



ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

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Student Exchange Program

Coordinated by the Western Interstate Commission for Higher Education



Statistical Report

Academic Year
2011-12

Index

	Page
WICHE’s Student Exchange Program	1
Figure 1. Percent Change in Public and Nonpublic High School Graduates by State, 2004-05 to 2014-15	1
Professional Student Exchange Program (PSEP)	2
Table 1. Institution and Program Totals, 2011-12	2
Table 2. Summary of Enrollments and Support Fees by Profession	2
Table 3. Student and Support Fee Totals by State	3
Table 4. Enrollment and Support Fees by Profession	4
Table 5. Student Distribution and Support Fee Payments by Profession	5
• Dentistry.....	5
• Medicine	5
• Occupational Therapy.....	6
• Optometry.....	6
• Osteopathic Medicine.....	7
• Pharmacy	7
• Physical Therapy	7
• Physician Assistant.....	8
• Podiatry.....	8
• Veterinary Medicine.....	8
Table 6. Receipt of Support Fees by State and Institution.....	9
Table 7. New and Continuing Students by Gender and Race/Ethnicity.....	12
Table 8. Return Rates of WICHE PSEP Graduates, 2001-2005	14
Western Regional Graduate Program (WRGP)	15
Table 9. Five-year Enrollment Summary, New and Continuing Students, 2007-2011	17
Western Undergraduate Exchange (WUE)	18
Figure 2. WUE Enrollment and Savings (in millions), 2007-2011	18
Table 10. Fall 2011 Enrollment Summary, New and Continuing Students	19
Table 11. Five-year Enrollment Summary, New and Continuing Students, 2007-2011	20
WICHE Internet Course Exchange (ICE)	21

WICHE's Student Exchange Program

Some 60 years ago, our Western states formed the Western Regional Education Compact and agreed to share higher education resources through the Western Interstate Commission for Higher Education (WICHE), the genesis for our Student Exchange Program (www.wiche.edu/sep). The Midwest, South, and Northeast also created similar compacts that facilitate regional student exchange. Together, we have collectively demonstrated the effectiveness of regional collaboration for decades. Regional student exchange allows institutions to maximize their resources by filling available capacity and reducing unnecessary duplication of programs. Critical niche programs remain robust, and all participating programs can attract the best and brightest students and bring diverse perspectives into the classroom. Furthermore, regional partnerships help facilitate the creation of programs in emerging workforce areas and dynamic fields, such as microtechnology, nanotechnology, green building, energy conservation, and new media.

There has been renewed interest in regional cooperation since the economic downturn began in late 2007. Once again this year, 14 of 15 our WICHE states are facing dramatic cuts in their budgets, and economists

are cautious about predicting exactly when our economy might begin to improve. Fortunately, the regional higher education access programs that policymakers had the foresight to approve years ago continue to benefit Western residents. Students and their families continue to save hundreds of millions of dollars each year in tuition across a range of institutions and programs.

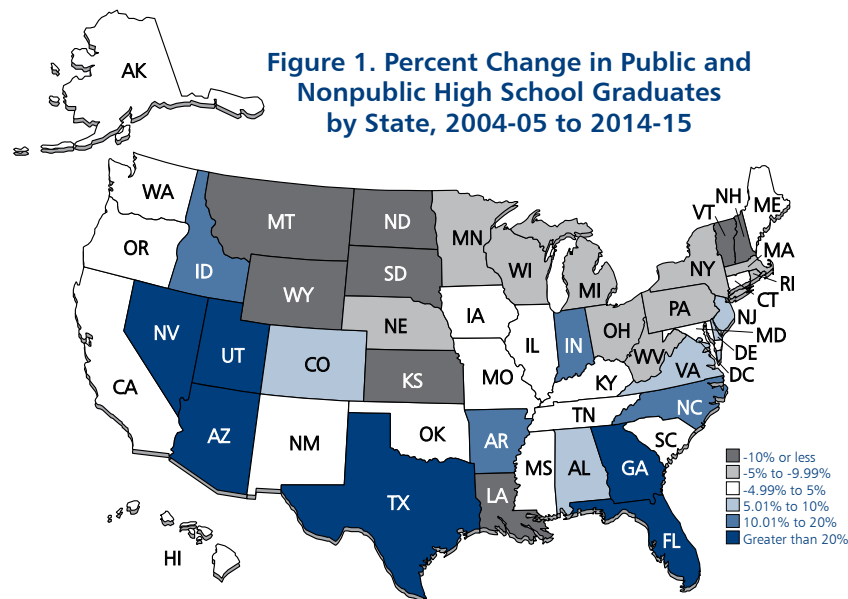
Current WICHE student exchange students, graduates, and institutional administrators attest to the value of WICHE's Student Exchange Program (we've quoted several within this report). Our program provides affordable access to higher education, allowing Westerners to pursue their dreams and contribute to their home state's workforce.

The map to the left illustrates how regional education exchange remains a critical tool in growing an educated workforce, particularly in the West, where states face very different demographic futures. Many states confront simultaneous enrollment and fiscal pressures. Some high-growth states have too many students, while others face the opposite problem. Helping students migrate between states that face differing enrollment challenges provides a flexible, state-responsive solution.

Through WICHE's Student Exchange Program – which includes the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP) – more than 30,600 residents of 15 Western states are currently enrolled at reduced levels of tuition in a variety of undergraduate, graduate, and professional programs. This year WUE helped more than 29,000 students and their families save more than \$223.8 million dollars in tuition by paying 150 percent of resident tuition, instead of the full nonresident rate at 148 participating WUE institutions. More than 850 master's, doctorate, and graduate certificate students enrolled in programs of study through WRGP have saved an estimated \$11.5 million dollars; they pay only resident tuition, instead of nonresident, and can choose from more than 250 participating programs. Finally, almost 700 students paid significantly reduced tuition while preparing for their professional degree in 10 healthcare professions while enrolled through WICHE's PSEP.

In addition, a network of Western institutions are partnering to exchange courses via the Internet, through WICHE's Internet Course Exchange.

This report covers fall 2011 enrollments for WUE, WRGP, and PSEP and details the funds that flow between students' home states and the enrolling PSEP institutions that receive them.



Source: Western Interstate Commission for Higher Education. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022*. Boulder, CO: WICHE, 2009; available at www.wiche.edu.

Professional Student Exchange Program

The need for healthcare professionals increases with the demands of healthcare reform, an aging population, and healthcare workforce shortages in many rural and inner-city communities. State policymakers are looking for the smartest investment of limited public funds, and sharing educational resources within the West is a fiscally responsible approach. Given fiscal pressures and other factors, it doesn't always make sense for a state to create its own program in certain healthcare professions.

WICHE has been providing Western residents with affordable access to the healthcare professions since the 1950s through its Professional Student Exchange Program (PSEP, www.wiche.edu/psep). Students enrolled through WICHE's PSEP pay reduced tuition at out-of-state public and private institutions. More than 14,700 professionals have received their education through PSEP, most in the healthcare professions. They include dentists, physicians (allopathic and osteopathic), physician assistants, physical therapists, occupational therapists, optometrists, pharmacists, podiatrists, and veterinarians.

WICHE states that use PSEP get an excellent return on investment when they appropriate funds to educate students in the healthcare professions at other institutions within the 15-state WICHE region. Those funds are administered through WICHE's PSEP and are sent directly to the enrolling institutions as a "support fee" for the student's seat. Support fees are negotiated biannually between WICHE and the cooperating programs.

In PSEP students usually pay resident tuition at public institutions (except in pharmacy) or reduced tuition at private institutions. Effective fall 2013 and forward, new students

enrolling through PSEP in public programs where the support fee is not meeting the resident/nonresident tuition differential will pay nonresident tuition minus the support fee. Current students who enrolled through PSEP prior to fall 2013 in these same programs will continue to pay resident tuition.

