

Recommendations of the Undergraduate Program
Task Force

July 2023



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Campus Communications

Announcement #1

February 9th, 2023

Colleagues,

The Undergraduate Program Task Force has started its work. Its aim is to develop recommendations by the end of the semester that, if implemented at scale, will reverse the long-term enrollment decline in the undergraduate program from a high of 5,715 in 1983 to 3,433 in 2022, a 40 percent decrease.

We should assume that demand for our undergraduate program is related to its perceived value. Employer surveys since 2007 by the American Association of Colleges and Universities tell us 9-in-10 believe it is important to achieve the learning outcomes in a contemporary liberal education, but only 6-in-10 believe graduates possess the knowledge and skills needed for success in entry-level positions. Public opinion surveys show increasingly pessimistic attitudes on the value of higher education based on affordability, access, the payoff of a college degree, and political values.

To develop ideas on what we should do, over 60 colleagues and a few students have joined four teams each focusing on one of four questions raised in the Academic and Student Affairs Plan (ASAP 25).

1. How can we become more inclusive and encourage civil dialogue to improve student success? (Chair, Amber Handy)
2. How can we further embed career development knowledge, skills, and work experiences in students' curricular and co-curricular experiences? (Chairs, Aaron Carlstrom and Renee Young-Trego)
3. How can we reduce the time and cost of earning an undergraduate degree and clarify our modality strategy to better serve students? (Chairs, DeAnn Possehl and Suresh Chalasani)
4. How can we better assess learning, career outcomes, and the value of our undergraduate experience so we can better understand, improve, and communicate the value of a UW-Parkside degree? (Chair, John Standard)

I am asking teams to produce a highly focused set of recommendations, each explained in sufficient detail to educate the rest of us and each backed with evidence of likely effectiveness. Among the many alternatives, I am suggesting the following criteria be used to consider each option:

- Does it have the potential to reverse enrollment declines?
- How much will it benefit students?
- How big an impact will it have and how difficult will it be to implement?
- How strong is the evidence that it will work?

I am very thankful to those (listed below) who are undertaking this important work and have assured team chairs that my office will do whatever it can to support their efforts.

Sincerely,

- Rob

Undergraduate Task Force Teams (Revised Rosters)

Inclusive Learning and Civil Dialogue

Chair: Amber Handy

Megan Bahr
Tess Dimler
Ann Friesema
Dalinda Galaviz
Michele Gee
Moe Hosokawa
Debra Karp
Bryan Lewis
Amanda Markwardt
Meredith McGinley
Trina Patterson
Tara Pedersen
Shannon Prince
Nick Salimbene
Anna Stadick
Rachael Swartz
DeAndre Taylor
John Ward

Career Development

Chairs: Aaron Carlstrom & Renee Young-Trego

Dayo Akinlade
Adama Bah
Kaila Bingen
Robtrice Brawner
Willie Brown
Jennie Callas
Maggie Campbell
Marissa Delwiche
Caitlin Dobson
Maria Franshaw
Amy Garrigan
Raghava Gundala
Peter Knight
Skylar Leary
Mary Lenard
Edson Melendez
Jessica Orlofske
Dana Oswald
Daphne Pham
Dana Rodgers
Adrienne Viramontes
Philip Wagner

Time and Cost to Degree

Chairs: Suresh Chalasani & DeAnn Possehl

Krista Adams
Sergio Correa
Khari Davis
Parag Dhumal
Kenny French
Dalinda Galaviz
Alvaro Garcia
Marty Gottschalk
Erin Hillard
Rhonda Kimmel
Kristina Klemens
Crista Kruse
Seth Lane
Megan Leary
Jay Mcroy
Cathy Mossman
Chris Noto
Denise Olstinske
Viji Ramasamy
Ignacio Rivero Covelo
Doug Singen
Steve Wallner
Chris Zanowski

Learning, Career Outcomes, and Value Proposition

Chair: John Standard

Mita Banerjee
Linnea Booher
Bill Burnett
Marissa Delwiche
Hom Kandel
Dennis Kaufman
Traci Lee
Susan Lincke
Quinghua Luo
Catherine Mantuano
Kathy McKee
Jordan Snyder
Natalia Taft
Carey Watters
Renee Young-Trego

Announcement #2

April 18th, 2023

Colleagues,

As another Commencement approaches, I am very appreciative of the efforts and look forward to receiving the recommendations of the Undergraduate Program Task Force at the end of the semester. Here are a few next steps to help ensure we take full advantage of the good work of the many colleagues who are serving on the four Task Force teams.

1. Once the recommendations of the four teams are received, my office will consolidate them in a single document and share campus-wide by the end of May for your review.
2. We will begin discussions of how to prioritize the recommendations in the Chancellor's Cabinet, Extended Cabinet, and the Academic Cabinet in June using the following rubric:
 - a. How likely is each recommendation, if implemented at scale, to reverse the long-term enrollment decline in the undergraduate program?
 - b. How difficult (e.g., time, talent, and cost) will it be to implement each recommendation?
 - c. How strong is the evidence in support of the potential effectiveness of each recommendation?
3. We will send a survey campus-wide in August and request feedback on each recommendation using the above rubric.
4. We will hold two summits with governance groups and campus constituents (please mark your calendars for September 27th – 9-11 am and/or September 28th – 1-3 pm) to establish an implementation framework.

For now, as much continues to change around us, please remember how essential your work is to our students, to our region, and well beyond.

Thank you for all you do!

- Rob

Announcement #3

June 5th, 2023

Colleagues,

The consolidated report of the Undergraduate Task Force Teams will be delayed until July 10th. This will push back preliminary discussions of the recommendations (see #2 below), but should not require changes in the timing of the campus-wide feedback survey in August nor in the summits planned in September (see #3 and #4 below).

Thank you for your patience and understanding.

- Rob

Summary Listing of Recommendations by Task Force Team

Inclusive Learning and Civic Engagement

1. Civic Dialogue, Community Engagement, and Leadership as General Education Components
2. Professional Development for Inclusive Teaching and Serving to Improve Student Success and Belonging
3. Center for Adult and Returning Students (CARS) Space Proposal
4. Creating a Holistic Learning Community and Culture of Care at Parkside
5. Recruitment and Retention of Diverse Colleagues

Inclusive Learning and Civic Engagement Parking Lot

Career Development

General Recommendation: Conduct focus groups/listening sessions about the career development recommendations and student career development needs in Fall 2023, and delay decisions about the career development recommendations until the completion of that process.

1. Offer free access to an online career interest inventory, report results in relation to Parkside majors and programs and using a valid career development framework, and offer opportunities for face-to-face interpretations of assessment results.
2. Implement a voluntary faculty/teaching staff mentoring model for students that focuses on discipline specific career and graduate/professional school development and planning, and offer a career mentoring workshop for faculty/teaching staff.
3. Establish a campus-wide practice of integrating career readiness competencies in curricular and co-curricular experiences; develop career readiness competencies Canvas courses for faculty, staff and students; and offer a workshop for faculty, teaching staff and other staff who work with students to help identify opportunities to support career readiness skills.
4. Collaborate with local high schools to support students with their educational and career planning, e.g., completing college essays and applications, identifying college majors based on interests, goals, etc.
5. Hire a career team of four career counselors to lead the implementation of the other seven recommendations and to support the career development work carried out by faculty and staff.

