



UNIVERSITY
of HAWAII®

David Lassner
President

DEPT. COMM. NO. 130

December 6, 2022

The Honorable Ronald D. Kouchi,
President and Members of the Senate
Thirty-Second State Legislature
Honolulu, Hawai'i 96813

The Honorable Scott Saiki, Speaker
and Members of the House of Representatives
Thirty-Second State Legislature
Honolulu, Hawai'i 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, the University of Hawai'i is transmitting one copy of the Annual Report on the University of Hawai'i's Continued Participation in the Western Interstate Commission for Higher Education (Section 304A-3205, Hawai'i Revised Statutes) as requested by the Legislature.

In accordance with Section 93-16, Hawai'i Revised Statutes, this report may be viewed electronically at: <https://www.hawaii.edu/offices/government-relations/2023-legislative-reports/>.

Should you have any questions about this report, please do not hesitate to contact Stephanie Kim at 956-4250, or via e-mail at scskim@hawaii.edu.

Sincerely,

A handwritten signature in black ink that reads "David Lassner".

David Lassner
President

Enclosure

2444 Dole Street, Bachman Hall
Honolulu, Hawai'i 96822
Telephone: (808) 956-8207
Fax: (808) 956-5286

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UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2023 LEGISLATURE

Annual Report on
the University of Hawai'i's Continued Participation in the
Western Interstate Commission for Higher Education

HRS 304A-3205

November 2022

**Annual Report to the 2023 Hawai'i Legislature on
the University of Hawai'i's Continued Participation in the
Western Interstate Commission for Higher Education
HRS 304A-3205**

History and Membership

The Western Interstate Commission for Higher Education (WICHE) was created in the 1950s by the Western Regional Education Compact to facilitate resource sharing among the higher education systems of the west. The WICHE Commission's 17 members include representatives from 15 Western states—Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming—and the U.S. Pacific territories and freely associated states (Guam and the Commonwealth of the Northern Mariana Islands).

Members work collaboratively to provide educational access and excellence for all citizens. WICHE and its staff are headquartered in Boulder, Colorado, and operate out of the State Higher Education Policy Center, which WICHE owns with the State Higher Education Executive Officers Association and the National Center for Higher Education Management Systems.

Since 1959, Hawai'i has benefitted from the partnership with WICHE through regional collaboration, resource-sharing, sound public policy and innovation.

Governance

The WICHE Commission, with three commissioners from each state, molds the organization's mission and sets its priorities. Each Commissioner is appointed by the Governor and serves a four-year term. Hawai'i's commissioners are David Lassner, President, University of Hawai'i; John Morton, Vice President Emeritus, Community Colleges of the University of Hawai'i; and Colleen Sathre, Vice President Emeritus, University of Hawai'i. WICHE also seeks assistance and advice from policymakers, educators, administrators and legislators. WICHE's Legislative Advisory Committee (LAC), composed of legislator-members from each state—including representatives from the state of Hawai'i, Senator Donna Mercado Kim, Senator Michelle N. Kidani, Representative Gregg Takayama, and former Representative Aaron Ling Johanson—have been crucial in helping to shape and strengthen state policymaking in higher education in the west by seeking strategies to further interstate collaboration. WICHE staff also serves the LAC by informing its members about emerging policy issues in the west. WICHE Hawai'i is assigned for administrative purposes to the University of Hawai'i.

WICHE Work Plan for 2022

Each May, WICHE's 48-member Commission updates and approves the organization's annual Work Plan. This Work Plan outlines the diverse set of activities, projects, and initiatives that the WICHE Commission originally prioritized beginning with the fiscal year July 1, 2020, all of which are intended to advance WICHE's mission.

WICHE's five key focus areas guide the work of the organization:

- Finance and Affordability: Examining appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels.
- Access and Success: Improving student access to, and success in, higher education, especially for those who are traditionally underserved.
- Workforce and Society: Ensuring the region's territories, states, and postsecondary institutions meet workforce and societal needs.
- Technology and Innovation: Developing and supporting innovations in technology and beyond that improve the quality of higher education and reduce costs.
- Accountability: Striving to ensure that students gain a valuable education and that government is receiving a strong return on its investment.

While the short- and long-term impacts of the COVID-19 pandemic continue to be uncertain even as we come out of the pandemic and we "get back to normal," WICHE continues to be committed to working with states to provide the support and research/policy resources needed to help maintain efforts in student access and success, technology and innovation, and improving behavioral healthcare.

In addition to the continuation of WICHE projects and services such as Online Course Exchange (OCE), Professional Student Exchange (PSEP), Western Regional Graduate Program (WRGP), Western Undergraduate Exchange (WUE), Western Academic Leadership Academy, and Interstate Passport, just to name a few, all of which Hawai'i participates in, future projects that we can look forward to that will impact our institutional policy and direction include "No Holding Back" and "Increasing Access, Affordability and Equity using OER: a National Consortium", as well as creating a "COVID-19 Reengagement Network."

There is currently a national conversation around the use of administrative holds and WICHE's "No Holding Back" project aims to assess the use of these holds at colleges and universities in the West. In partnership with AACRAO and its network of college/university registrars, the goal will be to develop tools and guidelines that institutions and others can use to monitor administrative holds for equity and general use.

