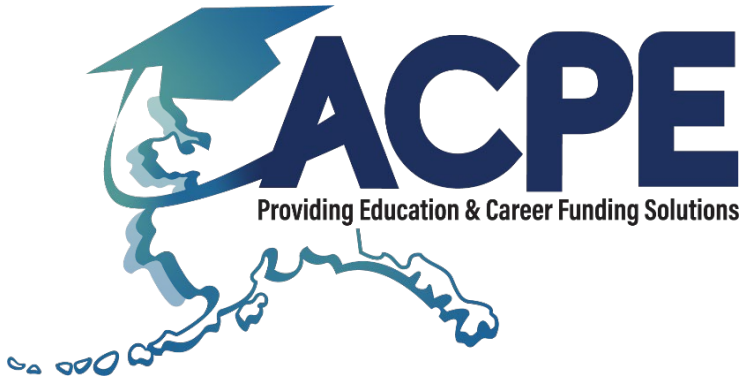




**Alaska Commission on  
Postsecondary Education**

PROVIDING EDUCATION & CAREER FUNDING SOLUTIONS

**Spring Quarter Commission  
Meeting**

*April 2, 2026*



## ALASKA COMMISSION ON POSTSECONDARY EDUCATION

[Zoom Link](#)

Meeting #: 885 8261 9421

Password: ACPE

Teleconference: 1 (888) 788-0099; Code: 885 8261 9421 #

### AGENDA

April 2, 2026

1. 10:00 A.M. Convene/Roll Call
2. \* Adoption of Agenda
  - *Suggested Motion: move to adopt the agenda of the April 2, 2026, Commission Meeting.*
3. Ethics Disclosure Relative to Adopted Agenda
4. 10:10 A.M. Ethics Act Review – Matt Stinson, Assistant Attorney General
5. 10:45 A.M. Public Testimony:
  - Individuals: 3-minute limit
  - Group Representatives: 5-minute limit
6. \* Election of Officers – Chair and Vice Chair  
ACPE Bylaws Article III, Section 3.01, **Election of Officers**. The election of officers must take place at the last regularly scheduled meeting of the current fiscal year. Newly elected officers will be seated immediately after election at that same meeting.
  - *Suggested Motion: move to approve the nominees for Chair and Vice Chair*
7. \* Approval of Meeting Minutes from January 15, 2026 Meeting of the Commission
  - *Suggested Motion: move to approve of the meeting minutes from the January 15, 2026 Meeting of the Commission.*
8. \* 11:10 A.M. AO 360 Amendment – Jackie Hall, Program Manager
  - *Suggested Motion: move to approve ACPE's amended annual regulatory plan for changes to regulations in Title 20, Chapters 15 through 19, to reduce ACPE's regulatory requirements in compliance with Administrative Order 360.*
9. \* 11:20 A.M. Approval of Professional Student Exchange Loan Program Fields of Study – Nancy Womack, Financial Aid Operations Analyst
  - *Suggested Motion: move to approve the Professional Exchange Loan Program Fields of Study as recommended by staff.*
10. 11:30 A.M. WICHE's Student Access Programs – Raymonda Burgman Gallegos, Vice President
11. 12:00 P.M. **Break**
12. 1:00 P.M. Compliance Activities Report – Tyler Eggen, Institutional Authorization Program Coordinator



## ALASKA COMMISSION ON POSTSECONDARY EDUCATION

13. \* Institutional Standards and Evaluation – Tyler Eggen, Institutional Authorization Program Coordinator
14. 1:30 P.M. Executive Director Report – Kerry Thomas, Executive Director
15. Management Team Reports
- Finance – Julie Pierce
  - Program Operations – Jackie Hall
  - Communications and Outreach – Kate Hillenbrand
  - Information Support Services – Jamie Oliphant
  - Human Resources – included in the Executive Director’s Report
16. \* 2:30 P.M. Determine April 2027 Meeting Date
- Thursday, April 1, 2027 at 10:00 A.M.
  - Thursday, April 8, 2027 at 10:00 A.M.
  - Thursday, April 15, 2027 at 10:00 A.M.
- *Suggested motion: move the Commission to hold its 2027 spring quarterly meeting on April [DAY], 2027.*
17. Mission Moment
18. Commissioner and Department Reports:
- Alaska Student Loan Corporation – Donald Handeland  
Board of Education and Early Development – Kathy McCollum  
Board of Regents – Karen Perdue and/or Paula Harrison  
Community Colleges – Vacant  
Student Representative – Stacia Goecker  
Alaska Workforce Investment Board – Trish Zugg
19. Miscellaneous:
- Administrative Action Log
  - Commission Members’ Affiliations
  - Future Scheduled Meeting Dates
    - July 23, 2026
    - October 15, 2026
    - January 14, 2027
  - ACPE Commonly Used Acronyms
20. Commissioner Closing Comments
- 21.\* 3:00 P.M. Adjournment
- *Suggested Motion: move the Commission to adjourn the April 2, 2026 Meeting of the Commission.*

\*Action Required

# EXECUTIVE BRANCH ETHICS ACT TRAINING

## ACPE

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MATT STINSON

OPINION, APPEALS, AND ETHICS SECTION

DEPARTMENT OF LAW

# PUBLIC OFFICER

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- A public employee
- A member of a board or commission
- *YOU*



# MISUSE OF OFFICIAL POSITION

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- The Grand-daddy of them all.
- AS 39.52.120

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## MISUSE OF OFFICIAL POSITION



Can't use position for *personal gain*, or to give *unwarranted benefit or treatment* to another person; (*hiring a friend who is unqualified*);



Can't use your position to secure other employment or contracts; (*I'll do this for you if you give me a job when I leave*);



Can't use your position to accept or solicit outside compensation; (*no tips for doing your job*).

# MISUSE OF OFFICIAL POSITION

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- Can't use state resources to benefit a personal or financial interest, and
- Can't take or withhold official action on matters in which you have a personal or financial interest, unless...
- It's an *insignificant interest (less than \$5,000 in a business)*, or interest possessed generally by *public at large*, or action would have *insignificant or conjectural effect* on the matter.

# BASIC PREMISE – CONFLICTS OF INTEREST

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- Avoid substantial and material conflicts of interest.
  - The basic premise of the Act.
- You and your immediate family members may not benefit financially or personally from your position and actions as a state officer.
- You may not confer unwarranted benefits on others.

# \$\$ FINANCIAL INTEREST \$\$

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- An interest held by *you or an immediate family member* which includes *involvement or **ownership in a business***, including property, or a professional or private relationship that is *the **source of income*** or from which you have received or expect to receive income.
- Also means **holding a position** in a business, such as officer, director, trustee, partner, employee, or a position of management.

# PERSONAL INTEREST

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- An interest held by *you or your immediate family*, including **membership** in any organization – fraternal, nonprofit, charitable, for profit, political – from which you **derive a benefit**.
- **“Membership” broad definition: not just voting member, even advisory, on the rolls.**

# BENEFIT

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- ***Anything that is to your advantage or self-interest***, or from which you gain financially, including dividend, pension, salary, acquisition, agreement to purchase, transfer of money, deposit, loan, promise to pay, grant, contract, lease, money, goods, services, privileges, patronage, advantage, advancement, or anything else of value.
- Very broad definition: ***If you like it, it's a benefit.***

# IMMEDIATE FAMILY MEMBER

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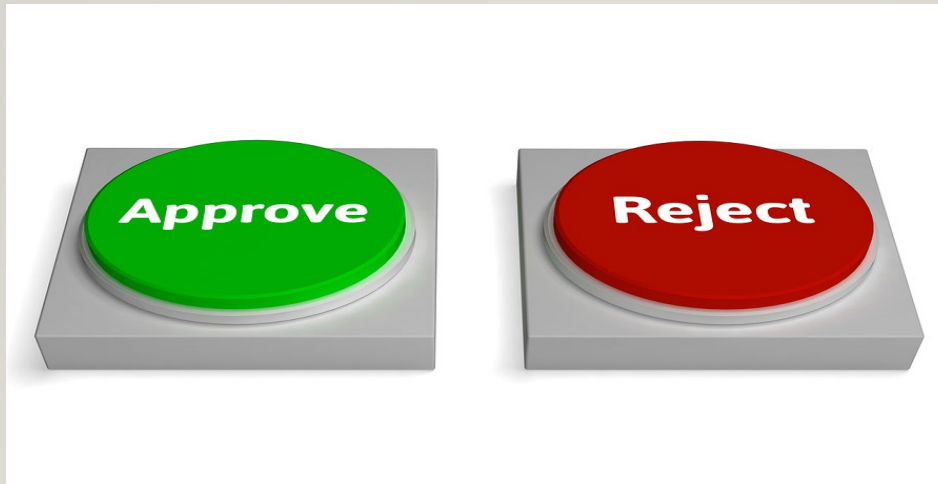
- Spouse
- Cohabiting Conjugal partner
- Children, step-children
- Parents, siblings, grandparents, aunts, uncles
- Parents-in-law, brother and sister-in-law
- *That's your family*



# OFFICIAL ACTION

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- Giving advice, *participating*, assisting, making a *recommendation*, making a decision, approving, disapproving, voting, or other similar action by a public officer.



# HOWEVER...

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- The Act does recognize that *independent pursuits should not be discouraged.*
- Public officers are pulled from society.
- *Some minor and inconsequential conflicts of interest are unavoidable.*
- *Such as....*



# INSIGNIFICANT OR CONJECTURAL

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- If your action or influence would have insignificant or merely conjectural effect on a matter, the conduct is not prohibited.
- Example: using work phone to check on babysitter or make a personal call. (But not managing your rental unit.)
- *Mere appearance of impropriety not enough, needs to be an actual conflict.*

# GIFTS

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- Can't accept or solicit a gift if that gift is intended to influence your action or judgment in your official duties.
- Gifts are money, services, loans, travel, entertainment, hospitality, lunch, a place to stay, tickets to an event....



# GIFTS

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- All gifts from lobbyists are presumed to be improper (unless they are an immediate family member, or long-time family friend...but even that is risky.)



# GIFTS

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- A gift worth more than \$150 to you or your immediate family must be reported if:
- You could take official action that would affect the gift-giver, or
- The gift is being given to you because of your position as a public employee.

# GIFTS

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- A gift of an amount less than \$150 should still be disclosed if one could “reasonably infer from the circumstances” that the gift was intended to influence your action or judgment.
- When in doubt, DISCLOSE!

# GIFTS

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- Any gift received from another government, regardless of value, must be disclosed. This includes foreign, federal, state, municipal, and tribal governments.



# GIFTS, ETHICS ACT, FAMILY

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- You must report a gift that a family member receives if it would be reportable if you received it.



# INFORMATION

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- AS 39.52.140
- A **current or former public officer** may not disclose or use information gained in the course of official duties that could in any way result in a benefit to the officer or their immediate family member, if the information ***has not been publicly disseminated***, or is ***confidential by law***.

# NON-PUBLIC AND CONFIDENTIAL INFORMATION

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- It is only publicly disseminated if follows 9 AAC 52.070:
- Newspaper, broadcast, press release, newsletter, legal notice, non-confidential court filing, published report, agency's website, Alaska Online Public Notice System, public speech, public testimony.



- NOT just if discoverable under FOIA request.

# POST STATE EMPLOYMENT, 39.52.180

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- After leaving state service
- ***Two-year restriction*** on
- ***A matter***
- For ***compensation***
- In which you ***participated personally and substantially***
- Through the exercise of ***official action***
- *(each phrase subject to interpretation and analysis; all must be met)*

# WHAT'S THE MATTER?

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- “**Matter**” includes case, proceeding, application, contract, determination, proposal or consideration of a legislative bill, a resolution, a constitutional amendment, or other legislative measure, or proposal, consideration, or adoption of an administrative regulation. AS 39.52.180(a)
- “Matter” does not include the general formulation of policy. 9 AAC 52.100
- Construed narrowly (a continuation or Part 2 not the same matter).

# DON'T TAKE IT PERSONALLY

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- For purposes of AS 39.52.180(a), routine processing of documents, general supervision of employees without direct involvement in a matter, or ministerial functions not involving the merits of a matter under consideration by an administrative unit ***do not constitute personal or substantial participation in a matter*** by a public officer. 9 AAC 52.100

# MAKE IT OFFICIAL

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- **“Official action”** means advice, participation, or assistance, including, for example, a recommendation, decision, approval, disapproval, vote, or other similar action, including inaction, by a public officer.

AS 39.52.960(14)



# POST-STATE EMPLOYMENT EXCEPTIONS

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- Can contract with former agency.
- Can get public interest waiver (approved by your agency and the Attorney General).
- AS 39.52.180(b)(c)

# POST-STATE EMPLOYMENT

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## One-Year Bar on Lobbying

- Under AS 39.52.180(d), persons leaving state service in certain positions may not work as a registered lobbyist for one year after leaving state service. The restriction includes: ...
- (6) A member of a state board or commission that has the authority to adopt regulations. (ACPE is not exempted under AS 08.01.010).
- (7) A member of a governing board and executive officer of a state public corporation.
- This subsection does not prohibit service as a volunteer lobbyist described in AS 24.45.161(a)(1) or a representational lobbyist as defined under regulations of the Alaska Public Offices Commission.

# IMPROPER INFLUENCE IN STATE GRANTS, CONTRACTS, LEASES, OR LOANS.

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- The Ethics Act prohibits you and members of your immediate family from receiving certain state grants, contracts, leases, and loans.
- Neither you nor any member of your immediate family may attempt to acquire, receive, apply for, be a party to, or have a personal or financial interest in a state grant, contract, lease, or loan **if you may take or withhold official action affecting the award, execution, or administration of that grant, contract, lease, or loan.**

# IMPROPER INFLUENCE IN STATE GRANTS, CONTRACTS, LEASES, OR LOANS.

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- Some exceptions:
- You and your family members may have interests in **competitively solicited grants**, contracts, and leases, unless
  - you work for the administrative unit awarding the grant, contract, or lease;
  - you work for the administrative unit for which the grant, contract, or lease is awarded; or
  - you actually take official action on the award, execution or administration of the grant, contract, or lease.

# IMPROPER INFLUENCE IN STATE GRANTS, CONTRACTS, LEASES, OR LOANS.

- 
- Some exceptions:
  - You and your immediate family members may have interests in a
    - **loan that is generally available to members of the public, and**
  - **subject to fixed eligibility standards.**
  - As long as you do not actually take or withhold official action affecting the award, execution, or administration of that loan.

# AIDING IN A VIOLATION

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- The Ethics Act prohibits you from knowingly helping another person covered by the Act to violate the Act.

# POLITICAL PURPOSES

## AS 39.52.120

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- Cannot use state funds, equipment, or facilities for *partisan political purposes*.
- These are activities that are intended to benefit or harm a candidate, potential candidate, political party or group.

# THE ACT AS SWORD AND SHIELD

## THE SHIELD

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- Ethics Act can be used as a sword, but also as a shield to protect you.
- Provision that if you seek advice, with full disclosure of facts, and follow that advice, you are protected.
- Caveat: Any ethics complaints against G and LG go straight to the Personnel Board and are assigned to independent counsel.



# REPORTING PROVISIONS

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- The Ethics Act works by relying on you to report your own gifts and interests in state grants, contracts, leases, and loans.
- The Ethics Act also relies on you to report to your designated ethics supervisor any situation that might produce a violation of the Act.
- If you have doubts about what the Ethics Act requires you to do in a particular situation, you should **seek advice from your designated ethics supervisor.**

## 35 REPORTING PROVISIONS

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A **member of a board or commission** whose involvement in a matter might violate the Ethics Act must **disclose** that matter:

- (1) **on the public record** and
- (2) **in writing** to both the designated ethics supervisor and the attorney general.

## 36 REPORTING PROVISIONS

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When a **member of a board or commission** discloses a potential violation of the Ethics Act, the designated ethics supervisor will determine whether the member's involvement violates the Act.

The designated ethics supervisor will provide copies of the **written determination** to the member and to the attorney general.

Like the disclosure itself, the designated ethics supervisor's determination is also disclosed at a meeting on the public record.

## 37 REPORTING PROVISIONS

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If any member of the board or commission **objects** to the designated ethics supervisor's determination, or if the **chair** discloses a potential Ethics Act violation, the members present at a meeting (other than the disclosing member) must **vote** on whether the disclosing member may participate in the matter.

## 38 REPORTING PROVISIONS

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- If a **majority** of the members voting determines that a violation of the Ethics Act would exist, **or**
- the **chair rules** that there would be a violation and **no one objects** to the chair's ruling,
- the member making the disclosure **must refrain from voting, deliberating, or participating** in that matter.

## 39 REPORTING PROVISIONS

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A disclosing member who violates the Ethics Act in taking or withholding an action will not be liable for the violation **if**

- the member **acted in accordance** with the chair's (or board or commission's) determination;
- the member **fully disclosed** all relevant facts to the chair (or board or commission); and
- the **attorney general has not advised** the member, chair, board, or commission that the action violates the Ethics Act.

## 40 REPORTING PROVISIONS

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A designated ethics supervisor may request **advice from the attorney general** when determining whether an employee – or member of a board or commission – is involved in a matter that might lead to a violation of the Ethics Act.

Boards and commissions may also seek advice from the attorney general when making those determinations.

## 4 | COMPLAINT PROCEDURES

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The Ethics Act also provides procedures for filing complaints alleging violations of the Act.

A complaint must

- be in **writing**;
- be signed **under oath**; and
- contain a **clear statement** of the details of the alleged violation.

# WHO TO CALL

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- Matt Stinson, Ethics Counsel 269-6612
- Jennifer Williams, Ethics Counsel Paralegal, 375-7774
- The Commission's Chair is the DES for the Board.



## **MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026**

The 2026 Winter Quarterly Meeting of the Alaska Commission on Postsecondary Education (ACPE), conducted via distance delivery, originated from the office of the Commission at 3030 Vintage Boulevard, Juneau, Alaska on January 15, 2026. Chair Zugg called the meeting to order at approximately 10:01 a.m.

### **ATTENDEES**

Commission Members present for all or portions of the meeting: Chair Trish Zugg, Vice Chair John Brown, Representative Ashley Carrick, Commissioner John Bardsley, Commissioner Anastacia Goecker, Commissioner Keith Hamilton, Commissioner Donald Handeland, Regent Paula Harrison, Commissioner Kathryn McCollum, Regent Karen Perdue, and Commissioner Brittany Williams.

Commission Member absent: Senator Löki Tobin

Commission Staff present for all or portions of the meeting: Executive Director Kerry Thomas, Director of Communications and Outreach Kate Hillenbrand, Director of Information Support Services Jamie Oliphant, Chief Finance Officer Julie Pierce, Institutional Authorization Program Coordinator Tyler Eggen, Program Manager Jackie Hall, Program Coordinator Kordel Thompson, Executive Secretary Marie Bates and Assistant Attorney General Allison Baldock.

Presenter in attendance: Dr. Brian Smentkowski, Vice President and Chief Academic Officer for University of Alaska.

Institutional representatives in attendance: Renee George, Interim Academic Dean with Alaska Pacific University; Vincent Osara, Owner with Alaska Training Center; Joey Crum, Owner, Rachael Judd, Compliance and Admissions Manager, Kris Berg, Chief Operations Officer and Julia Ungroe Vice President of Finance with Northern Industrial Training; and Cynthia Booher, Dean of Nursing, Ted Walker, Full Time Nursing Instruction, Josh Swayne, President/CEO and Heather Allen, Director of Regulatory Affairs with Charter College.

### **ADOPTION OF AGENDA**

Vice Chair Brown moved to adopt the January 15, 2026 meeting agenda. Commissioner McCollum seconded the motion. By roll call vote, all members present voted aye to adopt the agenda. The motion carried.

### **ETHICS DISCLOSURE**

No potential violations were disclosed by Commission members relative to the adopted agenda.

### **APPROVAL OF MINUTES**

Commissioner Hamilton moved to approve the Minutes from the October 9, 2025 Meeting of the Commission. Vice Chair Brown seconded the motion. By roll call vote, all members present voted aye to adopt the agenda. The motion carried.



## **MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026**

### **PUBLIC TESTIMONY**

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

### **AO360 ANNUAL REGULATORY PLAN – JACKIE HALL, PROGRAM MANAGER**

Program Manager Hall presented ACPE's 2026 Regulatory Reduction Plan in response to Administrative Order 360 (AO 360), issued by Governor Dunleavy in August 2025. AO 360 requires agencies with regulatory authority to reduce discretionary regulatory requirements by 15% in 2026 and an additional 10% in 2027, for a total 25% reduction over two years. Because both ACPE and ASLC adopt regulations, each must submit formal reduction plans to the Governor's Office and Department of Law. Program Manager Hall's report focused on ACPE's plan, with ASLC's to be discussed separately at a future Corporation meeting.

ACPE established a regulatory baseline across Title 20, Chapters 15–19 of the Alaska Administrative Code, identifying 1,262 discretionary requirements. Through an internal review for outdated language, redundancies with statute, and opportunities to simplify and clarify provisions, ACPE identified 198 requirements for elimination in 2026, approximately a 16% reduction, exceeding the AO 360 target for the year. Most of these reductions are concentrated in Chapter 15 (Student Financial Aid), where ACPE plans to repeal provisions tied to loan programs the Commission no longer originates. ACPE also conducted public meetings, surveys, and comment opportunities, receiving five comments that led to targeted refinements, including updating outdated WWAMI program date language to reference application deadlines rather than fixed calendar dates.

The final section of the plan outlines a regulatory project timeline to ensure ACPE can complete the rulemaking process in time to be compliant by year's end. ACPE will break the revisions into three projects in 2026: beginning with Chapter 17 in February, Chapter 15 in March, and Chapters 16, 18, and 19 in April. This staggered approach allows the Department of Law and the Commission to process the changes more efficiently. The goal is to bring draft regulations to the Commission for approval to go out for public comment at the July 2026 meeting, complete the 30–60-day public comment period, and return to the Commission in October 2026 for final approval before filing with the Lieutenant Governor. Program Manager Hall also briefly summarized ASLC's plan, noting its much smaller regulatory footprint in Chapter 14 (126 requirements). Because Chapter 14 is already streamlined, ASLC identified only one possible regulatory reduction and has requested a waiver from the Governor's Office for the remaining reduction requirements while continuing to participate in the AO 360 reporting process.

**Vice Chair Brown moved to approve the annual regulatory plan. Commissioner Williams second the motion. By roll call vote, all members present voted aye to adopt the agenda. The motion carried.**



## MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026

*Discussion: Representative Carrick asked whether any proposed repeals would remove important program or loan requirements not already covered in statute, seeking to distinguish substantive program changes from simple clean-up of duplicative language. Program Manager Hall explained that ACPE was careful not to eliminate anything that would undermine programs, noting that most repeals remove outdated provisions tied to loan origination for programs ACPE no longer offers, while keeping all servicing and repayment rules intact. She gave examples of more notable amendments, including revising the WWAMI regulation to reference application deadlines instead of a fixed start date, removing residency language in the Alaska Education Grant (AEG) that is already stated in statute, and updating the Alaska Performance Scholarship (APS) rule to allow all students to apply using either the Free Application for Federal Student Aid (FAFSA) or ACPE's Alternative APS Application. Representative Carrick said the examples helped clarify the difference between true program changes and routine regulatory cleanup. Vice Chair Brown praised Program Manager Hall's thorough presentation and asked how ACPE promoted the public comment opportunity; Program Manager Hall explained the agency used broad outreach, direct stakeholder emails, website resources, public notices, and detailed surveys, though participation was low, similar to other agencies. Vice Chair Brown also asked whether "amendments" count toward the 15% reduction, and Program Manager Hall clarified that they do because reductions are measured by individual requirements within a regulation, not just whole sections. Looking ahead to 2027, Vice Chair Brown noted future reductions may be harder to find; Program Manager Hall agreed, explaining that this year addressed the "low-hanging fruit," while next year may rely more on revising larger provisions and potentially reducing guidance documents and supporting materials, which AO 360 also allows to count toward the overall reduction goal. Regent Perdue commended staff for the thorough work and noted that while the 25% reduction target under AO 360 is an important guideline, ACPE should focus on what makes practical sense for students and stakeholders rather than forcing reductions simply to meet a numeric goal. Chair Zugg agreed, acknowledging that smaller regulatory chapters make percentage targets harder to achieve. Regent Harrison added a caution that when duplicative language is removed, constituents may mistakenly believe requirements are eliminated, so ACPE should be mindful in how changes are communicated to avoid confusion.*

### **EXECUTIVE DIRECTOR REPORT – EXECUTIVE DIRECTOR KERRY THOMAS**

Executive Director Thomas provided a high-level overview of her quarterly report, highlighting staff efforts on AO 360 and progress finalizing implementation of HB 148 modernizing the APS. ACPE is now automating previously manual notifications for students through the Alaska Student Aid Portal (ASAP). She also described ongoing analysis of federal changes under the "One Big Beautiful Bill Act," including preparation for Workforce Pell in coordination with the Alaska Workforce Investment Board (AWIB) and Title IV institutions, and evaluating how new federal PLUS loan limits may require adjustments to ASLC loan products.

Executive Director reviewed budget and legislative context for the upcoming session, noting that the FY27 budget includes full operating funding through ASLC, and the statutory maximum draw from the HEIF, \$20 million for APS and \$10 million for AEG. She also highlighted the Governor's FY26 supplemental request to recapitalize the fund by nearly \$130 million after prior transfers. She reported that the ASLC board approved its FY25 audit and voted not to declare a dividend to the state for FY27, and she emphasized her growing collaboration with partners such as



## **MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026**

AVTEC and AWIB, as well as participation in a higher education summit hosted by National Conference of State Legislatures at the invitation of state legislators.

She then walked through ACPE's updated strategic dashboard, which now includes FY26 targets and a new employee satisfaction indicator, and noted ongoing recruitment challenges with 11 vacancies out of 51 positions. Finally, Executive Director reviewed the annual loan distribution map, pointing out that 72% of ACPE loans go to nearly 120 schools that receive only one or two loans, while only 20 schools receive five or more. With Alaska institutions representing among the top schools and ACPE holding a 34.7% in-state loan market share, she emphasized continued focus on outreach because students can save \$12,000 to \$50,000 in interest over the life of a loan by choosing ACPE over for-profit lenders.

*Discussion: Commissioner Perdue asked about the impact of upcoming federal PLUS loan changes on graduate-level healthcare programs, noting that many primary care roles such as nurse practitioners and physician assistants require master's degrees and could be affected. Executive Director Thomas explained that the U.S. Department of Education distinguishes between "professional" and "graduate" degrees for PLUS loan limits, and some fields (possibly including nursing) may not qualify for the higher professional loan caps. ACPE is analyzing recent lending patterns by degree type and working with institutions to determine whether ASLC loan limits, currently up to \$24,000 per year, may need adjustment. She committed to providing a written follow-up with more detail. Vice Chair Brown asked about trends in the national distribution of ACPE loans and whether the wide spread of one- and two-loan institutions is typical. Executive Director Thomas said this pattern is consistent with recent years and reflects where Alaska students choose to attend school, especially along the West Coast, influenced by proximity and programs like WUE. She noted interest in tracking whether more students stay in Alaska over time and agreed to bring updated trend data to a future meeting. She also clarified that students living in Alaska but attending out-of-state schools online are recorded as out-of-state loans because funds go to the institution, but ACPE does have some data on this population and will share it along with the PLUS loan follow-up. Chair Zugg added a request to monitor long-term trends in APS usage following recent program changes, particularly to understand whether increased participation could strain available funding and require prioritization decisions in the future.*

### **UNIVERSITY OF ALASKA UPDATE – DR. BRIAN SMENTKOWSKI, VP AND CHIEF ACADEMIC OFFICER**

Dr. Smentkowski opened by connecting to the earlier discussion about Alaskans living in Alaska but enrolling in out-of-state online programs. Citing older NC-SARA data (around 2021), he noted roughly 7,000 Alaskans were pursuing online degrees out-of-state and said this is an important research track to inform UA's recruitment and retention strategies. He reiterated his goal of making every UA campus a "school of first choice" for Alaskans and offered to dig deeper into the data and potentially bring it back as a future agenda item.

He reported positive momentum across the UA system, describing a strong, visible "positive vibe" on campuses and crediting leadership for fostering collaboration and innovation. Enrollment indicators continue trending upward: first-time students accepted are up 7%, spring headcount is up 3% (about 450 more students), and student credit hour enrollment is up more than 5%, with fall



## **MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026**

2025 systemwide numbers also higher than the prior year. He highlighted the Students First Action Agenda, noting nearly 30 FY26 projects focused on recruitment, retention, and graduation, backed by \$2.5 million in board-approved funding (about half invested by the first quarter) plus matching university resources, emphasizing the importance of converting recruitment into retention and retention into graduation.

Dr. Smentkowski then shared system “points of pride,” including high-impact learning such as undergraduate research, strengthened education pipelines and apprenticeships, and expanded early awareness/FAFSA completion work in partnership with ACPE. He discussed the Alaska Native Success Initiative and Arctic Leadership Initiative, emphasizing culturally responsive approaches, stronger community partnerships, leadership development, and Alaska-centered expertise in Arctic policy and research. He also touched on workforce development (including TVEP training and industry pathways), leadership transitions and searches alongside stability from interim leaders, and the shifting federal landscape, preparing for Workforce Pell with at least 110 potential qualifying programs, monitoring legal and grant uncertainties, and efforts to unfreeze terminated/frozen grants. He closed by expressing appreciation for ACPE as a key partner and invited questions.

*Discussion: Chair Zugg thanked Dr. Smentkowski for highlighting “hidden gems” within the University of Alaska (UA) and said his comments about the estimated 7,000 Alaskans taking out-of-state online programs were an “aha” moment that helped connect earlier discussion points for the Commission. She appreciated UA’s willingness to collaborate with ACPE to better understand how to attract those students back to Alaska-based education. Commissioner Williams asked whether the recent 5% enrollment growth was occurring across all programs or concentrated in certain fields. Dr. Smentkowski explained UA is currently conducting a systemwide academic portfolio review that will allow them to build trend lines by program area. While no major shifts are visible yet, he noted consistent student interest in psychology, STEM, business, and public administration, and offered to bring more detailed trend data to the next meeting. He also added that better understanding where students are choosing to enroll—especially those studying online out of state, helps UA sharpen how it communicates the value of a University of Alaska education. Both he and Chair Zugg agreed this data could help target future outreach and recruitment efforts.*

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

Tyler Eggen, Institutional Authorization Program Coordinator, presented the Compliance and Activities Report, covering IA staff work over the past quarter. He noted that 16 institutions were granted exemptions from institutional authorization after staff review, emphasizing that exemptions are not automatic and must meet statutory or regulatory criteria.

He highlighted several administrative updates handled by staff, including approvals related to Alaska Christian College and Charter College, and annual report activity for Style Starts Here Hair Academy, Wayland Baptist University, and Shear Fire Academy of Hair Design. He also noted IA



## **MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026**

staff's work supporting ACPE's regulatory reduction efforts under AO 360 and monitoring ongoing federal rulemaking changes that may affect institutional oversight.

Finally, IA Program Coordinator Eggen reported that staff approved Charter College's renewal under the State Authorization Reciprocity Agreement (SARA) and received two informal complaints during the quarter, both of which were referred back to the respective institutions for resolution.

*Discussion: Vice Chair Brown asked for clarification on the difference between an informal and a formal complaint referenced in the report. IA Program Coordinator Eggen explained that an informal complaint is typically when a student contacts ACPE unsure how to proceed, sometimes sharing concerns that may fall outside ACPE's jurisdiction or time limits, or simply seeking guidance. In these cases, staff often direct the individual back to the institution to work through the issue first. A formal complaint, by contrast, requires the student to first complete the institution's internal complaint process. If the student is not satisfied with the outcome, they may then submit a formal complaint to ACPE for review. At that stage, ACPE evaluates whether there may have been a violation of applicable statutes or regulations.*

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

#### **1. Renewal of Authorization – Alaska Pacific University (APU)**

IA Program Coordinator Eggen summarized Alaska Pacific University's application to amend its mission and renew its Authorization. APU, a small private nonprofit accredited by NWCCU with campuses in Anchorage and Palmer, offers degrees from associate through doctoral levels and holds multiple programmatic accreditations. Since its last renewal in 2021, APU has focused on serving more Alaska Native and American Indian students and maintaining its Alaska Native-Serving Institution status. The university recently adopted a new mission and vision, announced modest tuition and housing increases, and received an \$18 million gift. During ACPE's site visit, no safety or operational concerns were found, and student and staff feedback indicated compliance; however, staff identified a records issue where ID and meningitis documentation were not being captured after a system change. APU is correcting this and expects full compliance by fall 2026. Staff recommended approving the mission amendment and renewing APU's authorization for five years, contingent on accreditor approval of the new mission.

**Vice Chair Brown moved to renew Alaska Pacific University's Authorization through January 31, 2031, based upon staff recommendations. Commissioner Bardsley seconded the motion. By roll call vote, all members present voted aye. The motion carried.**

*Discussion: Commissioner Hamilton asked about APU's status regarding Alaska Native-serving or tribal designation. APU's representative, Renee George, explained that while APU already holds Alaska Native-Serving Institution status, the Board chose not to pursue a federally defined tribal college designation. Instead, APU's new mission and vision intentionally move toward self-definition as an "Alaska Native university," emphasizing*



## MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026

*sovereignty in education rather than a federal framework. As part of this shift, APU amended its bylaws to allow additional tribal organizations to become members, which would also allow those groups to nominate trustees to the Board. In follow-up, Commissioner Hamilton asked whether APU's goal of increasing Alaska Native representation on its board had been achieved. Renee George confirmed that the Board is now primarily composed of Alaska Native and Indigenous members, and the new membership structure will further strengthen tribal representation and influence in governance. Commissioner Karen Perdue congratulated APU on its recent \$18 million gift and asked how the funds would be used. APU's representative shared that, rather than spending the funds immediately, APU plans to place the gift into an endowment to generate long-term operational support, marking a strategic shift toward financial sustainability through investment rather than one-time expenditures.*

### **2. Renewal of Authorization – Alaska Training Center (ATC)**

IA Program Coordinator Eggen presented the renewal application for Alaska Training Center, now owned by E.B. and Vincent Osara after purchasing the former Alaska CNA Program in 2024. The center continues to offer a Nurse Aide Training Program, with Osara serving as a licensed RN and certified instructor. Since receiving an 18-month initial Authorization in July 2024, ATC has focused on improving student skill practice time and maintaining strong licensure outcomes, achieving an 84.8% first-time pass rate in FY25, exceeding the Board of Nursing's 80% requirement. The program was also granted a two-year renewal by the Alaska Board of Nursing, with the next review in 2026. During ACPE's site visit, no safety or compliance issues were observed, and student survey feedback was positive, with all respondents recommending the program. Staff recommended a three-year renewal of authorization through January 31, 2029, based on demonstrated compliance and dual oversight by ACPE and the Board of Nursing.

**Vice Chair Brown moved to renew Alaska Training Center's Authorization through January 31, 2029, based upon staff recommendations. Commissioner Hamilton seconded the motion. By roll call vote, all members present voted aye. The motion carried.**

*Discussion: Chair Zugg praised Alaska Training Center for its strong completion and pass rates, noting how demanding Board of Nursing compliance is for CNA programs and how important these programs are to Alaska's healthcare workforce pipeline. She emphasized that CNA training often serves as an entry point to broader nursing and healthcare careers that keep Alaskans working in-state. Vice Chair Brown asked about ATC's goal of giving students more time to practice and whether that helped students who needed extra support before testing. Owner Vincent Osara explained that they added simulation skill exams designed to mirror the real testing environment, helping students overcome test anxiety, practice timing, and smoothly transition between required skills. These simulations occur after students register for their official exam, refreshing their knowledge and improving confidence, which has contributed to improved outcomes.*

### **3. Initial Authorization – Northern Industrial Training (NIT)**

IA Program Coordinator Eggen reported the Initial Authorization application for Northern Industrial Training, submitted due to a recent ownership change to Joey Crum. NIT is a career and technical training provider based in Palmer with additional locations in Anchorage, Fairbanks, and Joint Base Elmendorf-Richardson, offering programs that prepare students for work in oil, gas, trucking, welding, and construction trades. Its programs are aligned with federal and national



## MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026

standards, including FMCSA-regulated driving courses, NCCER construction training, and American Welding Society testing certification. Training facilities include classrooms, trade shops, and heavy equipment ranges at the Alaska State Fairgrounds. Because no changes were made to programs or staffing, and all materials were submitted promptly, staff recommended granting NIT an 18-month initial authorization through July 31, 2027, the maximum allowed under Commission regulations.

**Commissioner McCollum moved to initiate Norther Industrial Training's Authorization at all locations through July 31, 2027, based upon staff recommendations. Commissioner Bardsley seconded the motion. By roll call vote, all members present voted aye. The motion carried.**

*Discussion: Commissioners asked Northern Industrial Training about its near-term goals and student profile. NIT shared that while core goals remain the same, they plan to place renewed emphasis on online and distance delivery, traveling to communities to serve place-bound students. Commissioner McCollum asked how many students use the APS at NIT; staff estimated about two currently and offered to provide exact figures later. Chair Zugg then asked about overall enrollment to understand NIT's scope, and NIT reported serving 350–450 students annually in longer programs (120+ hours) and 1,500–2,000 students overall each year, highlighting the size and reach of their training footprint.*

#### **4. Staff Report – Charter College Program Amendment**

IA Program Coordinator Eggen reported program amendment request from Charter College to add a Certificate in Practical Nursing (LPN) to its authorized offerings. The program, delivered through a mix of classroom, lab, and clinical rotations in local healthcare settings, has already received provisional approval from the Alaska Board of Nursing and will pursue programmatic accreditation through the Accreditation Commission for Education in Nursing after Commission and institutional accreditor approvals. Charter, which already operates a board-approved and ACEN-accredited Associate of Applied Science in Nursing program, anticipates enrolling about 30 Alaska students over the next two academic years. With LPN programs recently reintroduced in Alaska by other institutions after a long gap since AVTEC discontinued its program in 2016, staff found the application compliant and recommended approval contingent on required accreditor approvals.

**Vice Chair Brown moved to amend Charter College's Authorization through January 31, 2027, based upon staff recommendations. Commissioner Bardsley seconded the motion. By roll call vote, all members present voted aye. The motion carried.**

*Discussion: Commissioners asked how Charter's "Certificate in Practical Nursing" fits within the nursing pathway and whether it leads to real employment. Charter representatives clarified that the program prepares students to sit for the LPN portion of the NCLEX, placing it above CNA and below RN in the nursing continuum. Graduates can work in settings like nursing homes and clinics as Licensed Practical Nurses and often use this as a first step into nursing, gaining experience and income before later pursuing an RN. The "CPN" name is tied to accreditor rules, but functionally the program is an LPN preparation program, with licensure as the ultimate outcome. In addition to clarifying that the program prepares students for LPN licensure, Commissioner Bardsley asked whether the Commission's motion should explicitly state that approval is contingent on accreditor approvals. IA Program*



## MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026

*Coordinator Eggen explained that while Commissioners may word motions as they choose, staff typically include that contingency because the Commission does not conduct curriculum reviews and instead relies on accrediting bodies for that oversight. The question was noted as a process clarification regarding how the motion language aligns with the staff recommendation.*

### MANAGEMENT TEAM REPORTS

- Finance – Julie Pierce, Chief Finance Officer (CFO), summarized the Commission’s FY27 operating budget as included in the Governor’s proposed budget released December 11, 2025. Key changes from the FY26 management plan include increases to interagency receipts for personal services costs tied to salary and benefit adjustments, and increases to designated general funds for the APS and AEG totaling \$3.2 million and \$1.6 million respectively. General fund program receipts also saw a small increase for personal services, with no change to statutory designated program receipt funding. She also reported that at its November 6, 2025 meeting, the ASLC approved the FY25 audited financial statements and voted not to declare a dividend to the State. The next Board meeting is scheduled for February 5, 2026 to review loan limits and fixed interest rates.
- Program Operations – Jackie Hall, Program Manager, presented the Program Operations Quarterly Report (pp. 63–72), noting modest growth in Alaska Supplemental and Family Education Loan awards in Q2, along with an upward trend in refinance loans compared to the same period last year, likely driven by lower interest rates and targeted outreach to pre-qualified borrowers. She highlighted that 72% of Supplemental and Family Education Loans continue to go to students attending out-of-state institutions, a slight increase from FY25. Key operational priorities include ongoing work under AO 360 and continued implementation of HB 148 improvements to the APS, particularly finalizing the Step-Up provision and automating related reporting and communications within the Alaska Student Aid Portal. She also noted that staff are completing the 2026 APS Outcomes Report for distribution later in the month.
- Communications and Outreach – Kate Hillenbrand, Director of Communications and Outreach, highlighted the strong experience of the six-person outreach team, collectively bringing 76 years of service to ACPE, and summarized a very active quarter. The team connected with Alaskans through more than 300 information sessions, delivered 72 trainings and webinars, and provided direct outreach to roughly 2,000 individuals. Efforts are underway to improve web analytics to better understand how users interact with key pages related to FAFSA, Campus Door, and other priority content. She also noted progress from the APS Training Project Group, which is developing audience-specific trainings for counselors, educators, and financial aid staff, with early sessions receiving positive feedback. The team continues to support statewide marketing campaigns focused on FAFSA completion, the APS, and ACPE’s loan programs.
- Information Support Services – Jamie Oliphant, Director of Information Support Services reported on technology and systems work supporting ACPE. The programming team is transitioning to a new coding language to enable more flexible, user-friendly web interfaces and to automate manual staff processes for greater efficiency and longevity of systems.



## MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026

Business analysts are focused on enhancements to the Alaska Student Aid Portal to support HB 148, APS updates and improvements to the AEG. ISS is also advancing a call center upgrade from Cisco to Microsoft Teams, with staff training expected to begin next month. The networking team completed the agency's upgrade to Windows 11 and continues providing user support despite a current vacancy, with recruitment planned to fill the position next quarter.

- Human Resources – Included in the Executive Director's Report.

*Discussion: Vice Chair Brown asked how ACPE is thinking about using AI to improve efficiency. Jamie Oliphant explained that while there is active discussion and interest, ACPE is proceeding cautiously under State and internal policies—primarily using tools like Microsoft Copilot and ChatGPT for general business support, not technical coding, and only with public or non-sensitive information. She emphasized the need for staff training and clean, reliable data before broader adoption, noting that agency-wide AI use has not yet been rolled out. Chair Zugg expressed appreciation for the ISS team's behind-the-scenes work, and Commissioner McCollum asked about hiring challenges and whether positions could be recruited statewide. Executive Director Thomas clarified that positions are tied to office locations due to the two-days-per-week in-office requirement, but if recruitment difficulties persist in Juneau, ACPE may consider relocating positions to Anchorage where space allows.*

### **DETERMINE JANUARY 2027 MEETING DATE**

Vice Chair Brown moved that the Commission hold its Winter Quarterly Meeting on January 14, 2027. Commissioner McCollum seconded the motion. By roll call vote, all members present voted aye. The motion carried.

*Discussion: Commissioners discussed a motion to hold the January meeting on the 14th for consistency with this year's timing and to allow some buffer after the winter holidays. Vice Chair Brown explained the rationale as maintaining continuity while avoiding the immediate post-holiday period. Commissioner Hamilton noted a scheduling conflict that week due to prior commitments, while Regent Perdue supported the concept of giving both Commissioners and staff a bit of time after winter break before the meeting, recognizing the significant preparation required. The conversation balanced calendar continuity, member availability, and consideration for staff workload following the holidays.*

### **MISSION MOMENT**

Director Hillenbrand shared a "Mission Moment" from Julia Renfro highlighting progress within AKCIS (Alaska Career Information System) to expand customized career planning tools for specific user groups. Over the past quarter, AKCIS developed tailored career plans for partners including the Anchorage School District, iGrad homeschool group, the CIRI Foundation, and Alaska Career Guides statewide. This work supports ACPE's Mission by delivering targeted, relevant career and education planning content to students through the organizations that serve them, representing a significant but impactful effort to better connect Alaskans with college, career, and technical training pathways.

*Discussion: Chair Zugg praised Julia Renfro's work with AKCIS, emphasizing how meaningful it is that the system can be customized for districts and stakeholders rather than being a one-size-fits-all tool. Drawing on her own experience in career guidance, she noted that many vendors claim to offer the best solutions, yet Alaska already has a powerful in-state resource in AKCIS. She highlighted Julia's responsiveness to feedback from districts and partners*



## MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026

*and her dedication to refining the platform so it's truly usable and valuable for schools and career guidance efforts across Alaska, expressing sincere appreciation for her efforts.*

### **COMMISSIONER REPORTS**

- Alaska Student Loan Corporation – Commissioner Handeland was not present to give a report.
- Board of Education and Early Development – Commissioner McCollum shared that the Alaska State Board of Education completed a comprehensive review of Alaska's Education Challenge, reaffirming the continued relevance of its five strategic priorities and identifying where focused efforts can best improve student outcomes, educator capacity, and alignment with workforce and postsecondary needs. Building on this review, the Board is developing a new strategic plan rooted in those same priorities, with a resolution coming forward in January to formalize the direction and a draft plan expected for public comment in June. She also highlighted the Board's work under AO 360, noting an upcoming multi-year effort to reduce regulatory burden by 25% through reviewing and revising education regulations to remove duplicative, unclear, or unnecessary requirements while preserving essential safeguards.
- UA Board of Regents – Regent Harrison shared that the University of Alaska Board of Regents is currently focused on major leadership recruitments, including the system president and chancellors for UAF and UAA, noting that Vice President Smentkowski's earlier report covered broader strategic efforts well. Commissioner Perdue added that the search is being led by an experienced firm, WittKieffer, with Dr. Melody Rose serving as lead recruiter, and emphasized that the process allows for confidential nominations. She encouraged Commissioners to share names of strong candidates, both Alaskans and others in higher education, who might be a good fit, highlighting the desire to find innovative leadership while acknowledging the high bar set by current President Pitney.
- Community Colleges – N/A
- Student Representative – Commissioner Goecker shared students are just settling back into the semester, with many experiencing "syllabus shock" as they adjust to course expectations. While there's some conversation among classmates about getting finances in order, most students are currently focused on getting oriented and managing the initial workload of the term.
- Alaska Workforce Investment Board (AWIB) – Chair Zugg shared that the AWIB has been very active, highlighting an in-person November meeting in Anchorage that included updates on the expedited Alaska LNG pipeline project and its workforce implications. The Board also discussed rebuilding efforts in western Alaska following severe storm damage, with a strong emphasis on pairing reconstruction with intentional workforce training so local residents can gain marketable skills while restoring their communities. She noted ongoing improvements to the WIOA (Workforce Innovation and Opportunities Act) and STEP (State Training and Employment Program) grant application processes to



## **MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION January 15, 2026**

ensure compliance and usability, reflected on the recent statewide Workforce Convening that brought major partners together to address Alaska's workforce challenges, and announced the next AWIB meeting will be held in Juneau on February 24-25 to allow members to connect directly with local stakeholders.