6. Use annual data from the First Destination Survey (FDS) and biennial data from the National Alumni Career Mobility (NACM) Survey to capture the career and life mobility outcomes of Parkside alumni, and make the information available to support the recruitment of new and transfer students and current students' career development and planning.
7. Use multiple modalities to provide members of students' family and support networks information about educational and career planning topics and programs that are relevant to potential and current students and alumni.
8. Develop university-wide career advisory board(s) (that address career development across majors), support current discipline/major/program specific career advisory boards, and explore the need to develop new discipline/major/program specific career advisory boards.

Time and Cost to Degree

1. Accelerate Time to Degree
2. Reduce and/or eliminate fees
3. Reduce costs of textbooks and course materials
4. Reduce Time and Cost for Students in the First Two Years

Concluding Remarks

Learning, Career Outcomes, and Value Proposition

1. Position UW-Parkside as a premier institution for experiential learning, where students prepare for life after college as soon they enroll
2. Utilize multiple methods to increase knowledge and engagement of UW-Parkside alumni
3. Utilize data and narrative to tell the story of the value of a UW-Parkside education.

Task Force Team Recommendations - Inclusive Learning and Civic Engagement

Recommendation 1: Civic Dialogue, Community Engagement, and Leadership as General Education Components

Challenge:

Current research trends suggest that incoming undergraduate students value concrete, tangible connections of what they are learning in their classes to “real world” scenarios and outcomes. Multiple pedagogical studies reinforce this, suggesting that students who understand how their coursework connects to their ultimate career or further educational goals OR how it connects to solving tangible problems are more likely to engage in the work of any particular course, better retain what they have learned, and persist towards degree completion. In other words, students are more engaged in their academic work when they can see how the academic skills they are learning will help them to solve challenging problems they see in the world around them.

Tackling these challenges while in college and after graduation requires a strong liberal arts education, specialized skills and knowledge from a major field of study, critical thinking and the ability to analyze information while recognizing possible bias, the ability to communicate clearly and collaborate with others across cultural differences, and to engage in thoughtful leadership and team work. While these vital skills are already included as General Education learning outcomes, an individual student’s trajectory through the General Education requirements does not guarantee that they will engage with all of them, much less that they will do so at particular points in their academic journey.

Given the current political climate, we are particularly concerned that our students are not prepared to engage in dialogue across differences or to recognize the impact that various cultural and social identities may have on their peers’ lives and learning conditions. As was made clear by the recent survey of UW-System students, many of our students struggle to engage in dialogue and self-censor rather than risk engagement. Further, the 2021 NACCC student climate survey made it clear that our students do not feel we are adequately preparing them to live and work in a multicultural society.

Proposal:

For these reasons, we recommend a revision to the current General Education curriculum to deliberately create space for connection of academic work to “real-world” scenarios and to instruct and repeatedly practice the skills of constructive dialogue within and across academic disciplines. While this structure could take many forms, we recommend the introduction of these skills at a minimum three key points in a student’s academic journey: within the first year, around the midpoint of their degree, and in the final year as part of a capstone-style project. To make space within the existing curriculum for these changes, it may be necessary to remove 3 credits of General Education course requirement from each of the current three disciplinary categories: Humanities and the Arts, Social and Behavioral Science, and Natural Science. Those 9 credit hours could then be used to create departmental or college-level courses meeting these proposed requirements, while still maintaining a reasonable course size and path for timely progression toward the degree for students enrolled in smaller degree programs.

1. Revise and Expand First Year Experience Courses: Dialogue and Diversity

Parkside's current array of First Year Seminar (FYS) course options is uneven and does not reach all students. Current options include the 3-credit hour course offered to Promise students and those who elect to enroll in available open sections, primarily taught by academic advising and student success staff, and the 1-credit hour course required for all incoming majors in the College of Natural and Health Sciences, primarily taught as an overload by CNHS faculty and instructors. Students who are not CNHS majors or Promise students largely bypass the FYS experience. While the curricula for these classes differs they do share some content on understanding how to navigate college, familiarizing students with resource and study support, and encouraging connections to fellow students and university employees. Despite their differences it is clear from the data collected by the General Education committee that enrollment in a FYS has a demonstrable effect on a student's persistence into the sophomore year. We believe that effect could be grown by extending the requirement to enroll in a FYS to all students and by introducing some commonalities to the course across campus, while still allowing for some disciplinary and instructor flexibility in how the course is taught.

Key components that should be included within the first-year course include:

- Exercises and programming to increase students' sense of belonging at Parkside. This can and should include connection to the many co-curricular offices and programs that are already doing this work, but embedding it in the classroom is vital for a commuter population like ours.
- Formal instruction and regular practice in engaging in genuine dialogue with people whose beliefs may differ from your own. The free curricular resource from the Constructive Dialogue Institute may be a good help here, as is the Discussion Project at UW-Madison. What matters is helping students understand why dialogue can be difficult, giving them concrete tools to overcome instinctual responses to having their values or ideas challenged, and teaching them to become better listeners who listen to understand rather than to respond.*
- Deliberate instruction and engagement around issues of justice, equity, diversity, and inclusion (JEDI). Helping students to understand how their experiences and world have been shaped by these issues, and how their experiences may have differed from others, is key to building curiosity and encouraging dialogue for understanding rather than deepening divides.
- Explanation of how to navigate university life in general, along with Parkside's cultural values and norms, so that students understand who we are as an institution and how we are here to help them succeed.
- Encouraging students to create relationships, both with peers and with faculty and staff, and an explanation of why those relationships will help to improve their college experience and overall likelihood of graduating.

* While dialogue should be introduced in the first year as a foundation for further learning, please note that it must be practiced regularly in future classes to be effective. Ideally, if instructors know that students learn the skill in their first year they will be more comfortable engaging with it in courses at the 200-level and above as well as in co-curricular programming. Further professional development for faculty and staff will be required to achieve this goal.

2. Mid-Point Course: Real-World Engagement in the Discipline through HIPs

At the end of the second year or beginning of the third, students should deliberately re-engage with some aspect of civic dialogue, civic engagement, or community-based learning as appropriate for their major field and interest. The goal at this stage is for students to get hands-on experience with how their chosen field impacts the world around them. This could take the form of a community-based learning program, a series of case studies involving real scenarios, collaborative project-based learning with students from other disciplines, other universities, or even other countries, interviews or dialogues with alumni working in the field, internship programming that engages in deliberative reflection, or a host of other options. All of these suggestions are high-impact practices that have been demonstrated to improve student learning, engagement, and retention. In particular, UWP has a very strong community-based learning program which could be highlighted as an attractive resource for recruiting contemporary students.

To make this course feasible, departments would need to engage in curriculum discussions for each major to either identify a course or series of courses in which this type of work can be deliberately embedded, strengthened, or highlighted, depending on their current course plans. Departments may also choose to band together to create meta-courses or team-taught courses for this requirement to ensure that the course can be offered regularly and meet the needs of students from smaller degree programs. It is likely that some of these courses may require additional resources to support materials, travel, and other needs.

3. Final Year: Capstone Reflection

In their final year, students should take another course that engages with a high-impact practice that helps students to reflect upon how their chosen field of study impacts the wider community on a local, regional, national, or global scale. This could take the form of a traditional capstone project, a senior-level community-based learning project, problem-based learning, or any number of HIPs. Along with a relevant disciplinary topic, students should be offered assignments that encourage reflection on what they have learned within their academic discipline and how their chosen career or graduate study path might affect the diverse communities they will engage with after graduation. After reflecting, students should engage in meaningful dialogue with each other, their faculty, and ideally with alumni or other professionals in the field to better understand how others think about these same topics. Here, again, the course could be offered with in the major or within a meta-major or team-taught course to accommodate the needs of students from smaller degree programs.

