocumented students was developed and was close to completion. Carl Krueger is the principle author of this brief, which clarifies the array of challenges that policymakers face when trying to address these issues and provides a nonpartisan update on where the policy discussion around undocumented students currently rests. Prescott briefly discussed expanding the scope of this work.
The committee heard an update on *Knocking at the College Door*. The next edition is planned for release in December 2012; like past editions it will be supported by the College Board and ACT, which also provided funding to conduct a review of the methodological approach WICHE has historically taken. WICHE has commissioned a report and hosted a technical review panel of experts from around the country. Both confirmed that the cohort-survival ratio WICHE has been using remains the most appropriate methodology, but WICHE should analyze whether some tweaks would improve accuracy. WICHE is also examining ways in which the projections could be extended to provide greater utility, by breaking out the projections by such characteristics as urban areas, immigration status, and income, as well as investigating how best to disseminate the findings beyond the report WICHE produces. Prescott stated that he hopes to release some of the aforementioned reports in the interim between editions of the full report, which is updated every four to five years. Commissioner Nichols commented that she was anxious to see the next report, as Nevada’s projections are probably skewed due to the particularly heavy impacts of the foreclosure crisis. She asked Prescott if there was any available research on the West and the recession. Prescott replied that the Student Clearinghouse published a report this fall on this topic.

At various points during the meeting, the committee raised two points key to discharging its duties in reviewing and approving proposed projects. First, it asked that WICHE always seek to find ways in which its particular expertise can best be brought to bear on a topic of policymaker interest and scan the activities of similar organizations to avoid duplicating work. Second, the committee expressed its desire for a means through which its decisions about proposed activities can be informed by a sense of how they are prioritized against other existing and planned projects for the Policy unit. With respect to the latter, Prescott said that WICHE is considering a new format for the workplan that will provide commissioners with a better sense of how activities fit together and are prioritized; the new workplan format should be in use by this coming May.

Finally, commissioners interested in the projects the Policy unit is addressing or has planned are encouraged to review the brief descriptions supplied in Tab 5 of the agenda book.

Commissioner Cabaldon moved for adjournment. Chair Burns adjourned the meeting.
ACTION ITEM
Issue Analysis and Research Committee Teleconference Minutes
Tuesday, April 10, 2012

Committee Members Present
Jeanne Kohl-Welles (WA), chair
Christopher Cabaldon (CA), vice chair
Joe Garcia (CO)
Steven Wheelwright (HI)
Duane Nellis (ID)
Bill Goetz (ND)
Ryan Deckert (OR)

Committee Members Absent
Susan Anderson (AK)
Leah Bornstein (AZ)
Kim Gillan (MT)
José García (NM)
Robert Burns (SD)
William Sederburg (UT)
Sam Krone (WY)

Agenda
Presiding: Jeanne Kohl-Welles, chair

Chair Kohl-Welles convened the Issue Analysis and Research Committee by teleconference on April 10, 2012. The committee was meeting via teleconference, per the request of the Executive Committee; Demarée Michelau and Brian Prescott would be the primary speakers and go over the agenda discussion items. Chair Kohl-Welles commended former Chair Robert Burns for a job well done and stated his work on the committee was much appreciated. Kohl-Welles spoke to the committee from the Senate floor as she awaited a key vote; she indicated it might be necessary for Vice Chair Cabaldon to eventually take over the meeting.

Following Kohl-Welles’s introduction, Michelau called roll. Since a quorum was not established, the committee was not able to take the only action item on the agenda: approving the committee’s minutes from its October 31, 2011, session at the commission meeting in Hawai‘i.

Chair Kohl-Welles asked Michelau and Prescott to describe the items on the agenda for the committee’s consideration. She referred to the Policy section of the draft FY 2013 workplan (a new format will be available in May), suggesting that call participants refer to this document as projects are being discussed.

Prescott provided an update on the next edition of Knocking at the College Door. He introduced Peace Bransberger and informed the group that she has taken on the lion’s share of preparatory work for the upcoming publication. The Policy Analysis and Research unit has conducted a methodological review and sought the counsel of advisory panels. Prescott shared a few of the findings, including the interest in adding disaggregation by gender and by metropolitan statistical area. Prescott shared plans to undertake analyses between releases of new editions of the “core” publication. Chair Kohl-Welles pointed out that the College Board and ACT continue to provide funding for Knocking.

