

**ALASKA COMMISSION ON POSTSECONDARY EDUCATION
MEMBERSHIP**

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Sue Linford Private Higher Education	Work: 272-5050	135 Cordova St. Anchorage, Alaska 99501	suelinford@gmail.com	3/1/2016
Jim Merriner Board of Education & Early Development	Work: 770-4217	8600 Shebanof Avenue Anchorage, Alaska 99507	jmerriner@gmail.com	
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Vacant Student Representative				

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

The Dimond Center
800 E. Dimond Blvd., Suite 200
Anchorage, Alaska
Teleconference: Dial 1-800-315-6338; Enter Conference
Code 67401 followed by the # sign

AGENDA

Thursday, January 8, 2015

1. 9:00 a.m. Convene/Roll Call
- 2.* Adoption of Agenda
3. Ethics Disclosure Relative to Adopted Agenda
- 4.* Approval of Minutes of October 23, 2014 Meeting
- 5.* 9:05 a.m. Institutional Compliance Standards & Evaluation – Kierke Kussart
6. 9:20 a.m. Executive Director’s Report
7. 9:40 a.m. Presentation: Alaska’s Workforce Needs – Dan Robinson, Chief, Research & Analysis, Alaska Department of Labor & Workforce Development
8. 10:15 a.m. Presentation: The Alaska Postsecondary Access and Completion Network (the Network) – CJ Allison, Community Partnership Manager & Network Staff; Brenda Riley, Executive Director, Fairbanks Children’s Museum & Network Member
9. 10:50 a.m. Break
10. 11:00 a.m. Presentation: Outreach & Community Feedback relating to the Network – Brenda Riley and Rebekah Matrosova, Director of Outreach & Network Member
11. 11:45 p.m. Management Team Reports—Written w/Mgrs available for questions
 - a. Finance – Charlene Morrison
 - b. Program Operations – Stephanie Butler
 - c. Outreach & Early Awareness – Rebekah Matrosova
 - d. Information Support Services – Kenneth Dodson
 - e. ANSWERS/Internal Audit – Kerry Thomas
 - f. Personnel and Administrative Services – Worth Barthel
12. 12:00 p.m. Public Testimony – *Individuals – 3-minute limit*

Group Representative –5-minute limit

13. 12:10 p.m. Commissioner Reports
 - a. UA Board of Regents – Pat Jacobson, Jo Heckman
 - b. Board of Education & Early Development – Jim Merriner
 - c. Other Commissioner Reports, Comments, and General Discussion

14. 12:40 p.m. Miscellaneous
 - a. Department of Law Report – Mary Ellen Beardsley
 - b. Borrower Appeal Action Summary
 - c. Executive Director Appeal & Complaint Summary
 - d. Commission Members’ Affiliations
 - e. Commission Common Acronyms and Terms
 - f. Scheduled Meeting Dates
 - Friday, April 3, 2015 – Juneau
 - Thursday, July 23, 2015 – Anchorage
 - Wednesday, October 21, 2015 – Anchorage

- 15.* 12:45 p.m. Determine January 2016 Meeting Date
Staff recommendations: January 6, 7, 12, 13 (Weds/Thurs/Tues/Weds)

- 16.* 12:50 p.m. Adjourn

***Action Required**

**MINUTES OF THE
COMMISSION MEETING
OF THE
ALASKA COMMISSION ON POSTSECONDARY EDUCATION**

October 23, 2014

A meeting of the Alaska Commission on Postsecondary Education was held Thursday, October 23, 2014 in the offices of the Commission, 800 E. Dimond Blvd., Suite 200, Anchorage, Alaska.

CONVENE

Chair Jim Johnsen called the meeting to order at 9:04 a.m.

ATTENDEES

Commission members present for all or portions of the meeting were Chair Jim Johnsen, Vice Chair Randy Weaver, Joey Crum, Rebecca Huggins, Pat Jacobson, Sue Linford, Jim Merriner and Tammie Wilson.

Commission members absent: Jerry Covey, Ray DePriest, Jo Heckman, and Mike Woods.

Commission staff present for all or portions of the meeting were Diane Barrans, Executive Director; Stephanie Butler, Director of Program Operations; Charlene Morrison, Chief Finance Officer; Worth Barthel, Human Resource Officer; Kerry Thomas, Internal Auditor, ANSWERS Project Manager; Rebekah Matrosova, Director of Outreach and Early Awareness; Mary Ellen Beardsley, Assistant Attorney General, Department of Law; Joann Rieselbach, School Relations Manager; Kierke Kussart, Institutional Authorization Program Coordinator; CJ Allison, Community Partnership Manager; Greg Monrad, Program Manager, Alaska College and Career Advising Corps; Misty Klodt, Transitions and Completion Supervisor; and Rochelle Rogers, Executive Assistant/Commission Secretary.

Others Present: Stephanie Nichols, Director, Seattle University School of Law; Eric Ash, Executive Director, Wayland Baptist University; Tracy Stewart, Academic Dean, Alaska Pacific University; Carmen Franchino, Director of Operations, Amundsen Educational Center; Roger Holl, CEO and Chief Administrator, Amundsen Educational Center; Alison Roope, Compliance Officer, Charter College; Larry Capps, President, Charter College.

ADOPTION OF AGENDA

Commissioner Huggins moved to adopt the agenda of the October 23, 2014 Commission meeting. The motion was seconded by Commissioner Merriner. By roll call vote, all members present voted Aye. The motion carried.

ETHICS DISCLOSURE RELATIVE TO ADOPTED AGENDA

No ethics disclosures were offered.

APPROVAL OF MINUTES

Commissioner Crum moved to adopt the minutes of the July 22, 2014 regular meeting. The motion was seconded by Commissioner Huggins. By roll call vote, all members present voted Aye. The motion carried.

INSTITUTIONAL STANDARDS & EVALUATION

Kierke Kussart, Institutional Authorization Program Coordinator, reported on compliance activities. Ms. Kussart highlighted Alaska's participation in the State Authorization Reciprocity Agreement (SARA). ACPE is the SARA portal agency for Alaska, meaning Alaska institutions that wish to participate in SARA must apply to ACPE. The advantage to institutions approved to participate in SARA is they may offer distance education to residents in other SARA states without also going through each individual state's authorization process. Three Alaska institutions have applied and been approved as SARA participants: the University of Alaska Fairbanks, University of Alaska Southeast and Charter College.

Initial Authorization

Seattle University School of Law – Commissioner Jacobson moved to approve a two-year initial authorization of the Seattle University School of Law through October 31, 2016, and approval of alternate refund policy contingent upon the acquiescence of the American Bar Association and approval of the Northwest Commission on Colleges and Universities. The motion was seconded by Commissioner Merriner. By roll call vote, all members present voted Aye. The motion carried.

Wayland Baptist University – Commissioner Wilson moved to approve a two-year initial authorization of Wayland Baptist University through October 31, 2016, and approval of alternate refund policy. The motion was seconded by Commissioner Merriner. By roll call vote, all members present voted Aye. The motion carried.

Program Amendment

Alaska Pacific University - Commissioner Merriner moved to approve Alaska Pacific University's Yoga Teacher Training certificate through January 31, 2016, which is commensurate with the current period of authorization. The motion was seconded by Commissioner Crum. By roll call vote, all members present voted Aye. The motion carried.

Amundsen Educational Center - Commissioner Crum moved to approve Roger Holl, J.D., as Amundsen Educational Center's new CEO and chief administrator. The motion was seconded by Commissioner Huggins. By roll call vote, all members present voted Aye. The motion carried.

Charter College - Commissioner Linford moved to approve Charter College's Online Certificate in Medical Office Administrative Assistant, contingent upon the approval of the Accrediting Council for Independent Colleges and Schools, through January 31, 2015, which is commensurate with the current period of authorization. The motion was seconded by Commissioner Merriner. By roll call vote, all members present voted Aye. The motion carried.

EXECUTIVE DIRECTOR REPORT

Ms. Barrans referenced her written report and reminded members to contact her directly if they have questions or thoughts on the meeting agenda or content. Ms. Barrans works in close collaboration with the Chair to ensure meetings are meaningful to members relative to their work and constituencies.

Members who have served on the Commission for several years are aware the agency has been presented, as an organization, with significant opportunities and challenges. These have come in the form of initiatives representing powerful potential for positive outcomes in Alaska and include ventures such as launching the statewide Alaska Performance Scholarship, the ANSWERS project, and the statewide Access and Completion Network. These diverse, mission-centered initiatives are dependent on strong collaborative partnerships with other Alaska stakeholders. Partnerships are beneficial to maximize efficient and effective use of Alaska's public resources; even more so now given the fiscal context in Alaska's near term. Ms. Barrans is hopeful ACPE's active cultivation of partnerships is effective in increasing the ability to work well with the Department of Education & Early Development, Department of Labor & Workforce Development, University of Alaska, the business community and student and parent organizations. The challenges ACPE is facing include the topics to be covered in the Lumina Foundation-funded HCM Strategists presentation. They include defining and striving for college and career readiness in Alaska, aligning standards and expectations across sectors of our education system, and increasing public awareness and understanding around these topics. She believes the Commission can have a great effect on positively impacting postsecondary access and completions through ANSWERS by assessing the workforce and economic feedback of all the collective efforts. Many other states are similarly engaged in the creation of statewide longitudinal data systems; some are further ahead, and some not as far progressed as Alaska. While Alaska is not known

as a “joiner state” when it comes to national initiatives, there are lessons to be learned by the work going on across the nation – even if just sorting out the successful strategies from those that are less so. Ms. Barrans noted in her role with the Commission she has always believed it is incumbent upon her to identify information and potential resources to share with the membership, staff, programs and services, and Alaskans. To that end Ms. Barrans was intrigued to learn of the expansion of the Lumina-funded Strategy Labs. She is excited about the potential opportunity to access the tools provided.

LUMINA FOUNDATION STRATEGY LABS

Jimmy Clark, Kim Hunter-Reed and Malia Sieve, Senior Associates of HCM Strategists, as policy leads and subject matter experts on educational attainment and guided pathways, presented Strategy Labs to the group. Strategy Labs are an open platform for research and data for leaders and influencers in all fifty states. Strategy Labs are managed by HCM Strategists and funded through the Lumina Foundation. All efforts are intended to advance the Lumina Foundation’s State Policy Agenda, Goal 2025; to increase the proportion of Americans with high-quality degrees, certificates and other credentials to 60% by the year 2025. The detailed policy agenda is not intended as a checklist, but rather the identification of evidence-based policies and practices proven effective in various states.

The agenda contains twenty policies and practices grouped into three core elements: to improve student outcomes, align investments with student needs, and to create smarter pathways for students. The agenda is intended to be a student-centered and focused state policy agenda. The discussion will focus on seven of the policies; data-driven decision making, aligning K-12 and postsecondary education, and adopting guided pathways. The Lumina Foundation makes Strategy Labs’ resources available through a variety of means including through nonpartisan evidence-based policy expertise. Strategy Labs provide convening, and facilitation opportunities including hosting site visits and workshops. Strategy Labs can provide executive support through evidence-based presentations. This is often provided to legislators, legislative staff, commissioners and governor’s offices. The Strategy Labs website platform attempts to expose all individuals to perspectives at the state and national level.

Lumina’s policy agenda aims to increase student outcomes through setting ambitious goals as well as establishing metrics and a dashboard. These are the two primary pieces to drive data-driven decision making. Data-driven decision making is a cyclical, iterative process that requires a common understanding of the end goal. Setting an attainment goal ensures your state and the nation as a whole are meeting the needs of the future workforce. Setting a state-level goal requires examining workforce needs – a process that involves K12, higher education and workforce to set a measurable and challenging goal. An important aspect is to recognize the attainment gaps of underrepresented populations. Twenty-three states have set attainment goals, most of which are solidified or institutionalized in statute or a statewide plan for higher education. HCM Strategists recognized the work involved in the development of the Alaska Postsecondary Access and Completion Network (the Network). The Network established

a statewide goal, but now must identify metrics to monitor progress. ANSWERS will be an important tool in tracking process toward a statewide goal.

Postsecondary system dashboards are available for translating data and information to action. Dashboards track key performance indicators to guide decision making, implementation and programmatic changes. The collection of metrics and information should be communicated in a way that the public can understand the direction needed to progress to the statewide goal.

K-12 assessments and readiness standards are policies that can affect change on the student level. K-12 readiness is important in the transition from high school to higher education. The challenges in postsecondary student success include high cost of education, not obtaining a timely degree, and excess credit hours. SAT and ACT data show only 40% of Alaskan high school graduates meet the (readiness) benchmark. Complete College America studies show 50% of students (nationally) pursuing two-year degrees and 20% of students pursuing four-year degrees require some remediation in math or English, the number being higher in many states. This prompts questions of whether high school assessments are properly aligned with college assessments. Alaska is heading towards its first generation of developing and testing assessments, and it is a common understanding that collaboration is needed between high school and college educators in defining what it means to be college ready. Several states' K-12 teachers and postsecondary faculty have combined efforts to create aligned assessment standards. There are excellent resources available to aid this process including assistance through the Educational Policy Improvement Center.

Students are facing challenges navigating the college process. Consequences may include underperforming, failure to timely complete their program, and spending time and money on excess credits. Lumina Foundation wanted to find a method in which to help students in institutions successfully move forward through maximizing credit, reducing extra credits, ensure work flexibility, and provide navigation tools. This can be accomplished through a stronger K-12 pipeline, consumer-friendly data, and an appropriate navigation system for students. Lumina Foundation developed guided pathways to address student challenges. Guided pathways offer a sort of GPS for students to navigate the college experience, an informed choice so they can spend less time making selections and more time in the classroom. Some institutions are adopting meta-majors which allow students to choose a broad topic of interest without choosing a specific degree, and are offered an easy coursework plan for the first few semesters while they consider their desired degree. Providing too broad of choices can be damaging for students; default pathways allow students to accelerate through a pre-structured system. They include advising, tutoring and assistance to provide support and structure for students. Guided pathways contain an important data element to illustrate student attendance, performance, behavior, and their likelihood of finishing timely.

Degree maps provide structure for returning adults by grouping classes into morning or afternoon blocks for each meta-major. As a result, students are requiring reduced developmental courses and are graduating sooner. Students who participate in

meta-majors perform better in all predictors including GPA, retention and graduation rates. Degree maps are transformational for student success and beneficial for institutions as resources can be optimized to improve attainment.

HCM Strategists suggest utilizing Lumina Foundation's policy agenda when considering Alaska's student attainment goal. Examine the state's challenges in terms of student success and strategize how the Lumina team can help identify a successful approach to address Alaska's barriers. The Lumina Foundation is willing and ready to assist states as needed to improve student outcomes across the nation.

MANAGEMENT TEAM REPORTS

Finance: Ms. Morrison referenced her written report, first noting an update on the fiscal year 2015 operating budget. Changes include the adjustment of positions in personnel services and contractual services. The total budget and total positions did not change. As mentioned in the last meeting, the Commission does have a capital project budget of \$460,000 to replace the grant and student aid management system--a project currently underway.

An Alaska Student Loan Corporation (ASLC) board meeting is scheduled for November 5, 2014 at 9:00 a.m. The meeting will be conducted telephonically from the Juneau office. Ms. Morrison presented the ASLC financial reports for informational purposes, noting board members would review the reports at the upcoming meeting. Included in the reports are a memorandum to board members, Management's Discussion and Analysis, Expenditure of Federal Awards Report, and Engagement Letter to the Board. The Corporation reported a \$3 million net income. The Corporation will have no problem meeting loan demand for the current academic year, and Ms. Morrison anticipates being able to meet demand for the next academic year without incurring additional funding.

As previously discussed, the Internal Revenue Service (IRS) does have the Corporation's revenue tax exempt bonds under examination. There is no update on the examination; the Corporation continues to await written documentation from the IRS supporting their concern of noncompliance issues.

Program Operations: Ms. Butler presented her written report, noting the division has been busy implementing changes occurring in the upcoming program year while maintaining regular work for the existing unchanged programs. Staff is hugely enthusiastic about the changes and opportunity to expand their knowledge base and developing a significant diversity of skills from loans to grants, scholarships, outreach and other service areas.

The division is increasingly busy with ANSWERS activities. Members may recall the project is designed as a series of deliverables occurring over a timeline; the challenge being deliverables two, three, four and five begin before deliverable one is

completed. Staff is undertaking expanded roles relative to the ANSWERS project, especially the Research & Analysis and Quality Assurance units.

Loan originations continue to decline. Staff is hoping to see the decline lessen as the agency engages in increased marketing, including direct-to-consumer information regarding the benefits of ACPE's available programs. Interest rates on state loans are currently better than federal PLUS rates, and Ms. Butler is pleased that staff is engaging in increased conversation with various financial aid staff around the state to assist them in developing verbiage to discuss the benefits of state loans for students. Ms. Butler noted \$5.5 million was awarded to the Alaska Education Grant program, which is the full amount available for the program year. The Alaska Performance Scholarship awarded approximately \$10 million of the \$11 million available, so it is 90% expended. Based on the additional funds available the application deadline has been extended and staff is engaging in outreach to potentially eligible students to remind them of program availability. Because her report was prepared prior to Permanent Fund Dividend (PFD) distribution a zero is shown under PFD payments, however; there were 2,400 borrowers with PFD garnishments in the amount of \$4.4 million.

Staff in Outreach & Early Awareness and Program Operations have been closely monitoring the increase in access to ACPE's website by mobile devices. Staff will be making modifications to the site to accommodate mobile devices.

Outreach & Early Awareness: Ms. Matrosova provided highlights from her written report. The final annual increment of the federal College Access and Challenge Grant (CACG) was received with an award of just under \$1.4 million. It is expected a significant portion of the funding will carry over into the next fiscal year; therefore the Outreach division is not looking to make significant changes until fiscal year 2017. However, the receipt of the final grant increment makes staff increasingly mindful of sustainability efforts.

The Alaska Postsecondary Access and Completion Network (the Network) is one of the two primary CACG-funded initiatives. Work around the Network is intensifying with staff engaging in several committees. Ms. Matrosova commended Community Partnership Manager CJ Allison's work as the primary staff support to the cross-sector group aiding in the development of the Network and developing the first draft of a strategic plan. The group is in the first stages of forming a formal leadership structure with an interim decision-making body.

The second major initiative funded by CACG is the Alaska College and Career Advising Corps (ACAC). Greg Monrad, ACAC Program Manager, has been leading a sustainability workgroup to develop a proposed program model that outlines possible partnerships to sustain the program at varying increments so no one partner should contribute more than could reasonably be achieved. The model has drawn a positive response from the national College Advising Corps, a potential funding partner. Staff began initial conversations with the Chugiak School District last January about a possible grant opportunity, and was notified this quarter the grant application was successful.

ACPE now participates in a consortium that includes the Chugiak School District as well as four partner districts. A Science, Technology, Engineering and Mathematics (STEM) Career and Technical Education (CTE) grant will provide STEM-specific advising to four cohorts of twenty-five students from five rural districts. The CTE grant will also fund two new College/Career Guide positions to provide primarily distance-delivered services to all the districts. This opportunity will test the new sustainability model, provide additional funding, and hopefully offer valuable information relating to the growth and expansion of the model.

Outreach has been transitioning from strategic planning to a focus on developing priority outcomes around impacts to efficiency. Results of an annual community outreach review showed more individuals were reached despite an overall reduction in travel expenditures. Increased use of distance delivery and maximum travel efficiencies increased the number of individuals reached. A higher number of students were also reached through the ACAC program this quarter and through the Success Center. Efficiencies will continue to be a focus for the upcoming quarter.

ANSWERS/Internal Audit: Ms. Thomas reported the majority of her time has been focused on ANSWERS project management activities, and will continue through the duration of the grant in mid-2015. After grant funding is exhausted she will transition to her traditional role as Internal Auditor to the Commission while supporting the ANSWERS program staff as needed through the implementation process. The first item she highlighted was the ANSWERS video that was developed and posted on ACPE's public website. The State of Virginia created a statewide longitudinal data system video specific to Virginia. Through the collaboration aspect of the grant, ACPE was able to benefit from the effort and customize it for Alaska. The video portrays a very high level description of ANSWERS.

The National Center for Education Statistics (NCES), the ANSWERS grant funding agency, visited Alaska earlier in the summer. NCES had positive comments regarding Alaska's focus on stakeholder engagement, governance structure, focus on sustainability, and the strong, positive relationships among partner organizations and executives. NCES also recognized continued improvement areas related to long-term sustainability and suggested continuing to focus on demonstrating the value of ANSWERS at every opportunity. The public concern around such tools is related to security and confidentiality, so staff should focus on transparency in the process. There is guidance from the United States Department of Education around best practices, which staff will draw upon when implementing ANSWERS.

ANSWERS staff is preparing to transition from the grant project to program implementation. Part of this transition is recruiting for an ANSWERS Program Director. Ms. Thomas reported she is in the second phase of interviews, having just completed initial interviews. Finalist candidates will be forwarded to a multi-agency team for evaluation, and hopefully a director will be selected. A Project Analyst was just hired, and recruitment is still underway for a Program Data Analyst. The Program Data Analyst

position has proven challenging to fill, and Ms. Thomas recently engaged with a recruiting firm to identify additional candidates.

ANSWERS staff have been collaborating with the Arkansas Research Center (ARC) who are experts in data visualization. ARC has been assisting the ANSWERS project team to visualize data and information products derived from ANSWERS. The relationship has been informative and beneficial.

Human Resources: Mr. Barthel presented his written report. He announced the new evaluation template has been successful. Constructive feedback has included the fact that rating employees separately for ACPE Values and various rating areas have been potentially duplicative. A future draft of the evaluation could potentially weave the values into specific rating areas. The overall process has been positive and the evaluation is considered a living document.

The senior management team has been engaged in succession planning. The team will participate in a round table discussion of how to use the template nine boxes to ensure a similar understanding of the evaluation tool. Mr. Barthel is drafting a standardized interview for managers to use with their employees to ascertain aspiration and goals. Initially the interview process was going to be exclusively for high-potential employees, however; since ACPE is such a small organization, managers felt the process would offer a better return on investment if it was inclusive of all staff. A separate succession plan will be established for Executive Director Diane Barrans. The plan will offer a well scripted process in the event Ms. Barrans leaves the organization.

Wellness has become a popular topic in the organization. The Juneau office hosts an excellent WeightWatchers at Work group. Because Anchorage only has twenty employees it is unable to host a group onsite, but members may take advantage of the offsite meetings available.

Mr. Barthel has been working closely with Ms. Butler and Ms. Thomas on the ANSWERS management office relating to both personnel and facilities. Administrative Services staff has been gearing up for IRIS implementation, a statewide project that will replace the current state accounting system as well as automating procurement functions. Staff is optimistic it will be implemented by July 1, 2015. IRIS should create a smooth, streamlined electric process for procurement.

PUBLIC TESTIMONY

No public testimony was offered.