Table 1. Institution and Program Totals, 2011-12

Number of Institutions		Number of Programs	
Within WICHE region		Within WICHE region	
Public	27	Public	60
Private	17	Private	53
Outside WICHE region		Outside WICHE region	
Public	3	Public	3
Private	7	Private	7
TOTAL INSTITUTIONS	54	TOTAL PROGRAMS	123

Table 2. Summary of Enrollments and Support Fees by Profession

Professional Field	2010-11		2011-12		2012-13
	Number of Students	Support Fee Rate per Student	Number of Students	Support Fee Rate per Student	Approved Support Fee Rate
Group A Fields					
Dentistry	117	\$22,700	113	\$23,000	\$23,400
Medicine	34	29,300	33	29,700	30,200
Occupational Therapy	41	11,900	41	12,100	12,300
Optometry	121	15,600	119	15,800	16,100
Osteopathic Medicine	63	19,400	65	19,700	20,000
Physical Therapy	34	10,700	33	10,900	11,000
Physician Assistant	31	11,700	44	11,900	12,000
Podiatry	5	13,500	5	13,700	13,900
Veterinary Medicine	210	29,100	202	29,500	30,000
Group B Field					
Pharmacy	37	6,900	27	7,000	7,100
Total Students	693		682		
Total Support Fees Paid		\$14,255,187		\$14,234,933	

Professional Student Exchange Program

Table 3. Student and Support Fee Totals by State, 2011-12

State	Number of Students Sent	Total Fees Paid	Number of Students Received			Total Fees Received by Enrolling Institutions		
			Public	Private	Total	Public	Private	Total
Alaska	14	\$185,566	0	0	0	\$0	\$0	\$0
Arizona	196	3,896,041	3	138	141	89,100	2,236,580	2,325,680
California	0	0	5	67	72	82,700	1,184,119	1,266,819
Colorado	26	395,000	175	2	177	4,790,418	21,800	4,812,218
Hawaii	60	992,200	1	0	1	0	0	0
Idaho	3	47,400	3	0	3	37,667	0	37,667
Montana	86	2,234,584	5	0	5	42,533	0	42,533
Nevada	43	809,966	2	19	21	59,400	219,699	279,099
New Mexico	75	1,971,040	4	0	4	68,750	0	68,750
North Dakota	38	733,700	12	0	12	212,631	0	212,631
Oregon	0	0	34	76	110	804,600	1,131,035	1,935,635
South Dakota	0	0	0	0	0	0	0	0
Utah	29	684,800	4	0	4	59,466	0	59,466
Washington	4	71,000	92	4	96	2,440,668	32,267	2,472,935
Wyoming	108	2,213,636	1	0	1	7,000	0	7,000
Out of Region	n/a	n/a	9	26	35	199,800	514,700	714,500
TOTALS	682	\$14,234,933	350	332	682	\$8,894,733	\$5,340,200	\$14,234,933



“PSEP has helped me gain peace of mind as to how I’ll pay for medical school. With tuition rising to over \$42,000 per year, coupled with the high cost of living in Southern California, PSEP has significantly decreased my need for additional debt. Without it I’d be nearly \$275,000 in debt by the time I graduate! The Washington PSEP conditional loan is ‘win-win’ for all involved. It makes medical education affordable, and graduates will later repay the favor to our fellow Washington residents of medically underserved areas who are appreciative of their knowledge and skills.”

*– Amy, Washington resident, Class of 2013,
Western University of Health Sciences, College of Osteopathic Medicine*

Professional Student Exchange Program

Table 4. Enrollment and Support Fees by Profession, 2011-12

Sending State	Dentistry	Medicine	Occupational Therapy	Optometry	Osteopathic Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	4 \$92,000		1 \$0*	1 \$15,800		5 \$35,000	2 \$29,066	0 \$0	1 \$13,700		14 \$185,566
Arizona	42 958,334		20 173,435	20 316,000	49 \$925,900			22 253,872		43 \$1,268,500	196 \$3,896,041
California											0 \$0
Colorado				26 395,000							26 \$395,000
Hawaii	7 168,667		9 76,634	8 126,400		10 73,500	13 163,499			13 383,500	60 \$992,200
Idaho				3 47,400							3 \$47,400
Montana	9 207,000	26 \$757,350	4 52,434	3 47,400	8 137,900				0 0	36 1,032,500	86 \$2,234,584
Nevada				7 110,600		12 102,664		7 95,202		17 501,500	43 \$809,966
New Mexico	37 850,040									38 1,121,000	75 \$1,971,040
North Dakota	9 207,000			24 379,200						5 147,500	38 \$733,700
Oregon											0 \$0
South Dakota											0 \$0
Utah				9 142,200					3 41,100	17 501,500	29 \$684,800
Washington				2 31,600	2 39,400						4 \$71,000
Wyoming	5 115,000	7 163,350	7 116,968	16 252,800	6 118,200		18 237,980	15 222,138	1 13,700	33 973,500	108 \$2,213,636
TOTALS	113 \$2,598,041	33 \$920,700	41 \$419,471	119 \$1,864,400	65 \$1,221,400	27 \$211,164	33 \$430,545	44 \$571,212	5 \$68,500	202 \$5,929,500	682 \$14,234,933

*Third-year occupational therapy students' support is disbursed in the second year.

Professional Student Exchange Program

Table 5. Student Distribution and Support Fee Payments by Profession, 2011-12

Sending State	Receiving Schools*												Out of Region	Total Number Students	Total Fees Paid by Sending State				
	ATSU	MDWST	LLU	UCLA	UCSF	UOP	USC	WUHS	COLO	UNLV	ORE	WASH							
Alaska									2		2							4	\$92,000
Arizona	10	5		1	2	2	1		15		3	3						42	958,334
Hawaii						1	2		1		2	1						7	168,667
Montana	1	1							4		1	2						9	207,000
New Mexico	6					2	2		12		2						13	37	850,040
North Dakota									3								6	9	207,000
Wyoming									1								4	5	115,000
TOTALS	17	6	0	1	2	5	5	0	38	0	10	6				23	113	\$2,598,041	

Sending State	Receiving Schools*																	Total Number Students	Total Fees Paid by Sending State	
	AZ-TUC	AZ-PHX	LLU	STAN	UCB/SF	UCD	UCI	UCLA	UCSD	UCSF	USC	COLO	HAW	NEV	UNM	UND	ORE			UTAH
Montana	1	1	1							1		9		2	1	4	6		26	\$757,350
Wyoming	1											2	1		1		2		7	163,350
TOTALS	2	1	1	0	0	0	0	0	0	1	0	11	1	2	2	4	8	0	33	\$920,700

* See Table 6, pp. 9-11, for full names of institutions.

"I am from New Mexico and attend ATSU through WICHE's PSEP. In addition to being one of the states that does not have a dental school, New Mexico is ranked 49th in the nation for the number of dentists per capita. ATSU graduates culturally competent and community-responsive dentists – exactly what New Mexico needs. WICHE's PSEP is essential to making it affordable for New Mexican students to attend dental school and return to serve fellow New Mexicans. I am grateful to WICHE for helping make dental school possible."

