

ARIZONA STATE SENATE
RESEARCH STAFF



DSW

TO: JOINT LEGISLATIVE AUDIT COMMITTEE
Senator Robert Blendu, Cochair
Representative John Nelson, Cochair

DAWN WALLACE
LEGISLATIVE RESEARCH ANALYST
HIGHER EDUCATION COMMITTEE
Telephone: (602) 926-3171
Facsimile: (602) 926-3833

DATE: January 7, 2008

SUBJECT: Sunset Review of the Western Interstate Commission for Higher Education (WICHE)

Attached is the final report of the sunset review of the WICHE, which was conducted by the Senate Higher Education and House of Representatives Higher Education Committee of Reference.

Pursuant to Title 41, Chapter 27, Arizona Revised Statutes, the Committee of Reference, after conducting a sunset review on December 11, 2007, recommends that the WICHE be continued for ten years.

This report has been distributed to the following individuals and agencies:

Governor of the State of Arizona
The Honorable Janet Napolitano

President of the Senate
Senator Timothy S. Bee

Speaker of the House of Representatives
Representative James P. Weiers

Senate Members
Senator Tom O'Halleran, Cochair
Senator Paula Aboud
Senator Linda Gray
Senator Charlene Pesquiera
Senator Jay Tibshraeny

House Members
Representative Nancy McLain, Cochair
Representative Ed Ableser
Representative Nancy Barto
Representative Jennifer Burns
Representative Chad Campbell

Arizona Board of Regents
Department of Library, Archives & Public Records

Senate Republican Staff
Senate Democratic Staff
Senate Research Staff
Senate Resource Center

House Majority Staff
House Democratic Staff
House Majority Research Staff
Chief Clerk

DW/jas
Attachment

Senate Higher Education and House Higher Education Committee of Reference Report

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Background

Pursuant to § 41-2953, Arizona Revised Statutes, the Joint Legislative Audit Committee (JLAC) assigned the sunset review of the Western Interstate Commission for Higher Education (WICHE) to the Senate Higher Education and House Higher Education Committee of Reference.

WICHE is a regional organization created by the Western Regional Education Compact in the 1950s. WICHE was established to facilitate resource sharing among the higher education systems of the western states. WICHE began operations in 1953 in Eugene, Oregon, and moved to Boulder, Colorado, in 1955. WICHE is governed by three gubernatorally-appointed commissioners from each state. Under terms of the compact, each state commits to support WICHE's basic operations through annual administrative fees established by the full Commission. Fifteen western states comprise WICHE: New Mexico, Montana, Arizona, Utah, Oregon, Colorado, Wyoming, Idaho, Alaska, Washington, California, Nevada, Hawaii, North Dakota and South Dakota.

Arizona's participation in the WICHE Program began in 1953 when the state entered into the compact. Arizona's membership in WICHE includes access to three student exchange programs, policy analysis and technology and research programs. The Arizona WICHE Program is concentrated significantly in two student exchange programs: 1) Professional Student Exchange Program (PSEP) and 2) Western Undergraduate Exchange Program (WUE). Additionally, Arizona is a participating state in the Western Regional Graduate Program (WRG). The Arizona WICHE Program is administered by the Arizona Board of Regents (ABOR).

Since the Arizona university system does not offer programs in dentistry, occupational therapy, optometry, osteopathy, physician assistant or veterinary medicine, the PSEP allows an eligible Arizona resident to enroll in one of these professional medical programs in another state (within the compact), or at any in-state private institution that offers these programs. To be eligible, the student must have a 2.5 G.P.A., be a citizen of the United States, a resident of Arizona for the last five consecutive years and fulfill all necessary academic requirements for professional coursework. The student receives preference in the admissions process and pays the resident tuition rate at the public institution. A student who participates in PSEP agrees to practice his or her profession in Arizona one year for each year of WICHE financial support, or serve six months in an underserved Arizona community (determined by the profession's licensing entity). Participants who fail to meet their service requirements must repay 50 percent of the financial support received plus interest. The PSEP receives an annual state General Fund appropriation for subsidies to the public or private institutions that the Arizona resident attends. The WICHE subsidy is typically negotiated with participating institutions but it is generally equitable to the difference between nonresident tuition and resident tuition, or up to two-thirds the private university tuition rate.

Additionally, the WUE Program allows eligible Arizona residents to enroll in selected programs at participating two- and four-year public postsecondary institutions for programs not offered in Arizona at 150 percent of the host institution's regular resident tuition rate. Also, Arizona residents who are seeking graduate degrees may apply for the WRG Program and enroll in selected programs in

participating public colleges or universities in 14 western states at the host institution's regular resident rates of tuition. The WUE and WRG programs do not receive state funded subsidies.

Budget

The state provides state General Fund monies for the WICHE Program in two parts: 1) PSEP student subsidies and 2) WICHE administrative fees. The PSEP student subsidies and the administrative fees are set by the Commission, with input from participating WICHE states and institutions.

According to information provided by the ABOR, the following tables highlight the number of students who were supported in the PSEP from FYs 2001-2002 through 2006-2007, the state appropriation and average subsidy per student.

PSEP State Appropriations				
<i>Year</i>	<i>Subsidy Appropriation</i>	<i>Students Supported</i>	<i>Average Subsidy Per Student</i>	<i>Administrative Fees</i>
2001-2002	\$3,282,400	201	\$16,330	\$ 99,000
2002-2003	\$2,908,100	163	\$17,841	\$103,000
2003-2004	\$2,908,100	161	\$18,063	\$103,000
2004-2005	\$2,908,100	157	\$18,523	\$103,000
2005-2006	\$2,908,100	149	\$19,517	\$108,000
2006-2007	\$3,571,353	183	\$19,623	\$112,000
2007-2008	\$4,115,034	203	\$20,271	\$116,000

Committee Sunset Review Procedures

The Committee of Reference held one public meeting on Tuesday, December 11, 2007, to review the sunset factors prepared by the ABOR, as required by A.R.S. § 41-2954, subsection E, and to receive public testimony. The Committee of Reference also received testimony from the following:

- Joel Sideman, Executive Director, Arizona Board of Regents.
- Louise Lynch, WICHE Administrator, Arizona Board of Regents.

Committee of Reference Recommendations

The Committee of Reference recommends that the WICHE be continued for ten years.

Attachments

1. Committee Agenda Notice
2. Committee of Reference Meeting Minutes
3. COR Presentation Handouts
4. Chairman's Letter requesting sunset factors pursuant to A.R.S. § 41-2954
5. ABOR Response

**COMMITTEE OF
REFERENCE
AGENDA NOTICE**

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

SENATE HIGHER EDUCATION AND HOUSE HIGHER EDUCATION COMMITTEE OF REFERENCE

Date: Tuesday, December 11, 2007

Time: 1:30 P.M.

Place: SHR 1

AGENDA

1. Call to Order
2. Introduction of Members
3. Arizona Commission for Postsecondary Education Sunset Audit
 - Presentation by the Auditor General
 - Agency Response
 - Public Testimony
 - Discussion and Recommendations by the Committee of Reference
4. Western Interstate Commission for Higher Education (WICHE)
 - Presentation by the Arizona Board of Regents
 - Public Testimony
 - Discussion and Recommendations by the Committee of Reference
5. Adjourn

Members:

Senator Tom O'Halleran, Co-Chair
Senator Paula Aboud
Senator Linda Gray
Senator Charlene Pesquiera
Senator Jay Tibshraeny

Representative Nancy McLain, Co-Chair
Representative Ed Ableser
Representative Nancy Barto
Representative Jennifer Burns
Representative Chad Campbell

11/27/07

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Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)926-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

**COMMITTEE OF
REFERENCE
MEETING MINUTES**

ARIZONA STATE LEGISLATURE

SENATE HIGHER EDUCATION AND HOUSE HIGHER EDUCATION COMMITTEE OF REFERENCE

Minutes of the Meeting
Tuesday, December 11, 2007
1:30 p.m., Senate Hearing Room 1

Members Present:

Senator Tom O'Halleran, CoChair
Senator Paula Aboud
Senator Linda Gray
Senator Charlene Pesquiera

Representative Nancy McLain, CoChair
Representative Ed Ableser
Representative Nancy Barto
Representative Jennifer Burns
Representative Chad Campbell

Members Absent:

Senator Jay Tibshraeny

Staff:

Dawn Wallace, Senate Higher Education Research Analyst

Cochairman O'Halleran called the meeting to order at 1:55 p.m. and attendance was noted.

Arizona Commission for Postsecondary Education Sunset Audit

Shan Hays, Performance Audit Manager, Auditor General's Office, gave a presentation on the findings of the Auditor General's Office in its performance audit and sunset review of the Postsecondary Education Commission and submitted the handout (Attachment A) entitled *Postsecondary Education Commission*. Mr. Hays answered questions posed by the Committee.

April Osborn, Executive Director, Arizona Commission for Postsecondary Education, gave the Commission's response to the Auditor Generals Sunset Audit and answered questions posed by the Committee.

John Mangum, Arizona Private Postsecondary Schools Association, testified in support of the continuation of the Commission.

Don Isaacson, Independent Colleges and Universities of Arizona, testified in support of the continuation of the Commission.

Senator Linda Gray moved that the Senate Higher Education and House Higher Education Committee of Reference recommend that the Arizona Commission for Postsecondary Education be continued for ten years until June 30, 2018. The motion passed by voice vote.

Western Interstate Commission for Higher Education (WICHE)

Dawn Wallace, Senate Higher Education Research Analyst, gave an overview of the WICHE program and answered questions posed by the Committee.

Joel Sideman, Executive Director, Arizona Board of Regents, gave informational testimony pertaining to the WICHE program and answered questions posed by the Committee.

Louise Lynch, Arizona Board of Regents, answered questions posed by the Committee.

Don Isaacson, Independent Colleges and Universities of Arizona, testified in support of the WICHE program.

Senator Linda Gray moved that the Senate Higher Education and House Higher Education Committee of Reference recommend that the WICHE program be continued for ten years until June 30, 2018. The motion passed by voice vote.

There being no further business, the meeting was adjourned at 3:02 p.m.

Respectfully submitted,



Jeff Turner
Committee Secretary

(Tapes and attachments on file in the Secretary of the Senate's Office/Resource Center, Room 115.)