REGULATIONS

Commissioner Wilson moved to approve for adoption changes to regulations Title 20, Chapters 15, 16 and 17 regarding state and federal financial aid programs and postsecondary education institutions, including renaming the Alaska Education

Grant, providing for changes to the Alaska Education Grant, and providing for changes to the Alaska Supplemental Education Loan and Family Education Loan requirements pursuant to Chapter 89 SLA 14; revising institutional authorization procedures; updating references; and to make general housekeeping and conforming changes (20 AAC 15.195; 15.537; 15.705; 15.735; 15.745; 15.795; 15.910; 15.915; 15.935; 15.940; 15.945; 15.970; 15.988; 16.005; 16.010; 16.015; 16.020; 16.021; 16.030; 16.034; 16.037; 16.040; 16.050; 16.235; 16.900; 17.015; 17.045; 17.145; 17.225; 17.230; and 17.245). The motion was seconded by Commissioner Crum. By roll call vote, all members present voted Aye. The motion carried.

COMMISSIONER REPORTS

Alaska Student Loan Corporation – Commissioner Weaver reminded members of the upcoming ASLC meeting on November 5, 2014. The purpose of the meeting will be to review financial statements, take action on a dividend to the state and approve regulations for adoption. There are two new board representatives: Don Habeger, Deputy Commissioner, Department of Administration; and Jared Kosin, Deputy Commissioner, Department of Revenue.

UA Board of Regents – Commissioner Jacobson reported a UA Board of Regents meeting was held in Juneau September 18-19, 2014. The group approved various Regent policy updates such as the Equal Opportunity Employment Program, Individuals with Disabilities, and Additional Leave and Holiday Benefits Provisions. Regents approved a list of degree recipients for the summer and fall of 2013 and spring of 2014. A 4% tuition rate increase for fiscal year 2016 failed to pass. A revision of the fiscal year 2015 Natural Resources Fund budget included \$60,000 for the University of Alaska (UA) Press and directs the president to fund an additional \$60,000 from internal sources. Revisions to the UA Scholars Program will take effect in the fall of 2015 including increased minimum credit hours and increased award amounts. Regents approved an undergraduate certificate in Medical Assisting at the University of Alaska Southeast, a post-baccalaureate certificate in Speech Language Pathology at the University of Alaska Anchorage, and approved various property disposals and acquisitions in a project change request including \$1,400,000 toward repurposing for Veterinary Medicine.

On September 29, 2014, the joint subcommittee of the State School Board and Board of Regents held their first videoconference meeting. Subjects discussed included the need for high school and college entry requirement alignments, the university's common general education courses for math and reading, paraprofessional programs, teacher loan forgiveness and teacher mentoring. Teacher retention and quality issues were brought to attention by Vice President Dana Thomas. A shortage of teachers is being experienced nationwide. The expansion of the Alaska Native Science and Engineering Program will increase production of teachers within the state. The Council for Accreditation of Educator Preparation is looking to make changes to testing and admission requirements for teacher education which would have a huge impact on Alaska. With requirements becoming increasingly stringent, only 13% of existing

education majors within the state would meet the 2019 requirements. Committee members are considering methods in which other states are handling the increased requirements.

Also discussed at the joint committee meeting was the importance of Alaska's Learning Network and the potential for e-learning across the state. The Deans of Education attended the meeting to discuss high school pathways to success in teacher education. The next joint committee is scheduled for early December. Commissioner Jacobson is pleased that so many groups are able to collaborate successfully to make changes during tight financial times.

State Board of Education – Commissioner Merriner reviewed results of Alaska's Education Opportunity Act, of House Bill 278. As of July 1, 2015, students will be given the opportunity to test out of and challenge courses during grades seven through ten. This will increase the districts' work load because there currently is not a statewide assessment to determine subject mastery. Each district will need to create a student assessment, determine how the course will be graded, and whether credits will be granted. The high school exit exam was repealed, however; high school students must take the SAT, ACT or WorkKeys assessment during their junior or senior year to graduate. The state will cover the cost of one test per student. Regulations are currently out for public comment on the Alaska State Board of Education's website. Regulation changes include increasing high school requirements to include three years of mathematics to align with college readiness.

Three elementary schools in Alaska earned a high performance rating on state assessments and/or national norm tests. Peterson (Kodiak), Haines, and Crawford (Eielson) Elementary Schools were rated as high performing. The Department of Education & Early Development awarded grants to two nonprofit organizations to expand Science, Technology, Engineering and Mathematics (STEM) education for underserved and underrepresented middle school students. The Alaska Native Science and Engineering Program (ANSEP) was awarded funding and is planning to expand their academies for middle school students.

The Alaska State Performance Index was adopted two years ago as a student performance rating. As of last year 75 of 501 schools were given a five star rating. One hundred ninety-eight schools received a four star rating, 149 received three stars, and only twenty-seven received one star. Nearly 93% of Alaskan students attended a school that earned three stars or above.

Alaska Pacific University – Commissioner Linford announced Alaska Pacific University will be adding two programs; one accredited and one not. She invited members to attend the upcoming Board of Trustees meeting on October 30, 2014.

Northern Industrial Training – Commissioner Crum provided a workforce development and industry update, noting there has never been a better time to have a skilled trade in Alaska. Northern Industrial Training held an employer panel to connect

employers and students. Typically fifteen to twenty employers with current job openings will participate in the panels, however, fifty-seven respondents attended the last panel. Within one week all fifty-five students received job offers. Commissioner Crum conveyed his excitement and optimism relating to current industry engagement.

FALL 2015 MEETING DATE

Commissioner Crum moved to schedule the fall 2015 Commission meeting for Wednesday, October 21, 2015. The motion was seconded by Commissioner Wilson. By roll call vote, all members present voted Aye. The motion carried.

EXECUTIVE SESSION

Commissioner Wilson moved to recess the meeting and reconvene in accordance with AS 44.62.310(c). The matters to be discussed are matters which by law, municipal charter, or ordinance are required to be confidential; specifically, discussion of the personnel matters. The motion was seconded by Commissioner Crum. There being no objection, the meeting recessed at 12:39 p.m.

Commissioner Crum moved to reconvene the meeting in accordance with AS 44.62.310(c). The motion was seconded by Commissioner Linford. There being no objection, the meeting reconvened at 1:22 p.m.

Commissioner Merriner moved to approve a 1% salary increase for Executive Director Diane Barrans, effective the first payroll following the action. The motion was seconded by Commissioner Wilson. By roll call vote, all members voted Aye. The motion carried.

ADJOURN

Commissioner Wilson moved to adjourn the fall 2014 Commission meeting. The motion was seconded by Commissioner Linford. By roll call vote, all members present voted Aye. The motion carried. There being no further business to discuss, the meeting adjourned at approximately 1:24 p.m.

Jim Johnsen, Chair



Alaska Commission on Postsecondary Education

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MEMORANDUM

TO: Members, Alaska Commission on Postsecondary Education
THROUGH: Diane Barrans, Executive Director
FROM: Kierke A Kussart, Institutional Authorization
DATE: December 16, 2014
RE: Compliance Activities Report

INSTITUTIONAL AUTHORIZATION (IA)

Administrative Approval

Charter College (Anchorage and Wasilla)

- review and approval of revisions to the enrollment contract

Initial Authorization

Central Texas College (Joint Base Elmendorf Richardson, Fort Wainwright)

Renewal of Authorization

Charter College (Anchorage and Wasilla)

MetrOasis Advanced Training Center (Anchorage)

Program Amendment

Alaska Career College (Anchorage)

Alaska Pacific University (Anchorage)

Spirit Path Ayurveda (Anchorage)

Exempt Schools

Currently there are a total of 719 exempt institutions or providers offering education or training in Alaska; 524 of those are exempted due to offering distance or online instruction without a physical presence in the state.

This quarter, staff approved or recertified to operate 36 institutions or providers which qualified for exemption. Again, most exemptions were for distance or online instruction delivered by out-of-state accredited institutions.

Staff Activities

Authorization:

Initial and renewal authorization application packets have been updated; staff will continue to review the forms to ensure they comport with regulatory updates or policy changes, and to incorporate feedback from institutions. Staff continues to develop procedures associated with the underlying authorization processes and program amendment reviews.

Notifications were sent to Alaska yoga schools offering Yoga Teacher Training programs, advising that Alaska law requires organizations, delivering postsecondary educational programs resulting in a credential or a certificate, have a status with ACPE. To offer or continue offering a Yoga Teacher Training program, the school would need to apply for exemption or authorization. The notification also stated ACPE staff was available to answer questions or provide technical assistance.

Miscellaneous Items:

Joann Rieselbach, School Compliance Manager, is the Alaska representative on the W-SARA Steering Committee. The Committee, one of four Regional Steering Committees (RSCs), is responsible for evaluating and determining whether states applying for SARA membership demonstrate adequate capacity and sufficient standards for authorization and oversight of institutions under SARA. RSCs also serve as important regional platforms for the discussion and consideration of emerging SARA- and distance education-related issues. Committee members include one representative from each W-SARA member state as designated by the state's WICHE commissioners and meet approximately four times each year. At its most recent meeting, in October, the Committee reviewed and approved three new W-SARA member states: Arizona, Oregon and Montana. The next Steering Committee conference call will occur on April 29, 2015.

ACPE and Department of Labor and Workforce Development staff are reviewing the processes associated with the review and approval of Alaska Performance Scholarship Career and Technical Education schools and/or programs. The collaborative effort will create efficiencies to the existing processes, including revising the current application forms and letters and establishing more consistent communication flow between the two agencies.



INSTITUTIONAL AUTHORIZATION

January 8, 2015

ACTION AGENDA

- A. Initial Authorization
 - 1. Central Texas College (Joint Base Elmendorf Richardson, Fort Wainwright)
Recommend initial authorization for two years, through January 31, 2017.

- B. Renewal of Authorization
 - 1. Charter College (Anchorage and Wasilla)
Recommend renewal of authorization for one year, through January 31, 2016.
 - 2. MetrOasis Advanced Training Center (Anchorage)
Recommend renewal of authorization for three years, through January 31, 2018.

- C. Program Amendment
 - 1. Alaska Career College (Anchorage)
Recommend approval of the new degree program, AAS in Business Administration and Human Resource Management, through January 31, 2017.
 - 2. Alaska Pacific University (Anchorage)
Recommend approval of modifications to the Doctor of Psychology (Psy.D.) in Counseling Psychology.
 - 3. Spirit Path Ayurveda (Anchorage)
Recommend approval of two Yoga Teacher Training certificate programs, through January 31, 2016.



Central Texas College
Authorization Type: Initial

Summary

Central Texas College (CTC) is a public community college founded in Killeen, TX in 1965. In 1970, CTC began offering courses at nearby Fort Hood, commencing a relationship with the military that led to the establishment of campuses on bases around the world, including Joint Base Elmendorf Richardson (JBER) and Fort Wainwright. All campuses are regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The primary location at Fort Richardson was opened in 1978 and authorized from 1994 until 2000, at which time it was determined to qualify for exemption. At this time, due to changes in federal Title IV eligibility requirements (and related Alaska regulations), CTC is again requesting authorization.

The campuses offer students courses taught by an in-class instructor or by an off-site instructor who broadcasts into the classroom in real time, with teacher/student interaction via video and teleconferencing. Students can also take completely online classes outside of the classroom setting. Classes are offered primarily in the evenings to accommodate working students.

Chancellor	Dr. Thomas Klincar	Local Administrator	Marge Pylant, Alaska Area Director
Address	PO Box 1800 Killeen TX 76549	JBER Address	Education Center, Bldg 7 Fort Richardson, AK 99506
Year Founded	1965	Fort Wainwright Address	4391 Neely Rd Fort Wainwright, AK 99703
Surety Amount/Type	\$40,000/ Bond	FY14 Tuition Revenues	\$718,505
Initial Fee Paid	\$2,500	FY14 Enrollment	434
Financial Statements	Audited		

Site Visit

Staff conducted site visits at JBER on July 21, 2014, and at Fort Wainwright on September 16, 2014, and found the sites to be in compliance with all applicable requirements.

Programs

Program name	Program length	Tuition/Fee Cost
AAS in Business Management	60 to 62 credit hrs	\$10,200 to \$10,540
AAS in Child Development	60 to 61 credit hrs	\$10,200 to \$10,370
AAS in Criminal Justice	67 credit hrs	\$11,390
AAS in Information Technology*	65 credit hrs	\$11,050
AA in Teaching*	63 credit hrs	\$10,710

AA in General Studies	60 to 61 credit hrs	\$10,200 to \$10,540
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* Not available at Fort Wainwright

Evaluation

Minimum Standards Component - AS 14.48.060	Staff Evaluation/Comments
1. Program and courses meet stated objectives	Yes, institution is accredited by the SACSCOC
2. Adequacy of space, equipment, and resources	Noted during site visit and approved by accreditor
3. Appropriateness of staff/faculty credentials	Approved by accreditor
4. Catalog/brochure compliance	Technical assistance provided and required changes made
5. Credential compliance	Diploma awarded
6. Adequacy of records	Advised of recordkeeping requirements
7. Compliance with applicable laws	Fire inspections received; no observations of non-compliance with other applicable laws
8. Financial soundness	Audited financials documented compliance
9. Advertising and sales	Advertising noted as compliant
10. Administrators are of good reputation	Background check—no adverse findings
11. Student housing, if any	N/A
12. Refund policy compliance	Reviewed and documented*
13. Costs and charges compliance	Reviewed and documented

* CTC has requested approval of an alternate refund policy under 20 AAC 17.115(m). As required, the policy is approved by the SACSCOC and the US Dept. of Education. Staff have no concerns about the alternate policy.

Recommendation

Recommend a two-year initial authorization of Central Texas College, through January 31, 2017, and approval of alternate refund policy.



Charter College

Authorization Type: Renewal

Summary

Charter College has been authorized since 1985 and currently offers certificate, associate, and baccalaureate degree programs, in addition to one master's degree, primarily online. One on-ground and three blended delivery programs are offered at the Anchorage and Wasilla campuses. The College is owned and operated by Prospect Education, LLC, of Reno, Nevada. For purposes of accreditation, Charter College Anchorage is considered the main campus, with branch campuses in Washington and California. The institution is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Chief Administrator	Michael Dawson, CEO, Prospect Education	Larry Capps, President, Charter College Alaska	
Address	2221 E Northern Lights Blvd Anchorage AK 99508	FY13 Tuition Revenues	\$16,360,388
Year Founded	1985	FY13 Enrollment	1,793
Authorized Since	1985	FY13 Complaints (formal)	1
Surety Amount / Type	\$100,000 / Bond	FY13 Completion Rate	55%
Fees Paid:		FY13 Placement Rate	75%
Authorization	\$ 2,500		
Program Amendments	\$ 400		

New and Discontinued Programs

This renewal includes a recommendation for approval of three new online programs and one existing blended program to be offered at a new location.

Program amendments for the addition of a Certificate in Computer Technician, AAS in Computer Networking Systems, and BS in Computer Information Systems were submitted timely. The new programs utilize pre-packaged content, including simulation programs that allow students to configure hardware, install drivers, manage operating system settings, and configure network devices, created by and purchased from an established information technology certification company that specializes in online computer labs for academia. The curriculum content was reviewed by Charter College's program advisory committee comprised of industry professionals. In December, ACPE staff learned these three programs will replace the Certificate in Network Security, AAS in Network Security, and BS in Computer Science. Upon learning of the intended change ACPE staff brought Alaska's relevant regulatory requirements to the attention of College officials. These requirements, relative to the cessation of a program, include providing one

academic year's written notice to students enrolled in a degree program, providing a copy of the written notice to the Commission, and ceasing to enroll students who cannot complete the program prior to it being discontinued. Staff will continue to work with the College to ensure compliance with the cessation of program regulations.

The fourth program amendment is to offer the already-approved Heating, Ventilation, Air Conditioning and Refrigeration (HVAC) certificate at the Wasilla location. In order to do so, a significant investment in equipment and a facility remodel will be required. Due to the migration to online education, the College has underutilized classroom space that it plans to convert into the HVAC lab.

New Programs

Program or degree name	Program length	Tuition/Fee Cost
Computer Technician Certificate Online	63 quarter credit hrs.	\$21,735
AAS in Computer Networking Systems Online	99 quarter credit hrs.	\$37,125
BS in Computer Information Systems Online	180 quarter credit hrs.	\$72,000

Current Programs

Program or degree name	Program length	Tuition/Fee Cost
Certificate in Network Security Online**	63 quarter credit hrs.	\$21,735
Hospitality Certificate Online	69.5 quarter credit hrs.	\$23,769
Industrial Maintenance Technician Certificate*	72 quarter credit hrs.	\$25,500
Certificate in Medical Office Administrative Assistant Online	69 quarter credit hrs.	\$23,115
Certificate in Office Administration Online	70.5 quarter credit hrs.	\$23,760
Certificate in Medical Assistant	69 quarter credit hrs.	\$23,115
Certificate in HVAC	72 quarter credit hrs.	\$24,480
Certificate in Paralegal Studies Online	69 quarter credit hrs.	\$23,805
Certificate in Welding	72 quarter credit hrs.	\$26,712
Certificate in Business Administration Online	63 quarter credit hrs.	\$21,735
AAS Allied Health Online	90 quarter credit hrs (54 are transfer credits)	\$13,500 (for 36 hrs.)
AAS Applied Technology Online	90 quarter credit hrs (54 are transfer credits)	\$13,500 (for 36 hrs.)
AAS Business Administration Online	90 quarter credit hrs (54 are transfer credits)	\$13,500 (for 36 hrs.)
AAS in Network Security Online**	90 quarter credit hrs (54 are transfer credits)	\$13,500 (for 36 hrs.)
AAS Health Information Technology Online	108 quarter credit hrs.	\$41,364
AAS in Paralegal Studies Online	96 quarter credit hrs.	\$41,376
AAS in Nursing	121 quarter credit hrs.	\$58,806
AAS in Criminal Justice Online	99 quarter credit hrs.	\$41,382
BS in Accounting Online	180 quarter credit hrs. (90 are transfer credits)	\$41,400 (for 90 hrs.)
BS in Business Administration Online	180 quarter credit hrs. (90 are transfer credits)	\$41,400 (for 90 hrs.)
BS in Computer Science Online**	180 quarter credit hrs. (90 are transfer credits)	\$41,400 (for 90 hrs.)

BS in Criminal Justice Online	180 quarter credit hrs. (90 are transfer credits)	\$41,400 (for 90 hrs.)
BS in Healthcare Administration Online	193.75 quarter credit hrs. (90 are transfer credits)	\$39,405 (for 103.75 hrs.)
BS in Nursing Online*	187.5 quarter credit hrs. (90 are transfer credits)	\$35,500 (for 97.5 hrs.)
Master of Business Administration Online	56 quarter credit hrs.	\$38,920

*Approved, but not currently being offered

** To be discontinued

Site Visits

Compliant site visits were conducted on October 21 and 22, 2014, at the Anchorage and Wasilla campuses, respectively.

Recent Accreditation Action

In 2013, Charter College submitted an application for new grant of accreditation to its national accrediting body. In August 2013 and subsequent to site visits from their evaluation team, ACICS informed Charter College that action on its application for accreditation was deferred and instead, the current grant of accreditation would be continued through December 31, 2013, to provide the College with time to address areas of non-compliance. ACICS provided a list of issues to be addressed or responded to by October 31, 2013, to which Charter responded timely. However, in a December 27, 2013 letter, ACICS requested additional information; gave the College 90 days to provide a response; and advised that the current grant of accreditation was again extended until April 30, 2014. In consideration of ACICS' postponement of a new grant of accreditation, in October 2013 the Commission extended the institution current authorization a quarter and subsequently approved a one-year renewal of authorization in January 2014.

On May 7, 2014, after evaluating Charter's responses, the new grant of accreditation was awarded through December 31, 2016. Charter's previous grant of accreditation was for four years.

Nursing Program Status Update

Charter College's AAS in Nursing was approved at the April 2012 Commission meeting, contingent upon completion of the required lab facilities and ACICS approval. The Alaska Board of Nursing, which granted Charter's program provisional approval in January 2012, has a lengthy and complex process for the evaluation of nursing education programs. To receive full approval from the Board, a nursing program must have an 80% pass rate for first-time test takers of the National Council Licensure Examination (NCLEX) exam for a full year and the program must obtain a specialty nursing accreditation.

Charter is currently in the process of applying for candidate status with the Accrediting Commission for Education in Nursing (ACEN) to meet the specialty accreditation requirement. They submitted a Candidacy presentation, which was reviewed and found to be non-compliant with the ACEN Accreditation Standards. In their October 14, 2014 letter, ACEN identified the areas requiring correction. Charter College has submitted the program revisions, redesigned around the ACEN recommendation, to the Alaska Board of Nursing; Commission staff has been provided with a

preview of the changes. The Board will consider the proposed changes at its January 28-30, 2015 meeting. Staff anticipates Charter College will be submitting the programmatic changes for consideration at the April Commission meeting. The Board of Nursing indicates it has been contacted by several Charter College students with concerns about the program's specialty accreditation and approval status, and Charter College has confirmed receipt of student complaints. Commission staff are currently providing the College with information about regarding regulatory requirements and notified Charter that a settlement agreement it is proposing to the students is not compliant with regulations because it would require students to waive their right to assert against the institution in the future.

State Authorization Reciprocity Agreement (SARA) Participation

In October Charter College was approved as a participating institution in SARA. This approval permits the College to market and deliver online programs in other SARA member states, which currently number seventeen. SARA participation requires the College to meet the policies and standards requirements established by the National Council for SARA.

To date the College has connected its online programs to on-ground support at a physical campus, offering totally online programs to students in states without having a physical presence is a new delivery model. As Alaska's state SARA agency, ACPE is responsible for investigating complaints from any students enrolled in Charter's online programs and residing in SARA member states. Commission staff will be performing additional due diligence in reviewing the College's online programs, to verify compliance with SARA requirements. Charter plans to begin marketing efforts in SARA member states in January 2015.

Evaluation

Minimum Standards Component - AS 14.48.060	Staff Evaluation/Comments
1. Program and courses meet stated objectives	Yes, institution is accredited by the ACICS
2. Adequacy of space, equipment, and resources	Noted during site visit and approved by accreditor
3. Appropriateness of staff/faculty credentials	Verified
4. Catalog/brochure compliance	Technical assistance provided and required changes made
5. Credential compliance	Diploma awarded
6. Adequacy of records	Verified
7. Compliance with applicable laws	Fire inspections received; no observations of non-compliance with other applicable laws
8. Financial soundness	Audited financials do not document compliance as defined in regulation
9. Advertising and sales	Advertising noted as compliant
10. Administrators are of good reputation	Background check—no adverse findings
11. Student housing, if any	N/A
12. Refund policy compliance	Reviewed and documented
13. Costs and charges compliance	Reviewed and documented

Financials and Federal Student Aid HCM1 Status

Staff review of the audited financial statements of Prospect Education, LLC, identified that they do not fully document institutional financial soundness as required by 20 AAC 17.060(i). Prospect Education also owns and operates Clarita Career College, LLC, which has three campuses in the greater Los Angeles area that are branded as Charter College. That segment of the corporation suffered significant operating losses in 2013, affecting the overall financial health of the company. ACPE staff requested and received unaudited, mid-year, internally-prepared financials showing improvement. Charter College LLC, which is composed of the Anchorage campus and eight associated branch campuses, increased enrollment by 25% over the prior year.