*– Elizabeth, New Mexico resident, Class of 2015,
A.T. Still University, Arizona School of Dentistry & Oral Health*

Professional Student Exchange Program

Table 5 (continued). Student Distribution and Support Fee Payments by Profession, 2011-12

Sending State	Receiving Schools*																Total Number Students	Total Fees Paid by Sending State
	ATSU	MDWST	LLU	SMU	USC	ISU	TOURO-NV	UNM	WNMU	UND	PACU	USD	UTAH	EWU	UPS	WASH		
Alaska											1						1	\$0**
Arizona	12	6			1		1										20	173,435
Hawaii			1								6				2		9	76,634
Montana										1			2	1			4	52,434
Wyoming	1	1							2		1			1	1		7	116,968
TOTALS	13	7	1	0	1	0	1	0	2	0	9	0	0	3	4	0	41	\$419,471

Sending State	Receiving Schools*					Out of Region	Total Number Students	Total Fees Paid by Sending State
	MDWST	SCCO	WUHS	PACU				
Alaska		1					1	\$15,800
Arizona	10	8		2			20	316,000
Colorado	7	1		10	8		26	395,000
Hawaii	1	3	1	3			8	126,400
Idaho		2		1			3	47,400
Montana				3			3	47,400
Nevada		2		5			7	110,600
North Dakota		1		22	1		24	379,200
Utah	2	4		3			9	142,200
Washington		1		1			2	31,600
Wyoming		6		10			16	252,800
TOTALS	20	29	1	60	9		119	\$1,864,400

**Third-year occupational therapy students' support is disbursed in the second year.

"I've always dreamed of building an optometry practice, but overcoming the mountain of student debt will be a slow climb when I graduate. WICHE's PSEP has taken a huge chunk out of that financial burden, which will allow me to realize that dream much sooner than I ever thought possible."

– Kevy, Idaho resident, Class of 2012, Pacific University, College of Optometry

"I am currently enrolled in the occupational therapy program at Pacific University in Oregon. My home state does not have such a program. I wouldn't be able to afford the schooling costs without the support of WICHE's PSEP; it reduced my student loan debt significantly. In addition, I am able to focus on my studies rather than holding a job to support myself. I am looking forward to returning to Hawaii after graduation, so that I can give back to the community."

– Man Wa, Hawaii resident, Class of 2013, Pacific University, Occupational Therapy

* See Table 6, pp. 9-11, for full names of institutions.

Professional Student Exchange Program

Table 5 (continued). Student Distribution and Support Fee Payments by Profession, 2011-12

Sending State	Receiving Schools*					Out of Region	Total Number Students	Total Fees Paid by Sending State
	MDWST	TOURO-CA	WUHS	TOURO-NV	ATSU MESA			
Arizona	42	1	2	1		3	49	\$925,900
Montana	3		1	4			8	137,900
Washington		1	1				2	39,400
Wyoming	2		3	1			6	118,200
TOTALS	47	2	7	6	0	3	65	\$1,221,400

“WICHE support afforded me the opportunity to attend physical therapy school. I come from Hawaii, a state without a PT doctorate program. WICHE’s PSEP gave me the opportunity to receive a great education in Arizona, something that would have otherwise been a significant financial hardship for my entire family. I have since graduated with my D.P.T. and am practicing in the profession that I love. I am now in the position to give back to my community. Thank you, WICHE.”

*– Kimberly, Hawaii resident, Class of 2010,
A.T. Still University, Physical Therapy*

Sending State	Receiving Schools*																		Total Number Students	Total Fees Paid by Sending State	
	ARIZ	MDWST	UCSF	USCD	UOP	USC	WUHS	COLO	UHHILO	ISU	MONT	RUHS	UNM	NDSU	OSU	PACU	WASH	WSU			WYO
Alaska										4					1					5	\$35,000
Hawaii			1		3										2		2	2		10	73,500
Nevada		1										7			3				1	12	102,664
TOTALS	0	1	1	0	3	0	0	0	0	0	4	7	0	0	6	0	2	2	1	27	\$211,164

Sending State	Receiving Schools*																				Total Number Students	Total Fees Paid by Sending State
	ATSU	CSF	CHAP	LLU	MSMC	SMU	UOP	USC	WUHS	COLO	REGIS	ISU	MONT	UNM	UND	PACU	UTAH	UPS	EWU	WASH		
Alaska										1			1								2	\$29,066
Hawaii			1				2	4			1					4				1	13	163,499
Wyoming							1				1	2			9	1	3			1	18	237,980
TOTALS	0	0	1	0	0	0	3	4	0	1	2	2	1	0	9	5	3	0	1	1	33	\$430,545

* See Table 6, pp. 9-11, for full names of institutions.

Professional Student Exchange Program

Table 5 (continued). Student Distribution and Support Fee Payments by Profession, 2011-12

Sending State	Receiving Schools*														Total Number Students	Total Fees Paid by Sending State
	ATSU	MDWST	LLU	SMU	USC	WUHS	COLO	RRCC	ISU	TOURO-NV	PACU	ORE	UTAH	WASH		
Alaska															0	\$0
Arizona	6	13		1			1			1					22	253,872
Nevada										3	1			3	7	95,202
Wyoming	4	1				1	3	1	1	1	1		1	1	15	222,138
TOTALS	10	14	0	1	0	1	4	1	1	5	2	0	1	4	44	\$571,212

Sending State	Receiving Schools*		Total Number Students	Total Fees Paid by Sending State
	MDWST	SMU		
Alaska		1	1	\$13,700
Montana			0	0
Utah	2	1	3	41,100
Wyoming	1		1	13,700
TOTALS	3	2	5	\$68,500

Sending State	Receiving Schools*				Total Number Students	Total Fees Paid by Sending State
	UCD	CSU	OSU	WSU		
Arizona		27	3	13	43	\$1,268,500
Hawaii		11		2	13	383,500
Montana		16	1	19	36	1,032,500
Nevada		9	2	6	17	501,500
New Mexico		27	1	10	38	1,121,000
North Dakota		5			5	147,500
Utah		2	2	13	17	501,500
Wyoming		22	1	10	33	973,500
TOTALS	0	119	10	73	202	\$5,929,500

* See Table 6 or www.wiche.edu/psep for full names of institutions.



"I'm from Montana, and without WICHE's PSEP, it would have been almost impossible to gain entry into veterinary school and be able to afford it. This program will help me achieve my dream of becoming a veterinarian and assist me in keeping my debt load low enough to be able to work in a rural setting. As a first-generation college graduate, I am thankful for this opportunity and look forward to returning to my home state to serve the residents of Montana."

*– Tim, Montana resident, Class of 2013,
Washington State University, College of Veterinary Medicine*

Professional Student Exchange Program

Table 6. Receipt of Support Fees by State and Institution, 2011-12

ARIZONA		
Institution	Number of Students	Support Fees by Field
PUBLIC		
University of Arizona, Phoenix (ARIZ-PHX)		
Medicine	1	\$29,700
Institution Total	1	\$29,700
University of Arizona, Tucson (ARIZ-TUC)		
Medicine	2	\$59,400
Pharmacy	0	0
Institution Total	2	\$59,400
Public Institution Total	3	\$89,100
PRIVATE		
A.T. Still University Mesa Campus (ATSU MESA)		
Dentistry	17	\$374,706
Occupational Therapy	13	104,868
Osteopathic Medicine	0	0
Physical Therapy	0	0
Physician Assistant	10	158,670
Institution Total	40	\$638,244
Midwestern University (MDWST)		
Dentistry	6	\$138,000
Occupational Therapy	7	76,634
Optometry	20	316,000
Osteopathic Medicine	47	906,200
Pharmacy	1	9,333
Physician Assistant	14	111,069
Podiatry	3	41,100
Institution Total	98	\$1,598,336
Private Institution Total	138	\$2,236,580
ARIZONA TOTAL	141	\$2,325,680

CALIFORNIA		
Institution	Number of Students	Support Fees by Field
PUBLIC		
California State University, Fresno (CSF)		
Physical Therapy	0	\$0
Institution Total	0	\$0

CALIFORNIA (continued)		
Institution	Number of Students	Support Fees by Field
University of California, Davis (UCD)		
Medicine	0	\$0
Veterinary Medicine	0	0
Institution Total	0	\$0
University of California, Irvine (UCI)		
Medicine	0	\$0
Institution Total	0	\$0
University of California, Los Angeles (UCLA)		
Dentistry	1	\$0
Medicine	0	0
Institution Total	1	\$0
University of California, San Diego (UCSD)		
Medicine	0	\$0
Pharmacy	0	0
Institution Total	0	\$0
University of California, San Francisco (UCSF)		
Dentistry	2	\$46,000
Medicine	1	29,700
Pharmacy	1	7,000
Institution Total	4	\$82,700
Public Institution Total	5	\$82,700
PRIVATE		
Chapman University (CHAP)		
Physical Therapy	1	\$14,533
Institution Total	1	\$14,533
Loma Linda University (LLU)		
Dentistry	0	\$0
Medicine	1	29,700
Occupational Therapy	1	20,167
Physical Therapy	0	0
Physician Assistant	0	0
Institution Total	2	\$49,867
Mount St. Mary's College (MSMC)		
Physical Therapy	0	\$0
Institution Total	0	\$0