### **CLOSING COMMENTS**

Chair Zugg invited closing remarks from Commissioners, which reflected appreciation for the staff's work, welcome to new members, and optimism for the year ahead. New and returning Commissioners shared gratitude for being part of the group, noted how much they are learning, and praised the professionalism and effort of ACPE staff, especially the extensive work tied to recent regulatory and reporting efforts. Representative Carrick offered appreciation while also encouraging awareness of how staff time is used during large regulatory projects, and several members spoke about Alaska's resilience amid challenging winter conditions and the importance of supporting one another. Chair Zugg closed by thanking staff, Vice Chair Brown for his guidance, welcoming new Commissioners, and expressing excitement for the meaningful education and workforce work ahead in 2026.

### **ADJOURN**

Vice Chair Brown moved to adjourn the January 15, 2026 Meeting of the Commission. Commissioner McCollum seconded the motion. By roll call vote, all members present voted aye. The motion carried.

The meeting adjourned at approximately 2:39 p.m.

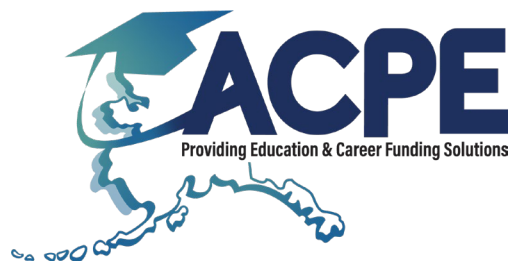
Approved by:

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Chair Trish Zugg

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Date



## Alaska Commission on Postsecondary Education

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### MEMORANDUM

**TO:** Members, Alaska Commission on Postsecondary Education  
**CC:** Kerry Thomas, Executive Director  
**FROM:** Jackie Hall, Program Manager  
**DATE:** March 4, 2026  
**SUBJECT:** 2026 Amended Annual Regulatory Plan

Administrative Order 360 requires the Alaska Commission on Postsecondary Education (ACPE) to reduce its regulatory requirements by 15 percent by December 31, 2026, and by 25 percent by December 31, 2027. The order also establishes a State Unified Regulatory Plan to be published annually. In addition, each state agency must prepare and submit an annual regulatory reform plan identifying its planned regulatory actions for the upcoming fiscal year.

Staff presented ACPE's 2026 annual regulatory action plan for approval at the Commission's January 15 meeting. Following Commission approval, the plan was submitted to the Office of the Governor and the Alaska Department of Law for review and approval.

Consistent with the administration's goal of preparing a workforce to support upcoming resource development and infrastructure projects, the agency was asked to amend its Regulatory Reduction Plan. The amendment includes revisions establishing an alternative application process that allows Alaskans to apply for and receive the Alaska Education Grant (AEG) without dependence on the FAFSA.

Amendments to ACPE's Regulatory Reduction Plan include the Administrative Regulations section on page three, the regulatory baseline and reductions outlined on page five, and the proposed regulations for reform on page 12.

#### Regulatory Baseline and Proposed Reductions

ACPE's regulatory baseline of discretionary requirements across Chapters 15 through 19 is 1,262. If approved, the amended regulatory reductions would eliminate 204 requirements, resulting in a 16.24 percent reduction by the end of 2026. This is a slight increase in the number of reductions from the previously reported 16 percent.

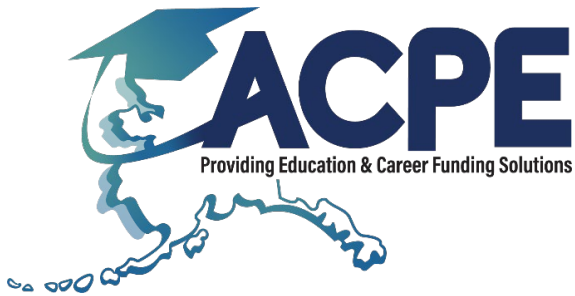
AEG regulatory amendments added to ACPE's reduction plan include the following provisions:

- 20 AAC 16.005. Purpose of the Alaska education grant program.
- 20 AAC 16.010. Applicant eligibility.
- 20 AAC 16.015. Application priority.

- 20 AAC 16.030. Application procedure.
- 20 AAC 16.037. Computation of financial need and authorized grant amounts.
- 20 AAC 16.050. Complaints and appeals.

ACPE's regulatory timeline remains unchanged. The revisions to Chapters 15 and 17 have been submitted to the Department of Law for preliminary review. Chapters 16, 18, and 19 are on track for submission in April.

**Recommended motion: approve ACPE's amended annual regulatory plan for changes to regulations in Title 20, Chapters 15 through 19, to reduce ACPE's regulatory requirements in compliance with Administrative Order 360.**



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# **Alaska's Regulatory Reform Initiative**

## **ALASKA COMMISSION ON POSTSECONDARY EDUCATION ANNUAL REGULATORY REDUCTION PLAN**

**JANUARY 1, 2026**

**Amendment No. 1: March 10, 2026**

### **Agency Regulatory Liaison**

Jackie Hall

Program Manager

Alaska Commission on Postsecondary Education

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## ADMINISTRATIVE REGULATIONS

Administrative Order 360, Alaska's Regulatory Reform Initiative, aims to improve the quality, transparency, and efficiency of the state's regulatory environment. The initiative mandates a statewide review of existing administrative regulations to reduce regulatory burdens by 15 percent by the end of 2026 and 25 percent by the end of 2027.

The Alaska Commission on Postsecondary Education (ACPE) staff conducted a comprehensive review of its regulations to identify outdated, duplicative, or overly prescriptive provisions. The review streamlines and clarifies requirements, removes barriers, and preserves program integrity, accountability, and legal compliance.

ACPE's proposed regulatory actions include the following key categories: clarifying regulatory language; removing obsolete provisions linked to discontinued programs and provisions imposing unnecessary burdens; and eliminating redundant requirements.

Public input and stakeholder engagement are essential to this process. The agency solicited feedback through public meetings and written comments to ensure the reforms balance regulatory efficiency with the needs of students, families, postsecondary institutions, and other stakeholders.

These efforts will deliver a 16.24 percent reduction in regulatory requirements by December 2026. The staff's work and the substantial reductions identified represent meaningful, positive change to the regulatory framework. These efforts reduce unnecessary burden while preserving regulatory clarity, accuracy, and program integrity.

### AMENDMENT NOTICE

The Administrative Regulations section on page three, the regulatory baseline and reductions outlined on page five, and the proposed regulations for reform on page 12.

### BACKGROUND

Administrative Order 360 is Alaska's Regulatory Reform Initiative, issued by Governor Dunleavy on August 4, 2025. The initiative was established to improve the quality, transparency, and efficiency of the State's regulatory environment by reducing administrative and economic burdens on Alaskans, investors, and agencies, and to encourage business and economic growth in Alaska.

Under this initiative, agencies are directed to review their regulations systematically and implement reforms that achieve a 15 percent reduction in regulatory requirements by December 31, 2026, and 25 percent by 2027 (cumulative). Annual reporting is required to track progress, document actions taken, and provide transparency on the agency's efforts to align regulations with current practices, statutory intent, and public needs.

### OBJECTIVES

1. Reduce regulatory burdens
2. Engage stakeholders
3. Increase transparency
4. Establish ongoing regulatory planning and reporting
5. Achieve measurable reduction targets

## REGULATORY BASELINE

The Alaska Commission on Postsecondary Education was established in 1974 to coordinate the development of educational programs and regulate postsecondary institutions in the State for the well-being of all Alaskans. Funded by the Alaska Student Loan Corporation (ASLC), ACPE provides sustainable solutions for college, career, and technical training.

ACPE offers a suite of financial aid and outreach services designed to provide the educational access necessary for Alaskans to become peak performers, regardless of their financial status. These efforts support ACPE's vision in which Alaskans are educated and skilled contributors to our vibrant communities and economy.

ACPE's administrative regulations are in Title 20 of the Alaska Administrative Code under Miscellaneous Boards and Commissions.

- **Chapter 15:** Establishes the framework for the State's student financial aid programs and the administration of student and family education loan programs.
  - 20 AAC 15.010 – 15.085 – Article 1. Education Loans
  - 20 AAC 15.086 – 15.095 – Article 2. AlaskAdvantage Federal Consolidation Loan Program
  - 20 AAC 15.100 – 15.170 – Article 3. AlaskAdvantage Loan Programs
  - 20 AAC 15.171 – 15.199 – Article 4. AlaskAdvantage Consolidation Loan Program
  - 20 AAC 15.200 – 15.295 – Article 5. Teacher Education Loan Program
  - 20 AAC 15.510 – 15.590 – Article 7. Family Education Loan Program
  - 20 AAC 15.610 – 15.690 – Article 8. A.W. "Winn" Brindle Memorial Education Loan Program
  - 20 AAC 15.700 – 15.795 – Article 9. Supplemental Education Loan Programs
  - 20 AAC 15.910 – 15.990 – Article 11. General Provisions
- **Chapter 16:** Establishes the framework for state education grants and scholarships, including the Alaska Education Grant and Alaska Performance Scholarship.
  - 20 AAC 16.005 – 16.050 – Article 1. Education Grant Program
  - 20 AAC 16.205 – 16.250 – Article 2. Alaska Performance Scholarship Program
  - 20 AAC 16.900 – Article 3. General Provisions
- **Chapter 17:** Establishes the regulatory framework to ensure that postsecondary institutions in Alaska operate responsibly, ethically, and transparently, while protecting students and maintaining educational quality.
  - 20 AAC 17.010 – 17.145 – Article 1. Authorization to Operate and Agent's Permits
  - 20 AAC 17.205 – 17.255 – Article 2. Authorization to Operate as a University, College, Junior College, Community College, or Career College
  - 20 AAC 17.900 – 17.910 – Article 3. General Provisions
- **Chapter 18:** Establishes and governs the WICHE Professional Student Exchange Loan Program. The WICHE program provides financial assistance to Alaskan residents pursuing professional degrees not available in the state, participating in the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP).
  - 20 AAC 18.005 – 18.990 – General Provisions
- **Chapter 19:** Establishes the rules, eligibility requirements, and financial terms under which ACPE provides financial support to Alaskan students participating in the WWAMI Medical Education Program, and to define the conditions for repayment or forgiveness of that support.
  - 20 AAC 18.005 – 18.990 – General Provisions

ACPE's regulatory baseline of discretionary requirements across Chapters 15 through 19 totals 1,262 and includes revisions under the agency's approved regulatory project (2025200015). If approved, the proposed regulatory reductions would eliminate 205 requirements, resulting in a 16.24 percent reduction.

| <b>Chapter 15. Student Financial Aid.</b> |  | <b>Baseline</b> | <b>Reductions</b> |
|-------------------------------------------|--|-----------------|-------------------|
| ○ Article 1. 20 AAC 15.010 – 15.085       |  | 22              | 22                |
| ○ Article 2. 20 AAC 15.086 – 15.095       |  | 35              | 26                |
| ○ Article 3. 20 AAC 15.100 – 15.170       |  | 61              | 35                |
| ○ Article 4. 20 AAC 15.171 – 15.199       |  | 38              | 26                |
| ○ Article 5. 20 AAC 15.200 – 15.295       |  | 29              | 18                |
| ○ Article 7. 20 AAC 15.510 – 15.590       |  | 15              | 01                |
| ○ Article 8. 20 AAC 15.610 – 15.690       |  | 29              | 00                |
| ○ Article 9. 20 AAC 15.700 – 15.795       |  | 101             | 24.50             |
| ○ Article 11. 20 AAC 15.910 – 15.990      |  | <u>185</u>      | <u>01</u>         |
| <b>Total</b>                              |  | <b>515</b>      | <b>153.50</b>     |

• **Chapter 16. Education Grant and Scholarship Programs.**

|                                     | <b>Baseline</b> | <b>Reductions</b> |
|-------------------------------------|-----------------|-------------------|
| ○ Article 1. 20 AAC 16.005 – 16.050 | 62              | 05                |
| ○ Article 2. 20 AAC 16.205 – 16.250 | 107             | 08                |
| ○ Article 3. 20 AAC 16.900          | <u>07</u>       | <u>00</u>         |
| <b>Total</b>                        | <b>176</b>      | <b>13</b>         |

• **Chapter 17. Regulation of Postsecondary Education Institutions.**

|                                     | <b>Baseline</b> | <b>Reductions</b> |
|-------------------------------------|-----------------|-------------------|
| ○ Article 1. 20 AAC 17.010 – 17.145 | 348             | 18.50             |
| ○ Article 2. 20 AAC 17.205 – 17.255 | 42              | 06                |
| ○ Article 3. 20 AAC 17.900 – 17.910 | <u>22</u>       | <u>00</u>         |
| <b>Total</b>                        | <b>412</b>      | <b>24.50</b>      |

• **Chapter 18. WICHE Professional Student Exchange Loan Program.**

|                          | <b>Baseline</b> | <b>Reduction</b> |
|--------------------------|-----------------|------------------|
| ○ 20 AAC 18.005 – 18.990 | <u>102</u>      | <u>08</u>        |
| <b>Total</b>             | <b>102</b>      | <b>08</b>        |

• **Chapter 19. Financial Support for the WWAMI Program.**

|                          | <b>Baseline</b> | <b>Reductions</b> |
|--------------------------|-----------------|-------------------|
| ○ 20 AAC 18.005 – 18.990 | <u>57</u>       | <u>06</u>         |
| <b>Total</b>             | <b>57</b>       | <b>06</b>         |

## STAKEHOLDER AND PUBLIC ENGAGEMENT

ACPE solicited public feedback on potential regulatory changes to Title 20, Chapters 15 through 19, to gather ideas, suggestions, and input before proposing any specific amendments or repeals.

ACPE held a series of public meetings from October 15 to 29, 2025, during which staff provided a high-level overview of the regulations under Title 20 and invited participants to offer oral testimony on which regulations should be prioritized for reform.

In addition to the public meetings, ACPE accepted written comments through multiple channels, including direct email, the Alaska Online Public Notice System, and an online survey. Public feedback is essential in helping ACPE shape meaningful changes that support students, families, and postsecondary institutions.

### SUMMARY OF RECOMMENDATIONS

The following timeline summarizes the public engagement process, the recommendations received, and, where applicable, whether each recommendation was accepted or rejected.

| Chapter                                                           | Meeting Date | Comment Period            | Public Recommendations                                                                                                                                                                                           | Channel        | Action | Justification                                                                                                                  |
|-------------------------------------------------------------------|--------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|--------------------------------------------------------------------------------------------------------------------------------|
| Chapter 15.<br>Student Financial Aid                              | 10/15/25     | 10/15/25 through 11/14/25 | No comments received from the public                                                                                                                                                                             | N/A            | N/A    | Although no public comments were received, ACPE will review Chapter 15 to identify opportunities for streamlining.             |
| Chapter 16.<br>Education Grant and Scholarship Programs           | 10/21/25     | 10/21/25 through 11/20/25 | No comments received from the public                                                                                                                                                                             | N/A            | N/A    | Although no public comments were received, ACPE will review Chapter 16 to identify opportunities for streamlining.             |
| Chapter 17.<br>Regulation of Postsecondary Education Institutions | 10/28/25     | 10/28/25 through 11/27/25 | Public testimony was received regarding the impact of recent storms in the region, which displaced approximately 2,000 individuals. She emphasized the importance of supporting displaced residents by providing | Public Meeting | N/A    | ACPE will consider this testimony as staff work to streamline regulations and programs under Title 20, Chapters 15 through 19. |

| Chapter                                                      | Meeting Date | Comment Period            | Public Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Channel       | Action   | Justification                                                                                                |
|--------------------------------------------------------------|--------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------|--------------------------------------------------------------------------------------------------------------|
|                                                              |              |                           | job and training opportunities locally to improve retention rates and reduce homesickness. The individual also highlighted the generosity of Alaskans in supporting those affected and urged streamlined regulations and programs to assist the community during this challenging time.                                                                                                                                                                                                                                                                                                                        |               |          |                                                                                                              |
|                                                              |              |                           | 20 AAC 17.095, regarding Facilities and equipment. Survey response: Keep the existing language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Online Survey | Accepted | As requested, ACPE will make no changes to 20 AAC 17.095.                                                    |
| Chapter 18. WICHE Professional Student Exchange Loan Program | 10/29/25     | 10/29/25 through 11/28/25 | <ul style="list-style-type: none"> <li>20 AAC 18.005 – The provision is clear, and WICHE has no issues with its stated purpose.</li> <li>20 AAC 18.007-20 AAC 18.050 – These provisions fall under ACPE's jurisdiction, and it does not conflict with any WICHE policies. WICHE has no issues with its implementation.</li> <li>20 AAC 18.060 – This provision is clear and consistent with WICHE processes.</li> <li>20 AAC 18.070-20 AAC 19.990 – These provisions fall under ACPE's jurisdiction, and they do not conflict with any WICHE policies. WICHE has no issues with its implementation.</li> </ul> | Online Survey | N/A      | Although no revisions were proposed, ACPE will review Chapter 18 to identify opportunities to streamline it. |
|                                                              |              |                           | We reviewed the provisions related to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Email         | N/A      | Although no revisions were                                                                                   |

| Chapter                                             | Meeting Date | Comment Period            | Public Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Channel | Action   | Justification                                                                                                            |
|-----------------------------------------------------|--------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|--------------------------------------------------------------------------------------------------------------------------|
|                                                     |              |                           | Title 20, Chapter 18, which pertain to the WICHE Professional Student Exchange (PSE) Loan Program. Through the survey, WICHE noted that the provisions explain how we partner in the implementation of PSE. However, the statutory provisions fall under ACPE's jurisdiction. From our perspective, they are clear and concise, and they do not conflict with any existing WICHE policies or processes. WICHE has no concerns regarding their implementation.                                                                                                                                                                           |         |          | proposed, ACPE will review Chapter 18 to identify opportunities to streamline it.                                        |
| Chapter 19. Financial Support for the WWAMI Program | 10/29/25     | 10/29/25 through 11/28/25 | I am a UAA WWAMI medical school applicant and I am running into a problem with my residency eligibility. In summary, I am ineligible due to 20 AAC 19.030. 20 AAC was written in 1999, when school began in the Fall. However, this residency requirement does not fit the current WWAMI curriculum—the current WWAMI curriculum begins in July (Summer), not September (Fall). The 1999 state statute to establish residency intended “two consecutive years ending in September 1st of the year before the participant begins class [3 weeks later on September 27th, 1999] in the WWAMI program”. This sounds reasonable. A two year | Email   | Accepted | ACPE confirmed with UAA that the program start date for the WWAMI program begins in July. ACPE will amend 20 AAC 19.030. |

| Chapter | Meeting Date | Comment Period | Public Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Channel | Action | Justification |
|---------|--------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|---------------|
|         |              |                | wait for residency before classes begin.<br>The statute does not say — begins classes in the WWAMI program “the following year”, it implies that it is the same year "ending on September 1st of the year before the participant begins class [on September 27th, 1999] in the WWAMI program."<br>However, when the 20 AAC 19.030 state statute from 1999 is applied with our current WWAMI July start date curriculum change, <i>this can cause a student to wait 3 years (not 2 years like the statute intends).</i> |         |        |               |

## REGULATORY REDUCTION PLAN

ACPE’s regulatory reduction plan establishes the agency’s baseline of discretionary regulatory requirements. It further summarizes the proposed reductions identified through the agency’s comprehensive review process and establishes a timeline for submitting draft regulatory revisions to the Department of Law for preliminary review.

### PROPOSED REGULATIONS FOR REFORM

ACPE’s regulatory baseline of discretionary requirements across Chapters 15 through 19 is 1,262. The following regulations have been identified for reform in 2026. The proposed changes are based on stakeholder meetings and written comments received during the public engagement process, as well as out-of-date regulations and sections that can be streamlined. The proposed reductions will eliminate 205 discretionary requirements, resulting in a 16.24 percent reduction by the end of 2026.

| Regulation                                         | High-Level Summary                                                                                                                                                                          | Action |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 20 AAC 15.010. Purpose of education loan program.  | The regulation describes the purpose of the education loan program.                                                                                                                         | Repeal |
| 20 AAC 15.036. Limitations on granting loan awards | The regulation describes the loan programs that are included when determining the total loans awarded to a borrower.                                                                        | Repeal |
| 20 AAC 15.060. Resident forgiveness benefits.      | The regulation describes the eligibility rules and procedures for loan forgiveness under former AS 14.43.120(j) for Alaska student loan borrowers from the 1986–87 school year and earlier. | Repeal |

| Regulation                                                                                   | High-Level Summary                                                                                                                                                                                                     | Action |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 20 AAC 15.086. Purpose of the AlaskAdvantage federal consolidation loan program              | The regulation describes the purpose of the AlaskAdvantage federal consolidation program, which allows eligible borrowers to consolidate multiple outstanding federally guaranteed education loans into a single loan. | Repeal |
| 20 AAC 15.087. General program requirements.                                                 | The regulation outlines the program's requirements under the Higher Education Act of 1965.                                                                                                                             | Repeal |
| 20 AAC 15.088. Applicant eligibility                                                         | The regulation outlines an applicant's eligibility requirements.                                                                                                                                                       | Repeal |
| 20 AAC 15.089. Loan eligibility.                                                             | The regulation outlines which federal student loans may be consolidated and under what conditions.                                                                                                                     | Repeal |
| 20 AAC 15.090. Application Procedure.                                                        | The regulation describes the application process and the commission's right to request additional information.                                                                                                         | Repeal |
| 20 AAC 15.091. Loan Disbursement.                                                            | The regulation describes how loans will be disbursed in compliance with 34 C.F.R. 682.206 and 34 C.F.R. 682.209.                                                                                                       | Repeal |
| 20 AAC 15.092. Loan fees, interest, and interest capitalization. Sections (a), (b), and (c). | Section (a) of this regulation describes origination fees, section (b) states interest rates cannot exceed 8.25%, and section (c) describes how subsidized loans included in consolidation remain unsubsidized.        | Repeal |
| 20 AAC 15.100. Purpose of AlaskAdvantage loan program.                                       | The regulation describes the purpose of the AlaskAdvantage loan program, which provides low-cost federally guaranteed loans to qualified applicants                                                                    | Repeal |
| 20 AAC 15.105. General Program Requirements.                                                 | The regulation outlines that the program will be administered under the Higher Education Act of 1965.                                                                                                                  | Repeal |
| 20 AAC 15.110. AlaskAdvantage loan types.                                                    | The regulation outlines the federal loan types under the program.                                                                                                                                                      | Repeal |
| 20 AAC 15.115. Applicant eligibility.                                                        | The regulation describes the applicant eligibility requirements for the loan.                                                                                                                                          | Repeal |
| 20 AAC 15.120. Institutional eligibility.                                                    | The regulation describes the eligibility requirements for institutions to participate in the program.                                                                                                                  | Repeal |
| 20 AAC 15.125. Application procedure requirements.                                           | The regulation outlines the procedural requirements for applying for an AlaskAdvantage federal loan.                                                                                                                   | Repeal |
| 20 AAC 15.130. Allowable use of loan proceeds.                                               | The regulation states that AlaskAdvantage loan proceeds may be used, in accordance with 20 U.S.C. 1087ll, to pay the allowable costs of attendance related to the student's period of enrollment.                      | Repeal |
| 20 AAC 15.140 Limitations on loan amounts.                                                   | The regulation states that borrowing under the program is subject to the annual and aggregate lifetime limits set out in 34 C.F.R. 382.204.                                                                            | Repeal |
| 20 AAC 15.145. Loan disbursement and refund.                                                 | The regulation states that loans will be disbursed in accordance with 34 C.F.R. 668.22, 668.164, and 682                                                                                                               | Repeal |
| 20 AAC 15.171. Purpose of the AlaskAdvantage consolidation loan program.                     | This regulation provides the purpose of the AlaskAdvantage consolidation loan program.                                                                                                                                 | Repeal |
| 20 AAC 15.174. Applicant eligibility.                                                        | The regulation describes the applicant eligibility requirements for the loan.                                                                                                                                          | Repeal |
| 20 AAC 15.177. Application procedure.                                                        | The regulation outlines the procedural requirements for applying for an AlaskAdvantage consolidation loan.                                                                                                             | Repeal |
| 20 AAC 15.180. Priority ranking of applicants.                                               | The regulation outlines how loans will be awarded.                                                                                                                                                                     | Repeal |
| 20 AAC 15.183. Computation of authorized loan amounts.                                       | The regulation outlines what is included in the total loan award and the minimum authorized loan amount.                                                                                                               | Repeal |
| 20 AAC 15.186.                                                                               | The regulation states a promissory note for an eligible loan is void once it is fully paid and consolidated, and the commission staff will                                                                             | Repeal |

| Regulation                                                                    | High-Level Summary                                                                                                                               | Action |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Effect of consolidation on eligible loans.                                    | promptly return the cancelled promissory notes to the borrower after the consolidation loan is originated.                                       |        |
| 20 AAC 15.189. Loan fees, interest, and interest capitalization. Section (c). | The regulation describes loan fees, interest accrual and interest capitalization.                                                                | Repeal |
| 20 AAC 15.199. Definitions.                                                   | This regulation includes specific definitions applicable to the AlaskAdvantage consolidation program.                                            | Repeal |
| 20 AAC 15.200. Purpose of teacher education loan program.                     | This regulation provides the purpose of the Teacher Education Loan Program.                                                                      | Repeal |
| 20 AAC 15.205. Administration.                                                | This regulation covers the administrative process for distributing nomination and application forms each year.                                   | Repeal |
| 20 AAC 15.210. Filing of application.                                         | This regulation outlines the application process and distribution of loan proceeds.                                                              | Repeal |
| 20 AAC 15.215. Applicant eligibility.                                         | The regulation describes the applicant eligibility requirements for the loan.                                                                    | Repeal |
| 20 AAC 15.220. Priority ranking of applicants.                                | The regulation describes how loans will be awarded if available money is not sufficient to fund all eligible applicants.                         | Repeal |
| 20 AAC 15.230. Condition of loans.                                            | The regulation outlines how the loan may be used.                                                                                                | Repeal |
| 20 AAC 15.250. Forgiveness benefits. Section (d).                             | This section of the regulation describes applicant eligibility for forgiveness benefits under former AS 14.43.120, which is no longer available. | Repeal |
| 20 AAC 15.540. Duties of student recipient. Section (a).                      | The regulation describes the student's responsibility to sign the promissory note for the Alaska Family Education Loan program.                  | Repeal |
| 20 AAC 15.705. Applicant Eligibility. Section (a)(4).                         | This section of the regulation describes eligibility under the AlaskAdvantage loan program, which is no longer available.                        | Repeal |
| 20 AAC 15.710. Institutional Eligibility.                                     | This regulation points to institutional eligibility under 20 AAC 15.922.                                                                         | Repeal |
| 20 AAC 15.715. Application procedure requirements. Section (g).               | This section of the regulation describes the signature requirements on the promissory note for an endorser.                                      | Amend  |
| 20 AAC 15.755. Loan forbearance.                                              | This regulation points to 20 AAC 15.966.                                                                                                         | Repeal |
| 20 AAC 15.760. Medical cancellations.                                         | This regulation points to 20 AAC 15.920.                                                                                                         | Repeal |
| 20 AAC 15.765. Delinquency and default.                                       | This regulation points to 20 AAC 15.970.                                                                                                         | Repeal |
| 20 AAC 15.770. Complaints and appeals.                                        | This regulation points to 20 AAC 15.915.                                                                                                         | Repeal |
| 20 AAC 15.775. Loan audit and institutional sanctions.                        | This regulation points to 20 AAC 15.924.                                                                                                         | Repeal |
| 20 AAC 15.780. Default rates of students who attend an institution.           | This regulation points to 20 AAC 15.925.                                                                                                         | Repeal |
| 20 AAC 15.785. Default rate reduction requirements for institutions.          | This regulation point to 20 AAC 15.925.                                                                                                          | Repeal |
| 20 AAC 15.790. Involuntary collection on the supplemental education loan.     | This regulation point to 20 AAC 15.970. and 20 AAC 15.972                                                                                        | Repeal |
| 20 AAC 15.795. Definitions. Section (2).                                      | This regulation outlines the definition of ASELP, which is no longer needed.                                                                     | Repeal |
| 20 AAC 15.945. Conditions and limitations of loans. Section (g).              | This section of the regulation outlines how the interest rate on a Teacher Education Loan is set.                                                | Repeal |

| Regulation                                                                                                                       | High-Level Summary                                                                                                                                                                                                                                                                                     | Action |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 20 AAC 15.960. Repayment of loans. Sections (c) and (e)(3).                                                                      | This section of the regulation outlines how payments on a delinquent loan is applied.                                                                                                                                                                                                                  | Amend  |
| 20 AAC 15.970. Delinquency and Default. Sections (e)(4), (e)(5)(A), and (g).                                                     | This section of the regulation outlines the calculation of an institutions default rates under AS 14.43.120(d).                                                                                                                                                                                        | Amend  |
| 20 AAC 16.005. Purpose of the Alaska education grant program. Sections (a)(2) and (a)(5).                                        | This section states the Alaska Education Grant provides higher education grants to residents of this state and who demonstrate financial need based on data from the FAFSA.                                                                                                                            | Repeal |
| 20 AAC 16.010. Applicant eligibility.                                                                                            | This section outlines the requirements a student must meet to be eligible for the Alaska Education Grant.                                                                                                                                                                                              | Repeal |
| 20 AAC 16.015. Application Priority.                                                                                             | This section outlines how Alaska Education Gran applications are prioritized and awarded.                                                                                                                                                                                                              | Amend  |
| 20 AAC 16.021. Institution eligibility and responsibilities. Section (a)(3).                                                     | This regulation outlines institutional eligibility and responsibilities.                                                                                                                                                                                                                               | Repeal |
| 20 AAC 16.030. Application procedure.                                                                                            | This regulation covers the application procedure which is currently the FAFSA.                                                                                                                                                                                                                         | Amend  |
| 20 AAC 16.034. Priority ranking of applicants. Sections (a) and (b).                                                             | This regulation outlines how applications are prioritized.                                                                                                                                                                                                                                             | Repeal |
| 20 AAC 16.037. Computation of financial need and authorized grant amounts. Section (a), (e), and (g).                            | This regulation outlines how grants are determined and the award amounts.                                                                                                                                                                                                                              | Amend  |
| 20 AAC 16.050. Complaints and appeals.                                                                                           | This regulation covers complaints and appeals, which is outlined under 20 AAC 15.915.                                                                                                                                                                                                                  | Repeal |
| 20 AAC 16.205. Purpose of Alaska performance scholarship program.                                                                | This regulation outlines the purpose of the Alaska Performance Scholarship Program.                                                                                                                                                                                                                    | Amend  |
| 20 AAC 16.215. Application procedure. Sections (a), (b), and (c).                                                                | This regulation outlines the application process for the Alaska Performance Scholarship Program.                                                                                                                                                                                                       | Amend  |
| 20 AAC 16.225. Award disbursement and refund. Sections (d) and (e).                                                              | This regulation outlines the disbursement and refunds of the Alaska Performance Scholarship Program.                                                                                                                                                                                                   | Repeal |
| 20 AAC 17.015. Exemptions. Sections (b), (d), and (f).                                                                           | This regulation establishes which programs and institutions are not subject to full regulatory oversight. It balances regulatory efficiency with consumer protection.                                                                                                                                  | Amend  |
| 20 AAC 17.016. Participation in the National Council for State Authorization reciprocity Agreements. Sections (a)(2)(A) and (d). | This regulation facilitates interstate delivery of postsecondary distance education, enabling Alaska institutions to participate in SARA, allowing out-of-state institutions to serve Alaska students under SARA, and providing a clear framework for approvals, compliance, and complaint resolution. | Amend  |
| 20 AAC 17.018. Appeal process. Section (a).                                                                                      | This regulation provides a structured, fair process for challenging administrative decisions, including reconsideration by the executive director and, if needed, a formal administrative hearing, while maintaining an applicant's operational status during the appeal.                              | Amend  |
| 20 AAC 17.040. Status changes. Sections (a), (b), (c), and (f).                                                                  | This regulation ensures that any material changes to an institution's programs, delivery, tuition, location, or ownership are transparently communicated and approved by the commission, maintaining regulatory compliance and safeguarding students.                                                  | Amend  |
| 20 AAC 17.045. Bonding requirements. Sections (b) and (e).                                                                       | This regulation ensures that postsecondary institutions and agents maintain financial security to protect students from financial loss, establishes the method for calculating bond amounts, provides                                                                                                  | Amend  |

| Regulation                                                                           | High-Level Summary                                                                                                                                                                                                                                                                                                     | Action              |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                                                                                      | exemptions for employees, and allows alternative bonding mechanisms approved by the commission.                                                                                                                                                                                                                        |                     |
| 20 AAC 17.055. Fees. Sections (a) and (b).                                           | This regulation provides a structured fee schedule for institutions and agents, covering applications, renewals, amendments, exemptions, and late submissions, supporting the commission's ability to regulate postsecondary education effectively.                                                                    | Amend               |
| 20 AAC 17.060. General operating standards. Sections (c), (d), (e), and (f).         | This regulation sets foundational academic, operational, admission, and safety standards for postsecondary institutions, ensuring programs are legitimate, compliant, and capable of delivering meaningful student outcomes.                                                                                           | Amend               |
| 20 AAC 17.065. Institutional and course names.                                       | This regulation ensures that institution and course names accurately reflect the nature, level, and purpose of the education provided, protecting students and the public from misrepresentation, while providing limited exceptions for religious and Alaska Native institutions.                                     | Repeal and Re-adopt |
| 20 AAC 17.070. Advertisement and solicitation. Sections (d) and (k)                  | This regulation protects students by requiring accurate, transparent, and verifiable advertising, ensuring institutions do not mislead about programs, costs, accreditation, placement, or professional outcomes.                                                                                                      | Repeal              |
| 20 AAC 17.075. Catalog.                                                              | This regulation ensures that the catalog functions as a comprehensive disclosure document, providing students with all necessary information about the institution, programs, costs, policies, and outcomes so they can make informed enrollment decisions.                                                            | Amend               |
| 20 AAC 17.085. Enrollment contract. Section (g).                                     | This regulation ensures that enrollment contracts are clear, fair, and legally enforceable, protect student rights, accurately reflect program costs and schedules, and require proper documentation of changes and student identity.                                                                                  | Repeal              |
| 20 AAC 17.102. Financial soundness.                                                  | This regulation requires institutions to prove financial stability through audited or reviewed financial statements, with extra safeguards for financially unsound institutions, including bonds, teach-out plans, and annual reviews. Smaller institutions may submit unaudited statements with certain standards.    | Repeal and Re-adopt |
| 20 AAC 17.110. Records. Sections (b)(5), (c), and (d).                               | This regulation requires institutions to maintain detailed, accurate, and accessible records covering student demographics, academics, attendance, finances, and compliance. Permanent retention applies to transcripts, with other records kept for a minimum of five years.                                          | Amend               |
| 20 AAC 17.115. Tuition and refund policy. Sections (j) and (k)                       | This regulation establishes clear standards for fair tuition practices, a cooling-off period, proportional refunds based on attendance, and clear trust/accounting requirements for unearned tuition, with special standards for collegiate programs.                                                                  | Repeal              |
| 20 AAC 17.117. Closure of institution or cessation or change of program. Section (g) | This regulation ensures that students are timely notified, refunded fairly, and offered substantially equivalent alternatives if their program or institution closes. It also establishes strict penalties for noncompliance and mandates disclosure of financial unsoundness.                                         | Repeal              |
| 20 AAC 17.125. Revocation, suspension, conditioning, or refusal of authorization.    | The Commission can take action against an institution's authorization whenever it fails to comply with legal requirements, misrepresents information, or breaks its own promises in the application process. This is a key enforcement tool to ensure institutions operate ethically and in compliance with state law. | Amend               |

| Regulation                                                                     | High-Level Summary                                                                                                                                                                                                                                                                                                                                                                           | Action              |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 20 AAC 17.140. Exceptions to complaints accepted. Sections (b) and (d).        | This regulation specifies situations in which the Commission will not take action on a complaint, even if it is filed. It ensures the Commission focuses on timely, actionable complaints and avoids duplication with legal proceedings.                                                                                                                                                     | Amend               |
| 20 AAC 17.145. Complaint investigation process. Section (a)                    | This section outlines how the Alaska Commission on Postsecondary Education investigates formal complaints against postsecondary institutions, from initial analysis through potential hearings. The process moves from analysis → mediation → formal investigation → report → reconsideration → hearing, ensuring procedural fairness while prioritizing voluntary resolution when possible. | Amend               |
| 20 AAC 17.205. Use of terms university or college. Section (b)                 | This section governs the use of the term “university” and “college” by postsecondary institutions in Alaska, ensuring that only properly accredited and authorized institutions may use these designations.                                                                                                                                                                                  | Repeal              |
| 20 AAC 17.240. Institutional Assessment.                                       | This regulation ensures that institutions offering degree programs have a formal system for evaluating and demonstrating the effectiveness of their educational programs and support services.                                                                                                                                                                                               | Repeal and Re-adopt |
| 20 AAC 17.250. Admission requirements.                                         | This regulation ensures that students admitted to degree programs are capable of succeeding and that program standards are upheld.                                                                                                                                                                                                                                                           | Repeal and Re-adopt |
| 20 AAC 17.900. Definitions.                                                    | This section clarifies the key terms used in the regulations governing postsecondary institutions in Alaska.                                                                                                                                                                                                                                                                                 | Amend               |
| 20 AAC 18.007. Fields of study for which PSE loans are available. Section (3). | This section ensures that PSE loans are offered only for out-of-state professional programs that are hard for Alaskans to access, meet Alaska’s workforce needs, and lead to careers that provide sufficient income to repay the loan.                                                                                                                                                       | Repeal              |
| 20 AAC 18.020. Certification eligibility. Section (b) and (c)                  | This regulation ensures that Professional Student Exchange program participants are Alaska residents, meet school admission and loan eligibility standards, and maintain communication with their school regarding certification status.                                                                                                                                                     | Repeal              |
| 20 AAC 18.030. Application procedure. Sections (b), (c), (d), and (i)          | This section sets the rules for submitting and processing PSE applications, including deadlines, required signatures, admission documentation, consent for record transfer, handling of continuing students, verification of information, and reporting changes to ensure accurate certification and loan administration.                                                                    | Repeal              |
| 20 AAC 18.040. Certification procedure. Section (c).                           | This section establishes the timeline and process for notifying WICHE and applicants of certification, ensuring that eligible students are confirmed and alternates are considered based on available funding.                                                                                                                                                                               | Amend               |
| 20 AAC 19.020. Application requirements. Section (a)(2).                       | This regulation requires applicants to be admitted to UW School of Medicine, meet state eligibility criteria, and agree to repay state support if program obligations are not met.                                                                                                                                                                                                           | Repeal              |
| 20 AAC 19.030. Eligibility requirement.                                        | This regulation ensures WWAMI participants have a strong connection to Alaska through prior residency and maintain the intent to return, while allowing limited absences for study, military, Peace Corps, or relevant work experience.                                                                                                                                                      | Amend               |
| 20 AAC 19.090. Complaints and appeals. Section (a).                            | This regulation limits complaints and appeals to issues with the commission’s administration of WWAMI and excludes matters related to the University of Washington School of Medicine’s admissions or internal administration.                                                                                                                                                               | Repeal              |
| 20 AAC 19.900. Definitions. Sections (1), (2), and (4).                        | This section clarifies terminology for Chapter 19.                                                                                                                                                                                                                                                                                                                                           | Repeal              |

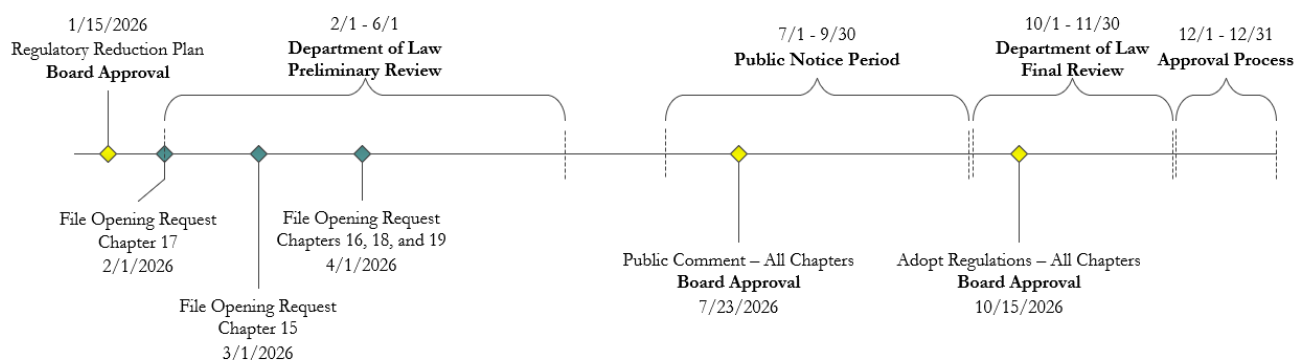
## REGULATORY TIMELINE

ACPE proposes the following timeline<sup>1</sup> for submitting draft regulatory revisions for preliminary review. It outlines key milestones, anticipated submission dates, and the process for coordination with the Department of Law to ensure timely and orderly review of proposed regulatory changes.

Based on the number of regulatory revisions identified to meet the 15 percent reduction requirement, ACPE proposes to organize the regulations for reform into three projects to be submitted to the Department of Law for preliminary review as outlined below. ACPE will not be requesting drafting assistance from the Department of Law; staff will draft all revised regulations for submission.

### 2026 REGULATORY PROJECTS

- Chapter 17 Revisions – February 1, 2026
- Chapter 15 Revisions – March 1, 2026
- Chapters 16, 18, and 19 revisions – April 1, 2026

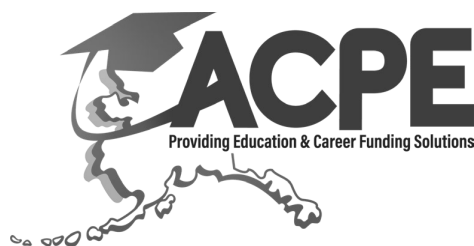


In closing, this report documents the actions taken and timelines established in response to Administrative Order 360. ACPE has not requested or been granted an extension of time for any regulatory reform deadline. ACPE remains committed to timely implementation and continued transparency as this work proceeds.

### BOARD APPROVAL

The Commission approved ACPE's proposed regulatory reform plan during its January 15, 2026 meeting. The amended plan will be presented to the Commission for approval at its April 2, 2026 meeting. Certification of the Commission's action will be submitted under separate cover.

<sup>1</sup> The proposed timeline is preliminary and may be adjusted as the project progresses.



## Alaska Commission on Postsecondary Education

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### MEMORANDUM

**TO:** Members, Alaska Commission on Postsecondary Education  
**THROUGH:** Kerry Thomas, Executive Director  
**FROM:** Nancy Womack, Program Analyst  
**DATE:** February 20, 2026  
**SUBJECT:** Commission Biennial Certification of WICHE PSEP Fields

The Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP) makes qualifying professional education available to students when opportunities are not available in their home states.

Through the Alaska PSEP participation, students generally pay a reduced tuition rate to the school, as well as a PSEP support fee, in compensation for the school's reserving slots for PSEP students and any reduction in tuition cost. The Commission finances the support fee costs in the form of a PSEP loan which the student must repay upon completion of the program of study.

Per 20 AAC 18.007, the Commission is required to biennially certify the fields of study for which PSEP loans are available, based on:

- Non-availability of that professional program of study in Alaska
- Documentation of an Alaska labor shortage in that profession; and
- Documentation that the salaries in the given professional field are sufficient for a PSEP graduate to repay the associated PSEP debt

The table below lists the Alaska PSEP fields and summarizes the average Alaska wages and projected need in each of the currently supported fields:

| PSEP Field of Study<br>(Years of Study) | Total # of<br>Participating<br>Students<br>from Alaska | Number<br>of New<br>Students<br>in FY25 | 25/26<br>PSEP<br>Support<br>Fee | 2024<br>Average<br>Alaska<br>Salary* | Forecasted<br>Alaska Growth<br>through 2032** |
|-----------------------------------------|--------------------------------------------------------|-----------------------------------------|---------------------------------|--------------------------------------|-----------------------------------------------|
| <b>Dentistry (4)</b>                    | 0                                                      | 0                                       | \$31,200                        | \$202,250                            | 10%                                           |
| <b>Physical Therapy (3)</b>             | 0                                                      | 0                                       | \$17,975                        | \$113,190                            | 10%                                           |
| <b>Occupational<br/>Therapy (3)</b>     | 0                                                      | 0                                       | \$16,300                        | \$101,700                            | 9%                                            |
| <b>Optometry (4)</b>                    | 0                                                      | 0                                       | \$21,475                        | \$154,110                            | 9%                                            |

|                                |   |   |          |           |     |
|--------------------------------|---|---|----------|-----------|-----|
| <b>Physician Assistant (2)</b> | 0 | 0 | \$21,275 | \$139,590 | 10% |
| <b>Pharmacy (varies)</b>       | 0 | 0 | \$9,525  | \$158,430 | 8%  |
| <b>Podiatry (4)</b>            | 0 | 0 | \$18,525 | N/A       | N/A |

\*United States Bureau of Labor Statistics

\*\*State of Alaska Department of Labor and Workforce Development

\*\*\*The following fields of study are also available through Collaborative Alaska Graduate Programs in addition to, but separate from, the WICHE PSEP program: Occupational Therapy and Pharmacy.