There is also ongoing work around scaling up the adoption of high-quality open educational resources to improve student outcomes, increase equity, and improve affordability. This effort started in fiscal year (FY) 2021, and WICHE expects additional funding to continue this work into FY 2024.

As we come out of the pandemic, WICHE is looking to partner with states and postsecondary institutions to develop and implement targeted plans to reengage students who have stopped out (or are considering doing so) because of COVID-19 and its related impacts on school, the economy and on students' lives. This project will identify high-impact supports for returning students that correlate with increased credential completion—develop effective and aligned policy and practice for reaching and reengaging these students.

WICHE’s Added Value

Hawai’i gains added value from WICHE’s programs in policy, workforce development, technology, mental health, and other areas, which are discussed below.

Research and Policy

WICHE is a valued research and policy resource that helps Hawai’i better allocate resources more efficiently with objective data and policy analysis, offering access to various data and policy resources to support better informed decision-making. WICHE’s research projects and collaborations cover postsecondary completion, closing attainment gaps, adult learners, and multistate data-sharing to support educational planning and workforce development.

Hawai’i participates in projects, such as the Multistate Longitudinal Data Exchange program, and research projects, such as the *Knocking at the College Door* report. Access to these resources and a seat at the discussion table helps to support better informed decision-making at our state level.

WICHE’s latest quadrennial [Knocking at the College Door](#) report, published in December of 2020, updated its previous projections of college-ready students noting that while there is going to be an expected peak in the number of high school graduates in the mid-2020s, we will see a modest decline through 2037.

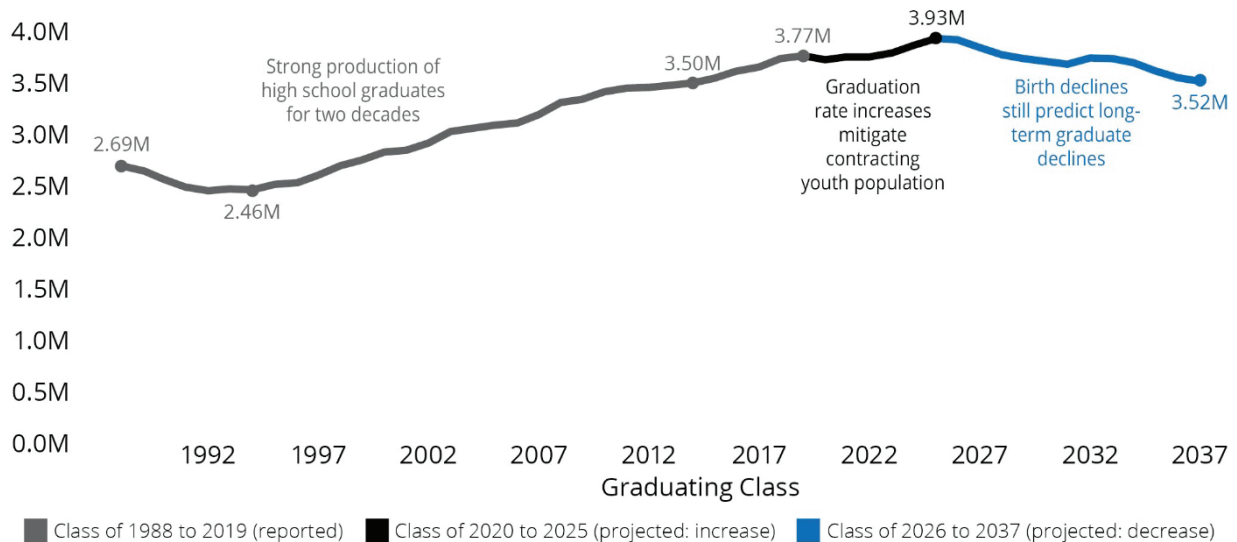


FIGURE 1 GRADUATION BY THE NUMBERS THROUGH 2037

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. See [Technical Appendix](#) for detailed sources of data through the Class of 2019; WICHE projections, Class of 2020 through 2037. ([View states or regions](#))

Knocking at the College Door provides WICHE participating states with a plethora of information, including breaking down projections based upon race/ethnicity, so states can pay close attention to the achievement gaps identified and take action to help close those gaps.

Through the data published in this report, Hawai’i is projected to have, at its peak in 2025, 15,800 graduates. Between the class of 2018 and the class of 2037, high school graduates are

projected to average 14,530 per year. With this information on hand, our state can better prepare and lay the groundwork to help our students pursue higher educational opportunities.