The latest audited financial statements fail to satisfy U.S. Department of Education (USDOE) financial soundness requirements as well. One of the standards is the Financial Responsibility Composite Score, a ratio calculation that reflects the overall relative financial health on a scale of - 1.0 to 3.0. Schools with scores of less than 1.5 but greater than or equal to 1.0 are considered financially responsible, but require additional oversight. The College's score is 1.3. In December 2014, Prospect Education President and CEO Michael Dawson advised ACPE the College had been placed on Heightened Cash Monitoring (HCM1). Under this cash monitoring payment method a school must make disbursements to eligible students and parents before it may request or receive funds for those disbursements from the USDOE. Previously, the College was on HCM1 from March 2013 until February 2014 after an USDOE audit in 2012 raised non-financial concerns that were later resolved. President Dawson further advised that HCM1 will not alter their daily operations or current practices and he expect the College's 2014 Composite Score will meet or exceed 1.5 threshold.

Recommendations for Commission Action

Charter continues to undergo substantial change, in terms of the programs offered, the delivery mode, and the potential for rapid growth in enrollment. All degree programs, with the exception of the A.A.S. in Nursing, are being delivered as online programs with both local and remote faculty and academic support. Frequent changes are substantive and dynamic, with new programs still being piloted, existing program structures and pricing being adjusted to meet market conditions or discontinued and new markets targeted in SARA member states requiring online support to become more robust.

Based on the extent and ongoing nature of the institutional changes, staff recommends a one-year renewal of authorization through, January 31, 2016.

Staff also recommends approval of the three new programs, contingent upon the approval of ACICS, and approval of the HVAC certificate program at the Wasilla campus, contingent upon a compliant site visit.



MetrOasis Advanced Training Center
Authorization Type: Renewal

Summary

MetrOasis has operated as an Anchorage cosmetology school since 1995. The owners and instructors are Franz Sigel Shroy and Sue Shroy. Mr. Shroy has been a licensed hairdresser and instructor in Alaska since 1992, but his career in cosmetology dates back to 1979. Ms. Shroy has been a licensed hairdresser since 1998 and a licensed instructor since 2000. In October 2014, the school moved to a new location just south of the university area.

Chief Administrator	Sue Shroy	FY13 Tuition Revenues	\$95,774
Address	3701 E Tudor Rd #103 Anchorage, AK 99507		
Year Founded	1995	FY13 Enrollment	34
Authorized Since	1995	FY13 Complaints	none
Surety Amount/Type	\$20,000/CD	FY13 Completion Rate	97%
Authorization Fee Paid	\$2,500		
Financial Statements	Compiled	FY13 Placement Rate	86%

Programs

Program or degree name	Program length	Tuition/Fee Cost
Hairdressing	1650 hrs	\$7,878
Esthetics	350 hrs	\$5,375
Instructor	600 hrs	\$1,880

Site Visit

Staff conducted a site visit on October 22, 2014, and found the site to be in compliance with all applicable requirements.

Evaluation

Minimum Standards Component - AS 14.48.060	Staff Evaluation/Comments
1. Program and courses meet stated objectives	Industry-recognized curriculum that prepares students for the State Board licensing exam and is approved by the Board of Barbers and Hairdressers
2. Adequacy of space, equipment, and resources	Noted during site visit / approved by Board of Barbers and Hairdressers
3. Appropriateness of staff/faculty credentials	Compliant licenses
4. Catalog/brochure compliance	Reviewed and documented

5. Credential compliance	Certificate awarded
6. Adequacy of records	Verified at site visit
7. Compliance with applicable laws	Fire inspection received; no observations of non-compliance with other applicable laws
8. Financial soundness	Compliant compiled financials
9. Advertising and sales	Advertising noted as compliant
10. Administrators are of good reputation	Background check - no adverse findings
11. Student housing, if any	N/A
12. Refund policy compliance	Reviewed and documented
13. Costs and charges compliance	Reviewed and documented

Recommendation

Recommend approval of the new location and renewal of authorization for three years, through January 31, 2018.



**Alaska Career College
Program Amendment to add a AAS in Business Administration and Human Resource
Management**

Summary

Alaska Career College (ACC) is a private, for-profit career college located in Anchorage. Opening in 1985 as the Travel Academy, it operated as the Career Academy from 1991 to 2011 when it was approved to operate under its current name. Throughout its history, the institution has been owned and operated by members of the Deitz family.

The College currently offers six certificate programs (therapeutic massage, medical assistant, phlebotomy technician, insurance coding and billing, aircraft dispatcher, and business technology specialist) and two Associate in Applied Science (AAS) degrees (Business Administration and Computer Technology and Business Administration and Accounting). ACC is nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Chief Administrator	Jennifer Deitz, President		Surety Amount/Type	\$100,000 / Bond
Address	1415 E Tudor Rd Anchorage AK 99507			
Year Founded	1985		Fee Paid	\$100
Authorized Since	1985		FY14 Complaints	None

In recognition that an associate degree with a human resource management focus was not available in Alaska, ACC developed the new program with input from an advisory committee consisting of active human resource management professionals from Alaska businesses and corporations. With the addition of general education requirements and human resource-specific courses, the degree program builds on the College’s business technology specialist certificate.

Furthermore, ACC is collaborating with Wayland Baptist University (WBU) to develop an articulation agreement that would allow their graduates from the AAS in Business Administration and Human Resource Management program to continue their education by transferring the ACC credits to WBU’s Bachelor of Applied Science degree. If successful, the agreement would be a significant achievement, as it is uncommon to have a regionally-accredited institution accept credits from a nationally-accredited institution.

New Program

Program or degree name	Program length	Tuition/Fee Costs
AAS – Business Administration and Human Resource Management	65.5 credit hrs	\$24,345

Review

Application and supporting materials, including a new catalog entry and program syllabi, were submitted timely and were thorough and well-organized. After responding to some additional questions that resulted in minor revisions, ACC was able to document compliance.

Recommendation

Recommend approval of the AAS in Business Administration and Human Resource Management through January 31, 2017, which is commensurate with the current period of authorization, contingent upon the approval from ACCSC.



**Alaska Pacific University
Program Amendment to modify the Doctor of Psychology (Psy.D.) in Counseling Psychology**

Summary

Alaska Pacific University (APU) is a private, not-for-profit university, regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1981. The university offers two-year, four-year, master’s and doctorate degree programs.

Chief Administrator	Don Bantz, President		Surety Amount/Type	\$100,000 / Bond
Address	4101 University Dr. Anchorage AK 99508			
Year Founded	1959		Fee Paid	\$100
Authorized Since	1978		FY14 Complaints	None

APU began offering the Doctor of Psychology (Psy.D.) in Counseling Psychology in the summer of 2011, after obtaining approval from ACPE and NWCCU. In 2013, the Psy.D. faculty became aware that, effective in 2018, the Association of Psychology Postdoctoral and Internship Centers (APPIC) will only consider students attending an American Psychological Association (APA) accredited program for internship placement. Supervised internships are a requirement for licensure in all states and APPIC is a significant resource for placement.

In March 2014, APU contracted with the Western Interstate Commission for Higher Education (WICHE) Mental Health Program to advise on the program components required to meet APA accreditation criteria. Modifications to comply with the APA accreditation guidelines will increase both the program length, from three to four years, due to the addition of courses in Assessment, Interventions, and Professional Psychology Practice, and the program cost, from \$52,080 to \$67,000. Current students and those enrolling in summer 2015 will have the opportunity to either complete the existing program or switch to the new curriculum. The APU Board of Trustees approved the change during their October 2014 meeting. APU anticipates applying for APA accreditation in 2015, after obtaining approval from ACPE and NWCCU.

Program or degree name	Program length	Tuition/Fee Cost
Psy.D. in Counseling Psychology	80 credit hrs	\$67,200

Review

Application and supporting materials, including WICHE recommendations, were received and thoroughly documented the reason for, and goals of, the proposed change. APU staff responded timely to requests for additional information.

Recommendation

Recommend approval of the modifications to the Doctor of Psychology (Psy.D.) in Counseling Psychology certificate, contingent upon the approval of the NWCCU.



Spirit Path Ayurveda

Program Amendment: Addition of Two Yoga Teacher Training Certificates

Summary

Spirit Path Yoga and Wellness, LLC has been authorized to offer Ayurvedic education since January 2012. Ayurveda is a Hindu system of traditional medicine, with the goal of assisting the body toward optimal health through the use of herbs, diet, lifestyle changes, yoga, and meditation. Also offered at the facility are recreational yoga classes, massage, and acupuncture. Owner Cassandra Lidin is a licensed acupuncturist and a Yoga Alliance Registered Yoga Teacher (RYT).

Yoga Alliance is a non-profit professional organization providing industry-recognized credentials to yoga schools that meet their curriculum standards, and to yoga instructors who complete an approved program. The Alliance maintains a database of Registered Yoga Schools (RYS) and RYT's.

Chief Administrator	Cassandra Lidin, Owner	Surety Amount/Type	\$20,000 / Bond
Address	4007 Old Seward Hwy, Ste 100 Anchorage AK 99508		
Year Founded	2011	Fee Paid	\$200
Authorized Since	2012	FY14 Complaints	None

New programs

The 200-Hour Yoga Teacher Training program is the first level of yoga teacher training. The curriculum has been approved by the Yoga Alliance, allowing Spirit Path to become an RYS. The program will be taught by a Yoga Alliance-recognized Experienced Registered Yoga Teacher (E-RYT). Students are required to have six months of yoga experience prior to enrolling. Upon successful completion, graduates will be able to submit their certificate to the Yoga Alliance to be listed as an RYT 200.

The 300-Hour Yoga Teacher Training program is the second level of yoga teacher training. The curriculum, designed to meet Yoga Alliance standards, has been submitted to Yoga Alliance but is not yet approved. The course will be taught by a E-RYT. Students must have completed the 200-hour training and be a RYT prior to enrolling. Upon successful completion, and after teaching yoga for at least 100 hours, graduates will be able to submit their certificate to the Yoga Alliance to be listed as an RYT 500.

Program or degree name	Program length	Tuition/Fee Cost
200 hr Yoga Teacher Training	203.75 hrs	\$2425.00
300 hr Yoga Teacher Training	300 hrs	\$4420.00

Review

Application and supporting materials, including two program brochures and enrollment contracts, were submitted timely and were thorough. Spirit Path staff quickly responded to a number of questions and were able to document compliance.

Recommendation

Recommend approval of the 200-Hour Yoga Teacher Training certificate through January 31, 2016, which is commensurate with the current period of authorization.

Recommend approval of the 300-Hour Yoga Teacher Training certificate through January 31, 2016, which is commensurate with the current period of authorization, contingent upon the approval of Yoga Alliance.



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MEMORANDUM

TO: Members, Alaska Commission on Postsecondary Education
FROM: Diane Barrans, Executive Director
DATE: December 29, 2014
SUBJECT: Executive Director's Report

Throughout this year your managers and staff continue to be so engaged in various initiatives that the regular, day-to-day work of serving our fellow Alaskans through early awareness outreach and administering scholarship, grant and loan aid can, at times, almost become obscured. However, the common, binding theme running through all activity has been solid connections to our mission of supporting Alaskans' access to and success in education and training beyond high school.

ACPE's 2014 agenda was notable for highly ambitious, some might even say audacious, goals:

- Improving Programs' Strength and Structure—Staff developed and supported two legislative proposals to improve the quality, availability, and effectiveness of the state's student financial aid programs. While only one of the bills was completely successful, both were met with keen interest and broad support within the legislature, underscoring the importance of the work we do. SB195, which has become law, has provided the Commission with authority to ensure students using these programs are being incented and rewarded for behaviors which result in success. I fully expect to see the alternative legislation to enable the Alaska Student Loan Corporation to issue education loan funding bonds backed by the State's full faith and credit to be introduced again in 2015.
- Increasing Efficiency/Capacity—The first major servicing system upgrade since HELMS (Higher Education Loan Management System) implementation in 1995, this project will transition loan servicing from the State of Alaska Mainframe to a server-based structure. Slated for completion March 31, 2015, this move to a .net environment will provide long-term benefit by reducing HELMS's annual operational costs.
- Leveraging Postsecondary Education Success Advocacy Statewide—We are cultivating partnerships inclusive of education, community-based, and state agency organizations which share our commitment to student success and to growing Alaska's highly skilled and educated resident population. The Alaska Postsecondary Access and Completion Network (the Network) is a unique initiative for ACPE in that we intend for its long-term existence to continue to involve, but be independent from, the Commission. At your first meeting of 2015, you will hear three related presentations to facilitate your understanding of the Network's development to

date and plans for 2015. This will be an opportunity for dialogue with two of the thirteen executive committee members guiding the Network's development.

- Building Capacity for Informed Policy and Practice—This year, the ANSWERS project accelerated into its third and final development phase and is slated for implementation in mid-2015. Still only a concept in the minds of interested members of the public, there is a growing interest in the potential of longitudinal linking of data for use in assessing and improving our education and training system. When ANSWERS does go live in July 2015, it will be imperative to immediately demonstrate its value to the state to build a constituency for the resource.
- Finding Life after Federal Funding for ACAC Service Delivery—Over the past six years, Commission managers have carried out an extended pilot project in the form of the Alaska College and Career Advising Corps (ACAC). In each of those years we identified what was or was not working and, as needed, modified program structure, content, delivery, etc. to ensure the highest possible positive ACAC impact. School customers have expressed great support for the program and the outcomes data confirm ACAC services appear to make a positive impact on the target population. With the federal funding stream about to run dry, ACPE, working with interested stakeholders, has actively been working throughout the past year on identifying sustainability models. Because of these efforts Commission staff were ready when solicited to participate in what may represent a successor model and be an opportunity for continued refinement and assessment of this program. Under the Science, Technology, Engineering and Math of Voyage to Excellence (STEM to VTE) program, ACAC is providing college and career guidance to students in four Alaska districts.

While certainly not an exhaustive catalog of Commission work over the last year, the preceding initiatives accurately reflect the organization's forward-looking culture and values.

Looking ahead to 2015, there is no doubt it will be a challenging and exciting year. Given that the Walker Administration's tenure can only be counted in weeks as of the date of this report, we have yet to learn what their specific policies and direction will be for the next four years. Even so, ACPE's mission is universal and our ability and capacity to deliver on that mission is vitally important to Alaska, now and in the future. I have had an opportunity to meet with Ms. Pat Pitney, the incoming Director of the Office of Management and Budget for high-level discussions about our programs, services and initiatives. It was helpful that Ms. Pitney is very familiar with the Commission's work from her time at the University of Alaska.

More details on current and upcoming activities are included in your Senior Managers' reports.

29th Alaska Legislature, First Regular Session

The First Regular Session of the 29th Alaska Legislature will convene January 20, 2015 and adjourn April 19, 2015. The first date on which prefiled bills will be released is January 9, 2015. A review and summary of legislation with any of potential interest to ACPE will be provided via email thereafter.

I look forward to discussing these and other topics of interest to the Commission. Please feel free to contact me in advance of the meeting if you have questions or comments about my report or any of the other materials provided in your packet.

Dan Robinson
Chief of Research and Analysis
Alaska Department of Labor and Workforce Development

Dan Robinson returned to the department in 2011 after spending two years at McDowell Group, an Alaska economic consulting firm. Prior to that, he had worked as statewide economist for the Department of Labor for eight years.

Mr. Robinson's work experience has included time at a Washington, D.C. energy consulting firm, a New York City law firm, and the Alaska Attorney General's Office in Anchorage and Juneau. He's also delivered a lot of pizzas and waited a lot of tables.

He is a graduate of Utah State University and Cornell Law School.

CJ Allison
Community Partnership Manager

CJ Allison supervises ACPE's community liaison, career exploration and early awareness programs, and serves as staff support for the Alaska Postsecondary Access and Completion Network. Previously, she served as ACPE's Partnership Coordinator for the Alaska Career Information System (AKCIS) for more than 5 years. Ms. Allison recently completed her MBA through Western Governors University, and has a BA in Journalism & Public Communications from UAA.

Brenda Riley
Executive Director of the Fairbanks Children's Museum

Brenda Riley is an Executive Committee member of the Alaska Postsecondary Access and Completion Network and co-chairs the Fairbanks North Star Borough Early Childhood Development Commission. Her professional and community interests involve education advocacy, collective impact opportunities and nonprofit governance.

Rebekah Matrosova
Director of Outreach & Early Awareness

Rebekah Matrosova first served the Commission from 2007 to 2008 as the Outreach division K-12 Program Specialist. Ms. Matrosova returned to the agency in 2010 as Outreach Program Manager and was promoted to her Director position in June 2013. Ms. Matrosova's professional experience includes serving as International Exchange Programs Coordinator for the University of Alaska Anchorage's American Russian Center and as Team Lead of a technical writing team for a major financial software platform. Ms. Matrosova holds Bachelor of Arts degrees in journalism & public communications, as well as languages, and a Master of Public Administration in public management from the University of Alaska Anchorage.

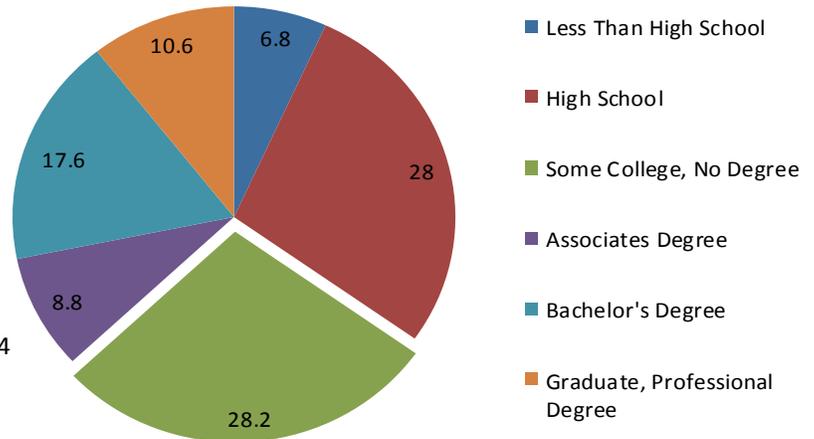
As Director of Outreach & Early Awareness, Ms. Matrosova oversees the agency's initiatives to promote successful career & education planning statewide, including: programs to establish early awareness of the individual and collective benefits associated with postsecondary attainment; career & education planning tools, resources, and direct services; and public messaging to promote awareness of resources including state financial aid programs. Ms. Matrosova directs the activities of the outreach team and coordinates development and delivery of agency and multi-partner collaborative initiatives aimed at developing Alaska's capacity to produce college and career-ready citizens.

CURRENT CRISIS: POSTSECONDARY ACCESS & COMPLETION RATES IN ALASKA ARE LAGGING!

38 States have Adopted Goals Regarding Increase in Either Education Attainment or Degree Production

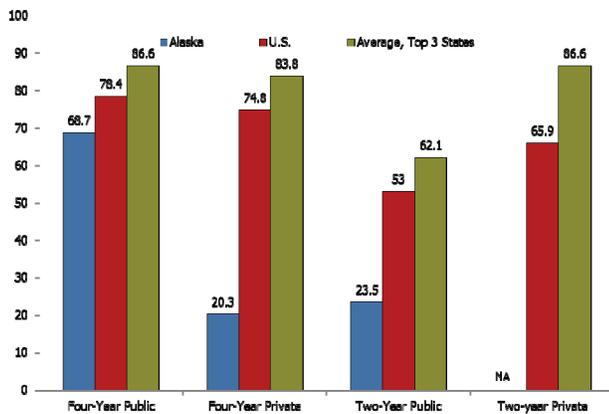
Alaska is **49th** in the Nation with **29.5** Undergraduate Credentials Awarded per 1,000 18-34 Year Olds with No College Degree

25-64 Year Old Alaskans



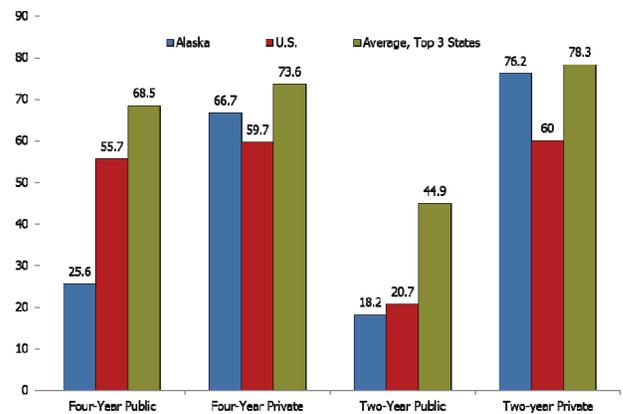
Retention Rates, 2010

Percent of Students Who Re-enroll from First to Second Year



Graduation Rates, 2011

within 3-years for Two Year schools, 6-years for Four Year schools



Alaska Jobs in 2018, by Education Level, Less Current Workers by Degree Level

	Alaska Jobs in 2018*	Current Workers**	Difference
High School Dropouts	25,000	13,708	11,292
High School Graduates	109,000	92,163	16,837
Some college, no degree	100,000	90,910	9,090
Associate's degree	30,000	24,976	5,024
Bachelor's degree	63,000	54,975	8,025
Graduate degree	32,000	36,966	-4,966

47.1% of 25-64 Year Old Alaskans have a Certificate and Higher

37% of 25-64 Year Old Alaskans with College Degrees (Associates & Higher)

12.7% of 25-64 Year Old Alaskans have Certificates

By 2020, 66% of Jobs in Alaska will Require Postsecondary Education

SOLUTION: ALASKA POSTSECONDARY ACCESS & COMPLETION NETWORK

Why a Network?

The Alaska Postsecondary Access & Completion Network will build and strengthen partnerships to act collectively to improve postsecondary outcomes for all Alaskans. The goal of the network is to increase the number of credentialed workers in Alaska. The network aims to reduce duplication of effort and create synergy among service providers, support professional development, strengthen public messaging, and conduct and disseminate relevant research.

Alaska Goal Statement

65% by 2025

Percentage of Working-Age Alaskans with a Postsecondary Credential

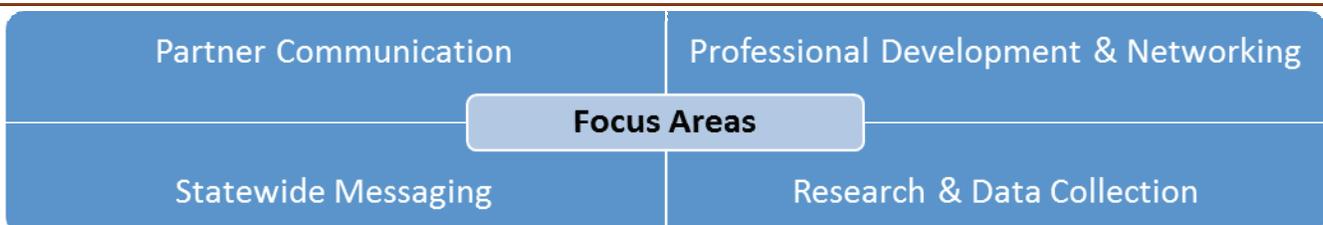
Network Mission Statement

Increase the percentage of all Alaskans who complete postsecondary education, particularly credentials relevant to a robust Alaskan economy.