### **Staff Recommendation:**

Commission approval of continuing participation in the seven fields listed above.

### **Suggested Motion:**

Move to approve staff's recommendation of PSEP fields.



STUDENT ACCESS PROGRAMS

# BY THE NUMBERS

AY 2025 – 26





## About WICHE

The Western Interstate Commission for Higher Education (WICHE) is a regional interstate higher education compact of 15 Western states and the U.S. Pacific Territories and Freely Associated States. Since 1953, WICHE has focused on its mission of expanding educational access and excellence for all residents of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

## Accessibility Statement

This document has been created with accessibility in mind. Consideration of heading structure, content labels, and alternate descriptions have been carefully applied to maximize both usability and accessibility of the information within this publication. Effort has been made to follow recognized accessibility standards and best practices, ensuring that content is perceivable, operable, understandable, and robust for everyone regardless of platform or assistive technologies. While no document can be guaranteed to be entirely barrier-free for all people, every effort has been taken to minimize obstacles and provide content that supports the widest possible audience. For more information, email [info@wiche.edu](mailto:info@wiche.edu).

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## INTRODUCTION

Connecting students to professional education in order to address regional workforce needs is the initiative that formally established WICHE in 1953 and remains central to its mission. Ever faithful to the innovative spirit of the West, our region has changed, grown, and prospered in the nearly 75 years since. Yet, the need for a robust, nimble, and talented workforce remains. Students and their families continue pursuing education and training for meaningful, fulfilling work that enables them to flourish. Colleges and universities exist at the crossroads of research, training, and careers. They support economic growth within our communities. In these and many other ways, **WICHE's Student Access Programs (SAP)** are more relevant and valuable than ever. Consider the following:

- ▶ WICHE's Student Access Programs are a vital cost-savings option for **students** in the West. For academic year (AY) 2025–26, students saved **\$642 million** through the Western Undergraduate Exchange (WUE), **\$46 million** through the Western Regional Graduate Program (WRGP), and **\$16 million** through the Professional Student Exchange Program (PSEP). Recent reports<sup>1</sup> show that resident tuition and fees in the region decreased by 0.6%, whereas nonresident tuition and fees in the region increased by 3%\*. Student access programs are not simply a tuition discount. Rather, because they directly link student costs to the resident tuition rate, they offer students in the region a rate that is both lower and more stable over time. And, with 171 institutions participating in WUE, 67 participating in WRGP and 134 professional healthcare programs participating in PSEP, students have more choice than ever.
- ▶ **Colleges and universities** also benefit from participation in SAP. In AY 2025–26, **49,125 undergraduate** students, **3,030 graduate** students, and **570 professional healthcare** students enrolled in these programs. For institutions planning for anticipated enrollment declines, SAP give colleges and universities an entry point into a stable and geographically diverse pool of prospective applicants without sacrificing the full nonresident tuition differential. And, because WUE and WRGP offer institutions freedom in how they participate, campus leaders can tailor participation to strategically meet campus needs.
- ▶ SAP also help **WICHE states and territories** address workforce needs and support the financial well-being of their residents. PSEP invests in future healthcare workers, with up to 80% returning home to practice. Other high-demand fields, such as nursing and teacher education, are available through WRGP and WUE. Through these programs, students are more easily able to return to their home communities while their supporting families maintain better financial health.<sup>2</sup>

<sup>1</sup> Falkenstern, C. (2025). Tuition and Fees in the West, 2024–25: Detailed Data Tables. WICHE. <https://www.wiche.edu/resources/tuition-and-fees-in-the-west-2024-25-detailed-data-tables/>.

<sup>2</sup> Bhargava, Palaash, Sandra E. Black, Jeffrey T. Denning, Robert Fairlie, and Oded Gurantz. (2025). A Family Affair: The Effects of College on Parent and Student Finances. (EdWorkingPaper: 25 -1139). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/2qns-cy97>.

\* Over a 10-year period, when adjusted for inflation.

In this year's *Student Access Programs: By the Numbers AY 2025–26*, you will find vital data about WICHE's three Student Access Programs, as well as participation statistics. Through these programs, WICHE continues to expand valuable educational opportunities for residents, ensuring that policy and practice are aligned with the needs of the region at every level. On behalf of WICHE, we hope you find this report useful and enlightening.

On page 7, you will find notes on the methods used to gather and analyze student enrollment and tuition savings data. On pages 8 through 21 we share overviews and summary statistics for our three student access programs — WUE, WRGP and PSEP — both in aggregate and for each program individually. In the next section, beginning on page 22, you will find visual data summaries — first for the entire WICHE region, and then for each WICHE state, territory, and freely associated state. These pages can be used to better understand the impact of WICHE's Student Access Programs. We hope that these pages are helpful both for your own understanding of student access in the West and as you engage with students, higher education leaders, state policy makers, and other stakeholders.



*R Burgman Gallegos*

**Raymonda Burgman Gallegos,**  
Vice President,  
Programs and Services



*Malerie Barnes*

**Malerie Barnes,**  
Director of Student Access  
Programs

# DATA COLLECTION AND REPORTING METHODS

*NOTE:* The Western Undergraduate Exchange (WUE), Western Regional Graduate Program (WRGP), and Professional Student Exchange Program (PSEP) enrollment and savings data reported in this document reflect student enrollment and savings totals as of December 16, 2025, and do not reflect changes to student enrollment or savings that occurred after this date.

## WUE and WRGP

### ENROLLMENT

Each participating WUE and WRGP institution reports its enrollment data annually by providing student counts organized by sending state and field of study (using CIP codes). Enrollment reporting opens mid-September each year. Students are counted based on their fall term enrollment only.

To verify accuracy, WICHE staff compare each institution's submission against the prior year's reported enrollment and work with institutions to verify large or unexpected changes from prior year reports. As a result of this review process during the AY 2025–26 reporting cycle, two institutions identified errors in their AY 2024–25 submissions. WICHE corrected those records accordingly. The AY 2024–25 WUE figures reported here reflect those corrections and differ from the figures published in last year's Student Access Programs: By the Numbers AY 2024–25. Specifically, AY 2024–25 WUE enrollment has been revised from 49,177 to 48,442 students, and estimated savings have been revised from \$615,559,339 to \$610,080,811.

### ESTIMATED SAVINGS

Savings figures for WUE and WRGP are estimates based on the difference between each institution's standard nonresident tuition rate and its WUE or WRGP rate. To calculate these estimates, WICHE primarily uses tuition data from its annual Tuition and Fees in the West publication, which reports tuition based on 15 credit hours per term for full-time students. For institutions not included in that publication, or for institutions where WUE or WRGP participation is limited to one or two programs, WICHE uses tuition rates drawn directly from institutional or program websites. For each participating institution, WICHE calculates the difference between the standard nonresident tuition rate and the institution's WUE or WRGP rate. That difference represents the estimated savings per student at that institution. State-level savings totals are calculated by multiplying the per-student savings estimate at each institution by the number of students from that state enrolled there, then adding those figures across all institutions where that state's residents are enrolled.

## PSEP

### ENROLLMENT

PSEP enrollment is determined by the states and Pacific Island territories that financially support their students enrolled in participating PSEP programs. Each state and territory determines its available slots by field based on funding, then reports those numbers to WICHE. WICHE staff work with states, territories, and enrolling institutions to determine which students are ultimately funded and enrolled. Student counts reflect all students with an active support agreement for the academic year.

### SAVINGS

Annual PSEP student savings equal the total support fees paid by participating states and Pacific Island territories for the academic year. Support fees vary by field and are fixed amounts set by the WICHE Commission for every biennium.

*NOTE:* A student's individual support fee may differ from the standard rate for several reasons. Year 2 Occupational Therapy students receive a higher payment covering both their second and third years of study, so an additional amount is not assessed for Year 3 Occupational Therapy students. Montana students in the Washington State University (WSU) Veterinary Medicine program have the option to complete their first year at Montana State University – Bozeman. Because these students attend an in-state institution for their first year, no support fee is generated, but they are still counted as PSEP participants. Students enrolled in accelerated programs receive a higher support fee reflecting the compressed timeline, and students who receive support for less than a full academic year are funded at a prorated amount. Students whose funding has been suspended due to a leave of absence, repeating coursework, or academic probation may also have a support fee that differs from the standard rate for their field. These scenarios are all captured for each student in WICHE's student database and reported accordingly.

# OVERVIEW OF STUDENT ACCESS PROGRAMS

**W**ICHE manages three programs that significantly reduce tuition costs and expand educational opportunities for students pursuing undergraduate, graduate, and professional healthcare degrees across the Western region. States and eligible Pacific Island jurisdictions in the WICHE region pay annual dues on a fiscal year basis (July 1 – June 30). The dues for fiscal year (FY) 2026 were \$174,500 each for the 15 states and the joint U.S. Pacific Island membership in the WICHE region.

The **WESTERN UNDERGRADUATE EXCHANGE (WUE)** is the nation's largest regional tuition savings program in terms of student enrollment, estimated savings, and undergraduate majors. WUE allows eligible students to attend college across state lines and pay reduced tuition. Working with 171 public institutions, students from WICHE states and eligible Pacific Island jurisdictions\* can pursue their chosen major while paying no more than 150% of in-state tuition, generating significant savings compared to standard out-of-state tuition rates.

The **WESTERN REGIONAL GRADUATE PROGRAM (WRGP)** makes graduate education more affordable and accessible throughout the WICHE region. The program allows qualified residents of WICHE states and eligible Pacific Island jurisdictions\* to enroll in more than 2,200 graduate programs at 67 public institutions across the West. Students can pursue graduate certificates, master's, and doctoral degrees while paying reduced tuition rates. While some institutions charge up to 150% of resident tuition, most offer WRGP students resident tuition rates, creating substantial savings for those pursuing advanced degrees.

The **PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)** helps develop the next generation of healthcare providers by reducing the financial barriers to professional health education. The program enables students from 12 Western states and territories to pursue degrees in 10 high-demand healthcare fields, including but not limited to optometry, dentistry, and veterinary medicine. Students may enroll in any of the 134 participating programs across the WICHE region and apply for tuition assistance from their home state or Pacific Island jurisdiction. This support is particularly crucial for developing healthcare professionals in underserved rural and remote areas of the West, where access to health care remains a critical need.

## Who benefits from WICHE's Student Access Programs?

- ▶ Students gain from expanded educational choices and tuition savings.
- ▶ Schools gain by optimizing their enrollment.
- ▶ States and eligible Pacific Island jurisdictions gain by growing their residents' skills and strengthening their workforce.

\* Residents of the following states and territories are eligible to apply for WUE and WRGP: Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, as well as American Samoa, the Commonwealth of the Northern Mariana Islands, and Guam. Effective July 1, 2024, citizens of the Federated States of Micronesia, Republic of Marshall Islands, and Republic of Palau may not be charged more than in-state tuition at public higher education institutions, per the Consolidated Appropriations Act of 2024 and Department of Education guidance.

# WESTERN UNDERGRADUATE EXCHANGE (WUE)

**W**UE allows eligible students in the West to attend college across state lines and pay no more than 150% of in-state tuition. Through WUE, residents of 15 states and three territories can pursue educational opportunities without the typical financial burden of out-of-state tuition. During AY 2025–26, a total of 49,125 students saved \$642 million in tuition costs through this program. Students also benefit from greater choice in academic offerings. This benefits students seeking programs and majors not available in their home state or Pacific Island jurisdiction. While some high-demand majors may be excluded, many WUE institutions offer their full range of majors at the discounted rate. Transfer students can be considered for the WUE rate at nearly all participating institutions. Though institutions may set additional requirements for WUE eligibility beyond standard admission criteria, many schools offer the WUE rate to all admitted nonresident, WICHE-region applicants.

The program also serves the interests of Western states and territories. Participating public colleges and universities can leverage WUE to achieve their recruitment and enrollment objectives, with institutions maintaining control over their WUE award criteria and program eligibility. For regions facing capacity constraints in public higher education, WUE acts as an effective solution, providing residents access to postsecondary education without requiring states and territories to bear the full financial burden of expanding local capacity.

Comparing AY 2024–25 and 2025–26, participation in WUE remained steady as shown in Figure 1. At four-year universities, WUE participation increased by 1%. At two-year institutions, participation grew by 2%. Overall, there was a 1% increase in participation across sectors. The enrollment reports track only total award recipients, without distinguishing between new first-year students, transfers, or continuing students, making it difficult to pinpoint exact causes for year-to-year enrollment changes.

Figure 1 on the following page shows the growth in WUE enrollment and savings over the past five years. Table 1 shows where students are enrolled and their home state/territory.

## Key Statistics

**\$13,060**

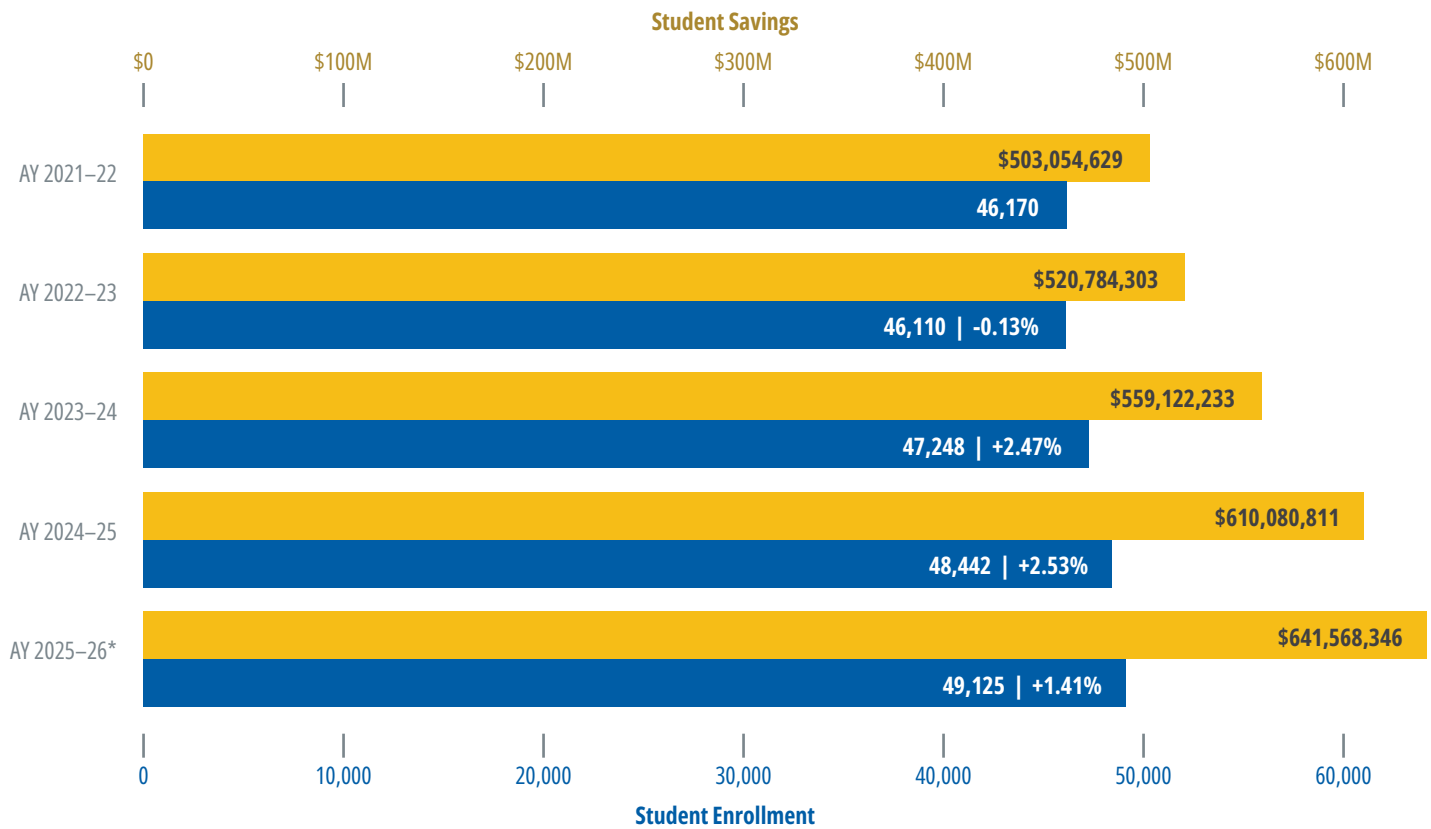
Average WUE savings in AY 2025–26

**\$5,301**

Average WUE savings for students at two-year institutions

**\$13,714**

Average WUE savings for students at four-year institutions

**Figure 1. WUE Enrollment and Student Savings, AY 2021–22 to AY 2025–26**

\* Please see the Data Collection and Reporting Methods section on page 7.

**Table 1. WUE Enrollment Summary, AY 2025–26**

| WHERE STUDENTS ARE COMING FROM            |                   |       |    |       |        |       |     |    |       |       |       |       |       |     |       |     |       |       |       |        |
|-------------------------------------------|-------------------|-------|----|-------|--------|-------|-----|----|-------|-------|-------|-------|-------|-----|-------|-----|-------|-------|-------|--------|
| State/Jurisdiction<br>(# of Institutions) | AK                | AS*   | AZ | CA    | CO     | CNMI* | GU* | HI | ID    | MT    | NV    | NM    | ND    | OR  | SD    | UT  | WA    | WY    | TOTAL |        |
| WHERE STUDENTS ARE GOING TO               | Alaska (3)        | -     | -  | 21    | 131    | 54    | 4   | 3  | 18    | 18    | 17    | 12    | 8     | 2   | 42    | 7   | 18    | 161   | 12    | 528    |
|                                           | Arizona (25)      | 162   | 1  | -     | 1,845  | 515   | 3   | 2  | 174   | 106   | 81    | 474   | 228   | 8   | 159   | 24  | 260   | 310   | 27    | 4,379  |
|                                           | California (24)   | 54    | 2  | 181   | -      | 148   | -   | 3  | 179   | 59    | 19    | 286   | 31    | 3   | 204   | 4   | 50    | 320   | 6     | 1,549  |
|                                           | Colorado (26)     | 170   | -  | 528   | 1,888  | -     | 4   | 2  | 233   | 143   | 92    | 146   | 481   | 39  | 284   | 74  | 248   | 443   | 182   | 4,957  |
|                                           | CNMI (1)          | -     | -  | -     | -      | -     | -   | -  | -     | -     | -     | -     | -     | -   | -     | -   | -     | -     | -     | -      |
|                                           | Guam (1)          | -     | -  | -     | -      | -     | -   | -  | -     | -     | -     | -     | -     | -   | -     | -   | -     | -     | -     | -      |
|                                           | Hawai'i (4)       | 96    | 3  | 141   | 2,141  | 346   | 4   | 33 | -     | 56    | 24    | 84    | 31    | 7   | 194   | 14  | 53    | 406   | 9     | 3,642  |
|                                           | Idaho (7)         | 148   | -  | 118   | 1,211  | 130   | 7   | 1  | 36    | -     | 154   | 187   | 12    | 5   | 586   | 9   | 106   | 1,923 | 30    | 4,663  |
|                                           | Montana (12)      | 163   | -  | 74    | 405    | 518   | -   | -  | 42    | 327   | -     | 114   | 34    | 66  | 272   | 67  | 90    | 744   | 144   | 3,060  |
|                                           | Nevada (7)        | 56    | 6  | 320   | 3,111  | 109   | 42  | 33 | 480   | 49    | 20    | -     | 25    | 8   | 108   | 7   | 39    | 136   | 17    | 4,566  |
|                                           | New Mexico (12)   | 21    | -  | 43    | 328    | 33    | -   | -  | 16    | 12    | 10    | 44    | -     | 4   | 46    | 5   | 17    | 101   | 5     | 685    |
|                                           | North Dakota (11) | 54    | -  | 175   | 395    | 171   | -   | 2  | 40    | 39    | 371   | 105   | 36    | -   | 58    | 244 | 90    | 156   | 183   | 2,119  |
|                                           | Oregon (7)        | 169   | 3  | 183   | 2,158  | 481   | 41  | 5  | 579   | 209   | 112   | 224   | 63    | 4   | -     | 7   | 107   | 1,794 | 25    | 6,164  |
|                                           | South Dakota (6)  | 17    | -  | 73    | 176    | 530   | -   | -  | 10    | 17    | 108   | 19    | 5     | 323 | 23    | -   | 16    | 89    | 323   | 1,729  |
|                                           | Utah (9)          | 97    | 6  | 458   | 2,675  | 753   | 3   | 1  | 140   | 610   | 120   | 707   | 101   | 15  | 485   | 11  | -     | 707   | 146   | 7,035  |
|                                           | Washington (8)    | 159   | 7  | 106   | 779    | 199   | 11  | 13 | 208   | 256   | 136   | 76    | 47    | 4   | 557   | 6   | 55    | -     | 13    | 2,632  |
|                                           | Wyoming (8)       | 15    | -  | 31    | 70     | 511   | -   | -  | 16    | 88    | 246   | 26    | 17    | 23  | 28    | 109 | 197   | 40    | -     | 1,417  |
|                                           | Total (171)       | 1,381 | 28 | 2,452 | 17,313 | 4,498 | 119 | 98 | 2,171 | 1,989 | 1,510 | 2,504 | 1,119 | 511 | 3,046 | 588 | 1,346 | 7,330 | 1,122 | 49,125 |

# WESTERN REGIONAL GRADUATE PROGRAM (WRGP)

In AY 2025–26, a total of 3,030 students saved almost \$46 million in tuition through WRGP. The program grew by 100 additional graduate programs. More than 2,200 offerings are now available at reduced cost across participating institutions.

Students enrolling through the program pay no more than 150% of in-state tuition, though most institutions extend resident tuition rates to WRGP students. Enrollment occurs directly through each institution's graduate studies department.

Among the most popular programs in AY 2025–26 were law, speech language pathology, business administration, optical sciences, and nursing. The program's 334 online offerings further enhance opportunities, enabling placebound students to pursue advanced degrees while remaining in their home jurisdictions. This comprehensive approach to educational access ensures that geographical location and program availability do not limit students' academic and professional aspirations.

Participating public universities in the WICHE region also benefit from WRGP. By facilitating greater access to graduate education, WRGP helps institutions serve students across the West and across a range of academic disciplines. This aspect has become increasingly valuable as institutions navigate enrollment challenges while also striving to maintain robust graduate programs.

Finally, WRGP promotes regional workforce development by creating pathways for students to pursue specialized graduate degrees that may not be available in their home states and Pacific Island jurisdictions. This regional approach to graduate education helps address workforce shortages in critical fields while fostering interstate collaboration and academic excellence across the West.

Figure 2 on the following page shows the variations in WRGP enrollment and savings over the past five years. Table 2 shows where graduate students are enrolled and their home state/territory.

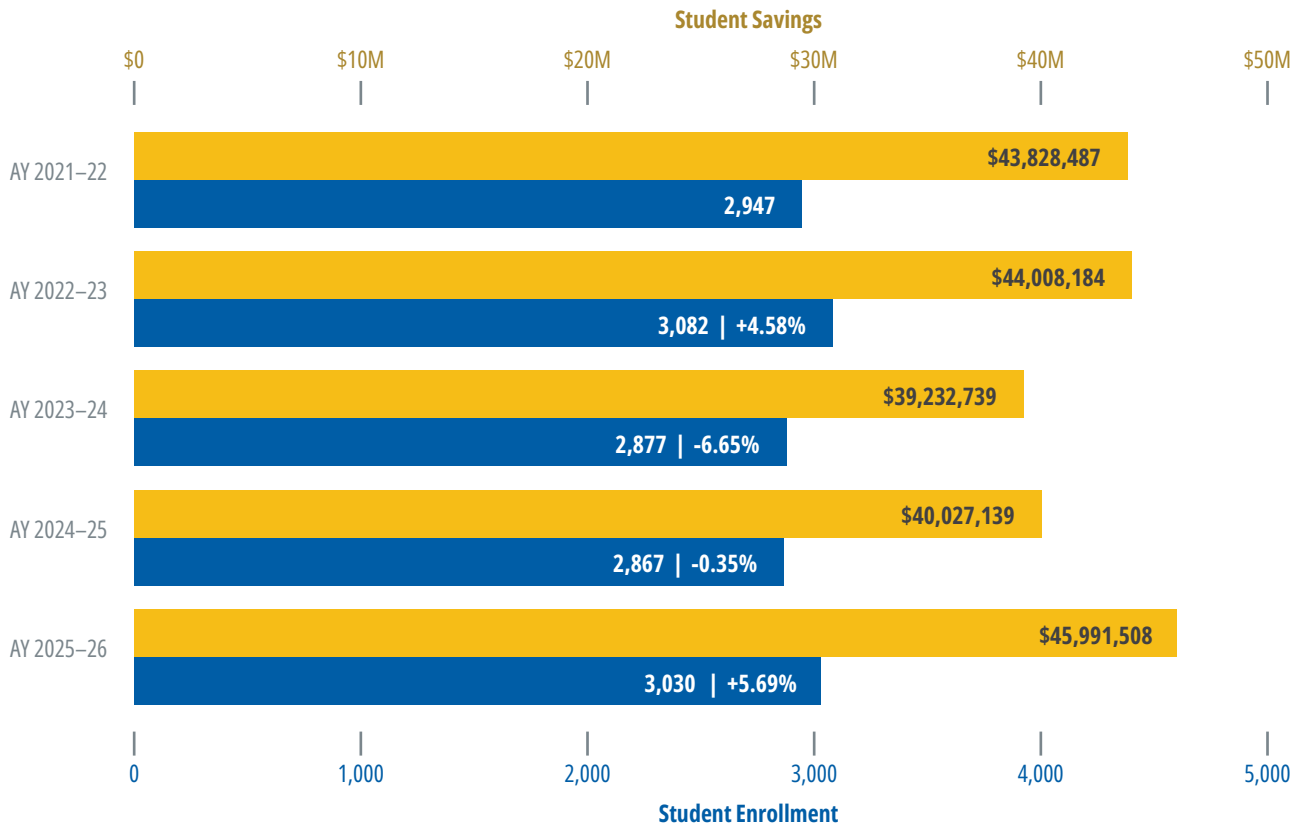
## Key Statistics

**\$15,179**

Average WRGP savings in AY 2025–26

**2,276**

Number of graduate programs available at the WRGP tuition rate

**Figure 2. WRGP Enrollment and Student Savings, AY 2021–22 to AY 2025–26****Table 2. WRGP Enrollment Summary, AY 2025–26**

| WHERE STUDENTS ARE COMING FROM            |                  |    |     |    |     |     |       |     |    |    |     |     |     |     |    |     |    |     |     |       |       |
|-------------------------------------------|------------------|----|-----|----|-----|-----|-------|-----|----|----|-----|-----|-----|-----|----|-----|----|-----|-----|-------|-------|
| State/Jurisdiction<br>(# of Institutions) |                  | AK | AS* | AZ | CA  | CO  | CNMI* | GU* | HI | ID | MT  | NV  | NM  | ND  | OR | SD  | UT | WA  | WY  | TOTAL |       |
| WHERE STUDENTS ARE GOING TO               | Alaska (3)       | -  | -   | 5  | 13  | 5   | -     | 2   | 1  | 3  | 4   | 2   | 3   | 1   | 9  | -   | -  | 5   | -   | 53    |       |
|                                           | Arizona (5)      | 4  | -   | -  | 111 | 20  | -     | -   | 6  | 9  | 8   | 11  | 34  | 3   | 22 | 2   | 15 | 21  | 1   | 267   |       |
|                                           | California (3)   | 4  | -   | 5  | -   | 9   | -     | -   | 2  | 1  | 1   | 8   | 2   | 1   | 11 | -   | 6  | 15  | -   | 65    |       |
|                                           | Colorado (10)    | 10 | -   | 71 | 261 | -   | 1     | 1   | 19 | 26 | 21  | 20  | 52  | 8   | 44 | 14  | 60 | 91  | 37  | 736   |       |
|                                           | Guam (1)         | -  | -   | -  | -   | -   | -     | -   | -  | -  | -   | -   | -   | -   | -  | -   | -  | -   | -   | -     |       |
|                                           | Hawaii (2)       | 7  | 18  | 26 | 217 | 28  | 5     | 27  | -  | 10 | 3   | 14  | 16  | 2   | 21 | 3   | 24 | 45  | 2   | 468   |       |
|                                           | Idaho (3)        | 9  | -   | 25 | 101 | 27  | -     | -   | 4  | -  | 23  | 34  | 9   | -   | 34 | 2   | 64 | 123 | 7   | 462   |       |
|                                           | Montana (4)      | 4  | -   | 4  | 16  | 14  | -     | -   | 1  | 9  | -   | 2   | 1   | -   | 5  | 1   | 5  | 24  | 7   | 93    |       |
|                                           | Nevada (3)       | -  | -   | -  | 10  | -   | -     | -   | -  | -  | 1   | -   | -   | -   | -  | -   | -  | -   | -   | -     | 11    |
|                                           | New Mexico (5)   | 8  | -   | 21 | 54  | 16  | -     | -   | 1  | 1  | -   | 8   | -   | 1   | 12 | -   | 5  | 14  | -   | 141   |       |
|                                           | North Dakota (4) | 3  | -   | 9  | 29  | 13  | -     | 1   | -  | 2  | 15  | 4   | 5   | -   | 5  | 24  | 3  | 8   | 3   | 124   |       |
|                                           | Oregon (5)       | 3  | 1   | 4  | 53  | 9   | 1     | -   | 3  | 2  | 3   | 4   | 4   | 2   | -  | -   | 1  | 49  | -   | 139   |       |
|                                           | South Dakota (6) | 1  | -   | 15 | 60  | 39  | -     | -   | 6  | 3  | 12  | 7   | 5   | 35  | 7  | -   | 9  | 22  | 14  | 235   |       |
|                                           | Utah (6)         | 2  | 1   | 13 | 36  | 21  | -     | -   | 3  | 27 | 7   | 10  | 4   | -   | 7  | 1   | -  | 9   | 8   | 149   |       |
|                                           | Washington (6)   | -  | -   | 5  | 21  | 8   | -     | -   | 1  | 10 | 6   | 3   | 3   | 1   | 19 | -   | 3  | -   | 1   | 81    |       |
|                                           | Wyoming (1)      | -  | -   | -  | -   | 6   | -     | -   | -  | -  | -   | -   | -   | -   | -  | -   | -  | -   | -   | 6     |       |
|                                           | Total (67)       |    | 55  | 20 | 203 | 982 | 215   | 7   | 31 | 47 | 103 | 104 | 127 | 138 | 54 | 196 | 47 | 195 | 426 | 80    | 3,030 |

# PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)

The Professional Student Exchange Program (PSEP) is WICHE's founding initiative and has supported healthcare education since 1953. By making professional healthcare degrees more affordable and accessible, PSEP has helped educate 16,265 Western healthcare professionals, creating a lasting impact on community health across the region.

In AY 2025–26, a total of 10 WICHE states and two Pacific Island territories committed \$15,731,227 to support 570 future healthcare professionals, as shown in Figure 3. Students can choose from 134 accredited programs across 52 institutions in the WICHE region, pursuing careers as physicians, dentists, optometrists, veterinarians, and other essential healthcare providers.

Over the course of their professional health education and depending on their field of study, students enrolling through PSEP save between \$38,100 to \$149,000 on tuition costs. Most participating states and territories ensure a return on investment through service requirements, typically asking graduates to practice in their home state or territory for three to five years.

Through this program, students gain affordable access to quality healthcare education, while participating programs can expand their applicant pools by recruiting students from across the West.

The support fee is the amount that the PSEP student's sponsoring state or territory appropriates annually, to reduce the student's tuition costs (see Table 3).

**Figure 3. PSEP Enrollment and Support Fees by State/Territory, AY 2025–26**

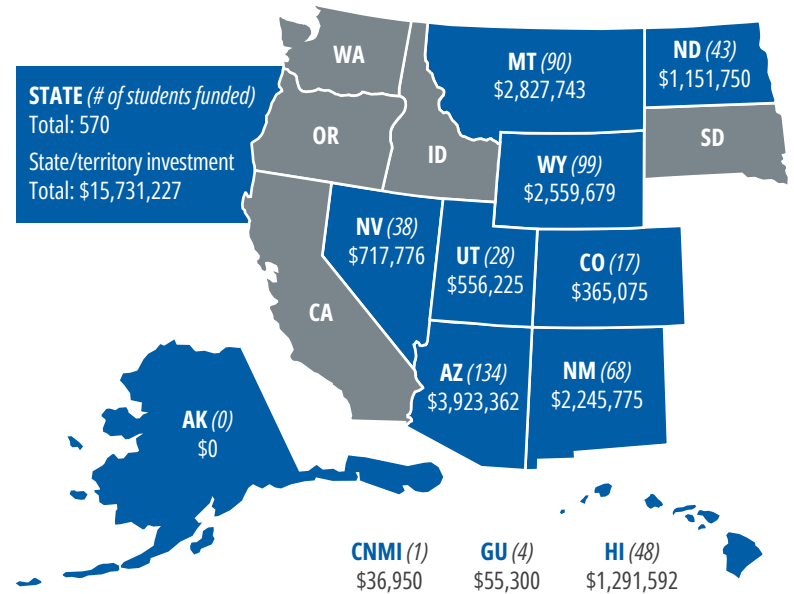


**Table 3. PSEP Enrollment and Support Fees by Profession, AY 2025–26**

| Professional Field    | Enrollment | Support Fee Per Student | State Investment Paid on Behalf of Students |
|-----------------------|------------|-------------------------|---------------------------------------------|
| Dentistry*            | 124        | \$31,200<br>(\$41,600)  | \$3,983,200                                 |
| Medicine (Allopathic) | 41         | \$35,700                | \$1,508,625                                 |
| Occupational Therapy  | 19         | \$15,625                | \$293,403                                   |
| Optometry             | 105        | \$20,575                | \$2,201,187                                 |
| Osteopathic Medicine  | 63         | \$26,725                | \$1,670,312                                 |
| Pharmacy*             | 13         | \$9,525<br>(\$12,700)   | \$155,575                                   |
| Physical Therapy      | 51         | \$17,975                | \$916,725                                   |
| Physician Assistant   | 18         | \$21,275                | \$382,950                                   |
| Podiatry              | 11         | \$18,525                | \$185,250                                   |
| Veterinary Medicine   | 125        | \$36,950                | \$4,434,000                                 |
| <b>Total</b>          | <b>570</b> |                         | <b>\$15,731,227</b>                         |

\* Accelerated 3-year programs with higher fee noted in parentheses.

Table 4 shows the distribution of students and support fees across participating PSEP institutions and professional programs, organized by state.

**Table 4. PSEP Support Fee Revenue by State and Institution, AY 2025–26**

| Arizona                                                          |                    |                       | California                                     |                    |                       |
|------------------------------------------------------------------|--------------------|-----------------------|------------------------------------------------|--------------------|-----------------------|
| Institution                                                      | Number of Students | Support Fees by Field | Institution                                    | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>                                       |                    |                       | <b>PUBLIC INSTITUTIONS</b>                     |                    |                       |
| <b>University of Arizona</b>                                     |                    |                       | <b>University of California, Los Angeles</b>   |                    |                       |
| Medicine (Allopathic)                                            | 1                  | \$37,250              | Dentistry                                      | 5                  | \$156,000             |
| Pharmacy                                                         | 0                  | \$0                   | Medicine (Allopathic)                          | 0                  | \$0                   |
| Institution Total                                                | 1                  | \$37,250              | Institution Total                              | 5                  | \$156,000             |
| <b>Northern Arizona University</b>                               |                    |                       | <b>University of California, San Francisco</b> |                    |                       |
| Occupational Therapy                                             | 0                  | \$0                   | Dentistry                                      | 1                  | \$31,200              |
| Institution Total                                                | 0                  | \$0                   | Medicine (Allopathic)                          | 0                  | \$0                   |
| <b>PUBLIC TOTAL</b>                                              | <b>1</b>           | <b>\$37,250</b>       | Pharmacy                                       | 0                  | \$0                   |
| <b>PRIVATE INSTITUTIONS</b>                                      |                    |                       | Physical Therapy                               | 0                  | \$0                   |
| <b>A.T. Still University</b>                                     |                    |                       | Institution Total                              | 1                  | \$31,200              |
| Dentistry                                                        | 11                 | \$343,200             | <b>University of California, Davis</b>         |                    |                       |
| Occupational Therapy                                             | 1                  | \$0                   | Medicine (Allopathic)                          | 0                  | \$0                   |
| Osteopathic Medicine                                             | 5                  | \$133,625             | Institution Total                              | 0                  | \$0                   |
| Physical Therapy                                                 | 1                  | \$17,975              | <b>University of California, Irvine</b>        |                    |                       |
| Physician Assistant                                              | 1                  | \$21,275              | Medicine (Allopathic)                          | 0                  | \$0                   |
| Institution Total                                                | 19                 | \$516,075             | Institution Total                              | 0                  | \$0                   |
| <b>Midwestern University</b>                                     |                    |                       | <b>University of California, San Diego</b>     |                    |                       |
| Dentistry                                                        | 28                 | \$873,600             | Medicine (Allopathic)                          | 0                  | \$0                   |
| Occupational Therapy                                             | 1                  | \$27,167              | Institution Total                              | 0                  | \$0                   |
| Optometry                                                        | 54                 | \$1,138,175           | <b>California State University, Fresno</b>     |                    |                       |
| Osteopathic Medicine                                             | 29                 | \$775,025             | Physical Therapy                               | 0                  | \$0                   |
| Pharmacy                                                         | 0                  | \$0                   | Institution Total                              | 0                  | \$0                   |
| Physical Therapy                                                 | 2                  | \$35,950              | <b>PUBLIC TOTAL</b>                            | <b>6</b>           | <b>\$187,200</b>      |
| Physician Assistant                                              | 2                  | \$42,550              | <b>PRIVATE INSTITUTIONS</b>                    |                    |                       |
| Podiatry                                                         | 9                  | \$148,200             | <b>Loma Linda University</b>                   |                    |                       |
| Veterinary Medicine                                              | 17                 | \$628,150             | Dentistry                                      | 1                  | \$31,200              |
| Institution Total                                                | 142                | \$3,668,817           | Medicine (Allopathic)                          | 4                  | \$149,000             |
| <b>Mayo Clinic Arizona - Mayo Clinic Alix School of Medicine</b> |                    |                       | Occupational Therapy                           | 0                  | \$0                   |
| Medicine (Allopathic)                                            | 0                  | \$0                   | Physical Therapy                               | 1                  | \$17,975              |
| Institution Total                                                | 0                  | \$0                   | Physician Assistant                            | 0                  | \$0                   |
| <b>PRIVATE TOTAL</b>                                             | <b>161</b>         | <b>\$4,184,892</b>    | Institution Total                              | 6                  | \$198,175             |
| <b>ARIZONA TOTAL</b>                                             | <b>162</b>         | <b>\$4,222,142</b>    | <b>Marshall B. Ketchum University</b>          |                    |                       |
|                                                                  |                    |                       | Optometry                                      | 11                 | \$236,225             |
|                                                                  |                    |                       | Physician Assistant                            | 0                  | \$0                   |
|                                                                  |                    |                       | Institution Total                              | 11                 | \$236,225             |

| California                                             |                    |                       |
|--------------------------------------------------------|--------------------|-----------------------|
| Institution                                            | Number of Students | Support Fees by Field |
| <b>Samuel Merritt University</b>                       |                    |                       |
| Occupational Therapy                                   | 1                  | \$0                   |
| Physical Therapy                                       | 0                  | \$0                   |
| Physician Assistant                                    | 0                  | \$0                   |
| Podiatry                                               | 0                  | \$0                   |
| Institution Total                                      | 1                  | \$0                   |
| <b>University of Southern California</b>               |                    |                       |
| Dentistry                                              | 1                  | \$31,200              |
| Medicine (Allopathic)                                  | 0                  | \$0                   |
| Occupational Therapy                                   | 1                  | \$27,167              |
| Pharmacy                                               | 0                  | \$0                   |
| Physical Therapy                                       | 0                  | \$0                   |
| Physician Assistant                                    | 0                  | \$0                   |
| Institution Total                                      | 2                  | \$58,367              |
| <b>University of the Pacific</b>                       |                    |                       |
| Dentistry                                              | 4                  | \$166,400             |
| Pharmacy                                               | 0                  | \$0                   |
| Physical Therapy                                       | 1                  | \$17,975              |
| Institution Total                                      | 5                  | \$184,375             |
| <b>Western University of Health Sciences</b>           |                    |                       |
| Dentistry                                              | 2                  | \$62,400              |
| Optometry                                              | 2                  | \$32,212              |
| Osteopathic Medicine                                   | 7                  | \$187,075             |
| Pharmacy                                               | 1                  | \$9,525               |
| Physical Therapy                                       | 0                  | \$0                   |
| Physician Assistant                                    | 0                  | \$0                   |
| Podiatry                                               | 2                  | \$37,050              |
| Institution Total                                      | 14                 | \$328,262             |
| <b>Touro University California</b>                     |                    |                       |
| Osteopathic Medicine                                   | 0                  | \$0                   |
| Physician Assistant                                    | 0                  | \$0                   |
| Institution Total                                      | 0                  | \$0                   |
| <b>University of St. Augustine for Health Sciences</b> |                    |                       |
| Physical Therapy                                       | 0                  | \$0                   |
| Institution Total                                      | 0                  | \$0                   |
| <b>Mount Saint Mary's University, Los Angeles</b>      |                    |                       |
| Physical Therapy                                       | 0                  | \$0                   |
| Institution Total                                      | 0                  | \$0                   |
| <b>Chapman University</b>                              |                    |                       |
| Physical Therapy                                       | 0                  | \$0                   |
| Institution Total                                      | 0                  | \$0                   |
| <b>PRIVATE TOTAL</b>                                   | <b>39</b>          | <b>\$1,005,404</b>    |
| <b>CALIFORNIA TOTAL</b>                                | <b>45</b>          | <b>\$1,192,604</b>    |

| Colorado                                              |                    |                       |
|-------------------------------------------------------|--------------------|-----------------------|
| Institution                                           | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>                            |                    |                       |
| <b>Colorado State University</b>                      |                    |                       |
| Veterinary Medicine                                   | 48                 | \$1,736,650           |
| Institution Total                                     | 48                 | \$1,736,650           |
| <b>University of Colorado Anschutz Medical Campus</b> |                    |                       |
| Dentistry                                             | 15                 | \$468,000             |
| Medicine (Allopathic)                                 | 6                  | \$204,875             |
| Pharmacy                                              | 0                  | \$0                   |
| Physical Therapy                                      | 1                  | \$17,975              |
| Physician Assistant                                   | 0                  | \$0                   |
| Institution Total                                     | 22                 | \$690,850             |
| <b>Red Rocks Community College</b>                    |                    |                       |
| Physician Assistant                                   | 0                  | \$0                   |
| Institution Total                                     | 0                  | \$0                   |
| <b>PUBLIC TOTAL</b>                                   | <b>70</b>          | <b>\$2,427,500</b>    |
| <b>PRIVATE INSTITUTIONS</b>                           |                    |                       |
| <b>Regis University</b>                               |                    |                       |
| Pharmacy                                              | 0                  | \$0                   |
| Physical Therapy                                      | 5                  | \$89,875              |
| Institution Total                                     | 5                  | \$89,875              |
| <b>Rocky Vista University</b>                         |                    |                       |
| Osteopathic Medicine                                  | 8                  | \$213,800             |
| Institution Total                                     | 8                  | \$213,800             |
| <b>PRIVATE TOTAL</b>                                  | <b>13</b>          | <b>\$303,675</b>      |
| <b>COLORADO TOTAL</b>                                 | <b>83</b>          | <b>\$2,731,175</b>    |

| Hawai'i                               |                    |                       |
|---------------------------------------|--------------------|-----------------------|
| Institution                           | Number of Students | Support Fees by Field |
| <b>University of Hawai'i at Mānoa</b> |                    |                       |
| Medicine (Allopathic)                 | 1                  | \$37,250              |
| Institution Total                     | 1                  | \$37,250              |
| <b>University of Hawai'i at Hilo</b>  |                    |                       |
| Pharmacy                              | 0                  | \$0                   |
| Institution Total                     | 0                  | \$0                   |
| <b>HAWAI'I TOTAL</b>                  | <b>1</b>           | <b>\$37,250</b>       |

| Idaho                         |                    |                       |
|-------------------------------|--------------------|-----------------------|
| Institution                   | Number of Students | Support Fees by Field |
| <b>Idaho State University</b> |                    |                       |
| Occupational Therapy          | 0                  | \$0                   |
| Pharmacy                      | 0                  | \$0                   |
| Physical Therapy              | 0                  | \$0                   |
| Physician Assistant           | 2                  | \$42,550              |
| Institution Total             | 2                  | \$42,550              |
| <b>IDAHO TOTAL</b>            | <b>2</b>           | <b>\$42,550</b>       |

| Montana                                 |                    |                       |
|-----------------------------------------|--------------------|-----------------------|
| Institution                             | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>              |                    |                       |
| <b>University of Montana</b>            |                    |                       |
| Pharmacy                                | 0                  | \$0                   |
| Physical Therapy                        | 3                  | \$53,925              |
| Institution Total                       | 3                  | \$53,925              |
| <b>PUBLIC TOTAL</b>                     | <b>3</b>           | <b>\$53,925</b>       |
| <b>PRIVATE INSTITUTIONS</b>             |                    |                       |
| <b>Touro University-Great Falls, MT</b> |                    |                       |
| Osteopathic Medicine                    | 1                  | \$26,725              |
| Institution Total                       | 1                  | \$26,725              |
| <b>PRIVATE TOTAL</b>                    | <b>1</b>           | <b>\$26,725</b>       |
| <b>MONTANA TOTAL</b>                    | <b>4</b>           | <b>\$80,650</b>       |