As we shift out of the pandemic, closer research is being done to assess how COVID-19 had impacted high school enrollment and graduation. While prior to the COVID-19 pandemic, U.S. public high school graduates had been projected to vary about one percent in number between 2019-2021, what is interesting to note is that rather than seeing fewer high school seniors enrolled in fall 2020, 39 states had an annual increase in the number of enrolled 12th graders. (see chart below)

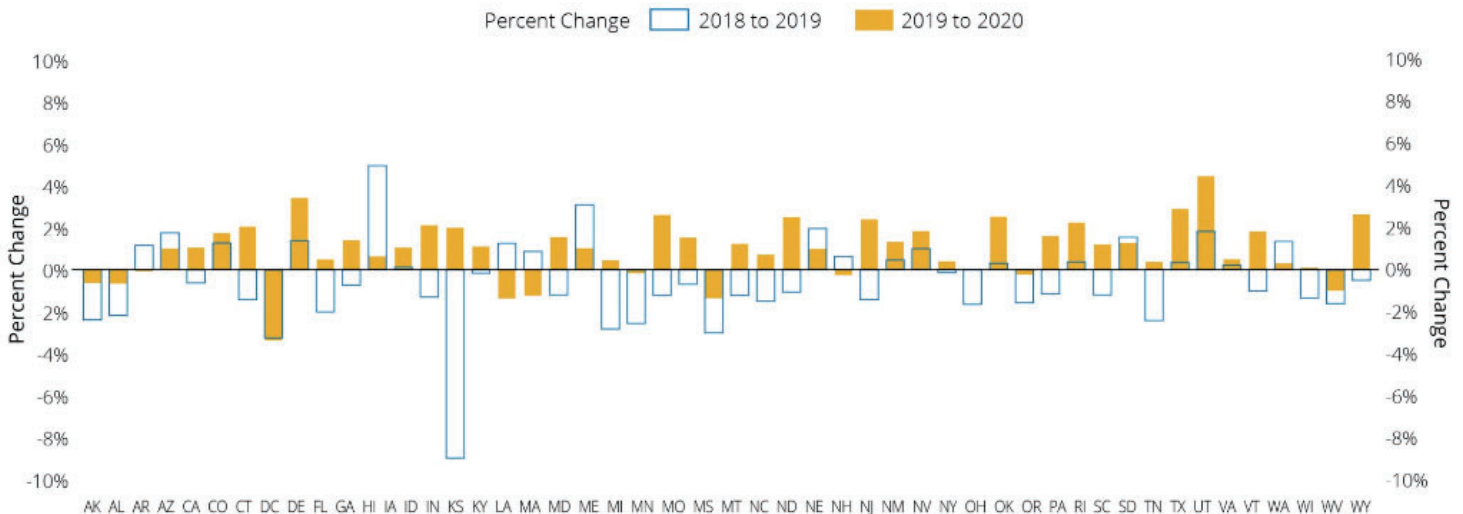


FIGURE 2 PUBLIC SCHOOL 12TH GRADE ENROLLMENT HIGHER IN FALL 2020 THAN FALL 2019 IN 39 STATES

Source: WICHE analysis. Notes: Data not available for Illinois. Indiana Department of Education confirmed that there was a 9 percent decrease in reported public school 12th graders between 2018 and 2019 in relation to the closure of some charter schools, including two that enrolled a sizable number of students. See also [Appendix 4](#) and the [downloadable data](#) for more detail. Click image to view in new window.

However, while the vast majority of states showed greater than previous rates of increase—12th grade enrollment levels did not appear to diminish in fall 2020, there were a few states that saw lower than recent levels of public school 12th graders: Arkansas, Arizona, Hawai'i, Kentucky, Louisiana, Maryland, Nebraska, New Hampshire, and Washington. While the projections from WICHE only provide a glimpse of the possible impacts on the number of high school graduates resulting from the public school grades one to twelve enrollment declines as a result of this past year, these students could have shifted to homeschooling or private schools. Given the disparate impacts of the pandemic, WICHE analyzed the public school fall 12th grade enrollments for any evidence of how the pandemic may have impacted different racial/ethnic groups and found that although there was a relatively high retention of public school 12th graders of all races and ethnicities through fall 2020, there was a slightly lower annual increase of Asian and Native Hawaiian/Other Pacific Islander public school 12th graders than might have been expected compared to pre-pandemic data. Through its policy and research arm, WICHE will continue to monitor this data and provide key insights to states so that they can respond accordingly.

Providing Leadership in Digital Learning

The University of Hawai'i is also active as a member of WICHE Cooperative for Educational Technologies (WCET), the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. WCET is widely recognized as an informative, reliable, and forward-thinking organization regarding the role of technology and innovation in higher education. WCET's growing membership includes almost 400 institutions, higher education agencies and systems, non-profit organizations, government agencies, and corporations in all U.S. states and several Canadian provinces. WCET members have access to trusted information on emerging trends, policies, and examples of successful learning technology innovation in practice.

The State Authorization Reciprocity Agreement (SARA) is a voluntary, state-led initiative designed to establish comparable standards for U.S. states and territories regulating postsecondary distance education. SARA expands access to postsecondary educational opportunities, while ensuring meaningful consumer protections for students and reducing regulatory red tape for institutions. WICHE is responsible for coordinating the membership of SARA states in the west through the WICHE State Authorization Reciprocity Agreement (W-SARA). Currently, Hawai'i has ten institutions participating in this program, of which eight of our ten University of Hawai'i campuses are members. They include: Hawai'i Community College, Kapi'olani Community College, Kaua'i Community College, Leeward Community College, University of Hawai'i at Mānoa, University of Hawai'i Maui College, University of Hawai'i West O'ahu, and Windward Community College. W-SARA is also advised by a Regional Steering Committee (RSC) that is responsible for evaluating and determining whether WICHE states and territories that participate in SARA demonstrate adequate capacity and sufficient standards for membership and provides oversight of institutions under SARA.

