

**Alaska Commission on  
Postsecondary Education**

PROVIDING EDUCATION & CAREER FUNDING SOLUTIONS

**Winter Quarter Commission  
Meeting**

*January 9, 2025*



## ALASKA COMMISSION ON POSTSECONDARY EDUCATION

[Zoom Link](#)

Meeting #: 949 7685 9815

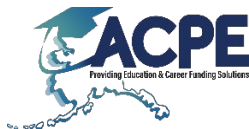
Password: ACPE

Teleconference: 1 (888) 788-0099; Code: 854 3830 6097 #

### AGENDA

January 9, 2025

1. **10:00 A.M.** Convene/Roll Call
- 2.\* Adoption of Agenda
3. Ethics Disclosure Relative to Adopted Agenda
- 4.\* Approval of Meeting Minutes from the October 23, 2024 Commission Work Session and October 24, 2024 Meeting of the Commission.
  - *Suggested Motion: move approval of the meeting minutes from the October 23, 2024 Commission Work Session and October 24, 2024 Meeting of the Commission.*
- 5.\* Committee Appointment  
Confirmation action required:
  1. Executive Committee –
    - *Suggested motion: move approval of Commissioner [last name]’s appointment to the Executive Committee.*
6. Public Testimony:
  - Individuals: 3-minute limit
  - Group Representatives: 5-minute limit
7. **10:30 A.M.** Presentation on Collaborative Graduate Programs in Alaska – Acting Executive Director and Director of Program Operations Kerry Thomas
8. **11:15 A.M.** Executive Director Report – Acting Executive Director Kerry Thomas
9. **11:30 A.M.** University of Alaska Update – Dr. Paul Layer, Vice President for Academics, Students & Research
10. **Noon** Break
11. **1:00 P.M.** Compliance Activities Report – Tyler Eggen, Institutional Authorization Program Coordinator
- 12.\* Institutional Standards and Evaluation – Tyler Eggen, Institutional Authorization Program Coordinator
13. **1:45 P.M.** Management Team Reports
  - a. Finance – Julie Pierce
  - b. Program Operations – Kerry Thomas



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- c. Communications and Outreach – Kate Hillenbrand
  - d. Information Support Services – Jamie Oliphant
  - e. Human Resources – included in the Executive Director’s Report
14.       **2:15 P.M.**       KPI Dashboard – Executive Secretary Danni Erickson
- 15.\*       Determine January 2026 Meeting Date
- Thursday, January 8, 2026 at 10 a.m.
  - Thursday, January 15, 2026 at 10 a.m.
  - *Suggested motion: move the Commission hold its 2026 winter quarterly meeting on January 8, 2026. OR move the Commission hold its 2026 winter quarterly meeting on January 15, 2026.*
- 16.\*       **2:30 P.M.**       Resolution of Appreciation for Karla Head
- *Suggested motion: move to adopt the Resolution of Appreciation as written for Karla Head.*
17.       Mission Moment
18.       Commissioner and Department Reports:
- a. Alaska Student Loan Corporation – Donald Handeland
  - b. Board of Education and Early Development – Lorri Van Diest
  - c. Board of Regents – Karen Perdue and/or Paula Harrison
  - d. Community Colleges – Brittany Williams
  - e. Student Representative – Tina Hamlin
  - f. Alaska Workforce Investment Board – Trish Zugg
19.       **2:45 P.M.**       Miscellaneous:
- a. Administrative Action Log
  - b. Commission Members’ Affiliations
  - c. Future Scheduled Meeting Dates
    - 1. April 10, 2025
    - 2. July 24, 2025
    - 3. October 10, 2025
  - d. ACPE Commonly Used Acronyms
20.       Commissioner Closing Comments
- 21.\*       **3:00 P.M.**       Adjournment
- *Suggested Motion: Move the Commission adjourn the January 9, 2025 Meeting of the Commission.*

\*Action Required



**MINUTES OF THE  
ALASKA COMMISSION ON POSTSECONDARY EDUCATION  
October 23, 2024**

A Work Session of the Alaska Commission on Postsecondary Education (ACPE), conducted in-person, originated from the Campus of the Alaska Pacific University on October 23, 2024. Chair Brown called the meeting to order at approximately 10:03 a.m.

**ATTENDEES**

Commission Members present for all or portions of the meeting: Vice Chair Joshua Bicchinella, Chair John Brown, Representative Julie Coulombe, Commissioner Keith Hamilton, Commissioner Justina Hamlin, Regent Paula Harrison, Regent Karen Perdue, Senator Löki Tobin, Commissioner Lorri Van Diest, Commissioner Brittany Williams, and Commissioner Trish Zugg

Commission Members absent: Commissioner Donald Handeland and Commissioner Karla Head

Commission Staff present for all or portions of the meeting: Acting Executive Director and Director of Program Operations Kerry Thomas, Director of Communications and Outreach Kate Hillenbrand, Director of Information Support Services Jamie Oliphant, Chief Finance Officer Julie Pierce, Administrative Assistant Grace Newman, Assistant Attorney General Andrew Bocanamenth, and Executive Secretary Dannielle Erickson

Presenters in attendance: WICHE: Raymonda Burgman Gallegos, Vice President for Programs and Services; Craig Vaske, Manager, Health Sciences Advising; and Clayton Christian, Commissioner of Higher Education, Montana University System, and WICHE Commissioner

**ADOPTION OF AGENDA**

Commissioner Hamlin moved to adopt the October 23, 2024 ACPE Work Session Agenda. Commissioner Van Diest seconded the motion. By roll call vote, all members present voted aye. The motion carried.

**PSEP PRESENTATION – WICHE: RAYMONDA BURGMAN GALLEGOS, VICE PRESIDENT FOR PROGRAMS AND SERVICES; CRAIG VASKE, MANAGER, HEALTH SCIENCES ADVISING; AND CLAYTON CHRISTIAN, COMMISSIONER OF HIGHER EDUCATION, MONTANA UNIVERSITY SYSTEM, AND WICHE COMMISSIONER**

Ray Burgman Gallegos, Vice President for Programs and Services at the Western Interstate Commission for Higher Education (WICHE), provided an overview of WICHE and its Professional Student Exchange Program (PSEP). WICHE, founded in 1951 through an interstate compact, facilitates collaboration among western states to share higher education resources and address workforce needs in critical areas like healthcare. Vice President Gallegos emphasized WICHE's mission to promote innovation, cooperation, and sound public policy across its diverse region, which includes 16 states, U.S. Pacific territories, and freely associated states. Alaska, a founding member of WICHE, joined before gaining statehood.



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The presentation focused on PSEP, which supports students pursuing degrees in 10 healthcare fields by providing tuition assistance through state appropriations. This program aims to increase access to education, alleviate tuition costs (savings range from \$9,000 to \$35,000 annually), and address workforce shortages in rural areas. Participating states and territories include Montana, Wyoming, and recently Guam. Alaska administers PSEP differently, operating it as a loan program. For the 2023–2024 academic year, PSEP saved students \$14.5 million, supported 557 students, and collaborated with over 130 programs.

Vice President Gallegos highlighted Alaska’s declining participation in PSEP, noting no current enrollees as of the 2023–2024 academic year. Historical data shows a downward trend in both enrollments and graduates. WICHE data also indicates that most states require graduates to return for service, achieving high return rates even in states without such mandates. The session concluded with insights from Montana and Wyoming representatives, who shared their states’ successful utilization of PSEP to bolster healthcare workforce development.

The next part of the presentation consisted of a Q&A between Vice President Gallegos and the Wyoming and Montana Representatives, Craig Vaske and Clayton Christian. Representatives from Montana (Clayton Christian) and Wyoming (Craig Vaske) shared insights into their states’ participation, funding structures, legislative connections, and efforts to address workforce needs through the program. Both states leverage PSEP to provide residents access to professional education in fields where local programs are limited or unavailable, such as medicine, veterinary science, and dentistry.

Clayton Christian highlighted Montana’s strategic approach to reallocating legislative funding to meet demand in high-priority fields. Montana residents are prioritized, and selection is largely determined by rankings from receiving institutions. Workforce needs are addressed through collaboration with entities like the Department of Labor, the Montana Hospital Association, and graduate medical education councils. Montana also employs incentive programs like the Montana Rural Physicians Incentive Program (MRPIP) to encourage graduates to return to underserved areas, using loan forgiveness as a motivator rather than strict contractual obligations.

Craig Vaske detailed Wyoming’s participation in nearly all PSEP fields except pharmacy, where it serves as a receiving state. Funding allocation is closely tied to the state’s economic fluctuations, with flexibility to adjust based on student demand. Wyoming employs payback agreements for most fields, converting funding into loans for students who do not return to practice in the state. Mr. Vaske emphasized the importance of clear legislative advocacy for maintaining program support, particularly in Wyoming’s small population and budget constraints.

Both states recognize the critical role of legislative advocacy and partnerships with community stakeholders in sustaining PSEP. They also face challenges in encouraging graduates to practice in rural or underserved areas. While Montana uses incentives and flexible funding, Wyoming relies on payback agreements and psychological motivators. Both approaches aim to balance the need for workforce development with financial sustainability, ultimately enhancing access to professional education and addressing critical workforce shortages.



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*Discussion: The discussion revolved around how Alaska can improve participation in this program. Commissioners engaged with WICHE representatives to address gaps in participation, challenges in student retention and completion, and best practices from other states like Montana and Wyoming. Regent Perdue raised concerns about Alaska's low involvement in the program, emphasizing the need for clearer strategies to target professions with high demand, such as occupational therapy and behavioral health. She highlighted Alaska's existing partnerships with institutions like Idaho State University and the University of Washington but stressed the need for better funding and planning.*

*Commissioner Hamlin asked about financial aid and the possibility of incorporating fields like mental health into PSEP. WICHE representatives explained that Alaska's current structure allows for financial aid to supplement state-funded loans and that expanding to new fields requires interest and funding commitment from at least two states. They emphasized that behavioral health is a broad category and requires more specificity to determine which programs to add.*

*Commissioners also discussed the importance of K-12 career guidance in improving awareness of PSEP. Craig Vaske and Clayton Christian shared that while their states do not mandate career counseling, they have implemented centralized resources to connect students with career pathways early. They emphasized the importance of outreach to underserved communities and fostering diversity in healthcare professions, which can lead to improved rural healthcare access.*

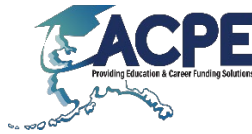
*The session concluded with commitments to better advocacy, both in educating students and securing legislative funding. Suggestions included leveraging success stories and workforce gaps to highlight the program's value and addressing technical barriers for students in partnership programs. WICHE representatives promised to share strategies from other states to help Alaska re-establish PSEP participation and improve its workforce pipeline.*

### **APS UPDATES – KERRY THOMAS, ACTING EXECUTIVE DIRECTOR AND KATE HILLENBRAND, DIRECTOR OF COMMUNICATIONS AND OUTREACH**

Acting Executive Director Kerry Thomas provided an overview of the timeline for the updates to the Alaska Performance Scholarship program. She explained that since 2021 various legislative efforts were put forth in support of recommendations from a program review and recommendations report that included: simplifying program eligibility, increasing APS flexibility, increasing access and committing to equity and increasing award amounts. Finally, in May of 2024, both the House and the Senate passed HB 148 to modernize the APS. Effective June 28, 2024, the Governor signed this landmark legislation after years of declining APS eligibility and use.

Acting Executive Director Thomas provided a summary of the changes within the APS Legislation, which were the following:

- Standardized test score requirement was removed
- Award amounts for each APS award level were increased
- Qualifying rigorous high school curriculum options were expanded
- Award notification will be delivered earlier by mid-junior year



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- The distinction between “collegiate” and Career and Technical Education “CTE” award tracks was eliminated
- The term of use was extended from 6 to 8 years
- A Step-Up award provision was implemented

Director of Communication and Outreach Kate Hillenbrand took over the next portion of the presentation which began with impacts to students. She explained that in order for high school students graduating at the end of the 2023-2024 school year to be eligible for the APS award, they must meet the revised eligibility requirements. She noted that these changes were not retroactive to prior graduating classes. Additionally, she explained that the expansion of the qualifying rigorous high school curriculum options increased the eligible pathways from two (2) to three (3). Additionally, high school students and their parents can expect earlier award awareness and eligibility information, since districts are now required to inform students in 9<sup>th</sup> and/or 10<sup>th</sup> grade about the APS and to notify students in 11<sup>th</sup> grade of remaining eligibility requirements. Lastly, for the impact to high school students, she noted that students are no longer limited in their course of study as related to award use and that there is increased access to higher funding amounts for CTE.

Director Hillenbrand then explained the impacts on continuing students. First, all newly eligible students (class of 2024 and beyond) will have 8 years to use their award. Students who had remaining eligibility as of the June 28, 2024 effective date will be extended to reach the 8 year threshold. Additionally, students attending postsecondary education part-time, will see their eligibility extended by 1 semester for each semester enrolled part-time and in good standing. Notably, a “step-up” award provision was added, which for future and continuing students means that eligible recipients could potentially level-up on their award amount. In order to qualify, students must complete two consecutive full time semesters (15+ credits) as an award recipient, starting after June 28, 2024, and earn a qualifying GPA. For students attending an institution on a semester schedule, the earliest they could qualify for the Step-Up Award provision is Fall 2025, if they meet all continuing eligibility and enrollment requirements. The qualifying GPA is based on their cumulative GPA as reported by their postsecondary institution.

She then explained that several agencies along with ACPE will play a role in the process, including: the Department of Education and Early Development (DEED), Alaska School Districts, and the Department of Labor and Workforce Development (DOLWD). She outlined each of the agency’s responsibilities as follows:

- DEED
  - Coursework/curriculum
  - GPA/Test Score Standards
  - Sends eligibility report from school districts to ACPE
- Alaska School Districts
  - Reports APS eligibility to DEED
  - Responsible for earlier APS awareness and award notification communications
- DOLWD
  - CTE Course/Program eligibility determination



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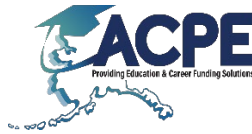
- ACPE
  - Sets application process
  - Establishes continuing eligibility
  - Disburses APS based on eligibility report from DEED
  - Processes award certification
  - Coordinates institutional participation

Continuing on, she highlighted which steps in the implementation process were completed, which included, in relation to the Alaska Student Aid Portal (ASAP), the eligibility end date extension from 6 to 8 years and the half-time disbursement that extends disbursement count and, in relation to communications, APS website updates and related materials as well as notifications to eligible and continuing students, financial aid officers, education stakeholders, and secondary education contacts. In terms of regulations, there are a number of regulations that need to be updated, based on the passage of this legislation. The pieces are meant to supplement and provide additional definitions where there are none related to high level, including consecutive terms, credit requirements, eligibility requirements, requirements for CTE and support for the step-up provision.

She then provided an overview of the next steps in the implementation process. For ASAP, Commission staff were working with developers on designing the step-up process within the Portal to ensure it meets requirements. The Regulations process was estimated to take approximately 12 months to complete, but draft regulations were planned to be submitted to the Department of Law in October. The Communications group had several upcoming projects, including ongoing updates to APS FAQs as needed, communications surrounding the Step-Up award provision, expanding priority audiences to inform and build awareness and ongoing presentations (virtual and in-person) to stakeholder groups across the state to educate about APS updates and next steps. She noted that there were also plans to create a “cross-agency work group” focused on clarifying APS-related roles and responsibilities across all agencies. The work group would consist of members from ACPE, DEED, DOWLD, the University and other postsecondary institutions, and various education stakeholders across the state. Director Hillenbrand concluded her portion of the presentation by sharing some APS materials and opening up for questions and/or discussion.

*Discussion: There was some discussion about the timing of notification to students and families and how to smooth out the process and potentially provide a list of eligible students to the University earlier so that they can market to students in their Junior Year. Commission staff explained that it is a complex issue with data sharing and confidentiality and in order to solve the issue, all groups must collaborate. It was also noted that there is a workforce shortage in Alaska for school counselors, who play a vital role in the notification process. University Representatives stressed the importance of receiving this information early so that Alaskans didn't choose to attend school out-of-state and Commission staff expressed an understanding of that need, but reiterated the complexity of the issue and that efforts were underway to mitigate it.*





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**STRATEGIC PLAN UPDATES – JAMIE OLIPHANT, DIRECTOR OF  
INFORMATION SUPPORT SERVICES AND DANNIELLE ERICKSON,  
EXECUTIVE SECRETARY**

Director of Information Support Services Jamie Oliphant presented an update on the strategic planning process of ACPE, emphasizing collaboration among senior management, staff, and external stakeholders. The planning began in 2021–2022 with stakeholder listening sessions that included legislators, students, families, and education professionals. This was followed by internal staff surveys and sessions. In 2022–2023, senior management synthesized the feedback to identify ACPE’s priorities and goals. By March 2024, the strategic plan was internally launched, followed by a public rollout alongside a logo and branding update.

Strategic Priorities and Goals:

The plan identified four primary priorities: improving stakeholder relations, increasing visibility, modernizing operations, and fostering a sustainable organization. Each priority integrates both external and internal focus, emphasizing the importance of operational efficiency and customer engagement. Goals aligned with these priorities include developing responsive loan programs, enhancing public awareness of ACPE’s offerings, improving financial planning resources, modernizing customer experiences, ensuring operational sustainability, and fostering a thriving work environment for employees.

Key Completed Projects and Initiatives:

- **Loan Programs:** Loan limits were increased to meet customer needs, and a new immediate repayment loan program was introduced.
- **Visibility Efforts:** A new logo and branding guide were implemented to modernize ACPE’s image and improve stakeholder engagement. Marketing campaigns focused on competitive interest rates and targeted audiences.
- **Financial Resources:** Initiatives like “Master the FAFSA” and “Kids to Careers” enhanced financial and career planning for students.
- **Modernization:** Updates to the Alaska Student Aid Portal and AKCIS system ensured Alaska-specific data relevance and usability. Progress continues on website redesign and call center migration.
- **Operational Efficiencies:** ACPE downsized office space, optimized loan servicing, and enhanced financial management, including default mitigation strategies.

Employee Engagement and Sustainability:

Efforts to foster employee satisfaction included introducing a staff newsletter and conducting wellness surveys. A continued focus on organizational culture and employee well-being will ensure internal stability to support external priorities.

Future Plans and Ongoing Efforts:

The senior management team reviews strategic priorities quarterly, ensuring flexibility and relevance. Upcoming projects include targeted APS marketing campaigns, employee satisfaction



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initiatives, and completing the website redesign by June 2025. A newly established default management team will continue to mitigate risks and improve loan recovery processes.

Executive Secretary Dannielle Erickson provided a review of the Key Performance Indicator Dashboard. The Commission is using KPIs to measure its progress toward achieving its strategic goals and priorities, as outlined in Director Oliphant’s portion of the presentation. For each goal, certain KPIs are tracked to assess performance and determine where adjustments may be needed. The dashboard is structured around the four key strategic priorities, and then organized out by the 7 strategic goals, with the corresponding KPIs under each goal. She explained that the data exhibited throughout the dashboard was data gathered through the end of Fiscal Year 2024, which concluded on June 30, 2024.

Beginning with Goal #1: offer loan program responsive to customer and organization needs, Executive Secretary Erickson explained that the goal aligns with strategic priorities 1, 2, and 3. The goal’s sole KPI is Loan Volume, divided into two parts:

- In-school loans (ASEL + FEL) total approximately \$6 million, with 294 out-of-state loans and 152 in-state loans.
- Refinance loans total \$2.6 million, with 42 loans processed.

She noted that they aim for a 10% increase in both in-school and refinance loans, shown on the dashboard in both dollar amount and percentage.

The Commission’s second goal, “increase visibility, understanding and awareness of ACPE and its products, resources, partnerships, and programs,” aligning with Strategic Priorities 1, 2, 3, and 4, has several KPIs:

- **KPI-1** (loan volume) is linked to this goal but not repeated on the dashboard for simplicity.
- **KPI-2** measures ACPE’s market share, with a target 10% increase from 36.1% in FY24 to 45.5%.
- **KPI-3** tracks Alaska Performance Scholarship eligibility and usage. We aim for a 5% increase in eligibility, from 17% in 2023 to 22% by 2025, and a 10% increase in usage, from 2,119 in FY24 to 2,306.
- **KPI-4** monitors FAFSA completion trends, targeting a 5% increase from 29,377 in FY24 to 30,845.
- **KPI-5** lacks available data, with a target date set for FY26.

These KPIs reflect the Commission’s visibility and awareness across Alaska regarding ACPE’s products and resources.

Moving on, Executive Secretary Erickson explained that the third goal, “enhance and refine financial planning resources for appropriate target audiences,” aligns with Strategic Priorities 1 and 2, and has one corresponding KPI. KPI-6 measures the utilization of financial planning resources, and is broken down into:

- **Constant Contact usage**, with a goal of a 50% increase from 80,000 in FY24 to 120,000.



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- **Open Rate** for communications, with a 10% target increase from 53% in FY24 to 63%.

The Commission's fourth goal, "modernize and streamline the customer experience," aligns with Strategic Priorities 1, 2, and 3 and includes three KPIs:

- **KPI-7** tracks application funnel trends (data forthcoming in FY26).
- **KPI-8** tracks trends in customer satisfaction ratings and is forthcoming in FY26
- **KPI-9** monitors website engagement, with a goal of a 15% increase in users and a 5% increase in web events.

The Commission's fifth goal, "improve operational efficiency and financial sustainability of the organization," aligns with Strategic Priorities 1, 2, and 3, and includes four KPIs:

- **KPI-1** is related to this goal as well but not repeated for simplicity
- **KPI-10** tracks the completion of the oversight and monitoring project for our FFELP and Alternative loan programs, aiming for 100% completion by December 2024 (currently at 70%).
- **KPI-11** is forthcoming.
- **KPI-12** tracks operational costs as a percentage of income-generating assets, with a target decrease of .2% (FY24 total was 4.2%).

The Commission's sixth goal, "foster an environment where employees thrive as the agency evolves," aligns with Strategic Priority 3 and has two KPIs:

- **KPI-13** tracks trends in employee satisfaction (data forthcoming after an upcoming survey).
- **KPI-14** is a placeholder, currently under development and will be an action item based upon the results of KPI-13.

The Commission's final goal, #7, "identify the current state of higher education programs and resources in Alaska," aligns with Strategic Priority 4 and includes two KPIs:

- **KPI-15** and **KPI-16**, both of which are forthcoming and also tied to Goal 2.

Executive Secretary Erickson concluded her overview and opened for questions.

*Discussion: There was some discussion surrounding the awareness toolkit that was mentioned in the presentation and a request for that to be distributed. It was also suggested that the toolkit be shared with school principals and counselors. Additionally, a few Commissioners expressed their excitement at the new website layout announcement and that they were looking forward to it being launched.*

*Some discussion ensued about FAFSA completion levels in Alaska and what factors play into it. It was noted that due to the many challenges of the new FAFSA rollout, completion levels are down nationwide. A few Commissioners reiterated the importance of utilizing the school counselors who have direct access to students in order to increase awareness of ACPE resources and the FAFSA. Commission staff agreed that this is necessary, and with the small but mighty team of Outreach, staff are doing what they can.*

*Several Commissioners expressed their admiration for the work put into the KPI Dashboard and how it displays the information in an easily digestible manner. They were excited to see where it will go as time goes on.*



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**2025 LEGISLATIVE SESSION PREP AND PRIORITIES DISCUSSION –  
KERRY THOMAS, ACTING EXECUTIVE DIRECTOR**

Acting Executive Director Kerry Thomas began this discussion by outlining a few legislative bills from the previous session that may make an appearance in the upcoming legislative session of the 34<sup>th</sup> Alaska State Legislature. The first bill she highlighted was HB 163 – The FAFSA Raffle. This bill was introduced during the 33<sup>rd</sup> legislature by Representative Rebecca Himschoot, who has expressed interest and a willingness to reintroduce it this upcoming session. The bill sought to implement a FAFSA raffle intended to increase FAFSA applications by incentivizing completions. This would entail monthly and annual drawings to provide a financial cash prize to the winner of the raffle. Notably, this legislation was featured in a national news article from the College Access Network which claimed it was a unique idea in promoting FAFSA completion.

The second bill she highlighted was Representative Story’s HB 374 which was a student loan repayment pilot program that sought to bring postsecondary graduates back home. The bill was specifically drafted to bring former Alaska residents who left to attend postsecondary education out-of-state. If they return from out-of-state and become a teacher or a state employee, they could receive 3 years of student loan repayment. It is believed that Representative Story intends to reintroduce this bill during the 34<sup>th</sup> Alaska State Legislature.