| Nevada                                       |                    |                       |
|----------------------------------------------|--------------------|-----------------------|
| Institution                                  | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>                   |                    |                       |
| <b>University of Nevada, Las Vegas</b>       |                    |                       |
| Physical Therapy                             | 2                  | \$35,950              |
| Institution Total                            | 2                  | \$35,950              |
| <b>University of Nevada, Reno</b>            |                    |                       |
| Medicine (Allopathic)                        | 0                  | \$0                   |
| Institution Total                            | 0                  | \$0                   |
| <b>PUBLIC TOTAL</b>                          | <b>2</b>           | <b>\$35,950</b>       |
| <b>PRIVATE INSTITUTIONS</b>                  |                    |                       |
| <b>Roseman University of Health Sciences</b> |                    |                       |
| Dentistry                                    | 10                 | \$416,000             |
| Pharmacy                                     | 10                 | \$127,000             |
| Institution Total                            | 20                 | \$543,000             |

| Nevada                          |                    |                       |
|---------------------------------|--------------------|-----------------------|
| Institution                     | Number of Students | Support Fees by Field |
| <b>Touro University, Nevada</b> |                    |                       |
| Occupational Therapy            | 4                  | \$27,167              |
| Osteopathic Medicine            | 2                  | \$53,450              |
| Physical Therapy                | 1                  | \$17,975              |
| Physician Assistant             | 7                  | \$148,925             |
| Institution Total               | 14                 | \$247,517             |
| <b>PRIVATE TOTAL</b>            | <b>34</b>          | <b>\$790,517</b>      |
| <b>NEVADA TOTAL</b>             | <b>36</b>          | <b>\$826,467</b>      |

| New Mexico                      |                    |                       |
|---------------------------------|--------------------|-----------------------|
| Institution                     | Number of Students | Support Fees by Field |
| <b>University of New Mexico</b> |                    |                       |
| Medicine (Allopathic)           | 1                  | \$37,250              |
| Occupational Therapy            | 0                  | \$0                   |
| Pharmacy                        | 0                  | \$0                   |
| Physical Therapy                | 0                  | \$0                   |
| Institution Total               | 1                  | \$37,250              |
| <b>NEW MEXICO TOTAL</b>         | <b>1</b>           | <b>\$37,250</b>       |

| North Dakota                         |                    |                       |
|--------------------------------------|--------------------|-----------------------|
| Institution                          | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>           |                    |                       |
| <b>University of North Dakota</b>    |                    |                       |
| Medicine (Allopathic)                | 4                  | \$149,000             |
| Occupational Therapy                 | 0                  | \$0                   |
| Physical Therapy                     | 1                  | \$17,975              |
| Physician Assistant                  | 0                  | \$0                   |
| Institution Total                    | 5                  | \$166,975             |
| <b>North Dakota State University</b> |                    |                       |
| Pharmacy                             | 0                  | \$0                   |
| Institution Total                    | 0                  | \$0                   |
| <b>PUBLIC TOTAL</b>                  | <b>5</b>           | <b>\$166,975</b>      |
| <b>PRIVATE INSTITUTIONS</b>          |                    |                       |
| <b>University of Mary</b>            |                    |                       |
| Occupational Therapy                 | 4                  | \$70,634              |
| Physical Therapy                     | 6                  | \$107,850             |
| Institution Total                    | 10                 | \$178,484             |
| <b>PRIVATE TOTAL</b>                 | <b>10</b>          | <b>\$178,484</b>      |
| <b>NORTH DAKOTA TOTAL</b>            | <b>15</b>          | <b>\$345,459</b>      |

| Oregon                                        |                    |                       |
|-----------------------------------------------|--------------------|-----------------------|
| Institution                                   | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>                    |                    |                       |
| <b>Oregon Health &amp; Science University</b> |                    |                       |
| Dentistry                                     | 4                  | \$124,800             |
| Medicine (Allopathic)                         | 10                 | \$372,500             |
| Physician Assistant                           | 0                  | \$0                   |
| Institution Total                             | 14                 | \$497,300             |
| <b>Oregon State University</b>                |                    |                       |
| Pharmacy                                      | 1                  | \$9,525               |
| Veterinary Medicine                           | 17                 | \$628,150             |
| Institution Total                             | 18                 | \$637,675             |
| <b>PUBLIC TOTAL</b>                           | <b>32</b>          | <b>\$1,134,975</b>    |
| <b>PRIVATE INSTITUTIONS</b>                   |                    |                       |
| <b>George Fox University</b>                  |                    |                       |
| Physical Therapy                              | 1                  | \$17,975              |
| Institution Total                             | 1                  | \$17,975              |
| <b>Pacific University</b>                     |                    |                       |
| Occupational Therapy                          | 2                  | \$43,467              |
| Optometry                                     | 36                 | \$751,625             |
| Pharmacy                                      | 0                  | \$0                   |
| Physical Therapy                              | 3                  | \$53,925              |
| Physician Assistant                           | 1                  | \$21,275              |
| Institution Total                             | 42                 | \$870,292             |
| <b>PRIVATE TOTAL</b>                          | <b>43</b>          | <b>\$888,267</b>      |
| <b>OREGON TOTAL</b>                           | <b>75</b>          | <b>\$2,023,242</b>    |

| South Dakota                      |                    |                       |
|-----------------------------------|--------------------|-----------------------|
| Institution                       | Number of Students | Support Fees by Field |
| <b>University of South Dakota</b> |                    |                       |
| Occupational Therapy              | 1                  | \$0                   |
| Physical Therapy                  | 1                  | \$17,975              |
| Institution Total                 | 2                  | \$17,975              |
| <b>SOUTH DAKOTA TOTAL</b>         | <b>2</b>           | <b>\$17,975</b>       |

| Utah                       |                    |                       |
|----------------------------|--------------------|-----------------------|
| Institution                | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b> |                    |                       |
| <b>University of Utah</b>  |                    |                       |
| Dentistry                  | 11                 | \$343,200             |
| Medicine (Allopathic)      | 14                 | \$521,500             |
| Occupational Therapy       | 3                  | \$70,634              |
| Pharmacy                   | 0                  | \$0                   |

| Utah                                                   |                    |                       |
|--------------------------------------------------------|--------------------|-----------------------|
| Institution                                            | Number of Students | Support Fees by Field |
| Physical Therapy                                       | 8                  | \$143,800             |
| Physician Assistant                                    | 1                  | \$21,275              |
| Institution Total                                      | 37                 | \$1,100,409           |
| <b>PUBLIC TOTAL</b>                                    | <b>37</b>          | <b>\$1,100,409</b>    |
| <b>PRIVATE INSTITUTIONS</b>                            |                    |                       |
| <b>Rocky Mountain University of Health Professions</b> |                    |                       |
| Physical Therapy                                       | 9                  | \$161,775             |
| Physician Assistant                                    | 1                  | \$21,275              |
| Institution Total                                      | 10                 | \$183,050             |
| <b>PRIVATE TOTAL</b>                                   | <b>10</b>          | <b>\$183,050</b>      |
| <b>UTAH TOTAL</b>                                      | <b>47</b>          | <b>\$1,283,459</b>    |

| Washington                                             |                    |                       |
|--------------------------------------------------------|--------------------|-----------------------|
| Institution                                            | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>                             |                    |                       |
| <b>University of Washington</b>                        |                    |                       |
| Dentistry                                              | 4                  | \$124,800             |
| Occupational Therapy                                   | 0                  | \$0                   |
| Pharmacy                                               | 1                  | \$9,525               |
| Physical Therapy                                       | 4                  | \$71,900              |
| Physician Assistant                                    | 3                  | \$63,825              |
| Institution Total                                      | 12                 | \$270,050             |
| <b>Washington State University</b>                     |                    |                       |
| Pharmacy                                               | 0                  | \$0                   |
| Veterinary Medicine                                    | 43                 | \$1,441,050           |
| Institution Total                                      | 43                 | \$1,441,050           |
| <b>Eastern Washington University</b>                   |                    |                       |
| Occupational Therapy                                   | 0                  | \$0                   |
| Physical Therapy                                       | 0                  | \$0                   |
| Institution Total                                      | 0                  | \$0                   |
| <b>PUBLIC TOTAL</b>                                    | <b>55</b>          | <b>\$1,711,100</b>    |
| <b>PRIVATE INSTITUTIONS</b>                            |                    |                       |
| <b>Pacific Northwest University of Health Sciences</b> |                    |                       |
| Osteopathic Medicine                                   | 11                 | \$280,612             |
| Institution Total                                      | 11                 | \$280,612             |
| <b>University of Puget Sound</b>                       |                    |                       |
| Occupational Therapy                                   | 1                  | \$27,167              |
| Physical Therapy                                       | 1                  | \$17,975              |
| Institution Total                                      | 2                  | \$45,142              |
| <b>PRIVATE TOTAL</b>                                   | <b>13</b>          | <b>\$325,754</b>      |
| <b>WASHINGTON TOTAL</b>                                | <b>68</b>          | <b>\$2,036,854</b>    |

| Wyoming                      |                    |                       |
|------------------------------|--------------------|-----------------------|
| Institution                  | Number of Students | Support Fees by Field |
| <b>University of Wyoming</b> |                    |                       |
| Pharmacy                     | 0                  | \$0                   |
| Institution Total            | 0                  | \$0                   |
| <b>WYOMING TOTAL</b>         | <b>0</b>           | <b>\$0</b>            |

| Out-of-Region*                               |                    |                       |
|----------------------------------------------|--------------------|-----------------------|
| Institution                                  | Number of Students | Support Fees by Field |
| <b>PUBLIC INSTITUTIONS</b>                   |                    |                       |
| <b>University of Missouri-Kansas City</b>    |                    |                       |
| Dentistry                                    | 5                  | \$156,000             |
| Institution Total                            | 5                  | \$156,000             |
| <b>University of Nebraska Medical Center</b> |                    |                       |
| Dentistry                                    | 3                  | \$93,600              |
| Institution Total                            | 3                  | \$93,600              |
| <b>PUBLIC TOTAL</b>                          | <b>8</b>           | <b>\$249,600</b>      |
| <b>PRIVATE INSTITUTIONS</b>                  |                    |                       |
| <b>Creighton University</b>                  |                    |                       |
| Dentistry                                    | 19                 | \$561,600             |
| Institution Total                            | 19                 | \$561,600             |
| <b>Illinois College of Optometry</b>         |                    |                       |
| Optometry                                    | 2                  | \$42,950              |
| Institution Total                            | 2                  | \$42,950              |
| <b>PRIVATE TOTAL</b>                         | <b>21</b>          | <b>\$604,550</b>      |
| <b>OUT-OF-REGION TOTAL</b>                   | <b>29</b>          | <b>\$854,150</b>      |

|               | Number of Students | Support Fees        |
|---------------|--------------------|---------------------|
| <b>TOTALS</b> | <b>570</b>         | <b>\$15,731,227</b> |

\* PSEP includes select out-of-region professional programs and institutions when capacity within the region is limited and additional program seats are necessary to meet regional needs.

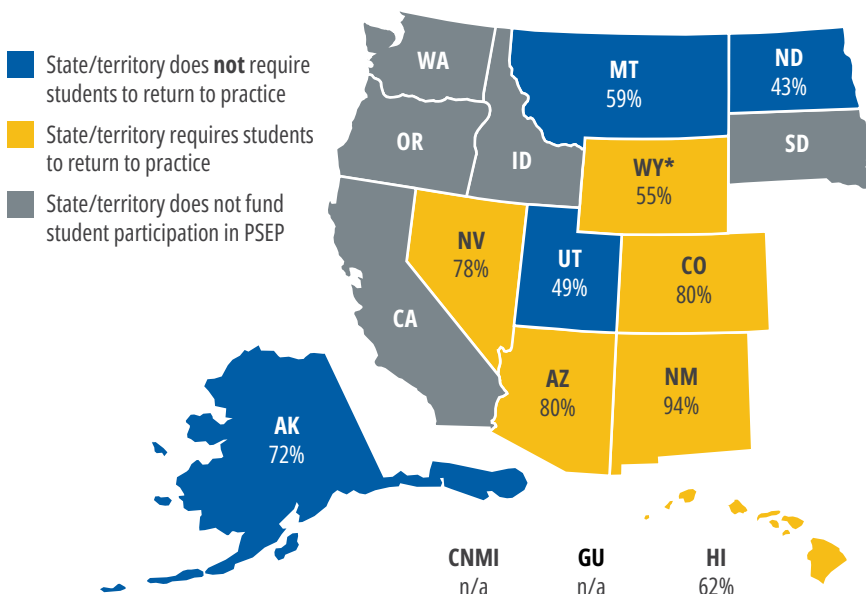
## PSEP Graduate Return Rates, 2012–21

Western states and territories supporting students through PSEP want their investments to bolster their healthcare workforces. Every five years, they calculate the percentage of PSEP graduates who return home to serve their communities, and report on those numbers in 10-year cohorts of graduates. Return rates for students who graduated between 2012–21 held relatively steady compared to the prior reporting period of 2007–16. The average student return rate for the 2012–21 graduating cohorts is 69%. During the previous reporting period of 2007–16, the average return rate was 67%. The next reporting cycle is 2017–26.

Certain states and Pacific Island territories supporting PSEP students — Arizona, Colorado, Hawai'i, Nevada, New Mexico, the Commonwealth of the Northern Mariana Islands (CNMI), and Guam — require graduates to return home to practice, or reimburse support fees plus interest. CNMI graduated its first cohort in spring 2023; its graduates are still on practice deferment, primarily for medical residencies, so their initial return rates are unknown at this time. Guam's first cohort began its studies in fall 2024, so its return rate is also currently unknown. Areas that require a return-for-service receive higher returns on investment from PSEP participation, averaging an 80% return rate. "Honor system" states (Alaska, Montana, North Dakota, Utah, and Wyoming\*) do not contractually require service payback, and their average return rate is 55%.

Figure 4 shows state average return rates by policy type, with blue representing states with no return to practice obligation and yellow representing states with a return to practice obligation. Detailed return rate information for each WICHE-region member's PSEP graduates by eligible professional healthcare field can be found on Table 5 on pages 21–22.

**Figure 4. PSEP Graduation Return Rates, 2012–21**



\* Wyoming instituted service payback for students enrolling fall 2013 and later, except in veterinary medicine. Wyoming is listed as an honor state because less than half of its graduates in the current cycle have a contractual service payback. It will be reclassified as a contractual payback state during the next reporting cycle.

**Table 5. PSEP Graduate Return Rates by State and by Field, 2012–21**

| Alaska               |                           |                          |                     |
|----------------------|---------------------------|--------------------------|---------------------|
| Field                | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry            | 15                        | 6                        | 40%                 |
| Occupational Therapy | 2                         | 1                        | 50%                 |
| Optometry            | 4                         | 4                        | 100%                |
| Pharmacy             | 13                        | 11                       | 85%                 |
| Physical Therapy     | 10                        | 9                        | 90%                 |
| Physician Assistant  | 2                         | 2                        | 100%                |
| Podiatry             | 1                         | 1                        | 100%                |
| <b>Alaska Total</b>  | <b>47</b>                 | <b>34</b>                | <b>72%</b>          |

| Arizona*               |                           |                          |                     |
|------------------------|---------------------------|--------------------------|---------------------|
| Field                  | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry              | 125                       | 102                      | 82%                 |
| Occupational Therapy   | 46                        | 38                       | 83%                 |
| Optometry              | 66                        | 59                       | 89%                 |
| Osteopathic Medicine** | 59                        | 42                       | 71%                 |
| Physical Assistant     | 29                        | 22                       | 76%                 |
| Podiatry               | 14                        | 9                        | 64%                 |
| Veterinary Medicine    | 114                       | 92                       | 81%                 |
| <b>Arizona Total</b>   | <b>453</b>                | <b>364</b>               | <b>80%</b>          |

| Colorado              |                           |                          |                     |
|-----------------------|---------------------------|--------------------------|---------------------|
| Field                 | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Optometry             | 61                        | 49                       | 80%                 |
| <b>Colorado Total</b> | <b>61</b>                 | <b>49</b>                | <b>80%</b>          |

| Hawai'i*             |                           |                          |                     |
|----------------------|---------------------------|--------------------------|---------------------|
| Field                | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry            | 20                        | 12                       | 60%                 |
| Occupational Therapy | 17                        | 10                       | 59%                 |
| Optometry            | 25                        | 18                       | 72%                 |
| Pharmacy             | 11                        | 7                        | 64%                 |
| Physical Therapy     | 45                        | 27                       | 60%                 |
| Veterinary Medicine  | 26                        | 15                       | 58%                 |
| <b>Hawai'i Total</b> | <b>144</b>                | <b>89</b>                | <b>62%</b>          |

| Montana                 |                           |                          |                     |
|-------------------------|---------------------------|--------------------------|---------------------|
| Field                   | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry               | 23                        | 10                       | 43%                 |
| Medicine (Allopathic)** | 33                        | 15                       | 45%                 |
| Occupational Therapy    | 15                        | 8                        | 53%                 |
| Optometry               | 11                        | 10                       | 91%                 |
| Osteopathic Medicine**  | 9                         | 3                        | 33%                 |
| Podiatry                | 1                         | 1                        | 100%                |
| Veterinary Medicine     | 81                        | 55                       | 68%                 |
| <b>Montana Total</b>    | <b>173</b>                | <b>102</b>               | <b>59%</b>          |

| Nevada*              |                           |                          |                     |
|----------------------|---------------------------|--------------------------|---------------------|
| Field                | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Occupational Therapy | 4                         | 4                        | 100%                |
| Optometry            | 13                        | 10                       | 77%                 |
| Pharmacy             | 43                        | 33                       | 77%                 |
| Physical Therapy     | 11                        | 9                        | 82%                 |
| Physician Assistant  | 30                        | 24                       | 80%                 |
| Veterinary Medicine  | 39                        | 29                       | 74%                 |
| <b>Nevada Total</b>  | <b>140</b>                | <b>109</b>               | <b>78%</b>          |

| New Mexico*             |                           |                          |                     |
|-------------------------|---------------------------|--------------------------|---------------------|
| Field                   | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry               | 103                       | 96                       | 93%                 |
| Veterinary Medicine     | 83                        | 78                       | 94%                 |
| <b>New Mexico Total</b> | <b>186</b>                | <b>174</b>               | <b>94%</b>          |

| North Dakota              |                           |                          |                     |
|---------------------------|---------------------------|--------------------------|---------------------|
| Field                     | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry                 | 21                        | 11                       | 52%                 |
| Optometry                 | 71                        | 31                       | 44%                 |
| Veterinary Medicine       | 14                        | 4                        | 29%                 |
| <b>North Dakota Total</b> | <b>106</b>                | <b>46</b>                | <b>43%</b>          |

| Utah                |                           |                          |                     |
|---------------------|---------------------------|--------------------------|---------------------|
| Field               | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Optometry           | 53                        | 28                       | 53%                 |
| Podiatry            | 33                        | 12                       | 36%                 |
| Veterinary Medicine | 18                        | 11                       | 61%                 |
| <b>Utah Total</b>   | <b>104</b>                | <b>51</b>                | <b>49%</b>          |

| Wyoming                 |                           |                          |                     |
|-------------------------|---------------------------|--------------------------|---------------------|
| Field                   | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry               | 20                        | 11                       | 55%                 |
| Medicine (Allopathic)** | 11                        | 1                        | 9%                  |
| Occupational Therapy    | 24                        | 18                       | 75%                 |
| Optometry               | 33                        | 15                       | 45%                 |
| Osteopathic Medicine**  | 5                         | 0                        | 0%                  |
| Physical Therapy        | 81                        | 62                       | 77%                 |
| Physician Assistant     | 35                        | 22                       | 63%                 |
| Podiatry                | 2                         | 1                        | 50%                 |
| Veterinary Medicine     | 82                        | 32                       | 39%                 |
| <b>Wyoming Total</b>    | <b>293</b>                | <b>162</b>               | <b>55%</b>          |

| WICHE Return Rates by Field |                           |                          |                     |
|-----------------------------|---------------------------|--------------------------|---------------------|
| Field                       | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Dentistry                   | 327                       | 248                      | 76%                 |
| Medicine (Allopathic)**     | 44                        | 16                       | 36%                 |
| Occupational Therapy        | 108                       | 79                       | 73%                 |
| Optometry                   | 337                       | 224                      | 66%                 |
| Osteopathic Medicine**      | 73                        | 45                       | 62%                 |
| Pharmacy                    | 67                        | 51                       | 76%                 |
| Physical Therapy            | 147                       | 107                      | 73%                 |
| Physician Assistant         | 96                        | 70                       | 73%                 |
| Podiatry                    | 37                        | 15                       | 41%                 |
| Veterinary Medicine         | 357                       | 233                      | 65%                 |

| Totals                                    |                           |                          |                     |
|-------------------------------------------|---------------------------|--------------------------|---------------------|
|                                           | Total Number of Graduates | Number Returned to State | Percentage Returned |
| Total for All Reporting WICHE PSEP States | 1,707                     | 1,180                    | 69%                 |
| Total for Contractual Payback States      | 984                       | 785                      | 80%                 |
| Total for Honor System States             | 723                       | 395                      | 55%                 |

\* Contractual payback state for all of reporting period.

\*\* WICHE uses 2012–16 return data for allopathic and osteopathic medical graduates, to allow time for them to return home and serve upon completion of their residency programs.

## ACADEMIC YEAR 2025–26

**\$703M****TOTAL SAVED**

by students through WICHE Student Access Programs.

**\$642M****SAVED**  
through WUE**\$46M****SAVED**  
through WRGP**\$16M****SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

**49,125****STUDENTS**  
chose WUE schools  
in the West**\$13,060****AVERAGE SAVINGS**  
for undergraduate  
students

## WESTERN REGIONAL GRADUATE PROGRAM



Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

**3,030****STUDENTS**  
chose WRGP schools  
in the West**\$15,179****AVERAGE SAVINGS**  
for graduate  
students

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

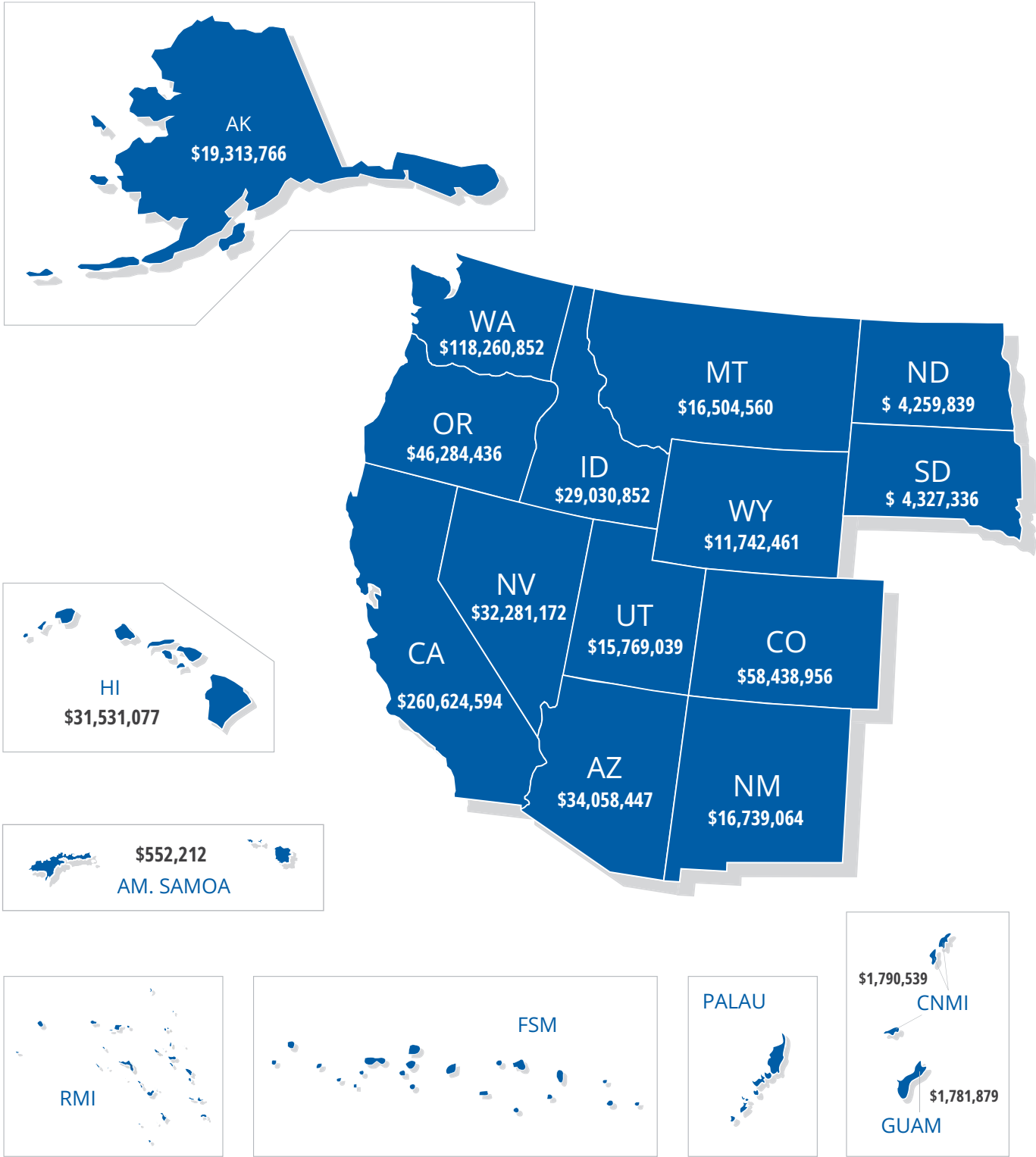
10 WICHE states and two Pacific Island territories **invested nearly \$16 million to grow their healthcare workforce and reduced the educational costs of 570 students.**

**134 accredited programs are offered** through PSEP at 64 institutions.

**A student can save between \$38,100 and \$149,000 on tuition** over the lifespan of a professional health degree program, depending on the field of study.

WICHE Region

\$703,291,081 = Total student savings through WICHE’s Student Access Programs AY 2025–26



# ALASKA *partner since 1955*

## ACADEMIC YEAR 2025–26

**\$19.3M**

**TOTAL SAVED**

by Alaska students through WICHE Student Access Programs.

**\$18.5M**

**SAVED**  
through WUE

**\$782K**

**SAVED**  
through WRGP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Alaska WUE schools for out-of-state undergraduate students:

- ▶ **University of Alaska Fairbanks (291)**
- ▶ **University of Alaska Anchorage (171)**
- ▶ **University of Alaska Southeast (66)**

Top out-of-state WUE schools for Alaska undergraduate students:

- ▶ **Northern Arizona University (117)**
- ▶ **University of Hawai'i at Mānoa (89)**
- ▶ **Montana State University, Bozeman (84)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Alaska WRGP schools for out-of-state graduate students:

- ▶ **University of Alaska Anchorage (42)**
- ▶ **University of Alaska Southeast (11)**

Top out-of-state WRGP schools for Alaska graduate students:

- ▶ **Eastern New Mexico University (7)**
- ▶ **University of Hawai'i at Mānoa (5)**
- ▶ **University of Idaho (5)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

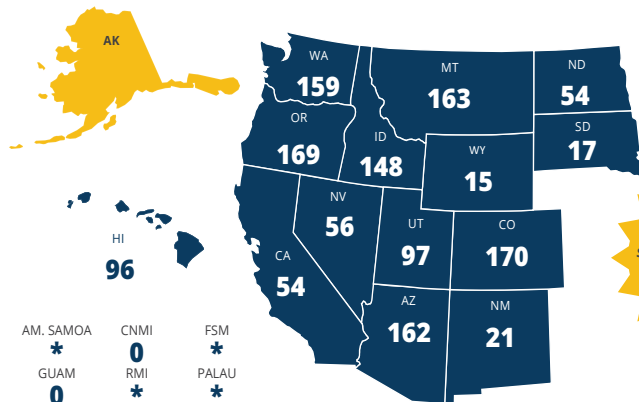
Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**72% of Alaska's PSEP graduates returned home to practice** (2012–21). Students are not contractually required to return.

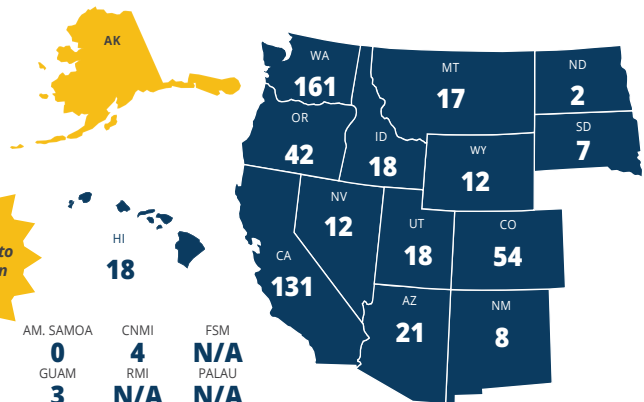
**Alaska did not have any students enrolled through PSEP** in AY 2025–26. The state of Alaska supports its residents in seven healthcare professions offered through PSEP.

**11,068% ROI** Gained on Alaska's WICHE annual dues (\$174,500/FY 2026)

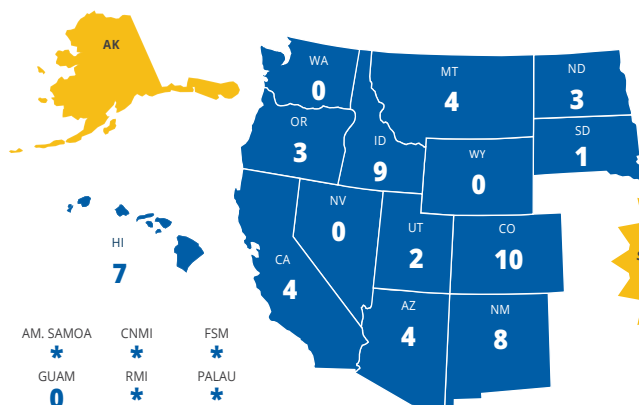
## WUE

WUE STUDENTS **FROM** ALASKA: **1,381**

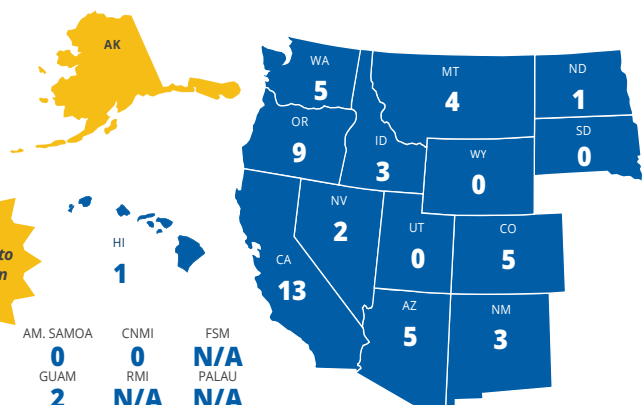
\* Currently do not have any participating WUE schools.

WUE STUDENTS **TO** ALASKA: **528**

## WRGP

WRGP STUDENTS **FROM** ALASKA: **55**

\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** ALASKA: **53**

## PSEP

Alaska did not have any students enroll through PSEP during the current academic year. However, Alaska residents can use PSEP for these healthcare professions:

- ▶ Dentistry
- ▶ Occupational Therapy
- ▶ Optometry
- ▶ Pharmacy
- ▶ Physical Therapy
- ▶ Physician Assistant
- ▶ Podiatry

# ARIZONA *partner since 1952*

## ACADEMIC YEAR 2025-26

**\$34.1M**

### TOTAL SAVED

by Arizona students through WICHE Student Access Programs.

**\$27.1M**

**SAVED**  
through WUE

**\$3.0M**

**SAVED**  
through WRGP

**\$3.9M**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Arizona WUE schools for out-of-state undergraduate students:

- ▶ Northern Arizona University (2,836)
- ▶ Mohave College (353)
- ▶ Arizona State University / West Valley Campus (210)

Top out-of-state WUE schools for Arizona undergraduate students:

- ▶ University of Nevada, Reno (223)
- ▶ Utah Valley University (172)
- ▶ Colorado State University (151)

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Arizona WRGP schools for out-of-state graduate students:

- ▶ University of Arizona (183)
- ▶ Northern Arizona University (54)
- ▶ Arizona State University (12)

Top out-of-state WRGP schools for Arizona graduate students:

- ▶ University of Hawai'i at Mānoa (26)
- ▶ Eastern New Mexico University (20)
- ▶ University of Idaho (20)

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

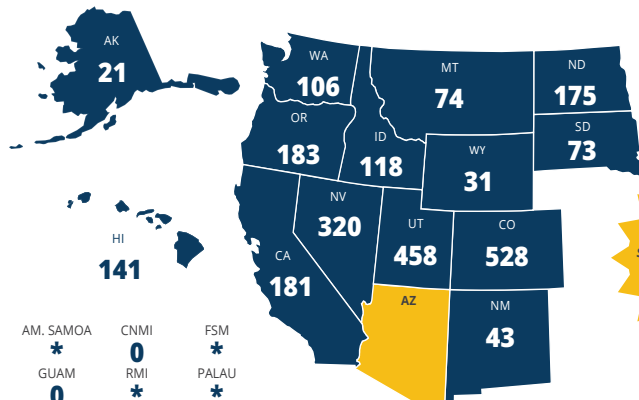
**134 Arizona students paid reduced tuition** for health care studies not offered by public institutions in their home state.

**80% of Arizona's PSEP graduates returned home to practice** (2012-16 for physicians, 2012-21 for all other fields). Students are contractually required to return.

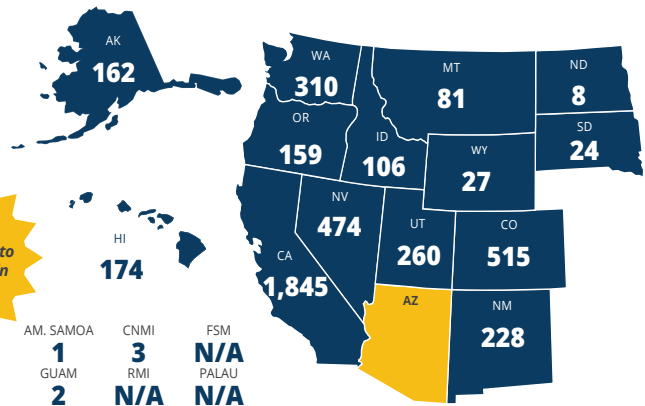
**Arizona institutions and their local economies benefit, too.** This year, 162 PSEP students enrolled in programs located in Arizona. Institutions received \$4.2M in support fees to reduce the students' tuition costs.

**831% ROI** Gained on Arizona's WICHE annual dues (\$174,500/FY 2026)

## WUE

WUE STUDENTS FROM ARIZONA: **2,452**

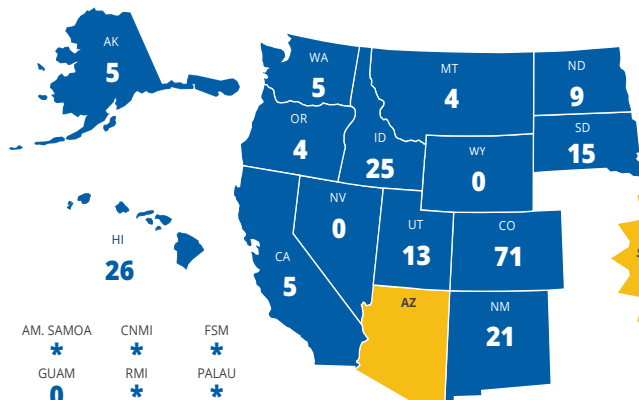
4,379 WUE students chose to attend school in Arizona

WUE STUDENTS TO ARIZONA: **4,379**

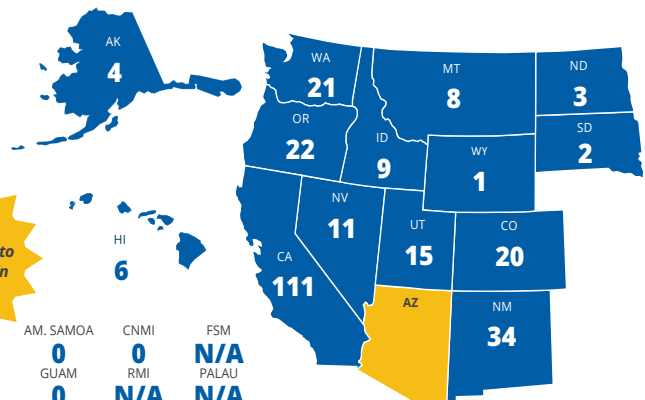
\* Currently do not have any participating WUE schools.

**Note:** Students from Arizona are eligible for the Regional In-State Equivalent Tuition Program at Colorado State University, Pueblo and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

## WRGP

WRGP STUDENTS FROM ARIZONA: **203**

267 WRGP students chose to attend school in Arizona

WRGP STUDENTS TO ARIZONA: **267**

\* Currently do not have any participating WRGP schools.

## PSEP

| FIELD                | STUDENTS   | FEES PAID          |
|----------------------|------------|--------------------|
| Dentistry            | 50         | \$1,601,600        |
| Optometry            | 17         | \$332,862          |
| Osteopathic Medicine | 44         | \$1,175,900        |
| Podiatry             | 2          | \$37,050           |
| Veterinary Medicine  | 21         | \$775,950          |
| <b>TOTAL</b>         | <b>134</b> | <b>\$3,923,362</b> |

PSEP students from Arizona saved \$3,923,362 in tuition

## WHAT STUDENTS ARE SAYING



"WUE made it possible for me to study history at NAU without paying full out-of-state tuition. I've conducted research, presented findings, and studied abroad with NAU scholarships. Working with incredible professors in a collaborative community has helped me grow academically and personally while gaining independence."

**HENRY**, Oregon resident, History, Northern Arizona University

# CALIFORNIA *partner since 1955*

## ACADEMIC YEAR 2025–26

**\$260.6M**

**TOTAL SAVED**

by California students through WICHE Student Access Programs.

**\$245.7M**

**SAVED  
through WUE**

**\$14.9M**

**SAVED  
through WRGP**

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top California WUE schools for out-of-state undergraduate students:

- ▶ Cal Poly Humboldt (257)
- ▶ California State University, Sacramento (161)
- ▶ Lassen Community College (121)

Top out-of-state WUE schools for California undergraduate students:

- ▶ University of Nevada, Reno (2,304)
- ▶ University of Utah (2,090)
- ▶ University of Hawai'i at Mānoa (2,012)

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top California WRGP schools for out-of-state graduate students:

- ▶ San Francisco State University (30)
- ▶ Cal Poly Humboldt (29)
- ▶ California State University, Monterey Bay (6)

Top out-of-state WRGP schools for California graduate students:

- ▶ University of Hawai'i at Mānoa (213)
- ▶ University of Arizona (74)
- ▶ University of Idaho (71)

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**California doesn't use PSEP for its residents** because it operates public programs in most PSEP fields, with the exception of osteopathic medicine and podiatry.

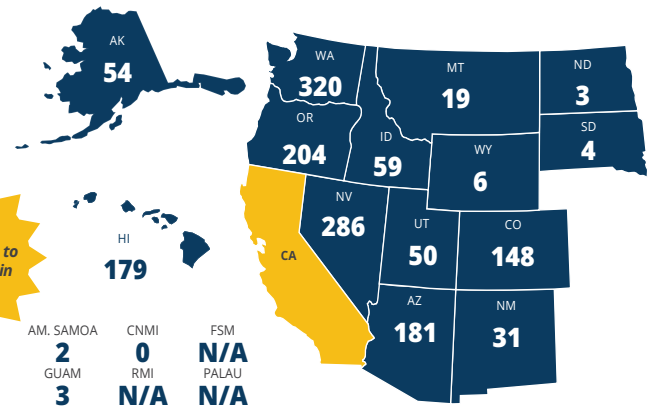
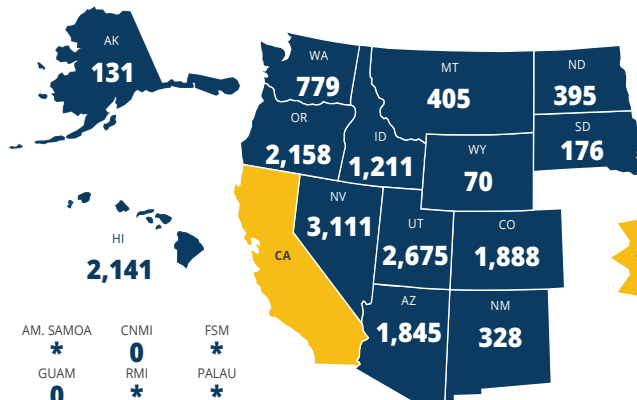
**However, California institutions and their local economies still benefit from PSEP.** This year, 45 PSEP students enrolled in programs located in California. Institutions received \$1.2M in support fees to reduce the students' tuition costs.

**149,355% ROI** Gained on California's WICHE annual dues (\$174,500/FY 2026)

## WUE

WUE STUDENTS **FROM** CALIFORNIA: **17,313**

WUE STUDENTS **TO** CALIFORNIA: **1,549**



1,549 WUE students chose to attend school in California

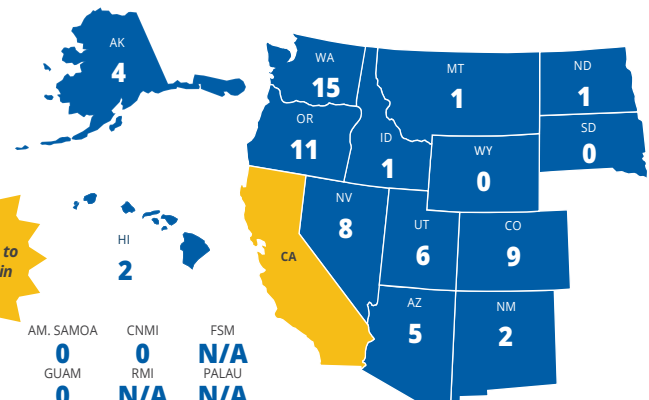
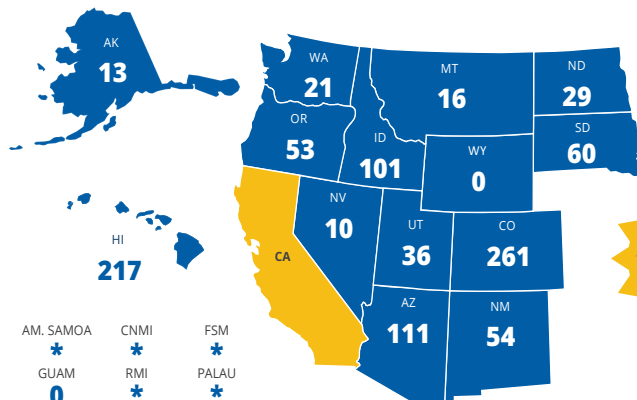
\* Currently do not have any participating WUE schools.

**Note:** Students from California are eligible for the Regional In-State Equivalent Tuition Program at Colorado State University, Pueblo and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

## WRGP

WRGP STUDENTS **FROM** CALIFORNIA: **982**

WRGP STUDENTS **TO** CALIFORNIA: **65**



65 WRGP students chose to attend school in California

\* Currently do not have any participating WRGP schools.

## WHAT STUDENTS ARE SAYING



“Receiving an offer from the University of Washington was exciting, but the cost of out-of-state tuition made me hesitant to commit. WRGP eased that uncertainty by making my landscape architecture program financially attainable. I'm grateful to WICHE for supporting my education and helping me move forward with confidence in my academic goals.”

**KAYLIN**, California resident, Landscape Architecture, University of Washington

# COLORADO *partner since 1951*

## ACADEMIC YEAR 2025–26

**\$58.4M**

### TOTAL SAVED

by Colorado students through WICHE Student Access Programs.

**\$55.3M**

**SAVED**  
through WUE

**\$2.8M**

**SAVED**  
through WRGP

**\$365K**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Colorado WUE schools for out-of-state undergraduate students:

- ▶ **Colorado State University (2,139)**
- ▶ **Colorado Mesa University (616)**
- ▶ **University of Northern Colorado (346)**

Top out-of-state WUE schools for Colorado undergraduate students:

- ▶ **University of Utah (538)**
- ▶ **Montana State University, Bozeman (390)**
- ▶ **Oregon State University (370)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Colorado WRGP schools for out-of-state graduate students:

- ▶ **University of Colorado Denver (161)**
- ▶ **University of Colorado Anschutz Medical Campus (109)**
- ▶ **University of Northern Colorado (106)**

Top out-of-state WRGP schools for Colorado graduate students:

- ▶ **University of Hawai'i at Mānoa (28)**
- ▶ **South Dakota School of Mines and Technology (20)**
- ▶ **University of Idaho (20)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

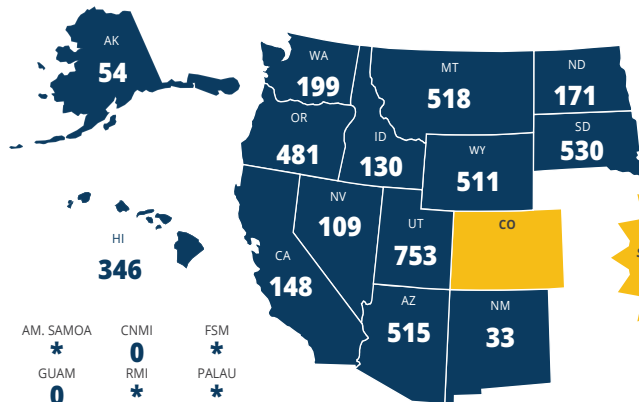
**17 Colorado students paid reduced tuition** for health care studies not offered by public institutions in their home state.

**80% of Colorado's PSEP graduates returned home to practice** (2012–16 for physicians, 2012–21 for all other fields). Students are contractually required to return.

**Colorado institutions and their local economies benefit, too.** This year, 83 PSEP students enrolled in programs located in Colorado. Institutions received \$2.7M in support fees to reduce the students' tuition costs.