Additionally, as a part of being a WICHE member, Hawai'i also has access to resources such as [Every Learner Everywhere](#), which is a network of 12 organizations that are committed to help institutions use new technology to innovate teaching and learning, with the ultimate goal of improving student outcomes for Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. This network is funded by the Bill and Melinda Gates Foundation and hosted within WCET.

The network provides two- and four-year institutions with consulting, training, and resources to support the adoption and implementation of adaptive courseware. Hawai'i schools have been an active part of this network, taking advantage of resources from such partners as Achieving the Dream and WCET, as noted above, just to name a few.

Focus on Behavioral Health Workforce Development

WICHE has been very active in Hawai'i, focusing on issues of behavioral health workforce development and providing technical assistance to state agencies involved in behavioral health services. WICHE helps to bolster Hawai'i's health workforce through the following programs and initiatives.

Through the Professional Student Exchange Program (PSEP), students from Hawai'i can enroll in participating programs in another state while receiving substantial tuition support. Currently, Hawai'i supports students in dentistry, occupational therapy, optometry, physical therapy, and veterinary medicine.



The WICHE Behavioral Health Program (BHP) helped to establish and continues to support rural psychology internship consortia in Alaska, Hawai'i, Idaho, Nevada, Oregon, and Utah, with a new consortium in development in New Mexico. Currently, the consortia collectively produce an annual total of up to 29 interns, with an average 65% staying and working in the states where they completed their internships.

FIGURE 3 9TH GRADUATING CLASS FROM THE HAWAII CONSORTIA (JULY 2022)

The WICHE BHP continues to assist the State of Hawai'i in the operation and continuous accreditation of its psychology internship consortium. A primary goal of the internship is to increase the number of psychologists in Hawai'i and build the state's behavioral health workforce. Three Hawai'i state agencies (Department of Education, Department of Health, and Department of Public Safety) provide funding to support the WICHE BHP's ongoing development and operations of the Hawai'i Internship Program (HI-PIC).

WICHE's Behavioral Health Program has a number of projects in Hawai'i that extend the state's ability to serve its residents. The Hawai'i Department of Education has contracted with the WICHE BHP to recruit and contract with clinical psychologists to ensure all program requirements for supervision and support of staff, students, and program fidelity are maintained for West Hawai'i's School-Based Behavioral Health (WH-SBBH) program. The WH-SBBH program has historically faced significant challenges recruiting and retaining professionals for service provision because of the rural and workforce challenges that leave WH-SBBH without the needed professional credentials to supervise and train new SBBH personnel.

Interstate Passport®

Interstate Passport®, a nationwide program that facilitates block transfer of students' lower-division general education attainment based on learning outcomes, was collaboratively developed by WICHE-region faculty, registrars, institutional researchers, and advisors. Sixty-seven (67) regionally-accredited institutions in 21 states are currently members of the Interstate Passport® Network.

Students who earn a Passport and transfer to another Network-member institution need not repeat or take additional courses to meet that institution's lower-division general education requirements. Taking fewer unnecessary courses helps students complete degrees more quickly and at higher rates, with lower cost and debt—factors that also improve institutions' performance metrics. The Interstate Passport® program's focus on learning outcomes (instead of course-by-course articulation) increases curricular flexibility and reduces time spent negotiating equivalencies.

The academic progress of students who transfer with a Passport to other Network-member institutions is tracked through the National Student Clearinghouse and reported to students' sending institutions for use in continuous improvement and sustainability efforts. Additionally, the Student Transfer Destinations by State database, developed by the Interstate Passport® program, illustrates transfer patterns of students across the entire United States. Each cohort of