Challenges to Postsecondary Access & Completion in Alaska

Expectations	Preparation	Affordability	Support
<ul style="list-style-type: none"> • <i>As demonstrated by:</i> • Focal points for students and staff need to extend beyond high school graduation to career pathway. • Current strategies to motivate postsecondary credential attainment are not consistently effective across Alaska. • Student transitions are often unplanned or poorly planned, without Personal Learning and Career Plans (PLCPs)*. • Create a sense of urgency among individuals and organizations in Alaska. 	<ul style="list-style-type: none"> • <i>As demonstrated by:</i> • Rigorous curriculum for academic preparation for postsecondary is not consistently available; and when available is not the default option. • Secondary exit and postsecondary entrance expectations are misaligned. • Fewer, better measures are needed to evaluate students' postsecondary education preparation. • Support is needed for soft skills development. 	<ul style="list-style-type: none"> • <i>As demonstrated by:</i> • Postsecondary education sticker price shock presents a barrier to planning conversations. • Students are often unaware of financial support available to them. • Disparities exist among Alaska regions in student financial aid access and awareness. • Strengthening industry participation & community partnerships is critical to success. 	<ul style="list-style-type: none"> • <i>As demonstrated by:</i> • A statewide inventory of postsecondary access and completion programs and policies does not currently exist. • Scaling programs and services up or down can be equally challenging in different regions of Alaska. • Service providers need a central clearinghouse as a recognized authority on postsecondary access and completion to collect and disseminate information and best practices.

Focus Areas:



NEWS

FEATURES

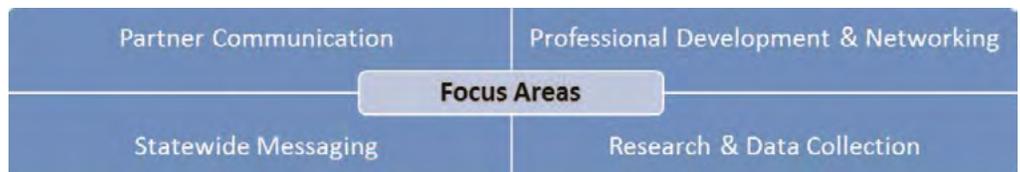
BRIEFS

PEOPLE

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THE NETWORK

INCREASING ALASKANS' POSTSECONDARY ACCESS AND COMPLETION



A diverse group of leaders from across Alaska are coming together and exploring ways to facilitate partnership, communication, and advocacy to positively influence the growth of a college-going culture in Alaska. The Alaska Postsecondary Access and Completion Network (The Network) is a concept proposed at the Alaska College Access and Success Summit in November 2013. The Network is being championed by summit attendees who are committed to common goals around student access and success and who are actively engaged in organizational design and implementation to move the initiative forward.

ACPE is the Network's incubation site and the effort is funded from Alaska's Federal College Access Challenge Grant, with consultative support from the Western Interstate Commission for Higher Education (WICHE).

Planning team participants agree that a well-designed statewide network will build and strengthen partnerships to act collectively to improve postsecondary outcomes for all Alaskans. The Network's mission is to increase the percentage of all Alaskans who complete postsecondary education, particularly in occupations relevant to building a robust state economy.

Network activities will be aligned to four areas identified as major challenges: 1) the absence of strong academic expectations in which students aspire to, and plan, for education beyond high school; 2) preparation for postsecondary and career success; 3) postsecondary education financing; and, 4) scaling services to meet Alaskans' needs.

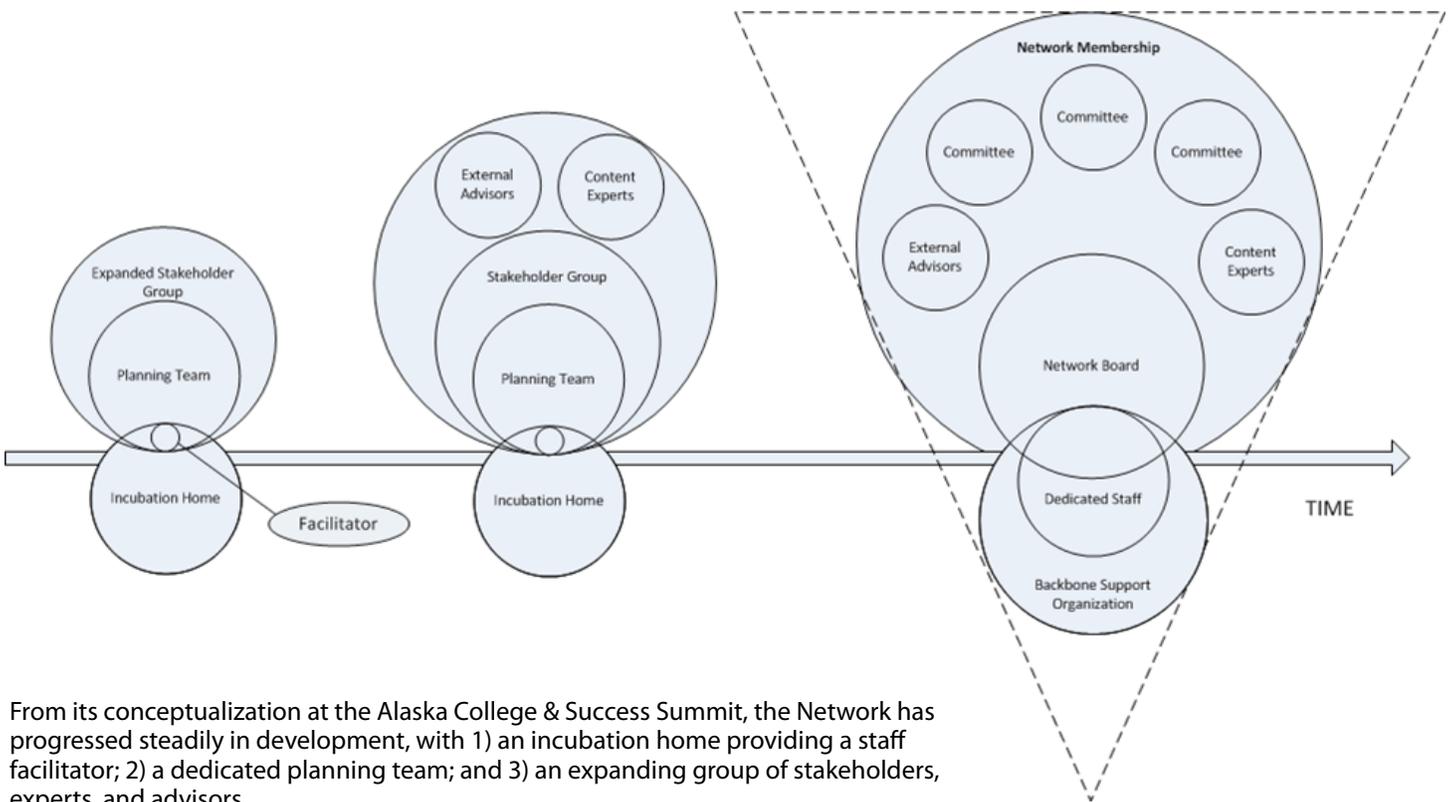
The Network's overarching goal is to foster a statewide environment that results in increasing the percent of Alaskans with credentials and degrees, from 47% to 65% by 2025. The Network plans to reach this goal by reducing duplication of effort, and creating synergy among service providers, by supporting professional development for higher education mentors and providers, strengthening public messaging, and conducting and/or disseminating relevant information and research.

Through planning team meetings the Network is identifying next steps. The group will continue to work towards raising the education and training bar for all Alaskan students, while setting realistic and relevant goals and outlining strategies to accomplish those goals. ●



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MAIN PAGE**

STRUCTURE: AN EXPANDING CIRCLE OF STAKEHOLDERS



From its conceptualization at the Alaska College & Success Summit, the Network has progressed steadily in development, with 1) an incubation home providing a staff facilitator; 2) a dedicated planning team; and 3) an expanding group of stakeholders, experts, and advisors.

.....
*Information on
 The Network's development
 can be found at
acpe.alaska.gov/Access*



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MEMORANDUM

TO: Members, Alaska Commission on Postsecondary Education
THROUGH: Diane Barrans, Executive Director
FROM: Charlene Morrison, Chief Finance Officer
DATE: December 23, 2014
SUBJECT: Finance Report

FY16 Proposed Operating Budget

Following is a summary of the Commission's FY2016 operating budget request. As you may be aware Governor Walker submitted the budget he inherited from the prior administration without modification in order to meet statutorily mandated timeline. A revised budget will be forthcoming in mid-February.

Budget Line	ASLC Receipts	Federal Funds	Designated Funds	AK Higher Education Investment Fund	General Fund	Inter-Agency	Total
Personal Services	\$ 10,049.4	1,363.3	-	-	-	-	11,412.7
Travel	117.7	-	-	-	-	-	117.7
Contractual	3,167.7	646.1	100.0	82.8	-	1,425.0	5,421.6
Supplies	108.2	-	-	-	-	-	108.2
Grants	-	-	-	5,750.0	-	-	5,750.0
APS	-	-	-	11,500.0	-	-	11,500.0
WWAMI	-	-	-	-	2,964.8	-	2,964.8
Total	\$ 13,443.0	2,009.4	100.0	17,332.8	2,964.8	1,425.0	37,275.0
Positions	89.26	16.74	-	-	-	-	106.00

Changes from FY2015 Management Plan budget:

- Funding for the Alaska Performance Scholarship (APS) line is being increased by \$500.0 to fully fund anticipated costs. This funding covers the continuing costs of scholarship recipients, costs of the entering cohort of 2015 high school graduates, and an allowance for past eligible graduates who elect to begin their postsecondary training in Alaska in FY2016.
- Funding for the Grants line is being increased by \$250.0 based on the formula set in Alaska Statute 37.14.750 which establishes a proportional allocation of funding such that

one-third of each year's appropriation for both grants and scholarships be allocated to grants.

- Inter-Agency funding represents federal pass-through funding from the Department of Education and Early Development awarded under a grant to develop a statewide longitudinal data system linking postsecondary and workforce data to the State's K-12 data. An increase of \$15.5 is being requested to allow for carryover of federal funding we do not anticipate spending in FY2015 as well as authority to spend additional federal grant funds in the event they are made available.
- Personal Services contains two adjustments impacting both funding sources. The first adjustment is a 2.5% cost of living allowance increase (\$235.9). The second adjustment represents a 1.8% decrease (\$29.6) in the health benefit rate.

Budget authority was transferred between the contractual and the personal services lines to realign budget authority.

Alaska Student Loan Corporation Update

Board meeting

The Corporation's last board meeting was held November 5th. The Corporation's fiscal year-end financial reports were reviewed and the Board adopted management's recommendation to retain its cash assets rather than pay a dividend to the State. Board members agreed that circumstances warrant retaining Corporation assets to support the Corporation's statutory mission. The Corporation adopted changes to regulations regarding state financial aid programs. The most significant change was the way in which education loan interest rates are set. The revised regulations provide the Board with greater flexibility in setting rates effective with the 2015-2016 academic year. The Board also reviewed the Corporation's investment policy and procedures and adopted changes proposed by management. Changes to this document were housekeeping related.

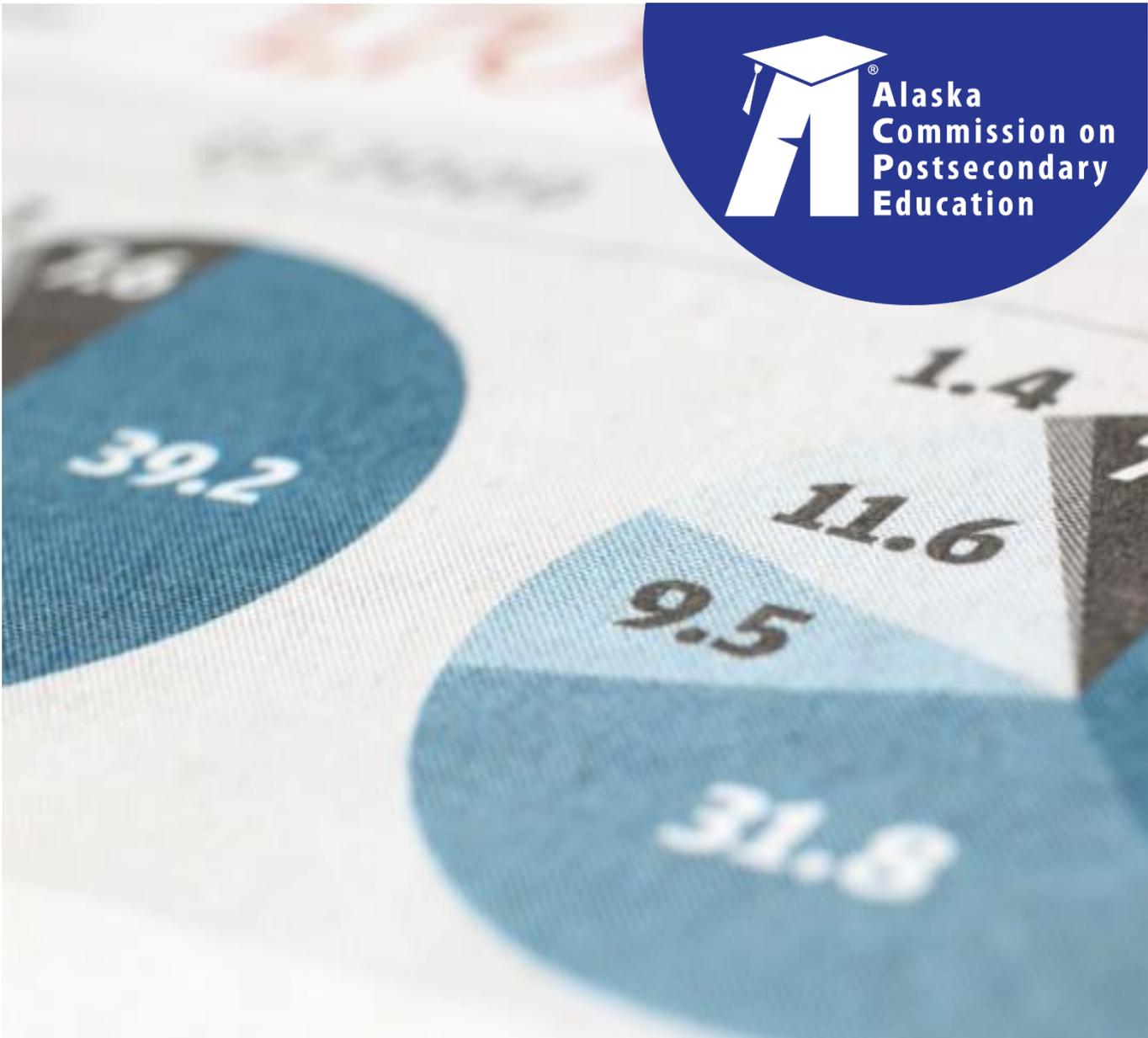
IRS Tax Exempt Bond Compliance Examination Update

No change to the status of this examination since we last met. Management continues to cooperate with the IRS and has submitted all information requested to date. Bond counsel has reported that all issues have been resolved except for the one related to the accounting method used for recycled loan payments. Management has declined the opportunity to enter into settlement discussions with the IRS because nothing has been provided in writing to support the IRS' concern that there are compliance issues. Management maintains that methods used in rebate calculations are in full compliance with IRS regulations. The next step is for the IRS to document their position with regard to non-compliance. Once that is in hand, the Corporation will work with bond counsel to submit a response.

Loan funding update

The Corporation is in the position to fund loan demand for the current academic year. Management is working with the Corporation's financial advisor to further refine estimates to determine if external funding is needed for the 2015/2016 academic year and to explore options related to funding loan demand in the future.

If you have any questions or wish to discuss this report further, please do not hesitate to call me at 907-465-6757 or email me at Charlene.morrison@alaska.gov.



Program Operations Report: October 2014 – November 2014

NARRATIVE SUMMARY

The past quarter has been a particularly busy one for Program Operations, with active projects including:

- Development of system requirements, technical implementation, and data migration for new grant and scholarship management system
- Procurement of loan servicing system letter vendor and associated development and implementation of business and technical requirements
- New collection vendor RFP development (no additional extensions available under current contract)
- Ongoing business design and technical implementation of SB195 loan program changes
- Security policy and business continuation plan refresh
- Initial analysis of business impacts of HDN conversion

Cindee Brown-Mills, Assistant Director of Financial Aid, and Benjamin Shier, Quality Assurance Officer, are leading or co-leading these major projects.

In addition to the large-scope projects, the Program Operations staff have been involved in a number of more limited scope projects of potential interest. Specific to APS, after identifying that available FY15 funds were not scheduled to be fully expended due to refunds from fall semester, ACPE and UA entered into a joint outreach effort to ensure eligible students were fully aware of their APS options. The result was 82 additional awards were made, totaling almost \$300,000. Based on this success, ACPE and UA are planning an annual spring term outreach project whenever funds are not fully expended.

Also specific to APS, we have entered into a contract with McDowell Group to conduct an in-depth survey of APS-eligible students. We now have a full four years of eligible cohorts so it is timely to determine not just what choices they make, but why they make those enrollment choices, and how APS eligibility may impact those choices. A draft survey is in the review process, and we expect to have completed the project and produced a detailed report by the end of May 2015.

A final APS-related activity during the last quarter was participation in the annual APS multi-agency strategic communications planning meeting, facilitated by ACPE's Outreach division. This year's meeting was hosted at the Department of Labor and Workforce Development and brought senior staff from that department to the table, as well as staff from ACPE, the Department of Education and Early Development, the University of Alaska, and the Office of the Governor. The group identified a number of opportunities to enhance communications to Career and Technical Education (CTE) students, as well as generally identify and address potential barriers students and families may face in using an APS for which they have qualified.

Turning to other programs in general, another area of focus has been refreshing the agency's process analysis system, to ensure it is informed by a Lean methodology and by ongoing strategic planning/KPI refresh efforts. To ensure full engagement of all staff in the move to the Lean methodology and grassroots involvement in strategic planning, the Program Operations division staff, guided by division managers, developed and facilitated an extremely successful day of professional development. The activity was designed to build confidence in staff in their ability to contribute, and to begin to

identify the opportunities for each individual staff member to contribute to team efficiency and effectiveness.

Finally, I continue to spend approximately half of my time on the ANSWERS project. Over the past quarter, I participated in recruitment activities relative to the ANSWERS program director and programmer/data analyst positions. I was also fortunate to participate in a site visit to the University of Texas in Austin, funded by HCM Strategists, to meet with peers and discuss best practices and lessons learned in developing longitudinal dashboards. I expect to continue devoting approximately 50% of my time to ANSWERS, with focus during the upcoming quarter to be on legislative communications and ongoing sustainability planning, in preparation from project wrap-up in June 2015. A summary report on the ANSWERS project status is available on the ANSWERS web site at <http://acpe.alaska.gov/ANSWERS>.

Please do not hesitate to contact me if you have any questions or would like additional information.

LOAN ORIGINATION

Number of Loans Awarded – Program Year 14/15 through November 30, 2014

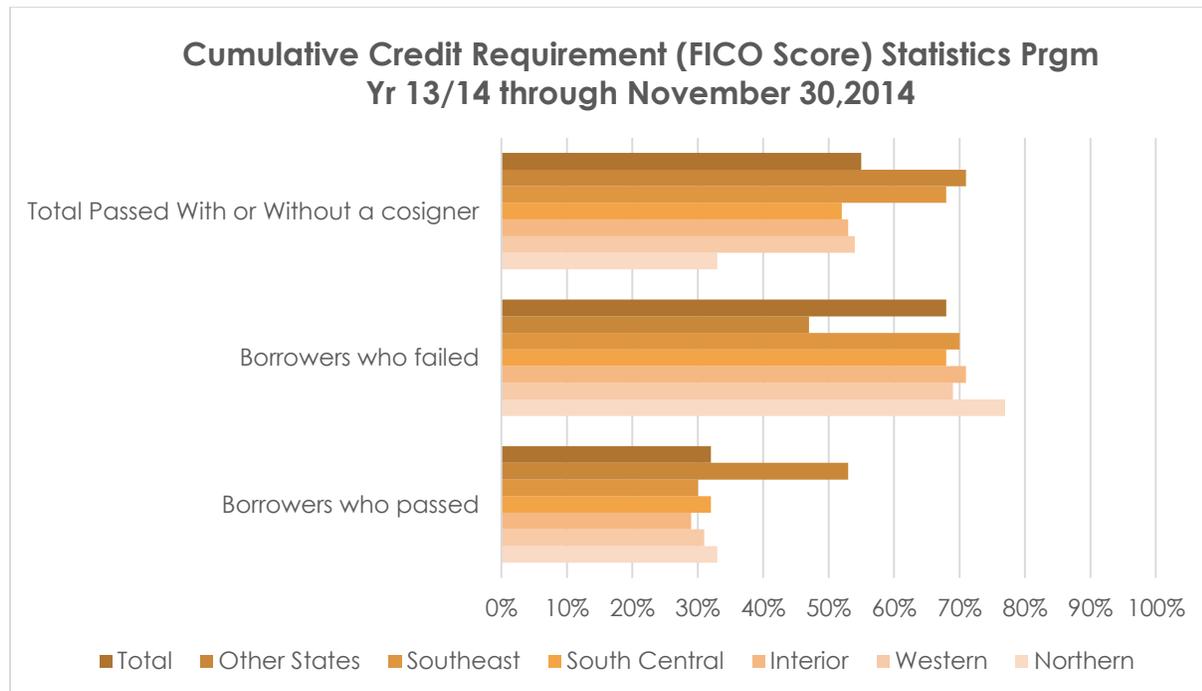
Loan Type	2014-2015	2013-2014	Difference
Family Education Loans	27	31	-12.90%
Teacher Education Loans	31	61	-49.18%
AK Supplemental Loans	354	436	-18.81%
Total	412	528	-21.97%

Loan Amount Awarded – Program Year 14/15 through November 30, 2014

Loan Type	2014-2015	2013-2014	Difference
Family Education Loans	\$200,924	\$248,534	-19.16%
Teacher Education Loans	\$232,500	\$445,283	-47.79%
AK Supplemental Loans	\$2,742,983	\$3,376,730	-18.77%
Total	\$3,176,407	\$4,070,547	-21.97%

Alternative Consolidation – Program Year 13/14 through November 30, 2014

Cumulative Consolidation Totals			
Applications Awarded	73	Dollars Awarded	\$2,181,877
Applications Denied	44	Average Loan Balance	\$29,889



SPECIAL PROGRAMS

Special Programs – Program Year 14/15 through November 30, 2014

Program Type	2014-2015	2013-2014	% Change
Winn Brindle Education Loan	\$304,374	237,761	28.02%
WWAMI Medical Edu Loan	\$1,175,733	\$1,163,050	1.09%
WICHE PSEP Loan	\$217,632	\$0	N/A
Total	\$1,697,739	\$1,405,646	20.78%