Prescott said that events had forced a significant delay in the publication of the Policy Insights’ Tuition and Fees brief this year, but that the delay allowed him to incorporate data into the brief on state appropriations and financial aid. This resulted in a more comprehensive ATFA (appropriations, tuition and fees, and financial aid) report. Prescott said that he and David Longanecker thought this may have resulted in a better Policy Insights and determined to seek the commissioners’ feedback about whether to adopt a new timeline for Tuition and Fees, with the full data report being released in time for the November commission meeting (as has been traditional) and the Policy Insights brief published the following year, in order to incorporate more current appropriations and financial aid data.
Commissioner Goetz responded that the report this year was timely and that it will be used on Thursday by the North Dakota board. He complimented Prescott on a job well done; as for the timing itself, he had no particular thoughts on that. Commissioner Wheelwright asked for clarification on the timing. Prescott responded that there were two releases. The first contains data and very little narrative analysis; its publication coincides with the November commission meeting, and he was not putting this on the table for modification. The second was the Policy Insights brief, intended to provide more narrative while putting the tuition price changes into a broader policy context. In the proposed scenario, the Policy Insights would likely be released within the first two or three months of the calendar year.

Prescott updated the committee on progress with the Multistate Data Exchange project. The next meeting is set for May 23-24, 2012, in Eugene, OR; but more importantly, WICHE has received signed agreements from several state agencies that are partners on the grant, including the Oregon Department of Community Colleges and Workforce Development, the Oregon University System, and the Idaho State Board of Education. Prescott expects the Hawai‘i agreements to be signed very soon, while Washington’s agreement is awaiting the blessing of two of the state’s four-year institutions. Additionally, Prescott said the subcontract with the National Student Clearinghouse would be executed within a day or two of this conference call. These are major milestones in the project, but getting to this point has taken far longer than anticipated. As a result, the timeline for completing the project’s activities is extremely tight.

Chair Kohl-Welles asked who will be participating in the upcoming Eugene meeting. Prescott responded that he relies on a group of key individuals within each relevant state agency. They include representatives from the K-12, postsecondary, and workforce/labor market information agencies from each of the states.

Chair Kohl-Welles next asked Michelau to update the committee on the work she oversees. Michelau provided a synopsis of the Adult College Completion Network project. Lumina Foundation funds the project, which spans four years and has a budget of just over $1.1 million. Membership is continuing to grow: as of April 2012, there were 317 members, up from 220 in August 2011. Some members are funded by Lumina Foundation, but the network’s intention is to expand to anyone working in this area. Members include representatives from four-year institutions, two-year institutions, state agencies, workforce initiatives, and others. The next annual meeting, on October 17-19, will be held in Chicago, due to the project’s national focus; additionally, representatives from a number of Chicago-based projects will be participating in this meeting. Chair Kohl-Welles pointed out that the website is listed in the draft FY13 workplan that was distributed prior to the teleconference. Commissioner Nellis asked if membership included for-profit institutions. Michelau answered the network does not limit membership and that there is for-profit involvement.

Michelau updated the committee on the State Higher Education Policy Database and Policy Publications Clearinghouse, adding that the database has been completely revamped. Agency policy and statutes content is being updated and redesigned to be more user-friendly. The new website is undergoing external review and will be launched in the next couple months. Committee members can look at the website now but should understand that it is not quite complete. Michelau also explained that the clearinghouse, which is also being updated, is integrated into the database.

Michelau stated that WICHE’s efforts to interest the Bill & Melinda Gates Foundation in a project called Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale had not resulted in an invitation for a full proposal. Prescott said that although this attempt was unsuccessful, the Policy unit will continue to work with Longanecker to refine the project and seek funding.