CALIFORNIA (continued)		
Institution	Number of Students	Support Fees by Field
Samuel Merritt University (SMU)		
Occupational Therapy	0	\$0
Physical Therapy	0	0
Physician Assistant	1	15,867
Podiatry	2	27,400
Institution Total	3	\$43,267
Southern California College of Optometry (SCCO)		
Optometry	29	\$458,200
Institution Total	29	\$458,200
Stanford University (STAN)		
Medicine	0	\$0
Institution Total	0	\$0
Touro University - California (TOURO-CA)		
Osteopathic Medicine	2	\$39,400
Institution Total	2	\$39,400
University of the Pacific (UOP)		
Dentistry	5	\$153,335
Pharmacy	3	24,500
Physical Therapy	3	49,050
Institution Total	11	\$226,885
University of Southern California (USC)		
Dentistry	5	\$115,000
Medicine	0	0
Occupational Therapy	1	20,167
Pharmacy	0	0
Physical Therapy	4	47,233
Physician Assistant	0	0
Institution Total	10	\$182,400
Western University of Health Sciences (WUHS)		
Dentistry	0	\$0
Optometry	1	15,800
Osteopathic Medicine	7	137,900
Pharmacy	0	0
Physical Therapy	1	15,867
Physician Assistant	0	0
Institution Total	9	\$169,567
Private Institution Total	67	\$1,184,119
CALIFORNIA TOTAL	72	\$1,266,819

Professional Student Exchange Program

Table 6 (continued). Receipt of Support Fees by State and Institution, 2011-12

COLORADO		
Institution	Number of Students	Support Fees by Field
PUBLIC		
Colorado State University (CSU)		
Veterinary Medicine	119	\$3,481,000
Institution Total	119	\$3,481,000
Red Rocks Community College (RRCC)		
Physician Assistant	1	\$15,867
Institution Total	1	\$15,867
University of Colorado Denver (COLO)		
Dentistry	38	\$874,000
Medicine	12	341,550
Pharmacy	0	0
Physical Therapy	1	14,533
Physician Assistant	4	63,468
Institution Total	55	\$1,293,551
Public Institution Total	175	\$4,790,418
PRIVATE		
Regis University (REGIS)		
Physical Therapy	2	\$21,800
Institution Total	2	\$21,800
Private Institution Total	2	\$21,800
COLORADO TOTAL	177	\$4,812,218
HAWAII		
University of Hawaii at Manoa (HAW)		
Medicine	1	\$0
Institution Total	1	\$0
University of Hawaii at Hilo (HI-HILO)		
Pharmacy	0	\$0
Institution Total	0	\$0
HAWAII TOTAL	1	\$0

IDAHO		
Institution	Number of Students	Support Fees by Field
Idaho State University (ISU)		
Occupational Therapy	0	\$0
Pharmacy	0	0
Physical Therapy	2	21,800
Physician Assistant	1	15,867
Institution Total	3	\$37,667
IDAHO TOTAL	3	\$37,667

MONTANA		
Institution	Number of Students	Support Fees by Field
University of Montana (MONT)		
Pharmacy	4	\$28,000
Physical Therapy	1	14,533
Institution Total	5	\$42,533
MONTANA TOTAL	5	\$42,533

NEVADA		
Institution	Number of Students	Support Fees by Field
PUBLIC		
University of Nevada, Reno (NEV)		
Medicine	2	\$59,400
Institution Total	2	\$59,400
University of Nevada, Las Vegas (UNLV)		
Dentistry	0	\$0
Institution Total	0	\$0
Public Institution Total	2	\$59,400
PRIVATE		
Touro University, Nevada (TOURO-NV)		
Occupational Therapy	1	\$12,100
Osteopathic Medicine	6	78,800
Physician Assistant	5	63,468
Institution Total	12	\$154,368
Roseman University of Health Sciences (RUHS)		
Pharmacy	7	\$65,331
Institution Total	7	\$65,331
Private Institution Total	19	\$219,699
NEVADA TOTAL	21	\$279,099

NEW MEXICO		
Institution	Number of Students	Support Fees by Field
University of New Mexico (UNM)		
Medicine	2	\$44,550
Occupational Therapy	0	0
Pharmacy	0	0
Physical Therapy	0	0
Institution Total	2	\$44,550
Western New Mexico University (WNMU)		
Occupational Therapy	0	0
Institution Total	2	\$24,200
NEW MEXICO TOTAL	2	\$68,750

NORTH DAKOTA		
Institution	Number of Students	Support Fees by Field
North Dakota State University (NDSU)		
Pharmacy	0	\$0
Institution Total	0	\$0
University of North Dakota (UND)		
Medicine	3	\$89,100
Occupational Therapy	0	0
Physical Therapy	9	123,531
Institution Total	12	\$221,631
NORTH DAKOTA TOTAL	12	\$221,631

OREGON		
Institution	Number of Students	Support Fees by Field
PUBLIC		
Oregon State University (OSU)		
Pharmacy	6	\$42,000
Veterinary Medicine	10	295,000
Institution Total	16	\$337,000
Oregon Health & Science University (OHSU)		
Dentistry	10	\$230,000
Medicine	8	237,600
Physician Assistant	0	0
Institution Total	18	\$467,600
Public Institution Total	34	\$804,600

Professional Student Exchange Program

Table 6 (continued). Receipt of Support Fees by State and Institution, 2011-12

OREGON (continued)		
Institution	Number of Students	Support Fees by Field
PRIVATE		
Pacific University (PACU)		
Occupational Therapy	9	\$96,801
Optometry	60	948,000
Pharmacy	0	0
Physical Therapy	5	54,500
Physician Assistant	2	31,734
Institution Total	76	\$1,131,035
Private Institution Total	76	\$1,131,035
OREGON TOTAL	110	\$1,935,635

SOUTH DAKOTA		
University of South Dakota (USD)		
Occupational Therapy	0	\$0
Institution Total	0	\$0
SOUTH DAKOTA TOTAL	0	\$0

UTAH		
University of Utah (UTAH)		
Medicine	0	\$0
Occupational Therapy	0	0
Physical Therapy	3	43,599
Physician Assistant	1	15,867
Institution Total	4	\$59,466
UTAH TOTAL	4	\$59,466

WASHINGTON		
PUBLIC		
Eastern Washington University (EWU)		
Occupational Therapy	3	\$32,267
Physical Therapy	1	10,900
Institution Total	4	\$43,167

WASHINGTON (continued)		
PRIVATE		
University of Washington (WASH)		
Dentistry	6	\$138,000
Occupational Therapy	0	0
Pharmacy	2	14,000
Physical Therapy	1	14,533
Physician Assistant	4	63,468
Institution Total	13	\$230,001
Washington State University (WSU)		
Pharmacy	2	\$14,000
Veterinary Medicine	73	2,153,500
Institution Total	75	\$2,167,500
Public Institution Total	92	\$2,440,668

PRIVATE		
University of Puget Sound (UPS)		
Occupational Therapy	4	\$32,267
Physical Therapy	0	0
Institution Total	4	\$32,267
Private Institution Total	4	\$32,267
WASHINGTON TOTAL	96	\$2,472,935

WYOMING		
University of Wyoming (WYO)		
Pharmacy	1	\$7,000
Institution Total	1	\$7,000
WYOMING TOTAL	1	\$7,000