**COMMITTEE OF REFERENCE
PRESENTATION
HANDOUT**

ARIZONA STATE SENATE

RESEARCH STAFF



TO: MEMBERS OF THE SENATE
AND HOUSE HIGHER EDUCATION
COMMITTEE OF REFERENCE

DAWN WALLACE *DSW*
LEGISLATIVE RESEARCH ANALYST
HIGHER EDUCATION COMMITTEE
Telephone: (602) 926-3171
Facsimile: (602) 926-3833

DATE: December 5, 2007

SUBJECT: Sunset Review of the Western Interstate Commission for Higher Education (WICHE)

Laws 1998, Chapter 40, Section 2, provides a termination date of July 1, 2008, for the Arizona WICHE Program. Pursuant to A.R.S. § 41-2954, the Committee of Reference is required to consider certain sunset factors in deciding whether to recommend continuance, modification or termination of an agency or program. The following is attached for your review:

- Summary of the WICHE Program with sunset factor response highlights.
- A chart illustrating the number of WICHE students attending out-of-state public and private schools and in-state private schools for academic year 2007-2008.
- The Arizona Board of Regents (ABOR) response to the statutory questions required as part of the sunset review. This information was sent to your offices under a separate memo on September 11, 2007; however, this attachment includes a more current version of the WICHE Professional Student Exchange Program.

The WICHE sunset review is assigned to the Senate Higher Education and House Higher Education Committee of Reference. The meeting is scheduled for December 11, 2007, at 1:30 p.m. in Senate Hearing Room 1.

If you have any questions or need further assistance, please feel free to contact me.

DW/jas
Attachment

**Senate and House Higher Education
Committee Of Reference**

**SUNSET REVIEW OF THE
WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION**

Background

WICHE is a regional organization created by the Western Regional Education Compact in the 1950s. WICHE was established to facilitate resource sharing among the higher education systems of the western states. WICHE began operations in 1953 in Eugene, Oregon, and moved to Boulder, Colorado, in 1955. WICHE is governed by three gubernatorally-appointed commissioners from each state. Under terms of the compact, each state commits to support WICHE's basic operations through annual administrative fees established by the full Commission. Fifteen western states comprise WICHE: New Mexico, Montana, Arizona, Utah, Oregon, Colorado, Wyoming, Idaho, Alaska, Washington, California, Nevada, Hawaii, North Dakota and South Dakota.

Arizona's participation in the WICHE Program began in 1953 when the state entered into the compact. Arizona's membership in WICHE includes access to three student exchange programs, policy analysis and technology and research programs. The Arizona WICHE Program is concentrated significantly in two student exchange programs: 1) Professional Student Exchange Program (PSEP) and 2) Western Undergraduate Exchange Program (WUE). Additionally, Arizona is a participating state in the Western Regional Graduate Program (WRG). The Arizona WICHE program is administered within the ABOR.

Since the Arizona university system does not offer programs in dentistry, occupational therapy, optometry, osteopathy, physician assistant or veterinary medicine, the PSEP Program allows an eligible Arizona resident to enroll in one of these professional medical programs in another state (within the compact), or at any in-state private institution that offers these programs. To be eligible, the student must have a 2.5 G.P.A, be a citizen of the United States, a resident of Arizona for the last five consecutive years and fulfill all necessary academic requirements for professional coursework. The student receives preference in the admissions process and pays the resident tuition rate at the public institution. A student who participates in PSEP agrees to practice his or her profession in Arizona one year for each year of WICHE financial support, or serve six months in an underserved Arizona community (determined by the profession's licensing entity). Participants who fail to meet their service requirements must repay 50 percent of the financial support received plus interest. The PSEP Program receives an annual state General Fund appropriation for subsidies to the public or private institutions that the Arizona resident attends (see Table 1 below). The WICHE subsidy is typically negotiated with participating institutions but it is generally equitable to the difference between nonresident tuition and resident tuition, or up to two-thirds the private university tuition rate.

Additionally, the WUE Program allows eligible Arizona residents to enroll in selected programs at participating two- and four-year public postsecondary institutions for programs not offered in Arizona at 150 percent of the host institution's regular resident tuition rate. Also, Arizona residents who are seeking graduate degrees may apply for the WRG Program and enroll in selected programs in participating public colleges or universities in 14 western states at the host institution's regular resident rates of tuition. The WUE and WRG programs do not receive state funded subsidies.

State Funding

The state provides state General Fund monies for the WICHE Program in two parts: 1) PSEP student subsidies and 2) WICHE administrative fees. The PSEP student subsidies and the administrative fees are set by the Commission, with input from participating WICHE states and institutions.

According to information provided by the ABOR, the following tables highlight the number of students that were supported in the PSEP Program from FYs 2001-2002 through 2006-2007, the state appropriation and average subsidy per student.

<i>Year</i>	<i>Administrative Fees</i>
2001-2002	\$ 99,000
2002-2003	\$103,000
2003-2004	\$103,000
2004-2005	\$103,000
2005-2006	\$108,000
2006-2007	\$112,000
2007-2008	\$116,000

<i>Year</i>	<i>Subsidy Appropriation</i>	<i>Students Supported</i>	<i>Average Subsidy Per Student</i>
2001-2002	\$3,282,400	201	\$16,330
2002-2003	\$2,908,100	163	\$17,841
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2004-2005	\$2,908,100	157	\$18,523
2005-2006	\$2,908,100	149	\$19,517
2006-2007	\$3,571,353	183	\$19,623
2007-2008	\$4,115,034	203	\$20,271

Sunset Factors Response Highlights

- During the 2006-2007 academic year, Table 2 identifies the number of students participating in the PSEP Program who were supported in each field:

<i>Field</i>	<i>Continuing Students</i>	<i>New Students</i>	<i>Total</i>
Dentistry	34	17	51
Occupational Therapy	6	6	12
Optometry	17	5	22
Osteopathy	15	12	27
Physician Assistant	7	9	16
Veterinary Medicine	37	17	54
Total	116	66	182

- During the 2006-2007 academic year, 2,348 students attended Arizona community colleges and universities through the WUE Program. In the same year, 789 Arizona residents attended out-of-state schools through the WUE Program.
- The number of certified, eligible PSEP applicants annually exceeds the number of students supported with the state appropriation.

<i>Year</i>	<i>Certified/ Eligible</i>	<i>Freshman Supported</i>
2003-2004	226	47
2004-2005	210	43
2005-2006	273	45
2006-2007	241	67
2007-2008	210	68

- The PSEP Program has supported professional educational opportunities to approximately 2,500 Arizona residents since 1953.
- On average, over the last five years, 79 percent of PSEP graduates have returned to Arizona to practice their profession.
- Complaints have been limited to two to four annually, relating to residency status determinations.

**Arizona WICHE Students Attending Instate Private
and Out-of-State Public and Private Schools
Academic Year 2007-08**

Field/Program Length	<i>Arizona WICHE Students Attending Arizona Schools</i>		<i>Arizona WICHE Students Attending Out-of-State Schools</i>		Total
	Public	Private	Public	Private	
Dentistry (4-years)		16	24	16	56
Occupational Therapy (2-years)		09		02	11
Optometry (4-years)				26	26
Osteopathy (4-years)		26		09	35
Physician Assistant (2-years)		13	01	03	17
Veterinary Medicine (4-years)			58		58
Total		64	83	56	
Grand Total	64		139		203

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**CHAIRMAN'S LETTER
FOR
SUNSET FACTORS**

Senator Tom O'Halleran
DISTRICT 1

STATE SENATOR
FORTY-EIGHTH LEGISLATURE

CAPITOL COMPLEX, SENATE BUILDING
PHOENIX, ARIZONA 85007-2890
PHONE: (602) 926- 4079
FAX: (602) 417-3101
EMAIL: tohaller@azleg.gov



Arizona State Senate

COMMITTEES:

Higher Education, Chairman
Education K-12
Health, Vice-Chairman

June 20, 2007

Capitol Complex
1700 West Washington
Phoenix, AZ 85007

Mr. Robert Bulla, President
Arizona Board of Regents
2020 N. Central Ave., Suite 230
Phoenix, AZ 85004-4593

Dear Mr. Bulla:

The sunset review process prescribed in Title 41, Chapter 27, Arizona Revised Statutes, provides a system for the Legislature to evaluate the need to continue the existence of state agencies. During the sunset review process, an agency or program is reviewed by a legislative committee of reference. On completion of the sunset review, the committee of reference recommends to continue, revise, consolidate or terminate the agency or program.

The Joint Legislative Audit Committee has assigned the sunset review of the Western Interstate Commission for Higher Education (WICHE) to the committee of reference comprised of members of the Senate Higher Education Committee and the House of Representatives Higher Education Committee.

Pursuant to A.R.S. § 41-2954, the committee of reference is required to consider certain sunset factors in deciding whether to recommend continuance, modification or termination of an agency or program. Please provide your agency's response to the factors listed below:

1. The objective and purpose in establishing the WICHE.
2. The effectiveness with which the WICHE has met its objective and purpose and the efficiency with which it has operated.
3. The extent to which the WICHE has operated within the public interest.
4. The extent to which rules adopted by the WICHE are consistent with the legislative mandate.
5. The extent to which the WICHE has encouraged input from the public before adopting its rules and the extent to which it has informed the public as to its actions and their expected impact on the public.
6. The extent to which the WICHE has been able to investigate and resolve complaints that are within its jurisdiction.
7. The extent to which the Attorney General or any other applicable agency of state government has the authority to prosecute actions under the enabling legislation.

8. The extent to which the WICHE has addressed deficiencies in its enabling statutes that prevent it from fulfilling its statutory mandate.
9. The extent to which changes are necessary in the laws of the WICHE to adequately comply with these factors.
10. The extent to which the termination of the WICHE would significantly harm the public health, safety or welfare.
11. The extent to which the level of regulation exercised by the WICHE is appropriate and whether less or more stringent levels of regulation would be appropriate.
12. The extent to which the WICHE has used private contractors in the performance of its duties and how effective use of private contractors could be accomplished.

Additionally, please provide written responses to the following:

1. Identify the problem or the needs that the WICHE is intended to address.
2. State, to the extent practicable, in quantitative and qualitative terms, the objectives of the WICHE and its anticipated accomplishments.
3. Identify any other agencies having similar, conflicting or duplicate objectives, and an explanation of the manner in which the WICHE avoids duplication or conflict with other such agencies.
4. Assess the consequences of eliminating the WICHE or of consolidating it with another agency.

In addition to responding to the factors listed above, please provide the committee of reference with copies of minutes from your meetings during the past year and of your most recent annual report. Your response should be received by September 1, 2007, so we may proceed with the sunset review and schedule the required public hearing. Please submit the requested information to:

Dawn Nazary
Arizona State Senate
1700 West Washington
Phoenix, Arizona 85007

Thank you for your time and cooperation. If you have any questions, please feel free to contact me at 602-926-5584 or Dawn Nazary, the Senate Higher Education Committee Research Analyst, at 602-926-3171.