Prescott then provided a synopsis of the Developing the Predictive Analytics Reporting (PAR) Framework project, managed by WCET (Ellen Wagner). Though it is outside this committee’s purview, David Longanecker wanted to keep the committee informed, given its relevance to policy work. The PAR project originally included six institutions in a six-month pilot effort funded by the Gates Foundation, but the group of institutions has since expanded. WCET is currently working under a “bridge” grant from Gates and is likely to receive another award, equal to $3 million for 18 months of further development work. Prescott suggested that any project-related questions be sent to WCET. Commissioner Cabaldon asked if there were any community colleges among the institutions involved. Prescott said that a number of two-year institutions are participating, including Rio Salado, the University of Hawai‘i System two-year campuses, and the Colorado Community College System. Commissioner Cabaldon asked if staff was building “an affirmative crosswalk” between this PAR effort and the Multistate Data Exchange project. Prescott replied that both units are trying to keep each other apprised to see how linkages will be made between the two projects. There are
key differences between the two projects; PAR relies on transactional data to identify patterns of student behavior; whereas the data exchange uses frozen data to track the stock and flow of human capital, with a clear focus on workforce outcomes.

Michelau briefed the committee on the Interstate Passport Initiative project. This project is being led by the Programs and Services unit, but the Policy Analysis and Research unit participates in the policy portion, largely in an advisory role. The project is creating a general education core, mapped to the Liberal Education and America’s Promise (LEAP) outcomes, that can transfer across state lines. Five states are working with WICHE on the project, and it is being funded by Carnegie Corporation of New York. Jere Mock can answer more detailed questions.

With updates to existing projects complete, Chair Kohl-Welles asked the committee to turn its attention to the preliminary workplan for FY13. She brought everyone’s attention to the change in format and asked Prescott to explain the changes.

Prescott stated that the Issue Analysis and Research Committee can claim some credit for the changes in the workplan format; the committee had requested more project information, particularly on how staff viewed the relative importance of each project. The committee was receiving a preview of the format they will be asked to approve at the May commission meeting; any feedback on the new format should go to Erin Barber. Commissioner Cabaldon stated that he and Commissioner Munn had been the leading voices requesting a more useful document; the new format was a significant improvement. He offered a couple of suggestions for further refinement. Observing that externally funded projects were more likely to have received the highest priority rating while general fund–supported activities were less likely to be high priorities, he suggested that staff consider the implications of how it assigns priority and what it communicates to WICHE states; adding additional appropriate criteria to the “Existing Activities” section could provide more information and partially decouple the link between priority and funding source. Second, he suggested that another dimension worth setting down is how distinctively or specifically “Western” a project or activity is. Prescott and Michelau stated that those were excellent suggestions that they would take back to Longanecker and Barber.

Chair Kohl-Welles asked who worked on the new format. Prescott replied that all units within WICHE were involved in suggesting and evaluating proposed changes, and that he and Michelau did their best to represent the concerns the Issue Analysis and Research Committee had raised about the old format; but that ultimately Longanecker, Barber, and the Communications staff were responsible for the results.

Next on the agenda was the policy and assessment framework project for Washington’s Opportunity Scholarship program. Prescott stated that this was inadvertently left on the agenda after already having been approved by the commission, so wasn’t necessary to discuss it. Prescott informed the committee that WICHE and the National Center for Higher Education Management Systems were jointly working on a new proposal to the Gates Foundation. This project is not on the workplan yet, as it’s evolving. So far, the two organizations plan to look at the Pell Grant and how it fits within broader state finance policies to support higher education institutions and students through appropriations, tuition policy, and financial aid programs.

Prescott encouraged the committee to offer feedback on another embryonic project idea that will be on the workplan, tentatively titled Fostering Institutional Fidelity to State Performance Funding Policies. The goals of this project are to examine how the intent of state policies sometimes gets lost under implementation at institutions and to assist states and institutions in ensuring that state and institutional policies are aligned to best ensure that emerging performance-based funding approaches are able to create the changes being sought.

Prescott informed the committee that Commissioner Rush of Idaho had asked David Longanecker to consider adding a project to the FY13 workplan that would focus on providing guidance to the commission (and others) concerning succession-planning issues, such as when institutional presidents or high-level executives within SHEEO offices turn over. Commissioner Cabaldon asked why the project was prioritized as medium. Prescott responded that staff tend to prioritize highly any activities being requested by commissioners, but that not much work had been done on how the project would look, whether any funding could be identified, or whether there was sufficient expertise on staff or if a consultant would need to be employed. Michelau requested feedback from the committee as to whether they think it is important.