OUT OF REGION		
PUBLIC		
University of Missouri-Kansas City (UMKC), MO		
Dentistry	7	\$161,000
Institution Total	7	\$161,000
University of Nebraska (NEB), NE		
Dentistry	1	\$23,000
Institution Total	1	\$23,000

OUT OF REGION (continued)		
PRIVATE		
Northeastern State University (NSU), OK		
Optometry	1	\$15,800
Institution Total	1	\$15,800
Public Institution Total	9	\$199,800

PRIVATE		
Creighton University (CREI), NE		
Dentistry	14	\$322,000
Institution Total	14	\$322,000
Illinois College of Optometry (ILCO), IL		
Optometry	4	\$63,200
Institution Total	4	\$63,200

A.T. Still University (ATSU), MO		
Osteopathic Medicine	3	\$59,100
Institution Total	3	\$59,100

Marquette University (MARQ), WI		
Dentistry	1	\$23,000
Institution Total	1	\$23,000

New England College of Optometry (NECO), MA		
Optometry	1	\$15,800
Institution Total	1	\$15,800

Nova Southeastern University (NOVA), FL		
Optometry	2	\$15,800
Institution Total	2	\$15,800

Southern College of Optometry (SCO), TN		
Optometry	1	\$15,800
Institution Total	1	\$15,800

Private Institution Total	26	\$514,700
OUT OF REGION TOTAL	35	\$714,500

IN REGION TOTAL	647	\$13,520,433
TOTAL RECEIPTS OF SUPPORT FEES	682	\$14,234,933

Professional Student Exchange Program

Table 7. New and Continuing Students by Gender and Race/Ethnicity, 2011-12

State	Total	Gender		Race/Ethnicity					
		Male	Female	AA	BL	LA	NA	WH	UK
Alaska	14	6	8						14
Arizona	196	87	109	24	2	11		157	2
Colorado	26	12	14	4		1		17	4
Hawaii	60	15	45	46		1	1	1	11
Idaho	3	3	0					3	
Montana	86	27	59				1	81	4
Nevada	43	13	30			2		12	29
New Mexico	75	29	46	4		18	1	46	6
North Dakota	38	10	28					33	5
Utah	29	19	10			1		22	6
Washington	4	4	0	1				2	1
Wyoming	108	39	69	1		1		100	6
TOTAL	682	264	418	80	2	35	3	474	88

“Knowing from a young age I would be pursuing a career in medicine, WICHE’s PSEP was always a critical piece of the application puzzle. Without WICHE preference out-of-state applicants have little chance of getting admitted into most of the medical schools around the country. I was able to mark ‘WICHE certified’ on my applications, and it helped me secure a position at the University of North Dakota. I am now pursuing a general surgery residency at a level 1 trauma center. WICHE plays a vital role in educating physicians who will return to Montana and support the future of the profession.”



– Rachel Ott, M.D., Montana resident, Class of 2010, University of North Dakota School of Medicine

NOTE: Abbreviations: AA = Asian American; BL = black; LA = Latino/a; NA = Native American; WH = white; UK = unknown. Race/ethnicity information is self-reported by applicants for state certification.

“It’s easy to become overwhelmed by academic responsibilities and the staggering debt that is accrued in four years while preparing for a career in medicine. WICHE’s PSEP has been a lifesaver, making private tuition as affordable as a public program. The support has allowed me to focus more on succeeding in my profession instead of dwelling on financial hardship. The assistance has allowed me to become the best physician I can be, which will ultimately benefit my future patients – the residents of Arizona. Thank you, WICHE!”

– Nathaniel, Arizona resident, Class of 2012, Midwestern University, Arizona College of Osteopathic Medicine

Professional Student Exchange Program

Return Rates of WICHE PSEP Graduates

In fall 2006, states that supported students through the Professional Student Exchange Program collected return rate data on their PSEP graduates.

Currently, five states contractually require their PSEP graduates to return and serve their home state residents: Arizona, Colorado, New Mexico, Nevada, and Washington (these are the “contractual payback states” listed in Table 8). Alaska, Idaho, Montana, North Dakota, Utah, and Wyoming are “honor system states”: they encourage their graduates to return to their home state but do not contractually require them to do so. Alaska’s participation in PSEP is distinctive: to make the benefits of PSEP available to its residents in the absence of state funding, Alaska treats the support fee as a loan to each PSEP student. Graduates must repay the loan, whether or not they return to Alaska.

Changes to payback policy in two WICHE states are on the horizon. Hawaii is actively proposing legislation for a payback obligation for its future PSEP graduates. And the Wyoming Legislature approved a service payback requirement in 2011, to be implemented for new students in all healthcare professions (except veterinary medicine) enrolling in fall 2013.

Table 8 gives a “snapshot” in time of PSEP alumni who graduated between 2001 and 2005 and who were licensed or practicing in their home state (from December 2006 to November 2007, depending on when the state researched its graduates and returned its data). Our calculations look at a specific point in time and are likely to be lower than the actual number of PSEP graduates who return and serve their state. Payback states that measure return rates over a longer timeframe will demonstrate higher return rates. This is especially true for fields where graduates may be completing a residency, internship, or clinical experience, or may be on deferment for other reasons, though they will ultimately return to serve their state at a later date.

For allopathic and osteopathic medicine, recent graduates must complete three- to four-year residencies. Some complete their residencies in state, while others go elsewhere, though the latter may plan to return to their home state at a later date. For these professions WICHE counted PSEP alumni who graduated between 1997 and 2001, in order to allow time for them to complete their residencies and set up practice in their home state.

Are states getting a good return on their PSEP investment dollar? The average return rate for all reporting WICHE states was 59 percent as of 2007. Return rates for payback states were the highest, averaging 74 percent and ranging as high as 94 percent, depending on the profession. Return rates for honor system states were lower, averaging 39 percent and ranging up to 75 percent, depending on the profession. Return rates were the lowest in primarily rural states that currently do not require a service payback from their residents, such as Idaho, Montana, and Wyoming. Some of the honor system states use PSEP primarily as an access program.

We hope this information will prompt our member states to consider:

- Establishing a service payback requirement if your state does not currently require one. Although there is an administrative cost to tracking graduates, it may be in the state residents’ best interest to stimulate higher return rates.
- Creating or increasing rural or underserved incentives, such as loan repayment programs that will encourage graduates in the healthcare fields to return to their home state and will make it affordable for them to live and work in these areas.
- Using repayment monies paid by nonreturning graduates to fund loan repayment incentives for graduates who return to their home state to practice in rural and underserved areas (for states with service payback requirements).



For more information download the PSEP brochure (right) from www.wiche.edu/psep.

Professional Student Exchange Program

Table 8. PSEP Five-year Return Rates by State and Profession: 2001-2005 (1997-2001 for D.O.s/M.D.s)

Return Rates by State				Return Rates by Profession			
	Total Number Students	Number Returning to State	Percent Returning		Total Number Students	Number Returning to State	Percent Returning
Alaska				Nevada*			
Dentistry	4	3	75%	Optometry	12	8	67%
Occupational Therapy	1	0	0	Pharmacy	17	14	82
Optometry	0	0	0	Physician Assistant	12	8	67
Pharmacy	0	0	0	Veterinary Medicine	18	11	61
Physical Therapy	2	1	50	Nevada TOTAL	59	41	69%
Physician Assistant	7	3	43	New Mexico*			
Podiatry	0	0	0	Dentistry	26	24	92%
Alaska TOTAL	14	7	50%	Optometry	4	2	50
Arizona*				Osteopathic Medicine **	12	5	42
Dentistry	60	48	80%	Podiatry	1	0	0
Occupational Therapy	20	16	80	Veterinary Medicine	46	34	74
Optometry	22	17	77	New Mexico TOTAL	89	65	73%
Osteopathic Medicine **	27	13	48	Utah			
Physician Assistant	36	34	94	Optometry	19	14	74%
Veterinary Medicine	87	63	72	Podiatry	9	2	22
Arizona TOTAL	252	191	76%	Veterinary Medicine	31	17	55
Colorado*				Utah TOTAL	59	33	56%
Optometry	31	22	71%	Washington*			
Colorado TOTAL	31	22	71%	Optometry	18	14	78%
Idaho				Osteopathic Medicine **	5	2	40
Optometry	11	4	36%	Washington TOTAL	23	16	70%
Idaho TOTAL	11	4	36%	Wyoming			
Montana				Dentistry	26	13	50%
Dentistry	12	5	42%	Medicine **	30	6	20
Medicine **	26	10	38	Occupational Therapy	4	1	25
Occupational Therapy	6	3	50	Optometry	22	7	32
Optometry	8	4	50	Osteopathic Medicine **	3	0	0
Osteopathic Medicine **	3	1	33	Physical Therapy	33	6	18
Podiatry	0	0	0	Physician Assistant	5	1	20
Veterinary Medicine	39	22	56	Podiatry	2	0	0
Montana TOTAL	94	45	48%	Veterinary Medicine	33	9	27
				Wyoming TOTAL	158	43	27%