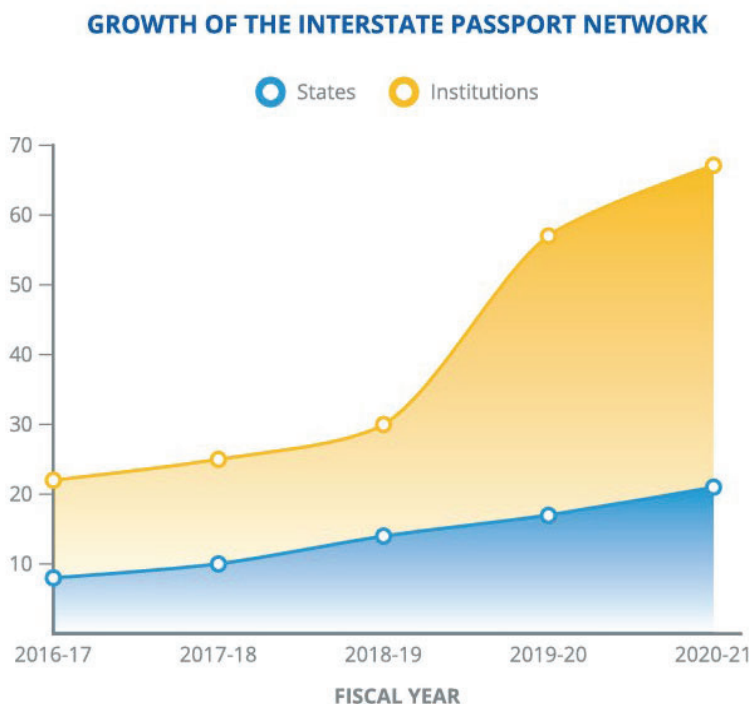


FIGURE 4 GROWTH OF THE INTERSTATE PASSPORT NETWORK

students is made up of first-time students of any age who began their postsecondary studies in one of these years. Cohorts include both full-time and part-time students and exclude students who received any degree or certificate from a two- or four-year institution prior to 2006, 2008, 2010, 2012 and 2014, respectively. This database serves as a dynamic tool to demonstrate, over time, the interstate and intrastate transfer trends among cohorts and provides a visual display of where students are transferring to and from across state lines (see [Interstate Passport](#)).

As of fall 2021, all ten of the University of Hawai'i campuses are now participating in the Interstate Passport® Network. The University of Hawai'i West O'ahu and Leeward Community College have been members since 2016 and have been heavily involved in developing Interstate Passport policies and practices. In early 2020, the other eight institutions in the System joined—Hawai'i Community College, Honolulu Community College, Kapi'olani Community College, Kaua'i Community College, University of Hawai'i Maui College, University of Hawai'i Hilo, University of Hawai'i Mānoa, and Windward Community College. Overall enrollment in the system is nearly 50,000 full- and part-time students across 700 undergraduate and graduate programs. With the participation of all University of Hawai'i campuses in this program, we look forward to next year's report on the number of Passports awarded.

The impact of this can be seen in the number of passports awarded in the academic year (AY) 2020-2021 (June 1, 2020 - May 31, 2021) where 20,823 students were reported as having earned Passports, a 65% increase from AY 2016-2017. Our Hawai'i schools were a major contributor to this significant increase.

AMONG STUDENTS REPORTED TO HAVE RECEIVED A PASSPORT IN ACADEMIC YEAR 2020-21:

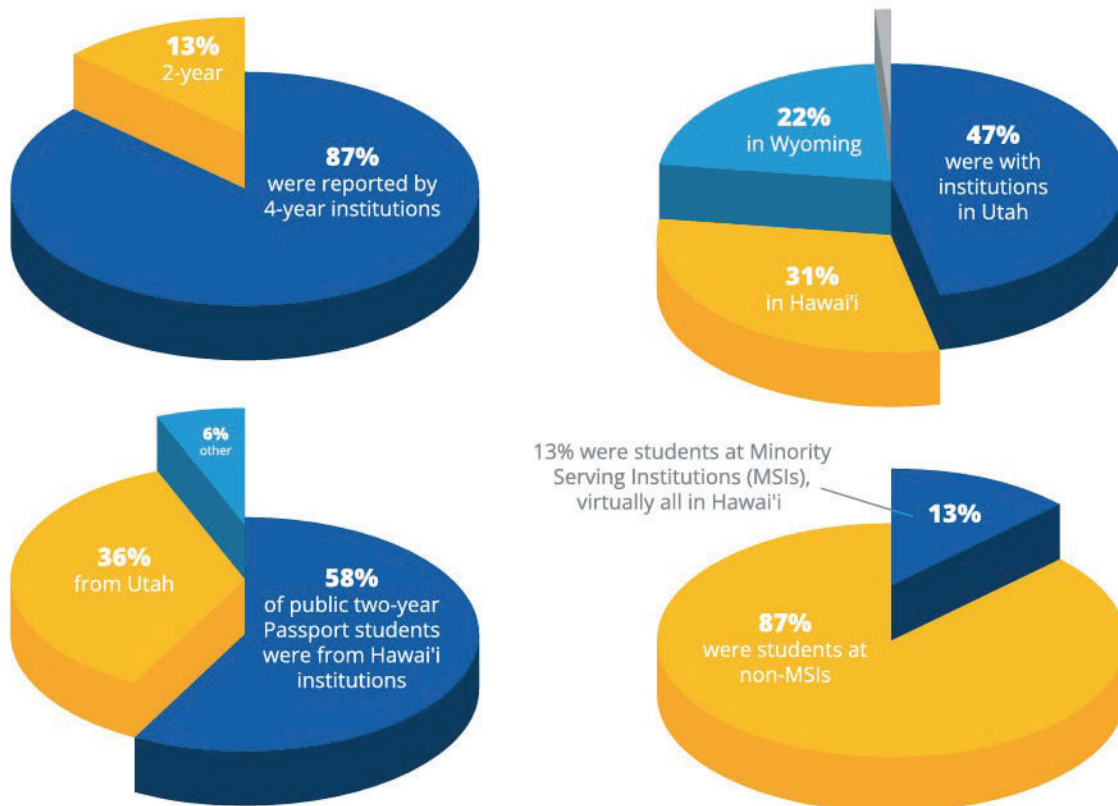


FIGURE 4 STUDENTS WHO RECEIVED A PASSPORTS

RETURN ON INVESTMENT

Programs and Participation

Hawai'i is active in all three WICHE Student Access Programs: The Western Undergraduate Exchange (WUE), the Professional Student Exchange Program (PSEP), and the Western Regional Graduate Program (WRGP). WICHE provides Hawai'i a strong return on investment.