The meeting was turned over to Vice Chair Cabaldon, as Chair Kohl-Welles had to return to the Senate floor. Michelau stated that the Non-traditional No More project had run its course and would be removed from the workplan.
Funding would end this fiscal year, and she is just tying up loose ends. Finally, Prescott reminded the committee that the Policy unit produced a brief in December on undocumented students; without further direction from the committee, he requested removing that item from the workplan. Removing the item from the workplan should not signify that it is no longer of any importance, simply that the unit doesn’t have a specific activity in mind to follow up on that topic but welcomes feedback from commissioners. Prescott recognized Carl Krueger for his work on the project and said he would continue to be the unit’s point person on the topic.

Commissioner Cabaldon moved for adjournment.
The Policy Analysis and Research unit offers a variety of policy and information resources that support better-informed decision making at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion; transfer and articulation; adult learners; multistate data sharing to support educational planning and workforce development; and other critical areas. Its publication series, including Policy Insights and Western Policy Exchanges, explore a wide range of significant policy issues. It also publishes in-depth works such as Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity and the Regional Fact Book for Higher Education in the West, which include data and analyses on fiscal, demographic, economic, and social indicators.

**EXISTING ACTIVITIES**

*Priorities key:  
* = Urgency (mission critical)  * = low,  ** = medium,  *** = high

**Tuition and Fees**([www.wiche.edu/pub/15595](http://www.wiche.edu/pub/15595)). This annual report shows the current-year published tuition and fees prices charged by each public higher education institution in the West, along with selected historical information.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Focus Area</th>
<th>Priority*</th>
<th>Funding</th>
<th>Staffing</th>
<th>Timeline</th>
<th>Organizational Partners</th>
<th>State/Institutional Partners</th>
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<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td>Finance</td>
<td>***</td>
<td>General fund</td>
<td>.025 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>All WICHE states respond</td>
</tr>
</tbody>
</table>

**Legislative Advisory Committee**([www.wiche.edu/lac](http://www.wiche.edu/lac)). The LAC informs the WICHE Commission and staff about significant legislative issues related to higher education; at the same time, WICHE staff serves the LAC by informing members about emerging policy issues in the West. LAC members are appointed by the commission and meet annually.

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<tr>
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<tbody>
<tr>
<td><strong>Legislative Advisory Committee</strong></td>
<td>Finance</td>
<td>***</td>
<td>General fund set-aside: $25,000</td>
<td>.10 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>All WICHE states</td>
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</table>

**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.
### Project Title Focus Area Priority* Funding Staffing Timeline Organizational Partners State/Institutional Partners

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Policy and Assessment Framework for Washington’s Opportunity Scholarship Program</strong></td>
<td>Finance</td>
<td><strong>☆☆☆</strong></td>
<td>Microsoft Corporation via subcontract from NCHEMS: total revenue, $30,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FY13 expenditures: $10,000</td>
<td>.15 FTE</td>
<td>3/12-9/13</td>
<td>NCHEMS</td>
<td>Washington</td>
</tr>
<tr>
<td><strong>Adult College Completion Network</strong> (<a href="http://www.adultcollegecompletion.org">www.adultcollegecompletion.org</a>). WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college completion by adults with prior college credits but no degree.**</td>
<td>Access &amp; success</td>
<td><strong>☆☆☆</strong></td>
<td>Lumina Foundation: total revenue, $1,133,800</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FY13 expenditures: $250,000</td>
<td>1.65 FTE</td>
<td>10/10-9/14</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Knocking at the College Door</strong> (<a href="http://www.wiche.edu/pub/11556">www.wiche.edu/pub/11556</a> ). With support from its traditional partners, ACT and the College Board, the Policy Analysis and Research unit has been reviewing the methodology WICHE has historically used to make its widely used projections of high school graduates, Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity. The project will also examine how our analyses could be extended to be of greater use to the education and policy communities that depend upon them and to prepare the next edition of the publication.**</td>
<td>Access &amp; success</td>
<td><strong>☆☆☆</strong></td>
<td>ACT/College Board: total revenue, $441,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FY13 expenditures, $80,000</td>
<td>1.65 FTE</td>
<td>10/10-9/14 (release of 8th edition planned for 12/2012)</td>
<td>N/A</td>
<td>N/A</td>
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</table>
**State Higher Education Policy Database** ([www.higheredpolicies.wiche.edu](http://www.higheredpolicies.wiche.edu)). The nation’s only online searchable database of higher education policies provides state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key policy issue areas related to access and success in higher education.