Lastly, Acting Executive Director Thomas explained that while ACPE is not at a point to discuss a legislative proposal to improve the PSEP program, she wanted to open up a discussion on what direction the Commission would like to take in the future.

*Discussion: A few Commissioners agreed that having some forgiveness or scholarship/grant money as part of the PSEP program would incentivize it. They all expressed the need to get young people to stay in the State. The discussion swiveled to how to connect young Alaskans with the information that a pathway to their dream career is available through these programs despite them not being directly offered in Alaska. Commissioner Zugg brought up that the AKCIS platform is a great resource for exactly this and while she is not an avid user, she is an avid proponent. Senator Tobin brought up that in the past Alaska had offered a wonderful loan repayment program to teachers however the program ended in 2018 as there was no longer dollars appropriated to help the state retain educators in the state. She explained that it is important to remember that even with just a few dollars, the State can do some pretty incredible things. She also highlighted her time working with ACPE traveling around the state and assisting students directly. She believes that direct advocacy on an individual level is a conversation ACPE needs to have and to look into potentially reestablishing a similar program to what ACPE had done in the past that can better assist young people in understanding the resources available to them. Vice Chair Bicchinella also wanted to express his appreciation for the AKCIS platform as it helps students research different pathways and have real conversations about what is possible within their potential pathways. He stated it is an invaluable resource. He added that it would be beneficial to understand what occurred to cause the PSEP program’s participation levels to drop to 0 in 2018. He asked if staff could potentially survey previous recipients. Acting Executive Director Thomas stated that many factors went into the decline in participation levels including the overall nationwide decline in enrollment levels.*



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**COMMISSION MEETING SCHEDULING REVIEW – KERRY THOMAS,  
ACTING EXECUTIVE DIRECTOR**

Acting Executive Director Thomas explained that the current schedule for the April/Spring Quarter Commission Meeting could potentially be shifted to occur earlier in the month in order to accommodate the Commission’s legislative members’ participation and bring the remaining Commission members to Juneau to meet with legislators. The meeting was scheduled for April 17, 2025 at the April 2024 Commission Meeting. The Commission and staff discussed the potentiality of rescheduling the April 2025 Commission Meeting, but noted that any commission action would have to occur the following day during the regular fall quarter Commission meeting.

**ADJOURN**

Commissioner Hamlin moved to adjourn the October 23, 2024 ACPE Work Session. Vice Chair Bicchinella seconded the motion. By roll call vote, all members present voted aye. The motion carried.

The meeting adjourned at approximately 3:10 p.m.

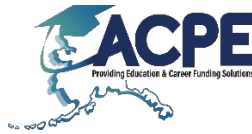
Approved by:

\_\_\_\_\_

Chair

\_\_\_\_\_

Date



## **MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION October 24, 2024**

The 2024 Fall Quarterly Meeting of the Alaska Commission on Postsecondary Education (ACPE), conducted in-person, originated from the Campus of the Alaska Pacific University on October 24, 2024. Chair Brown called the meeting to order at approximately 10 a.m.

### **ATTENDEES**

Commission Members present for all or portions of the meeting: Vice Chair Joshua Bicchinella, Chair John Brown, Representative Julie Coulombe, Commissioner Keith Hamilton, Commissioner Donald Handeland, Commissioner Justina Hamlin, Regent Paula Harrison, Regent Karen Perdue, Senator Löki Tobin, Commissioner Lorri Van Diest, Commissioner Brittany Williams, and Commissioner Trish Zugg

Commission Members absent: Commissioner Karla Head

Commission Staff present for all or portions of the meeting: Acting Executive Director and Director of Program Operations Kerry Thomas, Director of Communications and Outreach Kate Hillenbrand, Director of Information Support Services Jamie Oliphant, Chief Finance Officer Julie Pierce, Administrative Assistant Grace Newman, Assistant Attorney General Andrew Bocanamenth, Institutional Authorization Program Coordinator Tyler Eggen, and Executive Secretary Dannielle Erickson

Presenters in attendance: University of Washington School of Medicine's Dr. Suzanne Allen, Vice Dean; Kathy Young, MD, Assistant Foundations Dean; and Barb Doty, MD, Assistant Clinical Dean, and two WWAMI Students: Chanmi Joo and Mikayla May; Dr. Paul Layer, Vice President for Academics, Students & Research, University of Alaska

Institutional representatives in attendance: Rosalyn Wyche with A Head of Time Design; Academy Cynthia McMullen with the Alaska Institute of Oriental Medicine, Accupuncture, and Massage Therapy; Krista Staveland with Generations Southeast Community Learning Center; Shawn Idom with Hair Science; Dr. Matthew Lindquist and Dr. David Ley with the Alaska Bible College; and Heather Allen, Joel Nelson, and Josh Swayne with Charter College

### **ADOPTION OF AGENDA**

Commissioner Tina Hamlin moved to adopt the October 24, 2024 Meeting agenda. Commissioner Van Diest seconded the motion. By roll call vote, all members present voted aye. The motion carried.

### **ETHICS DISCLOSURE**

There were no ethics disclosures disclosed during this meeting.

### **APPROVAL OF MINUTES**

Commissioner Hamlin moved to approve the July 11, 2024 Summer Quarter Commission Meeting Minutes and the August 21, 2024 Special Meeting of the Commission Meeting Minutes. Regent Perdue seconded the motion. By roll call vote, all members present voted aye. The motion carried.



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**COMMITTEE APPOINTMENTS**

Chair Brown appointed the following commission members to the Institutional Standards and Evaluation Committee:

- Josh Biccharella
- Keith Hamilton
- Donald Handeland
- Trish Zugg
- John Brown

Chair Brown also appointed the following Commission member to the Internal Audit Committee: Brittany Williams.

Chair Brown stated he would like to appoint Commission members, Hamilton and Van Diest to the Executive Committee, however these appointments would need Commission confirmation.

**Commissioner Zugg moved to approve the appointment of Commissioners Hamilton and Van Diest to the Executive Committee. Commissioner Hamlin seconded the motion. By roll call vote, all members voted aye. The motion carried.**

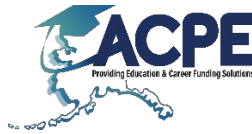
**PUBLIC TESTIMONY**

No public members were present. Chair Brown closed the period for public testimony.

**WWAMI PRESENTATION - UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE'S DR. SUZANNE ALLEN, VICE DEAN; KATHY YOUNG, MD, ASSISTANT FOUNDATIONS DEAN; AND BARB DOTY, MD, ASSISTANT CLINICAL DEAN**

Dr. Suzanne Allen, Vice Dean, oversees the WWAMI program across its 5 States: Washington, Wyoming, Alaska, Montana, and Idaho. She is also a practicing family physician and lives in Idaho. Dr. Barb Doty, WWAMI's Assistant Clinical Dean, is a family physician and lives in Wasilla, Alaska, and has been practicing in Alaska since she finished her residency training years ago. Dr. Doty's role is to facilitate the clinical training that students complete across the State of Alaska. Dr. Kathy Young, Assistant Foundations Dean, is also a family physician, employed by the University of Alaska Anchorage, and oversees the classroom phase of WWAMI's curriculum. Dr. Young has been teaching in the WWAMI program for more than 10 years, but has been its Foundations Dean for five.

Dr. Allen explained for her portion of the presentation she would concentrate on the medical school portion of WWAMI. She explained that there is a lack of graduate medical education or Residency programs in Alaska. There is a Family Medicine Residency program in Anchorage and beyond that, there's work being done to create more. While WWAMI does a great job keeping graduates in the State of Alaska, if there were more graduate medical education options, the State



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would probably keep even more of them. She noted that she was not going to spend any more time on that, but would be happy to have conversations with folks offline, if they have any other questions about graduate medical education or Residency programs.

She explained that WWAMI has been in Alaska since the early 1970s when Alaska became its first partner. The program began at the University of Alaska Fairbanks in the fall semester of 1972, at which students would complete 6 months of their medical education. The program began with 10 students. In 1980, it transferred to the University of Alaska Anchorage. In 2007, Alaska and WWAMI increased that number to 20 students per year. Currently, Alaska and WWAMI administrators are in the process of getting up to 30 students per year.

WWAMI is an acronym that stands for the 5 partner States: Washington, Wyoming, Alaska, Montana, and Idaho. There is a partner university in each State. Dr. Allen explained that WWAMI had 5 founding goals and noted that their current goals are essentially the same as what they were 50 plus years ago:

1. To provide access for citizens of the Northwest to publicly supported medical education
2. Increase number of primary care physicians and address maldistribution of physicians
3. Create community-based medical education
4. Expand graduate medical education and continuing medical education
5. Avoid excessive capital costs and duplication of resources by using existing educational infrastructure

She explained that WWAMI has 3 phases of curriculum. The first is the “foundations” phase, which is the classroom phase. It's made up of essentially the 1st year of medical school, and then the 1st semester of the second year of medical school. The second is the clinical phases, or what they call the “patient care” phase or required clinical training. The third is the “explore and focus” phase, which includes a couple of required clinical trainings, but also elective time, which allows students to decide what specialty they want to go into. She explained that students attend UAA for their foundations/classroom phase. Afterwards they can go anywhere across the 5 state region in their clinical training phase.

Dr. Allen then showed some maps that displayed where WWAMI programs are available, and where students have the ability to complete the different parts of their clinical training. She noted that students have the opportunity to go anywhere within those 5 states. She added that later on in the presentation, Dr. Barb Doty would provide more detail about specific clinical training opportunities. She noted that the benefit of WWAMI is that students can actually work in small rural communities, while they can also have an opportunity to take training at a Level-One trauma center in Seattle. Students will get a breadth and depth of opportunities since they have the ability to work across that 5 state region. This represents about 28% of the U.S. land mass, but the states only have about 5% of the population. Alaska helps with that, since it has lots of wide open spaces. But Montana, Wyoming, and Idaho also have a lot of space, and not that many people. Since programs are found across 3 time zones, there are unique challenges working across campuses. However,





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WWAMI staff and faculty and the partner universities have worked hard to ensure students are able to learn across the entire region together.

Dr. Allen then explained that it takes a village to train a medical student. In Alaska, there are faculty at UAA who teach, she noted that Kathy Young could likely list the exact numbers of faculty that she has. Some of them are P.h.D. Faculty, while some of them are clinical faculty. There are also clinical preceptors in Anchorage who work with the students as they're learning their clinical skills. Then they have what's called a Primary Care Practica, where students go out and spend time in a clinician's office in that 1st year of medical school to hone those clinical skills and begin to work with patients directly. WWAMI is very appreciative of the clinicians and UAA faculty who teach students. She noted that there are approximately 300 clinical faculty across the State who are teaching the students. This couldn't be done without the help of those individuals who are interested in helping teach.

Dr. Allen then turned it over to Dr. Doty to provide more detail on the clinical training opportunities. Dr. Doty explained that she would address what happens clinically when students have completed their preclinical coursework and have taken their 1st board exam. An important facet of this phase is investing in exposing students to rural and remote settings in Alaska early and often. It's vital to get students out to see what real life practice might be, and not just in an urban setting. There are 3 programs that integrate students into rural areas. The first program is the RUOP program, during which they take students between their 1st year and their second year before they finish their preclinical work, and send them out to villages. This exposes them to clinical researchers who volunteer their time and puts them in real life rural clinical settings. Often, students are Alaskans who've never been out to the "bush" area, so it's a great learning opportunity. In the 3rd year, where students complete the patient care phase, they have a subset of students that do what they call the WRITE program or the WWAMI Rural Integrated Experience. This is part of their preclinical time. This program is where a student is embedded in a community for a period of time but up to about 24 weeks. This allows them to do longitudinal care. This can and has been done in Juneau and in Kodiak but also in smaller communities, however it is typically in slightly larger communities where there's a hospital. Preceptors again provide their services and organize with WWAMI. The third program she highlighted was the TRUST program, which is the Targeted Rural Under Served Track and includes early and longitudinal rural experiences and training. She explained that they evolved the RUOP and the WRITE experience into a program that's comprehensive over the entire 4 years of medical school. They match students in Kodiak or in Juneau, etc., and have them do their RUOP and some ongoing leadership training throughout the 4 years. So it's a longitudinally integrated experience within a community. There has been great success with that program in terms of producing primary care physicians that do come back to Alaska. That integration is still early, she added, so they don't have data to show on it yet. She did mention that the state of Montana took the lead on this, and they've had a wonderful return rate with primary care in both practices. She explained that there has been some staffing turnover, and so they have had to put the programs on hold at times. However, once they have accredited the sites, they try to hang on to them.

Dr. Doty then explained that there are several pathways including, the underserved pathway, the health pathway, an LGBTQ+ pathway, and an urban underserved pathway. Students that do the



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TRUST program participate in a separate additional curriculum called the Underserved Pathway. She noted that student directed interest is something they try to accommodate. Students do a community oriented project which is focused on the team that they're working with. For example, students have looked at ways to improve the health and well-being of their community. She noted that students are only integrated into a community for 4 weeks because of the way the curriculum runs. This is typically between their 1st and second year and usually in the summer. Therefore, students are not expected to complete a formal research project. However, there are students that opt to do formal research as an alternative.

She continued explaining that in the 3rd year there are required clerkships. The term clerkship basically means a focused clinical experience in a particular area of focus, like OBGYN, pediatric, general surgery, family medicine, and psychiatry. Those are standard 30-patient care phase experiences, where students are embedded in a community. For example a student sees a patient that comes in for obstetrics, they facilitate their prenatal care, then see them in the hospital during labor and delivery. They also provide postpartum care and pediatric care. Therefore they get enough time in one community to allow them to integrate and have a full circle understanding of patient care. They can also do that for acute medical problems that come in through the emergency department. The purpose is to get them well acquainted with the community and, ultimately, with community-based care in a rural setting, while still having access to the assets of an outstanding academic institution.

Next, she explained that in their 4th year students have a lot of elective time. She noted that they call the 4th year “clinical training explore and focus.” This is when students can explore what area of specialty they're interested in and they focus down into areas that would prepare them well for residency. She noted that they are adding many new clerkships with the expansion of the class size, for example, family and emergency medicine. She added that they don't always send a student continuously, noting that they work together to meet individual site needs. They look at what they can do from a clinical point of view. Students in the middle of their fourth year, usually in March, complete something called, “the match.” They are told where they're nationally matched for their residency placement, and then after graduation they're sent off to their matched location. Dr. Doty then turned the presentation over to Dr. Kathy Young.

Dr. Young explained that she would talk about the “really fun piece,” which is the money, and where it comes from, where it goes. The students are at UAA for the 1st year and a half, and they pay UAA tuition to support their education. During that time frame, UAA and the general funds provide a small portion of support for the 1st year only, while ACPE provides support for the second, third and fourth years, and some of that ACPE money comes back to UA to support the 1st part of their second year. Once they leave UAA and start their clerkship journeys around the entire region, or in Alaska, they pay tuition to the University of Washington. So the students are paying tuition, and there is general funds that come to WWAMI from UAA as well as the money that ACPE provides. Every State has its own payment process. For example, in Wyoming, the students pay their tuition all 4 years to the University of Wyoming and then the State actually pays that tuition to the University of Washington for the 2 and a half years of clinical time. That's just the way the State of Wyoming set it up when they joined WWAMI in 1996.



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Next, Dr. Young explained the allotted class sizes in the program and noted that the applications from Alaskan students typically are somewhere between 60 and 80, annually. They try to maintain a 4 to one ratio, so a significant number of students are turned away each year. She noted that about 60 Alaskans go to medical school every year according to data from the American Association of Medical Colleges, which is how all of the applications to schools get tracked. The more challenging piece is the clinical internship piece, which is the last 2 and a half years. This is because as the number of students is increased, the number of clinical training opportunities must also increase. The Liaison Committee on Medical Education is the accrediting body for allopathic medical schools in the U.S. and they require at least a 10% overage, meaning when you expand your class, you need to have at least 10% more clinical workshop availability than the number of students that you're trying to train clinically. This difficulty has been evident in Alaska as the class size has gone from 20 up to 30 students. She noted that they have been working relentlessly to expand the number of clinical training opportunities. While it is difficult, they continue to try to work with people on expanding clinical rotations around the 5 States, not just in Alaska. She noted that UAA has been wonderful to work with around the classroom expansion of up to 30 students. She also explained that as they think about additional students, there would need to be conversations on the classroom side as well as the clinical training side. Next, she noted that there is very little attrition, but they do have it. So when looking at overall class size, they have seen less than 1% of students in any given year who, for whatever reason, may not continue in medical school. This can be due to personal reasons or academic reasons. She also noted that they have had at least two Alaska WWAMI students who passed away in the last 10 years while they were still students, which is always very unfortunate. However, their rate of attrition is less than 1%.

Next, she explained that the challenge in the classroom phase is that curriculums look really different and can be individualized by state because of the way they have different agreements set up with the 5 different States. It's very hard to just kind of block them in. She noted that their graduation rate is well over 95%. There are, of course, challenges but they find ways to work them back in if students have challenges without having emergencies or other personal situations. The majority of Alaska WWAMI graduates still return to practice in Alaska. Notably, somewhere around 60% more of those who do TRUST programs tend to go back to rural areas. She added that this is a program that they would like to continue to build on. Then Kathy Young explained that two WWAMI Students would be sharing their experiences in the program. Kathy provided quick introductions and then turned it over to the students.

Second Year WWAMI student Chanmi Joo first expressed that while medical school lays a heavy financial burden on students, they see it as an important investment in their future. She explained that she has been told to not allow finances to be the hindering block to getting the education you need, so if there are resources available then invest in it because eventually it will pay off. She then explained that Alaska WWAMI is important because it emphasizes what makes Alaska, Alaska and that is its sense of community and how people lift each other up.

Ms. Joo explained that while in secondary school, she wasn't sure if medical school was the right path for her. However, she noted that a teacher actually inspired her to pursue a career in medicine. While Ms. Joo questioned her qualifications and ability to pursue it, this teacher supported her and in advocating for her, Ms. Joo decided that she couldn't give up on her calling. She added



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that she persisted in it and even reapplied 4 times to the program. She also noted that the people she worked with - the Doctors, ER Physicians, continued to encourage her to apply and eventually she got in.

She concluded by stating she is grateful to have the opportunity to study medicine with exceptional and supportive Doctors while still at home in Alaska. Lastly, she noted that her journey with WWAMI has been filled with encouragement and she is so grateful for that support and community.

Second Year WWAMI Student Mikayla May explained that she is a first generation medical student and in applying to medical school, her biggest concern was the financial aspect. That was until she heard about the WWAMI Program. She explained that without it, she didn't think she would be studying medicine. While it is difficult at times, she is grateful for her peers and the support of the faculty and mentors. She is grateful to study in her home state and be close to her family.

*Discussion: There was some discussion about financial aid for WWAMI students and specifically if APS funds were available for students. It was explained that the APS was not usable for the WWAMI Program when students are attending or paying tuition to the University of Washington, since APS funds can only be utilized at Alaska institutions. It was noted that WWAMI would be happy to work something out so that students could use scholarship funds toward their tuition and that there are other states modeling this.*

*There was also some discussion surrounding what the ACPE funds go toward and if they help lower tuition for WWAMI students. It was explained that the ACPE funds simply pay for the spots in WWAMI for Alaskan Students and that the funds do not go toward their tuition.*

*There was some discussion about what the WWAMI Students who presented were studying. Ms. Joo stated she would like to go into surgery and Ms. May stated she was interested in OBGYN, but she wasn't certain yet.*

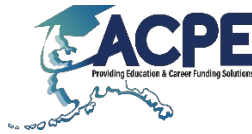
**EXECUTIVE DIRECTOR REPORT – ACTING EXECUTIVE DIRECTOR  
KERRY THOMAS**

Acting Executive Director Kerry Thomas began by acknowledging her transition into the role just over three weeks ago. She noted that much of the report reflects activities occurring before her time as Acting Executive Director.

Acting Executive Director Thomas had been collaborating with Senior Management on the budget, including preparing for the annual confidential meeting with the Office of Management and Budget (OMB). Updates will follow after the Governor releases the budget in December.

Regarding Alaska's participation in a multi-state lawsuit against the Federal Government concerning the Federal Loan Forgiveness Program, no significant developments have occurred as the Federal Government has shifted its approach.

Senior Managers conducted a two-day strategic planning session in August. Progress is ongoing with the continued development of key performance indicators (KPIs) and the strategic plan dashboard. Baseline data is now established, and quarterly updates will be provided, with the



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next planning session scheduled for December. Updates from this session will be shared at the January meeting.

Next, she provided some Human Resources related updates. The retirement of outgoing Executive Director Sana Efird was a significant event, with staff expressing appreciation for her leadership and personal impact. The organization currently has 52 authorized full-time positions (PCNs), with 42 positions filled.

No board meeting of the Alaska Student Loan Corporation has occurred since July. The upcoming November 7 meeting will address loan program changes for the next year, audited financial statements, and potential dividends to the State. A report from this meeting will be presented at the January Commission meeting.

Alaska was selected as one of 12 states to participate in a Washington, D.C., event hosted by the State Higher Education Executive Officers Association (SHEEO). The session will focus on supporting student loan borrowers, exploring repayment challenges, and fostering connections between financial literacy and higher education. A diverse Alaska team, including representatives from ACPE, the Governor's Office, and the legislature, will attend. This initiative aligns closely with the Commission's strategic plan and goals.

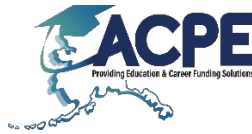
Acting Executive Director Thomas concluded her report, inviting questions from the Commission and emphasizing her availability for further discussion on any topics of interest.

**UNIVERSITY OF ALASKA UPDATE – DR. PAUL LAYER, VICE  
PRESIDENT FOR ACADEMICS, STUDENTS & RESEARCH**

Dr. Layer, Vice President for Academics, Students, and Research at the University of Alaska, opened by expressing gratitude for the invitation to attend in person. He shared updates on the ongoing search for a new Vice President for Academics, Students and Research, initiated by President Pitney, with two finalists currently visiting the university. Dr. Layer planned to assist with the transition before stepping down in January. He also thanked former Executive Director Efird for her collaboration, particularly in advancing initiatives like HB 148. Dr. Layer highlighted the importance of maintaining regular communication between the university and the commission.

Dr. Layer commended the inclusion of student voices during the meeting, emphasizing the significance of understanding their experiences, particularly APS and student loan recipients. He discussed existing partnerships, such as the pharmacy program with Idaho State University and law school pathways with universities like Wyoming. These programs provide specialized educational opportunities and scholarships, such as \$10,000 annual scholarships for law students. Dr. Layer expressed interest in addressing complexities related to tuition payments for partnered programs and suggested further collaboration to expand opportunities in health and other fields.

Dr. Layer reported positive enrollment trends, with credit hours up by 5% and new APS recipients increasing by 22%, amounting to 400 additional students. Dual enrollment programs have grown by 14%, with 2,400 students participating this year. Retention rates have also improved, nearing 70%, with notable growth in full-time student enrollment post-COVID. Programs like UA



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Scholars, which celebrate their 25th year, continue to provide significant financial support and recognition for top high school graduates.

The university has focused on FAFSA completion, partnering with ACPE to increase awareness despite federal delays. Dr. Layer emphasized the importance of promoting the Alaska Loan Program as a competitive alternative to private lenders. He also highlighted the need for better communication and streamlined processes to support students in accessing scholarships and aid packages earlier in their academic journey.

Dr. Layer outlined efforts to expand registered apprenticeship programs, particularly for teachers, in collaboration with the Department of Education and Early Development and the Department of Labor and Workforce Development. These programs allow students to work while pursuing degrees, with their education costs covered through federal support. Partnerships with regional corporations and school districts aim to extend these opportunities statewide.

The Board of Regents has established a committee on Recruitment, Retention, and Graduation, with consultant EAB providing strategies to improve outcomes. A report is expected in January, including funding recommendations to support student success across traditional and workforce training programs. Dr. Layer noted the growing number of full-time students and the positive impact on credit hours.

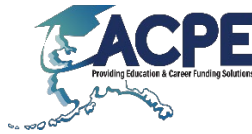
Dr. Layer concluded by highlighting the university's role in producing 57% of all TVEP-funded workforce graduates, with increased funding supporting further growth in these programs. He expressed optimism about the university's trajectory and welcomed questions and discussion.