Hawai'i has been a trusted partner in regional collaboration, resource sharing, sound public policy, and innovation since 1959, which has saved the State and our residents \$24.4 million through WICHE's Student Access Programs in AY 2021-2022 – which is a 2,023% return on Hawai'i's investment through WICHE membership dues (\$159,000/FY2022) and appropriations from the state legislature of \$1,096,392 to support PSEP.



FIGURE 6 HAWAI'I'S RETURN ON INVESTMENT

Western Undergraduate Exchange (WUE)

The Western Undergraduate Exchange (WUE) is the nation's largest regional tuition-savings program, which allows students from WICHE state and Pacific Island members to enroll in participating two- or four-year public colleges or universities located in another WICHE state or territory at a discounted tuition rate. Students can choose from over 164 participating WUE institutions that offer hundreds of majors and pay no more than 150 % of that school's resident tuition (often much less than the non-resident tuition rate they would normally pay). In AY 2021-2022, over 46,170 WUE students and their families saved more than \$503 million in tuition despite challenges that faced higher education during the pandemic. WUE enrollment overall increased by 8.7% from AY 2020–2021, going against the national trend of a 3.1% decrease in undergraduate enrollment. WUE four-year enrollments were up 12% compared to pre-pandemic numbers from AY 2019–2020. Hawai'i did fairly well and saw a 25% increase in WUE participation over this last academic year. Through WUE, out-of-state study becomes more affordable for most families.



“WUE helped me to leave my home and comfort zone and be able to study alongside people with different beliefs, characteristics, and lifestyles than me.”

Quentin - Hawai'i
Political Science major
University of Northern Colorado

In the academic year 2021-2022:

- 2,141 Hawai'i undergraduates saved \$23.7 million paying up to 150% of resident tuition.
- The top three out-of-state WUE schools of choice for our Hawai'i undergrads are: University of Nevada, Las Vegas, Northern Arizona University, and Washington State University.
- More WUE students came to Hawai'i than left. In AY 2021-2022, 3,628 out-of-state students chose WUE schools in Hawai'i.

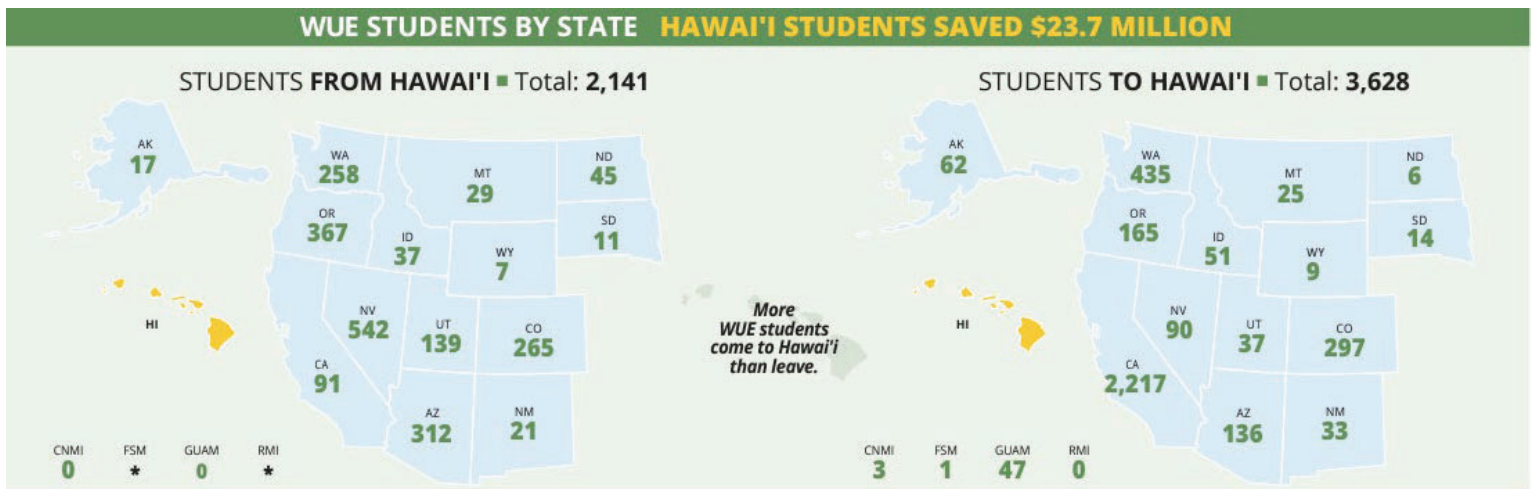


FIGURE 5 WUE AY 21-22 STUDENT DISTRIBUTION

Table 1. Western Undergraduate Exchange Program

Academic Year	Hawai'i Students Out-Bound to Continental US	Total Savings in Tuition and Fees	U.S. Continental Students In-Bound to Hawai'i
2021-2022	2,141 students	\$23.7 million	3,628 students
2020-2021	2,163 students	\$22.6 million	2,905 students
2019-2020	2,450 students	\$24.4 million	2,555 students
2018-2019	2,467 students	\$23.4 million	2,683 students

Hawai'i benefits from WUE in another way—by receiving students from out of state. Hawai'i's institutions can choose how many out-of-state slots to offer and in which areas, allowing them to make the best use of their resources by accepting students in under-enrolled programs. There's a workforce benefit for the state, too, as students often stay in Hawai'i after graduating.