Return Rates by Profession			
	Total Number Students	Number Returning to State	Percent Returning
Dentistry	128	93	73%
Medicine **	56	16	29
Occupational Therapy	31	20	65
Optometry	147	92	63
Osteopathic Medicine **	50	21	42
Pharmacy	17	14	82
Physical Therapy	35	7	20
Physician Assistant	60	46	77
Podiatry	12	2	17
Veterinary Medicine	254	156	61%
TOTAL for all Reporting WICHE PSEP States			
	790	467	59%
TOTAL for Contractual Payback States			
	454	335	74%
TOTAL for Honor System States			
	336	132	39%

NOTES:
 Return rates reported by state offices may vary from WICHE calculations, due to different timeframes over which the return is measured.
 Not reporting: Hawaii and North Dakota.
 * Contractual payback states.
 ** 1997-2001 D.O. and M.D. graduates.

For more information about return rates, contact the director of student exchange, at 303.541.0214.

Western Regional Graduate Program

The Western Regional Graduate Program (WRGP, www.wiche.edu/wrgp) is an exceptional educational resource for the West, allowing master's, graduate certificate, and Ph.D. students who are residents of the 15 participating states to enroll in more than 250 high-quality programs at 48 participating institutions and pay resident tuition. In fall 2011 more than 850 students enrolled through WRGP and saved an estimated \$11.5 million dollars in tuition overall – an average of \$10,800 per student. Enrollment numbers for WRGP continue to increase as more California residents participate. And more public California institutions are submitting programs for participation in WRGP, creating more opportunities for students from the other Western states to enroll there, too.

WRGP is a tuition-reciprocity arrangement; students pay resident tuition and can enroll directly in the program through WRGP. They are not dependent upon the approval of their home state to participate because the home state does not provide funding for each student. This represents a tremendous opportunity for WICHE states to share distinctive programs (and the faculty who teach them) and build their workforce in a variety of disciplines, particularly healthcare.

If you know of a particular program that is interested in applying to participate in the WRGP network, have them contact the director of the Student Exchange Program, so that we can assure direct notification when the next request for proposals is released in fall 2013. Graduate deans, provosts, and chief academic officers at all public institutions and systems in the WICHE region will be notified of the deadline and the process for submitting new programs.

To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Given the tremendous needs in the healthcare workforce, healthcare-related programs are not subject to the "distinctiveness" criteria but must be of high quality. WICHE is particularly interested in reviewing nominations for high-need and emerging field programs. These include professional science master's degrees and graduate certificate programs, as well as graduate degrees in emerging fields such as microtechnology and nanotechnology; green building and building energy conservation; emerging media and communications; biotechnology and bioinformatics; computer and cyber security; alternative energy technology; and homeland security. Visit www.wiche.edu/wrgp for more information.

"I have long wanted to return to school to pursue an advanced degree, but living in Wyoming and having a family limited my options. I discovered an occupational therapy doctorate program at the University of Utah and decided that this was the program for me. It's designed for working professionals and is entirely online. Courses are relevant to each student's area of study and allow each of us to pursue a specific area of interest. WICHE's WRGP has made participation affordable for my family. The best part is that I can pursue my advanced degree while remaining at home and continuing to work in Wyoming as an occupational therapist. I was so excited to discover the many positives that resulted from this partnership between higher education institutions in the West; it provides unique opportunities for those of us who have strong ties and commitments to a small rural state."

*– Sheri, Wyoming resident, Class of 2014
University of Utah, Doctorate of Occupational Therapy*



Western Regional Graduate Program

Examples of Programs Available through WRGP

If a healthcare profession is not offered through PSEP, WRGP is an excellent option, offering more than 70 healthcare-related programs. They include a wide variety of graduate nursing degrees, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, and more. WRGP even offers advanced degrees to train future faculty members, including a doctorate in occupational therapy and a master's in dental hygiene.

WRGP is also a tremendous resource for graduates looking for distinctive, highly specialized programs in business, education, liberal arts, and the sciences that may not be available in the student's home state. The map below shows some examples of programs offered through WRGP. For a full list of programs, visit www.wiche.edu/wrgp. Approximately 30 new programs will be available through the WRGP network, effective fall 2012.



“Since graduating with my bachelor’s in dental hygiene, I’ve had ambitions of obtaining my master’s. Lack of an in-state program and the financial burden of out-of-state tuition prohibited me from accomplishing my goal. Reduced tuition available by enrolling through WICHE’s WRGP has eliminated this burden and allowed me to fulfill my goal. I’m excited for the knowledge I’ll gain, and the new future ahead of me. Without WRGP a master’s in dental hygiene would’ve been unobtainable. Thank you, WICHE, for giving me the opportunity to start something big!”

– Andrea, California resident, Class of 2012, Eastern Washington University, Master’s in Dental Hygiene

Western Regional Graduate Program

Table 9. Five-year Enrollment Summary, New and Continuing Students, 2007-2011

State (Number of Programs)	2007		2008		2009		2010		2011	
	Received	Sent	Received	Sent	Received	Sent	Received	Sent	Received	Sent
Alaska (7)	12	27	13	22	17	23	10	25	14	19
Arizona (36)	38	36	33	32	56	41	121	46	199	53
California (2)	–	–	–	–	–	67	1	153	2	224
Colorado (71)	125	43	107	47	134	45	199	56	210	67
Hawaii (10)	30	20	24	10	36	13	41	16	49	17
Idaho (10)	2	44	8	36	8	37	7	48	21	56
Montana (11)	46	28	8	22	13	25	22	31	45	35
Nevada (7)	6	14	7	16	20	19	21	24	23	31
New Mexico (21)	27	26	36	24	38	34	41	44	62	46
North Dakota (8)	0	10	6	9	22	8	7	11	9	15
Oregon (8)	64	39	51	37	35	43	66	53	24	84
South Dakota (7)	5	23	5	6	5	8	4	9	10	20
Utah (36)	42	45	39	31	56	35	91	42	118	58
Washington (15)	53	69	44	79	57	84	44	97	71	92
Wyoming (4)	10	36	13	23	5	20	6	26	2	42
TOTAL (253)	460	460	394	394	502	502	681	681	859	859

From an administrator's perspective:

"Idaho State University's program in communication sciences and disorders is new to WRGP this year, and we are very happy to be able to provide a tuition reduction to students from our fellow WICHE states. We've been very pleased with the quality of WRGP applicants to our program. The continual increase in tuition has made higher education in the health sciences out of reach for many students, but WRGP makes it more accessible and affordable. WICHE's WRGP demonstrates that learning passes well beyond the boundaries of individual states, as do the benefits of education."

– Tony Seikel, Professor & Associate Dean, Idaho State University

From a student's perspective:

"Portland State University has the only program to educate teachers of the visually impaired in the Pacific Northwest. Thanks to WICHE's WRGP, I'm able to attend PSU and pay Oregon resident tuition even though I live in Washington. I plan to teach in a field that is experiencing a serious shortage of qualified educators."