*Discussion: The discussion covered several key topics related to higher education in Alaska, focusing on tuition increases, dual enrollment programs, and their implications.*

*A 3% increase for resident students and a 5% increase for non-residents at UAA is under consideration for fall 2025. This would be the first tuition hike in five years, aimed at balancing costs while maintaining affordability.*

*Dual enrollment participation has increased significantly, with 2,400 students earning both high school and college credit, reflecting a nationwide trend. Growth is attributed to parent and student interest, legislative support, and flexible program delivery, such as online classes. Variations in program structures, costs, and registration processes across campuses create confusion for stakeholders. Suggestions included creating a comprehensive guide to clarify options and improve accessibility. Dual enrollment helps students reduce the time and cost of earning a degree, but excessive credits can limit future financial aid eligibility under the "150% rule." Intentionality in credit selection is emphasized to align with students' long-term academic goals.*

*The board is tracking retention and graduation rates, particularly for Alaska Native students, as part of equity-focused efforts. Metrics on graduation rates, socioeconomic impacts, and student outcomes are regularly reviewed to ensure progress. Dr. Layer explained two future priorities: continued emphasis on aligning dual enrollment*



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*programs with workforce needs and postsecondary goals and improving communication and standardizing processes to enhance stakeholder understanding and participation.*

*Overall, the discussion highlighted the need for balancing affordability, equity, and growth while optimizing educational pathways for students.*

**INSTITUTIONAL AUTHORIZATION COMPLIANCE ACTIVITIES REPORT –  
TYLER EGGEN, INSTITUTIONAL AUTHORIZATION PROGRAM  
COORDINATOR**

Mr. Eggen explained that in his report there were updates regarding administrative approvals conducted by staff, including changes at Alaska Christian College, Alaska Pacific University, Generations Southeast Community Learning Center and, THE Beauty School. Additionally, there were updates that included annual reporting, the staff presentations to the Board of Nursing and Institutional Updates regarding Mat-Su CNA Training, Charter College and the Esthetics District from the Federal regulation landscape. Then in the State Authorization, Reciprocity Agreement or SARA updates, Staff attended a Conference, as well approve the renewal of the University of Alaska Fairbanks and University of Alaska Southeast SARA memberships. Lastly, he explained that there were 6 informal complaints, this quarter, which resulted in different outcomes as outlined in his report.

**INSTITUTIONAL STANDARDS AND EVALUATION RECOMMENDATIONS  
– TYLER EGGEN, INSTITUTIONAL AUTHORIZATION PROGRAM  
COORDINATOR**

- **Renewal of Authorization**
  - A Head of Time Design Academy

Commissioner Van Diest moved to renew A Head of Time Design Academy's Authorization through October 31, 2027. Commissioner Hamilton seconded the motion. By roll call vote, all members present voted aye. The motion carried.

- Alaska Institute of Oriental Medicine, Acupuncture, and Massage Therapy

Commissioner Van Diest moved to renew Alaska Institute of Oriental Medicine, Acupuncture and Massage Therapy's Authorization, through October 31, 2025, based upon staff recommendations. Commissioner Hamli seconded the motion. By roll call vote, all members present voted aye. The motion carried.

*Discussion: Regent Perdue inquired about what the remedy for the institution's label of financially unsound is and asked if Mr. Eggen could clarify what makes an institution unsound. Mr. Eggen explained that his recommendation was based on the current student protection requirements found in regulation. Part of the remedy was*



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*a financial improvement plan, and identifying what the cause of institution's financial instability is. He then explained that there are metrics in state statute and definitions in regulation that are used to determine financial unsoundness. It is an agreed upon principal that third party auditors use to say that institutions have enough money coming in to meet their expenses, that they have financial health for short term and long term viability and it is the opinion based on the metrics used that an institution is meeting that level of operation and has a healthy future. He explained that is why his recommendation is what it is because this institution was not meeting those metrics.*

*There was some additional discussion surrounding the costs of an annual audit from a CPA, and the institution expressed that it is an expensive burden.*

○ **Generations Southeast Community Learning Center**

**Commissioner Hamlin moved to renew Generations Southeast Community Learning Center Authorization for two years, through October 31, 2026. Commissioner Van Diest seconded the motion. By roll call vote, all members present voted aye. The motion carried.**

*Some discussion ensued surrounding the site visit and why there were no students present. Mr. Eggen explained that he does his best to coordinate these site visits with institutions, however based on available flight times sometimes students are not present. He added that he can, and in this situation did, utilize other data or access points, for example the prior year's data points. Commissioner Hamilton expressed the importance of having student feedback, if at all possible.*

*Some additional discussion ensued surrounding enrollment numbers in the annual report data from 2023 and how it compares to the current years enrollment. The institutional representative explained that enrollment has gone up. There was also some discussion surrounding the institution's partnership with Penn Foster.*

○ **Hair Science**

**Commissioner Van Diest moved to renew Hair Science's Authorization through October 31, 2027. Commissioner Hamilton seconded. By roll call vote, all members present voted aye. The motion carried.**

➤ **Program Amendment**

○ **Alaska Bible College**

**Commissioner Williams moved to amend Alaska Bible College's Authorization, contingent upon staff recommendations. Commissioner Hamilton seconded. By roll call vote, all members present voted aye. The motion carried.**

○ **Charter College**

**Commissioner Van Diest moved to amend Charter College's Authorization based upon staff's recommendation. Commissioner Williams seconded the motion. By roll call vote, all members present voted aye. The motion carried.**

**MANAGEMENT TEAM REPORTS**

Finance – Julie Pierce, CPA, Chief Finance Officer, provided a summary of the Commission's approved FY2025 operating budget, which included some of the following changes (list is not exhaustive):





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- **Interagency Receipts** (ASLC receipts)
  - Personal services line
    - An increase of \$493.5 related to SB259 Compensation for Certain State Employees
- **Designated General Fund – AHEIF** – This category represents funding for WWAMI, AEG and APS programs funded by Alaska Higher Education Investment Fund (AHEIF).
  - An increase of \$47.2 related to HB148 for APS/AEG program administration.

She concluded her report by explaining that at the last ASLC board meeting, the Board reviewed an investment performance presentation from the Department of Revenue and approved the Investment Policy with no material change from existing policy. The Board also approved variable interest rates for variable rate ASEL loans as presented by staff. The next Corporation Board meeting is scheduled for November 7, 2024 to review the annual audited financial statements and the annual dividend to the State of Alaska.

Program Operations – Kerry Thomas, Acting Executive Director and Director of Program Operations, provided an update on loan activity and Commission initiatives. Loan volume has increased in FY25, though individual loan amounts have decreased. Refinance loans have dropped by about 50% this year, reflecting industry-wide volatility likely influenced by federal loan forgiveness speculation. Borrowers appear to be waiting on federal policies, contributing to inconsistent refinancing patterns.

On HB 148 implementation, Kerry shared that the Commission is aligning processes with financial aid offices to ensure the “step-up” provision is effectively applied and updating the Alaska Student Aid Portal to support this initiative. Accelerated programs are a key focus, as they require earlier access to “step-up” evaluations compared to semester-based schools.

Branding and publication updates are underway, led by Publication Specialist Kirsten Keller and Director Hillenbrand. Feedback from the almanac survey is being reviewed, with publication targeted for April. Additionally, a new loan distribution map (on page 76 of the packet) reveals insights into loan distribution: 76% of loans go to institutions receiving only one or two loans, with two-thirds of loans going out of state. Only 22 schools received five or more loans, with the University of Alaska leading in volume.

Communications and Outreach – Kate Hillenbrand, Director of Communications and Outreach, explained that her team connected with students, families, and stakeholders through 215 telephonic, in-person, or virtual sessions; organized and/or presented in 67 trainings or webinars; and reached 1,407 Alaskans. She stressed the fact that this level of interaction is reached through the efforts of 4 outreach staff. She noted that the 1,407 Alaskans does not reflect the number reached through other communication campaigns, marketing efforts, including social media, email, and print campaigns.



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She noted that a great deal of the campaigns dealt with the Free Application for Federal Student Aid (FAFSA) Initiatives and implementation efforts for the updates to the Alaska Performance Scholarship. In support of the APS updates ACPE deployed multiple email, social media, and website awareness campaigns to inform Alaskans on the extensive enhancements that were made to the program. For ACPE's ongoing FAFSA Completion Initiative, ACPE successfully applied and received a short term Federal Grant this summer in support of increasing FAFS awareness and completion campaign components, including FAFSA mailers, radio ads, social media, newspaper advertising and large scale email campaigns. She was also pleased to report that modest increase in FAFSA completions during that timeframe as compared to the same quarter in 2023.

Information Support Services – Jamie Oliphant, Director of Information Support Services, explained that her team had been focused on coding, Alaska Student Aid Portal and Version updates. Director Oliphant also highlighted the following ongoing projects: PFD garnishment, call center changes, work on the ISS Strategic Plan and updates to Windows 11.

### **DETERMINE OCTOBER 2025 MEETING DATE**

Commissioner Van Diest moved to hold the October 2025 Fall Quarterly Meeting on October 9, 2025 and to move the April 2025 Spring Quarterly Meeting to April 3, 2025. Commissioner Zugg moved to amend the motion to instead hold the April 2025 Spring Quarterly Meeting on April 10<sup>th</sup>. Commissioner Van Diest seconded the motion. By roll call vote, all members present voted aye on the amended motion. By roll call vote, all members present voted aye on the original motion with the amendment. The amended motion carried.

*Discussion: there was some discussion surrounding when would be the best date for the April 2025 meeting as the Commission would like to hold it in Juneau, ultimately the Commission elected to meet on April 10, 2025.*

### **MISSION MOMENT – ACTING EXECUTIVE DIRECTOR KERRY THOMAS**

Acting Executive Director Thomas explained that in the Program Operations division they do collections on defaulted loans for which staff put in a concerted effort toward garnishing records and Permanent Fund Dividends and working with borrowers that couldn't prepay their loans. Staff take the time to help people navigate their defaulted debt and get back on track. If the garnishment is creating hardship, staff work with them to try to balance their hardship with collecting on the Student Loan Corporation's loans. She noted that due to this work and the negative connotation that garnishment can bring up, many staff within this have expressed hesitancy to report a "Mission Moment," however a staff member did bring a moment forward with some reservation because it is not the "fun, warm and fuzzy" kind. However, it is still a Mission Moment.

She explained that the staff member had spoken with a Class of 2024 Graduate who had been told they would not receive the APS because their school district had recorded them as ineligible. However, the student was certain they should be eligible. At first, as it is the standard process, the staff member directed the student to work this issue out with their district. As it stands, the districts are who send eligibility reports to ACPE. The student ended up contacting the Commission again and expressed that the district told them that their high school had sent their



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graduation information after June 30, 2024 and they've already reported it to DEED, therefore that student would be considered a 2025 graduate and still would not receive the APS. The student also explained that they were already enrolled at the University and could really use APS funding for the upcoming semester. Commission staff then contacted DEED and explained the issue. DEED contacted the district and they were able to reclassify or re-report them as a Class of 2024 graduate and since that time they have been awarded APS and received their disbursement for the scholarship.

Acting Executive Director Thomas explained that many students find themselves in the middle of these administrative processes and some don't reach out but instead walk away, frustrated. Luckily, this Commission Staff member was able to assist this specific student of which the student was very grateful.

*Discussion: there was some discussion about how many students do not advocate for themselves and it was noted that in this specific situation, if the student hadn't called twice they likely would have put their education on hold.*

### **COMMISSIONER REPORTS**

- AK State Board of Education
  - Commissioner Van Diest explained that the Board proposed and adopted a resolution that charged the Department of Education and Early Development with a comprehensive model policy limiting the use of cell phones and other electronic communication devices during class hours in Alaska schools. She noted that this was in the interest of fostering an environment conducive to learning, safety, and the holistic development of students. She added that they also have heard presentations on Artificial Intelligence and noted that it is amazing what the whole platform can do.

She also explained that they were able to swear in a new Board Member, Kimberly Berke. They received updates on the Office of Education and Advocacy, the Alaska Reads Act and the Teacher Recruitment and Retention initiative, and also legislative and budget updates. She noted she was excited to hear about the university's plans for teacher apprenticeship as this is something the State Board has been working on for about two years, particularly in rural areas of Alaska, where paraprofessionals have had to take on the job of the teacher. She expressed her excitement at the possibility of being able to offer a teacher apprenticeship program.

In terms of regulations, she explained that there were changes to the Broadband Assistance Grant up for adoption but they decided to postpone for another 30 days due to some public comments that were received. K-12 Social Studies Standards were out for public comment as well as the Office of Education and Advocacy. Next, she provided some context on what the Office of Education and Advocacy was. She explained that it was envisioned as a "one-stop-shop," or a way to facilitate the calls coming in and log them appropriately.



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- UA Board of Regents
  - Regent Perdue expressed excitement at the University’s 8-year plan, stating that those at the university are willing to do everything they can to sustain and improve processes looking at recruitment and retention. She noted that they have hired experts and their input will be valuable in the process. Lastly, she noted that she believes the future is bright for the University.
  - Regent Harrison expressed interest in having early APS eligibility awareness for the University so that it can market to students earlier.
- Community Colleges
  - As this was Commissioner Williams’ first meeting, she did not have a report to share.
- Student Representative
  - Commissioner Hamlin thanked the Commission for having her and expressed her desire to learn and fully understand her position and how best to represent students. She was excited to be on the APU campus and have the opportunity to talk in-person with faculty, staff and students as well as Commission Staff.
- Alaska Workforce Investment Board
  - Commissioner Zugg highlighted the current challenges in workforce development, emphasizing the increasing workforce gap across sectors. The Alaska Workforce Investment Board (AWIB) hosted the Workforce Needs Convening last fall, gathering insights from stakeholders, including employers, employees, and training providers. Building on that, the Alaska Workforce Convening 2.0 would begin the following day, led by a new initiative called Alaska’s Workforce Future. This initiative, spearheaded by the Alaska Safety Alliance in partnership with the Department of Labor and Workforce Development, aims to develop a comprehensive workforce plan. The plan is still under review, with the next major meeting scheduled for November 7–8 in Fairbanks.

The Business Education Compact, a longstanding forum for workforce discussions, continues to hold monthly meetings on Wednesday mornings. These meetings bring together stakeholders from various sectors for productive discussions and testimonies. The following day’s in-person meeting was planned to include a discussion of workforce needs and an evening event hosted by the Workforce Alliance and the Alaska Safety Alliance.

Commissioner Zugg praised ACPE for its strategic planning model, emphasizing its potential as a framework for AWIB’s own strategic initiatives. The importance of clearly defined strategies, goals, and KPIs was highlighted as a means to make board committees more effective. Commissioner Zugg encouraged the Commission to invest in actionable items that drive meaningful outcomes.

AWIB’s new Executive Director, Dirk Craft, was introduced, with Commissioner Zugg expressing confidence in his leadership and the direction of the board.



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Commissioner Zugg concluded by reiterating the importance of the ongoing workforce development efforts and thanked members for their engagement and contributions.

**CLOSING COMMENTS**

Commissioner Hamlin expressed her appreciation for her seat on the Commission. She also thanked Dr. Layer for attending the meeting and providing an update on the University.

Commissioner Zugg expressed her appreciation for the meeting being held in-person and stated she is looking forward to future in-person meetings. She was also very pleased with the location of the meeting being the campus of the Alaska Pacific University and expressed interest in planning future meetings at other university campuses and institutions.

Commissioner Van Diest expressed her appreciation for the thoroughness of Commission Staff and noted her gratitude for Institutional Authorization Program Coordinator, Tyler Eggen, for always answering her questions.

Regent Harrison expressed her appreciation for Executive Secretary Danni Erickson.

Regent Perdue expressed her appreciation for the Commission Staff.

Commissioner Williams expressed her excitement for being appointed to the Commission and stated she is looking forward to future meetings.

Commissioner Hamilton expressed his appreciation for the commitment of the Commissioners and stated that he has been on the Commission for several years and was pleased to see so much more engaged conversation.

Chair Brown echoed the sentiments of the Commissioners before him in that the meeting went well and as always the Commission Staff were thorough and professional. He also expressed his appreciation for Acting Executive Director Kerry Thomas for taking on the role in the transition since former Executive Director Sana Efirid retired.

Acting Executive Director Kerry Thomas expressed that serving the Commission and Alaskans is an honor. She also noted her gratitude for the exceptional talent of Commission Staff.

**ADJOURN**

**Commissioner Hamilton moved to adjourn the October 24, 2024 Meeting of the Commission. Commissioner Van Diest seconded the motion. By roll call vote, all members present voted aye. The motion carried.**

**The meeting adjourned at approximately 2:55 p.m.**

Approved by:



**MINUTES OF THE  
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October 24, 2024**

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Chair

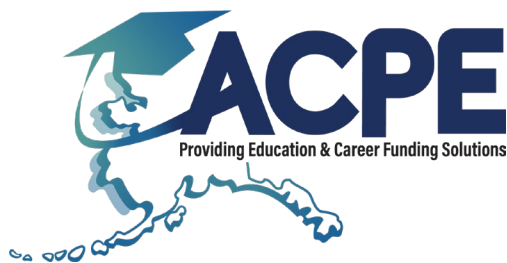
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Date

## Alaska Commission on Postsecondary Education

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December 30, 2024

## Collaborative Graduate Programs in Alaska

Many postsecondary education institutions in Alaska offer one or more collaborative programs for obtaining certain graduate degrees. These programs provide Alaskan students with opportunities to learn and obtain degrees in career fields not offered directly in Alaska, by partnering with other institutions and organizations outside the state. These programs often allow students to complete the first year or first phase of their coursework at the Alaska institution, with the higher level coursework and/or training being completed through the partner institution. Generally, the degree acquired through the program is granted by the institution through which the majority of coursework is provided.

### Available Programs

Program	Alaska Institution	Partner Organization	Cost	Career Field
<a href="#">Clinical Health Services</a>	UAA	University of Washington (UW)	\$89,208	Physician's Assistant
<a href="#">Doctor of Medicine</a>	UAA	University of Washington (UW)	\$227,522 • UAA: \$82,288 • UW: \$145,234	Medical Doctor
<a href="#">Occupational Therapy</a>	UAA	Creighton University (CU)	\$155,176	Occupational Therapist
<a href="#">Pharmacy</a>	UAA	Idaho State University (ISU)	\$127,744	Pharmacist
<a href="#">Veterinary Medicine</a>	UAF	Colorado State University (CSU)	\$214,622	Veterinarian
<a href="#">Dual Master of Business Administration and Juris Doctor Program</a>	APU	Seattle University School of Law (Seattle U)	\$232,999 • MBA: \$24,420 • JD: \$208,579	Various

## 7. Presentation on Collaborative Graduate Programs in Alaska

<a href="#">Guaranteed law school scholarship program</a>	UAA	Case Western Reserve University (CWRU)	JD: \$106,404 - \$169,104*	<ul style="list-style-type: none"> <li>• Attorney</li> <li>• Lawyer</li> </ul>
<a href="#">Juris Doctor 4+3 Blended Admission Program</a>	UAA	Mitchell Hamline School of Law (MHSL)	JD: \$83,860 - \$155,075 <sup>†</sup>	<ul style="list-style-type: none"> <li>• Attorney</li> <li>• Lawyer</li> </ul>
<a href="#">Juris Doctor 3+3 Program</a>	UAF	Gonzaga University	JD: \$168,966	<ul style="list-style-type: none"> <li>• Attorney</li> <li>• Lawyer</li> </ul>
<a href="#">Juris Doctor 4+3 Direct Admission Program</a>	UAA/UAF /UAS	Willamette University	JD: \$131,940 - \$151,940*	<ul style="list-style-type: none"> <li>• Attorney</li> <li>• Lawyer</li> </ul>

### **Average costs of comparative PSEP programs**

Field	Collaborative Program	Collaborative Program Cost	Cost Range of PSEP Programs	Average PSEP Cost 2023-24 <sup>‡</sup>	PSEP Support Fee 2024-25 <sup>§</sup>
Physician Assistant	UAA & University of Washington	\$89,208	\$54,578 - \$198,019	\$85,461	\$20,400
Medicine (Allopathic)	UAA & University of Washington	\$227,522	\$89,542 - \$258,528	\$201,482	\$35,700
Occupational Therapy	UAA & Creighton University	\$155,176	\$51,270 - \$146,154	\$75,659	\$15,625
Pharmacy	UAA & Idaho State University	\$127,744	\$68,668 - \$269,710	\$145,725	\$9,125
Veterinary Medicine	UAF & Colorado State University	\$214,622	\$123,652 - \$256,567	\$198,367	\$35,400

\* Total cost depends on whether student remains eligible for tuition scholarship every year.

<sup>†</sup> Total cost also affected by whether student is in the Full-time, Part-time, or Blended version of the program.

<sup>‡</sup> Most recent academic year that program cost data is available from WICHE.

<sup>§</sup> Alaska PSEP participants pay back support fee as a loan, resulting in higher costs to students than other states.



## Program Detail

<u>Clinical Health Services</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• The program prepares students to become Physician Assistants in order to practice primary care in medically underserved and rural areas.</li> <li>• Student's complete didactic (classroom) phase at UAA.</li> <li>• Student's complete clinical phase at various training sites across WWAMI region (Washington, Wyoming, Alaska, Montana, and Idaho).</li> <li>• Graduates receive Master of Clinical Health Services (MCHS) from UW.</li> <li>• Graduates are eligible to take Physician's Assistant Notional Certification Exam for licensure.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Preference given to current/previous residents of WWAMI states &amp; Hawaii</li> <li>• Primary applications are submitted through the <a href="#">Central Application Service for Physician Assistants</a> (CASPA)</li> <li>• A supplemental application must also be submitted to UW's <a href="#">MEDEX Northwest Physician Assistant program</a></li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• Didactic Phase – Anchorage</li> <li>• Clinical Phase – Washington, Wyoming, Alaska, Montana, and/or Idaho</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• 170 students accepted annually across all five (5) campuses in the WWAMI region.</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 2.25 Years (9 Quarters)</li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Students pay tuition to UW.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Bachelor's Degree from Regionally Accredited Institution</li> <li>• GPA <math>\geq</math> 3.0 for last 2 years of coursework</li> <li>• Prerequisites courses completed within past 7 years</li> </ul>

<u>Doctor of Medicine</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• The program's purpose is to create the physician workforce needed to practice primary care and family medicine in non-metropolitan areas throughout the WWAMI region.</li> <li>• Student's complete first 18 months (Foundations phase) at UAA</li> <li>• Student's complete 2 clinical phases, the Patient Care phase (12 mths) and Explore and Focus phase (15 mths) at various training sites across WWAMI region (Washington, Wyoming, Alaska, Montana, and Idaho)</li> <li>• Graduates receive Medical Doctorate (MD) from UW</li> <li>• Graduates that return to work as physicians in Alaska can earn forgiveness of WWAMI student loans</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Applicants must be verified residents of WWAMI states.</li> <li>• The Medical College Admission Test (MCAT) must be taken by September 30 of the year prior to admission.</li> <li>• Primary applications are submitted through the American Medical College Application Service (AMCAS).</li> <li>• Select applicants will be invited to complete a Secondary Application after undergoing academic screening.</li> <li>• Applicants selected through secondary application will be invited to participate in a virtual interview with a 3-member interview panel.</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• 18 months (Foundation phase) - Anchorage (UAA)</li> <li>• 33 months (Clinical phases) - Clinics and hospitals Across Alaska or other states in WWAMI region</li> <li>• 8 to 12 weeks - UW hospitals in Seattle (during clinical phases)</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• 25 students in each first year class from Alaska as of 2024/2025.</li> <li>• Will be gradually increased to a max. of 30 over the next couple of years.</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 4.25 Years</li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Tuition paid to UAA for the first 18 months, and to UW for the remainder of the program.</li> <li>• A separate service fee is paid to UW by the State of AK.</li> <li>• A WWAMI loan is issued to the student by SOA for 50% of the service fee amount.</li> <li>• WWAMI loan is eligible for up to 100% Forgiveness if student works as physician in AK for 1-5 years.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Alaska Resident (for at least 2 years)</li> <li>• A Bachelor's degree (any major).</li> <li>• Prerequisites courses in Humanities/Social Science, Physics, Chemistry, &amp; Biology.</li> <li>• MCAT Test scores.</li> </ul>

<u>Occupational Therapy</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• Professional program that takes an inter-professional approach to healthcare.</li> <li>• Has a hybrid synchronous and asynchronous format.</li> <li>• Lab courses taught at UAA by Occupational Therapy experts practicing in Anchorage.</li> <li>• Lectures are delivered online via Creighton's learning management system.</li> <li>• Students complete Doctoral Capstone Experience (DCE) in final semester, a self-directed learning and research opportunity guided by a faculty member.</li> <li>• Graduates receive Occupational Therapy Doctorate (OTD) from Creighton University.</li> <li>• Graduates are eligible to take National Board for Certification in Occupational Therapy Exam for licensure.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Program is direct-entry, meaning students who otherwise meet prerequisites and admissions requirements do not need to have earned a bachelor's or master's degree.</li> <li>• Applications are submitted through the Occupational Therapy Centralized Application Service (OTCAS).</li> <li>• Admission process includes a required personal interview conducted either in-person or virtually.</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• Anchorage - 5 semesters of didactic coursework &amp; labs.</li> <li>• Various - 2 semesters of clinical rotations, with possible locations including over 800 sites across the U.S. and various other countries.</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• No indicated enrollment cap</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 3 Years</li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Student are billed by and make payments to CU.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Three (3) letters of recommendation, at least one from a college professor that can attest to applicant's ability to enter a competitive professional program.</li> <li>• Observation in an OT setting supervised by a licensed occupational therapist.</li> </ul>