Sincerely,



Tom O'Halleran
State Senator
Chair, Senate Higher Education Committee of Reference

TO/sc

cc: Representative Nancy McLain
Mr. Joel Sideman, Executive Director, Arizona Board of Regents
Mr. Brian Lockery, House of Representatives Majority Research Analyst
Mr. Javan Mesnard, Senate Majority Policy Advisor
Ms. Barbara Guenther, Senate Minority Policy Advisor
Ms. Karla Phillips, House of Representatives Majority Policy Advisor
Mr. Alan Eder, House of Representatives Minority Policy Advisor

**ARIZONA BOARD
OF REGENTS
RESPONSE**

ARIZONA STATE SENATE
RESEARCH STAFF



DSU

TO: MEMBERS OF THE SENATE
AND HOUSE HIGHER EDUCATION
COMMITTEE OF REFERENCE

DAWN NAZARY
LEGISLATIVE RESEARCH ANALYST
HIGHER EDUCATION COMMITTEE
Telephone: (602) 926-3171
Facsimile: (602) 926-3833

DATE: September 11, 2007

SUBJECT: Western Interstate Commission for Higher Education (WICHE)
Sunset Review Questions

Attached is the Arizona Board of Regents response to the statutory questions required as part of the Committee of Reference sunset review of the WICHE program.

Please feel free to contact me if you need any further assistance.

DN/jas
Attachment

cc: Javan Mesnard, Majority Policy Advisor, Senate
Barbara Guenther, Minority Policy Advisor, Senate
Brian Lockery, Majority Policy Research Staff, House of Representatives
Karla Phillips, Majority Policy Advisor, House of Representatives
Alan Eder, Minority Policy Advisor, House of Representatives



Arizona Board of Regents
2020 North Central Avenue, Suite 230
Phoenix, AZ 85004-4593
602-229-2500
Fax 602-229-2555
www.azregents.edu

Arizona State University

Northern Arizona University

University of Arizona

August 27, 2007

Ms. Dawn Nazary
Senate Research Analyst
Arizona State Senate
1700 W. Washington
Phoenix, AZ 85007

Dear Ms. Nazary:

This is in response to Senator Tom O'Halleran's letter to Regent Robert Bulla regarding the sunset review of Arizona's participation in the Western Interstate Commission for Higher Education (WICHE.) Enclosed please find our responses to the sunset factors listed in Senator O'Halleran's letter.

Also enclosed is an excerpt from the Board of Regents Policy Manual Number 2-405 regarding the WICHE Professional Student Exchange Program, and a copy of the Arizona Revised Statutes 15-1741 through 15-1746. We are enclosing a copy of the *Arizona State Highlights* and the *Arizona Workforce Brief*, published by the WICHE Main Office in Boulder, Colorado. Also included is a copy of the *Arizona WICHE Legislative Update*, the *Western Undergraduate Exchange* brochure and the *Arizona Professional Student Exchange Program* brochure, which outlines the fact that WICHE recipients are required to practice in Arizona one-year for each year of support or repay 50% of the funds expended on their behalf plus interest. Graduates who practice in the rural or underserved areas of Arizona receive exceptional need credit and repay their four-year obligation in two years.

Please do not hesitate to contact me at 602-229-2505 or the Arizona WICHE Certifying Officer, Louise Lynch, at 602-229-2563, if we can provide additional information.

Sincerely,

Joel Sideman
Executive Director

cc: Regent Fred Boice
Regent Anne Mariucci
Commissioner John Haeger
Commissioner David Lorenz

[CAFILES\WP\FORMS\Sunset-D1]

Board Members: President Fred T. Boice, Tucson Robert B. Bulla, Scottsdale Ernest Calderón, Phoenix
Dennis DeConcini, Tucson Fred P. DuVal, Phoenix Anne L. Mariucci, Phoenix
Christina A. Palacios, Phoenix Gary L. Stuart, Phoenix
Governor Janet Napolitano Superintendent of Public Instruction Tom Horne
Student Regents: Mary Venezia, NAU David Martinez III, UA
Executive Director: Joel Sideman

**RESPONSES TO SUNSET FACTORS OF
THE STATE OF ARIZONA'S MEMBERSHIP AND PARTICIPATION IN THE
WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
(WICHE)**

1. *The objective and purpose in establishing WICHE.*

- In 1953, Arizona's Legislature authorized the Governor to enter into a compact with the other western states to work together to provide high-quality, cost-effective education to the people of the participating states.
- The legislative intent in establishing WICHE was:
 - To provide access to professional education in the West;
 - To assist states to have the technically and professionally trained persons they require;
 - To help states increase the effectiveness and efficiency of their higher education programs.
- Arizona's membership in the Western Interstate Commission for Higher Education (WICHE) enables us to participate in the programs and services that the Commission provides for its members\states. Arizona participates substantially in two WICHE programs – the Professional Student Exchange Program and the Western Undergraduate Exchange.
- For Arizona the most important of these is the **Professional Student Exchange Program (PSEP)**. This program, sponsored by WICHE and administered by the Arizona Board of Regents (ABOR), provides access for Arizona students to a variety of professional education programs in the Western States at instate tuition rates since these programs are not available at Arizona's public universities. Six fields are currently available to Arizona students: dentistry, occupational therapy, optometry, osteopathy, physician assistant and veterinary medicine.
- The students benefit by obtaining preferential admission consideration, substantially reduced cost of attendance, and an educational opportunity not available to them at Arizona's public institutions.

Responses to WICHE Sunset Factors
Page 3

- The agency has been effective in providing trained medical professional for the State. On average, over the last five years, 79 percent of graduates have returned to Arizona to practice their profession.
- Educating students through the WICHE PSEP is more cost effective than establishing and maintaining these programs at our public institutions. WICHE is administered by the ABOR central office in a cost-efficient manner. The only annual costs to the State for administering the program consist of the membership fee to the Commission and salary and employee related expenses for 1.25 Board of Regents staff members.

3. *The extent to which WICHE has operated within the public interest.*

- Students wishing to become trained medical professionals, and the citizens of the State that they provide care to upon completion of their education are the beneficiaries of Arizona's participation in the WICHE Professional Student Exchange Program.
- It is in the public interest for the State of Arizona to utilize the access opportunities made available through participation in the WICHE Professional Student Exchange Program to educate medical professionals rather than building and maintaining these expensive professional programs in-state.
- It is important to note that many participating public schools will not accept out-of-state students except through WICHE PSEP. Therefore, participation in WICHE provides the only access available to some of these professional programs.
- The agency's major accomplishments are enabling the State to meet its needs for dentists, occupational therapists, optometrists, osteopaths, physician assistants, and veterinarians rather than having to rely totally on in-migration.

4. *The extent to which rules adopted by WICHE are consistent with the legislative mandate.*

- In its Policy Manual the Board of Regents has adopted a set of policies (excerpts attached) which reflect the statutory mandates concerning the WICHE Program.

9. *The extent to which changes are necessary in the laws of WICHE to adequately comply with these factors.*

- Several of the Boards and Associations of the fields supported through WICHE PSEP have indicated that there is a shortage of trained medical professionals in these fields in Arizona. Also, they indicate that there is a severe shortage in the rural and underserved areas of the State. Therefore, we suggest that consideration be given to make the WICHE collection fund be made non reverting. Then, to assist with the shortage of trained medical professionals in the rural and underserved areas, those funds could be used to provide stipends to graduates who choose to practice in underserved areas.

10. *The extent to which the termination of WICHE would significantly harm the public health, safety or welfare.*

- If Arizona's participation in the WICHE Professional Student Exchange Program were terminated, Arizona would have to rely totally on those from out-of-state to provide all of the health professionals needed in the fields of dentistry, occupational therapy, optometry, osteopathy, physician assistant, and veterinary medicine.
- Arizonans wishing to prepare for these professional fields would not have access to the necessary professional education at those schools that limit admission to students from WICHE states, and would not have the benefit of state support to pursue these professional degrees and then return to practice these needed professions in Arizona.
- Where access might be available, the applicant would need significantly greater financial resources to cover out-of-state tuition at a public institution and full tuition at a private school along with all other expenses.
- Furthermore, the unmet needs would undoubtedly lead to requests to the Legislature for funding at our public universities for these professional programs. To build adequate facilities for these six professional fields, and provide operating expenditures, clearly would be extremely costly to the State.

11. *The extent to which the level of regulation exercised by WICHE is appropriate and whether less or more stringent levels of regulation would be appropriate.*

- The current level of regulation is appropriate.

Responses to WICHE Sunset Factors
Page 7

More applicants seek support than we are able to fund as evidenced by the following numbers certified as eligible to participate compared to the number of first year students we are able to support.

<u>Year</u>	<u># Certified</u>	<u>Freshman Supported</u>
2003-04	226	47
2004-05	210	43
2005-06	273	45
2006-07	241	67
2007-08	210	68

3. *Identify any other agencies having similar, conflicting or duplicate objectives, and an explanation of the manner in which WICHE avoids duplication or conflict with other such agencies.*

There are no other state agencies that are providing educational access opportunities for Arizona residents to study in fields not available at Arizona's public universities.

4. *Assess the consequences of eliminating WICHE or consolidating it with another agency.*

Arizona joined the WICHE compact in 1953 and has been educating students through this mechanism for 54 years. After 54 years, Arizona residents expect some mechanism for obtaining an education in the fields supported. If Arizona's participation in WICHE PSEP were eliminated, Arizona residents would expect their Legislators to build public schools of dentistry, occupational therapy, optometry, osteopathy, physician assistant and veterinary medicine in Arizona.

Please provide the Committee of Reference with copies of minutes from your meetings during the past year and of your most recent annual report.

The 2006-07 WICHE Legislative Update is attached.

Policy Number: 2-405	Policy Name: WICHE Professional Student Exchange Program
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2-405 WICHE Professional Student Exchange Program

A. Authorization

The Arizona Board of Regents is the designated agency of the State of Arizona charged with the duty of selecting and contracting with Arizona students who participate in the Professional Student Exchange Program of the Western Interstate Commission for Higher Education. The Executive Director of the Board shall be responsible for administration of the program and the execution of policies the Board adopts for this program. (A.R.S. §15-1743, 1744, 1745, 1746)

B. Funding

1. The Board will include in its annual legislative request budget funds necessary to pay the WICHE membership fee, the support fees for students continuing in the program, and the support fees for any new positions.
2. Funds requested from the Legislature to support continuing students will not be used to support new students and funds requested to support new students will not be used to support continuing students except in extraordinary circumstances.
3. The priorities for funding students who have been certified are the following: All students eligible for funding in each category shall be funded before any student in the next lower category is funded.
 - a. Continuing students who were supported during the preceding year and who are making satisfactory progress in their academic programs.
 - b. New students who applied for certification prior to October 15 who have been admitted to a participating institution.
 - c. New students who applied for certification after October 15, who have been certified, and who have been admitted to a participating institution.