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<tr>
<td>State Higher Education Policy Database</td>
<td>Access &amp; success</td>
<td>★ ★</td>
<td>General fund/Lumina Foundation: FY13 expenditures, $40,000</td>
<td>.20 FTE</td>
<td>Ongoing</td>
<td>National Conference of State Legislatures</td>
<td>N/A</td>
</tr>
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</table>

**College Access Challenge Grant Consortium and Network** ([www.wiche.edu/cacg](http://www.wiche.edu/cacg)). CACG is a federally funded formula grant program designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. States can participate in WICHE’s activities through the CACG Consortium, which involves WICHE administering the state program, or through the CACG Network, which is a collaborative council composed of designated staff from each of the states.

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<tbody>
<tr>
<td>College Access Challenge Grant Consortium and Network</td>
<td>Access &amp; success</td>
<td>★ ★ ★</td>
<td>State memoranda of agreement/U.S. Dept. of Education: FY12 revenues, $240,000; FY13 expenditures, $240,000</td>
<td>1.40 FTE</td>
<td>08/14/12-08/13/13 (memoranda of agreement negotiated annually)</td>
<td>N/A</td>
<td>2 consortium states (AK, ID) &amp; 8 network states (AK, ID, NV, ND, TX, UT, WA, WY)</td>
</tr>
</tbody>
</table>

**State-level Articulation and Transfer Systems** ([www.wiche.edu/stas](http://www.wiche.edu/stas)). Having completed the Lumina Foundation-funded project titled *Best Practices in Statewide Articulation and Transfer Systems*, WICHE staff continue to serve as resource experts on this issue.

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<tr>
<td>State-level Articulation and Transfer Systems</td>
<td>Access &amp; success</td>
<td>★ ★</td>
<td>General fund</td>
<td>N/A</td>
<td>FY13</td>
<td>N/A</td>
<td>Varies</td>
</tr>
</tbody>
</table>
**College Completion Initiative.** Within the WICHE states, at least eight major college completion initiatives are in play, and a number of Western states are actively engaged with them. To keep regional higher education leaders informed and active in these efforts, staff works closely with the different efforts.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Focus Area</th>
<th>Priority*</th>
<th>Funding</th>
<th>Staffing</th>
<th>Timeline</th>
<th>Organizational Partners</th>
<th>State/Institutional Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Completion Initiative</td>
<td>Access &amp; success</td>
<td>⭐⭐⭐⭐</td>
<td>General fund</td>
<td>N/A</td>
<td>FY13</td>
<td>Complete College America, National Governors Association, Lumina Foundation, Completion by Design, Excellencia, National College Access Network</td>
<td>Varies</td>
</tr>
</tbody>
</table>

**Facilitating Development of a Multistate Longitudinal Data Exchange** ([www.wiche.edu/longitudinalDataExchange](http://www.wiche.edu/longitudinalDataExchange)). The principal objective of this project is 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. 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, effectively govern the exchange, produce standard reports, and ensure the protection of privacy.

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</tr>
</thead>
<tbody>
<tr>
<td>Facilitating Development of a Multistate Longitudinal Data Exchange</td>
<td>Technology &amp; innovation</td>
<td>⭐⭐⭐⭐</td>
<td>Bill &amp; Melinda Gates Foundation: total revenue, $1,500,000; FY13 expenditures, $500,000</td>
<td>.80 FTE</td>
<td>6/10-5/14</td>
<td>NCHEMS, State Higher Education Executive Officers (SHEEO), National Student Clearinghouse</td>
<td>Educational &amp; workforce agencies in 4 states (HI, ID, OR, WA)</td>
</tr>
</tbody>
</table>

**Benchmarks: WICHE Region** ([www.wiche.edu/pub/15325](http://www.wiche.edu/pub/15325)). This annual document tracks 15 indicators of progress toward improving access and success, affordability, and higher education finance from a regional perspective.

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<th>State/Institutional Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarks</td>
<td>Accountability</td>
<td>⭐⭐</td>
<td>General fund</td>
<td>.025 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Regional Fact Book: Policy Indicators for Higher Education** (www.wiche.edu/factbook). The Policy Analysis and Research unit maintains an online repository of data relevant for higher education policymaking. Data are provided at the state level for all WICHE states and may be downloaded in Excel tables.