Effort to Implement:

- Significant in time and effort, and some potential costs
- Changes to Processes/Policies: Change to the GenEd curriculum require input and votes from a variety of constituencies. Changes to departmental curricula require research, input, and votes from faculty and instructors as well as various university committees.

Potential Costs:

- Professional development in facilitating dialogues, employing HIPs, and other related skillsets would need to be ongoing. This would take time and financial resources for workshops, facilitator stipends or release time for those who are not already in professional development roles, and possible travel for train-the-trainer work.

- Financial costs would include mini-grant programs for faculty and instructors engaging in coursework that requires additional group travel, resources, and materials. These costs should be supported by the university as much as possible so that a student’s socio-economic status does not become a barrier to participation in internships, course-related travel, or other related activities.

Stakeholder Groups Impacted:

- General Education Committee, all deans, faculty, and instructional staff, academic advisors and others who currently teach FYS courses will experience the most significant impacts. Academic departments would need to alter curricula across campus and shift teaching loads to accommodate universal FYS and the possibility of team-teaching for mid and upper-level courses. The benefits of team-teaching are high for both instructors and students, so while challenging this work could have a ripple effect of benefits beyond this program.
- Some co-curricular departments would also likely be affected with increased workloads, such as community-based learning, internships, advising and career services, and offices that wish to engage in dialogue practice beyond the classroom (e.g. OMSA, the Gender and Sexualities Advocacy Center, CARS, etc.).

Timeframe to Implement:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Impact: Moderate to significant for both recruitment and retention

Will this result in new student enrollments: Yes. By marketing this General Education program as a unique pathway, Parkside could attract two particular types of students: those who are looking for a university that values diversity, inclusion, and community engagement and makes space within the curriculum to address those issues, and those who doubt the value of a college degree because they cannot see how a program of study connects to the “real world” around them.

Will this improve retention/completion: Engagement with multiple HIPs over the course of an academic career has been shown to improve student success and degree completion. If enacted well, this program would ensure that students engage in multiple HIPs and should also encourage the adoption of these practices by faculty and instructors in courses not directly affected by these three course points.

Tuition Revenue: Expected tuition revenue due to increase with additional enrollment and increased retention

Timeframe to Realize Impact:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Recommendation 2: Professional Development for Inclusive Teaching and Serving to Improve Student Success and Belonging

Creating a culture of belonging for our diverse student body cannot happen without deliberate actions on the part of all university employees. A true cultural change and expression of our stated institutional values can only occur when the work moves beyond a few individuals and departments to be embraced by the institution as a whole, with every employee engaged in the work of creating an inclusive campus environment within their own sphere of influence and with recognition of how their work interacts with that of their colleagues across campus. While Parkside currently offers an array of short term or one-off training opportunities ranging from one-hour workshops to two-week programs, this approach is not sufficient for creating institution-wide change. First, it reaches only those who choose to participate and thus does not reach all employees in a meaningful way. Second, the training is not always designed in a way to help participants adapt and implement what they learn in their particular role. Third, because the current programming is decentralized and sometimes varies widely in its offerings, it is difficult to create a path for sustained growth or to offer intermediate and advanced programming when there is no guarantee that interested parties have had access to more introductory level work.

Therefore, we propose the creation of a purposeful, mandatory professional development process that allows for both a core of common understanding for all employees and differentiated training based on employee roles. Because JEDI-focused professional development tends to work best when participants engage actively with one another with the guidance of trained facilitators, we do not recommend the creation of online, asynchronous, click-through training modules similar to the existing mandatory training programs for cyber-security and Title IX. Further, the creation of cohorts who meet and engage regularly in a face-to-face or virtual environment should help to grow connections and relationships across typical campus silos. These relationships can help individual employees to learn more about other departments on campus, which in turn allows them to provide better support and advice to students who need resources beyond what they can provide themselves.

Ideally, this JEDI professional development would be undertaken within the first several years of employment with opportunities for further development and advanced training in future years. To accomplish this program, supervisors would build in flexibility for new hires to undertake the training and reinforce its importance. The programming should be developed collaboratively with input from university faculty and staff and provide the opportunity for employees to engage with one or more projects tied directly to their primary role. To create and sustain such a program, we would need at least one program coordinator and likely several teams of co-facilitators to offer key programming at different times of the year to accommodate staffing needs and the inevitable ebb and flow of the academic and fiscal year.

Costs would include the creation of the program, stipends or release time for co-facilitators whose primary jobs do not include professional development programming, and programming support costs (materials, mini grants for projects, etc.). Using a cohort model would help to build trust and community across campus, and over time we would need to find ways to offer programming in a variety of modalities (in person, online, and hybrid) to fit employee needs.

One potential model for this type of sustained work can be found at Northeast Wisconsin Technical College, which has created a program that requires all full-time employees to undergo a minimum of 40 hours of professional development related to JEDI and belonging within the first five years of employment. All employees undertake 20 hours of training in a course called Living Inclusively,

which lays out the foundations of understanding the broad array of diversity and identities in our community, recognizing systemic bias, understanding privilege and intersectionality, and bystander intervention training. Depending on their role, employees then move on to a second 20-hour course focused on Teaching Inclusively (faculty and instructors), Serving Inclusively (non-instructional staff), or Managing Inclusively (supervisors/leaders). Each course is cohort-based and comprised of 4, 4-hour workshop sessions and an additional 4 hours of outside work on a project related to the employee's job and interests. NWTC has shared that the program works best with teams of 2 co-facilitators and a cohort of 16-20 participants at most.

Cost/Impact Analysis:

Potential Costs:

Potential Impact: High, in that it touches every full-time employee and would create a baseline of common language and understanding to inform further campus movement around issues such as hiring, performance evaluation, policy creation and revision, curriculum creation and revision, programming, and more.

Effort to Implement:

Because the proposed space is currently vacant, this proposal would require minimal effort to implement.

Changes to Processes/Policies: Introduction of mandatory JEDI training program and changes to onboarding of new employees and annual review processes, accordingly.

Potential Costs:

Initial program development:

- Stipend or course release time for faculty/staff who help develop each program component (note: during a period of lower enrollment faculty/instructors could perform this work as reassigned time, if appropriate)
- Funds for examination or creation of possible course materials
- Launch of program:
 - Costs will be higher as we work through our existing employee base, but should level off after the first 4-5 years
 - Stipend or course release time for program co-facilitators
 - Program-based costs (materials, mini-grants for projects, catering for workshops)
- Maintenance of program
 - Given an average of 20-40 incoming employees per year, session load will be significantly reduced
 - Stipend or course release time for program co-facilitators (reduced, especially if one or two full-time staff are tasked with facilitating half or so of the programs as part of their regular workload)
 - Program-based costs (materials, mini-grants for projects, catering for workshops)

Stakeholder Groups Impacted:

Direct impact on all employees, but especially HR, CEITL, and DEI Office in terms of ongoing work.
Indirect impact on students and employees in terms of changes to campus climate because of the work.

Timeframe to Implement:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Program likely to roll out in stages, with first portions available in 1-2 years and subsequent portions in years to follow.

Impact:

Will this result in new student enrollments: Indirectly, yes. Over time Parkside should be recognized as a university that values and centers the student experience and is especially welcoming to traditionally underserved students. This should increase enrollment, especially for student groups in our region who are not currently attending college at the rates we would like to see.