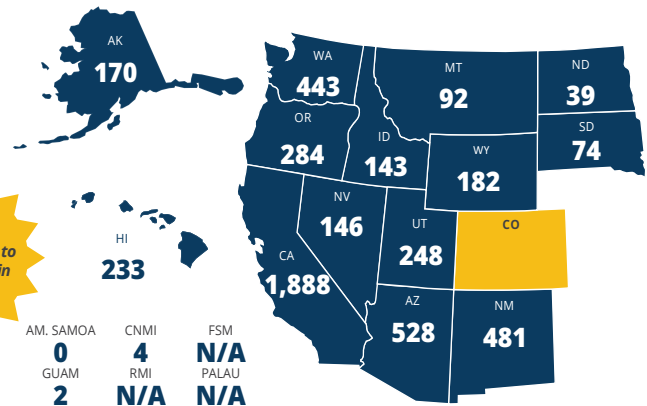
**10,831% ROI** Gained on Colorado's WICHE annual dues (\$174,500/FY 2026)

## WUE

WUE STUDENTS FROM COLORADO: **4,498**

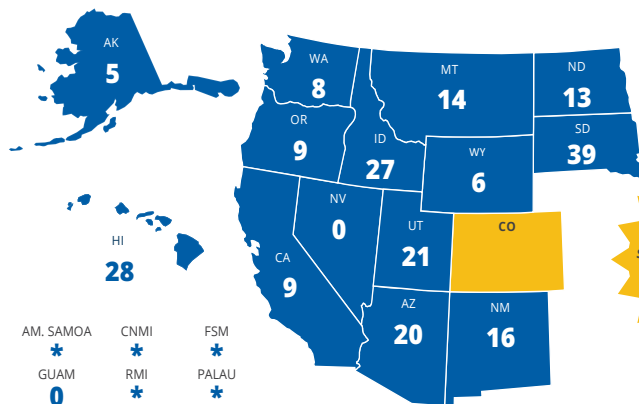
\* Currently do not have any participating WUE schools.

**Note:** Students from Colorado are eligible for the South Dakota Advantage Program and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

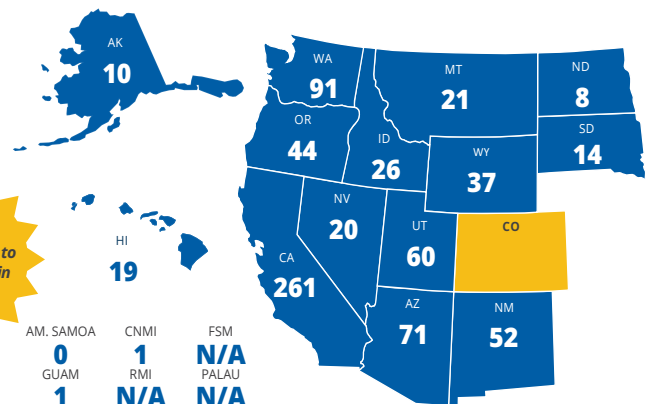
WUE STUDENTS TO COLORADO: **4,957**

**Note:** Students from Arizona, California, Nevada, New Mexico, Utah, and Wyoming are eligible for the Regional In-State Equivalent Tuition Program at Colorado State University, Pueblo. Students from New Mexico are eligible for the New Mexico Reciprocal Tuition Scholarship at Fort Lewis College. Students from those states are assessed resident on-campus tuition rates. These students are also reported as WUE students.

## WRGP

WRGP STUDENTS FROM COLORADO: **215**

\* Currently do not have any participating WRGP schools.

WRGP STUDENTS TO COLORADO: **736**

## PSEP

| FIELD        | STUDENTS  | FEES PAID        |
|--------------|-----------|------------------|
| Optometry    | 17        | \$365,075        |
| <b>TOTAL</b> | <b>17</b> | <b>\$365,075</b> |

PSEP students from Colorado saved \$365,075 in tuition

## WHAT STUDENTS ARE SAYING



“Thanks to PSEP, I graduated with less debt and was able to open my own practice in a semi-rural community that previously had no full-time eye doctor. Today, our clinic provides essential care to thousands of patients, creates jobs, and strengthens the local economy. Without PSEP, my ability to serve my community would not have been possible.”

**MICHAEL**, Colorado resident, Optometry, Pacific University (Oregon)

# HAWAII *partner since 1959*

## ACADEMIC YEAR 2025–26

**\$31.5M**

### TOTAL SAVED

by Hawai'i students through WICHE Student Access Programs.

**\$29.5M**

**SAVED**  
through WUE

**\$781K**

**SAVED**  
through WRGP

**\$1.3M**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Hawai'i WUE schools for out-of-state undergraduate students:

- ▶ University of Hawai'i at Mānoa (3,375)
- ▶ University of Hawai'i at Hilo (250)
- ▶ University of Hawai'i-West O'ahu (13)

Top out-of-state WUE schools for Hawai'i undergraduate students:

- ▶ University of Nevada, Las Vegas (408)
- ▶ Oregon State University (382)
- ▶ Washington State University (152)

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Hawai'i WRGP schools for out-of-state graduate students:

- ▶ University of Hawai'i at Mānoa (449)
- ▶ University of Hawai'i at Hilo (19)

Top out-of-state WRGP schools for Hawai'i graduate students:

- ▶ University of Arizona (5)
- ▶ Colorado State University (4)
- ▶ University of Colorado Colorado Springs (4)

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

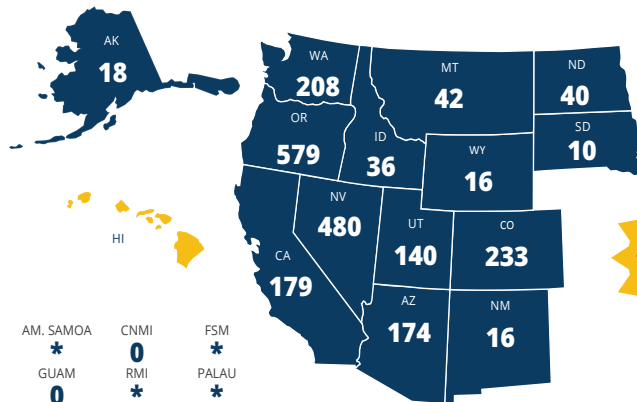
**48 Hawai'i students paid reduced tuition** for health care studies not offered by public institutions in their home state.

**62% of Hawaii's PSEP graduates returned home to practice** (2012–21). Students are contractually required to return.

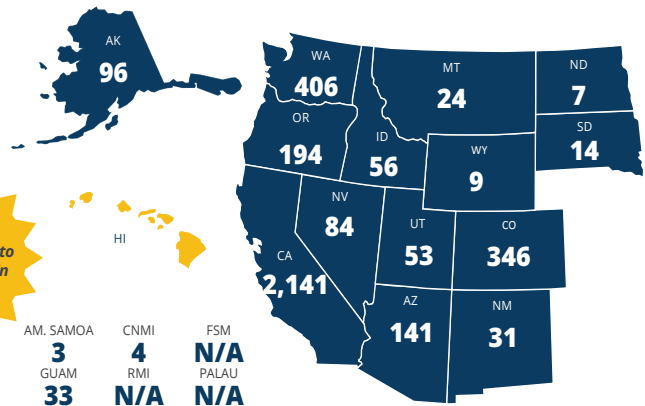
**Hawai'i's institutions and their local economies benefit, too.** This year, one PSEP student enrolled in a program located in Hawai'i. The institution received \$37,250 in support fees to reduce the student's tuition costs.

**2,151% ROI** Gained on Hawai'i's WICHE annual dues (\$174,500/FY 2026)

## WUE

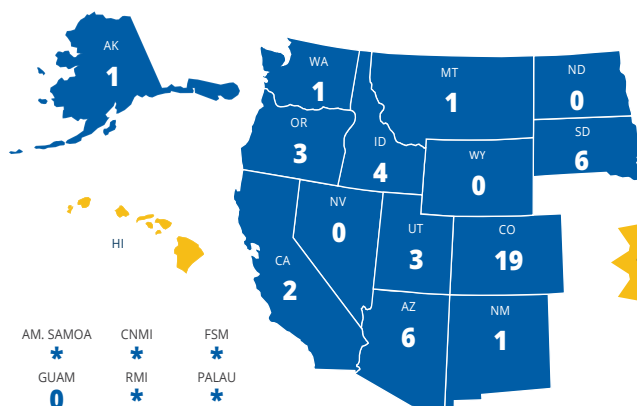
WUE STUDENTS **FROM** HAWAII: **2,171**

\* Currently do not have any participating WUE schools.

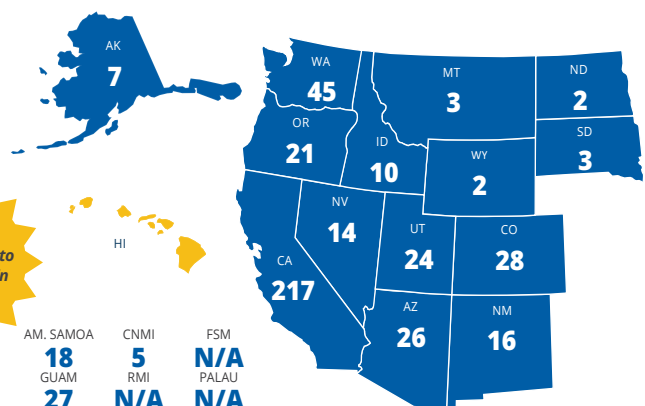
WUE STUDENTS **TO** HAWAII: **3,642**

**Note:** Students from American Samoa, Commonwealth of the Northern Mariana Islands, and some Guam students are eligible for the University of Hawai'i Pacific Islander rate, which is the equivalent of the WUE rate. These students are also reported here as WUE students.

## WRGP

WRGP STUDENTS **FROM** HAWAII: **47**

\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** HAWAII: **468**

## PSEP

| FIELD                | STUDENTS  | FEES PAID          |
|----------------------|-----------|--------------------|
| Dentistry            | 8         | \$291,200          |
| Occupational Therapy | 3         | \$27,167           |
| Optometry            | 12        | \$257,700          |
| Physical Therapy     | 10        | \$179,750          |
| Veterinary Medicine  | 15        | \$535,775          |
| <b>TOTAL</b>         | <b>48</b> | <b>\$1,291,592</b> |

PSEP students from Hawai'i saved \$1,291,592 in tuition

## WHAT STUDENTS ARE SAYING



"PSEP significantly reduced my graduate tuition, allowing me to save money and avoid excessive loans. This support ensures I can bring my occupational therapy education back to Hawai'i and the community that shaped me. Without PSEP, this opportunity might not have been possible."

**STACEN**, Occupational Therapy, Hawai'i, Pacific University (Oregon)

# IDAHO *partner since 1953*

## ACADEMIC YEAR 2025–26

**\$29.0M**

**TOTAL SAVED**

by Idaho students through WICHE Student Access Programs.

**\$27.3M**

**SAVED**  
through WUE

**\$1.8M**

**SAVED**  
through WRGP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Idaho WUE schools for out-of-state undergraduate students:

- ▶ **Boise State University (2,255)**
- ▶ **University of Idaho (1,858)**
- ▶ **Lewis-Clark State College (229)**

Top out-of-state WUE schools for Idaho undergraduate students:

- ▶ **University of Utah (318)**
- ▶ **Washington State University (153)**
- ▶ **Oregon State University (129)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Idaho WRGP schools for out-of-state graduate students:

- ▶ **University of Idaho (354)**
- ▶ **Idaho State University (95)**
- ▶ **Boise State University (13)**

Top out-of-state WRGP schools for Idaho graduate students:

- ▶ **Utah State University (15)**
- ▶ **University of Arizona (9)**
- ▶ **University of Utah (8)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

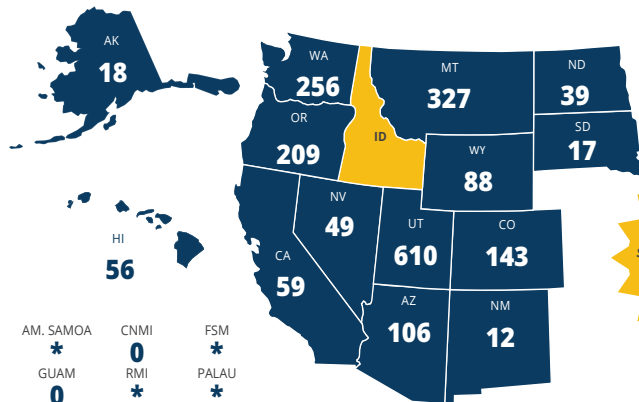
**Idaho doesn't use PSEP for its residents** because it operates public programs in most PSEP fields, with the exception of optometry, osteopathic medicine, and podiatry.

**However, Idaho institutions and their local economies still benefit from PSEP.** This year, two PSEP students enrolled in a program located in Idaho. The institution received \$42,550 in support fees to reduce the students' tuition costs.

**16,637% ROI** Gained on Idaho's WICHE annual dues (\$174,500/FY 2026)

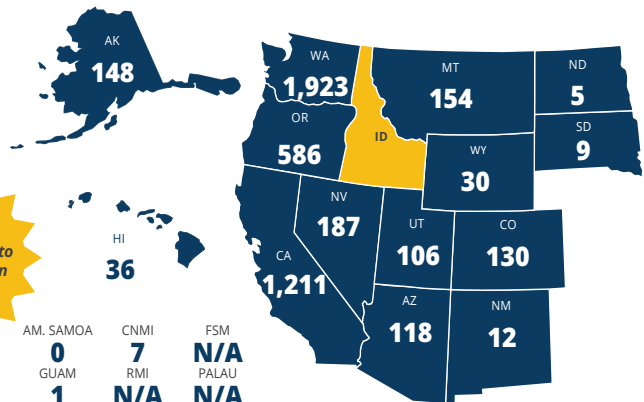
## WUE

WUE STUDENTS **FROM** IDAHO: **1,989**



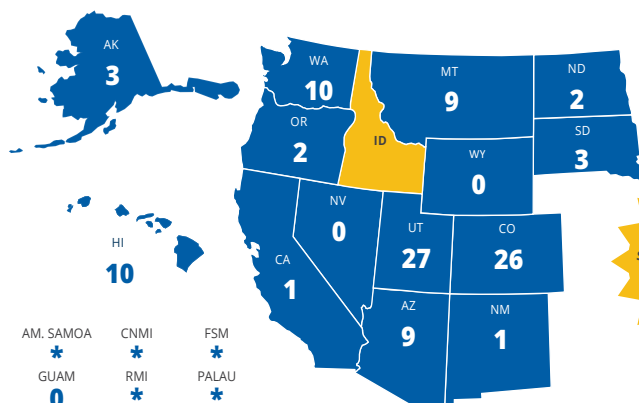
\* Currently do not have any participating WUE schools.

WUE STUDENTS **TO** IDAHO: **4,663**



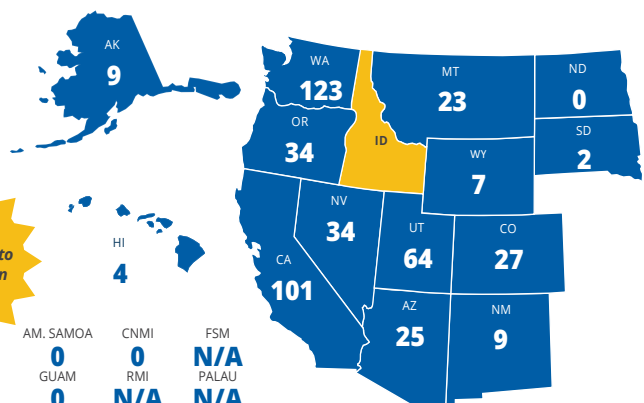
## WRGP

WRGP STUDENTS **FROM** IDAHO: **103**



\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** IDAHO: **462**



## WHAT STUDENTS ARE SAYING



“The Western Undergraduate Exchange (WUE) program has been instrumental in helping the College of Southern Idaho expand access to higher education for students across the West. By offering affordable tuition to out-of-state students, WUE allows CSI to attract motivated learners who might not otherwise be able to attend college outside their home state.

For our students, WUE has reduced financial barriers, encouraged degree completion, and provided a pathway to explore academic programs uniquely available at CSI. For our institution, it has strengthened regional collaboration, enriched our student body, and contributed to a richer learning environment.

Overall, WUE has been a win-win for both our students and our college community — it helps us live out our mission of expanding opportunity and supporting student success.”

**MONZE STARK**, Administrator, College of Southern Idaho

# MONTANA *partner since 1951*

## ACADEMIC YEAR 2025-26

**\$16.5M**

### TOTAL SAVED

by Montana students through WICHE Student Access Programs.

**\$12.2M**

**SAVED**  
through WUE

**\$1.5M**

**SAVED**  
through WRGP

**\$2.8M**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Montana WUE schools for out-of-state undergraduate students:

- ▶ Montana State University, Bozeman (1,519)
- ▶ University of Montana (634)
- ▶ University of Montana Western (262)

Top out-of-state WUE schools for Montana undergraduate students:

- ▶ Dickinson State University, ND (267)
- ▶ Sheridan College, WY (106)
- ▶ University of Utah (95)

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Montana WRGP schools for out-of-state graduate students:

- ▶ University of Montana (52)
- ▶ Montana State University, Bozeman (29)
- ▶ Montana State University Billings (7)

Top out-of-state WRGP schools for Montana graduate students:

- ▶ University of Idaho (16)
- ▶ Minot State University, ND (8)
- ▶ North Dakota State University (7)

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**90 Montana students paid reduced tuition** for health care studies not offered by public institutions in their home state.

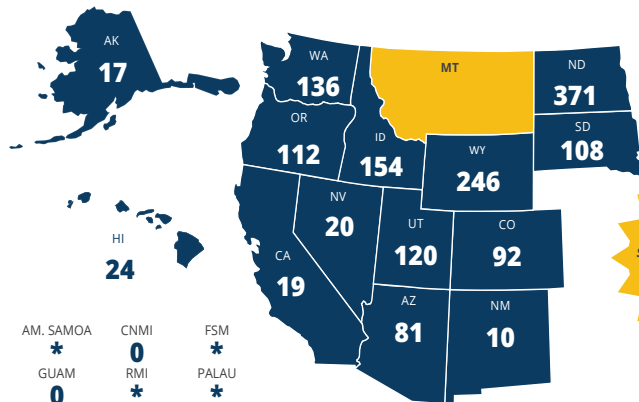
**59% of Montana's PSEP graduates returned home to practice** (2012-16 for physicians, 2012-21 for all other fields). Students are not contractually required to return.

**Montana's institutions and their local economies benefit, too.** This year, four PSEP students enrolled in programs located in Montana. Institutions received \$80,650 in support fees to reduce the students' tuition costs.

**550% ROI** Gained on Montana's WICHE annual dues (\$174,500/FY 2026)

## WUE

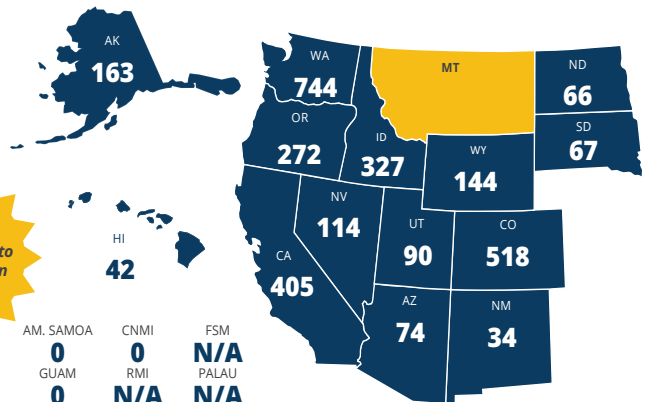
WUE STUDENTS **FROM** MONTANA: **1,510**



\* Currently do not have any participating WUE schools.

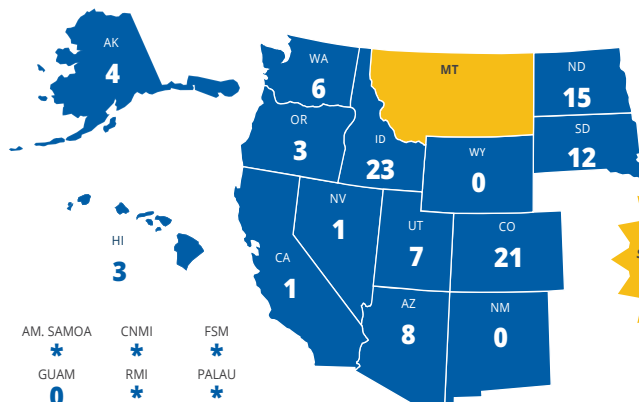
**Note:** Students from Montana are eligible for the South Dakota Advantage Program and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

WUE STUDENTS **TO** MONTANA: **3,060**



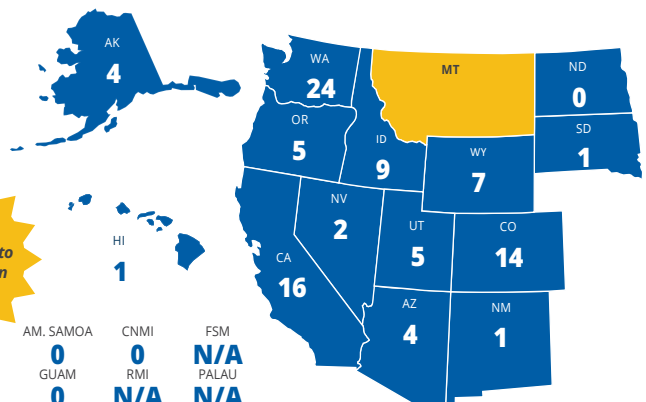
## WRGP

WRGP STUDENTS **FROM** MONTANA: **104**



\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** MONTANA: **93**



## PSEP

| FIELD                 | STUDENTS  | FEES PAID          |
|-----------------------|-----------|--------------------|
| Dentistry             | 16        | \$509,600          |
| Medicine (Allopathic) | 31        | \$1,136,125        |
| Occupational Therapy  | 6         | \$141,268          |
| Optometry             | 6         | \$128,850          |
| Osteopathic Medicine  | 12        | \$320,700          |
| Veterinary Medicine   | 19        | \$591,200          |
| <b>TOTAL</b>          | <b>90</b> | <b>\$2,827,743</b> |

*PSEP students from Montana saved \$2,827,743 in tuition*

## WHAT STUDENTS ARE SAYING



“PSEP significantly reduces my tuition, allowing me to pursue veterinary medicine without the pressure of unmanageable debt. This support makes it possible for me to follow my passion for wildlife or shelter medicine — fields with modest salaries — while staying fully focused on my training.”

**EMMA**, Montana resident, Veterinary Medicine, Washington State University

# NEVADA *partner since 1959*

## ACADEMIC YEAR 2025–26

**\$32.3M**

### TOTAL SAVED

by Nevada students through WICHE Student Access Programs.

**\$29.5M**

**SAVED**  
through WUE

**\$2.0M**

**SAVED**  
through WRGP

**\$718K**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Nevada WUE schools for out-of-state undergraduate students:

- ▶ **University of Nevada, Reno (2,805)**
- ▶ **University of Nevada, Las Vegas (1,484)**
- ▶ **Truckee Meadows Community College (133)**

Top out-of-state WUE schools for Nevada undergraduate students:

- ▶ **Southern Utah University (323)**
- ▶ **Northern Arizona University (238)**
- ▶ **University of Utah (219)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Nevada WRGP schools for out-of-state graduate students:

- ▶ **University of Nevada, Reno (6)**
- ▶ **Nevada State University (4)**
- ▶ **University of Nevada, Las Vegas (1)**

Top out-of-state WRGP schools for Nevada graduate students:

- ▶ **University of Idaho (32)**
- ▶ **University of Hawai'i at Mānoa (14)**
- ▶ **University of Utah (9)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**38 Nevada students paid reduced tuition** for health care studies not offered by public institutions in their home state.

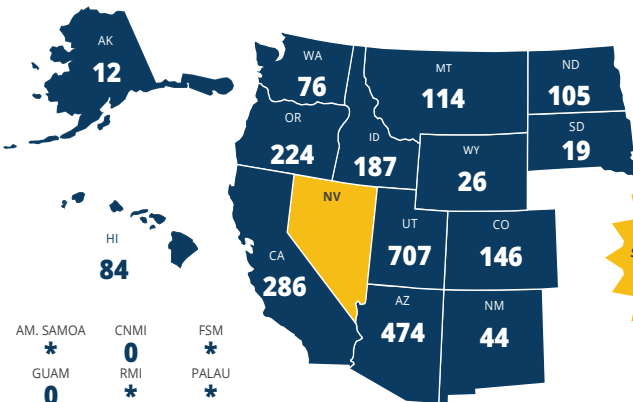
**78% of Nevada's PSEP graduates returned home to practice** (2012–21). Students are contractually required to return.

**Nevada's institutions and their local economies benefit, too.**

This year, 36 PSEP students enrolled in programs located in Nevada. Institutions received \$826,467 in support fees to reduce the students' tuition costs.

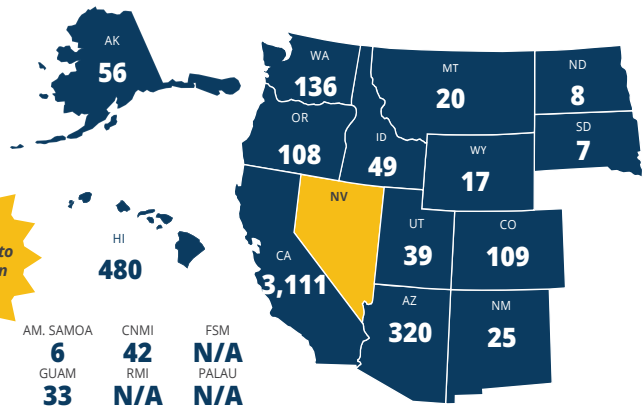
**3,618% ROI** Gained on Nevada's WICHE annual dues (\$174,500/FY 2026)

## WUE

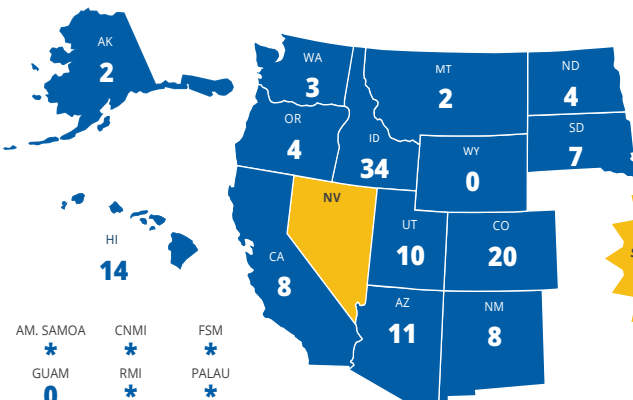
WUE STUDENTS FROM NEVADA: **2,504**

\* Currently do not have any participating WUE schools.

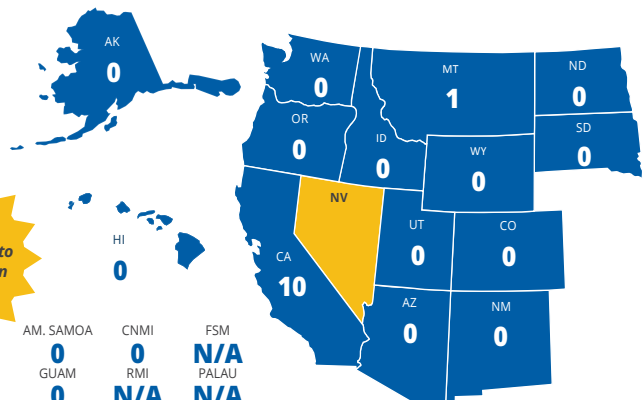
**Note:** Students from Nevada are eligible for the Regional In-State Equivalent Tuition Program at Colorado State University, Pueblo and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

WUE STUDENTS TO NEVADA: **4,566**

## WRGP

WRGP STUDENTS FROM NEVADA: **127**

\* Currently do not have any participating WRGP schools.

WRGP STUDENTS TO NEVADA: **11**

## PSEP

| FIELD                | STUDENTS  | FEES PAID        |
|----------------------|-----------|------------------|
| Occupational Therapy | 7         | \$97,801         |
| Pharmacy             | 10        | \$127,000        |
| Physical Therapy     | 5         | \$89,875         |
| Physician Assistant  | 12        | \$255,300        |
| Veterinary Medicine  | 4         | \$147,800        |
| <b>TOTAL</b>         | <b>38</b> | <b>\$717,776</b> |

PSEP students from Nevada saved \$717,776 in tuition

## WHAT STUDENTS ARE SAYING



"PSEP has significantly reduced my financial burden, allowing me to focus more fully on learning and clinical practice. This support makes it possible for me to pursue my goal of guiding patients through recovery and improving their quality of life.

I'm grateful for the opportunity to advance in a field I'm passionate about."

**SANCHAI**, Nevada resident, Physical Therapy, Rocky Mountain University of Health Professions in Utah

# NEW MEXICO *partner since 1951*

## ACADEMIC YEAR 2025–26

**\$16.7M**

**TOTAL SAVED**

by New Mexico students through WICHE Student Access Programs.

**\$12.0M**

**SAVED**  
through WUE

**\$2.5M**

**SAVED**  
through WRGP

**\$2.2M**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top New Mexico WUE schools for out-of-state undergraduate students:

- ▶ **University of New Mexico (358)**
- ▶ **Eastern New Mexico University (162)**
- ▶ **New Mexico State University (118)**

Top out-of-state WUE schools for New Mexico undergraduate students:

- ▶ **Fort Lewis College, CO (154)**
- ▶ **Northern Arizona University (148)**
- ▶ **Colorado State University (130)**

## WESTERN REGIONAL GRADUATE PROGRAM



Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top New Mexico WRGP schools for out-of-state graduate students:

- ▶ **Eastern New Mexico University (119)**
- ▶ **University of New Mexico (12)**
- ▶ **New Mexico State University (7)**

Top out-of-state WRGP schools for New Mexico graduate students:

- ▶ **University of Arizona (24)**
- ▶ **University of Colorado Denver (17)**
- ▶ **University of Hawai'i at Mānoa (10)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

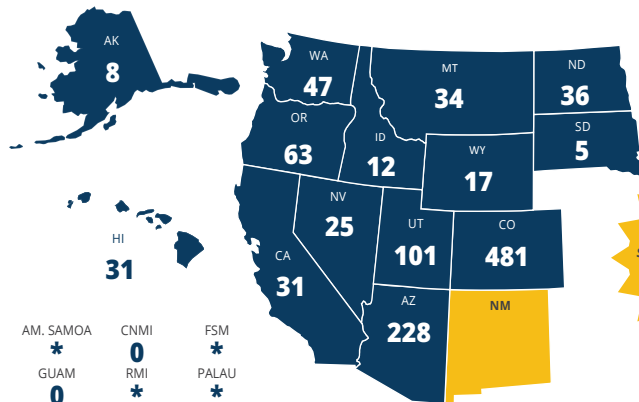
**68 New Mexico students paid reduced tuition** for health care studies not offered by public institutions in their home state.

**94% of New Mexico's PSEP graduates returned home to practice** (2012–21). Students are contractually required to return.

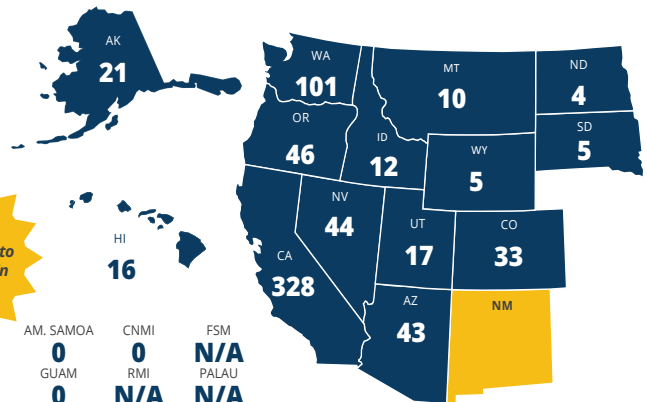
**New Mexico's institutions and their local economies benefit, too.** This year, one PSEP student enrolled in a program located in New Mexico. The institution received \$37,250 in support fees to reduce the student's tuition costs.

**692% ROI** Gained on New Mexico's WICHE annual dues (\$174,500/FY 2026)

## WUE

WUE STUDENTS **FROM** NEW MEXICO: **1,119**

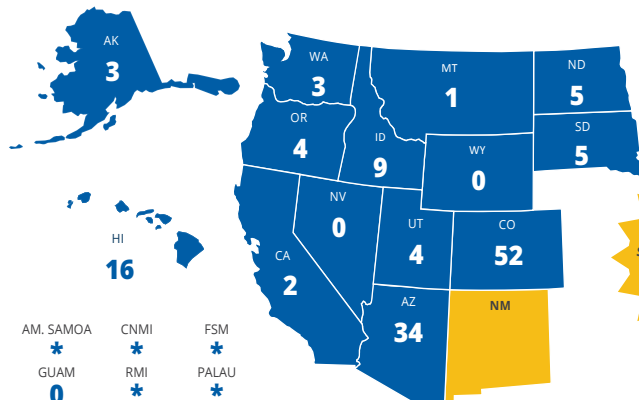
685 WUE students chose to attend school in New Mexico

WUE STUDENTS **TO** NEW MEXICO: **685**

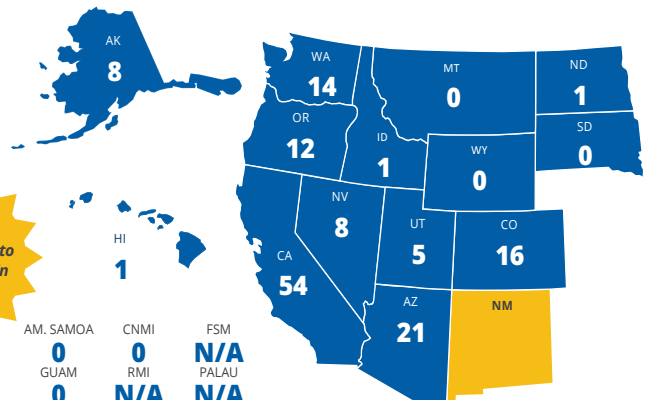
\* Currently do not have any participating WUE schools.

**Note:** Students from New Mexico are eligible for the New Mexico Reciprocal Tuition Scholarship at Fort Lewis College, CO and the Regional In-State Equivalent Tuition Program at Colorado State University, Pueblo and are assessed resident on-campus tuition rates at those schools. These students are also reported as WUE students.

## WRGP

WRGP STUDENTS **FROM** NEW MEXICO: **138**

141 WRGP students chose to attend school in New Mexico

WRGP STUDENTS **TO** NEW MEXICO: **141**

\* Currently do not have any participating WRGP schools.

## PSEP

| FIELD               | STUDENTS  | FEES PAID          |
|---------------------|-----------|--------------------|
| Dentistry           | 26        | \$811,200          |
| Optometry           | 4         | \$85,900           |
| Veterinary Medicine | 38        | \$1,348,675        |
| <b>TOTAL</b>        | <b>68</b> | <b>\$2,245,775</b> |

PSEP students from New Mexico saved \$2,245,775 in tuition

## WHAT STUDENTS ARE SAYING



"PSEP allows me to serve as a dentist in my rural New Mexico community without the burden of out-of-state tuition. This support is crucial for students who want to provide care in underserved areas. I'm grateful to WICHE for investing in my education and New Mexico's dental future."

**ZACHARY**, New Mexico resident, Dentistry, University of Colorado Anschutz Medical Campus

# NORTH DAKOTA *partner since 1985*

## ACADEMIC YEAR 2025–26

**\$4.3M**

### TOTAL SAVED

by North Dakota students through WICHE Student Access Programs.

**\$2.6M**

**SAVED**  
through WUE

**\$547K**

**SAVED**  
through WRGP

**\$1.2M**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top North Dakota WUE schools for out-of-state undergraduate students:

- ▶ **University of North Dakota (519)**
- ▶ **Dickinson State University (483)**
- ▶ **North Dakota State University (341)**

Top out-of-state WUE schools for North Dakota undergraduate students:

- ▶ **South Dakota State University (92)**
- ▶ **Black Hills State University, SD (60)**
- ▶ **South Dakota School of Mines and Technology (58)**

## WESTERN REGIONAL GRADUATE PROGRAM



Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top North Dakota WRGP schools for out-of-state graduate students:

- ▶ **North Dakota State University (79)**
- ▶ **Minot State University (37)**
- ▶ **University of North Dakota (8)**

Top out-of-state WRGP schools for North Dakota graduate students:

- ▶ **University of South Dakota (15)**
- ▶ **Dakota State University, SD (7)**
- ▶ **South Dakota State University (5)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**43 North Dakota students paid reduced tuition** for health care studies not offered by public institutions in their home state.

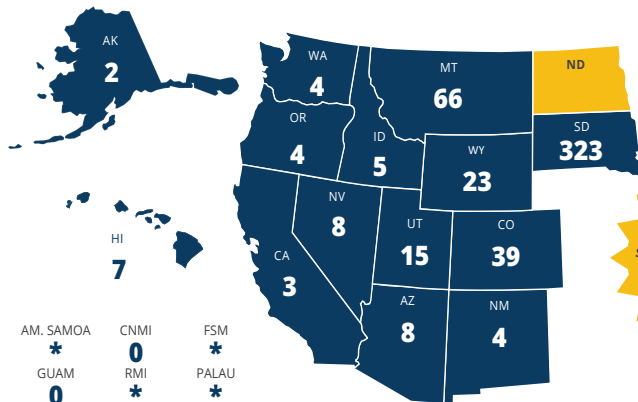
**43% of North Dakota's PSEP graduates returned home to practice** (2012–21). Students are not contractually required to return.

**North Dakota's institutions and their local economies benefit, too.** This year, 15 PSEP students enrolled in programs located in North Dakota. Institutions received \$345,459 in support fees to reduce the students' tuition costs.

**321% ROI** Gained on North Dakota's WICHE annual dues (\$174,500/FY 2026)

## WUE

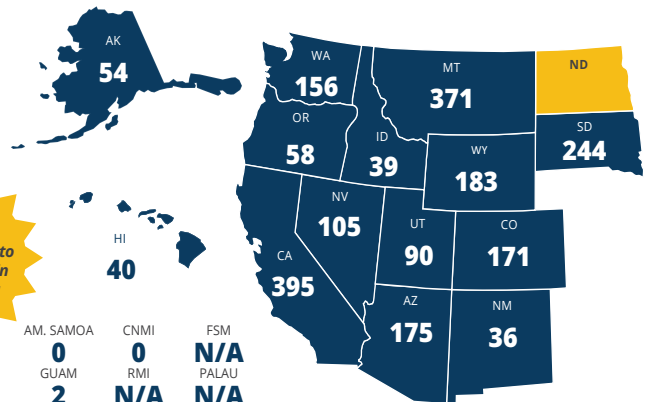
WUE STUDENTS **FROM** N. DAKOTA: **511**



\* Currently do not have any participating WUE schools.

**Note:** Students from North Dakota are eligible for the South Dakota Advantage Program and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

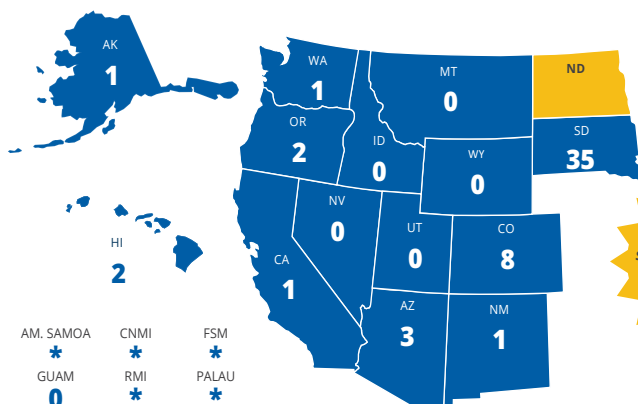
WUE STUDENTS **TO** N. DAKOTA: **2,119**



2,119 WUE students chose to attend school in North Dakota

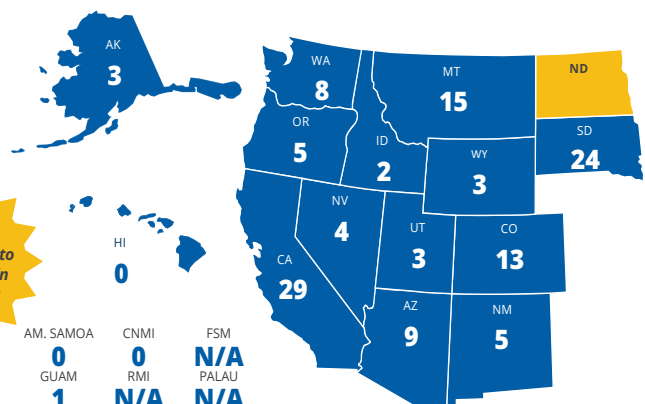
## WRGP

WRGP STUDENTS **FROM** N. DAKOTA: **54**



\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** N. DAKOTA: **124**



124 WRGP students chose to attend school in North Dakota

## PSEP

| FIELD               | STUDENTS  | FEES PAID          |
|---------------------|-----------|--------------------|
| Dentistry           | 14        | \$457,600          |
| Optometry           | 23        | \$472,450          |
| Veterinary Medicine | 6         | \$221,700          |
| <b>TOTAL</b>        | <b>43</b> | <b>\$1,151,750</b> |

PSEP students from North Dakota saved \$1,151,750 in tuition

## WHAT STUDENTS ARE SAYING



"PSEP has been an incredible source of support in my journey to becoming an optometrist. It has made pursuing my professional goals financially feasible and allowed me to focus on my studies and clinical training. I am truly grateful for the opportunities this program has provided."

**BRENDAN**, North Dakota resident, Optometry, Pacific University (Oregon)

# OREGON *partner since 1951*

## ACADEMIC YEAR 2025–26

**\$46.3M**

### TOTAL SAVED

by Oregon students through WICHE Student Access Programs.

**\$43.2M**

**SAVED**  
through WUE

**\$3.1M**

**SAVED**  
through WRGP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Oregon WUE schools for out-of-state undergraduate students:

- ▶ **Oregon State University (3,976)**
- ▶ **Portland State University (740)**
- ▶ **Southern Oregon University (591)**

Top out-of-state WUE schools for Oregon undergraduate students:

- ▶ **University of Utah (379)**
- ▶ **University of Idaho (265)**
- ▶ **Boise State University, ID (237)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Oregon WRGP schools for out-of-state graduate students:

- ▶ **Portland State University (68)**
- ▶ **Oregon Health & Science University (32)**
- ▶ **Southern Oregon University (20)**

Top out-of-state WRGP schools for Oregon graduate students:

- ▶ **University of Idaho (22)**
- ▶ **University of Hawai'i at Mānoa (21)**
- ▶ **University of Arizona (14)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

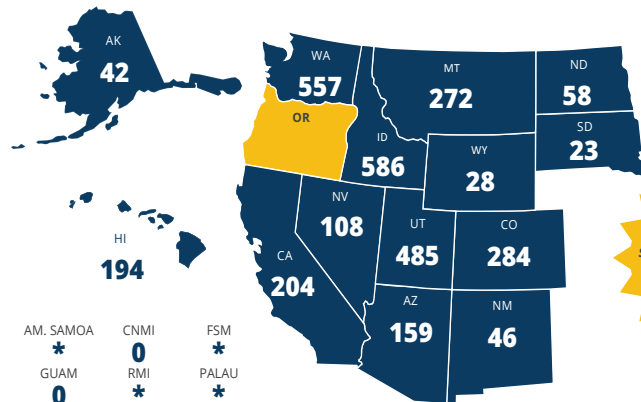
**Oregon doesn't use PSEP for its residents** because it operates public programs in most PSEP fields, with the exception of optometry, osteopathic medicine, and podiatry.

**However, Oregon institutions and their local economies still benefit from PSEP.** This year, 75 PSEP students enrolled in programs located in Oregon. Institutions received \$2M in support fees to reduce the students' tuition costs.

**26,524% ROI** Gained on Oregon's WICHE annual dues (\$174,500/FY 2026)

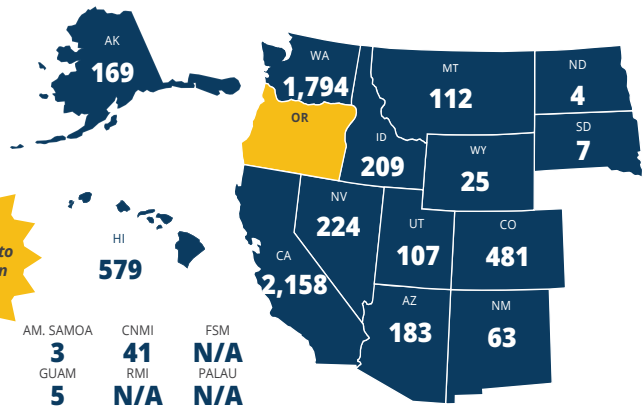
## WUE

WUE STUDENTS **FROM** OREGON: **3,046**



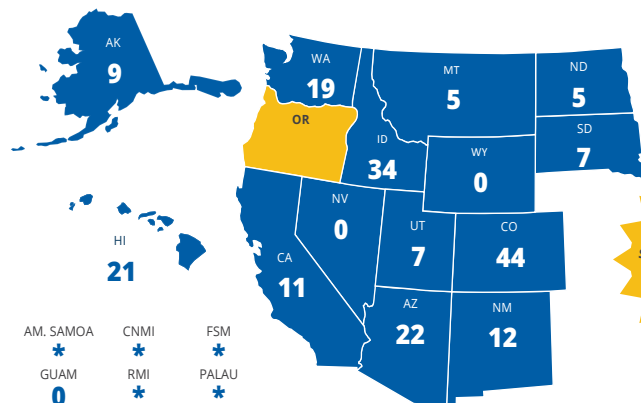
\* Currently do not have any participating WUE schools.

WUE STUDENTS **TO** OREGON: **6,164**



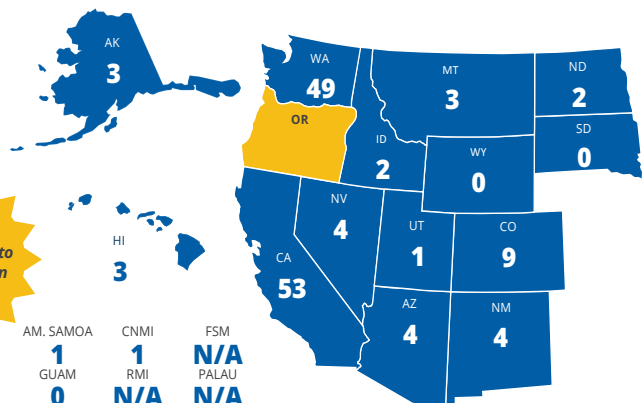
## WRGP

WRGP STUDENTS **FROM** OREGON: **196**



\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** OREGON: **139**



## WHAT STUDENTS ARE SAYING



“WUE made attending my dream university possible by removing the financial barrier of going out of state. Visiting Oregon State University confirmed it was the right place for me, and with WUE the cost was manageable for my family. It allowed me to pursue the college experience I'd hoped for.”