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<th>Organizational Partners</th>
<th>State/Institutional Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regional Fact Book</strong></td>
<td>Accountability</td>
<td>⭐⭐</td>
<td>General fund</td>
<td>.025 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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**Policy Insights** (www.wiche.edu/policy_insights). This short report series covers a wide array of timely higher education policy issues. Recent editions have focused on undocumented students and on tuition and fee prices and other finance policies.

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<th>Timeline</th>
<th>Organizational Partners</th>
<th>State/Institutional Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Insights</strong></td>
<td>Accountability</td>
<td>⭐⭐</td>
<td>General fund</td>
<td>.05 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Western Policy Exchanges** (www.wiche.edu/policy_exchanges). These reports cover WICHE-sponsored meetings and discussions among the West’s key leaders in higher education policy issues.

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<th>Organizational Partners</th>
<th>State/Institutional Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Western Policy Exchanges</strong></td>
<td>Accountability</td>
<td>⭐⭐</td>
<td>Various sources, depending on the project</td>
<td>.05 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Policy Publications Clearinghouse** (www.wiche.edu/clearinghouse). The clearinghouse is a repository of publications, reports, and briefs related to higher education.

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</thead>
<tbody>
<tr>
<td><strong>Policy Publications Clearinghouse</strong></td>
<td>Accountability</td>
<td>⭐⭐</td>
<td>General fund</td>
<td>.025 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Assessing the Landscape on State Policy on Student Learning Outcomes. As the focus on graduation rates and numbers continues to grow and evidence suggesting that students don’t always learn much in college mounts, states and institutions must guard against a reduction in educational quality. WICHE staff is tracking major initiatives like “tuning,” the National Institute for Learning Outcomes Assessment, and the Lumina Foundation’s Degree Qualifications Profile to ensure that member states have a resource adequately versed in how to thoughtfully incorporate learning outcomes assessment into appropriate policy and practice.

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</tr>
</thead>
<tbody>
<tr>
<td>Assessing State Policy on Student Learning Outcomes</td>
<td>Accountability</td>
<td>★★★</td>
<td>General fund</td>
<td>.025 FTE</td>
<td>Ongoing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

NEW DIRECTIONS

*Priorities key:

★ = Urgency (mission critical)

★★ = low,

★★★ = medium,

★★★★ = high

● = Opportunity (funding)

● = low,

●● = medium,

●●● = high

▲ = Competence (staff/consultants)

▲ = low,

▲▲ = medium,

▲▲▲ = high

Technical Assistance with State Financial Aid Program Design and Funding. Staff has become recognized its expertise on grant aid programs funded by states. Staff occasionally receives requests to assist states with rethinking their program design; such projects are typically done on a contract basis, depending on how well they fit in with existing workload.

<table>
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<tr>
<th>Project Title</th>
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<th>Priority*</th>
<th>Staffing</th>
<th>Organizational Partners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Financial Aid Programs: Technical Assistance</td>
<td>Finance</td>
<td>★★★★</td>
<td>Variable</td>
<td>Variable</td>
<td>Providing assistance as requested</td>
</tr>
</tbody>
</table>

Serving Student Soldiers of the West. With many veterans returning from Afghanistan and Iraq, states and postsecondary institutions are faced with how to best serve them at a time of increased demand for higher education and tight budgets. WICHE is proposing a project that will work to increase access to and success in higher education for military students and their families in the Western region.

<table>
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<th>Staffing</th>
<th>Organizational Partners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Student Soldiers of the West</td>
<td>Access &amp; success</td>
<td>★★★</td>
<td>1.35 FTE</td>
<td>TBD</td>
<td>In development</td>
</tr>
</tbody>
</table>
Building Capacity to Support State College Completion Plans. This proposed project will build off a prior effort supported by the Ford Foundation, in which WICHE collaborated with the Center for Urban Education at the University of Southern California to examine higher education data in Nevada to identify where along the educational pathway students from underrepresented populations were more likely to leak out and to use that information to spark conversations about policies and practices that could close such gaps. The new project aims to extend that work to additional WICHE states.