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forth the method and terms of repayment by the student to the state and shall be on terms and conditions and in a form provided by the Board. (A.R.S. §15-1745)

4. The Executive Director of the Board shall approve all new and continuing students to be supported each year in accordance with the funding priorities set forth in section B(3) of this Policy. No funds shall be committed in excess of those appropriated by the Legislature for student subsidies.
5. Students supported by this program may not receive any other scholarships that pay the students' full tuition and fees, such as those available from the military or Public Health Service, concurrently with WICHE support.

D. Rate of Interest

1. The interest rate for a certified student's contract with the Board shall be the rate in effect for the fiscal year during which the student begins the approved course of professional study as a certified and funded student under the Professional Student Exchange Program. The rate shall remain unchanged during the student's participation in the Student Exchange Program.
2. By November 1 of each current fiscal year, the Executive Director of the Board shall set the interest rate in effect for the following fiscal year, which shall be the rate which is equal to the average interest rate, rounded to the nearest one-half percent, of auctioned ninety-one day United States Treasury Bills over the twenty-four month period ending September 30 of the current fiscal year. (A.R.S. §15-1745B).

E. Obligated Service

1. Within one year after completing the professional education and internship/residency, the student must begin the practice of this profession within Arizona. Students may fulfill their obligation to Arizona by practicing their profession one calendar year for each academic year they receive WICHE support.

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- b. Students who begin formal postgraduate studies within one year following completion of their professional degree program must establish practice in Arizona or begin repayment within one year following completion of their postgraduate studies.
- c. A student who is unable to initiate professional practice in Arizona within one year after graduation due to a severe medical or other unavoidable problem beyond the student's control may petition the Executive Director for an extension of the one-year grace period. The student's failure to find satisfactory employment in Arizona will not be considered sufficient cause for an extension of the grace period. (A.R.S. §15-1745A.1.)

F. Repayment

- 1. Students who do not practice the profession for which they were trained under the sponsorship of the WICHE Professional Student Exchange Program and students who fail to complete their training shall repay to the state one-half of all sums expended by the state for and in behalf of the student under the provisions of the student's contract and Arizona statutes. (A.R.S. §15-1745A.3.)
- 2. For each student who is obligated to repay, a schedule of payments will be prepared according to the requirements of A.R.S. § 15-1745A.2. and A.3. The schedule will be based on the total principal and the accumulated interest which is due on the date the student is obligated to begin repayment. The amount of interest collected in each payment will be determined by the rate of interest required by Arizona statute, the declining balance of the outstanding obligation, and the length of time between payment due dates.
- 3. Individuals who fail to make payments according to their repayment schedule will be referred to Legal Counsel for the Board for appropriate action.
- 4. Except as specified in E.5. below, a student who fails to complete the course of study for which WICHE support was received must

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15-1741. Definitions

In this article, unless the context otherwise requires:

1. "Board" means the Arizona board of regents or its successor.
2. "Commission" means the western interstate commission for higher education.
3. "Compact" means the compact for western regional cooperation in higher education.

Each compacting state and territory represented at any meeting of the commission is entitled to one vote.

ARTICLE VI

The commission shall elect from its number a chairman and a vice-chairman, and may appoint, and at its pleasure dismiss or remove, such officers, agents and employees as may be required to carry out the purpose of this compact; and shall fix and determine their duties, qualifications and compensation, having due regard for the importance of the responsibilities involved.

The commissioners shall serve without compensation but shall be reimbursed for their actual and necessary expenses from the funds of the commission.

ARTICLE VII

The commission shall adopt a seal and bylaws and shall adopt and promulgate rules and regulations for its management and control.

The commission may elect such committees as it deems necessary for the carrying out of its functions.

The commission shall establish and maintain an office within one of the compacting states for the transaction of its business and may meet at any time, but in any event must meet at least once a year. The chairman may call such additional meetings and upon the request of a majority of the commissioners of three or more compacting states or territories shall call additional meetings.

The commission shall submit a budget to the governor of each compacting state and territory at such time and for such period as may be required.

The commission shall, after negotiations with interested institutions, determine the cost of providing the facilities for graduate and professional education for use in its contractual agreements throughout the region.

On or before the fifteenth day of January of each year, the commission shall submit to the governors and legislatures of the compacting states and territories a report of its activities for the preceding calendar year. The commission shall keep accurate books of account, showing in full its receipts and disbursements, and said books of account shall be open at any reasonable time for inspection by the governor of any compacting state or territory or his designated representative. The commission shall not be subject to the audit and accounting procedure of any of the compacting states or territories. The commission shall provide for an independent annual audit.

ARTICLE VIII

It shall be the duty of the commission to enter into such contractual agreements with any institutions in the region offering graduate or professional education and with any of the compacting states or territories as may be required in the judgment of the commission to provide adequate services and facilities of graduate and professional education for the citizens of the respective compacting states or territories. The commission shall first endeavor to provide adequate services and facilities in the fields of dentistry, medicine, public health and veterinary medicine and may undertake similar activities in other professional and graduate fields.

For this purpose the commission may enter into contractual agreements:

- (a) With the governing authority of any educational institution in the region or with any compacting state or territory to provide such graduate or professional educational services upon terms and conditions to be agreed upon between contracting parties, and
- (b) With the governing authority of any educational institution in the region or with any compacting state or territory to assist in the placement of graduate or professional students in educational institutions in the region providing the desired services and facilities, upon such terms and conditions as the commission may prescribe.

It shall be the duty of the commission to undertake studies of needs for professional and graduate

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15-1743. Authorizing agreements for education of Arizona students outside compact area; limitations

A. The western interstate commission for higher education is authorized to act on behalf of this state in making arrangements for the placement of students in institutions and programs of higher learning outside the states which are parties to the compact for establishing the commission. For that purpose, the commission may negotiate and enter into arrangements and contracts with the Arizona board of regents, with public and private educational institutions and agencies and with other states. These arrangements and contracts may provide for the obtaining of one or more places for students on either a special or continuing basis; the payment of partial or full tuition and other charges not to exceed the cost of agreements within the compact area; and the furnishing of reciprocal, compensating or other advantages and benefits in support of the educational program involved.

B. The authority conferred by subsection A shall be exercised only pursuant to written agreement between the commission and the Arizona board of regents. Any such agreements shall include provisions for the payment of tuition and any other costs, and no such agreement shall be made which commits this state or any agency or officer of it to any obligation for which funds have not been appropriated or otherwise made available in accordance with law.

C. Nothing in this section alters any of the obligations or restricts or impairs any rights which this state may have under the compact establishing the commission.

15-1745. Contract with student certified by board

A. Before certifying a student to the commission the board shall, on behalf of this state, enter into a written contract with the student. The contract shall set forth the methods and terms of repayment by the student to this state and shall be on terms and conditions and in a form provided by the board. The contract shall provide:

1. That the student shall within one year after completing his professional education and internship begin the practice of his profession within Arizona. If the student engages in postgraduate studies and does so without a lapse of more than one year following the completion of his professional course, then he shall begin practice within this state within one year after completing the graduate studies. If the student is involuntarily inducted into military service, or for other cause beyond his control deemed sufficient by the board is unable to begin the practice of his profession within one year after completing his professional education, internship and any graduate studies, then he shall begin practice within this state within one year after completing his required military service or the termination of such other cause.

2. That if the student engages in the practice of his profession within this state or while completing military service resulting from involuntary induction, his indebtedness to this state may be discharged in one of the following ways:

(a) By payment to this state of one-half of all sums expended by this state for and in behalf of the student with interest at the rate prescribed in subsection B.

(b) For each year of practice or internship within this state or in military service there shall be discharged his obligation for one academic year of study for which a portion of the cost was paid by this state, except that each six months of practice shall discharge his obligation for one academic year of study if such practice is confined to a locality within the state where there is an exceptional need for his professional services as determined and certified by the medical board of examiners or licensing board of his profession.

3. That if the student fails to complete the required course of professional study, or if the course of study is interrupted by one school year or more for a cause or causes not resulting from involuntary induction into military service or other cause beyond his control deemed sufficient by the board, or if the student fails to practice his profession within the state for such continuous time as completely discharges his obligation, except for delays resulting from an excusable cause as prescribed in this section, one-half of the entire sum paid for or on behalf of the student by this state and not repaid or discharged as herein provided shall be due and payable forthwith with interest at the rate prescribed in subsection B. The board may extend the time of payment over a period not exceeding fifteen years and shall not require payment of interest during the existence of any excusable cause as prescribed in this section.

4. That if the student does not begin practice in this state within the time prescribed in this section but shall have repaid an agreed part of the sum expended by this state in his behalf, the board may permit him to discharge the balance of his obligation by subsequent practice within this state.

5. That in the event of the death of the student during the period of his education, internship or practice, his obligation to this state under this article shall cease except as to any portion which is then due.

B. The interest rate for a student's contract is the rate in effect for the fiscal year during which the student begins the approved course of professional study. The board shall establish the interest rate by November 1 of the current year for the following fiscal year. The board shall establish a rate equal to the average interest rate of auctioned ninety-one day United States treasury bills over the twenty-four month period ending September 30 of the current year, except that the board may round the rate to the nearest one-half per cent. Accrual of interest charges provided by the contract begins on the first day of the first complete month following graduation of the student or, for students who fail to complete their required course of study, the

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15-1746. Collections revolving fund; expenditures; employment of legal counsel; exemption from lapsing

A. A collections revolving fund is established which consists of:

1. Monies repaid to the board as provided in section 15-1745.
2. Monies which the legislature appropriates.

B. The board shall use monies in the collections revolving fund for payment of expenses incurred in enforcing contracts entered into with students as provided in section 15-1745, including expenditures for filing fees, court costs, travel, depositions, transcripts, reproduction costs, expert witness fees, investigations and similar costs and expenses. Except for payment of attorney fees due on the initial recovery of monies as provided in subsection C of this section, the board may not use monies in the fund to compensate or employ attorneys.

C. The board may, in legal actions taken outside of this state to enforce the contracts entered into with students as provided in section 15-1745, employ legal counsel on a contingent fee basis plus court costs. The employment and payment of legal counsel under this subsection is not subject to the bidding and contracting requirements under title 41, chapter 23.

D. At no time shall the amount of monies in the collections revolving fund retained to pay expenses incurred in enforcing contracts entered into with students exceed ten thousand dollars.