Will this improve retention/completion: Yes: A focus on inclusive practices and increasing students' sense of belonging across all aspects of the university have been shown to increase retention and completion. Additionally, this program should increase a sense of belonging and improve retention for diverse faculty and staff, which has also been shown to increase retention and success among students of color.

Tuition Revenue: Expected tuition revenue to increase over time due to increased enrollments and retention of historically underserved students.

Timeframe to Realize Impact:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Recommendation 3: Center for Adult and Returning Students (CARS) Space Proposal

Idea: Demonstrate and bolster support for adult and nontraditional learners at UW-Parkside by creating a physical Center for Adult and Returning Students at a highly visible and easily accessible location on central campus.

Idea Description: We propose that the vacant suite of offices in Molinaro D1 (layout attached), currently designated for the Center for Research and Innovation in Smart Cities (CRISC), be repurposed as one student-facing center combining our Center for Adult and Returning Students (CARS) and CRISC in order to meet the needs of our growing adult student population. In late 2022, CARS and CRISC were joined as curricular entities under the Center for Multidisciplinary Curricula; a shared physical space on campus would bring cohesion to our mutual mission to provide targeted resources and opportunities for UW-Parkside's adult and nontraditional students. Moreover, establishing a visible, physical space for our Center for Adult and Returning Students on UW-Parkside's main campus will establish CARS as an easily accessible resource not only for students with easy access to Admissions and academic departments, but for faculty seeking guidance and support in best practices for working with adult learners, a population projected to grow exponentially in the coming years.

The large office suite provides ample space for both CARS and CRISC to better serve enrolled and potential students on campus. We propose that in addition to office spaces for CRISC, the suite could include: two offices for CARS staff (Adult Student Program Manager and Adult Student Enrollment Counselor) to meet with potential and enrolled students; three offices for UW-Parkside's Educational Opportunity Center staff; an accessible study space for adult students; a lounge for adult students to gather and share fellowship; and a shared conference room to host meetings with community partners, employers, potential students, and faculty and enrolled students.

UW-Parkside's partnership with ReUp has resulted in a growth of returning student enrollments (see Figures 1 and 2). Although online programs are popular with adult and nontraditional students, ReUp reports that UW-Parkside students are enrolling in the following programs: Business Management (ground and online), Computer Science, Criminal Justice, English, Psychology, and Graphic Design. A physical Center for Adult and Returning Students can only support this growing demographic which is enrolling in both in-person and online courses.

Potential Impact

A visible Center for Adult and Returning Students demonstrates to potential and enrolled adult and nontraditional learners not only that they are welcome at UW-Parkside, but more importantly that our institution acknowledges and values their unique support needs. Adult learners require flexibility, innovative programming, and andragogical practices that align clearly with their priorities and professional goals in order to persist to degree completion. With a unified physical presence on UWP's main campus, our CARS staff will be better able to create a sense of community among our adult and nontraditional students, and to guide strategic work on campus to support faculty and staff in meeting adult learners' needs.

Connection and belonging, made easier by a common gathering space and programming specific to this population's needs, will help adult, returning, and nontraditional students persist through to graduation. A common concern we hear from prospective adult students is fear of feeling out of place in classes primarily comprised of younger students. The physical Center for Adult and Returning

Students can fill that connection and belonging void. Additionally, the center will provide UW-Parkside-specific resources and connections to help our students be successful, as returning students are not eligible to use UW-Parkside Success Coaches.

Effort to Implement:

Because the proposed space is currently vacant, this proposal would require minimal effort to implement.

Changes to Processes/Policies: N/A

Potential Costs: Any necessary renovation costs; office furniture for CARS staff and center spaces; marketing and rebranding publications

Stakeholder Groups Impacted: CARS staff, EOC staff, current and prospective adult and nontraditional students

Timeframe to Implement:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Impact:

Will this result in new student enrollments: Yes: a physical Center for Adult and Returning Students demonstrates to potential adult students that UW-Parkside is invested in their experience. EOC staff will be able to seamlessly transition prospective Parkside students to begin working with the Adult Student Enrollment Counselor.

Will this improve retention/completion: Yes: a physical Center for Adult and Returning Students will allow for more collaboration between CARS staff, faculty, and existing student support services, creating more resources and more seamless support for enrolled students. With CARS and EOC staff within easy reach, students in need of support can more easily drop in for guidance and assistance as needed.

Tuition Revenue: Expected tuition revenue due to increase in adult and nontraditional enrollments and retention

Timeframe to Realize Impact:

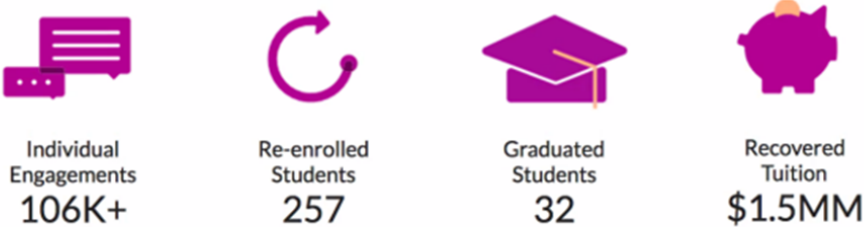
- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Support:

The UW-System Strategic Framework encourages increased focus on adult returning students and first-generation new students to build our local economy: “Based on the changing workforce and areas of economic growth, unless the state can increase the number of returning adults and first-generation

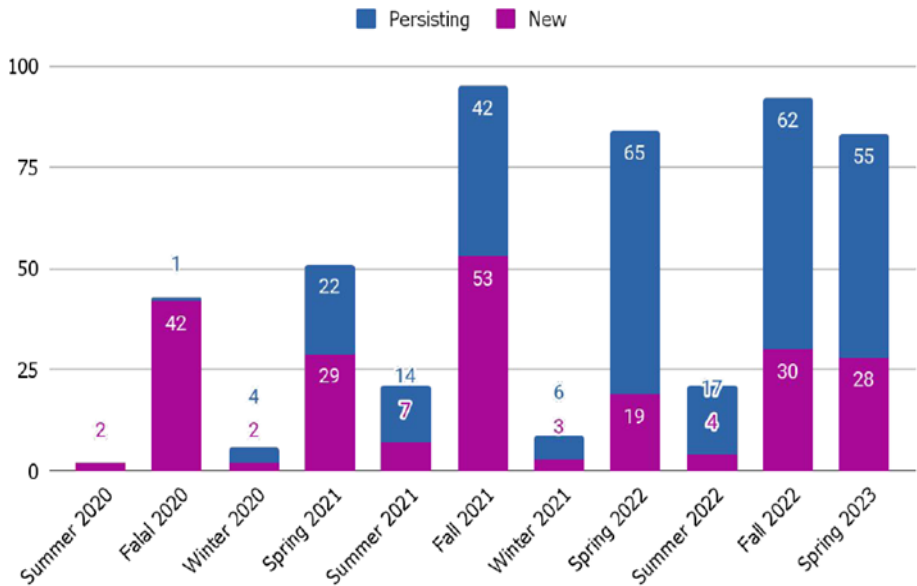
students who receive higher education degrees and are connected to businesses in areas of state need, the economy will be unable to grow.” 2020FWD: Moving Wisconsin and the World Forward, Strategic Framework of the University of Wisconsin System, 2016, https://www.wisconsin.edu/2020FWD/download/2020FWD-Framework_spreads.pdf.