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<th>Priority*</th>
<th>Staffing</th>
<th>Organizational Partners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Capacity to Support State College Completion Plans</td>
<td>Access &amp; success</td>
<td>★★★</td>
<td>TBD</td>
<td>Center for Urban Education</td>
<td>Potential subcontract from CUE; negotiating WICHE’s role</td>
</tr>
</tbody>
</table>

Race against the Clock: Preparing Our Teachers to Teach to the Common Core State Standards. WICHE is proposing a project that will work with Western states to prepare preservice and veteran teachers to teach to the Common Core State Standards (CCSS) in English/language arts and mathematics. This project will assist interested states in the WICHE region to prepare teachers at varying stages in their careers to teach to the CCSS, in an effort to prepare all students for college and careers.

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<th>Priority*</th>
<th>Staffing</th>
<th>Organizational Partners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race against the Clock</td>
<td>Access &amp; success</td>
<td>★★★</td>
<td>.90 FTE</td>
<td>Smarter Balanced Assessment Consortium</td>
<td>In development</td>
</tr>
</tbody>
</table>

ON THE HORIZON

*Priorities key:

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

Outcomes-based Funding Approaches: Research and Analysis. States are recognizing that enrollment-based funding formulas do not create powerful incentives for institutions to prioritize degree/certificate completion; several states are making adjustments (or considering doing so) in their financing strategies to reward institutions for retaining and graduating students, particularly those from low-income backgrounds. Staff is interested in researching how such policies have impacted educational attainment, as data allow.

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<th>Staffing</th>
<th>Organizational Partners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes-based Funding Approaches: Research &amp; Analysis</td>
<td>Finance &amp; accountability</td>
<td>★★★</td>
<td>TBD</td>
<td>TBD</td>
<td>In development</td>
</tr>
</tbody>
</table>
Fostering Institutional Fidelity to State Performance Funding Policies. The success of outcomes-based performance-funding policies that states are debating and enacting will hinge in part on how well institutions act on the incentives and the intent of those policies. This project will seek to engage states and institutions on how they can work collaboratively to best ensure those policies create the desired changes in student outcomes.

![Table]

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education. Remedial education is very expensive for states and institutions, and the results are unsatisfactory. WICHE intends to develop 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.

![Table]

Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale. Despite evidence that initiatives aimed at improving college success rates can work, higher education has been slow to adopt proven strategies. WICHE is seeking funding to launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

![Table]
**Developing More Effective Web Portals.** WICHE and WCET have examined state web portals designed to help students navigate the transfer process. Future work will build on this effort.

<table>
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<th>Staffing</th>
<th>Organizational Partners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing More Effective Web Portals</td>
<td>Technology &amp; innovation</td>
<td>✭</td>
<td>TBD</td>
<td>TBD</td>
<td>In development</td>
</tr>
</tbody>
</table>

**Recidivism Reduction in the Prison Population through Higher Education.** In this collaboration between Policy and the Mental Health Program, WICHE would explore whether higher education can be used to reduce recidivism among prisoners. The end goal would be to develop more effective and sustainable policy that reduces pressure on state budgets and crime, as well as creating potential economic development strategies.

<table>
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<th>Priority*</th>
<th>Staffing</th>
<th>Organizational Partners</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recidivism Reduction in the Prison Population through Higher Education</td>
<td>Workforce &amp; society</td>
<td>✭ ✭ ✭</td>
<td>TBD</td>
<td>TBD</td>
<td>In development</td>
</tr>
</tbody>
</table>

**Addressing Workforce Needs with the Emerging Majority-Minority.** Staff has worked with states to strengthen the connection between the activities of their higher education institutions and their workforce development training programs. This project’s goal is to build on that work by promoting a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

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</tr>
</thead>
<tbody>
<tr>
<td>Addressing Workforce Needs with the Emerging Majority-Minority</td>
<td>Workforce &amp; society</td>
<td>✭ ✭ ✭</td>
<td>TBD</td>
<td>TBD</td>
<td>In development</td>
</tr>
</tbody>
</table>

**Considerations for Succession Planning in Postsecondary Leadership.** State higher education executive officers occasionally are faced with turnover in key leadership positions on their own staffs or at institutions they govern; replacing these leaders is a sensitive and critical task. This project will provide a brief canvass of the best guidance for how to manage the process for a period of transition and the eventual hire.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Considerations for Succession Planning in Postsecondary Leadership</td>
<td>Accountability</td>
<td>✭ ✭ ✭</td>
<td>TBD</td>
<td>TBD</td>
<td>In development</td>
</tr>
</tbody>
</table>