<u>Pharmacy</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• The Pharmacy program prepares students to respond to the unique needs of Alaska’s communities, with special emphasis on rural health and multi-site delivery.</li> <li>• Students are able to earn Doctor of Pharmacy (PharmD) degree from ISU while staying in Alaska.</li> <li>• For the first three program years, students follow the traditional model of scheduled classes on UAA campus, with state-of-the-art audiovisual technology used to deliver live instruction.</li> <li>• The fourth program year consists of seven six-week blocks of clinical clerkship experiences called Advanced Pharmacy Practice Experiences (APPE).</li> <li>• Graduates are eligible to take either the national North American Pharmacist Licensure Exam (NAPLEX) or the Multistate Pharmacy Jurisprudence Exam for licensure.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Preference given to Alaska residents applying for admission to Anchorage site.</li> <li>• Applications are submitted through the PharmCAS, a national Pharmacy College Application Service.</li> <li>• ISU’s College of Pharmacy uses a rolling admissions process.</li> <li>• Applicants who are invited to interview will be contacted to schedule a virtual/remote interview.</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• Students can complete all 4 years in Anchorage, Alaska.</li> <li>• Alternately, they can choose to complete their 4th year at one of ISU's clinical sites in Idaho or Nevada.</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• All applications from Alaskan residents will be considered for the UAA/ISU program in Anchorage</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 4 Years</li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Student are billed by and make payments to ISU.</li> <li>• Students select ISU on their FAFSA.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Prerequisites in biology, chemistry, physics, and social sciences.</li> <li>• Two letters of recommendation, preferred that at least one be from a pharmacist.</li> <li>• Pharmacy experience gained through shadowing or working in a paid position within a pharmacy is strongly encouraged.</li> </ul>

<u>Veterinary Medicine</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• Program provides high quality education, research, and service in veterinary medicine and the biomedical sciences.</li> <li>• Students participate in hands-on research and career preparation through programs in four departments: biomedical sciences; clinical sciences; environmental and radiological health sciences; and microbiology, immunology, and pathology.</li> <li>• Course curriculum for first half of program is adapted for Alaska's unique environment and wildlife.</li> <li>• Graduates receive Doctor of Veterinary Medicine (DVM) degree from CSU.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Preference given to Alaska residents for combined UAF/CSU program.</li> <li>• Primary Applications are submitted through the Veterinary Medical Application Service (VMCAS).</li> <li>• UAF/CSU applicants must also complete a Colorado Supplemental Application (CSA).</li> <li>• Applicants must complete the Combined UAF/CSU (Alaska) Program section of the CSA.</li> <li>• WICHE eligible applicants may apply for WICHE residency certification.**</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• 1st phase - 2 years in Fairbanks</li> <li>• 2nd Phase - 2 years in Fort Collins, CO</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• 14 positions</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 4 Years (9 Quarters)</li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Alaskan students pay sponsored tuition for the first two years of the program (in Fairbanks) and non-sponsored tuition for the last two years of the program (in Fort Collins).</li> <li>• Sponsored tuition is \$42,029/year.</li> <li>• Non-sponsored tuition is \$65,282/year.</li> <li>• WICHE eligible applicants may be eligible for financial support from their home state.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Three (3) letters of recommendation, at least one from a veterinarian, with an academic and an employment source suggested for the other two.</li> </ul>

\*\* Alaska does not currently support Veterinary programs through WICHE.

<u>Dual Master of Business Administration and Juris Doctor Program</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• Dual graduate degree that allows participants to coordinate and share credits towards the completion of a Master of Business Administration (MBA) and a Juris Doctor (JD) program.</li> <li>• Dual program is intended to bridge the gap between business and law school.</li> <li>• Students are enrolled in both programs, and one discipline must be fully completed before starting the next. The MBA is typically finished first.</li> <li>• Flexible part-time hybrid learning format consisting of online synchronous classes and in-person learning intensives.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Students are admitted to each program separately.</li> <li>• Both programs have rolling Admissions and accept online applications.</li> <li>• MBA               <ul style="list-style-type: none"> <li>○ Applicant must submit admissions essay regarding personal/professional goals for MBA.</li> <li>○ Applicants must be approved by departmental admission committee via a personal interview.</li> </ul> </li> <li>• JD               <ul style="list-style-type: none"> <li>○ Applicants must register with the Law School Admission Council (LSAC)</li> <li>○ Applicants must also sign up for the Credential Assembly Service (CAS)</li> <li>○ Applicants must take the Law School Admission Test (LSAT), Graduate Record Examinations Test (GRE), or JD-Next Exam.</li> </ul> </li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• 1 to 2 years - MBA program in Anchorage (APU)</li> <li>• 3 years - JD program in Seattle (Seattle U)</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• No indicated enrollment cap</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 4.5 - 5.5 years</li> <li>• MBA: 1-2 years; 36 credits (27 core, 9 electives through JD)</li> <li>• JD: 3.5 years; 30 credits</li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Participants pay tuition to APU for the MPA program.</li> <li>• Tuition is paid to Seattle U for the JD program.</li> </ul>
<b>Requirements</b>	<p>MBA:</p> <ul style="list-style-type: none"> <li>• Admissions Interview.</li> <li>• 500-800 word personal/professional goals Essay.</li> </ul> <p>JD:</p> <ul style="list-style-type: none"> <li>• Bachelor’s degree from accredited college or university.</li> <li>• LSAT, GRE General Test, or JD-Next Exam scores.</li> </ul> <p>Both:</p> <ul style="list-style-type: none"> <li>• Current Resume</li> <li>• Two recent letters of Recommendation, ideally from professors or professional colleagues.</li> </ul>

<u>Guaranteed law school scholarship program</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• UAA students that meet certain academic criteria and are admitted to the CWRU School of Law receive a 50% scholarship for their law school tuition.</li> <li>• The scholarship is renewable for up to three academic years, dependent on continuing good academic standing.</li> <li>• Applicants accepting a first-choice seat will also have their first semester textbooks paid for.</li> <li>• Accepted applicants are assigned a mentor.</li> <li>• Students who complete the fall semester with at least a 3.0 GPA are guaranteed either summer law clerk placement or a \$2,000 stipend to undertake an unpaid summer position with a nonprofit or government agency.</li> <li>• Third year students receive a \$1,000 in financial aid to cover a commercial bat prep course.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Student's must apply to CWRU and be accepted to the law school under the same criteria as all other applicants.</li> <li>• Applications for CWRU's JD program are submitted through the Law School Admissions Council (LSAC) website.</li> <li>• Applicants must register for the Credential Assembly Service (CAS) through LSAC to provide a CAS report.</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• CWRU Law School campus in Cleveland, OH.</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• No indicated enrollment cap</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 3 years</li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Tuition is paid to CWRU for the JD program.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Student must graduate from UAA prior to enrollment in law school with a GPA in the top 50% of the graduating class.</li> <li>• Receive at least a 150/180 score on the Law School Admissions Test (LSAT), or equivalent Graduate Record Examination (GRE) score.</li> <li>• CAS Report.</li> <li>• Two letters of recommendation.</li> <li>• Resume and Personal Statement regarding applicant's motivation for attending Law School.</li> </ul>

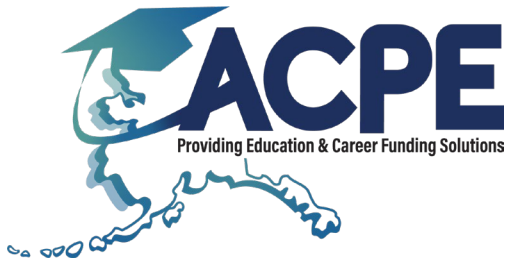
<u>Juris Doctor 4+3 Blended Admission Program</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• MHSL’s 4+3 program enables qualified UAA students and alumni guaranteed admission to attend law school if they meet certain academic thresholds.</li> <li>• Students can attend in-person or choose the Blended Learning model, which allows students to take distance classes remotely from Alaska with limited campus visits to MHSL.</li> <li>• Acceptance to the MHSL Direct Admission Program includes a 50% tuition scholarship, renewable for all three years if the student remains in good academic standing.</li> <li>• 4+3 refers to four years of undergraduate credits plus three years of law school.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Student's must apply to Mitchell Hamline and be accepted to the law school under the same criteria as all other applicants.</li> <li>• Applications for Mitchell Hamline's JD program are submitted through the Law School Admissions Council (LSAC) website.</li> <li>• Applicants must register for the Credential Assembly Service (CAS) through LSAC to provide a CAS report.</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• Undergrad: UA campus in Alaska or online.</li> <li>• Law School: MH campus in St. Paul, Minnesota.</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• UA has no program caps for Undergraduate studies.</li> <li>• MHSL does not give any indication of a cap on applicants.</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 7-8 years</li> <li>• Undergrad: 4 years</li> <li>• Law School:                             <ul style="list-style-type: none"> <li>○ Full-time JD: 3 years</li> <li>○ Blended Learning Model JD: 3-4 years</li> </ul> </li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Students pay tuition to the school they are currently attending.</li> <li>• Payments are made to UAA for their Undergraduate years.</li> <li>• Payments are then made to MHSL for the three years of Law School.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Complete or be on track to complete all requirements for a UA Bachelor’s degree.</li> <li>• Earn a minimum cumulative GPA of 3.0 in courses taken at UA and no lower than a 3.0 GPA on all transferred courses.</li> <li>• Law School Admission Test (LSAT) score.</li> <li>• CAS Report.</li> <li>• Two letters of recommendation, preferred to come from former professors or professional mentors.</li> <li>• Resume and Personal Statement regarding applicant's motivation for attending Law School.</li> </ul>



## 7. Presentation on Collaborative Graduate Programs in Alaska

<u>Juris Doctor 3+3 Program</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• Joint program provides students who have yet to complete a bachelor's degree the ability to apply to/graduate from law school a year sooner.</li> <li>• Participants use their first year of Law School courses to complete their Bachelor's Degree.</li> <li>• 3+3 refers to three years of undergraduate credits plus three years of law school.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Prospective students must apply for admission to Gonzaga Law's full-time J.D. program during their junior year of undergrad.</li> <li>• Applications are submitted through the Law School Admissions Council (LSAC) website.</li> <li>• Applicants must submit written approval from a UAF official indicating will meet all UAF graduation requirements for early entry to Gonzaga Law.</li> <li>• Applicants meeting or exceeding the previous year's GPA/LSAT medians are given priority consideration for admission to Gonzaga Law.</li> <li>• Applicants must register for the Credential Assembly Service (CAS) through LSAC to provide a CAS report.</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• Years 1-3: UAF, Fairbanks or online</li> <li>• Year 4-6: Gonzaga Law in Spokane, WA</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• UAF has no program caps for Undergraduate studies.</li> <li>• Gonzaga Law does not give any indication of a cap on applicants.</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 6 years               <ul style="list-style-type: none"> <li>○ Undergrad - 3 years</li> <li>○ Law School - 3 years</li> </ul> </li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Students pay tuition to the school they are currently attending.</li> <li>• Payments are made to UAF for the 1st three years of Undergraduate work.</li> <li>• Payments are then made to Gonzaga for the three years of Law School.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Completed a min. of 92 undergraduate semester hours at UAF, including all GERs and required program courses.</li> <li>• Obtained a min. of 18 semester hours towards a College of Liberal Arts major with a grade of C or better, and at least 6 semester hours at the 300-400 level.</li> <li>• Law School Admission Test (LSAT) score</li> <li>• Two letters of recommendation, preferred that one of the two be from a professor or instructor.</li> <li>• Resume and Personal Statement regarding applicant's motivation for attending Law School.</li> </ul>

<u>Juris Doctor 4+3 Direct Admission Program</u>	
<b>Program Overview</b>	<ul style="list-style-type: none"> <li>• 4+3 Direct Admission Program allows undergraduate UA students/alumni to gain guaranteed admission to Willamette Law based on certain academic credentials.</li> <li>• UA students/alumni admitted under the 4+3 program are guaranteed a Direct Admission scholarship of \$10,000, renewable each year the student is enrolled at Willamette Law and remains in good standing.</li> <li>• 4+3 refers to four years of undergraduate credits plus three years of law school.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Applications for Willamette's JD program are submitted through the Law School Admissions Council (LSAC) website.</li> <li>• Applicants must register for the Credential Assembly Service (CAS) through LSAC to provide a CAS report.</li> <li>• Applicants must register for the Credential Assembly Service (CAS) through LSAC to provide a CAS report.</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• Undergrad: UA campus in Alaska or online</li> <li>• Law School: Willamette campus in Salem, OR.</li> </ul>
<b>Program Capacity</b>	<ul style="list-style-type: none"> <li>• UA has no program caps for Undergraduate studies.</li> <li>• Willamette Law does not give any indication of a cap on applicants.</li> </ul>
<b>Program Length</b>	<ul style="list-style-type: none"> <li>• 7 years                             <ul style="list-style-type: none"> <li>○ Undergrad - 4 years</li> <li>○ Law School - 3 years</li> </ul> </li> </ul>
<b>Payments</b>	<ul style="list-style-type: none"> <li>• Students pay tuition to the school they are currently attending.</li> <li>• Payments are made to UA for their Undergraduate years.</li> <li>• Payments are then made to Willamette for the three years of Law School.</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Complete all requirements for a UA Bachelor's degree.</li> <li>• Earn a minimum cumulative GPA of 3.2 in courses taken at UA and no lower than a 3.0 GPA on all transferred courses.</li> <li>• Law School Admission Test (LSAT) score or Graduate Record Exam (GRE) score.</li> <li>• Two letters of recommendation, preferred to come from former professors or professional mentors.</li> <li>• Resume and Personal Statement regarding applicant's motivation for attending Law School.</li> </ul>



## Alaska Commission on Postsecondary Education

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acpe.alaska.gov

### MEMORANDUM

**TO:** Members, Alaska Commission on Postsecondary Education  
**FROM:** Kerry Thomas, Acting Executive Director  
**DATE:** December 30, 2024  
**SUBJECT:** Executive Director Report

During this quarter, efforts have been focused on implementing changes to the Alaska Performance Scholarship (APS) Program, finalizing the proposed FY26 budget, and preparing for the upcoming legislative session.

#### **Budget Update:**

Governor Dunleavy released his FY2026 Proposed Budget on December 12, 2024. This budget continues the Governor's priorities of public safety, education, energy development, transportation, resources, and affordability. As it has every year since taking office, the Governor's proposed budget includes a full Permanent Fund Dividend according to the formula in statute.

The Alaska Commission on Postsecondary Education (ACPE) FY2026 Proposed Budget is basically a status quo request with a few technical changes in personal services calculations to accommodate increases in health insurance and PERS rate adjustments.

#### **Legislative Planning:**

The first session of Alaska's 34th Legislature will convene on January 21, 2025. ACPE does not have any Governor sponsored bills; however, we will be monitoring bills as they are filed for possible impact on higher education or ACPE operations and programs. With the start of session, I will be meeting legislators and staff to share information on ACPE's mission and programs and to advocate for support of higher education access and funding opportunities for all Alaskans.

The 2025 APS Outcomes Report is due to the legislature in late January and will be shared with commission members and higher education stakeholders.

#### **Human Resources Update:**

Recruitment efforts and staff changes over the last quarter resulted in the appointment of two new employees and the separation of one employee. Joel Jacobson, Analyst/Programmer, joined the Information Support Services Team on January 6, 2025. Ali Juan was appointed to Accountant II on November 6, 2024. Ali has worked as a College Intern and an Accounting Technician I since joining the Commission in 2022. Sharon Love, Accounting Technician III, resigned from the Commission on November 7, 2024 after over 6 years of service.

Currently, ACPE has 42 positions filled: 10 in Anchorage, 32 in Juneau. The breakdown of filled positions by divisions is as follows: ISS-9, Finance-10, Program Operations-14, Outreach-7, and Executive Office-2. There are six employees eligible to retire in calendar year 2024.

At present, ACPE has 10 vacant positions. The breakdown of vacant positions by division is as follows: ISS-1, Finance-4, Program Operations-3, Outreach-1, and Executive Office-1. Recruitment efforts are underway for an Accountant V in Finance and an Executive Director for the Executive Office.

ACPE has 52 PCNs, including 11 in Anchorage and 41 in Juneau. Management continues to review all vacant positions for future need including possible deletion or reclassification to retain the flexibility needed to provide support for agency initiatives.

ACPE is currently comprised of 27 females (64%) and 15 males (36%) as compared to the statewide employee breakdown of 6,848 females (48%) and 7,379 males (52%). The average age of ACPE employees is 46.0 years as compared to the statewide average of 43.6 years. The racial and ethnic demographics of ACPE employees are White (86%) and minorities (14%) as compared to statewide demographics of White (74%) and minorities (26%). See [State of Alaska Workforce Profile Fiscal Year 2023](#) for additional information.

### **Alaska Student Loan Corporation Meeting:**

The Corporation Board met on November 7, 2024 to review the annual audited financial statements, the annual dividend to the State of Alaska and loan program changes. The Board approved the underwriting criteria and loan limits for Program Year 2025/2026 to the Alaska Supplemental Education Loan (ASEL) Program and Alaska Refinance Loan Program (Refi) and the following program changes:

- lowered the FICO credit score for the ASEL from 650 to 640 for borrowers and cosigners, and require immediate repayment for borrowers with a FICO between 640-679 without a cosigner
- imposed a maximum loan limit of \$250,000 on Refi loans
- expanded the underwriting criteria to include a debt-to-income ratio of 45% or less for Refi loans above \$125,000

### **Professional Organization Meetings/Presentations:**

- kickoff of the APS Cross Agency Workgroup – December 9, 2024
  - Next meeting scheduled mid-January 2025
- continued bi-weekly meetings with UA Vice Presidents Paul Layer and Michelle Rizk
- Alaska Statewide Education Leaders meeting, facilitated by the Alaska Council of School Administrators
- legislative planning meeting with WWAMI Director Dr. Suzanne Allen



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MEMORANDUM

TO: Alaska Commission on Postsecondary Education Members  
THROUGH: Kerry Thomas, Acting Executive Director  
FROM: Tyler Eggen, Institutional Authorization Program Coordinator  
DATE: December 20, 2024  
RE: Compliance and Activities Report for December 20, 2024

Quarter Applications

Renewal of Authorization

Alaska Driving Academy  
Waldorf University

Initial Authorization

Academy of Esthetics

Program Amendment

Charter College

Special Action

Outer Coast

Exemptions

Institutions qualifying for Exemption from Authorization in the quarter and current as of report.

Location	Certification this Quarter
Alaska	7
Out-of-State	9

### Administrative Approvals

#### **Charter College**

- Review and approve the course length and cost changes to the Associate of Applied Science in Respiratory Therapy Program.

#### **Northern Industrial Training**

- Review and approve program cost changes to the Construction Equipment Training program.

#### **THE Beauty School**

- Review and approve program cost changes to the Hairdressing, Esthetics, and Massage Therapy Program.

### Institutional Authorization Monitoring & Activities

Institutions were required to submit Annual Report information to the Commission by December 1, 2024. Commission staff review the reports and provide compliance review letters for outstanding documentation or follow-up questions about the information in the report.

Commission staff presented the Institutional Authorization information at the Annual Nurse Aide Conference regarding Alaska's laws and regulations for delivering postsecondary education.

**Charter College** ceased enrollments for the Associate of Applied Science in Business Administration, Certificate in Business Office Administration, and Certificate in Computer Aided programs. Currently enrolled students are being taught out prior the discontinuation of these programs. This was a result of poor outcomes in retention and placement. Additionally, Charter College has ceased enrollment at its East Wenatchee, WA, and Billings, MT, locations, both of which offered the Certificate in Medical Assistant program. These locations were no longer feasibly operate, and the College decided not to renew its existing leases.

**Embry-Riddle Aeronautical University** discontinued operations at its Elmendorf Air Force Base location. No active courses were being conducted at the time of location closure, and existing students can continue on-ground instruction at the JBER-Richardson location or enroll in distance education programs through the University.

## 11. Compliance Activities Report

**Shear Fire Academy of Hair Design's** Renewal of Authorization was contingently authorized at the April 2024 meeting for one year, based on providing quarterly student account ledger information and unaudited financial statements no later than ten business days after each fiscal quarter due to being financially unsound. This information was required to monitor the institution's financial stability, protect consumers during an abrupt institutional closure, and procure necessary information for legal litigation to file a claim on the institution's surety bond if needed. The Academy provided the information during the July quarter, and Commission staff reminded the Academy of upcoming quarter deadlines on October 14, 2024, and January 15, 2025. However, the Academy did not meet the October deadline. When Commission staff sent the Academy a notice of missing the deadline, the Academy indicated they were unsure if they were allowed to send the information to Commission staff. Commission staff provided the Academy with a new deadline of October 31, 2024, to comply with giving the quarterly information and reminded the institution of its non-negotiable authorization conditions.

On October 29, 2024, the Academy sent staff its internally prepared financial statements and student account ledger information, however did not include student tuition payment information. In the materials delivery, the Academy stated that this was the last time the Commission and its staff would be sent the documentation. Commission staff gave the Academy a deadline of November 8, 2024, to submit student tuition payment information and restated its conditions to continue operations. The Academy stated more than half of its students were paid in full, and would look into obtaining the formal information when they had the time. Commission staff did not receive the missing documentation until December 4, 2024, seven weeks after the original deadline. The Academy's Renewal of Authorization application is due January 15, 2025, for potential Commission action during the April 2025 quarterly meeting.

**Wayland Baptist University** discontinued operations at its Wasilla and Elmendorf locations, where no active courses were conducted. Existing students can continue on-ground instruction at the JBER-Richardson and Anchorage locations or enroll in distance education programs through the University.

### **Federal Monitoring**

This quarter, the U.S. Department of Education submitted the final proposed regulations regarding the Return of Title IV funding, Distance Education, and TRIO Programs to the Office of Management and Budget Office of Information and Regulatory Affairs for review on December 9, 2024. The review of the proposed regulations was concluded on December 18, 2024. If the Department releases these regulations before January 20, 2025, the effective date of these new rules would be July 1, 2026.

## 11. Compliance Activities Report

Commission staff monitored potential regulation changes made to sections of the Higher Education Act, as amended, regarding State Authorization and Accreditation. Those regulations did not continue beyond this Negotiated Rulemaking Process.

Previously, the Department delayed the reporting deadline for [Financial Value Transparency\(FVT\) & Gainful Employment\(GE\) information](#) from October 1, 2024 to [January 15, 2025](#). These enforcement of the rules related to FVT and GE rules are scheduled to take effect July 1, 2026.

The [Stop Campus Hazing Act](#), which would amend the Clery Act, has passed both the United States Senate and House of Representatives and has been sent to President Biden for signature. If signed, accredited institutions would include Hazing Incidents in their annual security reports, publish a statement of policy and prevention program on hazing, and publish a campus hazing transparency report. If the bill is signed before the New Year, institutions must begin collecting information on hazing incidents on January 1, 2025. If the bill is signed in 2025, institutions will collect information as of January 1, 2026.

### **State Authorization Reciprocity Agreement**

The [State Authorization Reciprocity Agreement \(SARA\)](#) provides a streamlined, reciprocity-based process for institutions to gain approval to offer interstate distance education without individually applying to each state for approval. SARA is operated by the National Council for State Authorization Reciprocity Agreements (NC-SARA) in partnership with [four regional compacts](#). Alaska is a member of the Western Interstate Commission for Higher Education (WICHE), and the commission staff serves on the WICHE-SARA or W-SARA Regional Steering Committee (RSC).

This quarter, Commission staff approved the renewal of **the University of Alaska-Anchorage and Charter College's** SARA applications.

### **Complaints**

When complaints arise, our regulatory complaint procedure requires that students attempt to resolve matters with their Institution through the Institution's Grievance Policy. Generally, there is resolution at this point. However, if a resolution cannot be reached, the student may file a formal written complaint with the Commission.

No informal or formal complaints were submitted to Commission staff this quarter.