Table 2. Breakdown by University of Hawai'i Campuses

Hawai'i institutions enrolled 3,719 WUE students from other WICHE states and Territories

4-Year	No. of Students
University of Hawai'i, Hilo	381
University of Hawai'i, Mānoa	3,323
University of Hawai'i, West O'ahu	15

Western Regional Graduate Program (WRGP)

WRGP allows WICHE-region students to enroll out of state and pay no more than 150 % of resident tuition for more than 1,300 master’s, graduate certificate, and doctoral programs at 63 participating public universities. In the 2020-2021 academic year, a record 2,441 students saved nearly \$35 million in tuition through WRGP (an increase of 28% over the previous year). This increase may be attributed to the fact that the programs available through WRGP has dramatically expanded since participating public universities can make any graduate program eligible at the WRGP tuition rate.

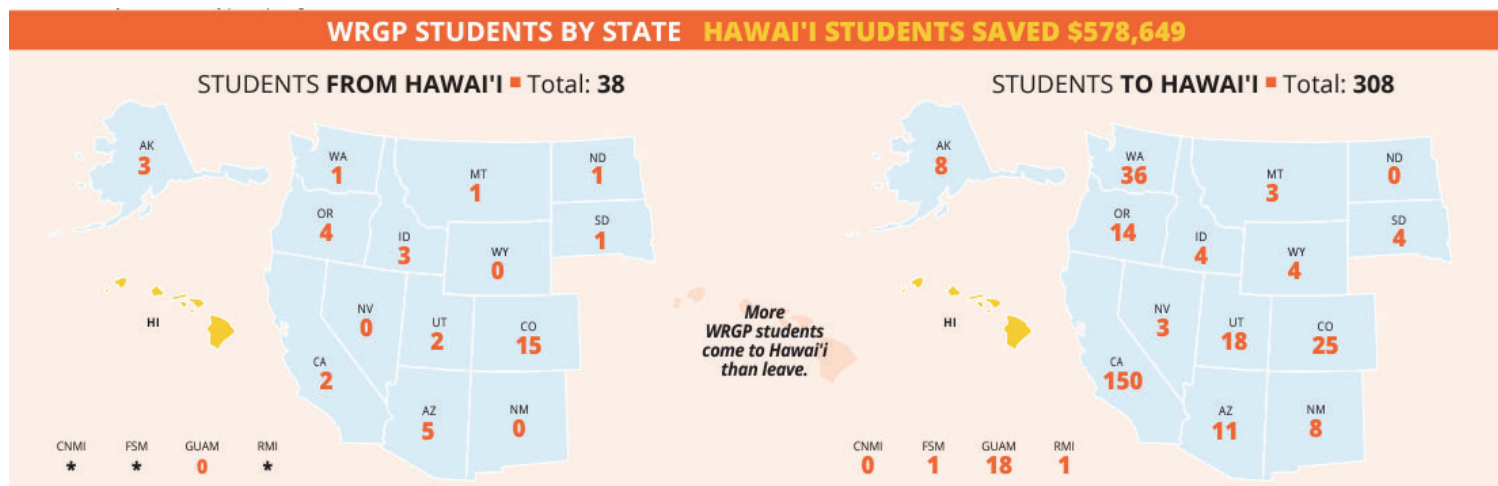


FIGURE 8 WRGP AY 2021-2022 STUDENT DISTRIBUTION

WRGP remains an important alternative for students pursuing healthcare credentials (in such programs as audiology, speech language pathology, graduate nursing, public health, and psychology) not offered through WICHE’s Professional Student Exchange Program.

Hawai’i’s postgraduates participated in graduate programs through the Western Regional Graduate Program, which offers access to high-quality, distinctive programs at some 63 institutions in all WICHE states. Additionally, Hawai’i graduate programs also received a significant increase in in-bound students in 2021-2022:

- Hawai’i universities enrolled 308 WRGP students from other WICHE states, about a 62% increase from the previous year.
- Top three out-of-state WRGP schools for Hawai’i students include University of Colorado, Denver, University of Arizona, and University of Northern Colorado.

Table 3. Western Regional Graduate Program Use

Academic Year	Hawai’i Graduate Students Out-Bound to Continent	U.S. Continent Students In-Bound to Hawai’i
2021-2022	38	308
2020-2021	38	190
2019-2020	36	71
2018-2019	28	61

Professional Student Exchange Program (PSEP)

PSEP provides affordable access to 140 healthcare professional programs at some 60 institutions and in ten healthcare fields—ranging from optometry to dentistry to veterinary medicine—for students in the Western region. In AY 2021-2022, 567 students received \$13.9 million (reflecting investment by their home legislatures) in tuition benefits through PSEP. Since its inception in 1953, PSEP has supported more than 15,450 students, many of whom return home to fill key healthcare positions.