E. The board shall not retain more than ten thousand dollars in the collections revolving fund. Monies collected in excess of ten thousand dollars shall be deposited in the state general fund.

F. Monies in the collections revolving fund, up to an amount of ten thousand dollars, are exempt from section 35-190, relating to lapsing of appropriations.

WORKforce

BRIEF

Arizona

Higher Education & the Workforce

In 2006 a good education is no longer just a way for an individual to get ahead. It is also, and increasingly, the best way a state can get ahead – and therefore a real economic priority. A college degree confers specific, calculable benefits on a state's citizens: the average lifetime income of an individual with a bachelor's degree is \$2.1 million, compared to \$1.2 million for those with just a high school diploma. But the benefits realized by the state are just as impressive as those that an individual sees. Not only does a state with a well-educated populace see increased tax revenues from its (better-paid) citizens, it is also able to use the education level of its citizens as a powerful lure for business and industry – a way to build its economy overall.

For that to happen, however, a state must make sure that all of its citizens have access to a college education. Businesses are no longer simply looking for a small, well-educated elite but instead need to be able to draw upon a labor pool that's both broadly educated and diverse. In fact, a report from the Business-Higher Education Forum, a coalition that includes some of the country's top corporate CEOs, states that an educated and diverse population is an essential competitive asset in today's global economy.

In Arizona, one of the country's fastest growing states, the demand for well-educated employees will only increase over the next several years. In the decade leading up to 2013, healthcare occupations will see growth of 50 percent. Almost 1,800 dentists will need to be hired to fill new posts and to cover retirement, for example. Teachers will be in high demand: nearly 70,000 educators (including librarians) will need to be hired. Managers will see their ranks swell by 21 percent. The growth of these sectors is good news for Arizona's citizens, since wages for jobs in these areas are significantly higher than the average for Arizona in general. But entry into these jobs comes with a price tag: most positions in these fields will require a bachelor's degree or higher. The question for Arizona and other states is how, in a time of tight budgets, to meet the increasing demands on higher education and thereby meet the needs of an increasingly sophisticated economy.

The Western Interstate Commission for Higher Education (WICHE) has had workforce issues at the top of its agenda since its creation in the 1950s. In fact, WICHE was launched specifically to address the shortage of workforce-training opportunities in medicine, dentistry, and other professional fields. Today, WICHE offers a slew of undergraduate, graduate, and professional options that help the West's states educate and train their citizens, building their economies in the process.

Arizona's Occupational Outlook

Employment in Arizona (including hourly and salaried jobs and self-employment) is projected to grow by 24 percent from 2003 to 2013, adding over 600,000 new jobs to the state's economy and growing the workforce from 2,511,762 to 3,112,481. The rate of growth for the nation as a whole will be 13 percent (2004-14).

Growth will occur in virtually all sectors of Arizona's economy, with the largest number of new jobs being generated in lower-paying fields such as sales, office support, food preparation, and construction. However, many of Arizona's "top jobs" – those with the fastest growth rate and highest earnings – are professional positions (see Table 1).

Table 1. Arizona's Top Jobs*

Physician Assistants	Occ. Therapists
Dental Hygienists	Physical Therapists
Radiation Therapists	Nuc. Med. Techs.
Medical Scientists	Diag. Med. Sonogs.
Registered Nurses	Pharmacists

* Jobs with the strongest employment outlook (2003-13) and with earnings in the top quartile.

Source: Arizona Department of Economic Security.

All of the top jobs listed on Table 1 require considerable education and training. Half of them (physician assistant, occupational therapist, physical therapist, medical scientist, and pharmacist) demand a B.A. or higher; the other half (dental hygienist, radiation therapist, nuclear medicine technologist, diagnostic medical sonographer, and registered nurse) require an associate's degree.

Strikingly, every one of Arizona's top jobs is in a field related to health. In the decade leading up to 2013, the need for health care professionals will rise steeply in the state. More than 2,000 M.D.s, dentists, veterinarians, and other health professionals will need to be hired just to fill new jobs. The demand for registered nurses will see a 58 percent increase — nearly 20,000 new R.N.s will be needed in the state; when retirements and other separations are factored in, that number grows to a whopping 26,000-plus. Physician assistants will see a 78 percent increase in their ranks, with some 220 being hired each year for new positions and to replace those who leave the field. Physical therapists will experience a 55 percent increase, while pharmacists will log growth of 52 percent. And about 450 veterinarians will need to be hired, as well. Arizona will also experience a strong demand for new occupational therapists, diagnostic sonographers and nuclear medicine techs. One reason for the increase: the aging of the state's population. Arizona is seeing rapid growth in its older population: in 2005, 17 percent, or more than 978,000, of its citizens were 60 or older.

Two other essential professionals, managers and teachers, will also see a large number of hires in the decade leading up to 2013, due to new job creation and the need for replacement workers. Over 3,200 new managers of all types — from CEOs and operations managers to supervisors — will be required to help run the state's various enterprises. Large numbers of teachers at every level from kindergarten through college will be needed. At the primary and secondary levels, close to 17,000 new jobs will be created, with the biggest chunk (over 6,300) slated for elementary school teachers. Over 10,000 new slots in postsecondary education are projected to open up during the decade. In all, some 5,000 hires will have to be made each year to cover all of education's new job openings and retirements.

As Arizona's economy changes, so do the kinds of jobs available to Arizonans. The projections indicate that plenty of jobs will be available for those without formal training beyond high school. However, wages in the sectors hiring those workers — sales, office support, food preparation, and construction/extraction will be their top employers — fall significantly below the statewide mean (\$16.56, or \$34,445 a year); ranging from an average of \$8.04 for food prep to \$15.14 for construction, they simply don't provide a living wage. Over the next several years, workers who have the most education and training will have the best opportunity for high-paying jobs in growing sectors. In addition, a number of professions requiring education beyond the bachelor's degree are expected to see moderate to strong growth (see Table 2).

Table 2
Arizona Professional Employment Projections, 2003-2013

Profession	Number		% Change	Total Openings*
	2003	2013		
All professions	2,511,762	3,112,481	24%	1,200,050
Architects	5,063	6,557	30%	2,480
Dentists	4,502	5,527	23%	1,780
Librarians	2,722	3,109	14%	1,040
Occupational Therapists	1,003	1,550	55%	680
Optometrists	479	577	20%	230
Pharmacists	3,210	4,882	52%	2,290
Physical Therapists	2,341	3,636	55%	1,530
Physician Assistants	2,341	4,178	78%	2,200
Physicians and Surgeons	7,898	10,686	38%	3,860
Podiatrists	311	396	27%	160
Registered Nurses	34,123	53,901	58%	26,920
Veterinarians	1,223	1,382	13%	450

*Includes new jobs and replacements, rounded.

Source: Arizona Department of Economic Security.

ARIZONA & WICHE's Student Exchange

In 2002, over 40 percent of Arizona's new high school grads enrolled in college – and 11 percent of them went to school out of state, according to WICHE's Policy Indicators for Higher Education (www.wiche.edu/Policy/FactBook). One of the most economical ways for them to do that: our Western Undergraduate Exchange (WUE), which allows students to enroll in out-of-state institutions at a reduced tuition level (150 percent of resident tuition). Over 700 Arizona students enrolled in WUE in 2005, saving almost \$4 million and working toward degrees in fields that are essential to Arizona's economy. Some of the most popular fields of study for Arizona students: hospital management, construction management, business administration, biology, and communications.

WICHE's Professional Student Exchange Program (PSEP) offers students opportunities to train outside of their home state in 14 highly competitive fields: architecture, dentistry, graduate library studies, medicine, nursing, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, podiatry, public health, and veterinary medicine. In Arizona, employment projections in all these fields are on the rise (see Table 2). Through PSEP, Arizona students are studying to be dentists, veterinarians, occupational therapists, optometrists, osteopathic physicians, and physician assistants. In general, at least 60 percent of PSEP students return to their home state to practice.

Arizona students also participate in the Western Regional Graduate Program (WRGP), which offers them the chance to engage in graduate studies and includes 175 distinctive programs in 14 states, such as education, construction management, nursing, and business. On the horizon is a distance learning option, NEON (the Northwest Educational Outreach Network), which will provide electronically delivered degree programs in high-demand disciplines, such as a Ph.D. in nursing and a graduate certificate in supply chain management.

Six Fast-Track Fields

The Outlook for Arizona & the Nation

The economy in Arizona and the nation will continue generating jobs for workers at all levels of education and training for the foreseeable future. But there will be an increasing demand for employees with at least some postsecondary education, preferably a bachelor's degree. Nationwide, during a decade (2004-14) that will witness large numbers of baby boomers moving into retirement, 18.9 million new jobs will be created, an increase of 13 percent. However, in some fields, the increase will be far more than that. Across the country, competition will be especially stiff for physician assistants, who will see their ranks grow by 50 percent, as well as for physical and occupational therapists (whose fields will experience growth of 37 and 34 percent, respectively) and pharmacists (25 percent). More than 703,000 new nurses will be needed (an increase of 29 percent) and some 11,000 new veterinarians. Below is a debriefing that focuses on trends in some of Arizona's – and the nation's – fast growing professions.

Registered Nurses. Nursing is the ninth fastest growing field in Arizona among occupations requiring some postsecondary education, but it will require more new hires in the decade leading up to 2013 than any other job in that category. Working in the largest healthcare profession, registered nurses held about 34,123 jobs in 2003 in Arizona; that number will grow to 53,901 by 2013, a 58 percent increase. Demand for RNs is expected to be high for a number of reasons, including the need to replace experienced nurses who leave the field, especially as the median age of the RN population continues to rise; a growing elderly population; and an imbalance between the supply of and demand for qualified RNs. Nationally, employment of registered nurses is expected to grow by 29 percent in the decade leading up to 2014. Median annual earnings of registered nurses were \$55,250 in 2004; the top 10 percent earned \$72,240 and up (nationally, that number was \$77,170).

Physician Assistants. This is the fastest growing profession in Arizona among all occupations requiring a bachelor's degree or higher. Physician assistants held 2,341 jobs in 2003; that number is projected to grow to 4,178 in 2013, a 78 percent increase. Demand will be strong for P.A.s, particularly in places that have difficulty attracting physicians, such as rural areas and inner city clinics. In addition, physicians and institutions are expected to employ more P.A.s to provide primary care and assist with medical and surgical procedures. Nationally, the number of physician assistants is expected to grow by 50 percent (2004-14): over 3,000 new physician assistants will be needed each year. Median annual earnings of physician assistants in Arizona were \$65,770 in 2004; the top 10 percent earned \$92,810 and up (nationally, that figure was \$94,840).