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**Staff Report  
Alaska Driving Academy  
Renewal of Authorization**

Summary

Created in 2016 by Chris and Misty Lisenby, the Alaska Driving Academy (Academy) has offered driver education courses and exams leading toward obtaining a Class D Driver’s License on the Kenai Peninsula. In 2023, the Academy received its Initial Authorization and began offering Commercial Driver’s License (CDL) training and providing housing at no additional cost to participants. The Federal Motor Carrier Safety Administration (FMCSA) and the Alaska Department of Motor Vehicles (DMV) also regulate the CDL program.

Chief Administrator	Chris Lisenby, Director of Operations	Financial Statements	Financially Sound
Address	44332 Sterling Hwy, Suite 16B Soldotna, AK 99669	FY23 Tuition Revenues	\$575,691
Year Founded	2016	2024 Annual Enrollment Data	130
Authorized Since	2023	Complaints since the last Authorization	1
		Surety Amount/Type	\$30,000/Bond

Program name	Program length	Cost
Entry Level Driver Training	214 hours	\$9,895
Heavy Equipment Training*	100 hours	\$9,000
Behind the Wheel Week Long Training*	40 hours	\$7,895

\*Exempt Program

Review & Updates since the Last Renewal of Authorization

## 12. Institutional Standards and Evaluation

At the July 2023 Commission meeting, the Commission approved the Academy for an 18-month Initial Authorization. The Entry Level Driver Training program is the most popular and leads individuals towards a Commercial Driving License. In May 2024, the Academy added the Heavy Equipment Training Program and a weeklong behind-the-wheel training program for participants who have completed other training components through other providers.

The Academy did have one former student who filed a formal complaint alleging loss or damage as a result of an act or practice conducted by the Academy. Staff reviewed the complaint and determined that no violation occurred.

### Annual Report 2024 Data

Program Name	Number of Students	Completion Rate*	Placement Rate
Entry Level Driver Training	130	97%	100%
Heavy Equipment Training**	6	100%	100%

\*The completion rate does not include students still enrolled.

\*\*Short Course of Study Program

### Site Visit & Student Experience Survey

Commission staff conducted a Site Visit, which observed no violations or concerns regarding life and safety matters or equipment and resources. Commission staff also observed no violations regarding compliance with student records.

Commission staff conducted a Student Experience Survey with the thirteen students participating. The students' responses indicated positive experiences with instructors and informative teaching practices.

### Materials Review

Materials were submitted promptly, and follow-up requests were responded to appropriately.

### Evaluation

Minimum Standards Component - AS 14.48.060	Staff Evaluation/Comments
1. Program and courses meet stated objectives	Meets FMSCA, DMV, and ACPE Standards
2. Adequacy of space, equipment, and resources	Observed during Site Visit, meets DMV standards
3. Appropriateness of staff/faculty credentials	Meets FMSCA, DMV, and ACPE Standards
4. Catalog/brochure compliance	Compliant
5. Credential compliance	Certificate awarded
6. Adequacy of records	Reviewed at the Site Visit
7. Compliance with applicable laws	No observations of non-compliance with other applicable laws

## 12. Institutional Standards and Evaluation

8. Financial soundness	Meets regulatory soundness requirements
9. Advertising and sales	Compliant
10. Administrators are of good reputation	Background check-no adverse findings
11. Student housing, if any	Appropriate, Safe and Adequate
12. Refund policy compliance	Compliant
13. Costs and charges compliance	Compliant

### Recommendation:

Staff recommends a three-year Renewal of Authorization for Alaska Driving Academy through January 31, 2028.

### Motion Needed:

*"Move to renew Alaska Driving Academy's Authorization through January 31, 2028."*



**Staff Report  
Waldorf University  
Renewal of Authorization**

Summary

Waldorf University (Waldorf) is a private liberal arts university, which was founded in 1903 in Forest City, Iowa. Waldorf is currently accredited by the Higher Learning Commission and is a State Authorization Reciprocity Authorization (SARA) Institution through the Iowa Department of Education for online/distance education. Waldorf operates an on-base partnership with the United States Air Force out of Warren Air Force Base in Wyoming and at Eielson Air Force Base (AFB) near Fairbanks, AK.

Institutional Contacts	Sue Burrack, Director of Institutional Effectiveness  Monica Pisasik, Data Collection Coordinator  Ann Rowley, Military Coordinator & Outreach Representative	Financial Statements	Financially Sound
Address	2631 Wabash Ave  Eielson AFB, AK 99702	FY23 Tuition Revenues(Eielson Revenue)	\$16,531,164 (\$0)
Year Founded	1903	2024 Annual Enrollment Data	0
Authorized Since	2023	Complaints since the last Authorization	0
		Surety Amount/Type	\$20,000/Bond

## 12. Institutional Standards and Evaluation

Program name	Program length	Cost
Bachelor of Arts, Emergency Management	120 credit hours	\$39,600
Bachelor of Arts, Occupational Safety and Health	120 credit hours	\$39,600
Bachelor of Applied Science, Cybersecurity	120 credit hours	\$39,600
Bachelor of Applied Science, Emergency Management	120 credit hours	\$39,600
Bachelor of Applied Science, Occupational Safety and Health	120 credit hours	\$39,600
Bachelor of Science, Cybersecurity	120 credit hours	\$39,600
Master of Arts, Organizational Leadership	36 credit hours	\$16,020
Master of Business Administration	36 credit hours	\$16,020

### Programming Information

Waldorf's programs operating out of Eielson AFB offer on-ground and online modalities and are to be completed in eight-week terms. As Waldorf is a Community College of the Air Force (CCAF) General Education Mobile (GEM) approved school and an Air University Associate-to-Baccalaureate Cooperative Program, credits earned by military members and others can lead to CCAF Associate degrees or are easily transferable, leading towards Bachelor's degrees without redundant academic endeavors. Due to Waldorf's SARA participation, military members and others have access to over 120 programs via distance education.

### Review & Updates since the Last Renewal of Authorization

At the July 2023 Commission meeting, the Commission approved Waldorf for an 18-month Initial Authorization. When Waldorf initially applied for Authorization in Alaska, it recently changed ownership from Columbia Southern Education Group to the Waldorf Lutheran College Foundation. The Iowa Department of Education provisionally approved Waldorf's ability to operate as of December 1, 2022, depending on the U.S. Department of Education's approval of the owner change. When writing this report, the U.S. Department of Education has not approved the owner change. Still, Waldorf has complied with the Iowa Department of Education, which removed the institution's provisional status regarding its SARA membership, which was placed on the institution as a requirement of SARA policies. The Iowa Department of Education is currently reviewing Waldorf's authorization application and will inform Commission staff of the findings of their review.

Waldorf reported no students taking on-ground classes at Eielson AFB during FY24 due to not enough students enrolling to warrant an inperson class. Students however were able to take enroll in online courses. After the ACPE Site Visit, Waldorf did generate enough interest to offered two on-ground classes with five students enrolled in each class.

### IPEDS Data

Fall Enrollment	2023	2022	2021
Undergraduate	2,196	2,295	2,088

## 12. Institutional Standards and Evaluation

Graduate	461	468	432
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Fall Cohorts	2022	2021	2020
Retention Rate	52%	70%	46%

Fall Cohorts	2017	2016	2015
Graduation Rates	29%	26%	31%

Fall Cohorts	2017	2016	2021
Transfer-out Rates	14%	6%	7%

### Site Visit & Student Experience Survey

Commission staff conducted a site visit with Waldorf and Eielson AFB staff, and no violations or concerns regarding life and safety or equipment and resources were observed. During the visit, the Waldorf classroom was being refurbished with upgraded equipment and technology, and that project was completed before its December course offerings.

Commission staff could not conduct a student experience survey as no students were present on the day of the site visit.

### Materials Review

Materials were submitted promptly, and follow-up requests were responded to appropriately.

### Evaluation

Minimum Standards Component - AS 14.48.060	Staff Evaluation/Comments
1. Program and courses meet stated objectives	Institutionally accredited by the HLC and authorized by Iowa Dept. of Ed. and ACPE.
2. Adequacy of space, equipment, and resources	AFB approved and verified at the Site Visit
3. Appropriateness of staff/faculty credentials	Verified
4. Catalog/brochure compliance	Compliant
5. Credential compliance	Degrees Awarded
6. Adequacy of records	Compliant
7. Compliance with applicable laws	No observations of non-compliance with other applicable laws
8. Financial soundness	Meets regulatory soundness requirements
9. Advertising and sales	Compliant
10. Administrators are of good reputation	No adverse findings
11. Student housing, if any	N/A
12. Refund policy compliance	Compliant
13. Costs and charges compliance	Compliant

## 12. Institutional Standards and Evaluation

### Recommendation:

Staff recommends a five-year Renewal of Authorization for Waldorf University through January 31, 2030. This recommendation is based on Eielson AFB personnel reviewing Waldorf's operations annually to ensure they meet the AFB's programming standards.

### Motion Needed:

*"Move to renew Waldorf University's Authorization through January 31, 2030."*



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**Staff Report**  
**Academy of Esthetics LLC**  
**Initial Authorization**

Summary

Created by Samantha Barnes, the Academy of Esthetics LLC (Academy) plans to offer a 350-hour Esthetics program. Barnes has been a licensed esthetician since 2018. After completing her studies at MetrOasis Advanced Training Center and working in several salons, she earned her Instructor’s License and operates her business, Barnes and Bloom Esthetics, in Anchorage.

Mission Statement

At Academy of Esthetics, our mission is to empower and inspire the next generation of beauty professionals through comprehensive education, hands-on training, and a commitment to excellence in esthetics. We strive to cultivate a nurturing and inclusive environment that fosters creativity, innovation, and personal growth. Our goal is to equip students with the technical skills, industry knowledge, and ethical standards necessary to excel in the ever-evolving world of beauty and wellness. We are dedicated to promoting self-confidence and well-being in our students, clients, and community, while upholding the highest standards of professionalism and integrity.

Chief Administrator	Samantha Barnes	Year Founded	2024
Address	2217 E Tudor Road, Suite 33 Anchorage, AK 99507	Surety Amount/Type	\$30,000/Bond

Programming & Board of Barber and Hairdresser Compliance

The Academy's Esthetics program is a 350-hour program that will allow graduates to apply for licensing examinations as estheticians. The program’s curriculum consists of theory, rules and regulations, and practical operations based on the Board of Barber and Hairdresser regulations. For the Board to issue a School License, a member must inspect the school to ensure compliance with applicable statutes and regulations, and be approved by the Board. The Academy has requested an inspection take place before the Board’s next scheduled meeting in February 2025 for the Academy’s potential approval.



## 12. Institutional Standards and Evaluation

Students will also be able to complete the Lash Academy training, which does not lead to professional licensure but is considered a supplemental course for individuals to enhance their knowledge and skills.

### Programs

Program name	Program length	Cost
Esthetics	350 hours	\$7,500
Lash Academy*	8 hours	\$1,000

### \*Exempt Program

### Program Costs

The \$7,500 program costs cover the total cost of tuition, supplies, and fees. When students complete the program, they will bear the cost of the licensure examination (\$90) and professional licensure application (\$330 for initial licensure). Program costs are comparable in value to market demands. Classes will be limited to five students to ensure each student receives a personalized education and mentoring.

### Site Visit

Commission staff conducted the site visit and verified the Academy's facilities, equipment, and planned record keeping. No violations were observed. Commission staff also provided information regarding the Renewal of Authorization and Annual Reporting requirements.

### Materials Review

Materials were submitted promptly, and follow-up requests were responded to appropriately.

### Evaluation

Minimum Standards Component - AS 14.48.060	Staff Evaluation/Comments
1. Program and courses meet stated objectives	Industry-recognized and approved curriculum preparatory for licensing exams
2. Adequacy of space, equipment, and resources	Verified at ACPE Site Visit, will require Board of Barber and Hairdresser Approval.
3. Appropriateness of staff/faculty credentials	Compliant licenses
4. Catalog/brochure compliance	Compliant
5. Credential compliance	Certificate awarded
6. Adequacy of records	N/A
7. Compliance with applicable laws	Compliant
8. Financial soundness	Compliant
9. Advertising and sales	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

## 12. Institutional Standards and Evaluation

### Recommendation:

Staff recommends Initial Authorization for 18 months for the Academy of Esthetics through July 31, 2026, contingent on the Board of Barbers and Hairdresser approval. The basis for this recommendation is that the Board of Barbers and Hairdressers regulates the Academy in addition to the Commission, and the Academy will have conducted an entire year's worth of operation before submitting its Renewal of Authorization application.

### Motion Needed:

*"Move to approve Initial Authorization for Academy of Esthetics, through July 31, 2026, contingent on Board of Barber and Hairdresser approval."*



THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

## Alaska Commission on Postsecondary Education

INSTITUTIONAL AUTHORIZATION

P.O. Box 110505  
Juneau, Alaska 99811-0505

Main: 907.465.6740  
Toll free: 800.441.2962  
TTY: Dial 711 or 800.770.8973  
acpe.alaska.gov

### Staff Report Charter College Program Amendment

#### Summary

Charter College currently offers programs through its Anchorage campus and online. Most degrees are offered online, but in Alaska, a variety are delivered in person or blended. The College is owned and operated by Prospect Education, LLC, of Reno, Nevada, with additional campuses in Washington, California, Montana, Nevada, New Mexico, and Utah. The College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) with several programmatically accredited programs.

Chief Administrator	Joshua Swayne, CEO, Prospect Education	Addresses	2221 E. Northern Lights Blvd. Anchorage, AK 99508
Local Administrator	Charles Soule IV, Regional Campus Manager		5911 Old Seward Hwy Anchorage, AK 99518
Year Founded	1985	Authorized Since	1985

- New Program

Program or degree name	Program length	Tuition/Fee Cost
Advanced Certificate in Vascular Sonography	53 credits	\$18,020

#### Review

The Advanced Certificate in Vascular Sonography program is designed for medical imaging professionals who want to add Vascular to their primary sonography discipline. This includes using sound waves to evaluate the body's circulatory system and identify blockages or clots in arteries and veins. The program is to be delivered online, except for clinical experiences, which would lead individuals who apply for the Vascular Sonography credential issued by the American Registry of Radiologic Technologists.

## 12. Institutional Standards and Evaluation

### Anticipated Enrollment:

When the program commences in 2025, the College anticipates enrolling approximately 15 students, with 30-40 students enrolling annually thereafter.

### Diagnostic Medical Sonographers Job Outlook, State & National:

Alaska Department of Labor and Workforce Development Data:

Mean Wage	Wage by Percentile				
Mean	10 <sup>th</sup>	25 <sup>th</sup>	Median	75 <sup>th</sup>	90 <sup>th</sup>
\$43.64	\$24.01	\$25.41	\$45.11	\$53.14	\$60.45

Alaska Occupational Forecast							
2022	2032	Growth	Percent Change	Annual Labor force exits	Annual Transfers	Total Annual Separations	Total Annual Openings
143	160	17	11.89%	4	4	8	10

U.S. Bureau of Labor Statistics Data:

Mean Wage	Wage by Percentile				
Mean	10 <sup>th</sup>	25 <sup>th</sup>	Median	75 <sup>th</sup>	90 <sup>th</sup>
\$45.11	\$30.61	\$36.36	\$40.61	\$48.35	\$55.91

National Occupational Forecast			
Employment, 2023	Projected Employment, 2033	Change, 2023-2033	
		Percent Change	Growth
84,900	97,700	15%	5,700

### Comparative Programs

There are no comparable programs in Alaska. Both Charter College and the University of Alaska Anchorage offer programs in Diagnostic Medical Sonography, and their graduates could enroll in this advanced vascular sonography program.

### Materials Review

The required application and supporting materials were reviewed by Commission staff and complied with statutes and regulations.

### Staff Recommendation Action:

Staff recommends amending Charter College's Authorization to add the Advanced Certificate in Vascular Sonography contingent upon approval from the Accrediting Bureau of Health Education Schools.

## 12. Institutional Standards and Evaluation

### Motion Needed:

*"Move to amend Charter College's Authorization based upon staff's recommendation."*



**Staff Report  
Outer Coast  
Update for Special Action**

Summary

The Outer Coast project is an endeavor to open a new collegiate educational entity in Sitka, to be housed at the Sitka Fine Arts campus (formerly Sheldon Jackson). The project aims to create a small, two-year institution offering a single Associate Degree in General Studies, built upon the three pillars of Academics, Service & Labor, and Self-governance.

Chief Administrator	Bryden Sweeney-Taylor	Financial Statements	Financially Sound
Address	110 College Drive, Sitka AK, 99835	FY23 Tuition Revenues	\$88,875
Year Founded	2015	Annual Enrollment Data	Fall 14 Spring 16
Authorized Since	2020	Complaints since the last Authorization	0
		Surety Amount/Type	\$50,000/Bond

Program name	Program length	Cost
Fishing Term	Six credits*	\$7,500**
Fall Term	12 credits*	\$18,750**
Spring Term	12 credits*	\$18,750**

\*Credits to be transcribed by the University of Alaska Southeast.

\*\* Price includes tuition, fees, books, supplies, and room and board.

Background

At the July 2024 Commission meeting, the Commission approved Outer Coast for a two-year Renewal of Authorization, contingent upon:

## 12. Institutional Standards and Evaluation

- Providing Commission staff updates of copies of communications with the University of Alaska Southeast and the Northwest Commission on Colleges and Universities regarding academic offerings and accreditation pursuits.
- Providing the year two curriculum for the academic year 2025-2026 to Commission staff by December 1, 2024, for review and approval.
- Providing a standalone disclosure notice for student signature before enrollment contracts are executed, including a statement on the transferability of credits. Commission staff must approve this notice before being disbursed, and it may be updated as needed.

This recommendation was based on ensuring the Commission receives updates from Outer Coast regarding its operations and intentions and aligning future Commission action to synchronize with a new Memorandum of Agreement between Outer Coast and the University of Alaska Southeast (UAS).

Additionally, at the time of the Commission Meeting, Outer Coast's first year of courses was approved by the UAS Curriculum Committee but would not satisfy a UAS General Education Requirement (GER). This would require Outer Coast to reintroduce the first-year courses to the UAS Curriculum Committee to meet the GER standard and provide credits retroactively. Also, the second-year curriculum had not been sent to the UAS Curriculum Committee. Still, it was intended to have all second-year courses recognized as GER-qualifying courses upon review and approval.

As such, the basis for staff recommendation was to provide students adequate time to make decisions regarding continued enrollment at Outer Coast and provide sufficient consumer protection due to the charges set by Outer Coast, the length of time for a two-year program, and uncertainty of credit transferability.

### Updates since the July 2024 Meeting

After the July 2024 Commission Meeting, Outer Coast sent the disclosure notice for student signature to be approved by Commission staff. Upon review, Commission staff approved the notice.

On December 5, 2024, having not heard from Outer Coast, Commission staff contacted Outer Coast regarding the year two curriculum and asked for any updates regarding academic offerings and accreditation pursuits. Commission staff would not hear from Outer Coast and contacted them again on December 12, 2024.

Later that day, Outer Coast acknowledged the missed deadline and updated staff. Outer Coast informed staff of the it's academic and accreditation pursuits, which was to continue with the UAS partnership and focus on this academic years offerings.

## 12. Institutional Standards and Evaluation

Outer Coast stated that they had submitted the year two curriculum to the UAS Curriculum Committee in September 2024 and that the courses were under review. Outer Coast provided Commission staff drafts of the course syllabi, but it was noted they were subject to substantive changes due to the UAS Curriculum Committee's review process, which would not be completed until spring 2025.

### Recommendation:

Staff recommends the Commission amend the conditions of Outer Coast's Authorization, in which Outer Coast provides the year two curriculum for the 2025-2026 academic year to Commission staff by June 1, 2025, for review and approval.

This recommendation is based on the need for the Commission to modify the terms for Authorization approved at the July 2024 by extending the deadline to Outer Coast and for staff to review and approve the curriculum once finalized by the UAS Curriculum Committee.

### Motion Needed:

*"Move to amend Outer Coast's Authorization based on staff recommendation."*





THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

Alaska Commission on  
Postsecondary Education

FINANCE OFFICE

P.O. Box 110505  
Juneau, Alaska 99811-0505  
Phone: 907.465.2962  
Toll Free: 800.441.2962  
TTY: Dial 711 or 800.770.8973  
Fax: 907.465.3293  
acpe.alaska.gov

**MEMORANDUM**

**TO:** Members, Alaska Commission on Postsecondary Education  
**THROUGH:** Kerry Thomas, Acting Executive Director  
**FROM:** Julie Pierce, Chief Finance Officer  
**DATE:** January 9, 2025  
**SUBJECT:** Finance Report

**FY2026 Operating Budget**

Following is a summary of the Commission's FY2026 operating budget included in the Governor's proposed budget released December 12, 2024.

Budget Line	Interagency (ASLC Receipts)	Designated General Fund - AHEIF	General Fund Program Receipts	Statutory Designated Program Receipts	Total
Personal Services	7,706.4	31.2	30.6	.0	7,768.2
Travel	51.2	16.6	.0	.0	67.8
Contractual	2,992.6	638.3	72.6	150.1	3,853.6
Supplies	108.2	.0	.0	.0	108.2
WWAMI	.0	5,140.1	.0	.0	5,140.1
AEG	.0	7,007.0	.0	.0	7,007.0
APS	.0	14,014.0	.0	.0	14,014.0
<b>Total</b>	<b>10,858.4</b>	<b>26,847.2</b>	<b>103.2</b>	<b>150.1</b>	<b>37,958.9</b>
Positions	51.74	-	0.26	-	52

Changes from 2025 Management Plan include the following:

- **Interagency Receipts** (ASLC receipts)
  - Personal services line
    - An increase of \$334.8 for salary, health insurance, PERS and other rate adjustments.
  - Contractual services line
    - A decrease of \$170.0 in Interagency Receipts funding for operating costs to administer statutory programs with an equal increase in DGF funding.
  
- **Designated General Fund – AHEIF** – This category represents funding for WWAMI, AEG, APS and statutory programs funded by Alaska Higher Education Investment Fund (AHEIF).
  - A decrease of \$47.2 as a reversal of one time funding to implement changes related to HB148 for APS/AEG program administration.
  - Contractual services line
    - An increase of \$170.0 for operating costs to administer statutory programs with an equal decrease in Interagency Receipts funding.
  
- **General Fund Program Receipts** – This category represents funding received from institutional authorization fees.
  - Personal services line
    - An increase of \$1.3 for salary, health insurance, PERS and other rate adjustments.
  - Contractual services line
    - An increase of \$39.1 related to an increase in funding received from institutional authorization fees used to fund a portion of institutional authorization administration costs.
  
- **Statutory Designated Program Receipts** – No change. These receipts represent private grants to support ACPE’s designated activities and programs.

### **Alaska Student Loan Corporation**

The Corporation Board last met on November 7, 2024 to review the annual audited financial statements, the annual dividend to the State of Alaska and loan program changes.

The next Corporation Board meeting is scheduled for February 6, 2025 to review loan limits and fixed interest rates.

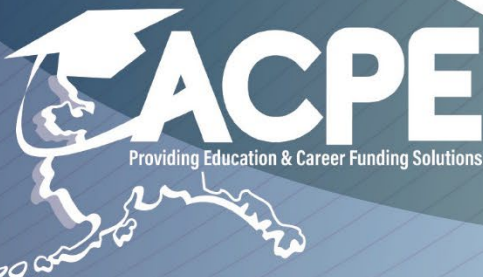
If you have any questions or wish to discuss this report further, please do not hesitate to contact me at 907-465-6757 or at [julie.pierce@alaska.gov](mailto:julie.pierce@alaska.gov).

# PROGRAM OPERATIONS

## Quarterly Report

*September 2024 – November 2024*

**Program Management, Program  
Support & Default Management**



## **DIVISION OF PROGRAM OPERATIONS – QUARTER HIGHLIGHTS**

### **Financial Aid Updates**

#### **Loan Volume**

FY25 Q2 loan award trends were similar to FY24 Q2. To date in FY25, ACPE has awarded \$5,696,327 in loans. Compared to FY24, the total number of loans awarded across all loan programs in FY25 decreased almost 3% (327 vs. 336). The dollar amounts awarded for the same period are lower by \$404,452, representing a 7% decrease. Refinance loan award amounts dropped nearly 60% (\$664,758 vs \$1,638,566) in FY25 compared to the same time last year. ASEL award amounts increased just over 15% this year reaching a total award amount \$4,925,048 in FY25 Q2.

#### **In State vs. Out of State**

FY25 awards of ASEL and FEL loans to in-state and out-of-state schools proportionally was nearly identical to FY24. To date, 70% of loans were awarded to out-of-state schools, with 30% going to in-state schools. This closely parallels last year's respective amounts of 71% vs 29%.