*– Carrie, Washington resident, Class of 2012,
Portland State University, Education of the Visually Impaired*

Western Undergraduate Exchange

The Western Undergraduate Exchange (WUE, www.wiche.edu/wue) is a regional tuition-reciprocity agreement that enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of the enrolling institution's resident tuition. WUE was created in 1987 and is now the largest program of its kind in the nation. Since the first exchanges began in 1988, WUE has provided WICHE students and their parents with discounts on more than 328,650 annual tuition bills – saving them an estimated \$1.76 billion.

The program continues to grow. In 2011-12 more than 29,000 WUE students saved \$223.8 million overall: an average of \$7,696 each. Figure 2 below shows the continued growth of the program over the past five years. Table 11 shows the number of WUE students received in and sent from each state over the last five years.

Students can choose from 148 participating WUE institutions. Colorado Northwestern Community College and Eastern Oregon University are WUE's newest members. WICHE encourages nonparticipating institutions to consider joining the WUE network as a tool to meet their recruitment and enrollment goals.

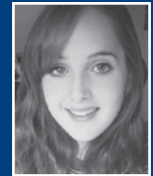
The WUE agreement offers tremendous autonomy to participating institutions and their states. Each state or institution controls its level of participation. Some states set limits on the total number of students admitted. Each state and institution chooses which programs they wish to

make available to WUE students, and under what conditions. In many cases institutions have opened all of their programs on a space-available basis. In other cases institutions have excluded some programs or have listed only specific programs that are open to WUE students.

Detailed WUE enrollment reports are available on WICHE's website, and custom CIP code-based reports are also available by request to state higher education offices and enrollment planners of participating institutions. These reports show where WUE students are enrolling (by state) and which programs of study they are seeking, helping stakeholders to make WUE work for their institutions and their state.

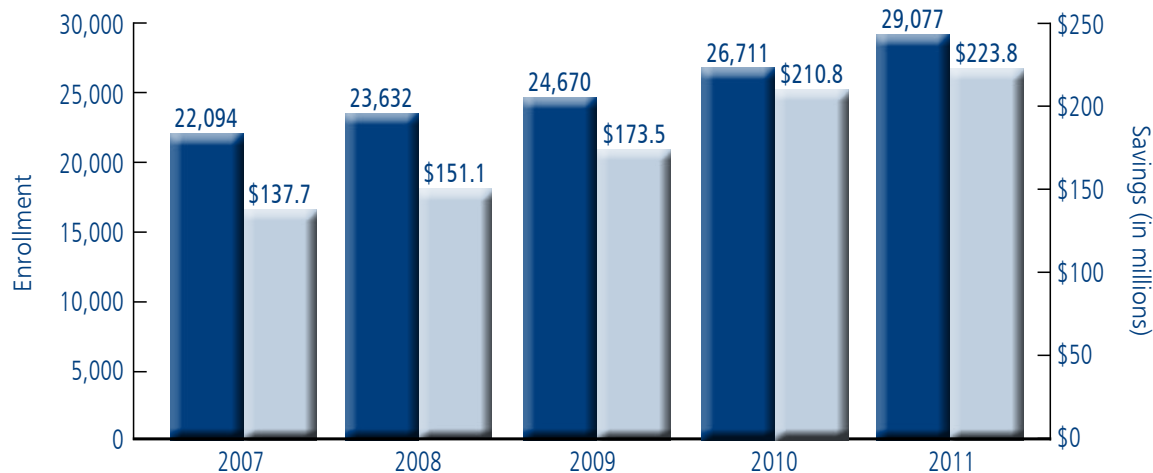
From a student's perspective:

"I'm studying musical theatre at Central Washington University. The theatre and performing have been my life since I was very small. When I visited CWU, I fell in love with the campus and Ellensburg; I didn't want to go anywhere else. I had my back-up plans, but luckily I didn't have to use them. My parents wouldn't have been able to afford CWU without WUE, as my sister is enrolled in a private college. Thanks to WUE I am following my dreams and will get the chance to go to Europe for a month as part of my studies. Thank you!"



– Whitney, Oregon resident, Class of 2014,
Central Washington University, Musical Theatre

Figure 2. WUE Enrollment and Savings (in millions), 2007-2011



From an administrator's perspective:

"Both students and administrators consider it a great advantage to participate in WUE. It enables students to meet tuition costs for their studies, and it makes it possible for institutions to recruit out-of-state students whose presence enhances the diversity of the student body. As we talk to students, they express their gratitude to be spared insurmountable debt burdens, thus allowing them to pursue their professional dreams and focus on their studies. The collaborative effort between WICHE staff, the participating institutions and their states, and the students is inspirational."

– Amber Cook, Accounting Specialist,
Financial Aid & Scholarships, University of Utah

Western Undergraduate Exchange

Table 10. Fall 2011 Enrollment Summary, New and Continuing Students

State Of Attendance (Number of WUE Institutions)	State of Residence															Attendance Totals
	AK	AZ	CA	CO	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
Alaska (9)	–	39	143	46	20	25	19	19	9	9	54	4	31	134	10	562
Arizona (25)	229	–	2,766	488	291	87	46	415	179	5	162	23	196	286	35	5,208
California (10)	72	52	–	88	156	46	23	54	22	3	158	8	33	257	15	987
Colorado (22)	159	292	841	–	296	98	79	121	265	42	111	74	170	149	215	2,912
Hawaii (2)	67	91	1,313	180	–	31	26	53	21	14	109	9	13	313	13	2,253
Idaho (6)	165	34	306	55	26	–	138	123	6	6	279	11	38	1,162	31	2,380
Montana (12)	130	31	242	247	42	290	–	61	11	70	157	66	60	479	211	2,097
Nevada (7)	103	92	1,858	81	276	53	21	–	19	14	85	13	47	117	16	2,795
New Mexico (10)	31	184	412	92	25	14	12	37	–	1	32	9	13	68	12	942
North Dakota (11)	86	116	457	184	36	61	156	74	19	–	72	200	38	191	186	1,876
Oregon (6)	199	49	813	55	272	94	31	72	26	2	–	4	18	503	9	2,147
South Dakota (6)	31	98	171	243	11	25	98	25	10	199	25	–	14	79	406	1,435
Utah (9)	33	31	112	67	30	97	23	129	14	2	28	1	–	45	49	661
Washington (4)	167	20	203	64	104	204	80	38	15	1	190	1	19	–	18	1,124
Wyoming (9)	24	44	80	422	11	110	521	35	14	26	28	123	195	65	–	1,698
Two-Year (65)	151	162	822	628	196	239	618	265	143	49	167	169	506	507	127	4,749
Four-Year (83)	1,345	1,011	8,895	1,684	1,400	996	655	991	487	345	1,323	377	379	3,341	1,099	24,328
GRAND TOTAL (148)	1,496	1,173	9,717	2,312	1,596	1,235	1,273	1,256	630	394	1,490	546	885	3,848	1,226	29,077

For answers to all your questions about WUE, visit www.wiche.edu/askWICHE

Western Undergraduate Exchange

Table 11. Five-year Enrollment Summary, New and Continuing Students, 2007-2011

State	2007		2008		2009		2010		2011	
	Received	Sent	Received	Sent	Received	Sent	Received	Sent	Received	Sent
Alaska	446	1,610	499	1,680	534	1,631	546	1,534	562	1,496
Arizona	2,736	893	3,292	865	3,480	1,032	4,321	1,045	5,208	1,173
California	408	3,807	553	5,082	916	5,698	1,026	7,667	987	9,717
Colorado	1,486	2,632	1,562	2,491	1,734	2,457	2,074	2,345	2,912	2,312
Hawaii	2,050	1,403	1,998	1,442	1,968	1,455	1,838	1,508	2,253	1,596
Idaho	1,908	1,107	2,550	1,130	2,756	1,215	2,807	1,175	2,380	1,235
Montana	1,724	1,162	1,637	1,168	1,754	1,257	2,012	1,130	2,097	1,273
Nevada	2,726	874	2,737	944	2,955	1,084	2,625	1,104	2,795	1,256
New Mexico	402	671	460	668	581	610	715	624	942	630
North Dakota	1,408	402	1,437	357	1,466	361	1,604	367	1,876	394
Oregon	1,659	1,506	1,939	1,506	1,626	1,614	2,238	1,586	2,147	1,490
South Dakota	1,286	749	1,289	695	1,303	596	1,407	594	1,435	546
Utah	768	778	715	795	757	780	682	867	661	885
Washington	717	3,257	818	3,656	890	3,721	1,028	3,986	1,124	3,848
Wyoming	2,370	1,243	2,146	1,153	1,950	1,159	1,788	1,179	1,698	1,226
TOTAL	22,094	22,094	23,632	23,632	24,670	24,670	26,711	26,711	29,077	29,077

NOTE: University of Wyoming's WUE enrollment numbers are based on end-of-fall data from the previous year.