Physical Therapists. This is the third fastest growing profession among all occupations requiring a bachelor's degree or higher in Arizona. Physical therapists held 2,341 jobs in 2003, a number that will climb 55 percent to 3,636 in 2013. Thanks to a rapidly growing elderly population that's particularly vulnerable to chronic conditions requiring therapeutic services — as well as to the use of physical therapists at the workplace, to evaluate worksites, develop exercise programs, and teach safe work habits to employees — the demand for P.T.s will be strong throughout the 2003-13 decade. Nationally, the number of physical therapists is expected to grow by 37 percent (2004-14). In Arizona, median annual earnings of physical therapists were \$61,730 in 2004; the top 10 percent earned \$92,140 and up (nationally, that number was \$89,830).

Dentists. To keep up with its growing population, Arizona will need to hire almost 180 dentists each year between now and 2013 to fill new jobs as well as the posts of those who've left the profession. Dentists held 4,502 jobs in 2003 in Arizona; that number is projected to grow to 5,527 by 2013, a 23 percent increase. Nationally, the number of dentists expected to grow by 4 percent. Median annual earnings of dentists in Arizona were \$138,500 in 2004.

Pharmacists. In Arizona, this is the eighth fastest growing profession among all occupations requiring a bachelor's degree or higher. Pharmacists held 3,210 jobs in 2003, a number slated to jump to 4,882 in 2013, a 52 percent increase. Competition for pharmacists is expected to be steep over the 2003-13 period due to the increased pharmaceutical needs of a larger and older population. In addition, the number of degrees granted in pharmacy is expected to be lower than the number of job openings created by employment growth and replacement needs. Nationally, the number of pharmacists is expected to grow by 25 percent (2004-14). Median annual earnings of Arizona's pharmacists in 2004 were \$85,160; the top 10 percent earned \$106,480 and up (nationally, that figure was \$112,530).

Teachers. When it comes to the number of new hires, teaching is one of the top professions among occupations requiring a bachelor's. Primary, secondary, and special ed teachers held 68,381 jobs in 2003 in Arizona; that number will grow to 85,161 by 2013, a 25 percent increase. In the decade leading up to 2013, Arizona will also have to find 10,068 new postsecondary teachers for its colleges and universities. In addition, it will have to hire almost 23,000 educators at all levels to cover retirements and separations. Every year, in other words, about 5,000 new and replacement teachers will need to be hired in Arizona. Nationally, the demand for teachers

will vary, ranging from 38 percent for postsecondary teachers down to 9 percent for middle school teachers. Median annual earnings ranged from \$35,230 for Arizona's primary teachers to \$37,110 for secondary in 2004; the top 10 percent earned \$54,060 and \$57,200 and up, respectively (nationally, those figures were \$68,930 and \$72,110).

The Regional Outlook

Seven of the top 10 states in terms of projected job growth are in the West: Nevada, Utah, Idaho, Arizona, Colorado, New Mexico, and California. In the 15 WICHE states, an additional 5.9 million jobs will be added in the decade leading up to 2013. While California has the greatest numerical growth in the region, with some 270,000 new jobs being created each year, the states seeing the fastest job growth are Nevada (41 percent), Utah (31 percent), Idaho (24 percent), and Arizona and Colorado (23 percent). Most of the region's fastest growing professions are in the health and computer sectors.

Sources: Workforce Report Data

All information used in the text and tables of this report is available from the Arizona Department of Labor and Workforce Development (www.workforce.az.gov) and the U.S. Department of Labor's Bureau of Labor Statistics (www.bls.gov/emp).

WICHE

WICHE and its 15 member states — Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming — 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.

For more information on WICHE's Student Exchange Programs, contact Margo Schultz at 303-541-0214 or mschultz@wiche.edu or write to:

WICHE/Student Exchange
PO Box 9752
Boulder, CO 80301-9752

Visit our website at www.wiche.edu.

ARIZONA STATE HIGHLIGHTS

COMMISSIONERS



John Haeger
president, Northern Arizona University *Flagstaff*



David Lorenz
retired vice president of administration and finance, Northern Arizona University *Flagstaff*



Joel D. Sideman
executive director, Arizona Board of Regents *Phoenix*

Former commissioners include Linda Blessing, former executive director of the Board of Regents; Lawrence Gudis, senior vice-president of the Apollo Group, Inc.; Frank Besnette, 1999 WICHE chair and former executive director of the Arizona Board of Regents; former Rep. Daniel Schottel as well as Jaime Gutierrez, assistant vice president of community relations at the University of Arizona; Molly Broad, president of the University of North Carolina; and former Sen. Jones Osborn.

LEGISLATIVE ADVISORY COMMITTEE members work to strengthen state policymaking in higher education, engaging legislators in the discussion of higher ed issues and seeking their input on strategies for interstate collaboration.

Representing Arizona on WICHE's Legislative Advisory Committee:

Sen. Bob Burns—Phoenix

Rep. Phil Lopes—Tucson

How does Arizona benefit?

Arizona receives a number of direct benefits from its membership. In 2006-07, Arizona students and their families saved over \$4.6 million in tuition by participating in the Western Undergraduate Exchange, just one of WICHE's three Student Exchange Programs. These programs help outbound students and their families save money through reduced tuition arrangements. In addition, Arizona institutions are able to increase enrollment in programs with extra capacity by enrolling students from other WICHE states.

What student programs does WICHE offer?

Through WICHE's **Professional Student Exchange**, Arizona supported 183 residents in 2006-07 in six professional fields

(dentistry, veterinary medicine, occupational therapy, optometry, osteopathic medicine, and physician assistant) in other WICHE states. It received 96 students from other WICHE states as well as some \$1.3 million in support fees, not to mention tuition, room and board, and incidental student expenses. Historically, close to 80 percent of outbound PSEP students have returned to Arizona to pursue their professional careers. In 2006-07, Arizona sent 36 students to out-of-state institutions via the **Western Regional Graduate Program**, while receiving 35. Nearly 800 Arizona students participated in the **Western Undergraduate Exchange**, attending schools in 14 other states, while approximately 2,350 students from other participating states enrolled in Arizona.

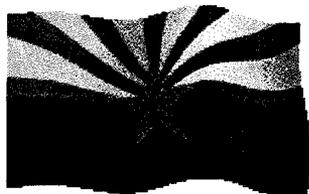
What policy & information resources are available?

Arizona has been an active participant in projects to support better-informed decision making at the state level, including the *Changing Direction* project, which is funded by Lumina Foundation for Education and is examining ways Arizona can respond to the collision between constrained fiscal resources and increasing demand. Other initiatives have been sponsored by the Ford Foundation, the U.S. Dept. of Education, the multiple funders for the Pathways to College Network, and others. In addition, teams of policymakers and educational leaders from Arizona participate each year in regional policy forums and meetings hosted by WICHE. Our goal with both forums and projects is to assist educational leaders and policymakers by advocating for good public policy in the West. A third way we accomplish this is via our publication series, including *Policy Insights* and the Western Policy Exchange reports, which explore a wide range of significant policy issues. We also publish in-depth works such as *Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity* and the *Regional Fact Book for Higher Education in the West*, which includes data and analyses on fiscal, demographic, economic, and social indicators as well as a state report providing Arizona data on access, affordability, finance, faculty, technology, and workforce issues.

Which other programs does Arizona use?

Arizona participates in other WICHE programs as well. Twelve Arizona organizations and institutions are members of **WCET** (the Western Cooperative for Educational Telecommunications), an international leader in helping states and institutions use new technologies to improve education.

Links

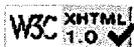


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WICHE Professional Student Exchange Program



Revised September
2007

WHAT IS WICHE?



Thanks for helping turn dreams into reality!

Brian Bucina, student,
Arizona College of
Osteopathic Medicine

WICHE stands for the Western Interstate Commission for Higher Education. Arizona joined the WICHE compact in 1953 and has successfully trained medical professions through this mechanism for more than 50 years. The WICHE Professional Student Exchange Program (PSEP) enables Arizona students to enroll in one of six professional programs in other states, or at instate private institutions, since these programs

are not available at Arizona's public universities. The six programs Arizona supports are: Dentistry, Occupational Therapy, Optometry, Osteopathy, Physician Assistant and Veterinary Medicine. Through this exchange, the student receives preference in admission and pays only the resident tuition fee at a public institution, or the difference between the WICHE support fee and standard tuition at a private school.

WHY WICHE PSEP?

Arizona does not have public colleges of dentistry, occupational therapy, optometry, osteopathy, physician assistant or veterinary medicine. Therefore, participation

in the WICHE PSEP is the mechanism Arizona uses to educate trained professionals in these highly-specialized medical fields.

WHAT ARE THE BENEFITS OF WICHE PSEP TO THE STATE OF ARIZONA?

Arizona fulfills its obligation to meet the education needs of its citizens by providing opportunities without having to build and maintain expensive professional programs in

Arizona. Arizona's medical workforce is significantly enhanced by the presence of professionals trained in numerous established Western universities.

WHAT ARE THE BENEFITS OF WICHE PSEP TO ARIZONA STUDENTS?

The WICHE-Professional Student Exchange Program provides Arizona residents with educational opportunities not available at Arizona's public universities. Their applications receive preferential consideration at WICHE schools.

Also, their obligation for tuition payments are substantially reduced. Students' pay instate tuition, and room, board, books, supplies, and other personal expenses.

In spite of a rapidly growing population, and a well-documented shortage of trained medical professionals, stagnant appropriations between 2002 and 2006 reduced funding from 201 students to 149 students. The 2007 appropriation restored 34 positions. The 2007-08 appropriation restored funding to the 2002 level and provided funding for 203 students. Therefore, for the last two years we have been able to support 68 new-start students. For 2008-09, we are seeking to keep the new-start level at 68.

Special points of interest:

- The 2008-09 WICHE PSEP budget request is: **\$4,673,828.**
- This budget request to support 221 students is **\$558,794** greater than the 2007-08 appropriation.



Without support from the WICHE program, attending a professional school of Optometry would have been very difficult to impossible.

Jesse V. Dominguez, O.D.
University of Southern
California College of
Optometry



As a result of this gracious award I am able to fulfill my dream of becoming a physician.

Amy Patel, student, Kirksville College of Osteopathic Medicine

HOW IS THE WICHE PROGRAM FINANCED?

The State (through general fund appropriations) pays a support fee to the university that the Arizona resident attends. The fee covers part of the cost-of-education. This arrangement provides Arizona students with increased access to established out-of-state or private instate professional programs at reduced tuition rates. It also saves the State millions of dollars by relieving Arizona of the need to establish and support these costly medical programs.