Figure 1: ReUp Data as of June 2023



NOTES: Data as of 06/30/23, tuition as of spring 2023

Figure 2: ReUp Enrollment Growth Over Time



Recommendation 4: Creating a Holistic Learning Community and Culture of Care at Parkside

Challenge: Creating a culture of care involves attention to the many roles students engage in outside of their student role. Undergraduate students at UW-Parkside are employed at high rates, provide care and support to family members including children and/or parents, while also maintaining additional responsibilities outside of their full-time or part-time student roles. Creating a holistic learning community requires attention to the academic needs of our students as well as their broader mental and physical health and wellness needs. Students will benefit from pathways which support their development as individuals and members of communities. In addition, students will benefit from a holistic education which supports their leadership development.

While there are offices and staff who provide these resources on campus, staffing reductions have resulted in limited outreach and support capabilities for those who remain. Additionally, some resources are primarily provided through offices that some students have reported as intimidating because of their title or perceived importance, such as the Dean of Students or Title IX office. By increasing the number of trained peer mentors who can offer outreach and provide warm handoffs to resources for students experiencing difficulties with mental health, food or housing insecurity, sexual harassment or assault, we could eliminate an access barrier while also providing opportunities for leadership development and paid student work on campus.

Proposal: We recommend strategically growing existing peer mentorship and outreach programs and developing new support programs based on current and/or external models to provide increased opportunities for holistic support for our students. Mentors and advisors should receive training, mentorship by advanced student advisors and/or university staff and faculty, and be compensated for their work through pay, academic credit, or a combination of the two. Over the past several years, Parkside has seen a significant growth in its graduate student population in some academic programs. Utilizing the graduate programs as a means to support retention and recruitment of undergraduate students, while also demonstrating collaborative learning environments is one means to increase a culture of care at Parkside.

Increasing funding for peer mentorship/education programs and co-curricular work/internship opportunities outside of the classroom

At Parkside there are several models of programs (e.g. OMSA peer mentors and MOSAIC educators; PARC SSI instructors and tutors; Student Support Services) which utilize upper level undergraduate students or graduate students to provide mentorship and support to incoming freshman or first year/transfer students). Additional suggestions for growth include advising support liaisons (to help students use software including Navigate/Canvas/Solar/etc., not to provide actual academic advising), dialogue coordinators to arrange for and facilitate conversations about current student challenges/experiences/differences, CARS mentors to support the particular needs of adult and non-traditional students, and further student educators in the model of MOSAIC on a wider variety of topics including mental health, sexual health, and basic financial planning. In addition, students interested in opportunities for leadership development could utilize internship courses or work-based learning courses tied to student jobs in student affairs offices to work directly with early career and transfer students to support their ongoing engagement in the Parkside community.

For this type of programming to occur, every office participating would need a designated mentorship supervisor (staff or faculty) to provide oversight and coordination to academic staff or internship students. Mentors (either staff/GA or student internships) would benefit from consistent training and

support for best practices in engagement, leadership, and strategies of effective mentorship. In addition to the benefits for undergraduate mentees, those providing the mentorship become engaged with Parkside through these roles and can enhance their overall leadership experience in this work. Introducing regular, systematic review of the effect these programs have on retention through surveys and other data would be useful to determine if and how these programs have a direct impact on the felt inclusivity of Parkside students as well as the retention and graduation rates and lead to program improvements.

While students should be trained for focused support within a particular area, they should all be trained to recognize signs for student needs in other areas and know how to help a student access resources in areas other than their own. For example, student mentors should all have some knowledge of campus resources for mental health, food and housing insecurity, academic support, and resources for victims of physical or sexual misconduct.

Establishing graduate assistantships within academic discipline tracks focused on mentorship of undergraduate students

In addition to utilizing upper level undergraduate students to serve as mentors, consistent Graduate Assistant offerings can benefit retention and recruitment of graduate students to the robust growing graduate programs. Graduate assistants can provide direct support to faculty in their designated areas of study by collaborating with their undergraduate counterparts (e.g., CMHC and psychology undergraduate; Biology grad and undergrad; MBA program and undergrad business majors.) A pilot program has already begun in CMHC, but further examples can be found externally. Coursework including teaching or leadership can be integrated into programs offering support to undergrad students (e.g., advanced study sessions; career preparation; practice interviews). For this type of programing to occur, academic program liaisons will need to be identified to supervise GA positions and coordinate with undergraduate faculty to maintain GA involvement in designated undergraduate courses. In addition, systematic evaluation should occur to determine how these types of mentorship and GA programs benefit recruitment and retention of graduate students and undergraduate students involved in the courses and program offerings.

Effort to Implement:

Changes to Processes/Policies: N/A

Potential Costs: Increased funding to student worker pool to support growth of additional paid student leadership positions across campus. Increase in sections of Work-Based Learning sections offered to help students turn their campus jobs into a high-impact practice. Paying students to do this work is an equity issue and something that we should highlight as JEDI work to recruit and retain students.

Stakeholder Groups Impacted: Co-curricular and academic offices that plan to increase or implement student mentor programs, CBE for potential increase in internship and work-based learning demand, graduate and undergraduate students.

Timeframe to Implement:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Existing programs could be expanded within one year as staffing and student worker salary pool allows, new programs could take longer to develop before implementation.

Impact:

Will this result in new student enrollments: Indirectly. Once the programs are established this could become a recruiting tool in advertising that Parkside cares about our students holistically and showing the impact of wraparound student support on student success and graduation rates.

Will this improve retention/completion: Yes. Evidence shows that providing students with a network of relationships across campus, comprised of students and faculty/staff, improves retention and completion rates. Connecting students to trained mentors who can help them access the various resources available on campus should help to reduce student stop-outs caused by a lack of knowledge about or access to available support resources.

Tuition Revenue: Over time, this should lead to increased retention which will increase tuition revenue. However, this will likely be offset at least in part by the spending on increased student salaries.

Timeframe to Realize Impact:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Recommendation 5: Recruitment and Retention of Diverse Colleagues

Challenge: Multiple studies show that students from historically underserved backgrounds look for faculty and staff members who share their identities and often seek them out as official or unofficial advisors. Our own internal 2021 NACCC student climate survey supports this national trend, showing that both students of color and white students felt that their faculty of color cared more about them and their learning than white faculty. If we wish to serve and grow the most diverse student body in the UW-System, it makes sense to engage in deliberate action to grow the diversity of our employee group. While diversity matters in all areas of the institution, given that our commuter students are likely to spend more time with faculty and instructors than with staff (with exceptions, of course), we suggest focusing on faculty and instructors as a first priority with support staff a close second.