Through PSEP, a student can save between \$33,300 and \$130,600 in tuition costs over the span of a professional health degree program depending on the field of study—reducing financial pressures and possibly enabling them to afford to work in rural areas that typically have lower salaries compared to urban areas or to pursue professional options that are less lucrative but sorely needed. Western states and territories benefit by inspiring and, in some participating states, requiring professionals to return home to practice and strengthen their communities' professional healthcare workforce.

By participating in PSEP, Hawai'i offers our local students the chance to realize their goal of pursuing a professional degree in a health profession not offered in our state. As a small state, with limited options in health profession educational programs, this partnership with WICHE PSEP provides that bridge and access for our students to pursue educational opportunities in the fields of veterinary medicine, dentistry, and physical therapy, one of our most popular programs, just to name a few. While applicants must meet Hawai'i's residency requirements and be "certified" for PSEP participation, we have seen interest in this program grow steadily over the years.

In the academic year 2021-2022:

- 47 students paid reduced tuition for healthcare studies not offered by public institutions in the home state and saved \$1,096,392.
- In AY 2021-2022, three PSEP students enrolled in public programs located in Hawai'i. Institutions received \$100,200 in support fees to reduce the students' tuition costs.
- 65% of Hawai'i's PSEP graduates (from 2007 to 2016) returned home to practice; students are required to return home and serve.

With the launch of Hawai'i's [WICHE online application](#), we have seen an increase in applications, since now applying to PSEP is a much more streamlined and easier process for students. Below is an overview of the number of students the state of Hawai'i has supported over the last three academic years.

Table 4. Professional Student Exchange Program Use

Academic Year	2021-2022		2020-2021		2019-2020	
Professional Field	Total No. of Hawai'i Students Supported	Support Fees Paid	Total No. of Hawai'i Students Supported	Support Fees Paid	Total No. of Hawai'i Students Supported	Support Fees Paid
Dentistry	8	\$224,000	9	\$255,267	10	\$276,417
Occupational Therapy	3	\$39,067	3	\$38,135	3	\$37,333
Optometry	10	\$192,750	9	\$169,470	11	\$202,675
Physical Therapy	13	\$209,625	12	\$189,000	15	\$231,000
Veterinary Medicine	13	\$430,950	13	\$421,200	12	\$388,888
TOTAL SUPPORT	47	\$1,096,392	46	\$1,073,072	51	\$1,136,313



“Thanks to WICHE, my family and I are able to rest easier while I continue my journey to becoming an optometrist. Thank you WICHE and the State of Hawai'i for helping make my dreams come true!”

Kristen - Hawai'i
Hawai'i, Optometry
Marshall B. Ketchum University

PSEP operates with the generous support of participating legislatures of WICHE member states and territories. The Hawai'i State legislature has consistently appropriated funds to buy down tuition costs for resident students to pursue professional degrees in selected healthcare fields. These funds are administered through WICHE and sent directly to enrolling university healthcare programs. Because of the COVID-19 pandemic and the still uncertain fiscal outlook for Hawai'i, the number of awardees per category were scaled back this past academic year. While Hawai'i usually offers aid to at least two occupational therapy applicants, this year, we were only able to award one. Dentistry, optometry, and veterinary medicine were also categories that awarded one less spot than in recent years. We continue to see a high demand for physical therapy; however, we are only able to award five spots for this program this year as well. However, the outlook for this next academic year (AY 2022-2023) looks a bit more positive. We are looking forward to awarding more students who are not just starting their first year, but provide support to several second and third year students as well.

The per-student award amounts for each eligible PSEP field are approved biennially by the WICHE Commission, which most recently approved support fee increases at the May 2022 WICHE Commission meeting. Fee increases will apply to all ten fields that are served by PSEP (download the May 2022 [WICHE Support Fees Memorandum for AY 2023-24 and AY2024-25](#) Biennium).

Future Considerations

The University of Hawai'i's participation in WICHE, and especially in PSEP, is valuable to our state because our residents are the true beneficiaries. WICHE allows our local students benefit from affordable access to higher education through WICHE's three Student Exchange Programs. Interest in participating in these programs continues to grow. For PSEP, we receive more and more applicants every year who are interested in participating in this program; however, across the five PSEP programs we currently support, we only average awarding about 20 new students annually while we receive between 90 to 120 applications a year. Additional resources would assist in supporting more students to benefit from this program.

These support fee costs for the PSEP programs are not fixed. It is projected that support fees per program will continue to increase by almost 3% annually, and state dues are also projected to increase about 3% annually as well. Therefore, with this projected trajectory and the allocated funds we receive, we hope that, in the future, we can look at increasing support in PSEP funding levels so that we can continue to provide tuition assistance to those students who are still mid-way through their programs, while also awarding more new students each year.

Table 5. Tuition Increase Cost for (AY) 2023-2024 and 2024-2025 Biennium

Professional Field	Max. No. of PSEP Funding Years Per Student	2022-2023	2023-2024	2024-2025
Dentistry	4 years	\$28,625	\$29,250	\$29,900
Occupational Therapy	2 2/3 years	\$14,975	15,300	15,625
Optometry	4 years	\$19,700	20,125	20,575
Physical Therapy	3 years	\$16,500	16,850	17,225
Veterinary Medicine	4 years	\$33,900	34,650	35,400