APS/AEG Awards by Institution – Program Year 14/15 through November 30, 2014

School Name	AEG Program		APS Program	
	Total # of Awards	Total Award Amount	Total # of Awards	Total Award Amount
AK Bible College	1	\$2,000	6	\$21,400
AK Christian College	26	\$53,000	0	\$0
AK Technical Center*	0	\$0	0	\$0
Amundsen Edu. Center*	0	\$0	0	\$0
APU	26	\$51,000	15	\$63,012
AVTEC	27	\$69,000	15	\$51,162
Alaska Career College	138	\$352,000	4	\$13,078
Charter College	204	\$374,836	3	\$8,325
Galena City School District**	0	\$0	0	\$0
Ilisagvik College	8	\$15,500	1	\$2,378
Northern Industrial Training*	0	\$0	0	\$0
Trendsetters*	0	\$0	4	\$14,264
UAA	1,770	\$2,976,375	1,668	\$5,597,608
UAF	631	\$1,161,000	1,095	\$4,021,324
UAS	212	\$378,250	128	\$447,629
Wayland Baptist University	34	\$41,332	0	\$0
Totals	3,077	\$5,475,293	2,939	\$10,240,180

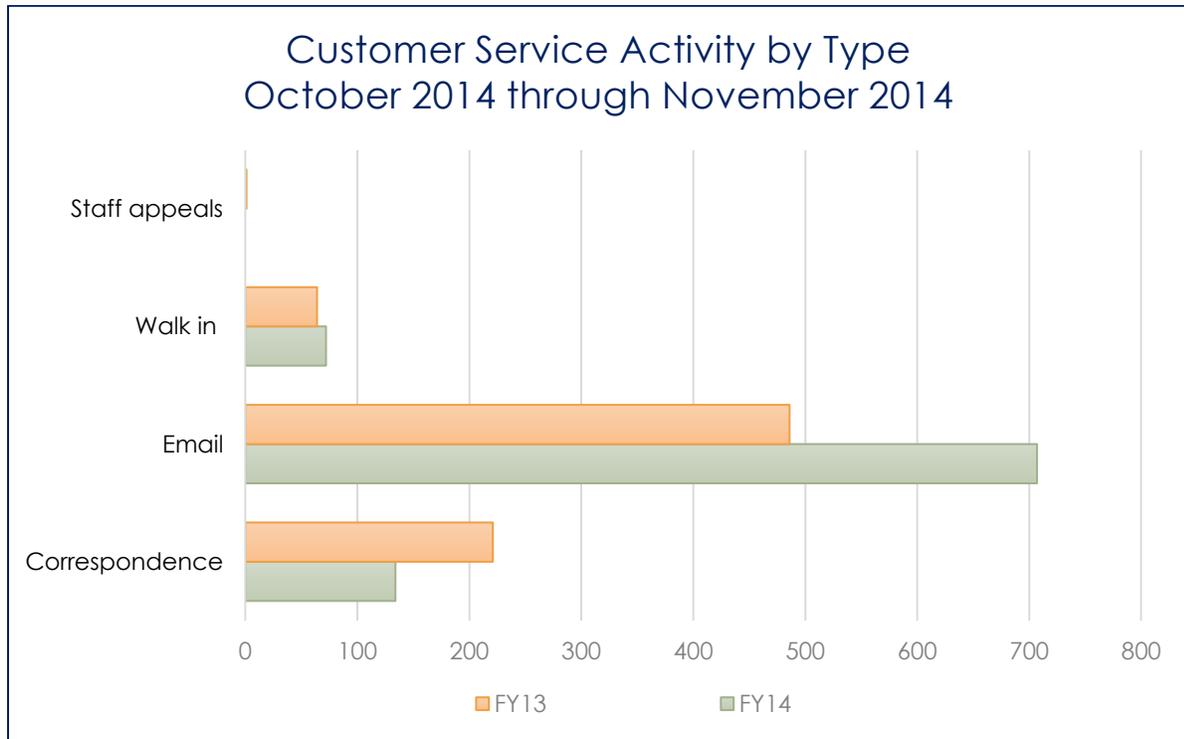
*Participation in the APS program only.

CUSTOMER SERVICE

Call Center Activity – October 2014 through November 2014

	FY15	FY14	% Change
Calls Received in IVR	0*	0*	N/A
Calls Received in CS Queue	5,488	5,997	-8.49%
Calls Answered by CS	5,308	5,718	-7.17%
Hold Time in CS Queue	65 sec	94 sec	-30.85%
Calls Placed – Live	11,831	12,665	-6.59%
Calls Placed - Virtual	1,290	8,629	-85.05%

*IVR statistics are temporarily unavailable.



PAYMENT INFORMATION

Method	# of Borrowers	Amount Received	% of Total Dollars
WebPay/IVR	24,675	\$7,477,667	39.98%
PFD Garnishments	2,551	\$4,518,114	24.15%
TelPay	2,403	\$1,693,058	9.05%
Claim Payments	252	\$1,074,076	5.74%
Coupon Checks	2,783	\$817,107	4.37%
Consolidation	59	\$767,960	4.11%
BillPay	3,206	\$661,347	3.54%
Local Payments- US Bank	700	\$610,220	3.26%
AWG	1398	\$523,817	2.80%
Premiere Payments	2,204	\$514,846	2.75%
Direct Pay	187	\$31,152	0.17%
Cosigner TelPay	152	\$16,181	0.09%
Total	40,570	\$18,705,545	

ACPE WEB ACTIVITY

Viewer Information	Total Unique Visitors	74,821
	Total Page Views	282,307
	Average # of Pages/Views	3.77
	Length of time on site (avg.)	5 min 1 sec
Returning vs. New Visitors	Returning	56.65%
	New	43.35%
Visits by Device Type	Desktop	60,323
	Mobile	14,498
Traffic Sources	Google	26,349
	Direct (acpe.alaska.gov)	21,000
	Akcis.org	15,339
	Bing	3,460
	KPBSD.k12.ak.us/referral	1,688
Top Content (Page views)	AKCIS	50,912
	Home	38,283
	Login	37,456
	My Accounts	29,716
	Online payments	21,072

QUALITY ASSURANCE

Compliance Activity – October 2014 through November 2014

Type of Compliance Referral	Number
Compliance Question/Topic	1
Document Review	1
Industry Resource Update	6
Potential Breach Investigation	1
Total	9

Alternative Loans Default Rate Calculations

The Commission calculates default rates annually, based on Alaska state education loans entering repayment between January 1st and December 31st of the cohort year. Alaska education loans greater than six months past due at the end of the first 12 months of repayment are included in the annual default rate calculations.

The Commission publishes two different default rate calculations for the state loan programs:

1. Institutional Rate: Rate of default on Alaska Supplemental, Alaska Student and Teacher Education Loans at institutions administering education loan programs on behalf of Alaska students.
2. Program Rate: Rate of default by specified loan program.

Institutional Cohort Default Rate (CDR)

Institution Location	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002
Alaska	8.15%	9.15%	8.13%	6.88%	5.34%	5.29%	5.30%	5.60%	6.30%	6.10%	5.10%
Out-of-State	3.32%	4.87%	6.96%	4.90%	3.45%	3.93%	3.50%	4.00%	4.10%	3.40%	2.50%
Combined Rate	6.14%	6.61%	7.69%	6.08%	4.56%	4.68%	4.50%	4.70%	4.90%	4.60%	3.60%

Program Cohort Default Rate

Program	2012	2011	2010	2009
Alaska Supplemental Education Loan	6.00%	7.40%	7.67%	6.04%
Alaska Student Loan	10.41%	9.94%	13.57%	8.48%
Family Education Loan	2.11%	0.00%	2.09%	0.00%
Teacher Education Loan	9.40%	4.35%	4.56%	3.01%
Winn Brindle Education Loan	1.62%	3.21%	4.54%	15.33%
Alternative Loan Consolidation	0.00%	0.00%	0.00%	0.00%



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MEMORANDUM

TO: Members, Alaska Commission on Postsecondary Education
THROUGH: Diane Barrans, Executive Director
FROM: Brian Rae, Principal Researcher, Research & Analysis
DATE: December 22, 2014
SUBJECT: Research unit activities

During the past quarter work has focused on three major projects: interagency data linking and research activities to create the second iteration of the ANSWERS School District Feedback Report and the fourth APS Outcomes Report, and creating the specifications and functionality required for the software which will replace ACPE's current grant and scholarship management system.

This year's version of the ANSWERS School District Feedback Report expands on our efforts of last year, providing even more information on recent high school graduates' experiences once they leave the K-12 environment and continue to pursue their education and/or join the laborforce. Such interagency linking of data serves as a proof-of-concept of the value of ANSWERS, and will hopefully provide district superintendants and staff with new means of measuring their students' performance after high school.

The fourth APS Outcomes Report is due to the legislature on January 30th. Certain changes in the scholarship, such as the reduction in the minimum test score required for a student's eligibility to use the scholarship to pursue career and technical certificates, has made year-to-year comparisons slightly more difficult. However, a preliminary review of the data finds that the scholarship has affected postsecondary attendance patterns, including increased in-state enrollment for students at the highest award levels.

Finally, the new grant and scholarship management system is scheduled to go online in spring 2014. Most of the research unit's work on the project has been to ensure data is captured, stored, and easily extracted in order to provide accurate and timely information to evaluate the effectiveness of the APS and AEG programs.

Additional projects include the continuation of work on ANSWERS, as well as special requests for data analysis.



Alaska Commission on Postsecondary Education

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MEMORANDUM

TO: Members, Alaska Commission on Postsecondary Education
THROUGH: Diane Barrans, Executive Director
FROM: Rebekah Matrosova, Director of Outreach & Early Awareness
DATE: December 17, 2014
SUBJECT: Outreach Report to the Commission

Much of this quarter's Outreach work centered on developing and strengthening partnerships across numerous initiatives.

Activity around the maturing Alaska Postsecondary Access & Completion Network (the Network), on which you will hear detailed additional updates at the January meeting, continues to fill a significant portion of my time. This quarter, I was among 13 individuals elected to serve on the Network's first Executive Committee, an interim leadership body established to formalize Network structure and initiate broader endorsement of the Network's goal and work efforts. In addition, I am chairing a subcommittee of planning team members developing a spring 2015 postsecondary access and success conference for service providers.

This quarter also saw the 4th annual convening of the Alaska Performance Scholarship (APS) Interagency Communications Planning team. Meeting attendees included ACPE, DEED, UA, and the Governor's Office, as well as, for the first time since the initial meeting, the Department of Labor and Workforce Development. Candid and engaging conversations created forward momentum on several opportunities to enhance APS impacts, described in more detail on p. 2 of my report.

Our collaborative efforts with the UA-ACPE College Access & Success Strategic Planning team have also played a large role this quarter. At our most recent December 19th meeting, we finalized a one page (two sided) infographic spotlighting Alaska's postsecondary completions crisis. The document is currently being prepared for distribution to several targeted groups of stakeholder to draw attention to the issue and garner interest in improved partnership and outreach to support students' completion of postsecondary education.

New partnerships are also complementing existing initiatives: this quarter, we expect to hire two ACAC Guides at the Chugach School District through our partnership-based sustainability model (see p. 3). The I Know I Can 2nd-grade early awareness program (see p. 5), is experiencing a record number of student participants, and a record number of participating communities, including 15 primarily rural communities participating for the first time.

Please don't hesitate to contact me with any questions or comments regarding this brief report or following program details.

APS Interagency Communications Planning

On October 31, 2014, representatives from ACPE, DEED, DOLWD, UA, and the Governor's office met to discuss communications strategies and other developments around the APS. Top takeaways included:

1. Broad interest in expanding the CTE APS award use through potential inclusion of Occupational Endorsement Certificates, which would require a UA administrative determination, and Applied Associate's (AAS) degrees, which would require DEED regulatory change
2. Broad interest in increasing CTE Award utilization and/or utilization of APS awards for enrollment in certificate and associate's programs through targeted outreach specific to APS CTE awards, and increased promotion of the benefits associated with CTE programs

Alaska Postsecondary Access and Completion Network

The Alaska Postsecondary Access and Completion Network planning team took major strides towards structure development during their last meeting on November 24, 2014.

Outcomes from the November 2014 Meeting:

Review of Subcommittee Activity	Formed Subcommittee to Develop Network Logo/Branding	Approved Plan to Proceed with Executive Committee Elections
<ul style="list-style-type: none"> • Conference Sectional Subcommittee • Handout, presentation, and feedback-seeking activities used at 3+ events • Feedback has been supportive of Network activity • Attendees highlighted expectations challenge in follow-up discussions • 2015 Summit Planning Subcommittee • Set tentative dates for late March - early April • Developing draft budget, agenda, and communication plan (logo needed) • Collaborative Assessment Tool Subcommittee: • Members to review results and develop list of actionable items 	<ul style="list-style-type: none"> • Subcommittee members will select cost-effective method to develop branding • Initial priorities are: • Logo design • Font, colors, and other basic branding elements • Communication plan development to be tasked to future subcommittee • Timeline: • Logo design options to be made available for vote before holidays • Selection of a final logo in time to use for Spring Conference planning and marketing 	<ul style="list-style-type: none"> • Nominations window extended 1 week to permit more nominations • Candidates will submit short bios for reference during elections • Elections will be conducted through online ballot in 2 rounds: • Round 1 - Designated Seats • Round 2 - At Large Seats

The team also received training on Roberts Rules of Order as a format for the conduct of business that is under consideration, and McDowell Group, LLC. provided an update on the Alaska Postsecondary Access and Completion Programs & Policy Inventory. The inventory report's delivery date has been extended for follow-up on surveys for the roughly 40 participating programs. It is now anticipated in late December 2014.

Next Steps:

1. The Network Executive Committee, an interim decision-making leadership body, will be formed through an election plan.
2. ACPE will supervise completion of the Programs & Policy Inventory by McDowell Group, LLC.
3. Based on the results of The Collaborative Assessment Tool online survey, planning team members will prepare recommendations for actionable items to be shared at the Network's January meeting.

4. The Conference Subcommittee will continue planning an event for postsecondary access and completion professionals in late March 2015.
5. The newly-formed Branding Subcommittee will develop logo and basic branding components for Network materials and activities.

More Network information and a listserv sign-up are located at acpe.alaska.gov/Access.

Alaska College & Career Advising Corps

The Alaska College & Career Advising Corps (ACAC) places recent college graduates into participating Alaska high schools to encourage and assist students in preparing for postsecondary education and training.

Transition & Sustainability Workgroup:

The ACAC Transition & Sustainability Work Group continues to explore program sustainability opportunities for a post-federal funding (ending in 2016) operation. This quarter, two College & Career Guides were hired by the Chugach School District through the 7-partner consortium “STEM of VTE” Alaska Native Education grant. ACPE’s partnership in this initiative is an example of a sustainable model. Guides will be housed in the ACPE office and will train in January with ACPE’s ACAC Program manager before beginning their work with students in 28 rural schools later that month.

ACAC Program Quarter Highlights:

- College & Career Guides attended the College Advising Corps National Adviser Summit in Washington D.C. in October along with more than 400 colleagues in 24 programs. Speaker included Peter Grauer, Chairman of Bloomberg; Mellody Hobson, Chairwoman of Dreamworks Animation; and Eric Waldo, Executive Director of the First Lady’s Reach Higher Initiative.
- Three guides were selected to present at the Summit.
 - Emily Knight (Soldotna High School) spoke on best practices for partnering with teachers to bring postsecondary planning into the classroom curriculum.
 - Aneliese Palmer (Bartlett High School) and Kurt Simonsen (Distance Guide – Seward High School and Delta High School) discussed “gamification” and use of games for postsecondary awareness and aspiration. They have been asked by CAC to develop it into a national training webinar.
- College Application Week was November 17 – 21, during which seniors in ACAC schools submitted almost 800 applications.
- ACAC staff came together for mid-year training December 16-29. Topics included working with foster youth, updates to the Free Application for Federal Student Aid (FAFSA), and planning for spring events.



Alaska College & Career Advising Corps Guides, Program Manager Greg Monrad and Director of Outreach Rebekah Matrosova during the College Advising Corps Annual Adviser Summit in Washington D.C.



Bartlett High School College & Career Guide Aneliese Palmer during a discussion with Mellody Hobson, Chairwoman of Dreamworks Animation and President of Ariel Investments. Palmer was one of 10 CAC staff selected to meet with Hobson and discuss their work in schools during the Conference.

- Lathrop High School Guide Kendra Tibbs hosted a successful Career Fair event on December 2 to increase awareness of careers and related training and education. More than 43 industries and organizations were represented and over 450 students participated in the event.

ACAC Interactions (through December 10, 2014):

INTERACTION	Oct - Dec 2014	Compare to: Oct - Dec 2013	DESCRIPTION
Individual Sessions	1,893	1,583	Develop education and career plans, assist with postsecondary admissions and financial aid application, explain financial aid award letters, test registrations, postsecondary transition advising (2014 graduates)
Students served in Individual Advising Sessions	1,151	1,047	
Group Advising Sessions and Classroom Presentations/Workshops	363	304	AKCIS introduction, portfolio development and activity facilitation. College 101, financial aid and FAFSA presentations, Alaska Performance Scholarship information sessions, postsecondary transition events
Students served in Group Advising and Classroom Presentations/Workshops	2,739	1,918	
Parent Attendance at Events	883	233	
SAT/ACT Exam Registrations	492	298	
Postsecondary Applications Submitted	852	716	
Total Students w/Program-Related Contacts (Program Year to Date)	4,150	3,766	

ACAC Postsecondary Transition and Completions

ACPE provides targeted outreach and assistance to ACAC high schools' graduates to increase the likelihood of successful transition onto and through their postsecondary path.

This quarter, staff reached out to graduates enrolled at UAA via e-mail and telephone calls to encourage participation in the first MAPWorks online survey. MAPWorks survey responses inform contact with students based on their assessed risk of non-completion.

Success Center

ACPE's walk-in assistance outlets, has locations at the Dimond Mall and UAA's One Stop. Center staff assist customers with postsecondary planning and facilitate workshops and financial aid events in the greater Anchorage and Mat-Su Valley areas.

Success Center Interactions:

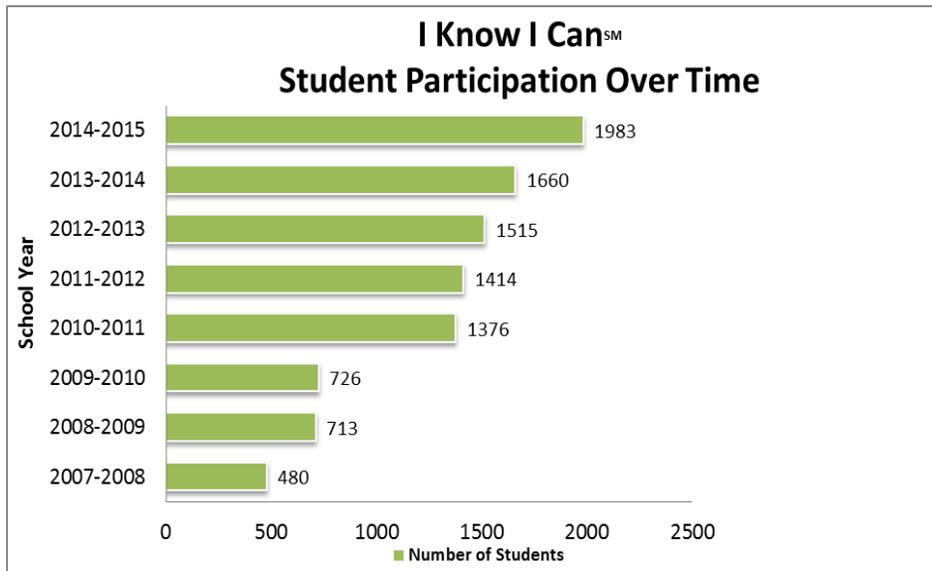
INTERACTION	Oct - Dec 2014	Compare to: Oct - Dec 2013	DESCRIPTION
In Person Interactions at Success Center	127	113	
Phone Interactions at Success Center	48	97	
In Person Interactions at UAA One Stop Site	22	38	
Total:	197	248	
Top 5 reasons customers visited			1: FAFSA Assistance/Completion 2: General Financial Aid Assistance 3: Research Postsecondary Education Options 4: APS Questions 5: Referral to Customer Service
Workshops presented/Outreach Fairs attended*	27	29	
Total attendance at workshops*	2,448	1,035	Financial Aid Information Workshops, Alaska Performance Scholarship Information, Postsecondary Planning Events

*Also included in Community Outreach statistics

I Know I Can (IKIC) – 2nd-grade College and Career Awareness Program

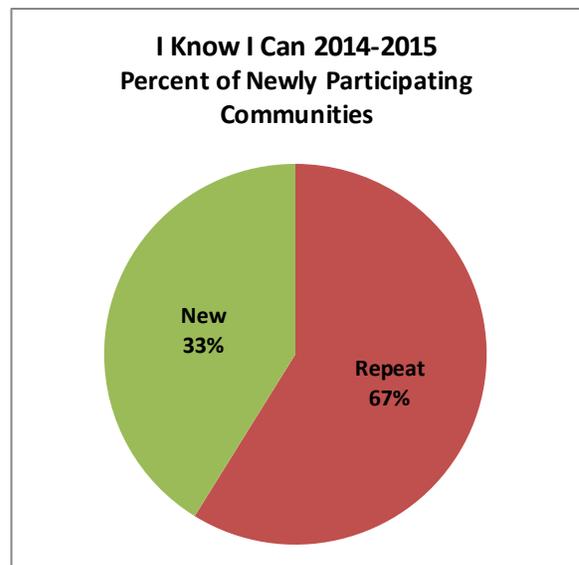
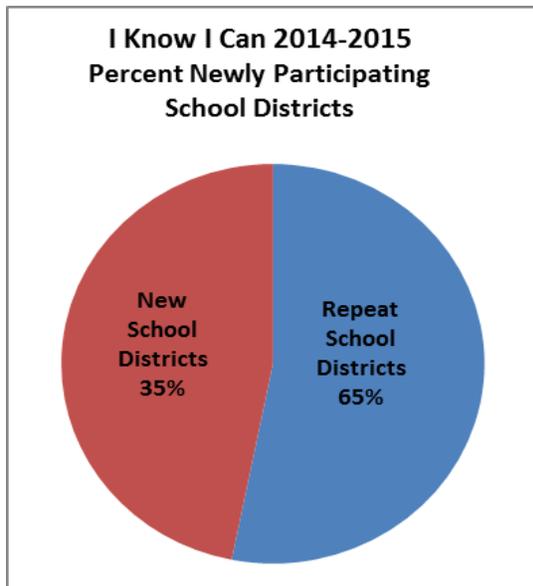
I Know I Can is sponsored by the UA College Savings Plan in partnership with ACPE.

I Know I Can involves local alumni in communities across the state as readers of an age-appropriate storybook introducing concepts about college to 2nd-graders. After discussion with the volunteer, children draw a picture of who they want to be when they grow up on a postcard, which is mailed back to them two years later. Events began in November 2014 and will run throughout the school year, with most events wrapping up this quarter.



Quarter Highlights:

- *I Know I Can* events are scheduled for a total of 61 schools across 46 communities during the 2014-2015 school year.
- Fifteen communities are participating for their first time (33% new community participation).
- Approximately 160 volunteer alumni will read and discuss *I Know I Can* and career dreams with an estimated 1,983 2nd-grade students.
- Some of our rural communities have also included high school seniors as volunteers to share their college/career dreams with 2nd-grade students.
- Eight of 23 school districts participated for their first time (35% new district participation).