DO STUDENTS CONTRIBUTE FINANCIALLY TO THIS PROGRAM?

In return for the financial support provided by the State, Arizona WICHE recipients must practice one year in Arizona for each year of support or repay 50 percent of the funds paid on their behalf, plus interest. Students who practice in an underserved Arizona community receive one year of state service credit for each six months of practice. Monetary repayments made by former recipients are deposited to the state general fund.

WHAT ARE ARIZONA'S FUTURE NEEDS FOR THESE TRAINED MEDICAL PROFESSIONALS?

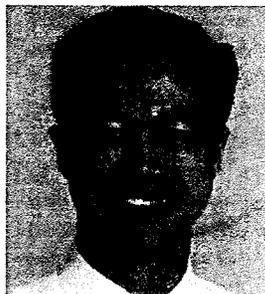
According to the U.S. Bureau of Labor Statistics, by the year 2015, the demand for practitioners in the six areas of WICHE-study sponsored by Arizona, is expected to grow, nationwide, by:

Physician Assistants	48 percent or more
Occupational Therapists	33 percent or more
Osteopaths	25 percent or more
Optometrists	20 percent or more
Veterinarians	18 percent or more
Dentists	15 percent or more

Arizona's demand for professional practitioners is expected to at least match national rates. According to the U.S. Bureau of the Census, Arizona is one of the fastest growing states in the country, with more than 1.6 million people moving into the state by the year 2025. This rapid growth and changes in these industries will have an upward push on the demand for practitioners in these medical fields. For example, due to the emergence of managed care plans, doctors of optometry are in demand as primary eye care providers.

WHAT IS THE LEVEL OF SUPPORT IN THE CURRENT BUDGET REQUEST?

The 2008-09 Budget Request seeks \$4.6 million to support 221 students. The 2006-07 appropriation restored 34 of the 52 positions eliminated since 2001-02. The 2007-08 appropriation restored the remainder of the positions and returned the number of students supported to the 2001-02 level. Therefore, for the last two years we have been able to support 68 new-start students each year. We are seeking to continue to support 68 new-start students and the 153 continuing students for 2008-09, for a total of 221 students.



I am greatly appreciative that my professional development was assisted by the State of Arizona.

Henry Leung, D.O. Kirksville College of Osteopathic Medicine

Year	Appropriation	Students Supported
2001-02	\$3,282,400 \$2,934,700 (actual)	201 178 (actual)
2002-03	\$2,908,100	163
2003-04	\$2,908,100	161
2004-05	\$2,908,100	157
2005-06	\$2,908,100	149
2006-07	\$3,571,353	183
2007-08	\$4,115,034	203

Although the need for trained medical professionals continues to increase in Arizona, funding for the WICHE program has not kept up with the need for student access and population growth over the last several years. As the chart above indicates, during fiscal year 2001-02, the State appropriated funding for 201 students. Notwithstanding the Legislature's appropriation, as a result of that year's budget reversion, only 178 students were supported. During fiscal year 2005-06, the same appropriation provided funding for 149 students. Over a five-year period the same appropriation provided funding for 52 fewer students. Therefore, the Board sought and received funding to restore 34 of the lost positions for a total of 183 students during 2006-07. The 2007-08 appropriation restored the program to the 2001-02 level and provided funding for 203 students. Therefore, funding for new-start students has been at 68 students for the past two years. The 2008-09 budget request is to fund 153 continuing students and 68 new-start students. The amount required to fund the 221 students in the budget request is \$4,673,828. This amount is \$558,794 greater than the 2007-08 appropriation. However, if the Legislature appropriates the 2007-08 amount of \$4,115,034 during 2008-09, that same appropriation will provide funding for only 42 new-start students, due to slight tuition increases at the participating schools.

LEGISLATIVE SUPPORT

Traditionally, the Arizona Legislature has been very supportive of Arizona's participation in the WICHE Professional Student Exchange Program. The reasons cited for this support are:

1. The state's obligation to provide educational opportunities for residents who want to be dentists, occupational therapists, optometrists, osteopaths, physician assistants and veterinarians.
2. The avoidance of the need to develop and maintain these costly professional programs in Arizona.
3. The knowledge that Arizona cannot rely solely on in-migration to provide all of the trained medical professionals needed in the future.
4. The WICHE program provides an incentive for returning graduates to practice in the underserved areas.



The WICHE program
ately reduced the amount
f debt I accumulated.

ina Ghorab, DDS
arsity of the Pacific



I am very grateful for
aving been given this
ant and look forward to
ing back to the Arizona
ommunity for years to
come!

s Murphy D.D.S.
arsity of the Pacific

HOW COST EFFECTIVE IS WICHE?

The State's involvement in the WICHE Professional Student Exchange Program has and continues to be a positive step in providing additional access to Arizona's students. Moreover, the PSEP has proven to be an efficient, cost effective, and beneficial resource for Arizona. The average annual cost of educating a student through the WICHE Professional Student Exchange Program is \$21,148. There is no more economical way to educate Arizona's future dentists, occupational therapists, optometrists, osteopaths, physician assistants, and veterinarians than through participation in the WICHE PSEP. If Arizona built and maintained public colleges in the six fields supported through WICHE-PSEP, the cost would run into several hundred million dollars annually. For example, Colorado State university reports that total direct expenditures for the College of Veterinary Medicine during academic year 2004-05 was \$88.5 million. The total WICHE-PSEP budget request is \$4.6 million. This is a relatively small amount to pay in a high-growth state suffering from a shortage of trained medical professions. Also, through participation in the exchange program, Arizona can offer its students the opportunity to earn needed degrees, while assisting in meeting the State's needs for these medical professionals. More important, state resources are used effectively to serve the needs of the student as well as the State.



We look forward to returning to Arizona to practice after graduating.

Justin & Michelle Kohls, students,
University of Southern California
College of Optometry

WHAT EFFECT WILL IT HAVE ON THE BOARD IF THIS BUDGET REQUEST IS NOT FULLY FUNDED?

Failure to fully fund this budget request will:

1. Limit the Board's ability to provide access to professional medical training for Arizona residents seeking to become osteopaths, dentists, optometrists, veterinarians, occupational therapists, and physician assistants;
2. Limit the Board's ability to help provide trained medical professionals for Arizona, especially in the rural and underserved Arizona communities. The rural and underserved areas of the State are currently experiencing a severe shortage of these medical professionals.

Learn More...

For further information on Arizona's participation in WICHE, contact:

Louise Lynch, Arizona WICHE Certifying Officer, at
llynch@azregents.edu or 602-229-2563. [WICHE 09.pub]

Arizona Board of Regents

2020 North Central Avenue
Suite 230
Phoenix, Arizona 85004

Phone: 602-229-2500
Fax: 602-229-2555

www.azregents.edu

APPLICATION AND AWARD PROCEDURES

Admissions Application - Students should apply directly to one or more of the participating schools listed above. Information about admissions requirements and procedures must be obtained from the institution. The WICHE Office does not provide that information.

Certification Application - Students should apply for certification of eligibility between March 15 and October 15 of the year before they plan to begin their professional training. Students who are U.S. citizens and who have been legal residents of Arizona for at least the past five years may obtain application forms by writing to:

WICHE Professional Student Exchange Program
ARIZONA BOARD OF REGENTS

2020 North Central, Suite 290

Phoenix, AZ 85004

Phone: 602-229-2500

Also, applicants may access an application and check on receipt of application, on the web at: azregents.edu. Click on Special Programs, click on WICHE, and click on Professional Student Exchange.

The application deadline is October 15 of the year prior to the commencement of training. Applicants who do not apply until after October 15 will be designated as alternates and will be considered for funding only after all eligible students who applied before October 15 have been funded.

Award Procedure - Students will receive notification regarding their certification as an eligible Arizona candidate after action on their applications in November. No decision will be made about certification prior to that time.

Applicants who are certified by the Arizona WICHE Office and are admitted to a participating institution will be eligible for consideration for support. The amount of funds appropriated by the legislature to support new students varies each year; therefore, **in an average year funds are not available to support all of the Arizona applicants who are certified and admitted.** Following final action by the legislature, usually in late Spring, all students will be notified of their funded or non-funded status, based on academic rankings provided by the receiving WICHE schools.

Students who are certified, admitted to a participating institution, and supported with Arizona WICHE funds can expect to continue to receive WICHE support as long as they make satisfactory progress in their academic program and the legislature appropriates adequate funds.

OBLIGATIONS TO ARIZONA AFTER GRADUATION

Arizona statutes require that students supported by the WICHE program return to the State and spend one year in the practice of their profession for each year they were supported in the program. Students in 3-year accelerated programs must practice in the State for four years since the State spends the same total amount in support of students in 3-year programs as for those in 4-year programs.

Students who practice in an underserved Arizona community, so designated by the appropriate licensing board, will receive one year of state service credit for each six months of practice.

Students who do not discharge their obligations by Arizona practice are required by State law to repay 50% of the funds expended by the State in their support plus interest. The interest rate for a student's contract is the rate in effect for the fiscal year during which the student begins the approved course of professional study. The Board shall establish the interest rate by November 1 of the current year for the following fiscal year. The Board shall establish a rate equal to the average interest rate of all bonded money one day funded States Treasury Bills over the 24-month period ending September 30 of the current year, except that the Board will round the rate to the nearest one-half percent. Actual or interest changes provided by the contract begins on the first day of the first complete month following graduation of the student or for students who fail to complete their required course of study, the first day of the first complete month following the date when the student was no longer enrolled. The Board may permit repayments to be extended over a 15-year time period. The obligation may also be fulfilled by a combination of state practice and cash payment.

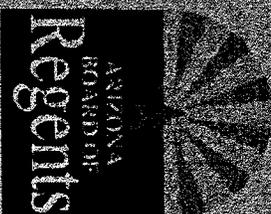
Involuntary induction into military service or other cause beyond the control of the student that prevents establishment of practice in the State as determined by the Board of Regents, may postpone the student's obligation until such cause is terminated.

(S) WICHE Documents: BROCHURE 303, (e)0-ada1 (08/22/2007)

This document is available in an alternative format, upon request.

Arizona Board of Regents, 602-229-2500

ARIZONA PROFESSIONAL STUDENT EXCHANGE PROGRAM



and the

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION (WICHE)

www.azregents.edu

WHAT IS WICHE?

Over five decades ago, the governors and legislators of the 15 western states created WICHE, the Western Interstate Commission for Higher Education, to help them provide high-quality, cost-effective education in their states. Toward this end, WICHE enables states to share cooperatively their higher education programs and facilities, for training new professionals, conducting research, and sponsoring continuing education to sharpen the skills of current professionals.