Proposals and Cost/Impact: Recruitment and retention are both important to this effort, as we need to grow our numbers and retain those who are here to prevent a revolving door scenario. Some recommended actions from a literature survey are listed below, arranged roughly from the low to high resource requirement:

- A. Alter our job description and interview process to highlight the diversity of our student body and the institution's values to attract a diverse pool of applicants. This could include boilerplate statement about the makeup of the campus and surrounding community, asking candidates about their experience working with diverse students and colleagues, and highlighting opportunities for mentorship and support. (No cost, low impact)
- B. Ensure that the additional student and peer mentorship load that falls on underrepresented colleagues is formally recognized and valued in annual merit reviews and the promotion and tenure process. Historically, this important work has been undervalued with in academia and by recognizing its importance and impact on the overall institution we will support and encourage the retention of the faculty and staff who are making significant impacts on our historically marginalized students and colleagues. (No cost, moderate impact)
- C. Create a formal mechanism for regular employee climate and satisfaction surveys and exit interviews to help us better understand what is going well, what is not going well, and where we should focus our efforts to better support our diverse colleagues. (Low cost, moderate impact)
- D. Engage all university employees in regular and substantial JEDI training, which should include understanding the broad array of diversity and identities in our community, recognizing systemic bias, understanding privilege and intersectionality, bystander intervention training, and understanding how to create a more inclusive work environment within their personal sphere of influence. Doing so demonstrates both an institutional commitment to building an inclusive work environment for all employees and should help to lower the frequency of microaggressions and shift some of the burden of addressing issues of bias onto the workload of more privileged employees to lighten the load and burnout risks for historically underrepresented employees. (Moderate ongoing cost, moderate to significant potential impact-see separate proposal for further detail)
- E. Creating a formal mentorship program with the option for identity-based relationships as well as discipline-based relationships for those who wish them, as well as training those who provide mentorship how to do so effectively across race, ethnicity, gender, and disciplinary

lines. The program should recognize the importance of identifying the many forms of mentoring that faculty and instructors often require, and the fact that a single mentor likely cannot fulfill all of an individual's needs. Facilitating a mentorship and professional development program would require staff oversight, recognition of the value of mentoring in merit review and the promotion and tenure process, and funding to support at least some activities. (Moderate ongoing funding, potential for moderate to significant impact)

- F. Recruiting pre-doctoral or post-doctoral scholars from underrepresented identity groups for 2-3 year contracts could provide a steady influx of fresh perspectives from diverse scholars as well as grow a pipeline of possible permanent hires for the future. We recommend a model where participants teach a slightly reduced course load to leave time for completing their doctorate or research and that participants receive formal mentoring during their stay. This type of program should be particularly attractive to scholars who wish to work at a teaching-focused institution and can gain that experience with us to improve their marketability, while the hosting department gets the benefit of an additional instructor, new ideas and perspectives, and a new possible mentor for their students. Examples of such programs are prevalent, including University of Minnesota, Penn State, William Patterson University, MIT, University of Missouri, University of North Carolina, University of Maryland (BC), and New York University, to name a few. Such pre/post-doc positions could be distributed across the university on a rotating basis based on need or awarded as an incentive for meeting certain JEDI-based teaching and learning goals as established by deans or the provost. (Significant cost that depends on the number of fellowships, strong impact for time the scholar is present and low to moderate impact after fellowship ends, assuming they are not retained full-time).
- G. A pool of additional funding for recruiting diverse faculty could be generated through a donation campaign or university funds, if permitted. These funds could be used to supplement salary offers or to provide additional funding for research, creative activity, and related travel for diverse scholars within the first several years of their employment to help overcome systemic obstacles that may have reduced their access to similar resources as undergraduate and graduate students. (Significant cost, could be achieved in full or part by fundraising, probable moderate impact)

Effort to Implement:

Varies, see estimates above for individual items to be undertaken in part or in whole

Changes to Processes/Policies: B. Formal recognition of mentorship as service in merit and P&T review.

Potential Costs:

C. Cost of regular survey administration and maintenance, reduced if survey tool is created and managed in-house.

D. Cost of growing and maintaining ongoing professional development. See "Professional Development for Inclusive Teaching and Serving to Improve Student Success and Belonging" proposal for more details.

E. Cost of staff time to manage mentorship and development programming (reassigned time possible), costs of programming support materials.

F. Significant cost of fellowship salary and benefits, advertising of program, and search costs. Some costs could be offset by targeted donor funds or potential grant funding. Cost will vary depending on how many fellowships we decide to create at a given time.

G. Significant cost for ongoing funding support of historically underrepresented early career faculty/instructors. Donor support may be key here.

Stakeholder Groups Impacted:

Direct impact on diverse faculty and instructional staff, with secondary impacts on students in terms of mentorship and recognition of self in others.

Timeframe to Implement:

Varies, some short (A, B, C), some medium (E, maybe D), some long (F, G, maybe D)

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Impact:

Will this result in new student enrollments: Yes. The more visible diversity in our faculty and instructional staff, the better that will be for recruiting a diverse student body.

Will this improve retention/completion: Yes. Students from all demographic backgrounds who responded to the Parkside NACC student climate survey report that they feel better supported and a greater sense of belonging when taught by instructors of color. Nationally, the data indicates that students from diverse backgrounds benefit from having mentorship opportunities with instructors who share similar identities. Additionally, professional development for all faculty and staff should lead to improved inclusive pedagogical methods and belonging-building efforts across campus, which should improve retention and completion.

Tuition Revenue: Long term expectation that tuition revenue will increase with increased student enrollment and retention.

Timeframe to Realize Impact:

- Short (1 year)
- Medium (1-2 years)
- Long (3-5 years)

Inclusive Learning and Civic Engagement Parking Lot

Ideas that were promising and worth sharing, but not collectively supported enough to generate a fuller proposal or which were tabled because they fit better in another task force team's charge:

1. Direct Admissions for graduates of targeted regional high schools, as piloted at UWGB, to reduce barriers for students who may not otherwise apply to Parkside.
2. Growing our multicultural access programs, like Descubre Parkside, to increase outreach and support for diverse families as they begin on the admissions process. Tulane University has a good example.
3. Utilize our diverse student leaders as ambassadors to do outreach and recruitment in regional high schools, sharing their college journey and the various ways Parkside helps to support students like themselves. Leaders of Latinos Unidos, the Black Student Union, Rainbow Alliance, and Parkside Asian Organization are interested and eager to do this work in conjunction with Admissions.
4. Reintroduce summer bridge programs and summer camps/outreach programs for middle and early high school students, especially students from historically underrepresented groups.
5. Branch offices of the university with technology and support staff/resources near clusters of students in our region, particularly near those in single-parent households or low-income households where childcare and transportation are a barrier to accessing campus resources.
6. Laptops and hotspots for all students, either included with tuition or provided through a steep discount program, to overcome technology inequities.
7. Better exit interviews to understand why both students and employees leave Parkside- this is a retention problem as much as a recruitment problem, and we need to solve both.
8. Getting on the Common Application to improve access for low income, students of color, and working students who lack the time/money/resources for multiple applications.
9. Building more deliberate scholarship opportunities for students whose skillsets are not the "traditional" grades and extra-curricular activities that tend to favor white and middle-to-upper-income students. Scholarships that recognize overcoming adversity, leadership demonstrated in non-typical ways, promise and potential rather than proven academic outcomes.
10. Increase resources for students with disability beyond the accommodations office to a true student support organization akin to OMSA/LBGTQ+. This will build community for students with disabilities and improve campus awareness of and support for a wide variety of visible and invisible challenges faced by our students.
11. Improve recognition of neurodiversity in students and colleagues and how typical university processes and procedures can be altered to be more inclusive of non-neurotypical people.
12. Provide mental health "first aid" training for all employees to quickly recognize and support students who may benefit from professional support. Red Folder is a great first step, but more deliberate and regular training should be provided.
13. Expand student success coaching so that every student has a coach, not just students in certain targeted programs.
14. Create optional, monthly crucial conversation programs for employees across the university. Introduce a challenging topic in 15-20 minutes and then provide space for open discussion, practicing dialogue skills, and a space to engage with each other. If this goes well, expand to include students.

Career Development

The Career Development Group of the Undergraduate Task Force was tasked to explore how Parkside can embed career development knowledge, skills and work experiences in students' curricular and co-curricular experiences as part of efforts to increase enrollment.