**RAEGAN**, Colorado resident, Kinesiology, Oregon State University

# SOUTH DAKOTA *partner since 1988*

## ACADEMIC YEAR 2025–26

**\$4.3M**

**TOTAL SAVED**

by South Dakota students through WICHE Student Access Programs.

**\$3.8M**

**SAVED**  
through WUE

**\$531K**

**SAVED**  
through WRGP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top South Dakota WUE schools for out-of-state undergraduate students:

- ▶ **South Dakota School of Mines and Technology (527)**
- ▶ **Black Hills State University (489)**
- ▶ **South Dakota State University (307)**

Top out-of-state WUE schools for South Dakota undergraduate students:

- ▶ **North Dakota State University (186)**
- ▶ **Sheridan College, WY (48)**
- ▶ **Dickinson State University, ND (47)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top South Dakota WRGP schools for out-of-state graduate students:

- ▶ **University of South Dakota (87)**
- ▶ **Dakota State University (67)**
- ▶ **South Dakota School of Mines and Technology (38)**

Top out-of-state WRGP schools for South Dakota graduate students:

- ▶ **North Dakota State University (19)**
- ▶ **Minot State University, ND (5)**
- ▶ **University of Northern Colorado (4)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

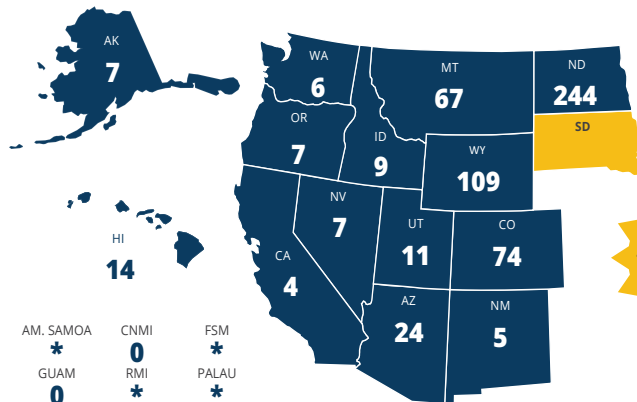
**South Dakota doesn't use PSEP for its residents** because students typically enroll in the state's public programs for several PSEP fields, or use agreements with neighboring states for programs not offered by their public institutions.

**However, South Dakota institutions and their local economies still benefit from PSEP.** This year, two PSEP students enrolled in programs located in South Dakota. Institutions received \$17,975 in support fees to reduce the students' tuition costs.

**2,480% ROI** Gained on South Dakota's WICHE annual dues (\$174,500/FY 2026)

## WUE

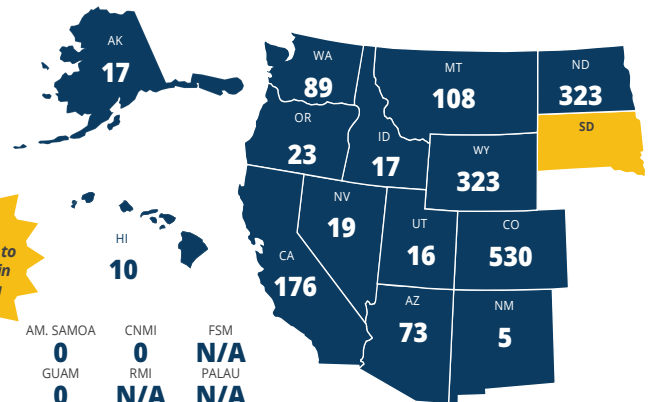
WUE STUDENTS **FROM** S. DAKOTA: **588**



AM. SAMOA \*  
GUAM 0  
CNMI 0  
RMI \*  
FSM \*  
PALAU \*

\* Currently do not have any participating WUE schools.

WUE STUDENTS **TO** S. DAKOTA: **1,729**

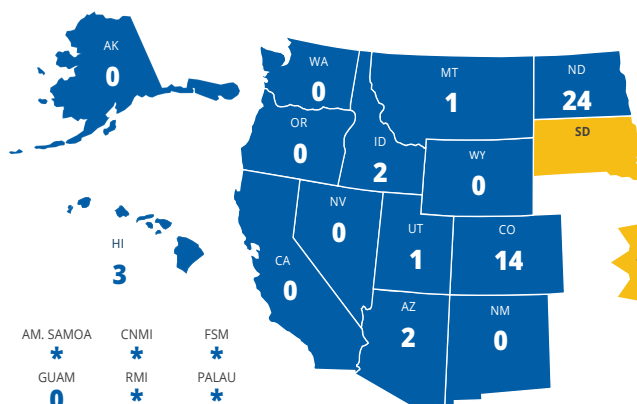


AM. SAMOA 0  
GUAM 0  
CNMI 0  
RMI N/A  
FSM N/A  
PALAU N/A

**Note:** Students from Colorado, Montana, North Dakota, and Wyoming are eligible for the South Dakota Advantage Program and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

## WRGP

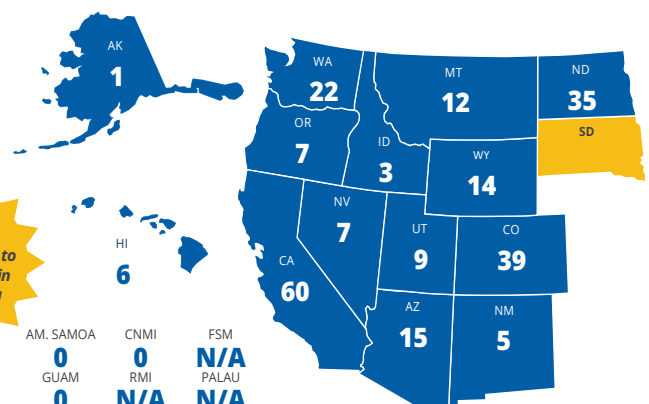
WRGP STUDENTS **FROM** S. DAKOTA: **47**



AM. SAMOA \*  
GUAM 0  
CNMI \*  
RMI \*  
FSM \*  
PALAU \*

\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** S. DAKOTA: **235**



AM. SAMOA 0  
GUAM 0  
CNMI 0  
RMI N/A  
FSM N/A  
PALAU N/A

## WHAT STUDENTS ARE SAYING



“As a member of the Yankton Sioux Tribe of South Dakota, WRGP made pursuing a Ph.D. in creative writing possible and helped me return to my Dakota community. Now, as a faculty member, I teach Dakota/Lakota language and Native American studies, ensuring cultural knowledge continues for future generations.”

**KARLI**, Nevada resident, English: Literary Studies: Creative Writing (Ph.D.), University of South Dakota

**UTAH** *partner since 1951*

## ACADEMIC YEAR 2025–26

**\$15.8M**

### TOTAL SAVED

by Utah students through WICHE Student Access Programs.

**\$12.0M**

SAVED  
through WUE

**\$3.2M**

SAVED  
through WRGP

**\$556K**

SAVED  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Utah WUE schools for out-of-state undergraduate students:

- ▶ **University of Utah (4,512)**
- ▶ **Utah Valley University (813)**
- ▶ **Southern Utah University (599)**

Top out-of-state WUE schools for Utah undergraduate students:

- ▶ **Mohave College, AZ (160)**
- ▶ **Western Wyoming Community College (77)**
- ▶ **Colorado Mesa University (73)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Utah WRGP schools for out-of-state graduate students:

- ▶ **University of Utah (85)**
- ▶ **Utah State University (35)**
- ▶ **Weber State University (18)**

Top out-of-state WRGP schools for Utah graduate students:

- ▶ **University of Idaho (46)**
- ▶ **University of Hawai'i at Mānoa (24)**
- ▶ **Idaho State University (15)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

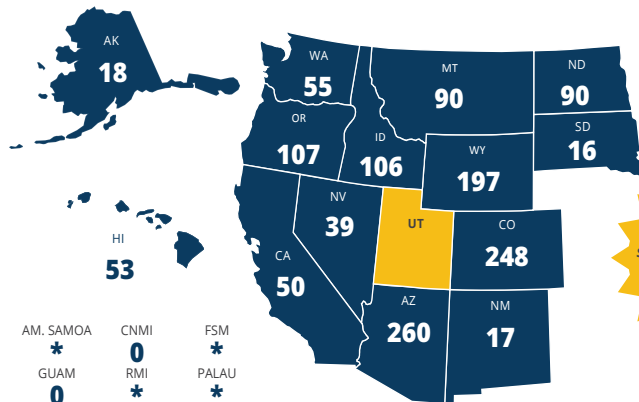
**28 Utah students paid reduced tuition** for health care studies not offered by public institutions in their home state.

**49% of Utah's PSEP graduates returned home to practice** (2012–21). Students are not contractually required to return.

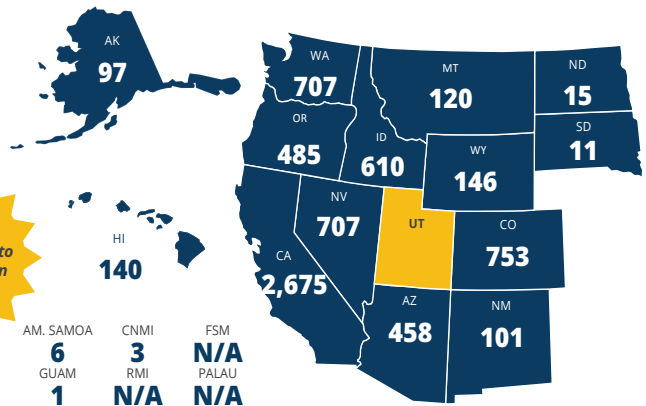
**Utah's institutions and their local economies benefit, too.** This year, 47 PSEP students enrolled in programs located in Utah. Institutions received \$1.3M in support fees to reduce the students' tuition costs.

**2,158% ROI** Gained on Utah's WICHE annual dues (\$174,500/FY 2026)

## WUE

WUE STUDENTS FROM UTAH: **1,346**

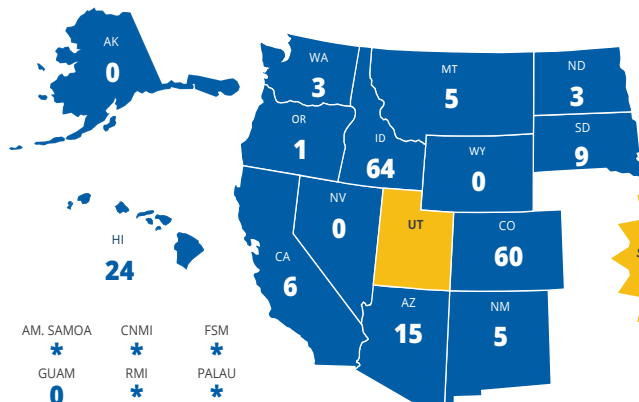
7,035 WUE students chose to attend school in Utah

WUE STUDENTS TO UTAH: **7,035**

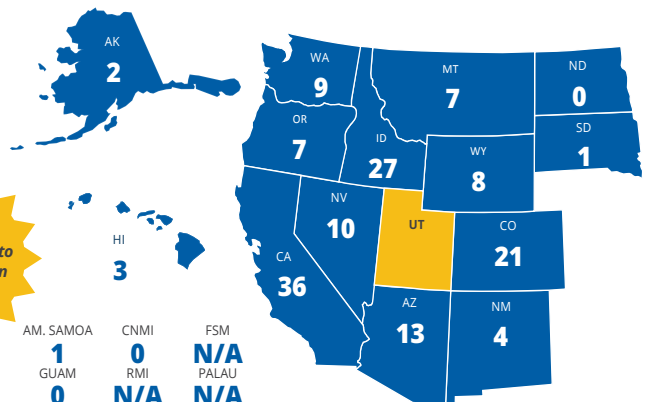
\* Currently do not have any participating WUE schools.

**Note:** Students from Utah are eligible for the Regional In-State Equivalent Tuition Program at Colorado State University and are assessed resident on-campus tuition rates. These students are also reported as WUE students.

## WRGP

WRGP STUDENTS FROM UTAH: **195**

149 WRGP students chose to attend school in Utah

WRGP STUDENTS TO UTAH: **149**

\* Currently do not have any participating WRGP schools.

## PSEP

| FIELD        | STUDENTS  | FEES PAID        |
|--------------|-----------|------------------|
| Optometry    | 19        | \$408,025        |
| Podiatry     | 9         | \$148,200        |
| <b>TOTAL</b> | <b>28</b> | <b>\$556,225</b> |

PSEP students from Utah saved \$556,225 in tuition

## WHAT STUDENTS ARE SAYING



"PSEP has made optometry school financially feasible by lowering tuition costs. This support eased my worries about debt and allowed me to stay focused and driven in my studies. I'm deeply grateful for the opportunity to pursue my academic and professional goals with less financial stress."

**ALISON**, Utah resident, Optometry, A.T. Still University (Arizona)

# WASHINGTON *partner since 1955*

## ACADEMIC YEAR 2025–26

**\$118.3M**

**TOTAL SAVED**

by Washington students through WICHE Student Access Programs.

**\$111.6M**

**SAVED**  
through WUE

**\$6.7M**

**SAVED**  
through WRGP

## WESTERN UNDERGRADUATE EXCHANGE



Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Washington WUE schools for out-of-state undergraduate students:

- ▶ **Washington State University (1,340)**
- ▶ **Western Washington University (629)**
- ▶ **Central Washington University (245)**

Top out-of-state WUE schools for Washington undergraduate students:

- ▶ **Oregon State University (1,346)**
- ▶ **University of Idaho (1,004)**
- ▶ **Boise State University (757)**

## WESTERN REGIONAL GRADUATE PROGRAM



Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Washington WRGP schools for out-of-state graduate students:

- ▶ **Central Washington University (24)**
- ▶ **University of Washington (22)**
- ▶ **Washington State University Spokane (19)**

Top out-of-state WRGP schools for Washington graduate students:

- ▶ **University of Idaho (106)**
- ▶ **University of Hawai'i at Mānoa (43)**
- ▶ **Portland State University, OR (28)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**Washington has elected not to use PSEP for its residents** because it operates public programs in most PSEP fields, with the exception of optometry, osteopathic medicine, and podiatry.

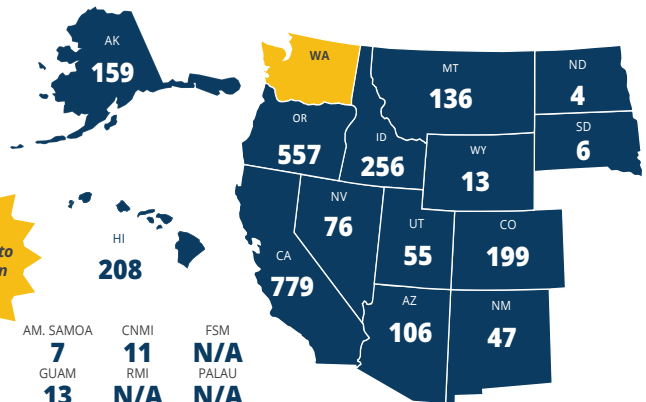
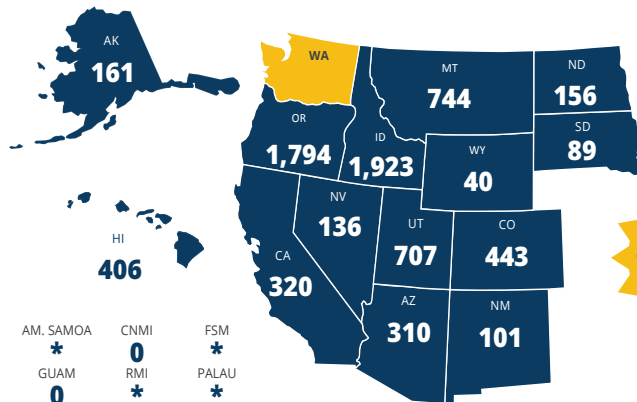
**However, Washington institutions and their local economies still benefit from PSEP.** This year, 68 PSEP students enrolled in programs located in Washington. Institutions received \$2M in support fees to reduce the students' tuition costs.

**67,771% ROI** Gained on Washington's WICHE annual dues (\$174,500/FY 2026)

## WUE

WUE STUDENTS **FROM** WASHINGTON: **7,330**

WUE STUDENTS **TO** WASHINGTON: **2,632**



2,632 WUE students chose to attend school in Washington

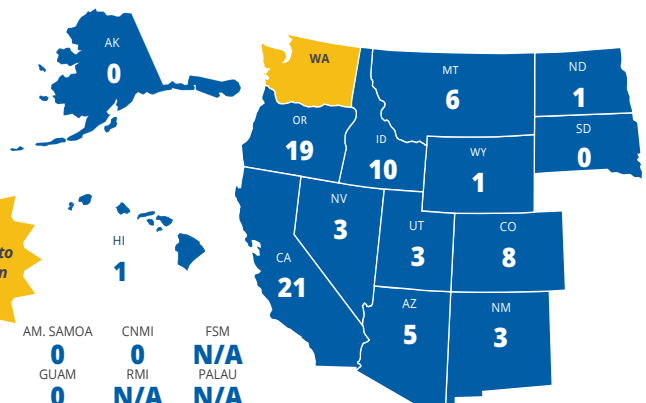
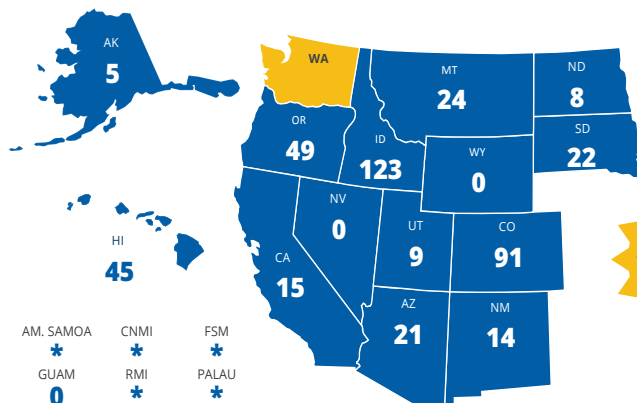
81 WRGP students chose to attend school in Washington

\* Currently do not have any participating WUE schools.

## WRGP

WRGP STUDENTS **FROM** WASHINGTON: **426**

WRGP STUDENTS **TO** WASHINGTON: **81**



\* Currently do not have any participating WRGP schools.

## WHAT STUDENTS ARE SAYING



“WRGP made pursuing a master’s degree a realistic option by easing the financial challenges that had stood in the way. The program has allowed me to continue my education and pursue my academic and professional goals. WRGP has turned my dreams into reality.”

**EDWARD**, Colorado resident, Geology, Central Washington University

# WYOMING *partner since 1953*

## ACADEMIC YEAR 2025–26

**\$11.7M**

### TOTAL SAVED

by Wyoming students through WICHE Student Access Programs.

**\$7.8M**

SAVED  
through WUE

**\$1.4M**

SAVED  
through WRGP

**\$2.6M**

SAVED  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



**WUE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Wyoming WUE schools for out-of-state undergraduate students:

- ▶ **Laramie County Community College (439)**
- ▶ **Sheridan College (191)**
- ▶ **Casper College (145)**

Top out-of-state WUE schools for Wyoming undergraduate students:

- ▶ **Black Hills State University, SD (163)**
- ▶ **South Dakota School of Mines and Technology (88)**
- ▶ **University of Utah (56)**

## WESTERN REGIONAL GRADUATE PROGRAM



**WRGP**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top Wyoming WRGP schools for out-of-state graduate students:

- ▶ **University of Wyoming (6)**

Top out-of-state WRGP schools for Wyoming graduate students:

- ▶ **University of Northern Colorado (14)**
- ▶ **University of Colorado Denver (10)**
- ▶ **University of Idaho (6)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



**PSEP**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**99 Wyoming students paid reduced tuition** for health care studies not offered by public institutions in their home state.

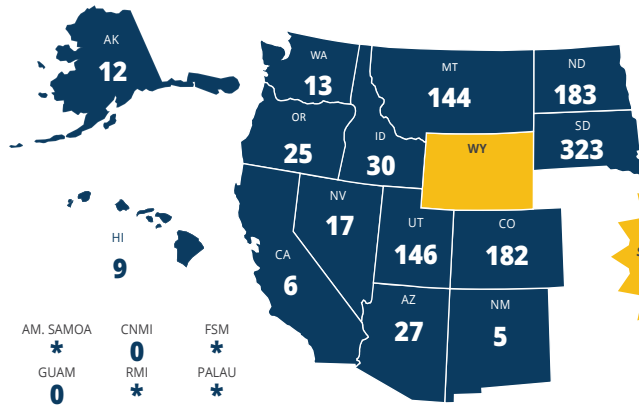
**55% of Wyoming's PSEP graduates returned home to practice** (2012–16 for physicians, 2012–21 for all other fields). Students are contractually required to return, except for those studying veterinary medicine.

**The University of Wyoming and the local economy can benefit from PSEP.** Its doctor of pharmacy program can enroll students from other WICHE states. Enrolling institutions receive a support fee paid by the students' home states to reduce their tuition costs.

**429% ROI** Gained on Wyoming's WICHE annual dues (\$174,500/FY 2026)

## WUE

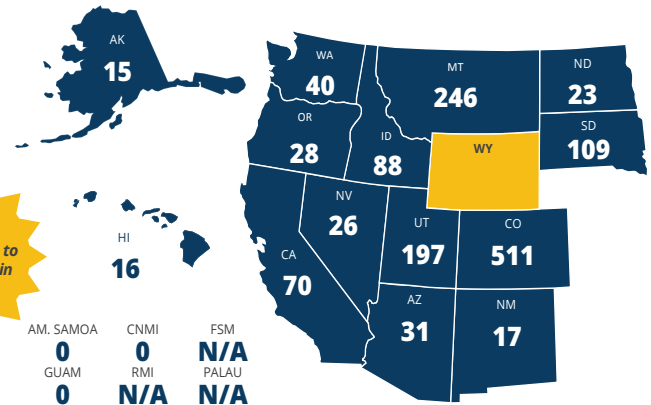
WUE STUDENTS **FROM** WYOMING: **1,122**



\* Currently do not have any participating WUE schools.

**Note:** Students from Wyoming are eligible for the Regional In-State Equivalent Tuition program at Colorado State University, Pueblo and the South Dakota Advantage Program and are assessed resident on-campus tuition rates at those participating schools. These students are also reported as WUE students.

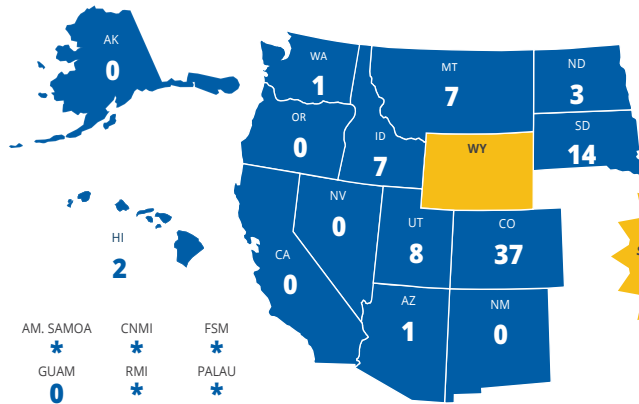
WUE STUDENTS **TO** WYOMING: **1,417**



1,417 WUE students chose to attend school in Wyoming

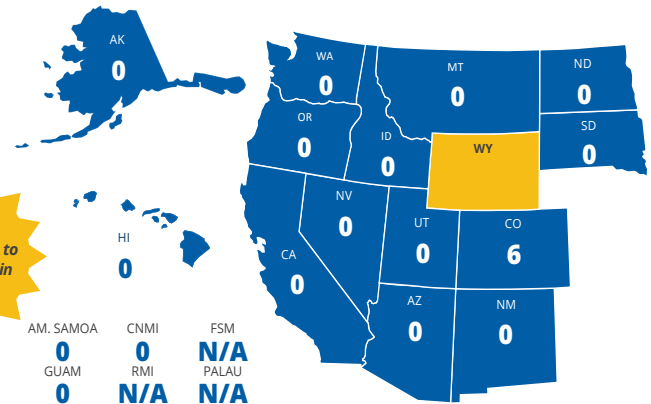
## WRGP

WRGP STUDENTS **FROM** WYOMING: **80**



\* Currently do not have any participating WRGP schools.

WRGP STUDENTS **TO** WYOMING: **6**



6 WRGP students chose to attend school in Wyoming

## PSEP

| FIELD                | STUDENTS  | FEES PAID          |
|----------------------|-----------|--------------------|
| Dentistry            | 10        | \$312,000          |
| Allopathic Medicine  | 10        | \$372,500          |
| Occupational Therapy | 3         | \$27,167           |
| Optometry            | 7         | \$150,325          |
| Osteopathic Medicine | 6         | \$146,987          |
| Physical Therapy     | 36        | \$647,100          |
| Physician Assistant  | 6         | \$127,650          |
| Veterinary Medicine  | 21        | \$775,950          |
| <b>TOTAL</b>         | <b>99</b> | <b>\$2,559,679</b> |

PSEP students from Wyoming saved \$2,559,679 in tuition

## WHAT STUDENTS ARE SAYING



"As a first-generation college student from rural Wyoming, PSEP made my dream of becoming a veterinarian possible. This support allows me to focus on my education and prepare to serve animals and communities in need. I'm deeply grateful for the opportunities PSEP has opened for my future."

**RHEAGAN**, Wyoming resident, Veterinary Medicine, Washington State University

U.S. PACIFIC TERRITORY

**AMERICAN SAMOA** *partner since 2023***ACADEMIC YEAR 2025–26****\$552K****TOTAL SAVED**

by American Samoa students through WICHE Student Access Programs.

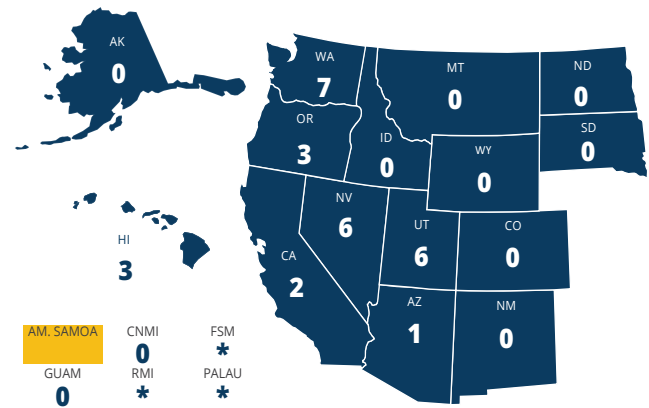
**\$351K****SAVED**  
through WUE**\$201K****SAVED**  
through WRGP**WESTERN UNDERGRADUATE EXCHANGE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

*Note: Students from American Samoa, Commonwealth of the Northern Mariana Islands, and some Guam students are eligible for the University of Hawai'i Pacific Islander rate, which is the equivalent of the WUE rate. These students are also reported here as WUE students.*

Top out-of-state WUE schools for American Samoa undergraduate students:

- ▶ **Southern Utah University (6)**
- ▶ **Washington State University (6)**
- ▶ **University of Nevada, Reno (5)**

**WUE STUDENTS FROM AM. SAMOA: 28**

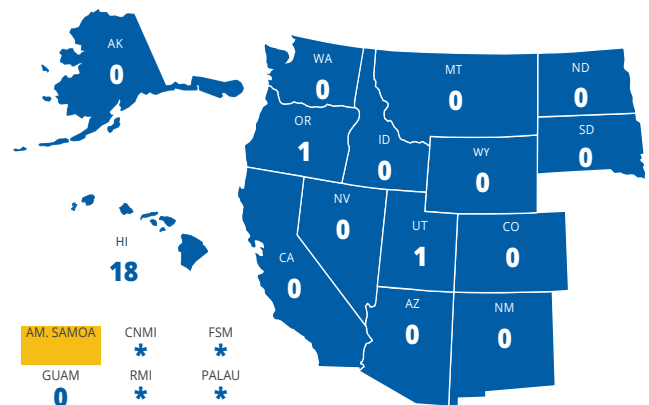
\* Currently do not have any participating WUE schools.

**WESTERN REGIONAL GRADUATE PROGRAM**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top out-of-state WRGP schools for American Samoa graduate students:

- ▶ **University of Hawai'i at Mānoa (18)**
- ▶ **Portland State University, OR (1)**
- ▶ **Utah Tech University (1)**

**WRGP STUDENTS FROM AM. SAMOA: 20**

\* Currently do not have any participating WRGP schools.

U.S. PACIFIC TERRITORY

# COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

*partner since 2012*

## ACADEMIC YEAR 2025–26

**\$1.8M**
**TOTAL SAVED**

by CNMI students through  
WICHE Student Access  
Programs.

**\$1.7M**

**SAVED**  
through WUE

**\$76K**

**SAVED**  
through WRGP

**\$37K**

**SAVED**  
through PSEP

## WESTERN UNDERGRADUATE EXCHANGE



Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top out-of-state WUE schools for CNMI undergraduate students:

- ▶ **University of Nevada, Las Vegas (40)**
- ▶ **Portland State University, OR (34)**
- ▶ **Washington State University (11)**

## WESTERN REGIONAL GRADUATE PROGRAM



Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top out-of-state WRGP schools for CNMI graduate students:

- ▶ **University of Hawai'i at Mānoa (5)**
- ▶ **Portland State University, OR (1)**
- ▶ **University of Northern Colorado (1)**

## PROFESSIONAL STUDENT EXCHANGE PROGRAM



Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

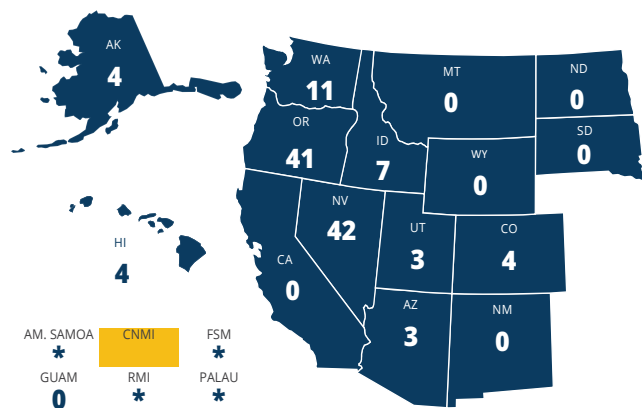
**One CNMI student paid reduced tuition** for healthcare studies not offered by public institutions on the CNMI.

**Residents can access affordable healthcare education** at more than 130 participating programs in the western United States due to legislation passed by the CNMI in 2017.

**CNMI considers applicants** in the fields of allopathic medicine, dentistry, occupational therapy, osteopathic medicine, pharmacy, physician assistant, physical therapy, and veterinary medicine.

WUE

WUE STUDENTS FROM CNMI: 119

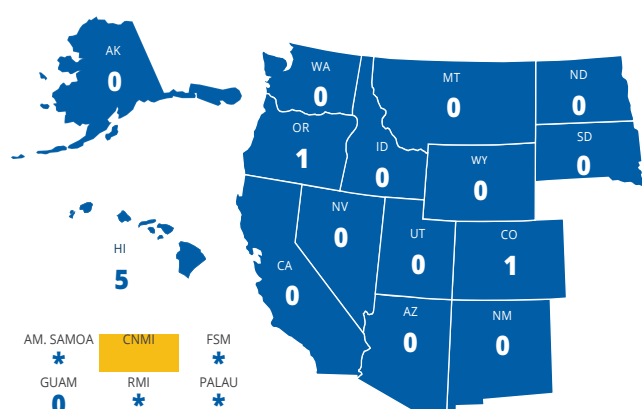


Note: Students from American Samoa, Commonwealth of the Northern Mariana Islands, and some Guam students are eligible for the University of Hawai'i Pacific Islander rate, which is the equivalent of the WUE rate. These students are also reported here as WUE students.

\* Currently do not have any participating WUE schools.

WRGP

WRGP STUDENTS FROM CNMI: 7



\* Currently do not have any participating WRGP schools.

WHAT STUDENTS ARE SAYING



"Pursuing a veterinary degree from Saipan once felt impossible. Although the Commonwealth of the Northern Mariana Islands (CNMI) is part of the United States, it is thousands of miles—and more than 25 hours of travel—from the mainland. We have no resident veterinarian for over 40,000 people. This absence threatens environmental health, food security, and public health, while also leaving pets and working animals without access to care. The cost of pursuing education off-island is overwhelming, and our community lacks sufficient resources to support a private practice veterinarian. Without WICHE's PSEP support, attending Washington State University's College of Veterinary Medicine would not have been possible for me.

As a non-traditional, older veterinary student and mom, I've faced significant barriers: leaving my family and community behind, balancing school with ongoing responsibilities to support animal health back home, and adjusting to life thousands of miles away. Still, the opportunity to train at WSU is transformative. I've already applied what I'm learning to help develop animal health programs and humane initiatives in the CNMI, where I founded a nonprofit clinic and now serve as the Animal Health Officer for the Department of Agriculture.

While I am grateful for my time in veterinary school, my greatest motivation is to return home as the first female veterinarian—and the first resident veterinarian in many years. I will serve all needs ranging from regulatory and food animal medicine to pets and wildlife. I am honored to be filling this void and hope to inspire others to do the same."

**LAUREN**, CNMI resident, Veterinary Medicine, Washington State University

PSEP

| FIELD               | STUDENTS | FEES PAID |
|---------------------|----------|-----------|
| Veterinary Medicine | 1        | \$36,950  |
| TOTAL               | 1        | \$36,950  |

PSEP students from CNMI saved \$36,950 in tuition

U.S. PACIFIC TERRITORY

**GUAM** *partner since 2016***ACADEMIC YEAR 2025–26****\$1.8M****TOTAL SAVED**

by Guam students through  
WICHE Student Access  
Programs.

**\$1.4M**

**SAVED**  
through WUE

**\$322K**

**SAVED**  
through WRGP

**\$55K**

**SAVED**  
through PSEP

**WESTERN UNDERGRADUATE EXCHANGE**

Saves **UNDERGRADUATE** students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top out-of-state WUE schools for Guam undergraduate students:

- ▶ **University of Hawai'i at Mānoa (32)**
- ▶ **University of Nevada, Las Vegas (27)**
- ▶ **Washington State University (12)**

**WESTERN REGIONAL GRADUATE PROGRAM**

Saves **GRADUATE** students on out-of-state certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

Top out-of-state WRGP schools for Guam graduate students:

- ▶ **University of Hawai'i at Mānoa (26)**
- ▶ **University of Alaska Anchorage (2)**
- ▶ **Minot State University, ND (1)**

**PROFESSIONAL STUDENT EXCHANGE PROGRAM**

Helps students pursuing careers in **10 HEALTH FIELDS**. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

**Guam's legislature signed Bill 158, known as the Biråda Act, on April 7, 2022. The Biråda Act** supports PSEP in Guam as a way to grow its healthcare workforce.

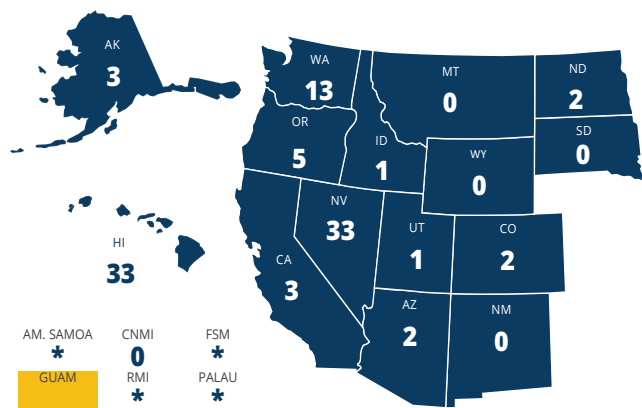
**Four Guam students paid reduced tuition** for health care studies not offered by public institutions on Guam.

**Guam considers applicants** in the fields of allopathic medicine, dentistry, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine.

**775% ROI Gained on Guam's WICHE annual dues (\$174,500/FY 2026)**

WUE

WUE STUDENTS FROM GUAM: 98

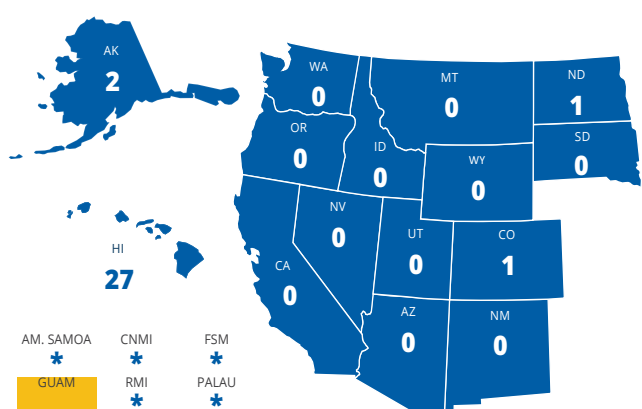


*Note: Students from American Samoa, Commonwealth of the Northern Mariana Islands, and some Guam students are eligible for the University of Hawai'i Pacific Islander rate, which is the equivalent of the WUE rate. These students are also reported here as WUE students.*

\* Currently do not have any participating WUE schools.

WRGP

WRGP STUDENTS FROM GUAM: 31



\* Currently do not have any participating WRGP schools.

PSEP

| FIELD                                             | STUDENTS | FEES PAID |
|---------------------------------------------------|----------|-----------|
| Osteopathic Medicine                              | 1        | \$26,725  |
| Pharmacy                                          | 3        | \$28,575  |
| TOTAL                                             | 4        | \$55,300  |
| PSEP students from Guam saved \$55,300 in tuition |          |           |

## CONTACT US

If you reside in the WICHE region, we welcome your participation in our programs. Learn how you can become part of WUE, WRGP, or PSEP at [wiche.edu/tuition-savings](https://wiche.edu/tuition-savings), or contact the Student Access Programs team.



**Malerie Barnes**

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**Kate Springsteen**

Assistant Director, Student Access Programs  
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**Questions? Email** [info-sap@wiche.edu](mailto:info-sap@wiche.edu).



THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

## Alaska Commission on Postsecondary Education

### INSTITUTIONAL AUTHORIZATION

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

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acpe.alaska.gov

## MEMORANDUM

**TO:** Alaska Commission on Postsecondary Education Members  
**THROUGH:** Kerry Thomas, Executive Director  
**FROM:** Tyler Eggen, Institutional Authorization Program Coordinator  
**DATE:** March 5, 2026  
**RE:** Compliance and Activities Report

### Quarter Applications

#### Renewal of Authorization

Alaska Bible College  
Embry-Riddle Aeronautical University

#### Initial Authorization

New Seasons School of Massage

#### Special Action

MetrOasis Advanced Training Center

#### Exemptions

Institutions qualifying for Exemption from Authorization as of the quarter's report date.

| Location     | Certification this Quarter |
|--------------|----------------------------|
| Alaska       | 1                          |
| Out-of-State | 9                          |

### Administrative Approvals

#### **Alaska Career College**

- Review and approve tuition increase for its programs and institutional grading policies.

#### **Alaska Institute of Oriental Medicine, Acupuncture, and Massage Therapy**

- Review and approve modality changes to the massage therapy program to include hybrid offerings, contingent upon Board of Massage Therapists approval.

## Charter College

- Review and approve curriculum changes to the Certificate in Practical Nursing program. Review and approve the discontinuation and teach-outs for the Associate of Applied Science in Medical Billing and Coding-Degree Completion program, the Certificate in Medical Office Administrative Assistant program, the Associate of Applied Science in Cybersecurity, and the Associate of Applied Science in Paralegal programs.

## Institutional Authorization Monitoring & Activities

This quarter, new regulations became effective in February 2026 that moved the Annual Reporting deadline from December 1 to January 31. The deadline was changed from December 1 to January 31, allowing institutions to avoid submitting materials around the Thanksgiving holiday and enabling institutions that submit calendar-year finances (January 1-December 31) to provide more accurate data on their financial soundness. Commission staff communicated with institutions in February 2026 about this change, informing them that the next reporting deadline will be January 31, 2027. Commission staff updated the Annual Report submission deadline on the website and application. Reminders for Annual Reporting are scheduled for the fall of 2026.

Commission staff has archived all the student records provided by **Shear Fire Academy of Hair Design** for preservation. Commission staff continues to communicate with impacted students about their refund options following the institution's closure.

## State Authorization Reciprocity Agreement

The [State Authorization Reciprocity Agreement \(SARA\)](#) provides a streamlined, reciprocity-based process for institutions to obtain approval to provide interstate distance education, eliminating the need to apply to each state individually. 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's staff serves on the WICHE-SARA (W-SARA) Regional Steering Committee (RSC).

Commission staff approved the renewal of Alaska Pacific University's SARA application.

## Complaints

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

This quarter, Commission staff received one informal complaint, in which the student was provided more information about student complaints and the Commission's formal complaint form.



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acpe.alaska.gov

## Staff Report Alaska Bible College Renewal of Authorization

### Summary

Alaska Bible College (ABC) has been institutionally accredited by the Association for Biblical Higher Education (ABHE) since 1982. Historically, ABC operated in Glenallen before moving to Palmer in 2014. ABC offers certificates, associate, baccalaureate, and master's degrees, and has two locations in partnership with local high schools to offer dual-enrollment courses. The Elementary Education program is the sole program that leads to professional licensure and is programmatically accredited by the Council for the Accreditation of Educator Preparation (CAEP).

|                  |                                        |                                         |                   |
|------------------|----------------------------------------|-----------------------------------------|-------------------|
| Administrator    | David Ley, President                   | Financial Statements                    | Financially Sound |
| Address          | 248 E. Elmwood Ave<br>Palmer, AK 99645 | FY24 Tuition Revenues                   | \$225,788         |
| Year Founded     | 1966                                   | FY 26 Total Enrollment                  | 68                |
| Authorized Since | 1977                                   | Complaints since the last Authorization | 0                 |
|                  |                                        | Surety Amount/Type                      | \$80,000/Bond     |

| Program name                            | Program Length | Credential                            | Cost     |
|-----------------------------------------|----------------|---------------------------------------|----------|
| Bible Certificate                       | 30 hrs         | Certificate                           | \$12,300 |
| Bible and Ministry Certificate          | 60 hrs         | 2-Year Bible and Ministry Certificate | \$24,500 |
| Biblical Studies                        | 60 hrs         | Assoc. of Arts                        | \$24,500 |
| Biblical Studies and Christian Ministry | 120 hrs        | Bach. of Arts                         | \$48,900 |

|                                         |         |                 |           |
|-----------------------------------------|---------|-----------------|-----------|
| Elementary Education                    | 123 hrs | Bach. of Arts   | \$50,025  |
| Christian Ministry                      | 45 hrs  | Masters of Arts | \$64,725  |
| Biblical Studies                        | 60 hrs  | Masters of Arts | \$86,100  |
| Master of Divinity in Biblical Studies* | 78 hrs  | Masters of Arts | \$111,750 |

#### Updates Since the Last Renewal of Authorization & Mission Amendment

At the April 2022 Commission meeting, the Commission approved ABC's four-year Renewal of Authorization. In 2023, ABC would have its accreditation reaffirmed by ABHE for 10 years.

At the October 2024 meeting, the Commission approved ABC to offer the Master of Arts in Christian Ministry, which ABHE later approved. ABC expanded this program via the Administrative Approval process into three distinct tracks, providing flexible entry points for students with varying educational backgrounds and multiple exit pathways aligned with vocational ministry, advanced theological study, or continued academic work.

Over the past 4 years, ABC has made significant progress in its Bachelor of Arts in Elementary Education program, including achieving CAEP accreditation. In January 2026, ABC completed the CAEP site visit, with final action anticipated at the CAEP board's April 2026 meeting. Upon approval, ABC will join Alaska Pacific University, University of Alaska Fairbanks, and University of Alaska Southeast as institutions in Alaska offering fully accredited CAEP-accredited programs.

This past year, ABC moved to using the Common App for its admissions application, with promising results that will hopefully boost enrollment in the coming years.

#### IPEDS Data

|                       |      |      |      |
|-----------------------|------|------|------|
| Fall Enrollment       | 2024 | 2023 | 2022 |
| Total Fall Enrollment | 38   | 65   | 39   |

|                          |      |      |      |
|--------------------------|------|------|------|
| Fall Cohorts             | 2023 | 2022 | 2021 |
| Full-Time Retention Rate | 100% | 33%  | 25%  |

|                  |      |      |      |
|------------------|------|------|------|
| Fall Cohorts     | 2018 | 2017 | 2016 |
| Graduation Rates | 38%  | 100% | 50%  |

|                    |      |      |      |
|--------------------|------|------|------|
| Fall Cohorts       | 2018 | 2017 | 2016 |
| Transfer-out Rates | 0%   | 0%   | 50%  |

#### Site Visit & Student Experience Survey

Commission staff conducted a Site Visit at ABC, during which no violations or concerns regarding life and safety matters or equipment and resources were observed. Commission

staff also observed no violations of student records compliance.

Commission staff also sought student experiences through an online survey, which yielded 14 responses from a diverse group of students. The responses indicate the institution is operating in compliance with applicable regulations.

#### 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   | Accredited by ABHE, programmatic CAEP accreditation for the Elementary Ed Program                                |
| 2. Adequacy of space, equipment, and resources  | Confirmed by Commission Site Visit, the Elementary Education program is approved by the State Board of Education |
| 3. Appropriateness of staff/faculty credentials | Compliant                                                                                                        |
| 4. Catalog/brochure compliance                  | Compliant                                                                                                        |
| 5. Credential compliance                        | Degrees and Certificates awarded                                                                                 |
| 6. Adequacy of records                          | Compliant                                                                                                        |
| 7. Compliance with applicable laws              | No observations of non-compliance with other applicable laws                                                     |
| 8. Financial soundness                          | Compliant                                                                                                        |
| 9. Advertising and sales                        | Compliant                                                                                                        |
| 10. Administrators have a good reputation       | Background check with no adverse findings                                                                        |
| 11. Student housing, if any                     | Compliant                                                                                                        |
| 12. Refund policy compliance                    | Compliant                                                                                                        |
| 13. Costs and charges compliance                | Compliant                                                                                                        |

#### Recommendation

Staff recommends renewing the Authorization for Alaska Bible College for five years, through April 30, 2031.