WICHE's goals are to increase the availability of higher education in the West, to assist states to have the professionally and technically trained persons they require, and to help states increase the effectiveness and efficiency of their higher education programs. Member states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The governors of the 15 states each appoint three Commissioners to direct this nonprofit, public organization.

THE PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)

This program, sponsored by WICHE and administered by the Arizona Board of Regents, enables a limited number of Arizona students to enroll in one of six professional programs in other states or in state private institutions, since these programs are not available at Arizona's public universities. Through the exchange, the student receives preference in admission and pays only the student tuition fee at a public institution or the difference between the WICHE support fee and standard tuition at a private school. The student also pays for books, supplies, meals, lodging and other personal expenses.

The State of Arizona pays a support fee to the school receiving the student to help cover the cost of education. This arrangement provides Arizona students with increased access to professional programs at reduced tuition rates, while saving the State millions of dollars by avoiding duplication of costly programs already available in the West.

FIELDS OF STUDY AND PARTICIPATING INSTITUTIONS

Arizona, through the WICHE PSEP, provides opportunities for a limited number of qualified legal residents to obtain training and education in six fields of professional studies:

Dentistry

Arizona School of Dentistry and Oral Health

Loma Linda University

Oral Health Sciences University

University of California, Los Angeles

University of California, San Francisco

University of Colorado Health Sciences Center

University of Nevada, Las Vegas

University of the Pacific

University of Southern California

University of Washington

Western Michigan University

Western State University

Western Washington University

Western Wyoming University

Western State University

STUDENT ELIGIBILITY AND PRIORITY

Arizona law requires that an applicant must: (1) be a United States citizen and provide verification of U.S. citizenship; (2) have been a legal resident of Arizona for a minimum of five years prior to the commencement of training; and (3) must have maintained at least average (2.5) grades to be eligible for support under the WICHE program. Each year the Board of Regents requests a specific amount of funds to support continuing students and a specific amount of funds to support new students. As a general policy, funds requested from the Legislature for continuing students will not be used to support new students and vice versa. The Arizona Board of Regents has adopted the following priorities for funding students who have been certified as eligible for participation:

1. Continuing students who were supported during the preceding year, and are making satisfactory progress in their academic programs.
2. New students who applied for entrance prior to October 15, who have been certified and have been admitted to a participating institution.
3. New students who applied for certification after October 15, who have been certified and have been admitted to a participating institution.
4. Continuing students beyond their first year of professional studies who were eligible for support for an earlier year but were not supported due to a lack of funds.
5. Continuing students beyond their first year of professional studies who have not previously applied for support.
6. Continuing students who previously dropped WICHE support but who continued in their professional studies.
7. Continuing students who have completed their basic professional training and take additional graduate or specialized training involving formal class and laboratory work.

The number of students supported in each field is dependent on the funds appropriated annually by the Arizona Legislature. Due to limited State funds, not all certified applicants can be supported.

OREGON

FOUR-YEAR INSTITUTIONS

Oregon Institute of Technology
Portland State University
Southern Oregon University
University of Oregon
Western Oregon University

SOUTH DAKOTA

FOUR-YEAR INSTITUTIONS

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

UTAH

TWO-YEAR INSTITUTIONS

College of Eastern Utah
Salt Lake Community College
Snow College

FOUR-YEAR INSTITUTIONS

Dixie State College of Utah
Southern Utah University
University of Utah
Utah State University
Utah Valley State College
Weber State University

WASHINGTON

FOUR-YEAR INSTITUTIONS

Central Washington University
Eastern Washington University
Washington State University
Western Washington University

WYOMING

TWO-YEAR INSTITUTIONS

Casper College
Central Wyoming College
Eastern Wyoming College
Laramie County Community College
Northwest College
Sheridan College
Western Wyoming Community College

FOUR-YEAR INSTITUTION

University of Wyoming

How the Western Undergraduate Exchange Works

The Western Undergraduate Exchange is a "decentralized" program. Therefore, the student applies to the institution of choice (listed in this brochure), indicating that Western Undergraduate Exchange status is desired, and the institution responds directly to the student. The applicant obtains application materials from, and submits the application for admission to, the institution he or she desires to attend. The institution may admit or deny admission to any applicant. The student must mark prominently on the application for admission that he or she seeks admission as a Western Undergraduate Exchange student. (Do not apply as an out-of-state student and expect to receive the Western Undergraduate Exchange tuition rate after you are admitted. You must apply for the Western Undergraduate Exchange rate at the time of application.)

When admitted as a Western Undergraduate Exchange student, the student will pay 150 percent of the institution's regular resident tuition (i.e., 50 percent more than resident tuition), plus any fees that all students are required to pay.

The full charge (tuition plus fees) applicable in any specific program can be determined from the catalog of the institution or from the admission office. A student may continue to enjoy Western Undergraduate Exchange tuition status as long as he or she is enrolled in the program to which admitted and meets any other criteria for continued participation set by the institution. Change to another program (in the same or a different institution) may be made at the reduced Western Undergraduate Exchange level only if the new program is also open to Western Undergraduate Exchange students and the change is approved by the institution. A few institutions have extended the Western Undergraduate tuition privilege to eligible students already enrolled. However, this is not a requirement of the program.

Each state determines which institutions and programs it will make available to students in the Western Undergraduate Exchange. **ONLY THOSE STATES AND INSTITUTIONS THAT APPEAR IN THIS BROCHURE WILL RECEIVE ARIZONA RESIDENTS AS WESTERN UNDERGRADUATES EXCHANGE STUDENTS.** Eligibility for admission and for Western Undergraduate tuition is determined by each participating institution. If admitted as a Western Undergraduate Exchange student, the student may not petition for in-state residency status.

INFORMATION AND APPLICATIONS MUST BE OBTAINED DIRECTLY FROM THE INSTITUTION(S) OF CHOICE.

General information may be obtained from the Arizona Board of Regents WICHE Certifying Office at 602-229-2500, or the WICHE Main Office in Boulder, Colorado at 303-541-0210. The most current information is available at www.wiche.edu/sep/wue.

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This document is available in an alternative format, upon request.

Arizona Board of Regents, 602-229-2500

Arizona's participation
in the

WESTERN UNDERGRADUATE EXCHANGE

enables Arizona residents
to attend an out-of-state
public college at 150%
of resident tuition rates



and the

**WESTERN INTERSTATE
COMMISSION FOR
HIGHER EDUCATION
(WICHE)**

www.wiche.edu/sep/wue

-What is the Western Undergraduate Exchange?

The Western Undergraduate Exchange is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered for Arizona by the Arizona Board of Regents. Through the Western Undergraduate Exchange, Arizona residents may enroll in certain programs at the two-year and four-year public colleges listed in this brochure. **Western Undergraduate Exchange tuition is 150 percent of the host institution's regular resident tuition.** In all cases, Western Undergraduate Exchange tuition is considerably less than nonresident tuition.

Which States Participate?

Arizona residents may attend certain programs in the following states, if they meet eligibility requirements.

Alaska	Montana	South Dakota
California	Nevada	Utah
Colorado	New Mexico	Washington
Hawaii	North Dakota	Wyoming
Idaho	Oregon	

Programs Available

Many undergraduate fields are available to Western Undergraduate Exchange students at the participating colleges and universities. Some institutions have opened their entire curriculum on a space-available or first-come, first-serve basis; others offer only designated programs. **ONLY THE COLLEGES LISTED IN THIS BROCHURE ACCEPT ARIZONA STUDENTS THROUGH THE WESTERN UNDERGRADUATE EXCHANGE.**

Western Undergraduate Exchange Information

To learn of the wide range of programs available, consult the WICHE Western Undergraduate Exchange website at: www.wiche.edu/sep/wue.

Eligibility

Participating institutions require evidence of academic performance, such as ACT/SAT test scores and high school GPA, or place other limits on Western Undergraduate Exchange enrollment. Consult the Western Undergraduate Exchange website for details.

Application and Admission

If interested, apply for admission and Western Undergraduate Exchange tuition status **directly** to the institution(s) of your choice. **Mark prominently on the institution's application form that you seek admission as a Western Undergraduate Exchange student.**

Additional Information

Further information about specific programs in the Western Undergraduate Exchange may be obtained from the admissions office of the participating institutions.

ALASKA

TWO-YEAR INSTITUTIONS

Prince William Sound Community College

FOUR-YEAR INSTITUTIONS

University of Alaska Anchorage
University of Alaska Fairbanks
University of Alaska Southeast

CALIFORNIA

FOUR-YEAR INSTITUTIONS

California Maritime Academy
California State University, Chico
California State University, Humboldt
California State University, Stanislaus

COLORADO

TWO-YEAR INSTITUTIONS

Aims Community College
Arapahoe Community College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

FOUR-YEAR INSTITUTIONS

Adams State College of Colorado
Colorado State University - Pueblo
Fort Lewis College
Mesa State College
Metropolitan State College of Denver
University of Colorado at Colorado Springs
University of Colorado at Denver and
Western State College

HAWAII

FOUR-YEAR INSTITUTIONS

University of Hawaii at Hilo
University of Hawaii at Manoa

IDAHO

TWO-YEAR INSTITUTIONS

College of Southern Idaho
North Idaho College

FOUR-YEAR INSTITUTIONS

Boise State University
Idaho State University
Lewis-Clark State College
University of Idaho

MONTANA

TWO-YEAR INSTITUTIONS

Dawson Community College
Flathead Valley Community College
Miles Community College
Montana Tech College of Technology
University of Montana - Helena College of Technology
University of Montana - Missoula College of Technology

FOUR-YEAR INSTITUTIONS

Montana State University - Billings
Montana State University - Bozeman
Montana State University - Northern
Montana Tech of the University of Montana
University of Montana - Missoula
University of Montana - Western

NEVADA

TWO-YEAR INSTITUTIONS

Community College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada Community College

FOUR-YEAR INSTITUTIONS

Nevada State College
University of Nevada, Las Vegas
University of Nevada, Reno

NEW MEXICO

TWO-YEAR INSTITUTIONS

Eastern New Mexico University
New Mexico Junior College
Northern New Mexico Community College
Santa Fe Community College
University of New Mexico Gallup Campus

FOUR-YEAR INSTITUTIONS

New Mexico Highlands University
New Mexico Institute of Mining & Technology
New Mexico State University
University of New Mexico
Western New Mexico University

NORTH DAKOTA

TWO-YEAR INSTITUTIONS

Bismarck State College
Lake Region State College
Minot State University - Bottineau
North Dakota State College of Science
Williston State College

FOUR-YEAR INSTITUTIONS

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