At this time, the career development group is putting forth nine recommendations. There is one general recommendation and eight career development programming and practice recommendations. The general recommendation concerns the decision-making process used to select which career development recommendations to pursue further. The career development programming and practice recommendations concern eight proposed changes, the goal of which is to increase admissions and student retention, by way of improving the career development experience of students at UW-Parkside.

The eight recommendations often reflect new practices and policies at Parkside that are intended to support and build upon existing Parkside practices and policies, which are highlighted in the *Current Parkside Practices* section for each recommendation, e.g., internships, career advisory boards, UWP 293 (Work-Based Learning), UWP 294 (Career Exploration & Professional Development), community-based learning. The intent is not to replace or push aside current practices but to work collaboratively in order to enhance students' career development.

Each recommendation is to be implemented in ways that are responsive to students' career readiness needs and intersecting identities. The implementation and effects of selected recommendations should be evaluated on an annual or biennial basis, with attention to diversity, equity and inclusion of program implementation and outcomes.

Each recommendation is listed in italics and is followed by a brief description.

General Recommendation: *Conduct focus groups/listening sessions about the career development recommendations and student career development needs in Fall 2023, and delay decisions about the career development recommendations until the completion of that process.*

Description:

Conduct focus groups/listening sessions with representative samples of students, recent alumni and potential students. Also, conduct focus groups/listening sessions with admissions staff and academic advisors because they often hear from potential and current students about their career development needs. The current recommendations were developed from a review of best practices in higher education, programs and practices at Parkside and other institutions, etc., by a faculty and staff group with two student representatives. The purpose of the focus groups/listening sessions is to more fully understand students' perspectives about career development practices and programs, i.e., from those whose career development we intend to support.

Eight Career Development Programming & Practice Recommendations:

The recommendations are listed in descending order from the ones that members of the career development group ranked that they most preferred to the least preferred recommendation.

In addition to listing the recommendation (in italics) and a description of the career development programming and practice recommendations, the following information is provided:

1. Examples of the recommendation from other institutions
2. Population(s) served by the recommendation
3. List of the **high impact career mobility practices*, identified by The Career Leadership Collective, that are (directly and indirectly) addressed by the recommendation
4. Rationale for how the recommendation could lead to improvements in recruitment and/or retention of students
5. Direct and indirect evidence that the recommendation contributes to improvements in recruitment and/or retention of students
6. Identification of current practices at Parkside similar to the recommendation
7. Identification of sources of cost to implement the recommendation and a metric of implementation feasibility.

Recommendation 1 (*Tied for most preferred recommendation*): Offer free access to an online career interest inventory, report results in relation to Parkside majors and programs and using a valid career development framework, and offer opportunities for face-to-face interpretations of assessment results.

Description:

Provide an online career interest inventory to anyone, although the target audience is prospective students (i.e., inquiry, applicant, admitted, etc.) and current students. Provide free access to the inventory. Provide written results upon completion of the inventory. Present results a) in relation to the majors and programs offered at Parkside, and b) using a widely used and validated framework for interpreting results, such as Holland's RIASEC model. Provide admitted students with the option for a face-to-face interpretation session, and conduct sessions virtually and in-person, and individually and in groups. Tailor feedback to different student groups, e.g., undecided vs. declared, student-veterans, transfer students, traditional-aged students, adult and returning students, etc. Hold feedback sessions during summer orientation and outside of orientation as needed. Provide academic advisors with access to students' Holland Code and top majors/programs (not full assessment results), to encourage ongoing use of results in academic and career planning. For students who take UWP 293 (Career Exploration and Professional Development) results could be further explored in the course.

Examples:

1. *Florida Atlantic University (FAU)*. FAU offers this to *newly admitted students* as part of their onboarding process. Face-to-face interpretations are provided during the summer orientation sessions, although they will provide them outside of orientation as needed. Admitted students who are *undecided* participate in in-person, group feedback sessions, and other students receive in-person, individual feedback. The top two Holland codes are listed in the advising system, and advisors are trained to use codes in career advising (advisors do not provide the interpretations).
2. *Colorado State University (CSU) & Arizona State University (ASU)*. CSU and ASU offer free, online access to a career interest inventory and written feedback more broadly to prospective students, i.e., inquiry, applicant, admitted, etc.

Population:

1. Current, admitted and potential students

***High Impact Career Mobility Practices Addressed by Recommendation:**

1. Help students understand career opportunities
2. Help students create a plan for their career

Rationale for Influence on Admissions and Retention:

1. Providing feedback about how UWP majors/programs connect to assessment results will provide opportunities to share the factors that set UWP apart from other institutions, with a focus on those factors salient to the onboarding process, e.g., availability and characteristics of majors, programs and co-curricular activities congruent with interests. (*Admissions*)
2. Making it freely available on the university website could help with the increase in adult learners and be useful for the Education Opportunity Center in their outreach. (*Admissions*)
3. Interest assessments and interpretations facilitate clarification of educational and career goals. Goals provide motivation for engagement in education and career development activities, and can serve as buffers to internal and external stressors that contribute to college non-completion. (*Admissions & Retention*)

4. Feedback of interest assessment results would connect goals to college in general and UWP programs specifically. This can help potential and current students and family members better understand the ROI of college and UWP. (*Admissions & Retention*)

Evidence:

1. Reported from other institutions:
 - a. FAU reported an increase of first to second year retention
 - i. 3.6% for those who completed assessment and received written feedback
 - ii. 4.0% for those who completed in-person feedback session.
 - b. FAU reported a decrease of undeclared majors from first- to second-semester
 - i. Decrease of 80% in undeclared students (from 500 to 100 students).
 - c. CSU experienced a decrease in summer melt.
2. From **Brown and Ryan Krane (2000) meta-analysis of career counseling outcome studies
 - a. Providing *individualized interpretations and feedback*, for example of interest inventory results, and providing *information on the world of work*, for example how interests relate to majors and occupations, are two of five key *career counseling interventions*.
3. From ***Delivering on the Degree (2023)
 - a. Some evidence associated with career readiness curriculum is relevant here because completing a career assessment and receiving feedback on results address the *career- and self-development competency*. For this recommendation, this would be addressed early in students' college journey. There is mixed evidence for career readiness curriculum to increase persistence, graduation rates and cumulative GPA. There is strong evidence that it improves career decision-making skills, self-efficacy, career confidence, vocational identity, and career satisfaction, especially for minoritized groups.
 - b. Some evidence associated with career coaching is relevant here if (prospective) students participate in face-to-face interpretation sessions. There is strong evidence that career coaching is associated with increased academic performance, persistence and other outcomes (e.g., self-efficacy, human capital, independence and adaptability).
4. There is a moderate relationship between goals and retention according to ^Robbins and colleagues' (2004) meta-analysis of 100+ studies.
5. From *National Alumni Career Mobility Annual Report (2022)
 - a. Alums who agreed that their institution helped them *understand career opportunities* and *create a plan for their career* were 3x and 2x, respectively, more likely to agree that their degree was worth the tuition (p. 20)
 - b. Those who scored high on career mobility were 5.5x and 7.7x, respectively, more likely to agree that their institution helped them *understand career opportunities* and *create a plan for their career* (p. 16)

Current Parkside Practice:

1. This is not a current practice.
2. In UWP 293 (Career Exploration and Professional Development), students complete O*Net's My Next Move Interest Profiler (freely available through the Department of Labor) and results are reported using the RIASEC framework. However, written feedback connecting results to Parkside majors and programs is not available.

Cost & Implementation:

1. Purchase of a computer assisted career guidance system, such as Focus 2 Career, <https://www.focus2career.com/Focus2Career.cfm> .