#### **APS Awards and Eligibility**

Expanded eligibility criteria due to the recent changes in the APS program significantly increased the amount of APS-eligible graduates this year to 3,745, the highest since the program's development. The amount of awards also increased this year, reaching nearly double that of Q2 in FY24 (\$3,649,941 vs. \$6,509,373).

### **Project Updates**

#### **HB 148 Implementation**

The project to implement HB 148 changes went into its second phase this quarter. In this phase, work began to develop the APS award tier "step-up" program, as required by HB 148. The step-up program gives APS recipients the ability to increase their APS award tier level by performing well in their studies over two consecutive semesters. ACPE is collaborating with Gold Bridge Partners Inc. to roll out this benefit for students within the 2025 academic year.

### **Publication Updates**

#### **2025 APS Outcomes Report**

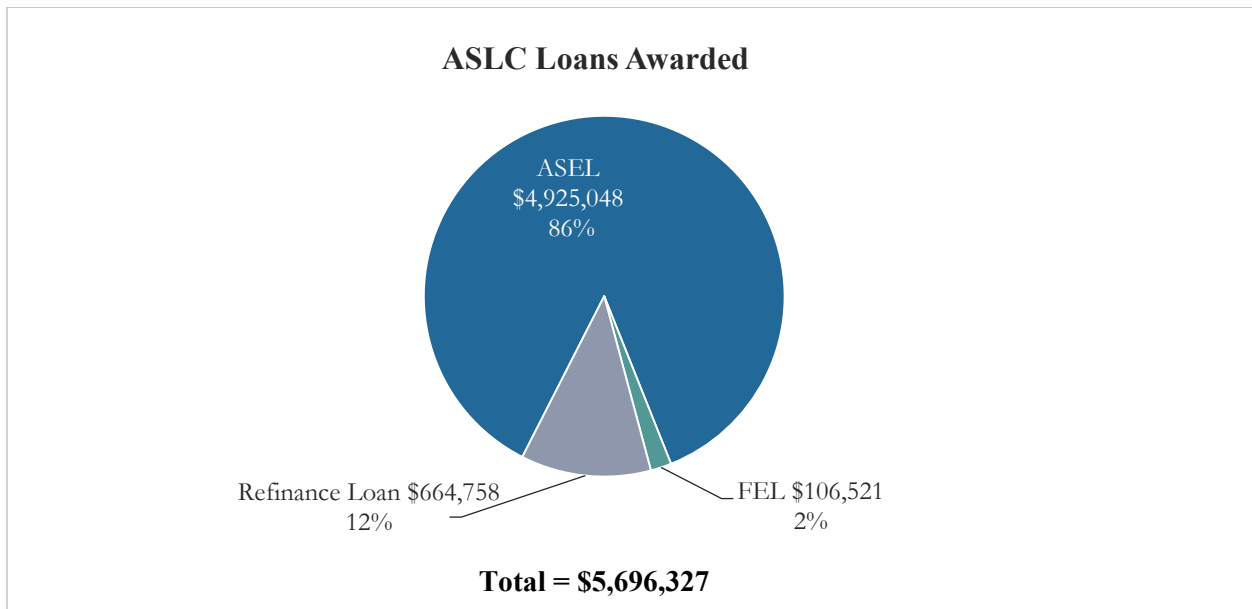
The majority of the work for the 2025 APS Outcomes Report was completed this quarter. This report is prepared annually and provided to the Legislature at the start of session as required by statute. The report provides an overview of the past year's APS outcomes including APS use, eligibility within the high school graduating class of 2024, and how APS affects higher education and the economy within Alaska. Final touches are being put on the report in preparation to pass it to the Legislature in early Q3.

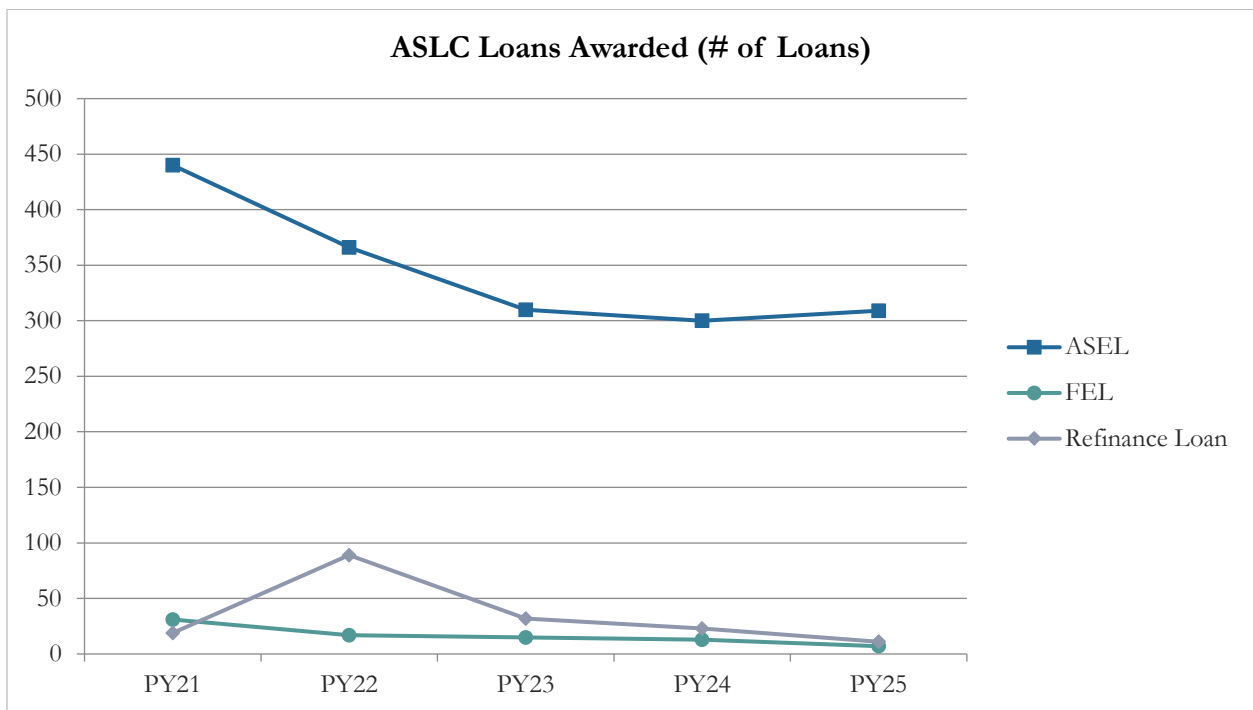
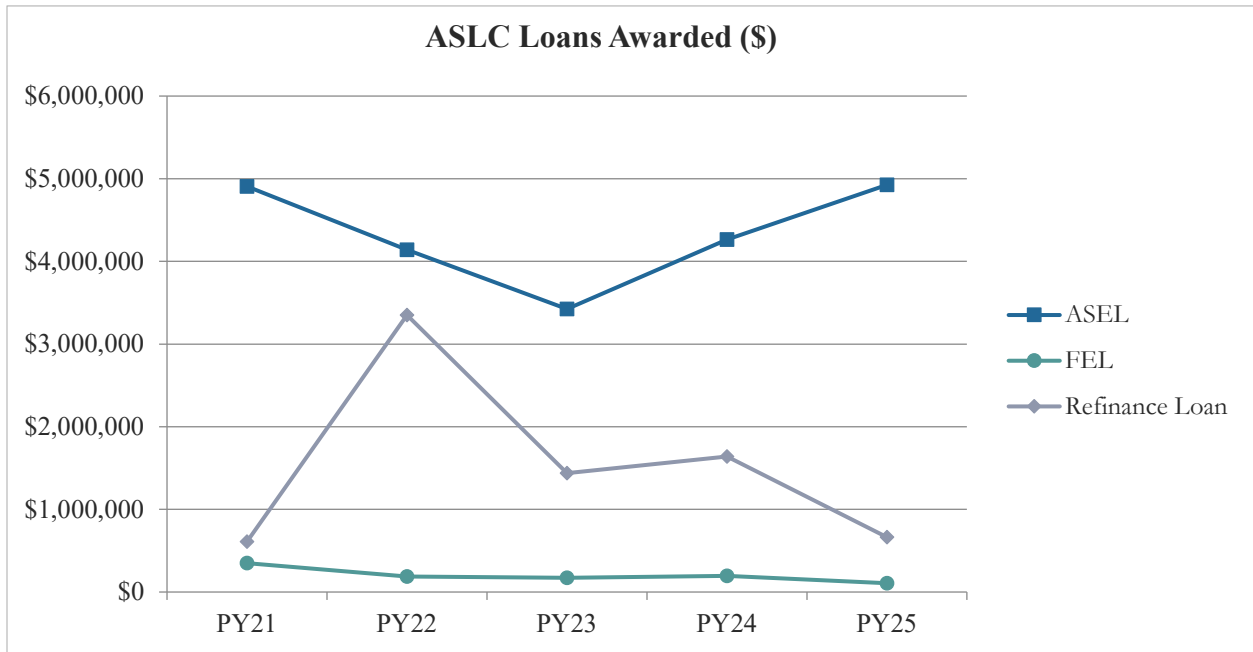
**Alaska Higher Education Almanac**

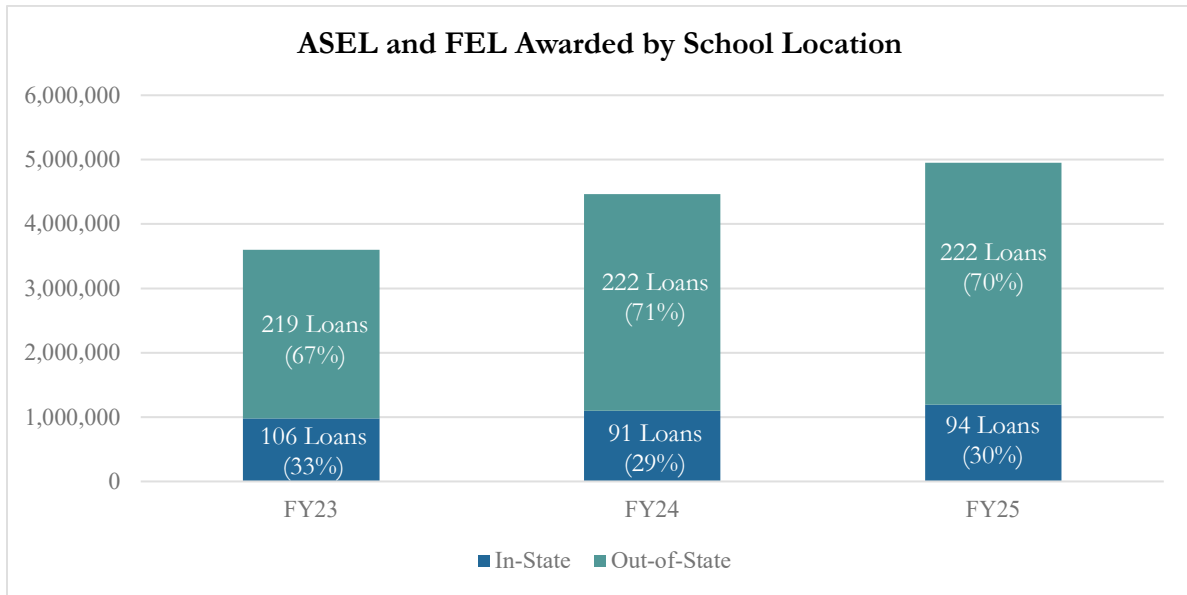
Work continues on the Alaska Higher Education Almanac publication. Data from sources such as the Alaska Student Aid Portal, National Student Clearinghouse, the Integrated Postsecondary Education Data System, the US Census Bureau and the University of Alaska System, is being collected and compiled for analysis. Additionally, surveys have been sent out to Alaska-based college and career training institutions for inclusion in the report.

**LOAN ORIGINATIONS**

Program Year 24/25 through November 2024







**Loans Awarded for Current Program Year (May 2024 to November 2024)**

Loan Type	2024-2025		2023-2024		% Change	
	# of Loans	Amount Awarded	# of Loans	Amount Awarded	# of Loans	Amount Awarded
Family Education Loans	7	\$106,521	13	\$196,661	-46.15%	-45.84%
AK Supplemental Loans	309	\$4,925,048	300	\$4,265,552	3.00%	15.46%
Refinance Loans	11	\$664,758	23	\$1,638,566	-52.17%	-59.43%
<b>Total:</b>	<b>327</b>	<b>\$5,696,327</b>	<b>336</b>	<b>\$6,100,779</b>	<b>-2.68%</b>	<b>-6.63%</b>

**Loans Awarded for Previous Program Year after July 1**

Loan Type	PY24 Loans Awarded after July 1		Total PY24 Loans (Cumulative)	
	# of Loans	Amount Awarded	# of Loans	Amount Awarded
Family Education Loans	0	\$0	19	\$254,081
AK Supplemental Loans	4	\$24,500	401	\$5,295,671
<b>Total:</b>	<b>4</b>	<b>\$24,500</b>	<b>420</b>	<b>\$5,549,752</b>



## Loans Awarded – by Enrollment Intensity

Intensity Level	2024-2025		2023-2024		% Change
	# of Loans	Percentage	# of Loans	Percentage	
Full-Time	301	95.25%	305	97.44%	-1.31%
Half-Time	15	4.75%	8	2.56%	87.50%
<b>Total</b>	<b>316</b>	<b>100.00%</b>	<b>313</b>	<b>100.00%</b>	

## Special Programs

Loan Type	2023-2024		2022-2023		% Change	
	# of Loans	Amount Awarded	# of Loans	Amount Awarded	# of Loans	Amount Awarded
Winn Brindle	2	\$30,864	1	\$39,827	100.00%	-22.50%
WWAMI	25	\$1,659,621	23	\$1,481,595	8.70%	12.02%
WICHE PSEP Loan	0	\$0	0	\$0	N/A	N/A
<b>Total:</b>	<b>27</b>	<b>\$1,690,485</b>	<b>24</b>	<b>\$1,521,422</b>		

## ACPE Loans Serviced by AES – FFELP

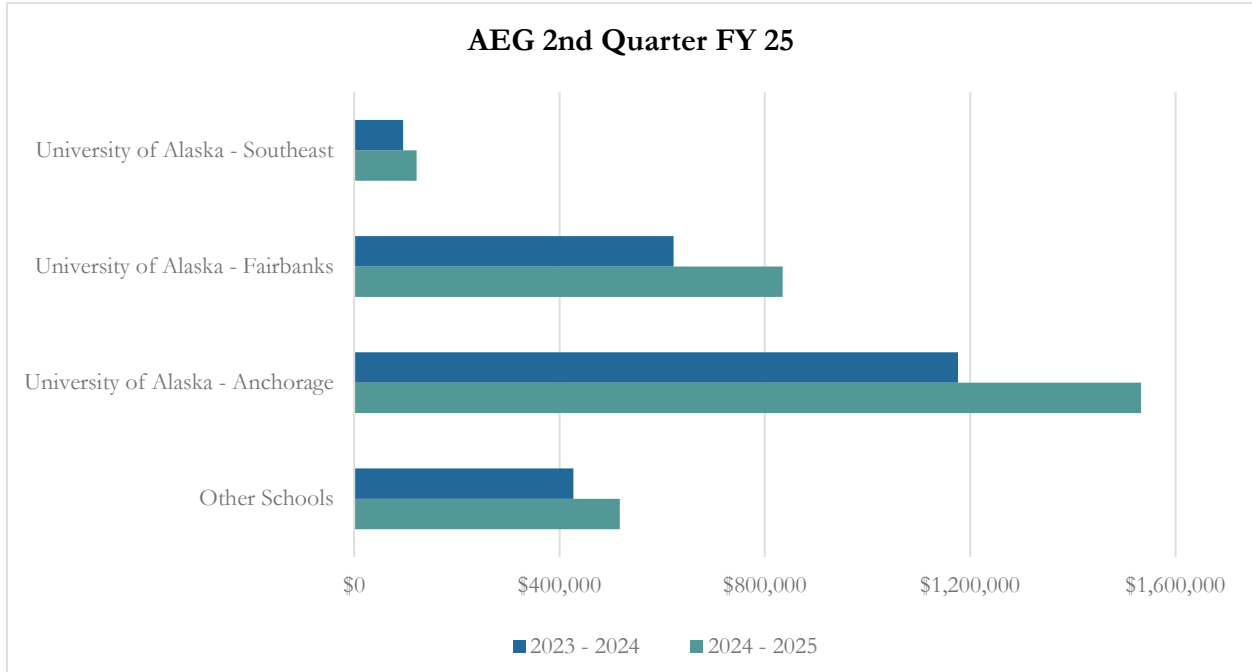
	# of Loans	Principal Amount	Interest Amount	Total Loan Amount
In-School	5	\$34,422	\$19,022	\$53,444
Grace	0	\$0	\$0	\$0
Repay- Current	2,264	\$10,212,698	\$662,783	\$10,875,481
Repay- Past Due	259	\$1,146,677	\$37,825	\$1,184,502
Claim	43	\$204,062	\$25,045	\$229,106
Forbearance	208	\$1,160,816	\$136,480	\$1,297,296
Deferment	237	\$925,245	\$69,389	\$994,634
<b>Total</b>	<b>3,016</b>	<b>\$13,683,919</b>	<b>\$950,544</b>	<b>\$14,634,463</b>

## ACPE Loans Serviced by AES - Alternative

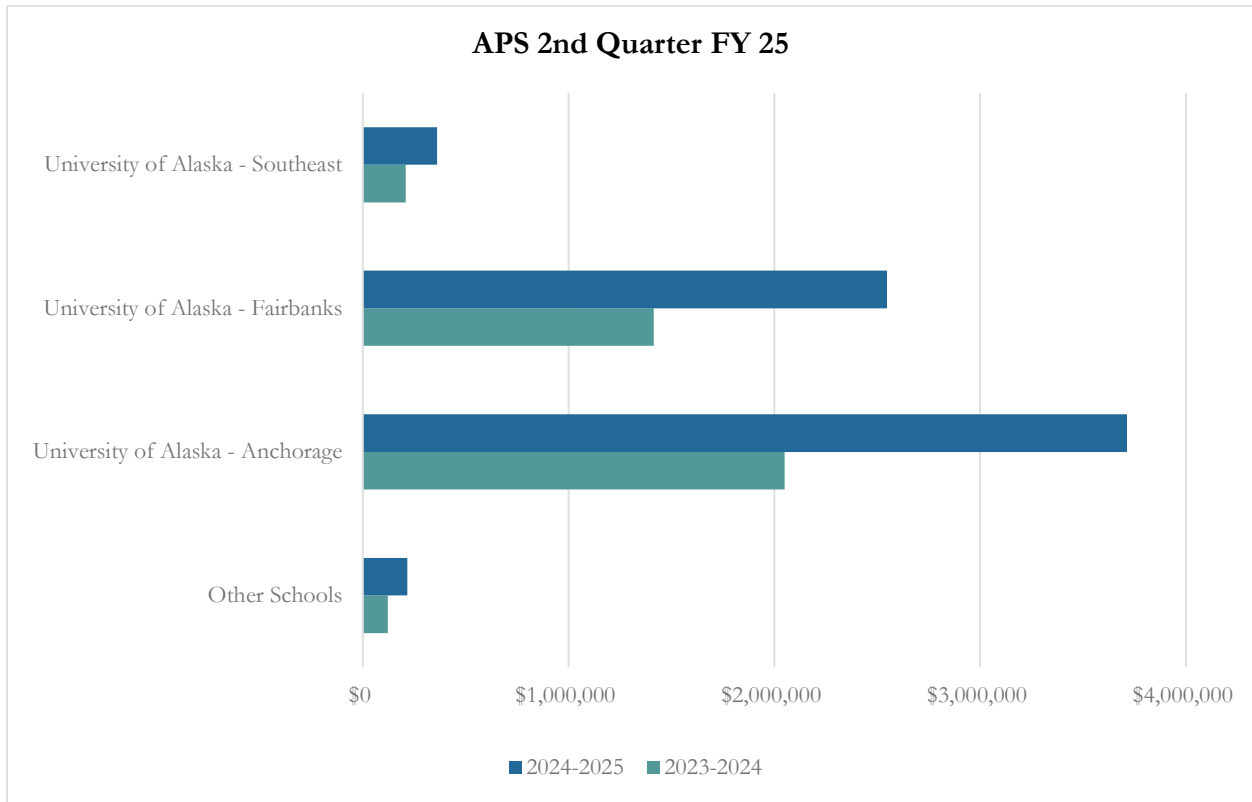
	# of Loans	Principal Amount	Interest Amount	Total Loan Amount
In-School	1,139	\$15,484,514	\$946,360	\$16,432,013
Grace	263	\$4,241,670	\$212,672	\$4,454,605
Repay- Current	5,351	\$51,468,062	\$260,732	\$51,734,145
Repay- Past Due	249	\$2,097,025	\$34,853	\$2,132,127
Forbearance	216	\$3,811,027	\$64,958	\$3,876,201
Deferment	557	\$5,010,231	\$571,340	\$5,582,128
<b>Total</b>	<b>7,775</b>	<b>\$82,112,529</b>	<b>\$2,090,915</b>	<b>\$84,211,219</b>

# ALASKA PERFORMANCE SCHOLARSHIP & ALASKA EDUCATION GRANT

Program Year 24/25 through November 2024

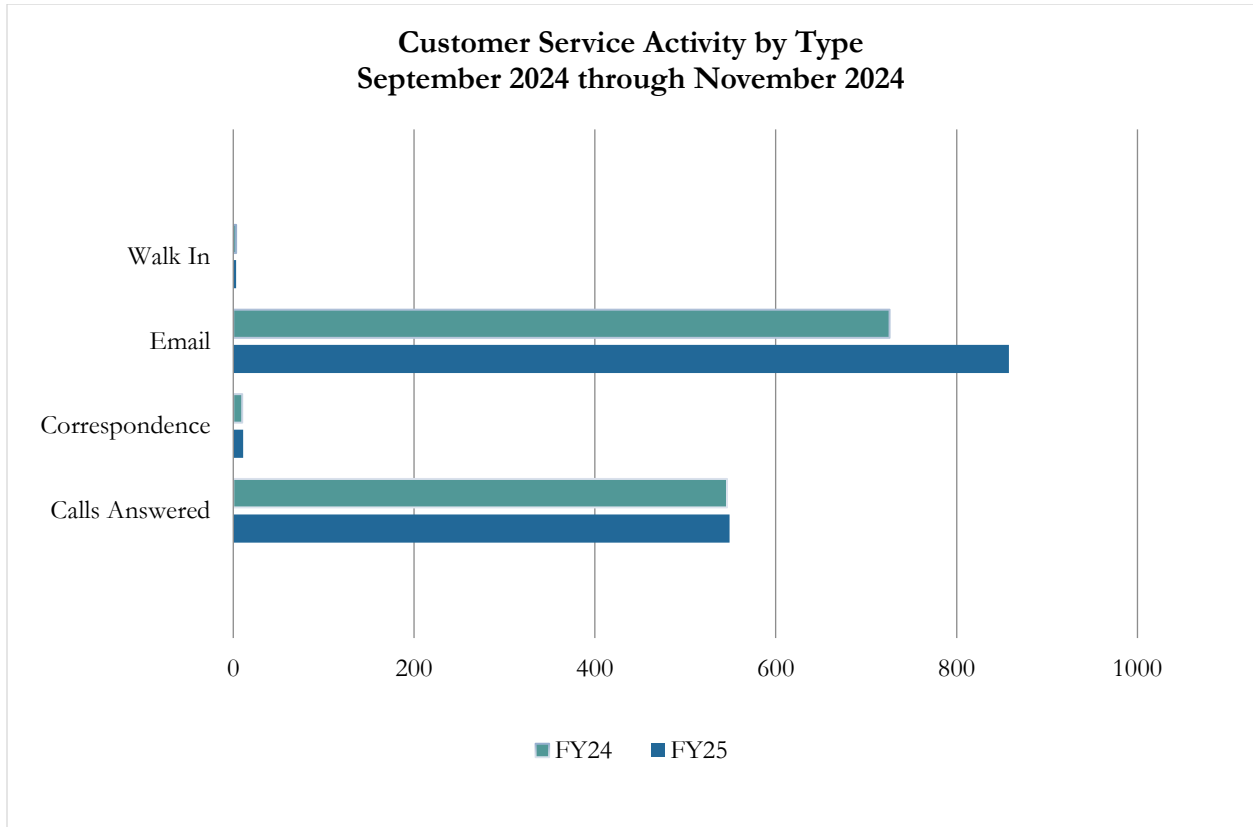


Other Schools	2024-2025	2023-2024
Alaska Bible College	\$6,000	\$12,000
Alaska Career College	\$144,007	\$143,555
Alaska Christian College	\$32,500	\$63,500
Alaska Pacific University	\$148,750	\$99,250
AVTEC	\$28,000	\$19,500
Charter College	\$130,372	\$58,352
Embry Riddle	\$1,500	\$2,000
Ilisagvik College	\$15,750	\$16,500
Wayland Baptist University - Anchorage/Fairbanks	\$10,250	\$12,500
<b>Total:</b>	<b>\$517,129</b>	<b>\$427,157</b>
<b>Grand Total:</b>	<b>\$3,006,159</b>	<b>\$2,320,956</b>