The recommendation is based on ABC's institutional accreditation, with programmatic accreditation and state oversight for its education program, which provides greater Institutional oversight and increased consumer protection.

#### Suggested Motion:

*"Move to approve the Renewal of Authorization for Alaska Bible College through April 30, 2031."*



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## Staff Report Embry-Riddle Aeronautical University Renewal of Authorization

### Summary

Embry-Riddle Aeronautical University (ERAU) is a private, nonprofit university specializing in aerospace education and applied research. Founded in 1926, ERAU has main campuses in Daytona Beach, FL, and Prescott, AZ, branch locations worldwide, many on military bases, and online programs. All campuses are institutionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Embry-Riddle operates on Joint Base Elmendorf Richardson (JBER) on the Fort Richardson side, and offers undergraduate certificates, associate, bachelor's, and master's degrees. The courses are taught through a series of learning modalities, including online, classroom, and virtual classroom instruction. The campus serves military members and their families, as well as civilians cleared to enter the base. With ERAU's main campus in Florida, ERAU is an NC-SARA participating institution in that state, allowing students to enroll in additional distance-education courses that may not be offered at the branch campus in Alaska.

|                  |                                                                       |                                            |                      |
|------------------|-----------------------------------------------------------------------|--------------------------------------------|----------------------|
| Administrator    | Dr. John R. Watret,<br>President                                      | Financial Statements                       | Financially<br>Sound |
| Address          | Fort Richardson<br>7 Chilkoot Ave, Suite<br>220<br><br>JBER, AK 99505 | FY25 Tuition Revenues                      | \$34,816.00          |
| Year Founded     | 1926                                                                  | FY25 Alaska Enrollment                     | 6                    |
| Authorized Since | 2014                                                                  | Complaints since the<br>last Authorization | 0                    |
|                  |                                                                       | Surety Amount/Type                         | \$10,000/Bond        |

| Program name                            | Program Length | Credential        | Cost     |
|-----------------------------------------|----------------|-------------------|----------|
| Aviation Maintenance Technology Part 65 | 18 hrs         | Certificate       | \$10,440 |
| Aeronautics                             | 60 hrs         | Assoc. of Science | \$34,750 |
| Aviation Business Administration        | 60 hrs         | Assoc. of Science | \$34,750 |
| Aviation Maintenance                    | 60 hrs         | Assoc. of Science | \$34,750 |
| Emergency Fundamentals                  | 63 hrs         | Assoc. of Science | \$36,478 |
| Technical Management                    | 60 hrs         | Assoc. of Science | \$34,750 |
| Aeronautics                             | 120 hrs        | Bach. of Science  | \$69,350 |
| Aviation Business Administration        | 120 hrs        | Bach. of Science  | \$69,350 |
| Aviation Maintenance                    | 120 hrs        | Bach. of Science  | \$69,350 |
| Business Analytics                      | 120 hrs        | Bach. of Science  | \$69,350 |
| Communication                           | 120 hrs        | Bach. of Science  | \$69,350 |
| Emergency Services                      | 120 hrs        | Bach. of Science  | \$69,350 |
| Engineering                             | 123 hrs        | Bach. of Science  | \$71,078 |
| Engineering Technology                  | 122 hrs        | Bach. of Science  | \$70,502 |
| Homeland Security                       | 123 hrs        | Bach. of Science  | \$71,078 |
| Interdisciplinary Studies               | 120 hrs        | Bach. of Science  | \$69,350 |
| Logistics Supply Chain Management       | 120 hrs        | Bach. of Science  | \$69,350 |
| Project Management                      | 120 hrs        | Bach. of Science  | \$69,350 |
| Safety Management                       | 121 hrs        | Bach. of Science  | \$69,926 |
| Technical Management                    | 120 hrs        | Bach. of Science  | \$69,350 |
| Aviation Maintenance                    | 30 hrs         | Master            | \$27,855 |
| Business Administration in Aviation     | 36 hrs         | Master            | \$33,385 |
| Aerospace                               | 30 hrs         | Master of Science | \$27,855 |
| Aerospace Engineering                   | 30 hrs         | Master of Science | \$27,855 |
| Engineering Management                  | 36 hrs         | Master of Science | \$33,386 |
| Human Factors                           | 33 hrs         | Master of Science | \$30,596 |
| Human Security and Resilience           | 30 hrs         | Master of Science | \$27,855 |
| Leadership                              | 30 hrs         | Master of Science | \$27,855 |
| Logistics Supply Chain Management       | 30 hrs         | Master of Science | \$27,855 |
| Management                              | 36 hrs         | Master of Science | \$33,386 |
| Management Information Systems          | 33 hrs         | Master of Science | \$30,596 |
| Occupational Safety Management          | 30 hrs         | Master of Science | \$27,855 |
| Project Management                      | 30 hrs         | Master of Science | \$27,855 |

#### Updates Since the Last Renewal of Authorization

At the April 2021 Commission meeting, the Commission approved ERAU for a five-year Renewal of Authorization. Since that meeting, ERAU added three new Bachelor of Science programs (Business Analytics, Engineering, and Leadership) in 2022. Later in 2025, ERAU closed the Elemendorf Air Force Base site, leaving just one instructional site located on the joint base.

Looking ahead, ERAU hopes to continue expanding its on-site source offerings and partner with the Fort Richardson Education Center to support the educational and professional aspirations of the military and veteran community.

#### Alaska Enrollment Data

|                       |      |      |      |
|-----------------------|------|------|------|
| Fall Enrollment       | 2024 | 2023 | 2022 |
| Total Fall Enrollment | 6    | 12   | 15   |

#### Remote Site Visit & Student Experience Survey

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

Commission staff and ERAU staff sent the four active students the link to the Commission's electronic survey; however, no students responded.

#### 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   | Accredited by SACSCOC, several programmatic accreditations   |
| 2. Adequacy of space, equipment, and resources  | JBER approved. Verified at the Remote Site Visit             |
| 3. Appropriateness of staff/faculty credentials | Compliant                                                    |
| 4. Catalog/brochure compliance                  | Compliant                                                    |
| 5. Credential compliance                        | Degrees and Certificates awarded                             |
| 6. Adequacy of records                          | Compliant                                                    |
| 7. Compliance with applicable laws              | No observations of non-compliance with other applicable laws |
| 8. Financial soundness                          | Compliant                                                    |
| 9. Advertising and sales                        | Compliant                                                    |
| 10. Administrators have a good reputation       | Background check with no adverse findings                    |
| 11. Student housing, if any                     | N/A                                                          |
| 12. Refund policy compliance                    | Compliant                                                    |
| 13. Costs and charges compliance                | Compliant                                                    |

Recommendation

Staff recommends approving the renewal of the Authorization for Embry-Riddle Aeronautical University for five years, through April 30, 2031.

The recommendation is based on ERAU's institutional accreditation status and JBER personnel's annual review of ERAU to ensure they meet the military's programming standards.

Suggested Motion:

*"Move to approve the Renewal of Authorization for Embry-Riddle Aeronautical University through April 30, 2031."*



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## Staff Report New Seasons School of Massage Initial Authorization

### Summary

Created by Kara and Josh Hawley, New Seasons School of Massage (School) plans to offer a 625-hour Massage Therapy program. Kara Hawley has been a licensed massage therapist since 2003 and started her own practice, New Seasons Bodywork, Inc., in Soldotna, AK. In 2015, Josh became certified in Rolwing Structural Integration and joined New Seasons Bodywork, Inc. In 2024, Josh became a licensed massage therapist.

### Mission Statement

At New Seasons School of Massage, we are dedicated to delivering high-quality, hands-on training to rural communities, the school offers a comprehensive 625-hour program that fully meets Alaska state licensing requirements. With a focus on clinical, medical, spa, sports, and relaxation techniques, New Seasons emphasizes small class sizes (6-8 students per instructor) for individualized instruction and personal growth along with an affordable student clinic open to the public.

|                      |                                                            |                    |               |
|----------------------|------------------------------------------------------------|--------------------|---------------|
| Chief Administrators | Kara and Josh Hawley                                       | Year Founded       | 2025          |
| Address              | 43335 Kalifornsky Beach Rd, Suite 17<br>Soldotna, AK 99669 | Surety Amount/Type | \$30,000/Bond |

### Programming & Board of Massage Therapists Compliance

The School's Massage Therapy program is a 625-hour program that prepares graduates to take licensing examinations as massage therapists. Students will complete this program in a hybrid format, with sections of the curriculum being completed online, such as Principles of Massage, Anatomy & Physiology, Kinesiology and Pathology, Ethics, Business, and Laws. Sections regarding Foundations of Massage Therapy and Clinical Practicum Experience will be learned in-person on the School's premises, which is also the New Season's Bodywork, Inc. business

location. This format will provide flexibility for students throughout the Kenai Peninsula to commute to the School only a few days a week.

For individuals wishing to become licensed as a Massage Therapist in Alaska, they must meet the education requirements set by the Board of Massage Therapists (Board). For online or distance education programs, the program must first be approved by the Board. Commission staff communicated with the School regarding these requirements and assisted the School in being placed on the agenda for the Board's March 2026 meeting. At that meeting, the Board requested more information from the School. The Board intends to review the materials in the coming weeks before taking action.

### Programs

| Program name    | Program length | Cost    |
|-----------------|----------------|---------|
| Massage Therapy | 625 hours      | \$7,999 |

### Program Costs

The \$7,999 program cost covers tuition, a supply kit with textbooks, and application fees. Prior to beginning the course, students will need to provide additional required supplies, which may vary in price; approximate costs are listed in the catalog. When students complete the program, they will incur additional costs, such as the licensure examination (\$265) and the professional licensure application (\$200 for initial licensure).

Program costs are comparable to market demand. The School hopes to have its first cohort of ten students begin in October 2026.

### Site Visit

Commission staff conducted the site visit and verified the School'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                                                  |
| 3. Appropriateness of staff/faculty credentials | Compliant licenses                                                           |
| 4. Catalog/brochure compliance                  | Compliant                                                                    |
| 5. Credential compliance                        | Diploma 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              |

Recommendation:

Staff recommends Initial Authorization for 18 months for New Seasons School of Massage through October 31, 2027, contingent upon the online learning management system being approved by the Board of Massage Therapists. The basis for this recommendation is that the School will have operated for an entire year before submitting its Renewal of Authorization application.

Suggested Motion:

*"Move to approve the Initial Authorization for New Seasons School of Massage through October 31, 2027, contingent upon the online learning management system being approved by the Board of Massage Therapists."*



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 MetrOasis Advanced Training Center Request for Authorization Extension

### Summary

MetrOasis Advanced Training Center(MetrOasis) has been in operation for 31 years. The owners, Susan and Franz Sigel Shroy, are the school's instructors. The programs lead towards professional licensure under the Board of Barbers and Hairdressers.

|                     |           |  |               |                                               |
|---------------------|-----------|--|---------------|-----------------------------------------------|
| Chief Administrator | Sue Shroy |  | Addresses     | 4450 Cordova Street, #130 Anchorage, AK 99503 |
| Year Founded        | 1995      |  |               |                                               |
| Authorized Since    | 1995      |  | Surety Amount | \$30,000 / Bond                               |

### Review

At the Commission's January 2024 meeting, MetrOasis received a three-year Renewal of Authorization, which ends January 31, 2027. MetrOasis's lease ends March 31, 2027, and the Shroy's have decided to retire at that time. In an effort to focus on the compliant ceasing operations, MetrOasis requests a two-month extension of Authorization, which would move its authorization end date from January 31, 2027, to March 31, 2027.

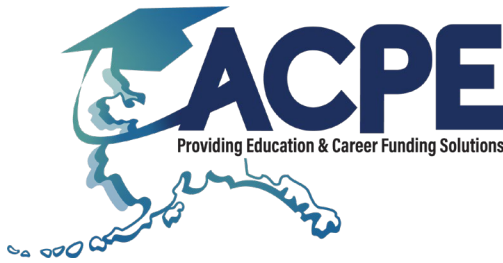
Given that the focus of MetrOasis over the next year is to ensure program completion for its current students and cease operations by March 31, 2027, extending their Authorization period by two months would allow them to maintain compliant operations until closure without having to go submit the Renewal of Authorization application. The Renewal application includes the cost of financial statements reviewed by a certified public accountant or an independent accounting firm. That review is to determine financial soundness for an institution continuing operations and enrollment; which would not be the case for MetrOasis. There have been no formal complaints since the last Renewal of Authorization application, and the school is also subject to oversight by the Board of Barbers and Hairdressers.

Recommendation:

Staff recommends MetrOasis Advanced Training Center's Authorization to be extended from January 31, 2027, to March 31, 2027.

Suggested Motion:

*"Move to extend MetrOasis Advanced Training Center's Authorization from January 31, 2027, to March 31, 2027."*



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### MEMORANDUM

**TO:** Members, Alaska Commission on Postsecondary Education  
**FROM:** Kerry Thomas, Executive Director  
**DATE:** March 26, 2026  
**SUBJECT:** Executive Director Report

This quarter the Commission continued to focus on existing projects, including the final implementation of changes to the Alaska Performance Scholarship (APS) program stemming from 2024 legislative changes through HB148, implementation of Administrative Order 360 related to regulatory reductions for the Alaska Commission on Postsecondary Education (ACPE) and Alaska Student Loan Corporation (ASLC), in addition to the advancement of numerous operational and strategic projects.

#### Legislative Session:

As required in statute, the [2026 APS Outcomes Report](#) was transmitted to the legislature in late January 2026. Given the continued increases in APS eligibility and use since FY2025, we requested the full amount of funding available from the Alaska Higher Education Investment Fund (AHEIF) under the statutory formula for FY2027, which is considered and approved through the legislative budget process. ACPE staff continues to monitor a number of education and budget bills, with particular interest in the FY2026 supplemental budget which includes additional funding for the APS and Alaska Education Grant (AEG) programs, and the \$129 million replenishment of the AHEIF. On March 25, 2026, the Legislature passed the supplemental budget, inclusive of the \$129 million for AHEIF and is awaiting the Governor's response, as of writing this report. During Session, I have presented to the House Finance Subcommittee about Student Financial Aid in Alaska, and have participated in a number of committee meetings providing information about APS, AEG and the AHEIF. Updates on bills ACPE is tracking and developments with the budget will be provided to Commissioners through periodic email newsletters.

#### Federal Update:

Work continues by ACPE staff and our education and workforce partners to implement Workforce Pell in Alaska before the effective date of July 1, 2026. ACPE is partnering with the Alaska Workforce Investment Board (AWIB) to review the proposed federal rules for this new funding opportunity. Additional efforts between ACPE and AWIB are underway to establish the review and approval process for existing Alaska programs that meet the federal Workforce Pell eligibility requirements. This will be a significant focus area over the next quarter.

ACPE worked with Education Finance Council (EFC) and Senator Murkowski's office regarding the introduction of [The State Based Education Loan Awareness Act](#). If passed, this bill would make

it easier for higher education institutions to inform students of financial aid opportunities offered by non-profit, state agency lenders, like ACPE.

### **Strategic Planning:**

In January and February, Senior Managers held virtual strategic planning sessions. The focus areas of these meetings were evaluation of progress toward meeting established goals, discussion of active and upcoming projects, reviewing employee survey results, and discussion of future strategic plan options. In addition, projected operating costs as a percent of interest income earning assets were reviewed and the fixed interest rates and loan limits proposals for the Alaska Student Loan Corporation were developed. The quarterly KPI Dashboard was reviewed, which reflects the second quarter of FY2026 data from October through December 2025. Dashboard updates this quarter include new results from the FY2026 employee survey.

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

The ASLC convened on February 5, 2026 and approved interest rates for the 2026/2027 academic year. Due to the responsible financial management of ACPE and ASLC, staff recommended and the board approved reductions to current interest rates for the next year ranging from 0.25% to 0.50%. ASLC's next scheduled meeting is May 7, 2026.

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

Over the past quarter, I attended several meetings and presentations related to higher education and federal changes. A summary of those meetings follows:

- Weekly meetings with the Department of Education & Early Development Director's team
- Bi-weekly meetings with University of Alaska Statewide leadership
- Monthly meetings with EFC
- Federal updates meetings, hosted by the State Higher Education Executive Officers Association (SHEEO)
- EFC's Annual Membership Meeting, March 18-20, 2026, in St. Louis, MO

### **Human Resources Update:**

Staffing changes this quarter include the successful recruitment of an Administrative Support Specialist and an Accounting Technician 1. Eric Ortiz joined the Program Operations Division as an Administrative Support Specialist, and Leonila "Nil" Anchez joined the Finance Division as an Accounting Technician 1.

Recruitment efforts continue to be challenged by the statewide hiring freeze under Administrative Order 358, which requires agencies to obtain waivers from the Governor's Office before filling vacancies, and difficulty attracting qualified applicants to positions approved for recruitment. Multiple re-postings have occurred for current vacancies including the Director of Program Operations and Marketing Specialist positions. Recruitment efforts continue for both as well as other vacancies in ISS and Finance. These recruitment and hiring challenges are expected to

continue in the coming quarters which may result in subsequent adjustments to project completion timelines and overall agency capacity.

ACPE has a total of 51 Position Control Numbers (PCN), with 11 located in Anchorage and 40 in Juneau. Currently, 40 positions are filled, with 8 in Anchorage and 32 in Juneau.

The distribution of filled positions by division is as follows:

- Information Systems and Services (ISS): 7 (2 in Anchorage and 5 in Juneau)
- Finance: 11 (9 full-time and 2 part-time)
- Program Operations: 13
- Outreach: 6 (in Anchorage)
- Executive Office: 3

There are currently 11 vacant positions:

- ISS: 2
- Finance: 3
- Program Operations: 4
- Outreach: 2

There are 5 employees eligible to retire in calendar year 2026.

ACPE workforce consists of 26 females (65%) and 14 males (35%), compared to the statewide workforce distribution of 7,185 females (48.4%) and 7,659 males (51.6%). The average age of ACPE employees is 45.8 years, slightly higher than the statewide average of 43.5 years. Racial and ethnic demographics for ACPE are 80% white and 20% minority employees, compared to the statewide composition of 72.1% white and 27.9% minorities. See the State of Alaska Workforce Profile FY25 for additional details.

#### **Attachments:**

ACPE Press Release – APS Outcomes Report

Workforce Pell Grant Program Overview

United States Senate Press Release – The State Based Education Loan Awareness Act

ACPE KPI Dashboard – Q2 FY2026

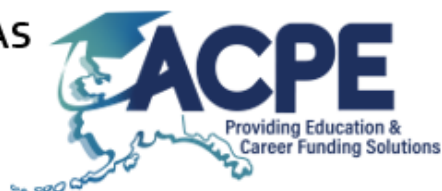
# ACPE PRESS RELEASE

KERRY THOMAS

Executive Director

907-465-6740

acpe.alaska.gov



## FOR IMMEDIATE RELEASE:

February 2, 2026

## 2026 ALASKA PERFORMANCE SCHOLARSHIP OUTCOMES REPORT PUBLISHED

**Juneau** – The Alaska Commission on Postsecondary Education (ACPE) announced the release of the 2026 Alaska Performance Scholarship (APS) Outcomes Report. The APS Outcomes Report delivers education stakeholders and policy-makers relevant eligibility and usage trends since program inception. The 2026 edition reports continued improvement in overall eligibility and usage trends since legislative changes were made to the program in 2024. Highlights from the 2026 APS Outcomes Report include:

- Record APS eligibility in 2025 of 54% of the Class of 2025
- APS recipients maintain higher residency rates; 63% residency 11 years after graduation
- 51% of APS-eligible graduates use APS in their educational career
- Over \$143 million awarded to eligible APS students since program inception

“ACPE remains encouraged to see APS eligibility and usage trends improve among our students across Alaska. APS is a vital funding opportunity for Alaska’s students and families to inform and support their decisions to enroll in a qualified postsecondary institution or training provider in Alaska,” said ACPE Executive Director Kerry Thomas.

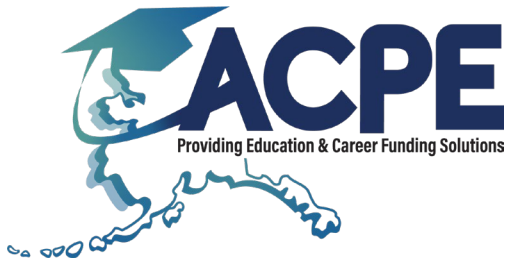
To review the 2026 APS Outcomes Report and other ACPE publications, visit [acpe.alaska.gov/reports](https://acpe.alaska.gov/reports).

### ABOUT THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION:

Funded by the Alaska Student Loan Corporation, ACPE champions individuals and families through broad access to federal and state programs, grants, scholarships, and loans together with the tools and resources that allow them to make informed decisions about funding their education. As the Higher Education Agency for the State of Alaska, ACPE advances policy and fosters collaboration to build a skilled workforce that meets the needs of communities and employers, supporting economic development across the state.

### ACPE PROVIDES EDUCATION AND CAREER FUNDING SOLUTIONS.

###



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### Workforce Pell Grant Program

As part of the budget reconciliation legislation known as H.R. 1 or the One Big Beautiful Bill Act (OBBA), Congress created the Workforce Pell Grant Program, which expands access to Pell Grant funding for students enrolled in high-quality, short-term education and training programs that prepare them for high-wage or in-demand fields. The program aims to help individuals gain the skills and credentials needed to enter or advance in the workforce, while connecting employers with a pipeline of skilled workers to meet labor market needs.

#### Program Overview

The Workforce Pell Grant is an extension of the Federal Pell Grant, which provides need-based financial aid to low- and moderate-income students attending Title IV eligible institutions.

Unlike traditional Pell Grants that support two- or four-year degree programs, Workforce Pell Grants can be used for short-term programs that lead directly to employment in high-demand industries. Workforce Pell Grants will be awarded to eligible students for the 2026/2027 academic year, beginning on July 1, 2026.

#### Program Eligibility

An educational or training program is considered an eligible program for purposes of the Workforce Pell Grant only if:

- It is between 150 and 600 clock hours (or equivalent credit hours).
- It is at least 8 weeks in duration, but less than 15 weeks.
- It leads to an industry-recognized postsecondary credential that is stackable and portable, unless the program prepares a student for employment in an occupation where there is only one recognized postsecondary certificate or degree program, by ensuring that the short-term program counts as academic credit for the subsequent program.
- It aligns with high-skill, high-wage, or in-demand occupations as identified by state workforce agencies.
- It meets the hiring requirements of potential employers in the sectors or occupations described.

#### Student Eligibility

To qualify for Workforce Pell funding, a student:

- Must meet general Pell Grant eligibility requirements, including financial need, U.S. citizenship, or eligible noncitizen status, have a valid FAFSA, and show financial need, among other requirements.
- Must be enrolled or accepted in a short-term, non-degree workforce program approved under Workforce Pell. A student may not be enrolled in a program that leads to a graduate credential, or have attained such a credential.
- Cannot receive both a standard Pell Grant and a Workforce Pell Grant in the same enrollment period.

## Oversight and Responsibilities

Under the Workforce Pell Grant Program, ED works with states and institutions to ensure programs meet employer needs, provide high-quality training, and maintain program integrity through outcome monitoring.

### State Responsibilities

States ensure programs meet labor market needs and licensing requirements, and provide oversight on program relevance and alignment.

- The Governor, in consultation with the state workforce board and other agencies, must determine that each short-term program is aligned with high-skill, high-wage, or in-demand industry sectors in the state.
- The Governor, in consultation with the state workforce board and other agencies, must determine that the program meets the hiring requirements of potential employers in the sectors.
- The Governor, in consultation with the state workforce board and other agencies, must determine that the program satisfies any applicable educational prerequisite requirements for professional licensure or certification in the state.

### U.S. Department of Education

ED, guided by state validation, oversees Workforce Pell Grant programs while institutions certify and document program eligibility and alignment with employer needs.

- ED Confirms that programs meet the following federal eligibility requirements:
  - The postsecondary institution offers the program for at least one year.
  - For each award year, the program has a verified completion rate of at least 70 percent, within 150 percent of the normal time for completion.
  - For each award year, the program has a verified job placement rate of at least 70 percent, within 180 days of completion.
  - For each award year, the total tuition and fees of the program are not more than the “median value-added earnings”<sup>1</sup>.

### Institutional Responsibility

Institutions provide students with transparent information about program costs, credential outcomes, and employment prospects. They are also responsible for maintaining compliance with federal and state requirements, collecting student-level data on program completion, job placement, and earnings, and reporting this information to both ED and the state.

- The institution must submit written confirmation to ED that the State has approved the program’s eligibility.
- The institution must offer the program for at least one year before its eligibility determination by ED.
- The program must be between 150 and 599 clock hours (or equivalent credit hours), and offered for a minimum of 8 weeks but less than 15 weeks.
- The program cannot be a correspondence course
- The program must lead to a recognized postsecondary credential that is either
  - Stackable towards another credential/certificate/degree, or
  - If only one recognized credential exists for the occupation, that condition must be sufficient.

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<sup>1</sup> The median value-added earnings are calculated by taking the annual earnings of a student who received aid and completed their program three years prior and subtracting 150% of the federal poverty level.



# UNITED STATES SENATE

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## PRESS RELEASE

### FOR IMMEDIATE RELEASE

March 17, 2026

### **Murkowski, Reed, Cassidy, and Shaheen Introduce Legislation to Help Students Better Connect with Higher Education Funding**

**Washington, D.C.** – Today, U.S. Senators Lisa Murkowski (R-AK), Jack Reed (D-RI), Bill Cassidy (R-LA), and Jeanne Shaheen (D-NH) introduced legislation to help young people pursuing higher education afford college. [The State Based Education Loan Awareness Act](#) would make it easier for higher education institutions to inform students of financial aid opportunities offered by non-profit, state agency lenders.

“Paying for college is already complicated and expensive for students and their families,” **said Senator Murkowski**. “Our goal should be to make sure they have clear, complete information about the most affordable options available to them. State-based lenders often offer competitive, low-cost loans, and this legislation restores transparency so students can access the option that works best for them.”

“The reality of paying for college is tough and it’s important for students and families to understand the costs and have accurate and complete information about their financial options,” **said Senator Reed**. “Far too many students are unaware about additional resources state agencies can provide. This bill will help to shine a light on additional low-cost options to help pay for college.”

“Students should be able to pay for college without taking on insurmountable debt,” **said Dr. Cassidy**. “This legislation connects families with low-cost student loan options to ensure they don’t have to pay a dollar more than they need to.”

“With the cost of secondary education rising across the board, it’s critical that students have access to all the resources available to help them to save money and afford tuition,” **said Senator Shaheen**. “In New Hampshire, we have one of the highest student loan burdens in the country so it’s critical for colleges and universities to be able to offer the full range of options and the best information to help students pay for their education and achieve the skills needed to find success – and that’s what our bipartisan bill would accomplish.”

“We applaud Sen. Murkowski for her ongoing efforts to help students and families afford college,” **said Gail daMota, President of the Education Finance Council (EFC).** “For students who’ve exhausted their federal loan, grant and scholarship options but still have a gap to fill, their most affordable option may be a nonprofit and state-based education loan. The *State Based Education Loan Awareness Act* will ensure students have the information they need to make informed borrowing decisions about their postsecondary pursuits. On behalf of EFC member organizations, our hope is for them to both achieve their academic goals and position themselves for financial success.”

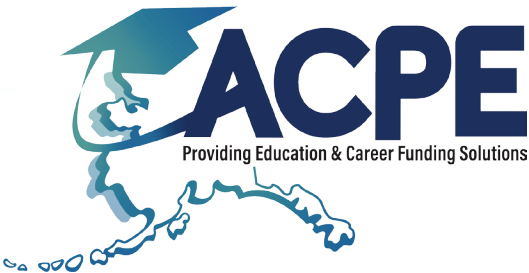
“Senator Murkowski’s leadership in Washington, DC will mean more students and families in Alaska will benefit from the services offered by the Alaska Commission on Postsecondary Education (ACPE),” **said Kerry Thomas, Executive Director of Alaska Commission on Postsecondary Education.** “The State Based Education Loan Awareness Act removes federal barriers that currently inhibit the flow of information about lower cost loans to students who are making important financial decisions about their postsecondary goals. By enabling colleges and universities in Alaska to showcase how mission-driven organizations like ACPE are helping students afford college with competitive interest rates and strong borrower protections, this legislation will go a long way to making students more aware of responsible borrowing options. Being able to access clear information about *all* their options puts students in a better position to make the right financial decisions for their future.”

### **Background**

When the Higher Education Act (HEA) was last reauthorized in 2008, new provisions were included to prevent institutions of higher education (IHE) from steering students toward private lenders through the use of “preferred lender lists” in exchange for benefits to the institution. While this helped put an end to a system that benefited lenders and institutions over students, state agency lenders were included in the definition of “private lender,” which prevented families from learning about all the low-cost student loan options available to them.

The State Based Education Loan Awareness Act would allow IHEs to inform families about state agency loan options if:

- The loans are authorized, established, or chartered under State law or otherwise approved by the State;
- The state agency lender offers one or more loans with interest rates and fees that are at least as favorable as those of the federal Direct PLUS Loan;
- The information is made available only to borrowers who have been advised by the IHE:
  - That they should exhaust all federal education loans before accepting a state agency lender’s loan; and
  - Of the interest rates, fees, and benefits of federal education loans, including income-driven repayment options, opportunities for loan forgiveness, forbearance and deferment options, interest subsidies, and tax benefits.



# Key Performance Indicator (KPI) DASHBOARD

STRATEGIC PRIORITIES:

Dashboard Key

- Measurable Target
- Current Status

- 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

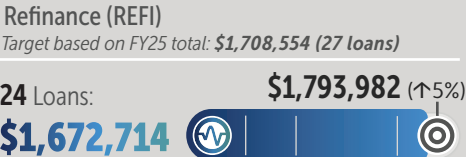
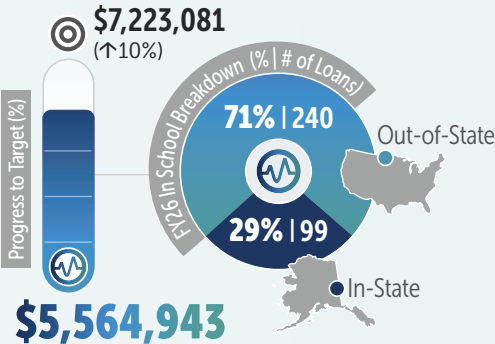
Strategic priorities are achieved by meeting the seven goals. Progress towards meeting each goal is measured by the KPIs.  
\*Target values based on FY25 totals (data from 7/1/24 to 6/30/25, unless otherwise indicated). Current statuses reflect data from 10/1/25 to 12/31/25.

**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 FY25 total: \$6,566,437

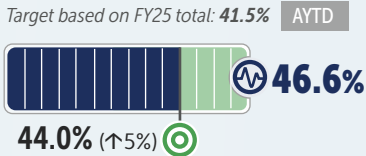


**GOAL #2:** Increase visibility, understanding and awareness of ACPE and its products, resources, partnerships, and programs

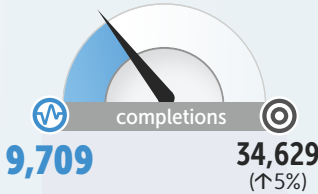
STRATEGIC PRIORITIES MET: **P1** **P2** **P3** **P4**

**KPI-1** SEE GOAL #1

**KPI-2** Alaska loan market share: Based on annual in school loan originations

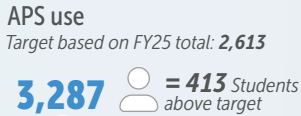
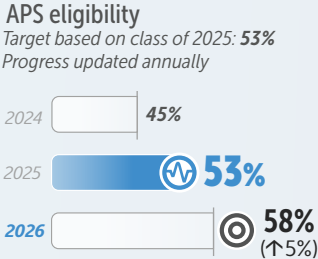


**KPI-3** FAFSA completion trends: Target based on FY25 total: 32,980



**KPI-4** SEE GOAL #7

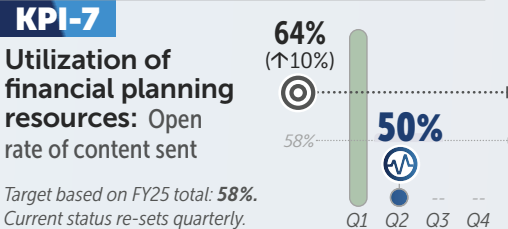
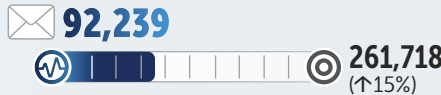
**KPI-5** Trends in APS:



**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 FY25 total: 227,581 Emails Sent



CHANGE TOWARDS TARGET:

- Up arrow
- Down arrow
- Stable

| 2025-26 PROGRESS      | DATE    |          |         |         |
|-----------------------|---------|----------|---------|---------|
|                       | 9.30.25 | 12.31.25 | 3.31.26 | 6.30.26 |
| Strategic Priority #1 | —       | ↗        | —       | —       |
| Strategic Priority #2 | —       | ↗        | —       | —       |
| Strategic Priority #3 | —       | ↗        | —       | —       |
| Strategic Priority #4 | NA      | NA       | NA      | NA      |

- Measurable Target
- Current Status



# Key Performance Indicator (KPI) DASHBOARD

\*Target values based on FY25 totals (data from 7/1/24 to 6/30/25, unless otherwise indicated). Current statuses reflect data from 10/1/25 to 12/31/25.

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

STRATEGIC PRIORITIES MET:



### KPI-8 Trends in application funnel:

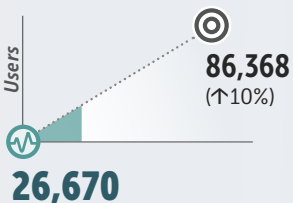


### KPI-9 Trends in customer satisfaction ratings:

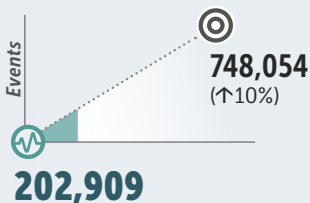


### KPI-10 Trends in website engagement:

Number of users  
Target values based on FY25 total: 78,516



Number of web events  
Target values based on FY25 total: 680,049



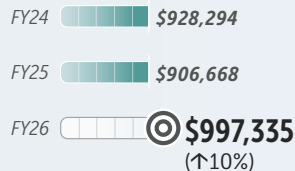
## GOAL #5: Improve operational efficiency and financial sustainability of the organization

STRATEGIC PRIORITIES MET:



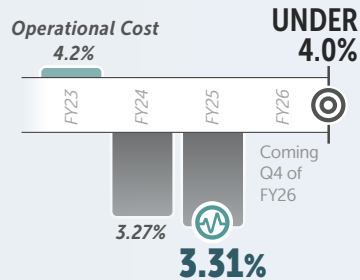
### KPI-1 SEE GOAL #1

### KPI-11 Non ASLC funding sources: Target based on FY24 total, \$906,668. Progress updated annually.



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

Target value based on FY23 total: 4.2%  
Progress updated annually

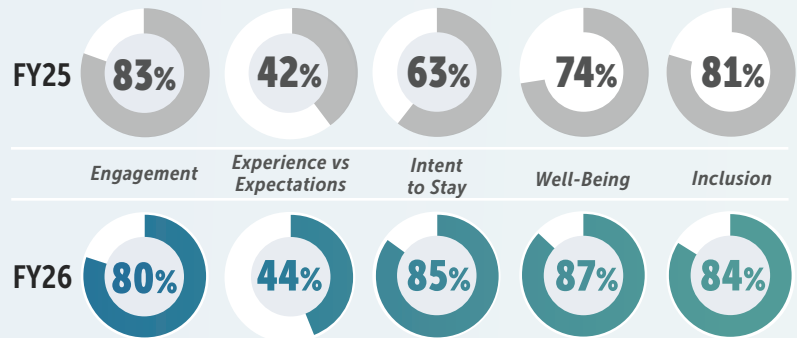


## GOAL #6: Foster an environment where employees thrive as the agency evolves

STRATEGIC PRIORITIES MET:



### KPI-13 Trends in employee satisfaction ratings: Progress updated annually



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

STRATEGIC PRIORITIES MET:



### KPI-14 Complete inventory:

new info coming FY2026



new info coming FY2026



### KPI-15 Tangible commitments:

new info coming FY2026



new info coming FY2026





THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

**Alaska Commission on  
Postsecondary Education**

FINANCE OFFICE

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**MEMORANDUM**

**TO:** Members, Alaska Commission on Postsecondary Education  
**THROUGH:** Kerry Thomas, Executive Director  
**FROM:** Julie Pierce, Chief Finance Officer  
**DATE:** April 2, 2026  
**SUBJECT:** Finance Report

**FY2027 Operating Budget**

Following is a summary of the Commission's FY2027 operating budget included in the Governor's amended budget released in February 2026. There were no changes to the FY2027 Operating Budget between the Governors Proposed Budget and the Governors amended budget.

| Budget Line       | Interagency<br>(ASLC<br>Receipts) | Designated<br>General Fund<br>- AHEIF | General Fund<br>Program<br>Receipts | Statutory<br>Designated<br>Program<br>Receipts | Total    |
|-------------------|-----------------------------------|---------------------------------------|-------------------------------------|------------------------------------------------|----------|
| Personal Services | 7,718.3                           | .0                                    | 32.4                                | .0                                             | 7,750.7  |
| Travel            | 46.1                              | .0                                    | 1.8                                 | .0                                             | 47.9     |
| Contractual       | 3,285.9                           | 686.1                                 | 70.3                                | 150.1                                          | 4,192.4  |
| Supplies          | 108.2                             | .0                                    | .0                                  | .0                                             | 108.2    |
| WWAMI             | .0                                | 5,140.1                               | .0                                  | .0                                             | 5,140.1  |
| AEG               | .0                                | 10,153.9                              | .0                                  | .0                                             | 10,153.9 |
| APS               | .0                                | 20,307.8                              | .0                                  | .0                                             | 20,307.8 |
| Total             | 11,158.5                          | 36,287.9                              | 104.5                               | 150.1                                          | 47,701.0 |
| Positions         | 50.74                             | -                                     | 0.26                                | -                                              | 51       |
|                   |                                   |                                       |                                     |                                                |          |

## **Alaska Student Loan Corporation**

The Corporation Board last met on February 5, 2026 to review and approve the Federal Single Audit report, adopt annual and aggregate loan limits and adopt interest rates on fixed rate loans.

The next Corporation Board meeting is scheduled for May 7, 2026 to approve annual interest rates for variable rate loans and Investment policy.

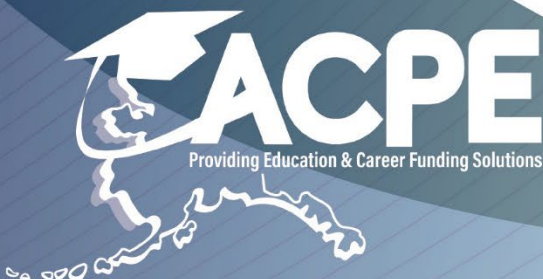
If you have any questions or wish to discuss this report further, please do not hesitate to contact me at 907-465-6757 or at [julie.pierce@alaska.gov](mailto:julie.pierce@alaska.gov).

# PROGRAM OPERATIONS

## Quarterly Report

*December 2025 – February 2026*

Program Management, Program  
Support, & Default Management



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

### **Financial Aid Updates**

#### **Loan Volume**

The amount of Alaska Supplemental Education Loans (ASEL) increased slightly in FY26 Q3 over FY25 Q3. To date in FY26, ACPE awarded 388 ASEL loans compared to 385 in FY25. The dollar amount for Q3 FY26 awards is \$6,013,138, a 4.83% increase over the \$5,735,962 awarded in FY25. For FEL, ACPE awarded 14 loans in Q3 FY26 vs. 9 loans awarded in FY25. Thus far in FY26, the total dollar amount awarded for the FEL program is \$213,271, a 56% increase over the Q3 FY25 award total of \$143,521.

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

As keeping with past trends, more ASEL and FEL loans were awarded to students choosing to attend out-of-state institutions. In FY26, the proportion of students receiving ASEL and FEL loans to attend out-of-state institutions increased over FY25. To date in Q2 FY26, 68% (274) of loans were awarded to out-of-state institutions, an increase of 2% (66%, 260) over the same period Q2 FY25.

#### **Refinance Loans**

Refinance loan award amounts for the quarter are up 146% in FY26 compared to the same period in FY25. In Q3 FY26, 27 Refinance loans were awarded for a total of \$1,789,874, compared to FY25 which had 12 loans for \$715,620 during the same time period.

### **Publication Updates**

#### **2026 APS Outcomes Report**

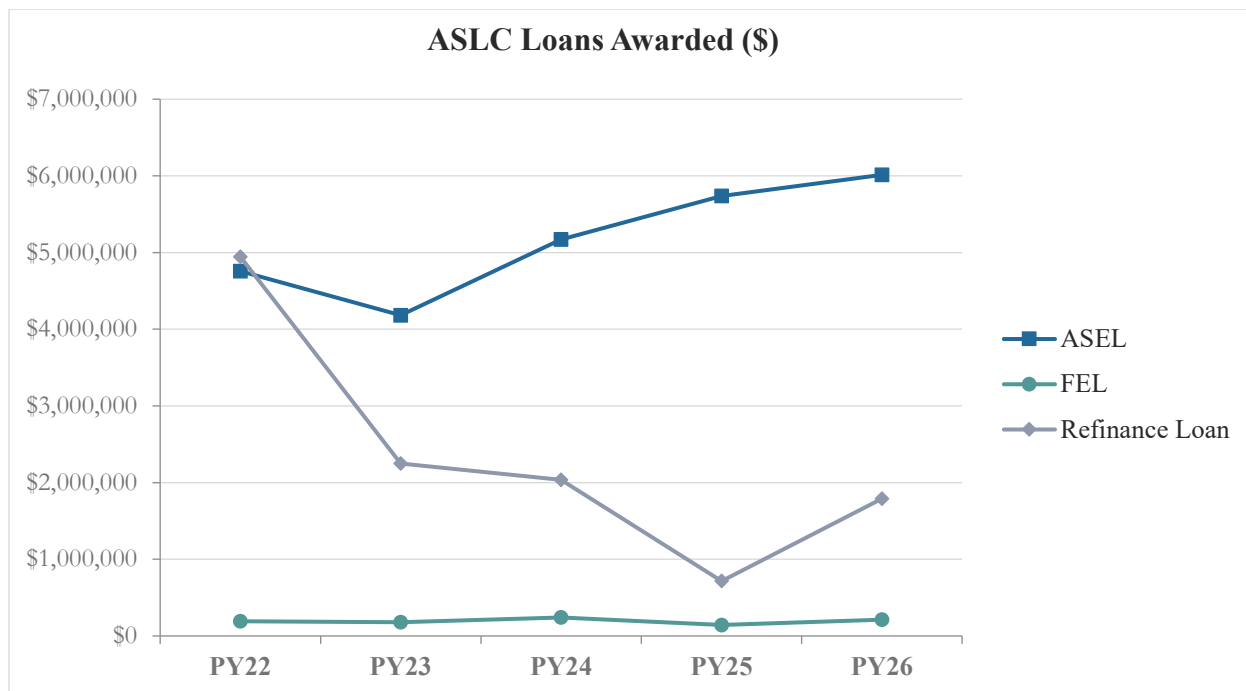
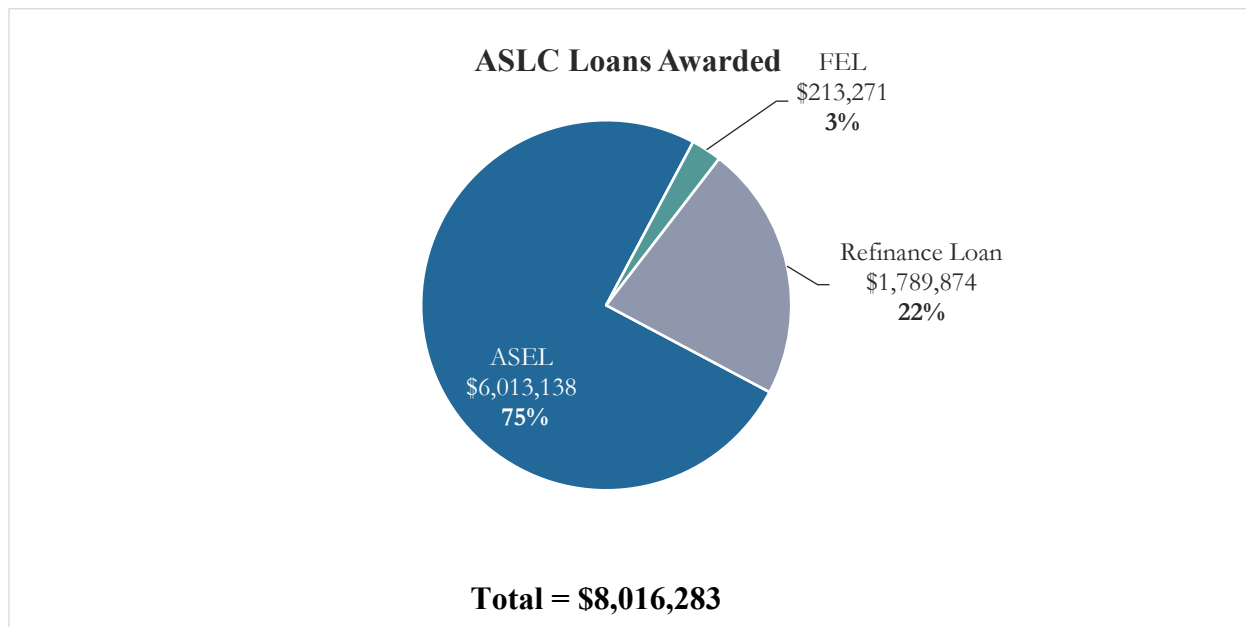
The 2026 APS Outcomes Report was completed and provided to the legislature this quarter. This report is prepared annually and provided to the Legislature at the start of session as required by statute. The 2026 report continued to measure the impacts of the APS statutory changes that went into effect in July of 2024. In particular, the report highlighted increased access to APS this year such as the highest number of APS-eligible high school graduates to date (4,589) and the highest APS award totals at over \$17 million for the year.