Statewide Community Outreach

Statewide Community Outreach includes college access (e.g. financial aid) presentations and information tailored to specific audiences or communities. We provide AKCIS training and deliver outreach programs (Kids2College, I Know I Can, and College Goal Alaska). Events this quarter included presentations at number of major conferences for Alaska Association for Career and Technical Education (ACTE), Alaska School Counselors Association (AKSCA), and Alaska Association of Student Governments (AASG).

Outreach Distribution (Oct – Dec 2014)

	Total # Events	# Communities	Individuals Reached
Statewide	26	N/A	1,447 (655 S&P* + 592 E* + 200 Other)
Far North	9	12	172 (150 S&P + 12E + 10 Other)
Interior	16	2	250 (230 S&P + 20 E)
Southcentral	31	8	2,212 (2,055 S&P + 27 E + 130 Other)
Southwest	3	8	24 (4 E + 20 Other)
Southeast	22	10	775 (733 S&P + 36 E + 6 Other)
Total			4,880 (3,823 S&P + 691 E + 366 Other)
<i>Compare to same quarter last year (Oct-Dec 2013)</i>			
	Total # Events	# Communities	Individuals Reached
Statewide	10	N/A	757 (433 S&P*; 324 E*)
Far North	20	19	607 S&P
Interior	11	2	627 S&P
Southcentral	45	8	2,335 (S&P 2,306 + 29 E)
Southwest	4	4	51 S&P
Southeast	27	11	874 S&P
Total			5,251 (4,898 S&P + 353 E)

2014 numbers encompass all outreach events including K2C, IKIC, & CGA.

*(S&P – Students & Parents; E – Educators)

Reporting practices changed in early 2014. The 2013 numbers listed here did not include major outreach events such as K2C, IKIC, & CGA.

Outreach Evaluation:

The following feedback is from presentation attendees. In three areas we noted shifts in impacts: 1) plan to take specific action towards pursuing college and/or career training, 2) learned something new to help their efforts, and 3) more likely to pursue APS qualification. This may be due to a higher number of middle school presentations this quarter, compared to the typical high school audiences. Responses will be further analyzed to determine to what extent this is the basis for the drop, and to determine if modification of presentation content for younger audiences may be beneficial.

Oct 1 – Dec 31	Financial Aid Night 98 responses (78% Return Rate)
Plan to take specific action towards pursuing college and/or career training	69% (88% same quarter last year)
Said more than 50% of information provided was useful to them	89% (88% same quarter last year)
Identified something new to help them achieve college/career training	79% (79.5% same quarter last year)
Learned what they hoped to learn from the presentation	86% (87.5% same quarter last year)
Oct 1 – Dec 31	Alaska Performance Scholarship Presentation 48 responses (76% Return Rate)
Plan to take specific action towards pursuing college and/or career training	60% (94% same quarter last year)
Said more than 50% of information provided was useful to them	77% (84% same quarter last year)
Identified something new to help them achieve college/career training	56% (77% same quarter last year)
Learned what they hoped to learn from the presentation	77% (87% same quarter last year)
Said they didn't foresee any barriers to meeting the requirements to qualify for the APS	71% (72% same quarter last year)
Stated, following this presentation, they are more likely to pursue the requirements to qualify for the APS	71% (91% same quarter last year)

Financial Literacy Campaign

The Financial Literacy Campaign is ongoing. This quarter we developed two new videos: “Getting Done on Time” to encourage students to graduate in four years and explain how to do it. “Planning for Repayment” discusses loan interest accrual, the importance of understanding different loans’ repayment plan options, and what to consider about consolidation and repayment options. The videos are expected to be available for viewing in January.



Also, this quarter the first in a series of financial literacy webinars to the public was promoted via Constant Contact e-mail. The announcement generated a total of 44 clicks to the registration site and 20 sign-ups.



Online advertising to promote the Money Smarts financial literacy video series and related web content has generated a total of 607 actions including 421 clicks to the ACPE Money Smarts website, and 22 likes to the ACPE Facebook page. One ad, “Understanding Credit”, has received a total of 154 likes, 11 shares, and 10 comments. Financial literacy messages will continue on social media throughout the year.



2014 Loan Awareness Campaign Wrap-Up

After a six-month campaign to raise awareness of state education loan options and benefits, indications are that the message is being seen and heard through a variety of media. However, despite strong click-through rates for online advertising, and positive feedback on print media, loan volume has continued to decline. Although ACPE originated fewer loans again this year (in part due to applicants’ inability to meet credit requirements), the number of applications remained steady compared to last year. While future loan awareness campaigns will need to balance costs and potential positive impact on loan volume, the campaign has provided valuable feedback on the most effective means of reaching our audience. Additional analysis of this year’s results and application pool may inform strategies for 2015, such as inclusion of more financial literacy content.

Online Awareness Information

During the campaign, paid advertising on Google, Facebook, and Pandora each generated more than 3,000 clicks to the ACPE loan page, with Pandora radio generating the most clicks of 3,536. The cost per click was lowest for Facebook ads, at \$0.38. The majority of clicks were generated in July and August, with a gradual decline through November.

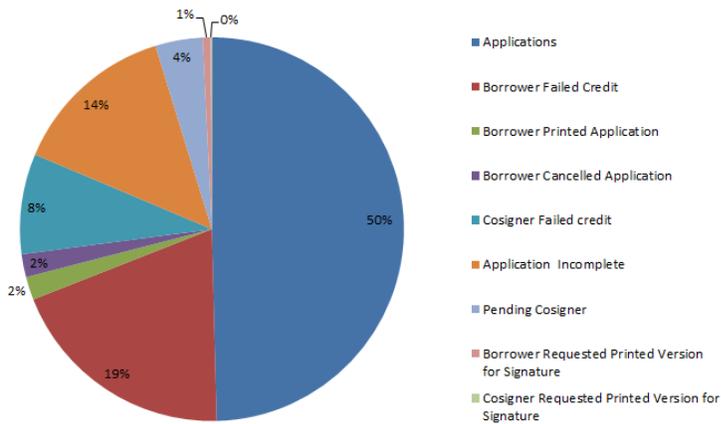
2014 Overall Loan Campaign July-Dec				
Campaign	Clicks	Impressions	CPC	Avg. Position/ Likes
Google	3,176	189,217	\$1.76	1.9
Facebook	3,166	411,271	\$0.38	45
Pandora	3,536	406,321	\$1.38	N/A
Constant Contact	394	2 emails		

Other online outreach about ACPE’s loans was in the form of two direct-to-consumer e-mails within ACPE’s new, more general, higher education outreach campaign to ~60,000 Alaskans who had recent engagement in postsecondary education. These e-mails, sent through Constant Contact, delivered a total of 394 clicks to the ACPE loan page.

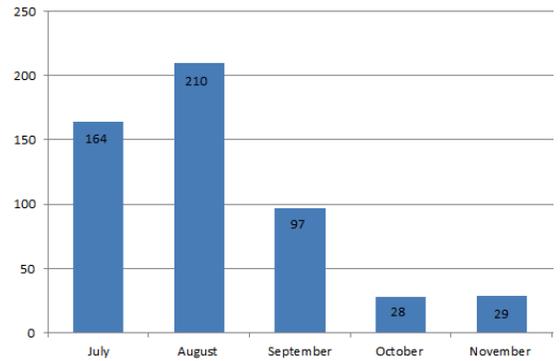
Application Volume

Applications for ACPE education loans were highest in July and August. Total applications made between July and December remain relatively unchanged this year compared to last year, with 1,029 in 2014 and 1,030 last year. However, the number of applicants meeting credit requirements fell. The breakout below illustrates the disposition of the applications in a bit more detail.

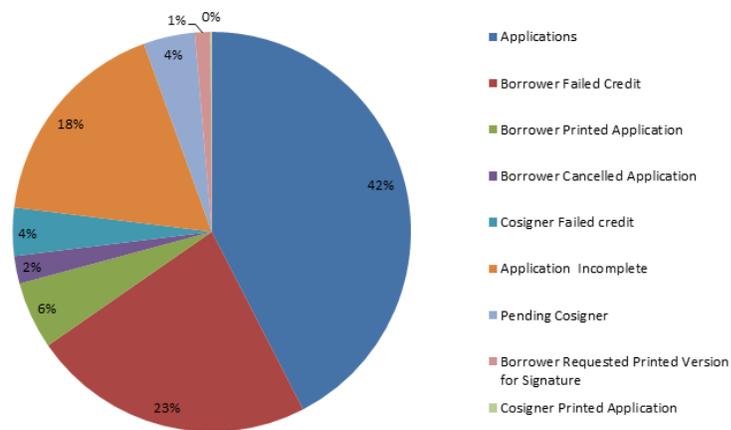
2013 Loan Applications



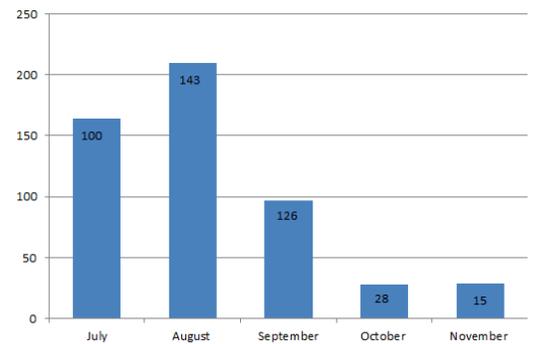
2013 Loans Awarded



2014 Loan Applications



2014 Loans Awarded



Marketing and Publications

ACPE leverages electronic and print media to broadly distribute key college access messages, including about ACPE-administered state financial aid. Areas emphasized were the new 0% origination fee and #1 Borrower Satisfaction rate for the ASEL.

Quarterly Marketing Report:

Advertising October-December 2014						
	Topic*	Freq/Number	Market Reach	Freq seen/heard	CPM**	Clicks/CPC/ CTR**
Web						
Facebook Posts	APS, ACAC, Customer Service Profiles, Community Visits, General, Scholarship Help, UAA One-Stop, APU Grant	11 posts	8,772 people	Not Available	0	0
Facebook Ads	Loans-0% Origination Fee	119,417 Impressions	46,590 People (\$12.04 per 1k people reached)	2.56 times per person	\$12.04 per 1k people reached (\$4.70 per 1k impressions)	1,360/\$0.41/ 1.1% CTR
Pandora Radio	ASEL Loan	406,321 impressions	40,638 listeners	5 times per person	\$12.00 per thousand impressions	1,384/\$1.38/ 0.9% CTR
Google Ads	ASEL Loan	69,611 impressions	Not Applicable	Not Applicable	Not Applicable	799/\$1.78/ 2.43% CTR
Constant Contact	Advising, Fin Aid, AKCIS, NSE, ASAP	2 emails	60,962 people	Not Applicable	0	411/ 26% Avg. open rate

Media Mentions July-Sept 2014					
Topics*	Press Release?	Topic Detail:	News Outlets	% mentioning ACPE	% neutral or positive
IKIC	Yes	I Know I Can	Green & Gold News UAA	100%	100%
APS	No	Alaska Career Ready, Parnell campaign, UA Scholars, STEM Ed in rural Alaska, APS Webinars	KDLG Public Radio Dillingham, Alaska Dispatch News, Fairbanks Daily News-Miner, Market Watch, McGrath Community Message Board, Juneau Empire	33%	100%
General	No	Editorial Supporting Parnell	Peninsula Clarion News	100%	100%
Total- 8				50%	100%

*Topics: IKIC – *I Know I Can* APS – Alaska Performance Scholarship, ACAC – Alaska College & Career Advising Corps, AKCIS – Alaska Career Information System, ASAP – Alaska Student Aid Portal, AEG – Alaska Education Grant, NSE – National Student Exchange

** CPM – cost per 1,000 reached; CPC – cost per click

Loan Competitor Review October-December 2014					
Lender/Loan	Fixed Rates (APR)*	Loan Limits	O-Fee	Current Promotions	Borrower Benefits/Notes
Federal Direct (Undergrad)	4.66%	\$5,500 to \$7,500	1.072%		-0.25% for auto-pay. Offers IBR, PAYE, and other attractive repayment options. In-school interest subsidized for qualifying students based on need.
Federal Direct (Graduate)	6.21%	Up to \$20,500	1.072%		-0.25% for auto-pay. Offers IBR, PAYE, and other attractive repayment options.
Federal Direct PLUS	7.21%	Up to COA	4.288%		-0.25% for auto-pay. Offers IBR, PAYE, and other attractive repayment options to students (not to parent borrowers).
Wells Fargo	6.39% to 10.93%	Up to \$25,000 annually	0%	Variable rates from 3.17% APR – 8.60% APR	Credit-based pricing; fixed or variable offered; in-school deferment; -0.25% for borrowers already having a WF student loan; -0.25% auto-pay; -0.50% WF PMA package
Sallie Mae	6.41% to 11.69%	Up to COA	0%	Variable rates from 3.37% - 9.37% APR	Credit-based pricing; fixed or variable offered; in-school deferment, creative repayment options (pay just \$25 a month, or pay only the interest on your loan); -0.25% auto-pay
Discover	5.99% + (max not listed)	Up to COA	0%	1% cash reward for grades	Credit-based pricing; fixed or variable offered; in-school deferment; -0.25% auto-pay
ASEL	6.40%	\$8,500	0%		Single interest rate, no credit-based pricing; in-school deferment; -0.25% for auto-pay & -0.50% for AK presence
FEL	6.82%	\$8,500	0%		Single interest rate, no credit-based pricing; -0.25% for auto-pay
<i>*Federal loans display interest rates (Calculation of APRs are not required under federal laws)</i>					

ON THE HORIZON

- The Network’s Executive Committee will convene for its first post-election meeting in January.
- Early Awareness staff has approved applications for more than 50 schools and 12 campuses to participate in the Kids2College (K2C) program for 2014-2015. K2C events continue this spring and wrap up by May.
- Preparation for this year’s College Goal Alaska – statewide FAFSA completion events taking place in January – April – is intensifying with the roll-out of a new site coordinator website with self-serve event management tools, and a new poster campaign featuring Alaska’s financial aid administrators and College Goal Alaska volunteers.
- AKCIS staff will attend the annual National Career Information System Operators Council meeting in March 2015, and advocate for enhancements to the software that meets the needs of Alaskans.
- ACAC Guides are preparing for FAFSA February and Money March in their schools. Activities include a variety of workshops, including College Goal Alaska events, and other activities promoting Financial Aid awareness to all grade levels, for example around the FAFSA forecaster, postsecondary budgeting, scholarships, and financial aid award letters.
- The ACPE website is scheduled for an upgrade to a clean new look that is screen size-sensitive (including on mobile devices) to optimize users’ experiences.
- Collaborative marketing efforts with the University of Alaska to promote the Alaska Performance Scholarship (APS) and College Application Week (CAW) have kicked off with a review of last year’s campaign materials.



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MEMORANDUM

To: Members, Alaska Commission on Postsecondary Education
Thru: Diane Barrans, Executive Director
From: Kenneth Dodson, Director of Information Support Services (ISS)
Date: Dec 22, 2014
Subject: ISS Report

ISS Activities

- ISS continues support of the ANSWERS project as it progresses through the construction and testing phases of the data import and system storage needs. Testing activity has increased as modules are constructed/delivered and module fixes are installed by the vendor. The ISS role continues to be technical management, technical analysis/design support, testing and coordination of test activities.
- The HELMs.Net project is the migration of the agency's Higher Education Loan Management System (HELMS) from the state of Alaska mainframe to a state of Alaska Hosted Windows Virtual Server environment. The project's technical focus has been the conversion of mainframe-specific HELMS code to the Windows server environment. 5280 Solutions is the owner of HELMS software and is under contract ACPE ISS staff with this project. The majority of the source conversion has taken place but it is not fully tested. 5280 performs preliminary technical code testing but business module and business system integration testing is performed internally and is in its preliminary stages. Business Analysts have been focusing on ensuring core functionality while also completing the User Acceptance Test plan (UAT). Programming focus has been on problem mitigation and module review of all converted modules. In addition, programmers have been designing and testing the migration tasks that have to take place at conversion. This process is in development and the first full system test occurred in early December.
- The annual write-off project has been initiated and is slated for the first quarter of calendar year 2015. Loans that meet certain nonperformance criteria are written off and updates are made to the HELMS for later reporting which includes generation of an IRS 1099 statement.

- The annual IRS reporting project for 2014 has been started. The deliverables of this project are 1098 and 1099 borrower forms and an electronic file to the IRS is created and delivered.
- The State of Alaska IRIS (Integrated Resources Information Systems) project is on-going. This statewide, multi-year, multi-phase project is the transition from the State of Alaska's current accounting system (AKSAS) to a new system. Interfaces have been coded and module tested. The IRIS team has designated that interface testing and certification is slated from January through March. Implementation is scheduled for June 30, 2015.



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MEMORANDUM

To: Members, Alaska Commission on Postsecondary Education
Through: Diane Barrans, Executive Director
From: Kerry Thomas, Internal Auditor
Date: December 23, 2014
Subject: Internal Auditor/ANSWERS Update

My role as ANSWERS Project Manager continues to consume the majority of my time while minimal internal audit and strategic planning efforts are ongoing. This allocation of time will continue through the SLDS grant project period ending mid-2015.

ANSWERS Project Updates

As you know from having received a related link by email, key ANSWERS stakeholders are currently being surveyed to inform the selection and format of initial ANSWERS reports and information products. The project's data reporting subcommittee will review survey responses and use this information to ensure ANSWERS products are high-value and accessible to a variety of stakeholder groups. The survey results will also inform future enhancements and priorities addressed post-implementation.

GeoNorth, an Anchorage-based firm, continues ANSWERS system design, development and documentation, scheduled for completion March 2015. A development milestone was reached when user acceptance testing on file upload, matching and data validation began in December 2014. Additional functionalities and full system testing will occur over the upcoming quarter.

Two new ACPE staff members joined the ANSWERS team during the last quarter: Jade Bickmore and Alexis Grundmann, both Project Analysts. The additional project analysis and support from these new team members are beneficial to the overall project and current efforts.

Sustainability planning is ongoing for ANSWERS post-grant operations. Recruitments are underway to hire permanent staff for the ANSWERS Director and Programmer/Data Analyst

positions, with additional recruitments for a Research Manager and Database Architect planned for early spring 2015.

ACPE Management Initiatives

Over the past quarter I have continued working with ACPE's other Senior Managers to implement a Lean process improvement framework with current focus areas on understanding the Lean principles and staff training to increase related expertise in the organization. I have also worked with this group to formalize agency succession planning with a primary goal of aligning training and staff development efforts to staff aspirations and upcoming transitions.

I look forward to our discussion and interaction at the January meeting. I will be participating in the meeting telephonically from ACPE's Juneau office.



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MEMORANDUM

Date: December 23, 2014

To: Commissioners
Alaska Commission on Postsecondary Education

Thru: Diane Barrans
Executive Director

From: Worth Barthel, SPHR
Human Resource Officer

Re: Human Resources/Administrative Services Report

Since my last report your Human Resource and Administrative Services unit has made significant progress on a variety of initiatives.

Succession planning activities have progressed at a thoughtful pace. As you read this memo all staff at the Commission have already been invited to complete a brief eight-question human resource development and succession planning survey. We have requested all staff, from senior managers through incumbents in our most entry-level positions, complete this voluntary survey. The information staff share will be used to identify common training needs, inform individual development plans, and serve as a valuable information resource in our succession planning process. If common training needs are identified we will pursue applicable agency wide training(s). Individual development plans will be used to assist in customized, staff-person specific professional development. The information gathered in these surveys will also allow the senior management team to take staffs' aspirations and interests into consideration when completing the succession planning tool know as a nine-box.

As planned I have completed an update to the ACPE Attire Policy. The majority of the update was modernizing the policy to reflect today's clothing trends, both those which are welcome in the office and those which are not appropriate in the workplace. The next policy I plan to update is the ACPE Leave Policy. The last update on the leave policy was in 2003 and despite the long timeframe since its last update this policy needs only minor changes.

I am pleased to report our health benefits system, AlaskaCare, has continued to grow the wellness offerings for our staff. Starting in 2015 there will be a large suite of preventative and

management offerings for staff who would like to lose weight, quite smoking, are having difficulty managing one of forty-one chronic conditions (the list includes coronary-artery disease, a spectrum of cancers, arthritis, etc.), or are pregnant. I am actively informing and marketing these voluntary and no-cost services to our staff and hope those interested will take this opportunity to care for their overall wellness.

Your Administrative Services Unit continues to diligently work to meet the agency's procurement, mail, and record keeping needs. We have updated the form members of the public use to request copies of their transcripts from closed schools. The update was done to ensure staff had all the information they needed to quickly locate transcripts without the need to engage the requester for clarifying information.

Procurement activities remain at a brisk pace; Ms. Cheryl Sams, ACPE Procurement Officer, has been supporting Program Operations leadership as they request proposals for our next collections vendor contract. As the ANSWERS team moves ever closer to the go-live date they have been busy procuring the needed technical resources to ensure a timely launch. Relative to statewide projects, both Ms. Sams and I are excited for the rollout of IRIS and the benefits we anticipate from placing our current paper-based procurement process into a more modern, software-based process.

I continue to enjoy serving our Executive Director and the Commission in advancing the agency mission. Please do not hesitate to contact me if there is any way I can be of assistance or if you have any questions on the contents of this report.

MEMORANDUM

State of Alaska
Department of Law

TO: Commissioners
Alaska Commission on
Postsecondary Education

DATE: December 19, 2014

FILE NO.: 661-07-0280

TEL. NO.: 269-5200

FROM: Mary Ellen Beardsley
Assistant Attorney General
Commercial Section, Anchorage

SUBJECT: Report for January
2015 Meeting

The current status of matters referred to this office is as follows:

COLLECTION ACTIONS

ACPE v. Sunni Marie Hearin Alaska District Court Anchorage (5/2014)

In 2009 Ms. Hearin signed a Settlement Agreement wherein she agreed to pay to ACPE the sum of \$23,132.00 in monthly installments of \$250.00. She also signed a Confession of Judgment Before Action in which she voluntarily confessed judgment in the amount of \$23,132.00 plus interest at the rate of 8.1% per annum from August 1, 2009. Between August 1, 2009 and July 31, 2013, ACPE received payments totaling \$10,020.00. Ms. Hearin defaulted on her payments and a Judgment on Confession was entered on July 17, 2014 in the amount of \$24,137.25. She just recently filed a Chapter 13 Bankruptcy in Oregon. ACPE is monitoring the case to determine if the Attorney Generals will need to get involved.

BANKRUPTCY ADVERSARY PROCEEDINGS/UNDUE HARDSHIP CASES

Note: This office previously filed motions to dismiss in these types of cases on the basis that the Eleventh Amendment to the U.S. Constitution precludes suit against the state in federal court. However, the U.S. Supreme Court ruled in *Tennessee Student Assistance Corp. v. Hood*, 541 U.S. 440, 124 S.Ct. 1905 (2004), that the Bankruptcy Court's exercise of its *in rem* jurisdiction (which means that the court has jurisdiction over the property rather than *in personam* jurisdiction (which is jurisdiction over the person) to discharge a debt does not infringe on a state's sovereignty. Therefore, it is no longer possible for ACPE to argue sovereign immunity in these types of adversary proceedings.

This means ACPE is forced to defend against these actions wherever they are brought throughout the United States.