Other Schools	2024-2025	2023 - 2024
Alaska Bible College	\$875	\$9,513
Alaska Career College	\$10,500	\$13,671
Alaska Christian College	\$13,125	\$3,566
Alaska Pacific University	\$131,250	\$68,363
AVTEC	\$44,200	\$17,240
Charter College	\$6,417	\$2,776
Embry Riddle	\$3,500	\$5,944
Glenda's salon & Training Center	\$0	\$0
Ilisagvik College	\$5,250	\$0
Land and Sea Aviation Alaska	\$1,313	\$0
MetrOasis Advanced Training Center	\$0	\$0
Northern Industrial Training	\$0	\$0
Trendsetters	\$0	\$0
Wayland Baptist University - Anchorage/Fairbanks	\$0	\$0
Alaska Bible College	\$875	\$9,513
<b>Total:</b>	<b>\$216,430</b>	<b>\$121,073</b>
<b>Grand Total:</b>	<b>\$6,838,891</b>	<b>\$3,793,165</b>

## CUSTOMER SERVICE



### Call Center Activity – September 2024 through November 2024

	2024-2025	2023-2024	% Change
Calls Received in IVR	1066	1104	-3.44%
Calls Received in CS Queue	586	609	-3.78%
Calls Answered by CS	549	546	0.55%
Hold Time in CS Queue	1:07	1:51	-39.64%

**Vendor Complaints**

# of AES Complaints	5
Complaint Descriptions	Related to account status
# of TSI Complaints	1
Complaint Descriptions	Related to account info
# of CampusDoor Complaints	0
Complaint Descriptions	N/A

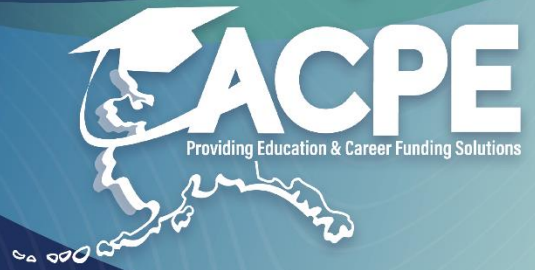
**Payment Information – September 2024 through November 2024**

**Payments Processed**

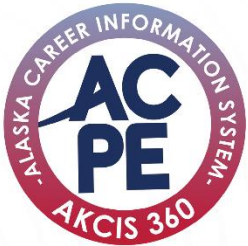
Method	2024-2025		2023-2024	
	Amount Received	% of Total Dollars	Amount Received	% of Total Dollars
Borrower/Cosigner	\$4,305,677	78.80%	\$4,744,321	80.37%
Garnishments (AWG, PFD)	\$1,128,254	20.65%	\$911,948	15.45%
External Consolidation	\$30,445	0.56%	\$247,041	4.18%
<b>Total:</b>	<b>\$5,464,376</b>		<b>\$5,903,310</b>	

# COMMUNICATIONS & OUTREACH

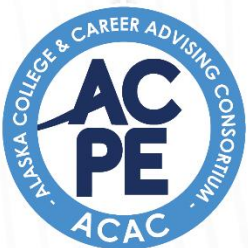
## Quarterly Report



Success  
Center



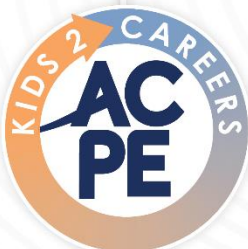
Alaska  
Career  
Information  
System (AKCIS)



Alaska Career &  
Career Advising  
Consortium  
(ACAC)



Institutional  
Authorization  
(IA)



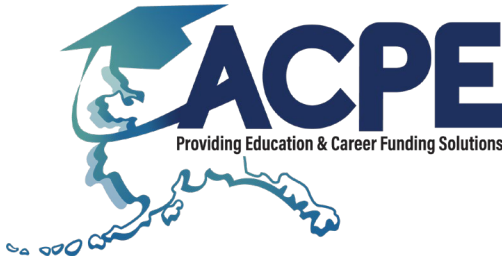
Kids2Careers  
(K2C)



Website  
Management

*January 2025*

**Alaska Commission on Postsecondary Education**



*OUTREACH*

1835 Bragaw Street, Ste 410  
 Anchorage, Alaska 99508  
 Success Center: (907)269-7980  
 Toll Free: (800) 441-2962  
 TTY : Dial 711 or 800.770.8973  
 acpe.alaska.gov

**MEMORANDUM**

**TO:** Members, Alaska Commission on Postsecondary Education  
**THROUGH:** Kerry Thomas, Acting Executive Director  
**FROM:** Kate Hillenbrand, Director of Communications & Outreach  
**DATE:** December 20, 2024  
**SUBJECT:** Communications & Outreach Report

The ACPE Communications & Outreach division delivers postsecondary awareness and financial literacy resources in support of ACPE’s mission. From October 1 – December 20, 2024, Outreach connected with students, families, and stakeholders through 223 telephonic, in-person, or virtual sessions; organized and/or presented in 75 trainings or webinars; and reached 1,683 Alaskans.

**COMMUNICATIONS & OUTREACH ACTIVITIES**

Service Interactions	Oct – Dec 2024
1) Telephonic/In-Person/Virtual Service Sessions	223
2)Virtual/In-Person Sessions, Webinars, Trainings	75
3)Virtual/In-Person Session Attendees	1,683
Top Reason for Service Interactions	
FAFSA & Financial Aid	
APS/AEG/ACPE Loans	
Other/Not Sure	

- 1)Includes Success Center phone calls, Zoom sessions, AKCIS Helpdesk calls, etc.
- 2)Includes group/ school presentations, Master the FAFSA, AKCIS trainings & webinars, Kids2Careers, etc.
- 3)Total number of attendees in section 2, does not include section 1, ECE, mailers, email campaigns, etc.

**Website Enhancements:** This quarter’s primary focus was on design and development mock-ups for the ACPE website redesign project and enhancing content for Communications & Outreach programs. One highlight was the progress made on the Alaska FAFSA Completion Initiative (AFCI) site. Completed improvements were made to layout and content format. These enhancements make the page more user-friendly and engaging. The ACPE website redesign project is in its first full quarter. An internal ACPE employee survey and a stakeholder survey were conducted to gather

feedback on first-round mock-up web pages. That feedback is now being integrated into the development phase of the redesign. This project remains on track to completion by July 1, 2025.

**Alaska Performance Scholarship:** There was continued, substantial effort and attention connected to APS this quarter. In addition to ongoing, large scale communications as reported below, APS presentations/information sessions were also conducted to large stakeholder groups at conferences and events both in-person and virtually. APS-specific presentations were delivered during the Alaska Association for Career & Technical Education conference, Alaska Association of School Boards, Alaska School Counselors Association, as well as various other schools/district events.

To further enhance statewide communication and collaboration related to APS implementation, ACPE held its kick-off APS Cross Agency Work Group meeting. Invited participants represented the University of Alaska Statewide, the top 5 APS-recipient institutions, Department of Education & Early Development, Department of Labor & Workforce Development, Alaska Association of School Boards, Alaska School Counselors Association, and Alaska Association of Superintendents/School Administrators. The goal of this ongoing work group is to clarify APS-related roles and responsibilities and to coordinate APS awareness and communication efforts across all represented entities.

**Marketing Campaigns:** Efforts primarily focused on APS program updates and FAFSA completion as well as other ACPE solutions. This quarter 98,490 emails were sent to Alaskans to inform and support their education and career funding needs.

**SHEEO Community of Practice:** In September, ACPE submitted a Letter of Interest to SHEEO (State Higher Education Executive Officers Association) to participate in their Community of Practice Convening for Supporting Student Loan Borrowers. ACPE (Alaska) was one of 12 state teams selected to join the convening held in Washington, DC in December. The Alaska Team, represented by ACPE staff (Jackie Hall, Kate Hillenbrand, Nancy Womack), Senator Tobin, and Director Smoldon of the Governor's Mat-Su Office, spent two days learning, discussing, and collaborating on opportunities to better inform and support Alaska's student loan borrowers. Further details to come in the subsequent quarter regarding outcomes and opportunities related to this event.

## **Alaska Career Information System 360 (AKCIS)**

AKCIS 360 is a cost-effective online platform for comprehensive career, education, and financial aid information. AKCIS 360 continues to expand the list of integrated interactive Personal Learning & Career Planning (PLCP) activities and reporting tools available to Alaskans. In the second year of full AKCIS 360 implementation, highlighting ACPE Financial Aid, FAFSA Completion, Alaska schools and training programs, and Alaska-specific employment opportunities continues to expand the list of integrated interactive PLCP activities and reporting tools.

### **Quarter Highlights:**

- Annual Activation & Fee Waiver Agreements: 380 received; 47/53 school districts currently renewed, each of the districts not renewed serve fewer than 100 high school students district-wide (264 total high school students)/59 total seniors).



- AKCIS login sessions: 48,500+ Portfolio logins (18% over last year); 55,000+ login sessions (11% over last year); 1.1 M+ page views (doubled over last year).
- The AKCIS Partnership Coordinator participated in the new National Career Clusters Framework implementation planning meetings. Changes to the Career Clusters will affect AKCIS, postsecondary pathways, secondary education planning courses and district plans, Division of Vocational Rehabilitation, DOLWD Job Centers, and grant funding resources for CTE and SpEd programs.
- AKCIS Partnership Coordinator has conducted 19 training sessions for 311 educators, training providers, and students and families both in-person and virtually. Participants in the sessions represented school districts and organizations including: Kodiak Island School District, Alaska ACTE, Alaska Career Guide Advisory, Yukon Flats SD, NACTEC, Bering Straits SD, Anchorage SD Project Search, Northwest Arctic Borough SD, Nine Star, North Star Borough SD, Alaska School Counselor Association, and more.
- AKCIS Partnership Coordinator continues to support rural career coaches and advisors providing training and resources included in the AK DEED CTE Course, the Culturally Affirming Career Advisors Community of Practice, Nine Star Center for Excellence, AASB Conference, Alaska's Future Workforce, AASB IT for Small Schools, Regional ACT State Organizations, and through the online platform the Alaska Education Exchange (AKEE).

## **Alaska College & Career Advising Consortium (ACAC)**

### **Alaska FAFSA Completion Initiative (AFCI)**

ACPE has been the driving force behind the statewide [Alaska FAFSA Completion Initiative \(AFCI\)](#) whose overarching goal is to increase FAFSA completion rates in Alaska year over year through partnerships and statewide collaboration.

With the release of the *2025-26 FAFSA* on December 1, 2024, AFCI resumed [ACPE's Master the FAFSA Training](#) on December 9. ACPE's Master the FAFSA Training provides a line-by-line overview and detailed explanation of the *2025-26 FAFSA* process. Education and Workforce Development Professionals gain better understanding and navigation of the FAFSA form to ensure they can support students/families and adult learners with successful FAFSA completion. Sessions are delivered weekly, on every Monday and Thursday, from 2:00 to 3:30 pm. For the month of December, there were **72** registrants, with new ones coming in daily.

In an effort to showcase ACPE's FAFSA completion tools and resources and ensure their smooth and user-friendly delivery, the [Alaska FAFSA Completion Initiative \(AFCI\)](#) website has been recently revamped while new resources are being added regularly, to include [FAFSA Prep Step-by-Step](#) and [FAFSA Parent Guide](#).

The ongoing FAFSA completion assistance through weekly, year-round [FAFSA Wednesdays](#) has seen an uptick in participation after December 1 release of the *2025-26 FAFSA*.

Both, [ACPE's Master the FAFSA Training](#) and [FAFSA Wednesdays](#) are heavily advertised on social media, on various listservs, partner organizations' newsletters, and via direct e-communication with schools, students and families, as well as within the ACAC Network.

### Annual ACAC Training

The Annual ACAC Training is a free professional development opportunity that equips individuals with knowledge, resources, and tools to better support and guide students and adult learners in their planning and preparation for postsecondary education and career training programs in Alaska. ACAC Training fosters partnership development, and encourages engaging in statewide efforts to improve the lives of Alaskans through access to postsecondary education and career training.

This year, the ACAC Training (in its seventh year) scored another high registration (**207** individuals) and a steady attendance averaging **45-50** individuals per session. Sessions were recorded and published on [ACPE's YouTube Channel](#) for individuals who were unable to attend a live session to review at a later time, or as a refresher for others. The total number of sessions' views has been **271** since October.

## Kids2Careers Postsecondary Planning Resources

Kids2Careers (K2C) includes two primary sets of resources to help students explore and plan for their future. K2C Early Career Explorers (ECE) resources are designed for grades PK-4 and K2C Planning resources are for grades 5-12. This program design provides a seamless set of resources for educators, students, and families.

### K2C Curriculum & Planning Program Options

K2C resources and activities are designed to help students explore enrichment, dual credit programs, and career and technical education options. In addition to the K2C Curriculum program geared toward 5<sup>th</sup>-7<sup>th</sup> grade students, K2C Planning offers grade-level tools such as: Student Success Steps; Family Guiding Steps; Senior Checklist; Alaska-specific digital planning calendar; and College & Career Training Preparation Overviews.

### K2C Quarter Highlights

- **K2C Curriculum Program:**
  - School Statistics: 22 schools; 46 classrooms; 1,124 students
  - Statewide Distribution: 9 districts; 11 communities
  - Campuses: 6 in-person campus events; digital recordings & virtual tours
- **K2C Postsecondary & Career Prep Panels:**
  - Panels Completed: 3 panels; 5 classrooms
  - Panels Scheduled: 30 panels; 48 classrooms
- **K2C Postsecondary Planning Presentation:**
  - Planning Presentations Completed: 1 event; 3 classrooms
  - Planning Presentations Scheduled: 2 scheduled
- **K2C Resource Overviews:**
  - Completed: 12 completed; 3 scheduled
  - Conference Presentations: 3 completed; 1 scheduled

### Early Career Explorers

Early Career Explorers are ACPE's downloadable educational resources available for PK- 4<sup>th</sup> grade students, allowing ACPE to provide a suite of programs and resources for grades PK-16+. Each

resource set includes Teacher Guides and student activities. The I Can Be... Series and Careers Build a Community resources are also available in Cup'ik, thanks to a teacher in Chevak. These resources are available year round and usage to date is highlighted below.

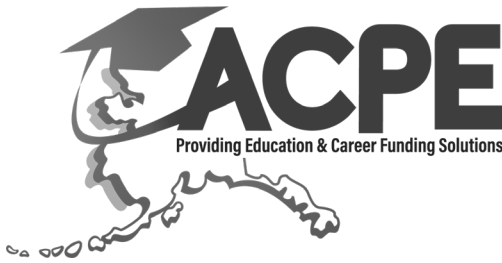
### ECE Quarter Highlights:

- **Applicant Details (Total Applicants):**
  - School Statistics: 67 schools; 335 classrooms; 4,415 students
  - Statewide Distribution: 22 districts; 37 communities
- **I Can Be Series (ICB):**
  - School statistics: 37 schools, 266 classrooms, 3,436 students
  - Statewide Distribution: 15 districts; 23 communities
- **Careers Build a Community (CBC):**
  - School Statistics: 37 schools, 266 classrooms, 3,436 students
  - Statewide Distribution: 22 districts; 35 communities
- **Career Heroes (CH):**
  - School Statistics: 49 schools, 300 classrooms, 4,099 students
  - Statewide Distribution: 20 districts; 29 communities
- **Sites using All 3 resources (ICB, CBC, & CH):**
  - 29 schools, 256 classrooms, 3,343 students
  - Statewide Distribution: 13 districts; 21 communities

**Alaska Commission on  
Postsecondary Education**

P.O. Box 110505  
Juneau, Alaska 99811-0505

Toll Free: (800) 441-2962  
In Juneau: (907) 465-2962  
TTY: Dial 711 or (800) 770-8973  
Fax: (907) 465-5316  
acpe.alaska.gov



**MEMORANDUM**

**TO:** Members, Alaska Commission on Postsecondary Education  
**THROUGH:** Kerry Thomas, Acting Executive Director  
**FROM:** Jamie Oliphant, Director of Information Support Services (ISS)  
**DATE:** 12/23/2025  
**SUBJECT:** ISS activities

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**Completed Projects, Efficiencies and Security Updates**

This past quarter ISS continued to focus on updating procedures and processing, routine security updates and continuations of the following projects:

**Alaska Student Aid Portal (ASAP) Updates:** Continuation of updates to implement changes per the passage of HB 148 for the Alaska Performance Scholarship.

**Software Renewals:** Reviewing different software and licensing options for managing servers, Microsoft and our content management system used for the public website. Current licensing is due to expire next fiscal year. ISS has been analyzing cost structures and testing different options to make sure we move forward with the most cost effective and functional tools.

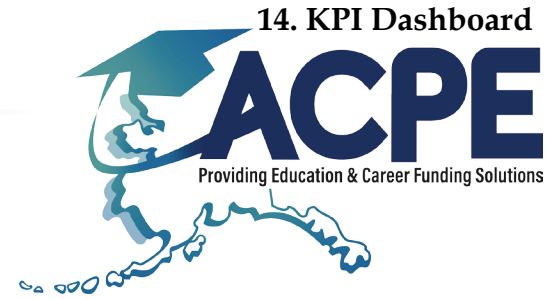
**Statistical Analysis and Referrals:** The Business Analyst team has been analyzing the way we collect and report data for statistical purposes, reviewing for accuracy and efficiencies. We have been focusing on originations reporting and internal staff referral processing.

**Windows 11:** Continuation of agency-wide roll out of upgrading the Windows platform from 10 to 11. Test machines were deployed with the expectation of full conversion early 2025.

**ISS New Hire:** We recruited for an Analyst Programmer position, per the ISS strategic plan review. An offer was made and accepted. Our new Analyst Programmer will be joining the team in Anchorage on January 6<sup>th</sup>.

Every decision made is based on our continued effort to ensure the IT infrastructure, systems and processes are operating in an accurate, secure and efficient manner.

It is a pleasure and honor serving the commission. Please feel free to contact me if there are any questions or need for additional information.



# Key Performance Indicator (KPI) DASHBOARD

## STRATEGIC PRIORITIES:

- P1** Become the education lender of choice in Alaska and for Alaskans. **KPI 1, 2, 6, 7, 8**
- P2** Increase access to, and utilization of federal and state education funding sources. **KPI 1, 3, 4, 6, 7**
- P3** Operate a sustainable organization responsive to students, customers, stakeholders, and employees. **KPI 1, 9, 10, 11, 12, 13, 14**
- P4** Position ACPE to help bridge the gap in Alaska's current and future workforce needs. **KPI 5, 15, 16**

### Dashboard Key

- Measurable Target
- Current Status

Strategic priorities are achieved by meeting the seven goals. Progress towards meeting each goal is measured by the KPIs. *\*Target values based on FY24 totals (data through June 30, 2024, unless otherwise indicated)*

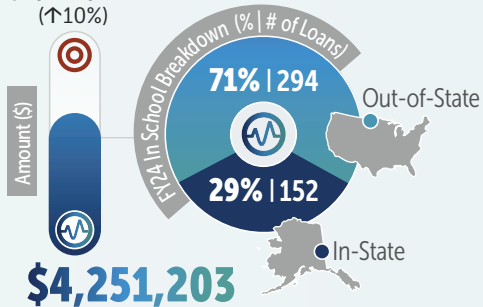
### GOAL #1: Offer loan program responsive to consumer and organization needs

STRATEGIC PRIORITIES MET: **P1** **P2** **P3**

#### KPI-1 Loan volume:

In school (ASEL + FEL)  
Target based on FY24 total: \$5,992,543

\$6,591,797  
(↑10%)



\$4,251,203

Refinance (REFI)  
Target based on FY24 total: \$2,684,645 (42 loans)

6 Loans: \$2,953,110 (↑10%)  
\$281,166

### GOAL #2: Increase visibility, understanding and awareness of ACPE and its products, resources, partnerships, and programs

STRATEGIC PRIORITIES MET: **P1** **P2** **P3** **P4**

#### KPI-1 SEE GOAL #1

#### KPI-2 Alaska loan market share:

Based on annual in school loan originations  
Target based on FY24 total: 36.1%



#### KPI-4 FAFSA completion trends:

Target based on FY24 total: 29,377



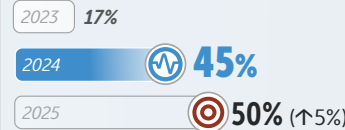
#### KPI-5 Complete inventory and tangible commitments:

new info coming FY2026

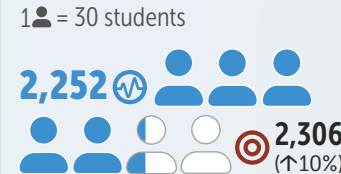
STAY TUNED

#### KPI-3 Trends in APS:

APS eligibility  
Target based on class of 2024: 45%



APS use  
Target based on FY24 total: 2,119



### GOAL #3: Enhance & refine financial planning resources for appropriate target audiences

STRATEGIC PRIORITIES MET: **P1** **P2**

#### KPI-6 Utilization of financial planning resources:

Constant contact usage  
Target based on FY24 total: 80,000



Open rate of content sent  
Target based on FY24 total: 53%



### CHANGE TOWARDS TARGET:

- 
- 
- 
- 

2024-25 PROGRESS	DATE			
	9.30.24	12.31.24	3.31.25	6.30.25
Strategic Priority #1	↑	—	—	—
Strategic Priority #2	↑	—	—	—
Strategic Priority #3	↑	—	—	—
Strategic Priority #4	NA	NA	—	—

- Measurable Target
- Current Status



# Key Performance Indicator (KPI) DASHBOARD

\*Baseline data is through June 30, 2024, unless otherwise indicated

## GOAL #4: Modernize and streamline the customer experience

STRATEGIC PRIORITIES MET: **P1** **P2** **P3**

### KPI-7 Trends in application funnel:

Incomplete applications



Submitted applications



Disbursed loans



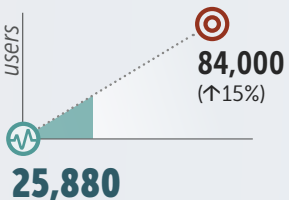
### KPI-8 Trends in customer satisfaction ratings:

new info coming FY2026

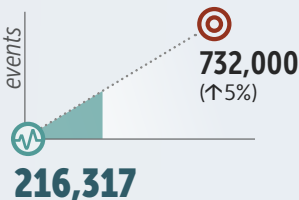


### KPI-9 Trends in website engagement:

Number of users  
Target values based on FY24 total: **73,000**



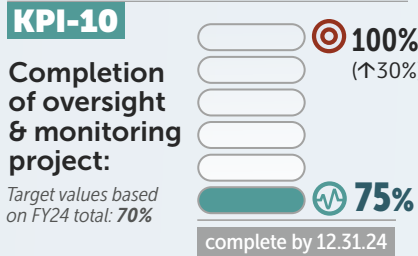
Number of web events  
Target values based on FY24 total: **697,116**



## GOAL #5: Improve operational efficiency and financial sustainability of the organization

STRATEGIC PRIORITIES MET: **P1** **P2** **P3**

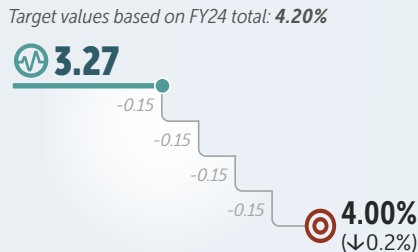
### KPI-1 SEE GOAL #1



### KPI-11 Non ASLC funding sources:

new info coming FY2026

### KPI-12 Operational cost as an established percentage of income generating assets:



## GOAL #6: Foster an environment where employees thrive as the agency evolves

STRATEGIC PRIORITIES MET:   **P3**

### KPI-13 Trends in employee satisfaction ratings:

new info coming FY2026



### KPI-14 TBD: Action item based on results of KPI-13

new info coming FY2026



## GOAL #7: Identify the current state of higher education programs and resources in Alaska

STRATEGIC PRIORITIES MET:    **P4**

### KPI-15 Complete inventory:

new info coming FY2026



### KPI-16 Tangible commitments:

new info coming FY2026



new info coming FY2026



new info coming FY2026



15. Determine January 2026 Meeting Date

# January 2026

January 2026							February 2026													
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa							
	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
11	12	13	14	15	16	17	8	9	10	11	12	13	14	8	9	10	11	12	13	14
18	19	20	21	22	23	24	15	16	17	18	19	20	21	15	16	17	18	19	20	21
25	26	27	28	29	30	31	22	23	24	25	26	27	28	22	23	24	25	26	27	28

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Dec 28	29	30	31	Jan 1, 26	2	3
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	31

**State of Alaska**  
**Commission on Postsecondary Education**  
**Resolution of Appreciation 2024.03**

**WHEREAS**, Commissioner Karla Head, as a representative of the general public, served as a member of the Alaska Commission on Postsecondary Education from June 2022 to October 2024; and

**WHEREAS**, Commissioner Head supported the mission of the Alaska Commission on Postsecondary Education; and

**WHEREAS**, Commissioner Head, in her capacity as Director of the Alaska Technical Center, worked to assist the Commission in providing sustainable solutions for college, career and technical training.