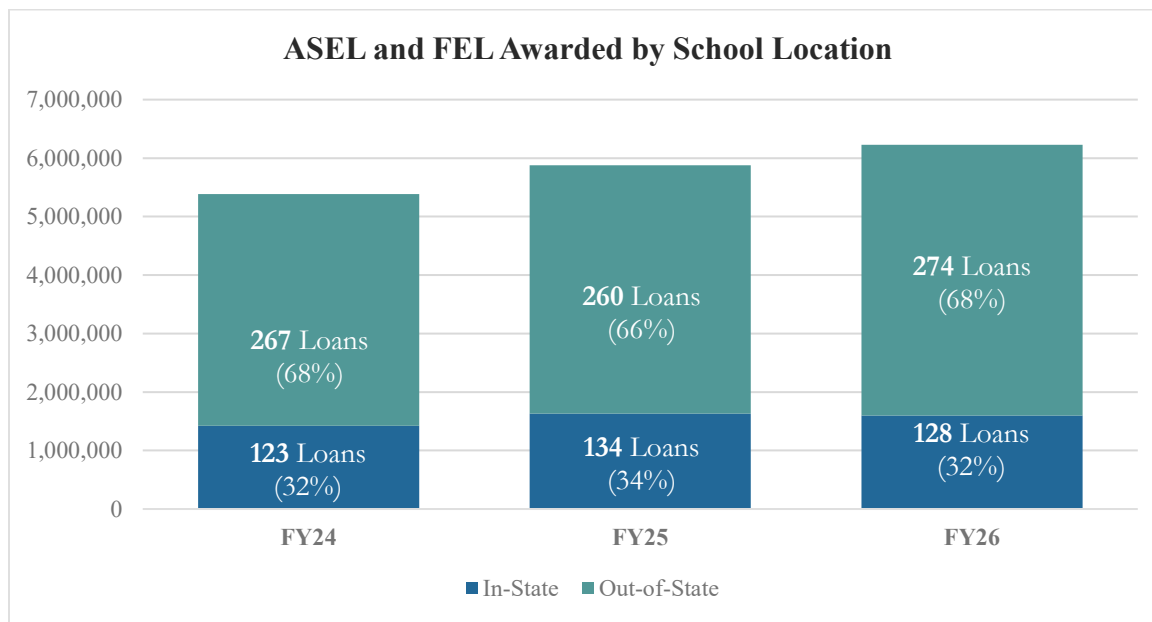
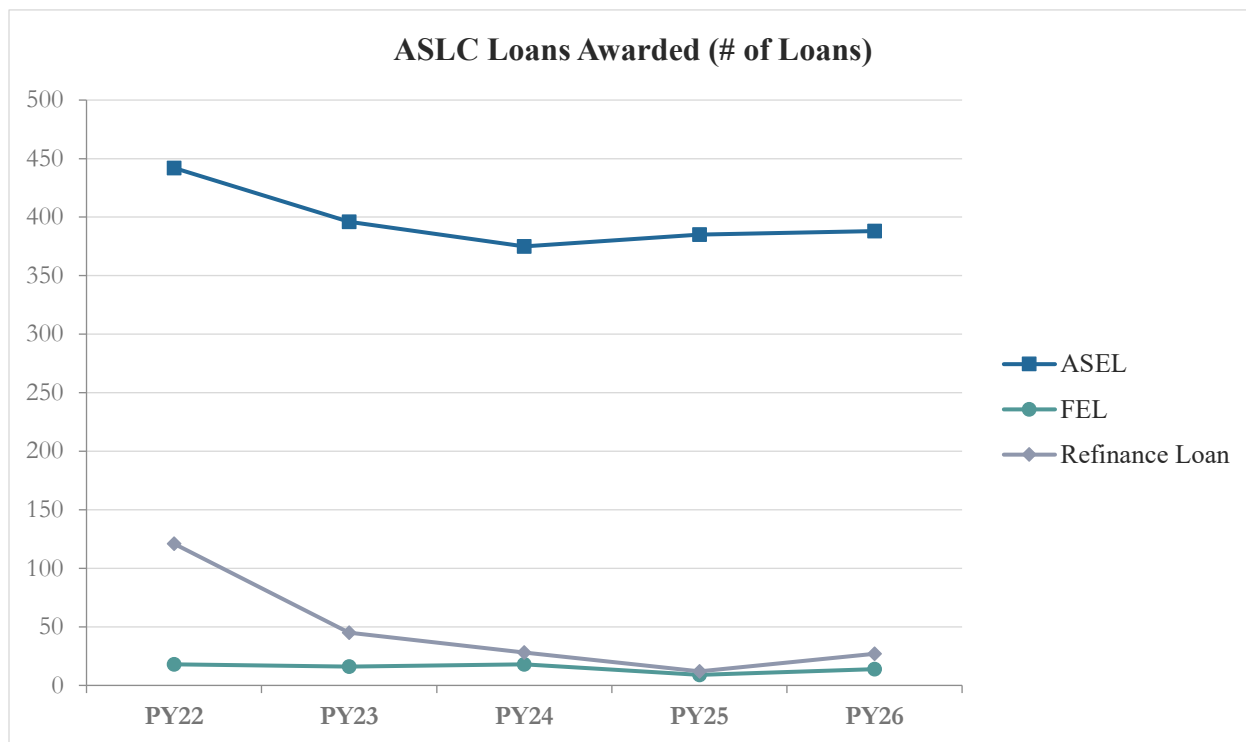
#### **Alaska Higher Education Almanac**

Work on the Alaska Higher Education Almanac publication is nearing completion. Analysis on data collected 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 in final review. The publication is on schedule for completion in FY26 Q4.

## LOAN ORIGINATIONS

Program Year 25/26 through February 2026





## Loans Awarded

| Loan Type              | 2025-2026  |                    | 2024-2025  |                    | % Change     |                |
|------------------------|------------|--------------------|------------|--------------------|--------------|----------------|
|                        | # of Loans | Amount Awarded     | # of Loans | Amount Awarded     | # of Loans   | Amount Awarded |
| Family Education Loans | 14         | \$213,271          | 9          | \$143,521          | 55.56%       | 48.60%         |
| AK Supplemental Loans  | 388        | \$6,013,138        | 385        | \$5,735,962        | 0.78%        | 4.83%          |
| Refinance Loans        | 27         | \$1,789,874        | 12         | \$715,620          | 125.00%      | 150.12%        |
| <b>Total:</b>          | <b>429</b> | <b>\$8,016,283</b> | <b>406</b> | <b>\$6,595,103</b> | <b>5.67%</b> | <b>21.55%</b>  |

## Loans Awarded – by Enrollment Intensity

| Intensity Level | 2025-2026  |                | 2024-2025  |                | % Change     |
|-----------------|------------|----------------|------------|----------------|--------------|
|                 | # of Loans | Percentage     | # of Loans | Percentage     |              |
| Full-Time       | 385        | 95.77%         | 370        | 93.91%         | 4.05%        |
| Half-Time       | 17         | 4.23%          | 24         | 6.09%          | -29.17%      |
| <b>Total</b>    | <b>402</b> | <b>100.00%</b> | <b>394</b> | <b>100.00%</b> | <b>2.03%</b> |

## Special Programs

| Loan Type                                 | 2025-2026  |                    | 2024-2025  |                    | % Change   |                |
|-------------------------------------------|------------|--------------------|------------|--------------------|------------|----------------|
|                                           | # of Loans | Amount Awarded     | # of Loans | Amount Awarded     | # of Loans | Amount Awarded |
| Winn Brindle WWAMI Medical Education Loan | 2          | \$30,864           | 2          | \$30,864           | 0.00%      | 0.00%          |
| WICHE PSEP Loan                           | 30         | \$1,903,266        | 25         | \$1,659,621        | 20.00%     | 14.68%         |
|                                           | 0          | \$0                | 0          | \$0                | N/A        | N/A            |
| <b>Total:</b>                             | <b>32</b>  | <b>\$1,934,130</b> | <b>27</b>  | <b>\$1,690,485</b> |            |                |

**ACPE Loans Serviced by AES – FFELP**

|                 | # of Loans   | Principal Amount    | Interest Amount  | Total Loan Amount   |
|-----------------|--------------|---------------------|------------------|---------------------|
| In-School       | 5            | \$34,422            | \$20,547         | \$54,969            |
| Grace           | 0            | \$0                 | \$0              | \$0                 |
| Repay- Current  | 1,749        | \$8,315,262         | \$622,570        | \$8,937,832         |
| Repay- Past Due | 195          | \$1,070,568         | \$31,793         | \$1,102,361         |
| Claim           | 19           | \$123,780           | \$12,394         | \$136,174           |
| Forbearance     | 209          | \$1,466,033         | \$110,444        | \$1,576,477         |
| Deferment       | 157          | \$681,641           | \$48,571         | \$730,212           |
| <b>Total</b>    | <b>2,334</b> | <b>\$11,691,706</b> | <b>\$846,318</b> | <b>\$12,538,024</b> |

**ACPE Loans Serviced by AES - Alternative**

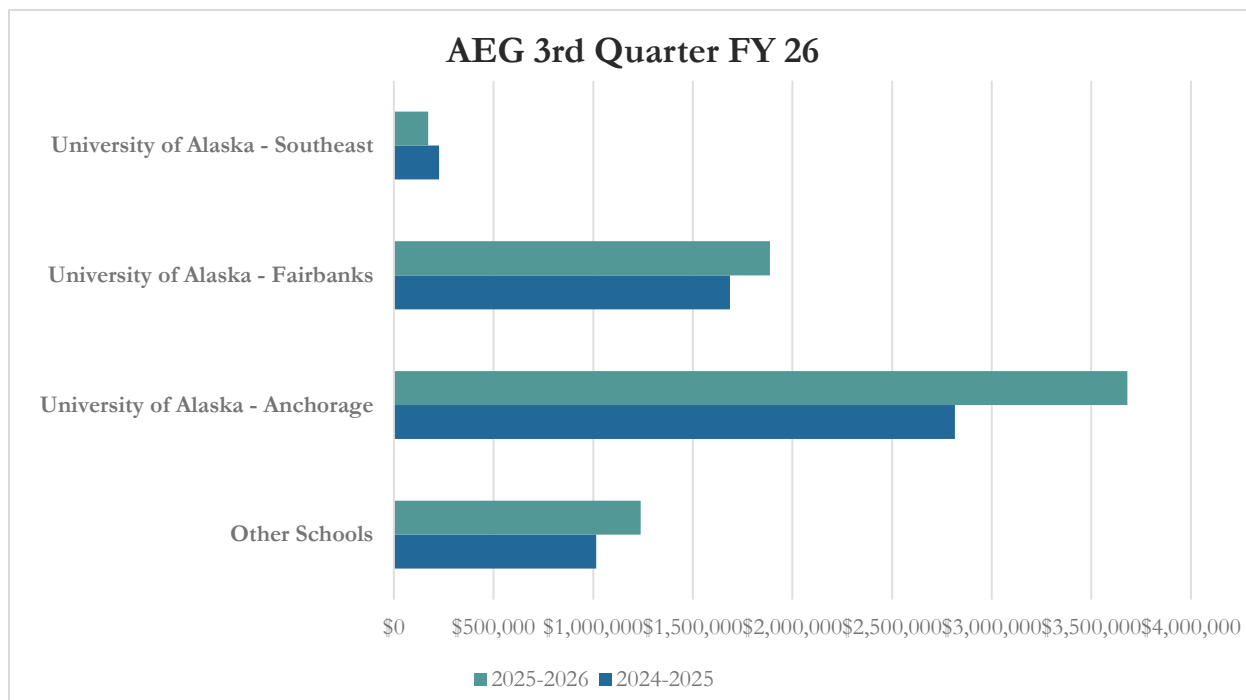
|                         | # of Loans  | Principal Amount    | Interest Amount    | Total Loan Amount    |
|-------------------------|-------------|---------------------|--------------------|----------------------|
| In-School               | 826         | \$13,927,828        | \$887,482          | \$14,815,310         |
| Grace                   | 98          | \$1,162,397         | \$142,808          | \$1,305,205          |
| Repay- Current          | 4811        | \$48,717,057        | \$222,160          | \$48,939,217         |
| Repay- Past Due         | 245         | \$1,841,958         | \$49,689           | \$1,891,647          |
| Forbearance             | 343         | \$6,340,690         | \$137,574          | \$6,478,264          |
| Deferment               | 436         | \$4,333,002         | \$694,906          | \$5,027,908          |
| <b>Total</b>            | <b>6759</b> | <b>\$76,322,931</b> | <b>\$2,134,619</b> | <b>\$78,457,550</b>  |
| Serviced at Collections | 2794        | \$19,122,167        | \$6,254,295        | \$25,376,462         |
| <b>Total</b>            | <b>9553</b> | <b>\$95,445,098</b> | <b>\$8,388,914</b> | <b>\$103,834,012</b> |

**ACPE Immediate Repay Loans Serviced by AES - Alternative**

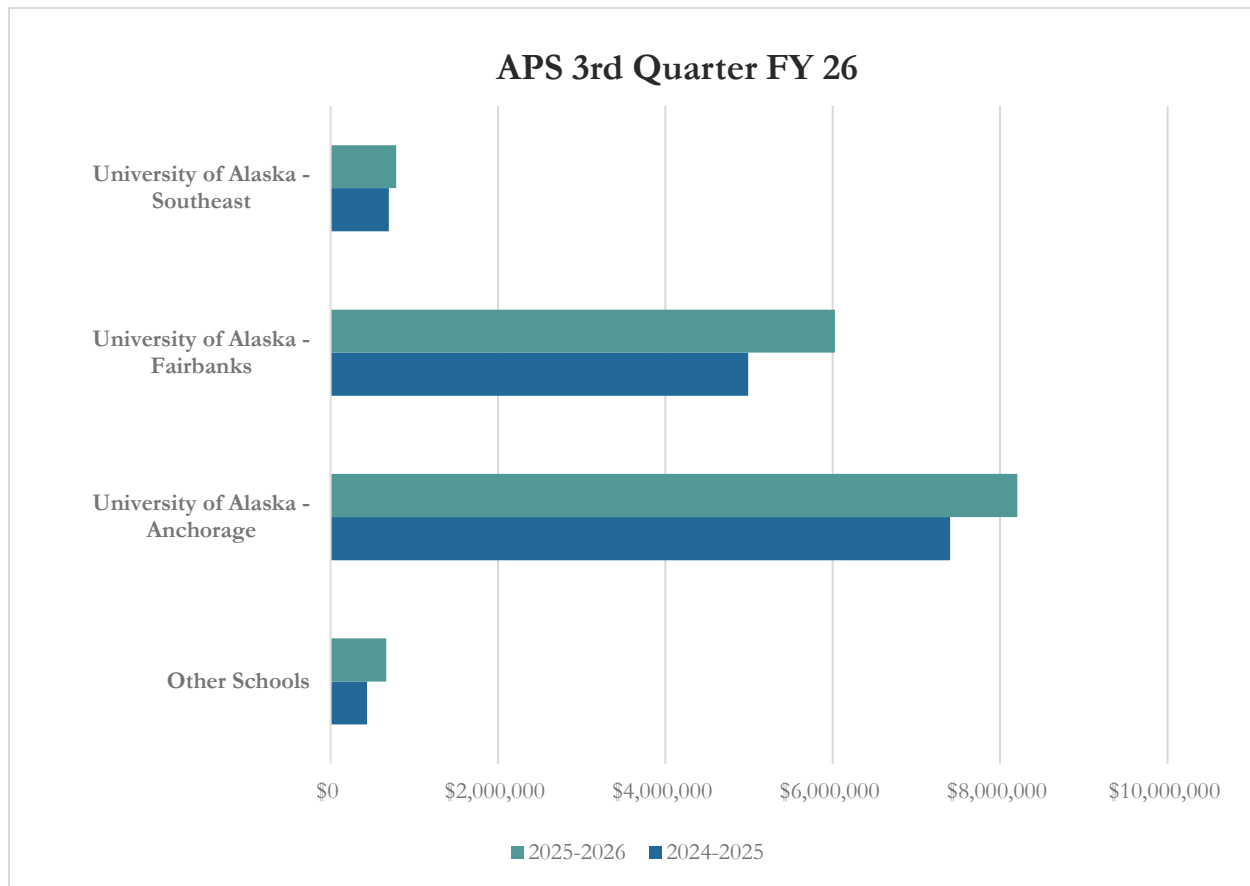
|                         | # of Loans | Principal Amount   | Interest Amount | Total Loan Amount  |
|-------------------------|------------|--------------------|-----------------|--------------------|
| Current                 | 386        | \$5,139,055        | \$92,478        | \$5,231,534        |
| Delinquent              | 15         | \$180,361          | \$4,190         | \$184,551          |
| <b>Total</b>            | <b>401</b> | <b>\$5,319,416</b> | <b>\$96,668</b> | <b>\$5,416,084</b> |
| Serviced at Collections | 2          | \$7,016            | \$401           | \$7,417            |
| <b>Total</b>            | <b>403</b> | <b>\$5,326,432</b> | <b>\$97,070</b> | <b>\$5,423,501</b> |

## ALASKA PERFORMANCE SCHOLARSHIP & ALASKA EDUCATION GRANT

Program Year 25/26 through February 2026

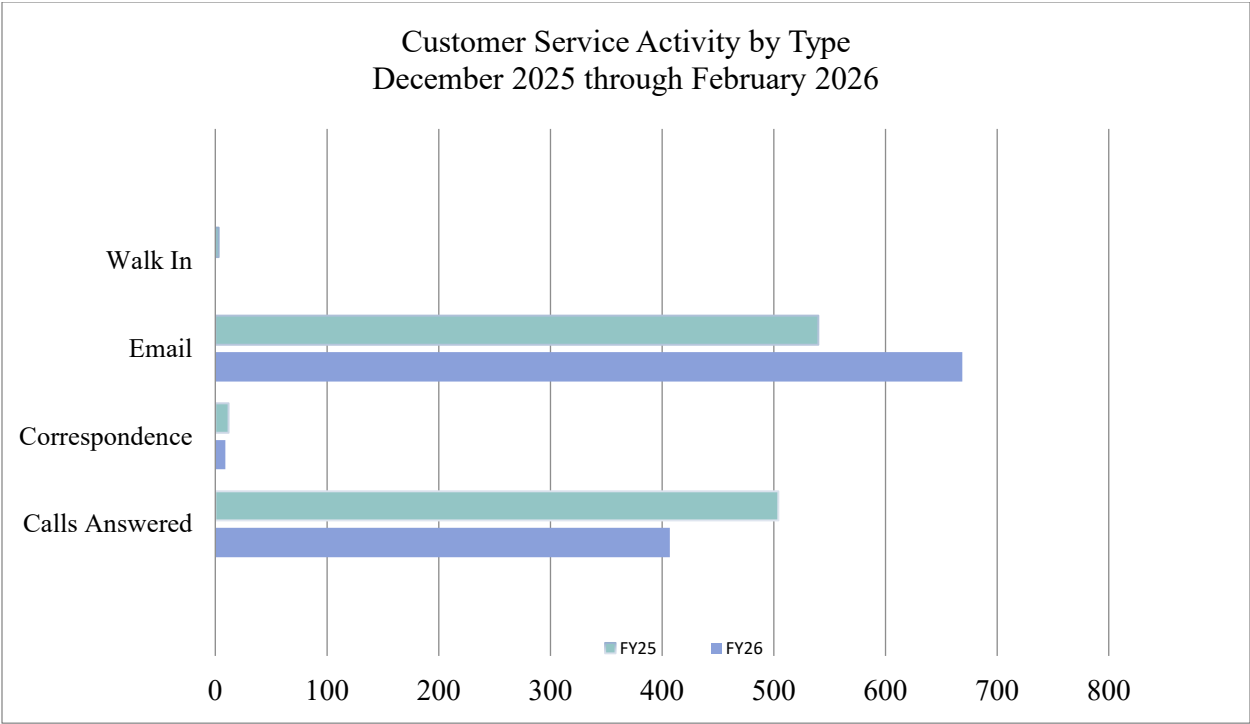


| Other Schools                                    | 2025-2026          | 2024-2025          |
|--------------------------------------------------|--------------------|--------------------|
| Alaska Bible College                             | \$25,750           | \$13,500           |
| Alaska Career College                            | \$386,781          | \$239,007          |
| Alaska Christian College                         | \$73,514           | \$86,900           |
| Alaska Pacific University                        | \$357,750          | \$261,000          |
| AVTEC                                            | \$66,425           | \$59,000           |
| Charter College                                  | \$287,736          | \$327,744          |
| Embry Riddle Aeronautical University             | \$4,500            | \$1,500            |
| Ilisagvik College                                | \$35,500           | \$15,750           |
| Wayland Baptist University - Anchorage/Fairbanks | \$0                | \$10,250           |
| <b>Total:</b>                                    | <b>\$1,237,956</b> | <b>\$1,014,651</b> |
| <b>Grand Total:</b>                              | <b>\$6,977,599</b> | <b>\$5,742,979</b> |



| Other Schools                                    | 2025-2026           | 2024-2025           |
|--------------------------------------------------|---------------------|---------------------|
| Alaska Bible College                             | \$30,187            | \$1,750             |
| Alaska Career College                            | \$87,708            | \$21,000            |
| Alaska Christian College                         | \$29,346            | \$21,875            |
| Alaska Pacific University                        | \$236,250           | \$244,125           |
| AVTEC                                            | \$166,057           | \$101,325           |
| Charter College                                  | \$22,750            | \$19,544            |
| Embry Riddle                                     | \$3,500             | \$3,500             |
| THE Beauty School LLC.                           | \$7,000             | \$0                 |
| Ilisagvik College                                | \$21,875            | \$5,250             |
| Institute of Massage Fairbanks                   | \$1,750             | \$0                 |
| Land and Sea Aviation Alaska                     | \$29,315            | \$5,689             |
| Metroasis Advanced Training Center               | \$0                 | \$1,750             |
| Northern Industrial Training                     | \$6,125             | \$3,500             |
| Trendsetters                                     | \$22,750            | \$7,000             |
| Wayland Baptist University - Anchorage/Fairbanks | \$0                 | \$0                 |
| <b>Total:</b>                                    | <b>\$664,613</b>    | <b>\$436,308</b>    |
| <b>Grand Total:</b>                              | <b>\$15,680,480</b> | <b>\$13,524,347</b> |

CUSTOMER SERVICE



Call Center Activity – December 2025 through February 2026

|                            | 2025-2026 | 2024-2025 | % Change |
|----------------------------|-----------|-----------|----------|
| Calls Received in IVR      | 797       | 1009      | -21.01%  |
| Calls Received in CS Queue | 438       | 536       | -18.28%  |
| Calls Answered by CS       | 407       | 504       | -19.25%  |
| Hold Time in CS Queue      | 1:28      | 1:00      | 46.67%   |

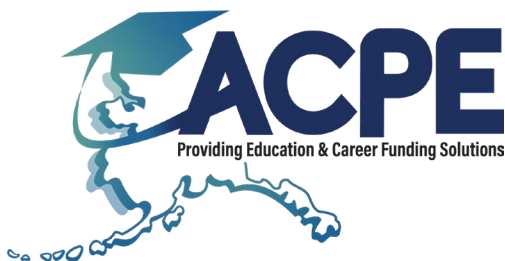
## Vendor Complaints

|                            |                                                 |
|----------------------------|-------------------------------------------------|
| # of AES Complaints        | 2                                               |
| Complaint Descriptions     | Related to account status                       |
| # of TSI Complaints        | 6                                               |
| Complaint Descriptions     | Related to account status and repayment history |
| # of CampusDoor Complaints | 0                                               |
| Complaint Descriptions     |                                                 |

## Payment Information – December 2025 through February 2026

### Payments Processed

| Method                  | 2025-2026          |                    | 2024-2025          |                    |
|-------------------------|--------------------|--------------------|--------------------|--------------------|
|                         | Amount Received    | % of Total Dollars | Amount Received    | % of Total Dollars |
| Borrower/Cosigner       | \$4,137,556        | 91.15%             | \$3,775,985        | 90.73%             |
| Garnishments (AWG, PFD) | \$292,702          | 6.45%              | \$326,908          | 7.86%              |
| External Consolidation  | \$109,063          | 2.40%              | \$58,679           | 1.41%              |
| <b>Total:</b>           | <b>\$4,539,322</b> |                    | <b>\$4,161,572</b> |                    |



## 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, Executive Director  
**FROM:** Kate Hillenbrand, Director of Communications & Outreach  
**DATE:** March 4, 2026  
**SUBJECT:** Communications & Outreach Report

The ACPE Communications & Outreach division delivers postsecondary awareness and financial literacy resources in support of ACPE's mission. This quarter Outreach connected with students, families, and stakeholders through 150 telephonic, in-person, or virtual sessions; organized and/or presented in 30 trainings or webinars; and reached 273 Alaskans.

## COMMUNICATIONS & OUTREACH ACTIVITIES

| Service Interactions                              | Jan – March 2026 |
|---------------------------------------------------|------------------|
| 1) Telephonic/In-Person/Virtual Service Sessions  | 150              |
| 2)Virtual/In-Person Sessions, Webinars, Trainings | 30               |
| 3)Virtual/In-Person Session Attendees             | 273              |

| Top Reason for Service Interactions |              |                      |
|-------------------------------------|--------------|----------------------|
| FAFSA & Financial Aid               | APS/AEG/ASAP | ACPE Education Loans |

- 1) Includes Success Center phone calls, Zoom sessions, AKCIS Helpdesk calls, & FAFSA Wednesday.
- 2) Includes group/school presentations, Master the FAFSA, AKCIS trainings & webinars, etc.
- 3) Total number of attendees in section 3 reflects attendance in section 2 only.

**Website Engagement:** Following the strong FAFSA-driven activity at the end of 2025, website traffic leveled off this quarter, reflecting expected seasonal patterns. Total website views experienced a slight decline which was an expected decline post-FAFSA launch and the holidays. Despite this, total tracked user interactions reached 177,822, and the engagement rate increased slightly to 93.89%.

This data indicates that although fewer users visited the site compared to the peak FAFSA launch period (October through December), visitors continued to engage meaningfully with ACPE's

resources. January and February reflected stronger activity aligned reviewing available financial aid options and postsecondary education planning resources.

During this quarter, Google Analytics 4 (GA4) tracking was further refined in maintaining established funnels for FAFSA and other priority pages. Progress was also made in expanding a GA4 element, Looker Studio, in creating dashboards to improve visibility into analyzing performance trends. Overall, this quarter reflects expected seasonal normalization, sustained engagement quality, and continued progress in strengthening reporting and analytics capabilities for the remainder of 2026.

**Alaska Performance Scholarship:** The APS Training Project Group, represented by Outreach and Operations staff, held APS training sessions this quarter for postsecondary Admissions Counselors/Recruiters as well as Financial Aid Offices. Virtual APS Information Sessions for students and families are scheduled to begin later in March and will run regularly through June via Zoom. The APS Training Project Group is scheduling additional trainings for other key audiences including educators/administrators and other groups throughout the remainder of the school year. The next phase of work for the group is to develop recorded APS Training sessions to provide stakeholders and make available on the APS website as a resource.

**Marketing Campaigns:** Various marketing campaigns occurred this quarter in support and promotion of postsecondary education planning and ACPE's solutions. High level campaign topics include:

- FAFSA Completion
- Alaska Performance Scholarship
- ACPE's Education Funding Solutions & Resources

ACPE's marketing campaigns utilize a multi-faceted platform approach to reach a wide variety of audiences. Components may include ConstantContact, standard email, social media, and print mail. Large-scale email campaigns reached over 75,000 Alaskans as of writing this report.

**On the Horizon:** There is currently a recruitment for a Marketing Specialist position within the Communications & Outreach team. The initial recruitment did not result in a successful hiring of a candidate. As such, the position has been reposted and the outcome of this recruitment will be shared in a subsequent Outreach report. Additionally, Outreach has contracted with a vendor to conduct a FAFSA Survey (Free Application for Federal Student Aid). Additional information about this survey can be found in the ACAC section of this report. The FAFSA Survey results will be reported in the July 2026 Commission meeting.

## **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. The AKCIS Partnership Coordinator focused on continued PLCP implementation planning with school administrators, CTE

coordinators, counselors, and lead faculty as systemic in Alaska schools/districts. To date, 360 Activation & Fee Waiver Agreements have been received; 46/54 school districts currently renewed; 100% of districts renewed listed AKCIS as their Personal Learning & Career Planning platform.

### Quarter Highlights:

- AKCIS logins: 40,335+ Portfolio logins; 46,735+ login sessions; 1,042,000+ page views.
- PLCP activities listed by development levels in AKCIS PLCP 360 are customizable. 691 Career Plans have been completed since July 1, 2025.
- Creation of customized link and Career Plan Activity links for Anchorage School District and CIRI Foundation to access Digication ePortfolios for high school and postsecondary.
- Provided workshops for: Alaska Career & Technical Education (CTE) Coordinators' Perkins V Meetings, Alaska Society for Technology in Education (ASTE), Workforce Innovation & Opportunity Act (WIOA) Grantees Round Table, iGrad Credit Recovery Program, Alaska Statewide Special Education Association Conference (ASSEC), The CIRI Foundation, school district in-services and programs, as well as statewide webinars for educators, administrators, and native and community organizations.
- Conducted 19 training sessions for 230 educators, training providers, and students and families both in-person and virtually.

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

The Alaska College & Career Advising Consortium (ACAC) program fosters partnerships and collaboration among education and workforce development stakeholders committed to improving the lives of Alaskans through access to postsecondary education and career training opportunities.

This quarter, work commenced on an ACPE Strategic Plan project to identify/inventory the current state of higher education programs and resources in Alaska. This project is connected to ACPE's Strategic Priority #4: *Position ACPE to help bridge the gap in Alaska's current and future workforce needs* and Strategic Goal #7: *Identify the current state of higher education programs and resources in Alaska*. Phase 1 of this inventory will be completed by June 30, 2026.

### **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 2026-27 FAFSA on October 1, 2025, weekly ACPE's Master the FAFSA Training sessions occur on Mondays and Thursdays from 2:00 to 3:45 pm. ACPE's Master the FAFSA Training provides a line-by-line overview and detailed explanation of the 2026-27 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. Outside of ACPE Success Center, FAFSA completion assistance is also offered through weekly, year-round *FAFSA Wednesdays*.

The next round of statewide advertising of ACPE's FAFSA Completion Resources (via listservs, newsletters, and direct communication with our education and workforce development partners) is currently in the progress, to be released before the end of March.

## FAFSA SURVEY

ACPE contracted with Hays Research Group LLC (HRG) to conduct a statewide FAFSA Survey with the primary objectives as follows:

- Identify key challenges or barriers experienced during FAFSA completion.
- Understand postsecondary outcomes for respondents.
- Analyze survey findings to inform a final report that outlines barriers, demographic or geographic trends, and recommendations for policy or programmatic opportunities to increase FAFSA completion across Alaska.

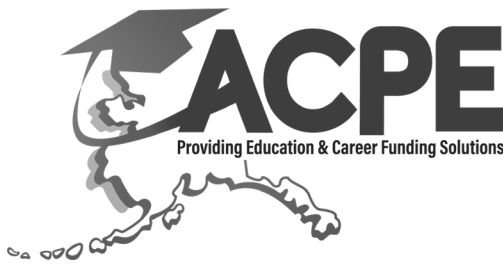
The survey design process is currently underway. Two primary categories of questions have been identified so far – FAFSA Process Experience and Common Demographics, to be included in the survey. Next steps in the FAFSA Survey, to be concluded by the end of March/beginning of April, will be completion of the online survey, public outreach and marketing, data collection, and management and distribution of incentives.

## **Kids2Careers Programming**

In February 2026, after staffing changes on the Outreach Team, the decision was made to discontinue the Kids2Careers program, effective immediately. ACPE seeks to ensure all Outreach program efforts closely align with the Mission and Vision for our agency. Our efforts must be to focus resources on the core initiatives supporting that alignment.

Partners were notified of the program's discontinuation and were informed they could continue using classroom curriculum materials provided at the start of the academic year. Additionally, the downloadable materials and links previously shared with them related to guidance for [Kids2Careers activities](#) and [volunteer training](#), will remain available for reference online for the duration of the 2025-26 school year.

At the end of the school year, ACPE will revamp the suite of downloadable materials previously available under Kids2Careers, such as Student Success Steps and downloadable planning calendars, and transition them into standard ACPE resources available for download and use by educators, students, and families.



## Alaska Commission on Postsecondary Education

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Juneau, Alaska 99811-0505

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Fax: (907) 465-5316  
acpe.alaska.gov

### MEMORANDUM

**TO:** Members, Alaska Commission on Postsecondary Education  
**THROUGH:** Kerry Thomas, Executive Director  
**FROM:** Jamie Oliphant, Director of Information Support Services (ISS)  
**DATE:** 3/11/2026  
**SUBJECT:** ISS activities

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This past quarter ISS worked on the following projects:

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

**Custom Reports and Efficiencies:** Adding in automated validation and error reporting to streamline user review of reports.

**Call Center Upgrade:** Converting off Cisco to Microsoft Teams. Implementation scheduled for April 2026.

**Loan Program Year:** Project to implement Academic Year 27 loan changes. Currently in analysis, design and construction.

**ISS Technical Roadmap:** New project to create a technical roadmap for the ISS division covering the next three to five years. Currently working with Resource Data, Inc. (RDI) and in the analysis phase of the project.

**Sever Consolidation/Database Enhancements:** Working on creating new databases for our origination data to streamline data analytics and working on decommissioning a server. This will allow for less maintenance in the future.

**Miscellaneous:** Continuation of software version updates, new employee setup, updates to account login structure for enhanced security and interviews for the vacant Network Specialist position.

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.

## April 2027

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

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# ALASKA COMMISSION ON POSTSECONDARY EDUCATION



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## MISSION MOMENT



ACPE



**Alaska Commission on Postsecondary Education  
Administrative Action Log  
(Q3 FY2026)**

**Executive Director Decisions**

| <b>DATE</b> | <b>DESCRIPTION</b>         | <b>ACTION TAKEN</b>  |
|-------------|----------------------------|----------------------|
| 1/13/2026   | Settlement for AES Account | Denied and Countered |
|             |                            |                      |
|             |                            |                      |
|             |                            |                      |
|             |                            |                      |

| Member                        | Current                                                                                                                                                                                                                                                                                                                                                                                                                          | Former                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| John Brown                    | <ul style="list-style-type: none"> <li>▪ Alaska Commission on Postsecondary Education- Vice Chair</li> <li>▪ Alaska School Administrative Certificate</li> <li>▪ Alaska School Teaching Certificate</li> <li>▪ Alaska Student Loan Corporation- Vice Chair</li> <li>▪ Alaskans for Palmer Hayflats (APH)</li> <li>▪ BodhiAK Consulting - Owner/Operator</li> <li>▪ Building Design Committee of Mat-Su Central School</li> </ul> | <ul style="list-style-type: none"> <li>▪ Academic Advisory Council of Mat-Su Central (AAC)</li> <li>▪ Alaska Association of Elementary School Principals (AAESP)</li> <li>▪ Alaska Association of Secondary School Principals (AASSP)</li> <li>▪ Alaska Council of School Administrators (ACSA)</li> <li>▪ Mat-Su Principal Association (MSPA)</li> <li>▪ Wasilla Chamber of Commerce (WCC)</li> </ul> |
| John Bardsley                 | <ul style="list-style-type: none"> <li>▪ Alaska Commission on Postsecondary Education- Commissioner</li> <li>▪ American Association for Healthcare Quality</li> <li>▪ American Association for Healthcare Risk Management</li> </ul>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                        |
| Representative Ashley Carrick | <ul style="list-style-type: none"> <li>▪ Alaska Commission on Postsecondary Education- Commissioner</li> <li>▪ Alaska State House of Representatives</li> </ul>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                        |
| Stacia Goecker                | <ul style="list-style-type: none"> <li>▪ Alaska Bible College student president</li> <li>▪ Alaska Commission on Postsecondary Education- Commissioner</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>▪ Alaska Bible College sophomore representative and secretary</li> <li>▪ Matanuska Assemblies of God Children's ministry intern</li> </ul>                                                                                                                                                                                                                      |
| Keith Hamilton                | <ul style="list-style-type: none"> <li>▪ Alaska Christian College - President</li> <li>▪ Alaska Commission on Postsecondary Education - Commissioner</li> <li>▪ Alaska State Personnel Board - Member</li> <li>▪ Cascades Camp and Conference Center - Board of Directors, Board Treasurer</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>▪ Alaska Children's Trust Steering Committee</li> <li>▪ Alaska Juvenile Justice Advisory Council</li> <li>▪ Arctic Barnabas Ministry - Board Member</li> <li>▪ Covenant Bible College Midwest - Board Vice Chair</li> </ul>                                                                                                                                     |

| Member           | Current                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Former                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                  | <ul style="list-style-type: none"> <li>▪ Certified-Christian Non-Profit Leader, Azusa Pacific University</li> <li>▪ Evangelical Covenant Church Ministerium - Member</li> <li>▪ Kenai Peninsula Alaska Ministerial Association - Member</li> <li>▪ Kenai Peninsula Executive Directors Association - Chair</li> <li>▪ North Park University - Board of Trustees</li> <li>▪ Seattle Pacific University - Board of Trustees</li> <li>▪ Soldotna Chamber of Commerce</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>▪ Evangelical Covenant Church, National Board of Christian Formation</li> <li>▪ Faith Based and Community Initiatives Advisory Council - Member</li> <li>▪ Mission Springs Conference Center, Scotts Valley, CA - Board Member</li> <li>▪ New Hope Counseling Center - Ex-Officio Board Member</li> <li>▪ Sexual Abstinence Curriculum Task Force, Rocklin Unified School District - Member</li> <li>▪ Task Force on Postsecondary Education - Member</li> </ul> |
| Donald Handeland | <ul style="list-style-type: none"> <li>▪ Alaska Commission on Postsecondary Education- Commissioner</li> <li>▪ Alaska Professional Civil Engineer</li> <li>▪ Alaska Student Loan Corporation- Chair</li> <li>▪ American Society of Civil Engineers</li> </ul>                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>▪ Alaska Association of Student Governments</li> <li>▪ Alaska State Board of Education and Early Development</li> <li>▪ State Officers Compensation Commission</li> </ul>                                                                                                                                                                                                                                                                                        |
| Paula Harrison   | <ul style="list-style-type: none"> <li>▪ Alaska Commission on Postsecondary Education- Commissioner</li> <li>▪ American Gas Association – Human Resources and Labor Relations Committee</li> <li>▪ HRCI Certified SPHR</li> <li>▪ Region 10 Northwest American with Disabilities Act, State of Alaska Representative – Board Member</li> <li>▪ SHRM – Certified SHRM-SCP</li> <li>▪ State of Alaska – Retirement and Benefits Committee</li> <li>▪ Trainer for State of Alaska – Network on the ADAAA – Cornell University</li> <li>▪ University of Alaska – Board of Regents</li> </ul> | <ul style="list-style-type: none"> <li>▪ Board of Challenge Alaska</li> <li>▪ Chair of the Alaska Labor Relations Agency</li> <li>▪ Governors Committee on the Employment and Rehabilitation of People with Disabilities</li> <li>▪ University of Alaska</li> </ul>                                                                                                                                                                                                                                     |

| Member             | Current                                                                                                                                                                                                                                                                                                                                                                                                                              | Former                                                                                                                                                                                                                                                                                                                                                         |
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|                    | <ul style="list-style-type: none"> <li>University of Alaska – Chair Governance Committee</li> <li>Western Energy Institute – Executive Human Resources Committee</li> </ul>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                |
| Kathryn McCollum   | <ul style="list-style-type: none"> <li>Alaska K-8 Teaching Certificate Retired</li> <li>U.S. Civil Rights Commission - Alaska Advisory Commission</li> <li>Alaska State Board of Education and Early Development</li> <li>Matanuska-Susitna Borough School Board</li> <li>Mat-Su Republican Women’s Club</li> <li>Wasilla Senior Center - Life Member</li> <li>Alaska Commission on Postsecondary Education- Commissioner</li> </ul> | <ul style="list-style-type: none"> <li>Association of American Educators</li> <li>Idaho Teaching Certificate</li> <li>Knik-Fairview Community Council</li> <li>Mat Su Borough Public School Teacher, 31 years.</li> <li>Mat Su Education Association</li> <li>Meridian, Idaho Public School Teacher, 1 year</li> <li>National Education Association</li> </ul> |
| Karen Perdue       | <ul style="list-style-type: none"> <li>Alaska Commission on Postsecondary Education- Commissioner</li> <li>University of Alaska – Board of Regents</li> </ul>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                |
| Senator Löki Tobin | <ul style="list-style-type: none"> <li>Alaska Commission on Postsecondary Education- Commissioner</li> <li>Alaska State Senate</li> </ul>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                |
| Brittany Williams  | <ul style="list-style-type: none"> <li>Alaska Christian College - Registrar and Assessment Coordinator</li> <li>Alaska Commission on Postsecondary Education- Commissioner</li> <li>Association for Biblical Higher Education - Peer Evaluator</li> <li>Jubilee Worship Center - Member</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Alaska Teacher Credentials</li> <li>Chi Alpha Campus Ministries</li> <li>Educators Rising Alaska (formerly Future Educators of Alaska)</li> <li>Kenai Peninsula Borough School District - Former Teacher</li> </ul>                                                                                                     |
| Trish Zugg         | <ul style="list-style-type: none"> <li>Alaska Commission on Postsecondary Education- Chair</li> <li>Alaska Teaching Certificate/CTE Program Administrator</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Alaska Association for Career &amp; Technical Education - Past-President</li> </ul>                                                                                                                                                                                                                                     |

| Member | Current                                                                                                                                                                                                 | Former |
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|        | <ul style="list-style-type: none"> <li>▪ Alaska Workforce Investment Board</li> <li>▪ Association for Career &amp; Technical Education – Region V Policy Committee</li> <li>▪ CTE Consultant</li> </ul> |        |

# Future Meeting Dates

**July 23, 2026**

Summer Quarter  
Commission

**October 15, 2026**

Fall Quarter  
Commission

**January 14, 2027**

Winter Quarter  
Commission

2026

# Alaska Commission on Postsecondary Education Acronyms

Kerry Thomas  
Executive Director

Updated March 2026

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

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Accreditation                                               | <p>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.</p> <p>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.</p> |
| Alaska Education and Workforce Outcomes Database (Outcomes) | <p>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 &amp; Early Development, Alaska Department of Labor &amp; Workforce Development and ACPE. Outcomes replaces the ANSWERS system.</p>                                                                                          |
| American Education Services (AES)                           | <p>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.</p>                                                                                                                                                                                      |
| Alaska Career Information System (AKCIS)                    | <p>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.</p>                                                                                                                                |
| Alaska College and Career Advising Corps (ACAC)             | <p>The Alaska College &amp; Career Advising Consortium (ACAC) fosters partnerships and collaboration among education stakeholders committed to improving the lives of Alaskans through access to postsecondary education and career training opportunities.</p>                                                                                                                                                                                               |
| AlaskAdvantage                                              | <p>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).</p>                                                                                                                                 |
| Alaska Education Grant (AEG)                                | <p>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.</p>                                                                                                                                                              |

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| Alaska FAFSA Completion Initiative (AFCI) | ACFI is a collective effort of education and workforce development professionals to increase FAFSA completion rates in Alaska year over year through partnerships and statewide collaboration, as well as trainings and dissemination of FAFSA materials.                                                                                                      |
| 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 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.                                                                                                                                                                                                                            |

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| 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.                                                                                                                                      |

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| Cohort Default Rate (CDR)     | <p>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>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. 1st and Sept. 30th of a given year and subsequently defaulted prior to Sept. 30th 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).</p> |
| 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)      | Cost of Attendance (COA) is a college's estimate of a student's total yearly education expenses, including both direct costs (tuition, fees, on-campus housing/meals) billed by the school, and indirect costs (books, supplies, transport, personal items) not on the bill, used to determine financial aid eligibility.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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 2024 Alaska average score being 722, according to Experian.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| (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.                                                                                                                                                                                                  |
| 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.                                                                                                                                                                 |

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| 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.                                                                                                                                                                              |

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| Forbearance                                                     | During a forbearance period, the lender allows the borrower to temporarily postpone repaying the principal, but the interest charges continue to accrue, even on subsidized loans. Forbearances are granted at the lender's discretion, usually in cases of extreme financial hardship or other unusual circumstances when the borrower does not qualify for a deferment. Typically, accrued interest is capitalized. |
| Free Application for Federal Student Aid (FAFSA)                | Form used to apply for a broad category of federal and state student aid programs. No fee is charged.                                                                                                                                                                                                                                                                                                                 |
| Federal Student Aid (FSA)                                       | Aid offered to postsecondary education students by the federal government in the form of grants, loans, work-study programs, and other forms of assistance.                                                                                                                                                                                                                                                           |
| 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.                                                                   |

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| 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> |

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| 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 Request and Report (LaRS) | An accounting mechanism that a lender uses to report to the Department the loans that it has made and to request from the Department interest benefits and special allowance that it has earned, 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.                                                                                                                                                 |

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| 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 USA Funds 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 2025-26 is \$7,395.                                                                                                                                                                                                                                      |

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| 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 Index (SAI)                                 | The Student Aid Index (SAI) is a number from -1,500 to 999,999 used to determine a student's eligibility for federal student aid, replacing Expected Family Contribution (EFC) starting in the 2024-25 aid year. SAI is calculated from FAFSA data on family income, assets, and household size, with a lower number indicating greater financial need and higher aid eligibility. SAI is not the final aid amount or what a family must pay. |

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| 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)                   | <p>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.</p> <p>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.</p>                                                                                   |
| 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                                    | ACPE Success Center offers education, career training, and financial aid guidance for Alaskans. Through Zoom, email, telephone, and in-person appointments and presentations, connect with Success Center staff to navigate and reach college and career training goals.                                                                                                                                                                                                                                                                   |
| 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.                                                                                                                                                                                                                                                                                                  |

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| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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 UAA. |

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# Thank you for your time!



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