Daylon Bakken U.S. Bankruptcy court North Dakota (10/2012)

In 2012 Mr. Bakken filed an adversary proceeding to have his student loans discharged by his 2011 bankruptcy. He currently owes ACPE more than \$31,523.00; he also owes two other lenders in excess of \$100,000.00. ACPE has decided to defend against the adversary proceeding for Mr. Bakken earns a significant salary as a pilot for the Department of Homeland Security. After considerable discovery and two depositions, the facts were stipulated to by all parties and the question as to whether he is entitled to have his student loans discharged as an undue hardship has been presented to the bankruptcy judge on briefs by the parties rather than having a one day trial. We are now simply waiting for a decision by the judge.

CHAPTER 13 CASES

ACPE receives numerous notices from all over the United States of debtors who have filed Chapter 13 bankruptcies. In the past this office would write to the debtors' attorneys and request that they file a proof of claim on behalf of ACPE. However, once the decision in *Tennessee Student Assistance Corp. v. Hood*, 541 U.S. 440, 124 S.Ct. 1905 (2004), was issued in which the U.S. Supreme Court ruled that the sovereign immunity argument would no longer be available to states in undue hardship cases, this practice has slowed significantly. ACPE is now filing proofs of claims in Chapter 13 cases to protect its interest and to hopefully be allowed to participate in any distributions to unsecured creditors.

I routinely assist ACPE with miscellaneous issues in Chapter 13 cases and review plans to ensure the debtor is not attempting to discharge ACPE's student loans through the Plan. Should a Plan attempt to discharge ACPE's loans, then I will get involved in the case by objecting to the Plan.

There are currently no Chapter 13 cases to report on. However, should Ms. Hearin take a position harmful to ACPE's student loan debt in her Chapter 13 case in Oregon, it might then be necessary for the Attorney General's office to get involved.

OTHER MISCELLANEOUS LITIGATION

Malan Paquette Alaska Superior Court (unknown) (5/2014)

Ms. Paquette appealed to ACPE regarding her education loans obtained fifteen years ago. She appears to be asserting that there were anomalies related to her account and that the loans may have been improperly obtained. ACPE concluded that her claim

was not credible and denied her appeal. Ms. Paquette, through her attorney John Pharr, filed a Notice of Appeal with the Superior Court claiming that ACPE had wrongfully calculated the amount due on her loans. He also requested a delay in the filing of the cost bond because Ms. Paquette was still trying to decide if she really wanted to appeal ACPE's decision. The Court granted the request and gave her until June 16, 2014, to file her cost bond. On July 8, 2014, her attorney filed a motion to accept late filed motion to waive her cost bond. The motion was granted on July 23, 2014. Though Ms. Paquette's opening brief was due on October 9, 2014, her attorney requested another extension to pursue possible settlement with ACPE. Mr. Pharr has indicated he will be submitting a settlement proposal to ACPE in the near future. Ms. Paquette's opening brief is due January 6, 2015, however, I anticipate Mr. Pharr will request another extension to see if the matter can be resolved without filing briefs.

INSTITUTIONAL AUTHORIZATION MATTERS

Nothing to report for this quarter.

REGULATION PROJECTS

Alaska State Financial Aid Programs and Authorization of Postsecondary Institutions Operating in Alaska

The Commission adopted these regulations at the October 23, 2014, Commission meeting. They have been reviewed by the Department of Law who noticed that one regulation may have been overly broad considering the statutory authority under which it was being adopted. ACPE and the Department of Law have agreed to remove the one regulation and to present it to the Commission again once the issues with the regulation have been resolved. Other revisions to the regulations have been made by the Department of Law to the remaining regulations and they should be filed with the Lieutenant Governor's office in the near future.

SUPERVISORY APPEAL & COMPLAINT SUMMARY

SECOND QUARTER FY15

October 2014 - November 2014*

Nature of Concern	Action Taken
Credit reporting dispute	Provided verification that data reported to credit reporting agencies was correct
Credit reporting dispute	Provided verification that data reported to credit reporting agencies was correct
Consumer Financial Protection Bureau complaint about how her payments are applied to principal and interest	Provided copy of payment history, gave original consolidation loan balance and current balance, advised loan is paid ahead of schedule and is still eligible for six month discretionary forbearance
Credit reporting dispute	Provided verification that data reported to credit reporting agencies was correct
Credit reporting dispute	Provided verification that data reported to credit reporting agencies was correct

*Please note: due to the timing of the Commission meeting, quarterly status include only two months of data.

EXECUTIVE DIRECTOR APPEAL & COMPLAINT SUMMARY
October 1, 2014 through December 22, 2014

Case #	Nature of	Action Taken
14-1646-PFE	Appeal Garnishment of 2014 PFD	Motion for Summary Adjudication granted, received 12/19/14
14-1647-PFE	Appeal Garnishment of 2014 PFD	Decision received 10/14/14, Garnishment Upheld
14-1648-PFE	Appeal Garnishment of 2014 PFD	Hearing 12/11/14, decision pending
14-1649-PFE	Appeal Garnishment of 2014 PFD	Borrower withdrew appeal, Order Dismissing Case received 10/8/14
14-1650-PFE	Appeal Garnishment of 2014 PFD	Hearing 12/9/14, decision pending
14-1651-PFE	Appeal Garnishment of 2014 PFD	Borrower withdrew appeal, Order of Dismissal received 10/23/14
14-1652-PFE	Appeal Garnishment of 2014 PFD	Borrower withdrew appeal, Order of Voluntary Dismissal received 11/13/14
14-1653-PFE	Appeal Garnishment of 2014 PFD	Cosigner withdrew appeal, Order of Voluntary Dismissal received 11/7/14
14-1654-PFE	Appeal Garnishment of 2014 PFD	Borrower withdrew appeal, Order Dismissing Case received 10/13/14
14-1655-PFE	Appeal Garnishment of 2014 PFD	Hearing 12/10/14, decision pending
14-1656-PFE	Appeal Garnishment of 2014 PFD	Borrower withdrew appeal, Order of Dismissal received 11/7/14
14-1691-PFE	Appeal Garnishment of 2014 PFD	Cosigner withdrew appeal, Order of Voluntary Dismissal received 11/13/14
14-1695-PFE	Appeal Garnishment of 2014 PFD	Decision received 12/8/14, Garnishment Upheld
14-1696-PFE	Appeal Garnishment of 2014 PFD	Borrower withdrew appeal, Order of Voluntary Dismissal received 10/24/14
14-1697-PFE	Appeal Garnishment of 2014 PFD	Notice of Proposed Decision received 12/4/14, Garnishment Upheld

OTHER AGENCY ACTIONS

10/6/2014	PCNA - Medical Cancellation	Administrative Discharge, uncollectible (1 loan)
10/14/2014	Medical Cancellation	Denied
10/28/2014	Medical Cancellation	Denied
10/29/2014	PCNA - Settlement Offer	Countered
11/6/2014	PCNA - Medical Cancellation	Approved 3 loans, Administrative Discharge 2 loans
11/12/2014	PCNA - Medical Cancellation	Denied, offered Special Payment Arrangement
11/17/2014	PCNA - Medical Cancellation	Approved 3 loans, Administrative Discharge 1 loan
11/20/2014	PCNA - Medical Cancellation	Denied
11/21/2014	PCNA - Medical Cancellation	Administrative Discharge, uncollectible (2 loans)
12/11/2014	Settlement Offer	Countered
12/11/2014	PCNA - Medical Cancellation	Denied, offered Special Payment Arrangement
12/19/2014	Medical Cancellation	Denied, offered Special Payment Arrangement

Commission Members' Affiliations

JERRY COVEY (partial listing)

Alaska Association of School Administrators
Alaska Association of School Business Officials
Alaska Council of School Administrators
Alaska Department of Education and Early Development
Alaska Humanities Forum – Board Member
Alaska Mineral and Resource Education Fund
Alaska Performance Excellence Foundation – Board of Directors
Alaska Process Industry Careers Consortium
Alaska Staff Development Network
American Society for Quality
American Society for Training and Development
Association of Alaska School Boards
Citizens for the Educational Advancement of Alaska's Children
Future Educators of Alaska
JSC Consulting, LLC – Managing Partner
Malcolm Baldrige National Quality – Program Examiner
Former affiliations:
Alaska Humanities Forum – Interim Executive Director
Alaska Department of Education & Early Awareness – Commissioner
D.A.R.E. Alaska Inc. – Past President
Jerry Covey & Associates – Owner and Operator
University of Alaska Southeast – Visiting Associate Professor of Education/Practitioner in Residence

JOEY CRUM

Alaska Trucking Association – Board member
North Slope Training Cooperative Steering Committee – Client Training Team, Curriculum Committee
National Safety Council
National Center for Construction Education and Research
Professional Truck Driver Institute of America – Instructor
Scaffold Training Institute
Thinking Driver
Associated Builders and Contractors
Alaska Teamsters Local Union 595
Associated General Contractors

RAY DEPRIEST

Mat Su College Advisory Council – Board member
Mat Su Borough School District Career and Technical Education program – Director
DePriest Farms, LLC – Owner
Former affiliations:
State of Alaska Board of Agriculture and Conservation
Matanuska Susitna Borough School District – Educator
Rosenray's Alaskan Cuisine & Catering Company – Owner

MIKE DUNLEAVY

Mat-Su Borough School District Board – Member
Association of Alaska School Boards
Association of Alaska School Administrators
Dunleavy Educational Services – Educational Consultant
Sacred Heart Catholic Church
NRA – Life member
Alaska Outdoor Council

(Dunleavy cont...)

Iditarod

Former affiliations:

Public school teacher, Principal and Superintendent

Mat-Su Borough School Board – President

K-12 Outreach, University of Alaska Statewide – Director

Alaska Teacher Mentor Project – Project Manager

Governor Parnell's Educational Transition Team 2010 – Chair

JO HECKMAN

University of Alaska Board of Regents – Vice Chair

Denali State Bank – Director

American Heart Association – Regional Advisory Board Member, Pacific Northwest

American Heart Association, Circle of Red – Co-chair

Small Business Development Center – Member

Associated General Contractors – Associate Member

Greater Fairbanks Chamber of Commerce – Member

Rotary Club of Fairbanks – Member

Former Affiliations:

Denali State Bank – Founder and President

Rotary Club of Fairbanks – President

American Heart Association, Go RED for Women – Chair

United Way of Tanana Valley – Campaign Chair

Greater Fairbanks Chamber of commerce – Board Director

Foraker Group – Board Member

Alaska Community Foundation – Board Member

BECKY HUGGINS

Coach Youth Swimming, Soccer and Basketball Teams 1970-2003

Seoul Area Elementary School PTA President 1989-1990

Battalion Officer Wives Group Leader 1983-1986

NRA – Lifetime member

Museum of Alaska Transportation and Industry

Alaska Right to Life

Mat-Su Principal's Association

Wasilla Bible Church

Veterans of Foreign Wars – Life Member

PATRICIA JACOBSON

NRA – Life Member

Alaska Professional Hunter's Association – Life Member

Alaska Outdoor Council – Member

Kodiak Humane Society – Life Member; Webmaster

AAUW

Pioneers of Alaska

Bowhunting in Arizona Records – Webmaster

NEA – Alaska Retired – Life Member

Former affiliations:

Christa McAuliffe Fellowship for Alaska – Recipient

Teacher – Kodiak Island Borough School District – 25 years

PTPC (Alaska Professional Teaching Practices Commission)

NEA – Alaska Board of Directors

Kodiak Borough Education Association president; Negotiator

Kodiak Island Borough School board president; Negotiator

(Jacobson cont...)

Lions Club
Kodiak Red Cross - Board of Directors; Secretary
Kodiak Humane Society – Board of Directors; Secretary
Kodiak Mental Health Advisory Board; Chair

JIM JOHNSEN

Alaska State Chamber of Commerce Board of Directors – Member
University of Alaska Foundation – Trustee
Western Interstate Commission on Higher Education (WICHE) – Commissioner
Commonwealth North – Member
Rotary International, Fairbanks, AK – Member
Leadership Council, KUAC Television and Radio – Member
Leadership Alaska, School of Management, UAF – Mentor
Former affiliations:
National Center for the Study of Collective Bargaining in Higher Education – Member
Committee to Stipulate Competitive Research, University of Alaska – Chair

SUE LINFORD

Linford of Alaska – Owner, President and CEO
Alaska Pacific University Board of Trustees – Member
Anchorage Archdiocese Finance Council – Chair, member
Municipality of Anchorage Regional Port
Board of Trustees of the Anchorage Concert Association Foundation – Secretary, member
Anchorage Downtown Partnership Board – Finance committee chair, member
Anchorage Downtown Rotary – Board, general member
Aleutian Pribilof Heritage Group – Member
Anchorage Symphony Orchestra Fundraising Campaign – Fundraising co-chair
Commonwealth North – Member
UAA Alumni Association
University of Alaska Foundation
College of Fellows
Alaska Pacific University’s Denali Society
Former affiliations:
Anchorage Chamber of Commerce – President, secretary, chair
Anchorage Concert Chorus – Member
Anchorage School Board – President, member
Alaska PTA – President, secretary, bulletin editor
Anchorage Symphony Orchestra Board – Member
Rural Alaska Community Action Program – Board member
Alaska Festival of Music – Fundraising chair, board member
Knights & Ladies of the Holy Sepulchre – Member
March of Dimes – Member
Alaska World Affairs – Member
The Athena Society
Anchorage City/Borough/Municipal Library Boards
Bartlett Swimming Pool Committee
Small Business Administration’s Region X Fairness Board
University of Alaska, Culinary Arts
International Rotary, Paul Harris Fellow and Foundation Benefactor
Municipal Budget Committee
CHARR
ACVB

JIM MERRINER

IDEA Site Administrator Galena City School District
College of Rural and Community Development (CRCD)
Interstate Compact on Educational Opportunity for Military Children

RANDY WEAVER

UAF Alumni Association
Alaska Society of CPAs
The American Institute of CPAs
Fairbanks Pioneer Home Foundation Board
Fairbanks Youth Soccer Association – Board Treasurer
Zion Lutheran Church - Treasurer
Former affiliations
National Association of College and University Business Officers (NACUBO)
Western Association of College and University Business Officers

TAMMIE WILSON

Santa's Clearinghouse – Volunteer
NRA
Alaska Miners Association
Alaska Farm Bureau
Former affiliations:
Fairbanks North Star Borough Assembly – Member
Economic Development Committee
Fairbanks Convention & Visitors Bureau – Assembly Liaison
Coordinated Transportation Committee: Fairbanks North Star Borough
GVEA Membership Advisory Committee
GVEA District 3 Nominating Committee – Chair
Little League and Soccer Coach
Air Quality Commission, Fairbanks North Star Borough
Antique & Collectible store – Former Owner/Operator
Love INC., - former Vice President and Board Member

MIKE WOODS

Association for Career and Technical Education
American Association of University Professors
National Education Association

Acronyms and Terms for Alaska Commission on Postsecondary Education (ACPE)

Alaska Career Information System (AKCIS)	AKCIS is a web-based statewide service offered through a partnership between the Alaska Department of Labor & Workforce Development and ACPE to provide comprehensive, interactive and user-friendly career and postsecondary education/training information to help youth and adult users explore and plan for careers, with emphasis on careers within Alaska.
Alaska College and Career Advising Corps (ACAC)	Funded by the federal College Access Challenge Grant, this program places recent college graduates in high schools as near-peer mentors to work with students, counselors, and school staff to promote college and career training—particularly among populations of first generation college goers.
AlaskAdvantage	A suite of ACPE education loan programs and services that offer benefits or outreach to Alaskans and to the organizations that serve Alaska's students.
Alaska Education Grant (AEG)	A state need-based grant ranging from \$500 to \$2,000 per academic year for qualifying Alaska residents pursuing undergraduate study at participating postsecondary institutions in Alaska. Larger grant amounts are awarded to full-time students who are enrolled in certain critical workforce shortage areas or who demonstrated strong secondary education academic performance.
Alaska Navigator: Statewide Workforce and Education-Related Statistics (ANSWERS)	ANSWERS is the State of Alaska's P-20W Statewide Longitudinal Data System. ANSWERS will link existing Alaska K-12, higher education and employment data to deliver critical information to Alaska's policymakers, educators, and general public about the state's education continuum. In 2012, the state received a \$4 million federal grant over 3 years to develop the system.
Alaska Performance Scholarship (APS)	A performance-based scholarship championed by Governor Parnell to incent Alaska's students, parents and educators to strive for excellence in education. Awards may be used at participating colleges, universities or approved career and technical education programs in Alaska.
Alaska Postsecondary Access and Completion Network (APAC or The Network)	The Network, facilitated by ACPE and funded by the federal College Access Challenge Grant, is an initiative to build partnerships and produce collective energy and action focused on increasing postsecondary access and success in Alaska. Planning team members represent secondary and postsecondary education, business, rural and urban areas, and community nonprofits. The initiative will establish a network for members to share best practices, tools and resources relating to college access and success.
Alaska Presence Benefit	A borrower benefit annually credited to a borrower's loan principal balance to effectively reduce their costs. Borrowers qualify while living in Alaska. The ASLC Board approves the offering of benefits annually based on cash flows and costs estimates.

Alaska Student Aid Portal (ASAP)	ACPE web site to provide students with secure access to real-time grant and scholarship account information regarding their eligibility, award level, remaining terms available, remaining years in which to use available terms, and ability to change record of school of attendance.
Alaska Student Loan Corporation (ASLC)	Created in 1987 to provide a means of alternative financing in the form of tax-exempt bonds. ASLC is governed by a board of directors appointed by the governor (two from ACPE, Commissioners of Revenue, Administration and Community & Economic Development).
Alaska Supplemental Education Loan (ASEL)	Alaska's education loan program to provide supplemental financial assistance if the federal loan program is insufficient to cover the costs of attendance or if the borrower does not qualify for financial aid under the federal student loan program.
Award Letter	An official document issued by a school's financial aid office that lists all of the financial aid awarded to the student. It provides detail of a borrower's financial need and the breakdown of the financial aid package according to amount, source and type of aid. The award letter (also called a Financial Aid Notification/FAN) includes the terms and conditions for the financial aid and cost of attendance.
Administrative Wage Garnishment (AWG)	State statutes and regulations provide the agency the authority to garnish wages of a borrower who has defaulted on their state loan. Limitations are structured in state and federal law.
Award Year	The academic year for which financial aid is requested (or received).
A.W. "Winn" Brindle Education Loan (WB)	Funded by private donations, for full-time student in a fisheries-related degree or certificate program. (Memorial Scholarship Program)
Borrower Benefits	Interest rate reductions and account credits that will reduce the overall cost of borrowing. ASLC benefits are variable and evaluated and approved annually based on cash flows and costs estimates.
Borrower Cost Reduction (BCR)	An annual credit to a borrower's education loans that effectively reduces their overall costs. The ASLC Board annually determines approval of this credit.
Campus-Based Aid	Financial aid programs administered by the university. The federal government provides the university with a fixed annual allocation, which is awarded by the financial aid administrator to deserving students. Such programs include the Perkins Loan, Supplemental Education Opportunity Grant, and Federal Work-Study. Note that there is no guarantee that every eligible student will receive financial aid through these programs because the awards are made from a fixed pool of money. This is a key difference between the campus-based loan programs and the Direct Loan Program. Both

Campus-Based Aid cont...	loans are issued through the schools.
Capitalized Interest	The practice of adding unpaid interest charges to the principal balance of an educational loan thereby increasing the size of the loan. Interest is then charged on the new balance, including both the unpaid principal and the accrued interest. Capitalizing the interest increases the monthly payment and the amount of money ultimately repaid.
Claim	A request filed with our guarantor for reimbursement losses on a Federal Stafford, PLUS, or Consolidation loan due to the borrower's death, disability, default, or bankruptcy school closure; or false certification of the borrower's eligibility.
Clearinghouse	The National Student Clearinghouse is a non-profit association that maintains a comprehensive electronic registry of postsecondary student records because the participating schools provide regular student record updates on all of their currently enrolled students. Over 2,700 colleges, 91% of the nation's enrollment, participate. The Clearinghouse is responsible for providing student status and deferment information on behalf of the school to guaranty agencies, lenders, servicers, and NSLDS. The Clearinghouse process identifies those borrowers who withdraw from school and need to begin repayment; transfer from one school to another; return to school and may be eligible for a deferment; continue in school and are eligible for deferment or in-school extension. ACPE interfaces with the Clearinghouse once a week and the information we get from them is used to update HELMS.
College Access Challenge Grant (CACG)	A federal grant program to foster partnerships among federal, state, and local governments and philanthropic organizations through matching challenge grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.
College Goal Alaska (CGA)	Alaska's version of College Goal Sunday, this event provides free assistance with completing applications for college aid to students and families by Alaska financial aid professionals across the state. Partners with ACPE for this event are University of Alaska, The University of Alaska College Savings Plan, Alaska Association of Student Financial Aid Administrators, Ohana Media Group, GCI, and the ANCSA Education consortium. More information is available at www.collegegoalak.org .
CAM – Common Account Maintenance	CAM is a reporting process for lenders, servicers, and guaranty agencies that facilitates the exchange of loan information in a standardized electronic format.
COD – Common Origination and Disbursement	This term is relative to the loan origination and disbursement system used in the William Ford Direct Loan program through which funds are disbursed to institutions participating in that program.