**NOW, THEREFORE BE IT RESOLVED**, that the members of the Alaska Commission on Postsecondary Education and its Staff officially recognize Commissioner Head's service as a member on the Commission and extend their statement of appreciation for her support and contributions to the Commission's efforts; and

**BE IT FURTHER RESOLVED**, that their Resolution be appropriately engrossed and conveyed to Commissioner Head with a copy to be incorporated in the official minutes of the January 9, 2025 meeting of the Commission.

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John Brown, Chair

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Kerry Thomas, Acting Executive Director

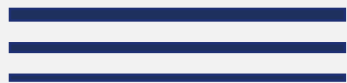


# ALASKA COMMISSION ON POSTSECONDARY EDUCATION

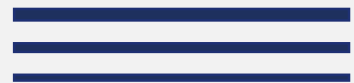


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## MISSION MOMENT



ACPE



**Administrative Action Log**  
(2<sup>nd</sup> Quarter 2025)

**Executive Director Decisions**

DATE	DESCRIPTION	ACTION TAKEN
10/16/2024	Settlement for TSI account	Counter offered

## Commissioner Affiliations

Member	Current	Former
Joshua Biccharella	Alaska Commission on Postsecondary Education- Chair Logans Janitorial- Owner Anchorage, Wasilla, Palmer, Big Lake Chamber of Commerce- former affiliation Wasilla Government Affairs Committee- former affiliation Alaska Postsecondary Access and Completion Network Director- former affiliation Pi Alpha Alpha & Golden Key Society Member- Walden Chapter Meadow Lakes Community Council Member- former affiliation Special Olympics of Alaska- Volunteer	Charter College- Program Manager
John Brown	Alaska School Administrative Certificate Alaskans for Palmer Hayflats (APH) Alaska School Teaching Certificate BodhiAK Consulting (owner/operator) - Building Design Committee of Mat-Su Central School	Academic Advisory Council of Mat-Su Central (AAC) Alaska Council of School Administrators (ACSA) Alaska Association of Elementary School Principals (AAESP) Alaska Association of Secondary School Principals (AASSP) Mat-Su Principal Association (MSPA) Wasilla Chamber of Commerce (WCC)
Justina Hamlin	Student Union President of Kenai Peninsula College Member - Coalition of Student Leaders	
Karla Head		
Representative Julie Coulombe	Alaska State House of Representatives	
Trish Zugg	Association for Career & Technical Education – Region V Policy Committee Alaska Workforce Investment Board Alaska Commission on Post-Secondary Education Alaska Teaching Certificate/CTE Program Administrator CTE Consultant	Alaska Association for Career & Technical Education (Past-President)

## Commissioner Affiliations

Member	Current	Former
Senator Löki Tobin	Alaska State Senate	
Paula Harrison		
Karen Perdue		
Lorri Van Diest	Alaska Licensed Professional Counselor Alaska School Teaching Certificate Alaska School Counselor Certificate Alaska Commission of Post-Secondary Education Member ACPE Executive Committee Member Second Vice-Chair of Alaska State Board of Education CTE & Cultural Education Committee Chair (State Board) Health & Safety Committee Member (State Board) Lazy Mountain Community Council Secretary & Treasurer (Past President) Mendeltna Community Church Member	
Donald Handeland	American Society of Civil Engineers Alaska Professional Civil Engineer	Alaska State Board of Education and Early Development Alaska Association of Student Governments State Officers Compensation Commission
Keith Hamilton	Alaska Christian College, President Alaska Commission on Postsecondary Education, Commissioner Certified-Christian Non-Profit Leader, Azusa Pacific University Evangelical Covenant Church Ministerium, Member Kenai Peninsula Alaska Ministerial Association, Member Kenai Peninsula Executive Directors Association, Chair North Park University, Board of Trustees Alaska State Personnel Board, Member Soldotna Chamber of Commerce Seattle Pacific University, Board of Trustees	Alaska Children's Trust Steering Committee; Alaska Juvenile Justice Advisory Council; Arctic Barnabas Ministry, Board Member; Covenant Bible College Midwest, Board Vice Chair; Evangelical Covenant Church, National Board of Christian Formation; Faith Based and Community Initiatives Advisory Council, Member; Mission Springs Conference Center, Scotts Valley, CA, Board Member; New Hope Counseling Center, Ex-Officio Board Member; Sexual Abstinence

Commissioner Affiliations

Member	Current	Former
	Cascades Camp and Conference Center, Board of Directors, Board Treasurer	Curriculum Task Force, Rocklin Unified School District, Member; Task Force on Postsecondary Education, Member
Brittany Williams	Alaska Christian College - Registrar and Assessment Coordinator Jubilee Worship Center - Member Association for Biblical Higher Education - Peer Evaluator	Alaska Teacher Credentials Kenai Peninsula Borough School District - Former Teacher Chi Alpha Campus Ministries Educators Rising Alaska (formerly Future Educators of Alaska)

## ACPE FUTURE MEETING SCHEDULE

Spring 2025 Quarterly Meeting	April 10, 2025
Summer 2025 Quarterly Meeting	July 24, 2025
Fall 2025 Quarterly Meeting	October 9, 2025

2024

# Alaska Commission on Postsecondary Education Acronyms

Kerry Thomas  
Acting Executive Director

Updated 03-2022

## ACRONYMS AND TERMS FOR ALASKA COMMISSION ON POSTSECONDARY EDUCATION (ACPE)

65 by 2025	Initiative of the Alaska Postsecondary Access & Completion Network, funded by a Lumina grant, to increase the percentage of working-age Alaskans who will have a postsecondary credential to 65% by the year 2025.
Accreditation	Accreditation is a peer review process that examines competency, authority, or credibility of a higher education institution. Alaska requires that colleges and universities operating in the state be accredited by a body recognized by the Secretary of Education. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality and that credits are transferrable.
Alaska Education and Workforce Outcomes Database (Outcomes)	Statewide Longitudinal Data System (SLDS) developed to manage, analyze and evaluate outcomes of educational programs and services. Outcomes is a partnership between the University of Alaska, Alaska Department of Education & Early Development, Alaska Department of Labor & Workforce Development and ACPE. Outcomes replaces the ANSWERS system.
American Education Services (AES)	American Education Services. (AES) is a Federal Family Education Loan Program (FFELP) and private (alternative) student loan national servicer, owned by the Pennsylvania Higher Education Assistance Agency (PHEAA). AES services ACPE's legacy FFELP portfolio.
Alaska Career Information System (AKCIS)	AKCIS is a web-based statewide service offered by 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. AKCIS is offered in all 54 school districts.
Alaska College and Career Advising Corps (ACAC)	Designed under a federal College Access Challenge Grant (CACG), ACAC provides training and information resources to partners and volunteers across the state who are committed to developing a postsecondary education culture and helping Alaska's students access and benefit from postsecondary education and career training. The program includes mentoring through the FAFSA Time Alaska, Apply Now Alaska and Decision Day Alaska programs
AlaskAdvantage	The trademarked name of a now-discontinued suite of ACPE education loan programs and services that offered benefits or outreach to Alaskans and to the organizations that serve Alaska's students. This program ended when the Department of Education



	discontinued the Federal Family Education Loan Program (FFELP).
Alaska Education Grant (AEG)	A state need-based grant ranging from \$500 to \$2,000 per academic year for qualifying Alaska residents attending participating Alaska postsecondary institution. AEG awards are funded by the Alaska Higher Education Investment Fund (HEIF), and operating costs are absorbed by ACPE.
Alaska Navigator: Statewide Workforce and Education-Related Statistics (ANSWERS)	ANSWERS is the State of Alaska's P-20W Statewide Longitudinal Data System. ANSWERS was developed to 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. The system has been rebranded and is now known as the Alaska Education and Workforce Outcomes Database (Outcomes)
Alaska Performance Scholarship (APS)	Alaska's state performance-based scholarship 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 (Alaska CAN or The Network)	The Network, is a non-profit organization originally created by ACPE under a federal College Access Challenge Grant (CACG). The Network focuses on increasing postsecondary access and success in Alaska and promulgated the state's 65 by 2025 attainment goal. Board members represent secondary and postsecondary education, business, rural and urban areas, and community nonprofits. It establishes a network for members to share best practices, tools and resources relating to college access and success.
Alaska Presence Benefit	A legacy annual credit to qualifying borrowers' loan principal balances to 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. This benefit is not offered on new loans.
Alaska Student Aid Portal (ASAP)	ACPE web portal 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)	The state corporation that funds the student loan programs and ACPE's operating budget. 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 and the Commissioners of Revenue, Administration and Community & Economic Development).
Alaska Supplemental Education Loan (ASEL)	Alaska's state 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.
Annual Percentage Rate (APR)	The Annual Percentage Rate (APR) is the yearly cost of borrowing a loan, shown as a percentage of the amount borrowed. Because APR is calculated the same way on different loans from different lenders, the APR also allows applicants to compare loans with different terms and conditions.
Apply Now Alaska	An initiative coordinated statewide by ACPE and based on the American College Application Campaign model, to assist first-generation and low-income high school students as they navigate the complexities of the admissions process to postsecondary institutions. The event season runs from November to February.
Ascendium Education Group (AEG)	ACPE's federal loan guarantor, located in Madison, Wisconsin. Formerly known as Great Lakes Higher Education Guarantee Corporation.
Award Letter	An official document issued by a school's financial aid office that lists the financial aid offered to the student through the school. It provides details 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 ACPE the authority to garnish wages of a borrower who has defaulted on their state loan, without the need for a court order. 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)	This program, which is no longer funded, was funded by private donations and offered forgivable loans to full-time students in a fisheries-related degree or certificate program.
Borrower Benefits	Interest rate reductions and account credits that reduce the overall cost of borrowing. ASLC benefits are variable and are evaluated and approved annually based on cash flows and costs estimates.

Campus-Based Aid	Financial aid programs administered by the student's school. The federal government provides the school with a fixed annual allocation, which is awarded by the financial aid administrator to qualifying students. 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.
Capitalized Interest	Unpaid interest charges added 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. Interest is generally capitalized when there is a change in the status of the loan at a time when there is unpaid interest outstanding, such as going from deferment to repayment status. Borrowers can significantly reduce their costs by paying interest each month, even if a payment is not due.
Clearinghouse (or National Student Clearinghouse (NSC))	A non-profit association that maintains a comprehensive electronic registry of postsecondary student records provided by the participating schools. Over 2,700 colleges, 91% of the nation's enrollment, participate. 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.
Cohort Default Rate (CDR)	<p data-bbox="574 1383 1414 1703">A measurement of loan cohort performance that identifies the percent of the cohort that is in default at a given time. Cohorts may include schools, states, or calendar groups. Alaska loan cohort rates are calculated annually based on loans entering repayment between January 1 and December 31 of the cohort year, which are greater than six months (180 days) past due at the end of the first 12 months of repayment and have not previously defaulted. These calculations differ from the federal cohort default rate calculations.</p> <p data-bbox="574 1730 1414 1902">The US Department of Education cohort default rate is calculated as the percentage of borrowers who entered repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans between Oct. 1<sup>st</sup> and Sept. 30<sup>th</sup> of a given year and subsequently defaulted prior</p>

	to Sept. 30 <sup>th</sup> two years later (for example, the 2016 CDR is calculated on student loans entering repayment between Oct 1, 2015 and Sept 30, 2016 and subsequently default prior to Sept 30, 2018).
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.
Consolidation Loan	A loan that combines several student loans into one bigger loan from a single lender. The consolidation loan pays off the balances on the other loans. ACPE no longer offers a consolidation loan; however, federal consolidation loans are still available.
Cosigner	A cosigner is responsible for loan repayment if the borrower fails to repay it. Borrowers who do not meet ACPE's credit requirements must provide a cosigner who meets those requirements. Also called an endorser.
Cost Of Attendance (COA)	Also known as the cost of education or budget. The total 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. Schools establish standard budgets for students: living on-campus and off-campus, married and unmarried, and residents and nonresidents.
Credit Rating or Credit Score	Credit ratings or scores are calculated by credit bureaus based on an individual's past debt and repayment history. 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. Credit scores generally range from 300 to 850, with the 2019 Alaska average score being 675.
Credit Reporting	ACPE reports the current status of all accounts to national credit bureaus monthly, which impacts the borrower's credit rating. Accounts that are 60 or more days delinquent are reported past due.
Dear Colleague Letter (DCL)	An official communication to schools and lenders that explains and clarifies the federal Department's guidance regarding federal regulations and statutes. Also known as a Dear Partner Letter.
Decision Day Alaska	An initiative, derived from the national College Decision Day, to recognize high school seniors for their postsecondary educational plans and encourage younger students and families to prepare

	early for postsecondary education. The event season runs from May to June.
Default	Failure to make monthly payments on the loan as agreed, or failure to abide by terms and conditions of a loan promissory note (PN). ACPE borrowers who default may be subject to wage and PFD garnishment and transferred to a collection agency, among other consequences.
Default Rate	The general definition of default rate is the measure as a percentage of borrowers who failed to make scheduled payments in a specified date range. See also Cohort Default Rate CDR.
Deferment	A period of time during which a borrower is allowed to postpone repaying the loan. With the exception of federal subsidized loans, interest continues to accrue during deferment periods. A borrower can postpone paying the interest charges by capitalizing the interest, which increases the size of the loan. Most loan programs allow students to defer their loans while they are in school at least half-time. A borrower who defaults on a loan loses eligibility for a deferment on that loan.
Dependent	For purposes of completing the FAFSA, a dependent student is generally one who is unmarried and under 24 years old. Federal need-based aid to dependent students is awarded based on their parents' income.
Direct Loans (DL)	<p>The William D. Ford Federal Direct Loan Program (AKA the Direct Loan Program) is a federal program through which the federal government makes student loans. Loans may be subsidized for students considered high need under the FAFSA formula, meaning that the loans have very low rates and the federal government pays the interest during the in-school period and during certain other deferments.</p> <p>Generally, ACPE's interest rates are the next lowest option for Alaska students, after subsidized loans.</p>
Direct Payment (ACH)	Automatic electronic debit from borrower's bank account each month for loan repayment. Borrowers making direct payment at ACPE receive a 0.25% 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, for example if the student receives a deferment. A disclosure may also be called a truth-in-lending statement or a statement of loan terms.

Due Diligence	The process of exercising a servicer's responsibility for collecting on a loan.
(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 education.
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	The Education Finance Council is an association representing the nation's nonprofit and state-based student loan and finance organizations. These public purpose organizations are dedicated to the single purpose of making college more affordable.
Education Loan Management Resources (ELM)	Education Loan Management Resources created a uniform data exchange network for student loan processing. This technology platform allows lenders to exchange critical loan data with schools efficiently.
Expected Family Contribution (EFC)	The amount the family is expected to contribute to paying for a student's education, as determined by the FAFSA Federal Methodology. The EFC includes parent and student contributions, and varies according to the student's dependency status, family size, number of family members in school, taxable and nontaxable income and assets. The difference between the student's costs and the EFC is the student's financial need, and is used in determining the student's eligibility for need-based financial aid.
Fair and Accurate Credit Transactions Act 2003 (FACTA)	Federal act allowing consumers to obtain each year, free of charge, a personal credit history report, requiring that merchants omit from sales receipts all but the last five digits of a customer's credit card number, and requiring that procedures for government oversight and financial institution notification of ID theft and fraud be implemented. Amended the Fair Credit Reporting Act (FCRA).
Fair Credit Reporting Act (FCRA)	The Fair Credit Reporting Act, 15 U.S.C. § 1681, is U.S. federal law enacted to promote the accuracy, fairness, and privacy of consumer information contained in the files of consumer reporting agencies.
Fair Debt Collection Practices Act (FDCPA)	The Fair Debt Collection Practices Act, Pub. L. 95-109; 91 Stat. 874, codified as 15 U.S.C. § 1692 –1692p, designed to eliminate abusive practices in the collection of consumer debts, to promote fair debt collection, and to provide consumers with an avenue for

	disputing and obtaining validation of debt information in order to ensure the information's accuracy
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)	ACPE's FEL program provides low interest loans to families to assist in paying the costs of education for family members. Borrowers may be parents, grandparents, foster parents, or spouses.
Federal Family Education Loan Program (FFELP)	FFELP was terminated in 2009. Through FFELP, ACPE offered federally-guaranteed low-cost loans to students and parents. FFELP loans included Stafford, PLUS, Consolidated, all of which are now offered directly by the federal government.
Federal Methodology	The need analysis formula used on the FAFSA 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.
Federal Work-Study (FWS)	Program providing undergraduate and graduate students with part-time employment, usually at the school of attendance, 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 federal loans are required to meet with a financial aid administrator or participate in a distance education-counseling program 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 student 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.
Financial Literacy	The ability to understand and effectively apply various financial skills, including personal financial management, budgeting, and investing. Financial literacy helps individuals become self-sufficient so they can achieve financial stability. ACPE incorporates financial literacy education into the loan application process.
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.
FAFSA Time Alaska	FAFSA Time Alaska provides FAFSA-specific resources and training to site coordinators volunteering to host FAFSA completion events around the state. The event season runs from October to April. (Previously known as College Goal Alaska)
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.
Generally Accepted Accounting Principles (GAAP)	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 that begins when a borrower leaves school (whether because of graduation or withdrawal) 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. Payments are not due during the grace period.



Graduate PLUS Loan	A federal 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.
Great Lakes Higher Education Guaranty Corporation (Great Lakes)	ACPE's former federal loan guarantor from 2018 through early 2019 when it transitioned to Ascendium Education Group AEG as part of corporate restructuring.
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.
Higher Ed Loan Mgt System (HELMS)	Loan servicing software used by ACPE since 1996.
Higher Education Investment Fund (HEIF)	Fund established in statute for the purpose of making grants and scholarships. This fund was established to endow the Alaska Performance Scholarship (APS) and the Alaska Education Grant (AEG).
Income-Based Repayment (IBR)	IBR is a federal loan repayment option with payment caps based on income and family size. After 25 years of qualifying payments and/or economic hardship deferments, the US Department of Education 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	A student is considered independent for purposes of not including parent income on the FAFSA if the 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), homeless or at risk of being homeless. A parent refusing to provide support for their child's education is not sufficient for the child to be declared independent.
Institutional Authorization	<p>All postsecondary educational providers in Alaska, and the programs they offer, must be authorized in accordance with law as set forth in AS 14.48, or be formally determined by ACPE to be exempt from authorization. ACPE's authorization process is designed to ensure postsecondary education providers and programs meet minimum standards set out in law, relative to:</p> <ul style="list-style-type: none"> <li>• Institutional financial soundness</li> <li>• Ethical business practices</li> <li>• Educational program</li> <li>• Administrative capacity</li> </ul> <p>Authorization is a separate process from accreditation.</p>
Institutional Student Information Report (ISIR)	The electronic version of the Student Aid Report (SAR) delivered to schools. It is sent by the US Department of Education to provide information about students who completed a FAFSA and indicated they might attend that school. This report includes the EFC and is used by the school to determine eligibility for financial aid.
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. Not to be confused with capitalized interest.
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.
Lender's Interest and Special Allowance	An accounting mechanism that a lender uses to report to the Department the loans that it has made and to request from the

Request and Report (LaRS)	Department interest benefits and special allowance that it has earned, or to report payments the lender owes to the Department.
Lumina Foundation	An 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.
Medical Cancellation	In the event the borrower is permanently disabled, and therefore unable to be gainfully employed, a loan may be eligible for medical cancellation. Cancellation eligibility is, in part, determined by the loan contract the borrower signed. Alaska statute does not entitle a borrower to medical cancellation; therefore, contract law and Alaska Education Loan Regulations govern this process.
Missouri Higher Education Loan Authority (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 US Department of Education.
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.
National College Access Network (NCAN)	National non-profit organization that 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 Education Loan Management Resources (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 by check, depending on the school's preference.
National Student Loan Data System (NSLDS)	The U.S. Department of Education's central database for information about a student's financial aid.

Need Analysis	The process for determining a student's financial need using financial information provided by the student and his or her parents (and spouse, if any) on the FAFSA.
Need-Based	Financial aid based on student's ability to pay. Most government sources of financial aid are need-based.
Northwest Ed Loan Association (NELA)	ACPE's former federal loan guarantor. 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	Administrative fee paid to the lender and charged as a percentage of the loan amount as it is disbursed.
P-20W Statewide Longitudinal Data System (SLDS)	Abbreviation and acronym for the statewide longitudinal data system, which links K-12 education data to postsecondary education and workforce information.
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 to undergraduates that provides funds based on the student's financial need. The amount of the grant for 2020-21 is \$6,345.
Perkins Loan	Formerly the National Direct Student Loan Program, the Perkins Loan allows students to borrow up to \$5,500/year maximum of \$27,500 for undergraduate school and \$8,500/year maximum of \$60,000 for graduate school. 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.
Pennsylvania Higher Education Assistance Agency (PHEAA)	Pennsylvania Higher Education Assistance Agency (PHEAA) is a national provider of student financial aid services, including loan guaranty, loan servicing, financial aid processing, outreach, and other student aid programs. It conducts its student loan servicing operations nationally as FedLoan Servicing and American Education Services (AES).

Premiere Credit of North America, LLC (PCNA)	Premiere Credit of North America, LLC (PCNA) is the collection agency contracted to collect on defaulted state education loans.
Professional Student Exchange Program (PSEP)	A WICHE program that provides access for Alaska students to enroll full-time in eligible health-related degree programs that are not available in this state. Alaska pays a support fee to reserve seats in these programs, and the Alaska program participants are required to repay the support fee paid on their behalf.
Promissory Note (PN)	Legal contract between borrower and ACPE describing terms and conditions of loan.
Program Participation Application (PPA)	An institution must enter into a program participation agreement with ACPE in order to be eligible to offer state financial aid programs. The agreement sets out the requirements for compliance with state statutes and regulations governing these programs.
Public Service Loan Forgiveness (PSLF)	The Public Service Loan Forgiveness program forgives the remaining balance on federal student loans after borrowers have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer. Qualifying employers include a US federal, state, or tribal government or not-for-profit organization.
Refinance Loan	A loan that combines several student loans into one loan from a single lender. The refinance loan is used to pay off the balances on the other loans.
Skip Tracing	Skip Tracing is the process by which a lender attempts to obtain corrected borrower address or telephone information when the current address and/or phone is no longer valid.
Satisfactory Academic Progress (SAP)	Institutional requirements for satisfactory academic progress to continue receiving federal or state aid.
Student Aid Report (SAR)	Record of information from a 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 schools and ACPE is called an Institutional Student Information Record (ISIR).
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 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).
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. In Alaska, the SHEEO role is shared between the Executive Director of ACPE and the President of the University of Alaska.
Success Center	Located in ACPE's Anchorage office, Success Center staff assist students and parents through the financial aid process and postsecondary education or career training preparation.
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 who teach in a qualifying school may be eligible for forgiveness benefits.

	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
Truth in Lending Act (TILA)	The Truth in Lending Act (TILA) of 1968 is United States federal law designed to promote the informed use of consumer credit, by requiring disclosures about its terms and cost to standardize the manner in which costs associated with borrowing are calculated and disclosed. It requires publication of the Annual Percentage Rate (APR) on a loan.
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 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.
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. ACPE does not currently offer any variable rate loans.
Western Interstate Commission for Higher Education (WICHE)	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. Alaska has participated in the WICHE compact since 1955.
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)	A WICHE program that enables Alaska residents to enroll at reduced tuition rates in certain graduate programs in other western states.

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The Washington,  
Wyoming Alaska,  
Montana, Idaho Program  
(WWAMI)

Provides access to graduate medical education not otherwise available in Alaska. State residents compete only with other Alaska residents for 20 positions reserved at the University of Washington School of Medicine (UWSM) for Alaska students. 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.

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