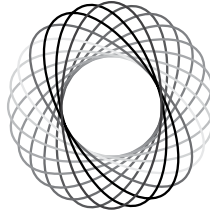
“As a young Hispanic from a very low-income family, I would not have been able to attend CSU without reduced tuition through WUE. CSU and Colorado are a very good fit for me in many ways: academically, socially, and the surrounding environment. If it weren't for WUE, I would have had to stay in my home state for college. Although there are good opportunities there too, I also believe that anyone who's willing to work hard and takes college seriously deserves the opportunity to leave home and find a school that is the best fit for their academic goals and personal growth.”

*– Jasmine, New Mexico resident, Class of 2014,
Colorado State University, Fish, Wildlife, and Conservation Biology*

Internet Course Exchange

WICHE Internet Course Exchange (ICE): The Next Generation of Student Exchange

The WICHE Internet Course Exchange (ICE, www.wiche.edu/ice) is a robust administrative tool institutions can leverage to operate more efficiently and to advance strategic initiatives during these tight financial times. Through ICE member institutions exchange seats in online courses to provide more selection to their students and give faculty the opportunity to collaborate with their colleagues at other institutions. Consider these scenarios:



- Your institution has a strong online program in a specialty area. But it is underenrolled and you do not know if you can justify the expense. ICE allows you to export empty seats to other institutions and generate revenue.
- A vacancy on your faculty leaves you with a course that no one on campus is qualified to teach. ICE allows you to see if other institutions have vacant seats in online versions of the same course that you can import and make available to your students.
- There is pressing need in your region to develop and deliver a program to help professionals meet certification requirements. But new resources are scarce. ICE allows you to identify other institutions in the same situation, to pool faculty expertise and to share the work and expense of developing a new online program. The resulting program is more robust because it garners enrollments across multiple institutions.
- Your institution's new strategic plan calls for creating an organization that is responsive to change and that better utilizes technology to expand and enhance its academic offerings. Rather than watching this vision fade while waiting for "a better day," you can tap ICE for affordable opportunities to push forward.
- Your budget constraints necessitate cutting low-enrollment programs. ICE allows you to import seats in courses from other institutions to meet your teach-out requirements.

While the possibilities for academic collaborations are infinite, the behind-the-scenes work necessary to make a consortium function are time-consuming. Institutions that have launched such programs without utilizing ICE can attest to the countless hours spent wrangling the details of admission, registration, financial aid, fee payment, credit transfer, and

other issues. If not managed correctly, such details can be the undoing of an otherwise good academic collaboration. Oftentimes, students suffer because institutions cannot get their processes to align. Fortunately, ICE offers a robust administrative solution.

ICE is a comprehensive model and set of tools for institutions looking to expand online offerings through collaboration. WICHE has already negotiated the necessary framework to facilitate exchanges and handles the financial transactions between institutions. ICE includes:

- A database that displays detailed information about individual online courses and the number of seats in them available for exchange.
- Support for entire academic programs that are jointly developed and delivered by institutions to fulfill common curricular needs.
- Detailed policies that ensure smooth handling of important administrative issues (admission, registration, financial aid, and student fee collection).
- Contacts at each participating institution who facilitate the exchange of course seats, answer questions, and act as liaisons.
- A forum for jointly addressing common educational needs.

All participating institutions must be regionally accredited and can be either two-year or four-year schools. Systems and consortia whose member institutions meet the same criteria may also belong. As members, all pay annual dues. ICE offers three types of exchanges: seat exchange, course exchange, and program exchange. Institutions can participate in one or more. In addition, they can be a teaching institution (TI) or an enrolling institution (EI), or both.

As colleges and universities offer courses and programs to students at WICHE ICE member institutions, students benefit from richer, more specialized, and relevant course and program options. Faculty members enjoy teaching more courses in their areas of specialization. Advisors are able to counsel students and articulate courses for quality and transferability before students enroll in them. And institutions can make wiser uses of their limited resources.





“Without WRGP I could not afford tuition for my doctoral degree. After graduation I’ll return to my home on the Pine Ridge Indian Reservation in South Dakota. As the recent ‘20/20’ episode about our community showed, the needs of our youth are overwhelming but not insurmountable. I believe strongly in the resilience of our Lakota people, and with my education, I’ll be able to help strengthen our Lakota lifeways. I’ll be the first generation in my family to earn a doctorate. My late parents would be very proud, as they were strong supporters of higher education. A big ‘wopila’ (thank you, in Lakota) to WRGP!”

*– Ethleen, South Dakota resident, Class of 2014,
Colorado State University, Education and Human Resource Studies*

“Words aren’t enough to express my appreciation to the State of Wyoming and WICHE! I grew up on a ranch in Wyoming and have always wanted to live and work in a rural community. Thanks to PSEP I was able to pursue my dream of becoming a veterinarian, and I will be able to return to Wyoming. Without PSEP students like me would not be able to afford to return to their rural communities. Rather, we’d be forced to take employment in larger cities, where earnings are higher, so that we could pay off our student debt. PSEP is a lifesaver for students who don’t have professional schools in their home state.”

*– Summer, Wyoming resident, Class of 2012,
Washington State University, College of Veterinary Medicine*

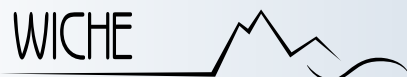
The 15 member states of the Western Interstate Commission for Higher Education work collaboratively to expand educational access and excellence for all citizens of the West.

By promoting innovation, cooperation, resource sharing, and sound public policy among states and institutions, WICHE strengthens higher education’s contributions to the region’s social, economic, and civic life.

Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

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www.wiche.edu
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Western Interstate Commission for Higher Education

“My parents weren’t able to finish high school or earn their college degree because they had me at a very young age. They worked hard to give me the life that they weren’t able to have themselves as children. Going to college was the only thing my parents ever asked of me. We are of a lower-income bracket. I have three younger siblings, and we are all very close in age. We’ve all graduated or are graduating from college. Without WUE there would’ve been no way for me to attend college. I am now in my third semester at Montana Tech. Thanks to WUE I’ll be able to graduate, get a good job, and pay my parents back for every ounce of effort they put forth to raise me and help me get to where I am today.”

*– Shelby, Idaho resident, Class of 2015,
Montana Tech of the University of
Montana, Mining Engineering*

“WRGP has helped CSU’s master’s in integrated resource management recruit and retain students of diverse backgrounds with strong credentials. Every week, I field inquiries from prospective students, and quite often WRGP makes our program financially feasible for them. What’s more, the diversity that WRGP has added to our student cohort has been extremely valuable; thus far, two Native American students have enrolled through WRGP. All of our WRGP students have contributed greatly to classroom discussions and group projects, lending perspectives not represented by other students.”

*– R. Kraig Peel, Director,
Western Center for Integrated Resource Management,
Colorado State University*