Consolidation Loan	A loan that combines several student loans into one bigger loan from a single lender. The consolidation loan is used to pay off the balances on the other loans.
Cosigner	A cosigner who is responsible for loan repayment if the borrower fails to repay it.
Cost Of Attendance (COA)	(Also known as the cost of education or "budget") The total amount of cost for the student to attend school, including tuition and fees, room and board, allowances for books and supplies, transportation, and personal and incidental expenses. Loan fees, if applicable, may also be included in the COA. Childcare and expenses for disabilities may also be included at the discretion of the financial aid administrator. Schools establish standard budgets for students: living on-campus and off-campus, married and unmarried, and residents and nonresidents.
Credit Rating or Credit Assessment	These terms are relative to a process by which, using an individual's past record and patterns of incurring and repaying extensions of credit, an evaluation of the likelihood of their behavior on an additional extension of debt is made. Credit bureaus and credit reporting agencies provide this information to banks and businesses to determine if an applicant meets the applicable underwriting standard to qualify for a loan or extend credit. A credit review may include payment histories, evaluation of current and past credit accounts, their balances, and potential maximum balances, employment and personal information and a history of past credit problems.
Credit Reporting	ACPE reports the current status of all accounts to national credit bureaus monthly. Accounts that are 45 or more days delinquent are reported past due.
Dear Colleague Letter (DCL)	An ED communication that explains and clarifies the Department's guidance regarding federal regulations and statutes. Also known as a Dear Partner Letter.
Default	Failure to make monthly payments on the loan as agreed. Negative consequences begin when a loan becomes 180 days past due.
Deferment	Occurs when a borrower is allowed to postpone repaying the loan. The federal government pays the interest charges during the deferment period for a subsidized loan. The borrower is responsible for the interest that accrues during the deferment period for an unsubsidized loan. A borrower can postpone paying the interest charges by capitalizing the interest, which increases the size of the loan. Most federal loan programs allow students to defer their loans while they are in school at least half-time. A borrower who does not qualify for a deferment may be eligible for a forbearance. A loan in default status is not eligible for a deferment.
Dependent	For a child or other person to be considered dependent, they must live with the borrower and the borrower must provide the child with more than half of their support. Spouses do not count as

Dependent...	dependents in the Federal Methodology needs analysis formula approved by Congress. Both parents may not claim the same child as a dependent.
Direct Loans (DL)	<p>The William D. Ford Federal Direct Loan Program (AKA the Direct Loan Program) is a federal program where the school becomes the lending agency and manages the funds directly, with the federal government providing the loan funds. In 2009, after the termination of the FFEL Program, DLs became the single federal education loan program.</p> <p>Undergraduates may borrow up to \$31,000 (\$5,500 during the freshman year, \$6,500 during the sophomore year and \$7,500 during the third, fourth and fifth years) and graduate students up to \$138,500 including any undergraduate Stafford loans (\$20,500 per year). These limits are for subsidized and unsubsidized loans combined.</p> <p>Higher unsubsidized Stafford loan limits are available to independent students, dependent students whose parents were unable to obtain a PLUS Loan and graduate/professional students. Undergraduates may borrow up to \$57,500 (\$9,500 during the freshman year, \$10,500 during the sophomore year and \$12,500 during each subsequent year). These limits are for subsidized and unsubsidized loans combined. The amounts of any subsidized loans are still subject to the lower limits.</p>
Direct Payment (ACH)	Automatic electronic debit from borrower's checking or savings accounts each month for loan repayment. Borrowers enrolled in Direct Pay receive a .25% interest rate reduction. The benefit is reviewed annually by the ASLC Board.
Disclosure	A written statement of the repayment terms of the loan sent to the borrower at the time the loan is scheduled for repayment. It identifies the principal balance, the estimated interest to be paid over the life of the loan, annual interest rate, annual percentage rate, the number of payments to be made and the monthly payment amount. A new disclosure is sent to the borrower if the repayment schedule changes, i.e. when a payment amount changes due to an RPYC (repayment terms change) transaction or a payment schedule is revised following a deferment. Also referred to as a truth-in-lending statement or a statement of loan terms.
Due Diligence	If a borrower fails to make payments on their loan according to the terms of the promissory note, the federal government requires the lender, holder or servicer of the loan to make frequent attempts to contact the borrower (via telephone and mail) to encourage him or her to repay the loan and make arrangements to resolve the delinquency.
(ED) U.S. Department of Education	An acronym sometimes used for the Department of Education. Executive Branch of the federal government that establishes policy for, administers, and coordinates most federal assistance to

ED cont...	education.
Electronic Access Code (EAC)	Also known as a Personal Identification Number (PIN), a code used to access various ED systems, such as the Renewal Free Application for Federal Student Aid (FAFSA), National Student Loan Data System (NSLDS), and correction FAFSA information.
Electronic Data Exchange (EDE)	Program used by participating schools to electronically receive SARs from the federal processor. At some schools EDE allows students to electronically file their Free Application for Federal Student Aid (FAFSA).
Electronic Funds Transfer (EFT)	Used by some schools and lenders to wire funds for Stafford and PLUS loans directly to participating schools without requiring an intermediate check for the student to endorse. The money is transferred electronically instead of using paper, and therefore available to the student sooner.
Electronic Signature (E-SIGN)	An electronic symbol or process attached to, or logically associated with, a record and used by a person with the intent to sign the document or record. Established under the Electronic Signatures in Global and National Commerce Act on 6/8/2000.
Education Finance Council (EFC)	The Education Finance Council is an association representing the nation's nonprofit and state-based student finance organizations. These public purpose organizations are dedicated to the single purpose of making college more affordable.
Expected Family Contribution (EFC)	The amount of money that the family is expected to be able to contribute to the student's education, as determined by the Federal Methodology needs analysis formula approved by Congress. The EFC includes the parent contribution and the student contribution, and depends on the student's dependency status, family size, number of family members in school, taxable and nontaxable income and assets. The difference between the COA and the EFC is the student's financial need, and is used in determining the student's eligibility for need-based financial aid. If a student has unusual financial circumstances (such as high medical expenses, loss of employment or death of a parent) that may affect their ability to pay for their education, they should tell their financial aid administrator (FAA). The FAA can adjust the COA or EFC to compensate.
Fair and Accurate Credit Transactions Act 2003 (FACTA)	The Act provides that consumers may obtain each year, free of charge, a personal credit history report, that merchants must omit from sales receipts all but the last five digits of a customer's credit card number, and that procedures for government oversight and financial institution notification of ID theft and fraud be implemented. Amended the Fair Credit Reporting Act (FCRA).
Fair Isaac Credit Score (FICO)	A statistical model developed by the Fair Isaac Corporation which is used by credit bureaus and banking institutions to calculate and determine an individual's credit score.

Family Education Loan (FEL)	Alaska's FEL program provides low interest loans to families to assist in paying the costs of education for family members.
Federal Default Fee	A federal default fee of 1% must be collected by deduction from the loan proceeds on subsidized and unsubsidized Stafford Loans and PLUS loans, or by payment from non-federal sources for loans guaranteed on or after 7/1/2006.
Federal Family Education Loan Program (FFELP)	The lender-based FFEL Program was terminated in 2009 after more than 40 years of operation. Through FFELP students and parents obtained low-cost education loans to help pay for the cost of higher education. Included Stafford, PLUS, Consolidated, and the old SLS.
Federal Methodology	The need analysis formula used to determine the EFC. The Federal Methodology takes family size, the number of family members in college, taxable and nontaxable income and assets into account. Unlike most Institutional Methodologies, however, the Federal Methodology does not consider the net value of the family residence.
Federal Work-Study (FWS)	Program providing undergraduate and graduate students with part-time employment during the school year. The federal government pays a portion of the student's salary, making it cheaper for departments and businesses to hire the student. For this reason, work-study students often find it easier to get a part-time job. Eligibility for FWS is based on need. Money earned from a FWS job is not counted as income for the subsequent year's need analysis process.
Finance Charge	The estimated amount of interest that will be paid over the life of the loan.
Financial Aid	Money provided to the student and the family to help them pay for the student's education. Major forms of financial aid include gift aid (grants and scholarships) and self-help aid (loans and work).
Financial Aid Administrator (FAA)	A staff member at an eligible school who is charged with the administration of financial aid programs.
Financial Aid Counseling	Students with educational loans are required to meet with a financial aid administrator before they receive their first loan disbursement and again before they graduate or otherwise leave school. During these counseling sessions, called entrance and exit interviews, the FAA reviews the repayment terms of the loan and the repayment schedule with the student.
Financial Aid Office (FAO)	The college or university office that is responsible for the determination of financial need and the awarding of financial aid.
Financial Aid Package	The complete collection of grants, scholarships, loans, and work-study employment from all sources (federal, state, institutional and private) offered to a student to enable them to attend the college or university. Unsubsidized Stafford loans and PLUS loans are not

	considered part of the financial aid package, since these financing options are available to the family to help them meet the EFC.
Financial Aid Servicing Team (FAST)	The FAST team is made up of ACPE's Customer Service Center, Loan Servicing, Due Diligence, and Special Programs staff.
First-Time Borrower	A first-year undergraduate student who has no unpaid loan balances outstanding on the date he or she signs a promissory note for an educational loan. First-time borrowers may be subjected to a delay in the disbursement of the loan funds. The first loan payment is disbursed 30 days after the first day of the enrollment period. If the student withdraws during the first 30 days of classes, the loan is canceled. Borrowers with existing loan balances aren't subject to this delay.
Forbearance	During a forbearance period the lender allows the borrower to temporarily postpone repaying the principal, but the interest charges continue to accrue, even on subsidized loans. Forbearances are granted at the lender's discretion, usually in cases of extreme financial hardship or other unusual circumstances when the borrower does not qualify for a deferment. Typically accrued interest is capitalized.
Free Application For Federal Student Aid (FAFSA)	Form used to apply for a broad category of federal and state student aid programs. No fee is charged.
Federal Student Aid (FSA)	Aid offered to postsecondary education students by the federal government in the form of grants, loans, work-study programs, and other forms of assistance. A division of the Performance Based Organization (PBO) channel of ED. Previously known as Student Financial Aid (SFA)
GAAP – Generally Accepted Accounting Principles	A widely accepted set of rules, conventions, standards, and procedures for reporting financial information, as established by the Financial Accounting Standards Board.
Gift Aid	Financial aid, such as grants and scholarships, which does not need to be repaid.
Grace Period	The time period that begins when a borrower leaves school (whether because he graduates or withdraws) or drops below the required enrollment level and ends the day before the repayment period starts. The length of the grace period is stipulated in the promissory note that the borrower signed.
Graduate PLUS Loan	A PLUS loan made to a graduate or professional student, defined as a student enrolled in a program or course above the baccalaureate level or enrolled in a program leading to a professional degree at an eligible school.

Graduated Repayment	A repayment schedule where monthly payments are smaller at the start of the repayment period and gradually become larger.
Grant	A type of financial aid based on financial need that the student does not have to repay.
Guaranty Agency or Guarantor	A state or private nonprofit organization that has an agreement with the U.S. Secretary of Education to administer a loan guarantee program under the Higher Education Act, and enforces federal and state law regarding student loans. It is responsible for overseeing the student loan process, and insures them against default for the lender.
Health Education Assistance Loan (HEAL)	A low interest loan administered by the US Department of Health and Human Services (HHS). It is available to medical school students pursuing medicine, osteopathy, dentistry, veterinary medicine, optometry, podiatry, clinical psychology, health administration and public health. Undergraduate pharmacology students are also eligible.
HELM.net	ACPE's server-based loan servicing software contracted from 5280 Solutions. The agency is scheduled to cut over to the .net platform in 2014.
Higher Ed Loan Mgt System (HELMS)	Loan servicing software and a product of 5280 Solutions. ACPE converted its loan servicing activities to HELMS in October 1996.
Income-Based Repayment (IBR)	IBR is a federal loan repayment option designed to help borrowers keep their loan payments affordable with payment caps based on income and family size. After 25 years of qualifying payments and/or economic hardship deferments, the USDOE repays the outstanding balance and accrued interest on eligible loans. IBR is available for all federal student loans, except parent PLUS loans.
Income-Sensitive Repayment	A repayment plan for federal loan programs available to borrowers whose standard monthly loan payment (10-year repayment term) exceeds a percentage of their discretionary income. The monthly payment amount is based on a percentage of gross monthly income, and must at least satisfy monthly interest accrual. The plan is designed for borrowers who have a low initial income but anticipate it to increase over time.
Independent	An independent student is at least 24 years old as of January 1 of the academic year, is married, is a graduate or professional student, has a legal dependent other than a spouse, is a veteran of the US Armed Forces, or is an orphan or ward of the court (or was a ward of the court until age 18). A parent refusing to provide support for their child's education is not sufficient for the child to be declared independent.

Institutional Student Information Report (ISIR)	The electronic version of the SAR delivered to schools by EDEExpress.
Interest	Amount charged to the borrower for the benefit of using the lender's money. Interest is usually calculated as a percentage of the principal balance of the loan. The percentage rate may be fixed for the life of the loan, or it may be variable, depending on the terms of the loan.
Interest Cap	The maximum interest rate that can be charged on a loan. Do not confuse capitalized interest with the interest cap.
Institutional Standards & Evaluation Committee (ISEC)	Five commissioners appointed by the Chair to meet at the call of the Chair to consider matters of initial authorization, program changes, and institutional compliance, and make recommendations for final action to the full Commission.
LaRs – Lender Reporting System	Electronic version of ED Form 799. An accounting mechanism that a lender uses to report to the Department the loans that it has made and to request from the Department interest benefits and special allowance that it has earned.
Local Area Network (LAN)	Network of computers in the Anchorage and Juneau offices.
Lender	A bank, credit union, savings & loan association, or other financial institution that provides funds to the student or parent for an educational loan.
Lumina Foundation	A large, independent private philanthropic foundation focused on increasing success in higher education.
Master Promissory Note (MPN)	A promissory note that authorizes the lender to disburse multiple loans during multi-year terms upon request and the school's certification of loan eligibility.
MOHELA	Missouri Higher Education Loan Authority is one of several Direct Loan Servicers in the country. The ASLC is a signatory sub-contractor of MOHELA for federal Direct Loan Servicing. MOHELA services Direct Loans allocated to the ASLC, and the ASLC receives a share of the servicing fees paid by the USDOE.
National Center for Higher Education Management Systems (NCHEMS)	A private nonprofit organization whose expertise is assisting higher education policymakers and administrators bridge the gap between research and practice. They are assisting Alaska with its application for a federal award under the American Recovery and Reinvestment Act (ARRA) to fund development of a longitudinal data system, including K-12, postsecondary education, and the workforce.

National College Access Network (NCAN)	Assists local communities initiate, develop and sustain college access programs designed to increase the number of students who pursue education beyond high school through advising and financial assistance.
National Council of Higher Education Resources (NCHER)	An organization which represents a nationwide network of guaranty agencies, secondary markets, lenders, loan servicers, collection agencies, schools, and other organizations involved in the administration of FFEL portfolios.
National Disbursement Network (NDN)	A central disbursing agent affiliated with ELM that ACPE uses to disburse loan funds to schools that request this method of receiving disbursements. NDN electronically debits an ACPE account and disburses the funds to the school either by electronic fund transfer or check, depending on the school's preference.
National Student Loan Data System (NSLDS)	The U.S. Department of Education's central database for student aid.
Need Analysis	A student's financial need is determined using financial information provided by the student and his or her parents (and spouse, if any) on the FAFSA.
Need-Based	Financial aid that is need-based depends on your financial situation. Most government sources of financial aid are need-based.
Nerland Agency	Anchorage-based marketing agency to assist with marketing strategies in Alaska.
Northwest Ed Loan Association (NELA)	ACPE's guarantor located in Seattle Washington. NELA became affiliated with USAFunds in 2004.
Non-Subsidized Interest	Interest that accrues and is to be paid by the borrower.
Office of Management & Budget (OMB)	Budget office in the Governor's office.
Origination Fee	Fee paid to the lender to compensate for the cost of administering the loan. The origination fees are charged as a percentage of the loan amount as it is disbursed. A portion of this fee on federal loans is paid to the federal government to offset the administrative costs of the loan.
P-20W Statewide Longitudinal Data System (SLDS)	<p>Abbreviation and acronym for the statewide longitudinal data system which links, on a de-identified basis, K-12 education data to postsecondary education and workforce information.</p> <p>Funded by a federal grant from the Institute of Educational Sciences, the goal of the P-20W SLDS project is to link postsecondary and career success data with the state's K-12 data system in order to provide critical information about Alaska's educational pipeline.</p>

Parent Loans For Undergraduate Students (PLUS)	Federal loans available to parents of dependent undergraduate students to help finance the child's education. Parents may borrow up to the full cost of their children's education, less the amount of any other financial aid received. PLUS Loans may be used to pay the EFC. There is a minimal credit check required for the PLUS loan, so a good credit history is required.
Pell Grant	A federal grant that provides funds based on the student's financial need. The amount of the grant for 2012-13 is \$5,550.
Perkins Loan	Formerly the National Direct Student Loan Program, the Perkins Loan allows students to borrow up to \$3,000/year (5-year max) for undergraduate school and \$5,000/year for graduate school (6-year max). The Perkins Loan has one of the lowest interest rates and is awarded by the financial aid administrator to students with exceptional financial need. The student must have applied for a Pell Grant to be eligible. The interest on the Perkins Loan is subsidized while the student is in school.
Professional Student Exchange Program (PSEP)	Provides low-cost educational loans to Alaska students enrolling full-time in eligible degree programs that are not available in this state but are accessible to residents of the WICHE member states. Alaska program participant are required to repay the support fee paid on their behalf.
Professional Judgment (PJ)	For need-based federal aid programs, the financial aid administrator (FAA) can adjust the Expected Family Contribution, adjust the Cost of Attendance, or change the dependency status (with documentation) when extenuating circumstances exist. For example, if a parent becomes unemployed, disabled or deceased, the FAA can decide to use estimated income information for the award year instead of the actual prior year income figures. This delegation of authority to the financial aid administrator is called Professional Judgement (PJ).
Promissory Note (PN)	Legal document between borrower and ACPE describing terms and condition of loan.
Program Participation Application (PPA)	Unless eligible for exemption, before being approved by the commission to participate in Alaska education loan programs, an institution must enter into a program participation agreement that includes the subject of compliance with state statutes and regulations; change in ownership, name, address, location, program, or accreditation; managing education loan documents; default management; refunds to the commission; borrower information sharing; staff training; financial capability and reporting; administrative capability; standards for admission; performance reviews; minimum satisfactory progress requirements; career and completion information to consumers; program assessment; compliance review; and consequences of violating the agreement.

PUT Federal Student Loan Purchase Program	The sale and transfer of a federal loan to the U.S. Department of Education for servicing.
Request for Information (RFI)	Optional preliminary step in a procurement process whereby information is collected about the capabilities of potential service or product vendors.
Request for Proposal (RFP)	First step in the procurement of contracts, goods, services, etc.
Student Aid Report (SAR)	Paper or electronic record of information from student's FAFSA provided to the student by the U.S. Dept. of Education (DOE) which includes the calculation of the student's expected family contribution (EFC). The electronic version sent to the school and ACPE is called an Institutional Student Information Record (ISIR).
Satisfactory Academic Progress (SAP)	A student must be in compliance with the institution's requirements for satisfactory academic progress to continue receiving federal aid.
Servicer	An organization that collects payments on a loan and performs other administrative tasks associated with maintaining a loan portfolio. Loan servicers disburse loan funds, monitor loans while the borrowers are in school, collect payments, process deferments and forbearances, respond to borrower inquiries and ensure that the loans are administered in compliance with all applicable state and federal requirements.
Special Allowance Payment (SAP)	A percentage of the daily average unpaid principal balance, paid to a lender by the Department on an eligible Federal Stafford, PLUS, Supplemental Loans for Students (SLS), or Consolidation loan. The payments act as an incentive for lenders to make education loans by, in effect, making up the difference between the interest rate charged to a Federal Family Education Loan Program (FFELP) borrower and market interest rates. The special allowance rate is set by statutory formula. Currently the rates paid by borrowers on the loans are higher than the relevant market index and lenders are required to rebate the difference back to the federal government.
Stafford Loans	Federal loans that come in two forms, subsidized and unsubsidized. Subsidized loans are based on need; unsubsidized loans are not. The federal government pays the interest on the subsidized Stafford Loan while the student is in school and in certain deferment periods. The Subsidized Stafford Loan was formerly known as the Guaranteed Student Loan (GSL).
Straight A Conduit	The federal Straight A Conduit program allows former FFELP lenders such as ASLC, holding certain eligible federal education loans, to refinance those loans. The refinancing created an opportunity for ASLC to access low-cost federal funds to purchase Auction Rate Securities at a discount.

State Higher Education Executive Officers (SHEEO)	The national association of higher education leaders of statewide coordinating and governing boards and other state policy agencies for higher education. SHEEO serves its members as an advocate for state policy leadership, as a liaison between states and the federal government, as a vehicle for peer collaboration, and as a source of information and analysis on educational and public policy issues.
Success Center	Located in ACPE's Anchorage office, Success Center staff are trained to aid students and parents through the financial aid process and postsecondary education or career training preparation. Additionally, outreach and early awareness-related trainings are offered to school counselors and others on site.
Subsidized Loan	With a subsidized loan, such as the Perkins Loan or the Subsidized Stafford Loan, the government pays the interest on the loan while the student is in school, during the six-month grace period following qualifying enrollment and the beginning of repayment, and during any deferment periods. Subsidized loans are awarded based on financial need and may not be used to finance the family contribution.
Supplemental Education Opportunity Grant (SEOG)	Federal grant program for undergraduate students with exceptional need. SEOG grants are awarded by the school's financial aid office, and provide up to \$4,000 per year. To qualify, a student must also be a recipient of a Pell Grant.
Teacher Education Loan (TEL)	The TEL was created to provide an incentive for rural high school graduates to pursue teaching careers and return to teach in rural communities; school boards award teacher education loans with preference given to applicants from rural schools, to attend a bachelor's degree program in elementary or secondary education or a teacher certification program. Borrowers completing their education program and who teach in a qualifying school may be eligible for forgiveness benefits in each of the first five years of employment as a teacher in a rural elementary or secondary school within the state. Legislation passed in 2014 made the awarding of TELs to new borrowers subject to the availability of funding from the State. Absent such funding, effective fall of 2014, only continuing borrowers will receive additional loans which are funded by ASLC.
Truth-In-Lending (TIL)	See Disclosure.
USAFunds	ACPE's guarantor in affiliation with Northwest Education Loan Association (NELA) since 2004.
Unmet Need	Any negative difference between the amount a student/family has the capacity to pay and the cost of education as certified by the institution's Financial Aid Office is considered to be their "unmet need".

Unsubsidized Loan	A loan for which the government does not pay the interest. The borrower is responsible for the interest on an unsubsidized loan from the date the loan is disbursed, even while the student is still in school. Students may avoid paying the interest while they are in school by capitalizing the interest, which increases the loan amount. Unsubsidized loans may be used to finance the family contribution.
Variable Interest Rate (VIR)	In a variable interest loan, the interest rate changes periodically. For example, the interest rate might be pegged to the cost of US Treasury Bills (e.g., T-Bill rate plus 3.1%) and be updated monthly, quarterly, semi-annually or annually.
Wide Area Network (WAN)	Network maintained by the state's technology group that allows all of the local area networks to talk to each other.
Western Interstate Commission for Higher Education (WICHE)	Alaska has participated in the WICHE compact since 1955. WICHE is a regional organization created by the Western Regional Education Compact, adopted by the Western states. WICHE was created to facilitate resource sharing among the higher education systems of the West. It implements a number of activities to accomplish its objectives. Alaska participates in three WICHE student exchange programs administered by ACPE.
Western Undergraduate Exchange Program (WUE)	A WICHE program, WUE allows Alaska residents to enroll at two-year and four-year institutions in participating states at reduced tuition level applicable only to WUE students. Over 100 colleges and universities participate in this exchange program.
Western Regional Graduate Program (WRGP)	This regional program enables Alaska residents to enroll at in-state tuition rates in certain masters and doctoral programs selected by participating institutions in 14 western states.
The Washington, Wyoming Alaska, Montana, Idaho Program (WWAMI)	Provides access to graduate medical education not otherwise available in Alaska. State residents compete with other Alaska residents for positions reserved at the University of Washington School of Medicine (UWSM) through Alaska's participation in the WWAMI program. Alaska pays to UWSM the contractual costs of the program not covered by tuition, but fifty percent of that cost is a loan for the participant if they fail to return to the state and become employed in the medical field for which support was provided. After acceptance by UWSM, the student attends the first year of school at University of Alaska Anchorage.

~ April 2015 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 Commission Meeting	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	Notes:	

~ July 2015 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23 Commission Meeting	24	25
26	27	28	29	30	31	Notes:

~ October 2015 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 Commission Meeting	22	23	24
25	26	27	28	29	30	31

~ January 2016 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 Possible Meeting Date	7 Possible Meeting Date	8	9
10	11	12 Possible Meeting Date	13 Possible Meeting Date	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Notes:					