2. Career counselor to lead this endeavor.
3. Staff to conduct face-to-face interpretations, including career counselors. FAU reported that approximately 30% of admitted students participate in face-to-face sessions. FAU reported that four full-time career counselors and ten graduate students facilitate the face-to-face sessions.
4. Training of staff to conduct face-to-face interpretations based on best career counselor assessment and evaluation competencies (https://ncda.org/aws/NCDA/pt/sp/compentencies_assessment), and multicultural career counseling competencies (<https://www.counseling.org/knowledge-center/competencies>).
5. Professional development for academic advisors about the appropriate use of assessment results in advising for educational and career planning.
6. Clarification would be needed about storage/maintenance of assessment records. Does Focus 2 maintain the assessment records? For how long do students have access to Focus 2?

Recommendation 2 (*Tied for most preferred recommendation*): Implement a voluntary faculty/teaching staff mentoring model for students that focuses on discipline specific career and graduate/professional school development and planning, and offer a career mentoring workshop for faculty/teaching staff.

Description:

Faculty and academic teaching staff serve as individual mentors to students. Participation is voluntary for faculty, teaching staff and students. The focus is on discipline specific career and graduate/professional school development and planning. Faculty and teaching staff may use multiple roles to mentor students, e.g., meeting with students individually or in small groups for discipline specific mentoring, supervising student participation in internships and work-based learning, supervising student research projects. This complements and does not replace or duplicate the work of professional academic advisors. Provide a workshop for faculty and teaching staff that addresses how to facilitate students' academic and career development through mentoring. (The career mentoring workshop is one part of a career workshop. The second part addresses career readiness competencies; see *Recommendation 3*. Faculty and teaching staff may participate in either or both parts, and at different times.)

Population:

1. Current students receive the mentoring.
2. Faculty and teaching staff are the participants in career mentoring workshop.

***High Impact Career Mobility Practices Addressed by Recommendation:**

1. Help students understand career opportunities
2. Help students create a plan for their career
3. Provide helpful career advice from faculty/teaching staff
4. Depending on discipline, role used to mentor, etc., the mentoring model may also address:
 - a. helping students to network with employers
 - b. encouraging internships related to career goals

Rationale for Influence on Admissions and Retention:

1. Faculty/staff mentoring can:
 - a. help students clarify their education and career plans and goals
 - b. provide students with career advice, role models, instrumental and social support, and increase their confidence to plan, cope with challenges and execute graduate school applications, and job and internship searches.
2. This can facilitate motivation to persist to degree completion. (*Retention*).
3. This can help current students and family members to understand the ROI of UWP and the connection of their goals/purpose and UWP. (*Retention*).
4. Sharing the availability and benefits of a career mentoring model with prospective students and family members can highlight the value of attending Parkside, and to understand the ROI of UWP (*Admissions*)

Evidence:

1. From **Brown and Ryan Krane (2000) meta-analysis of career counseling outcome studies
 - a. *Modeling and attention to building support* are two of five key career counseling interventions.
2. From ***Delivering on the Degree (2023)

- a. There is strong evidence that career coaching is associated with increased academic performance, persistence and other outcomes (e.g., self-efficacy, human capital, independence and adaptability).
 - i. “Training faculty members to serve as career advisors may be an effective career coaching approach, enabling students to relate coursework and out-of-class experiences to career goals.” (p. 45).
 - b. For career mentorship programs there is
 - i. moderate evidence that it improves self-efficacy for career selection, job applications, professional skills and competencies, and growing personal and professional networks
 - ii. moderate evidence that it has a greater impact on women than on men for labor market and educational outcomes
 - iii. minimal evidence for influence on academic performance and persistence, although this rating appears to be associated with a lack of studies on the topic. Also, Crisp and Gloria (2010) found that mentoring “significantly predicted the degree to which students became socially and academically integrated” and indirectly influenced persistence among students.
 - c. For experiential learning course work there is
 - i. strong evidence that it improves academic outcomes, e.g., course performance, course completion and degree attainment
 - ii. strong evidence that it has a positive impact on student learning, e.g., content knowledge and retention and skill attainment (e.g., problem-solving, collaboration and communication skills).
 - iii. evidence that outcomes are influenced by subject area and other factors (Chen & Yang, 2019)
 - d. For internships there is
 - i. strong evidence that internships have a positive impact on college students’ academic outcomes, including higher GPA, higher college retention rates, higher likelihood of attending graduate school, and higher inclination for lifelong learning.
 - ii. strong evidence that internships contribute to higher earnings after college, however, there is variation in impact on earnings, depending on whether the internship is paid or unpaid, or voluntary or mandatory.
 - iii. mixed evidence about how internships contribute to increasing human capital; that is, whether they contribute more towards increasing skills for future jobs or towards better understanding how to function and interact in a particular field or workplace.
3. There is a moderate relationship between goals and retention according to Robbins and colleagues (2004) meta-analysis of 100+ studies.
 4. From *National Alumni Career Mobility Report (2022)
 - a. Alums who agreed that their institution helped them *understand career opportunities, create a plan for their career, network with employers*, that they *received helpful career advice*, and their *internship was related to their current career* were 3x, 2x, 2x, 20x and 4.2x respectively, more likely to agree that their degree was worth the tuition (pp. 20-1)
 - b. Those who scored high on career mobility were 5.5x, 7.7x, 5.5x, 2.2x and 2.2x respectively, more likely to agree that their institution helped them *understand career opportunities, create a plan for their career, network with employers*, that they *received helpful career advice*, and their *internship was related to their current career* (p. 16)
 5. From ^NACM Survey Brief: The Impact of Career Advice on the Value of a College Education (2022)

- a. Helpful career advice is associated with economic mobility (+14-16%), career pathway preparation (+24-26%), educational satisfaction (+27-32%) and community engagement (8% points).

Current Parkside Practice:

1. Although this happens informally, opportunities for faculty and teaching staff to mentor students about their discipline, especially as it relates to graduate school and careers, have declined since the transition to a professional advising model. The development of a formal mentoring program could increase the scope and intentionality of faculty/teaching staff mentoring of students.
2. The Center for Excellence in Inclusive Teaching and Learning, and Community & Business Engagement offer workshops for different topics, but career mentoring and career readiness competencies are not current topics.
3. Parkside has active internship and community-based learning programs, and student participation in faculty research.

Cost & Implementation:

1. Information about mentors-mentees would need to be entered into Solar.
2. Career counselor to facilitate career development workshops.
3. Stipends for career development workshop participants.
4. Compensation for mentors, e.g., stipend, reassignment time
5. **A portion of these costs may be covered** by the capacity building grant through the Wisconsin Economic Development Corporation which is being proposed to fund the development of the work-based learning program.
6. Implementation Feasibility from *****Delivering on the Degree (2023)** (3=high, 2=moderate, 1=low)
 - a. For career coaching:
 - i. Cost to start up (per pupil): 2
 - ii. Cost and funding sources to operate (per pupil): 2
 - iii. Effort to start up: 2
 - iv. Effort to Operate: 2
 - b. For career mentorship programs:
 - i. Cost to start up (per pupil): 1
 - ii. Cost and funding sources to operate (per pupil): 1
 - iii. Effort to start up: 1
 - iv. Effort to Operate: 2
 - c. For experiential learning initiatives:
 - i. Cost to start up (per pupil): 2
 - ii. Cost and funding sources to operate (per pupil): 2
 - iii. Effort to start up: 2
 - iv. Effort to Operate: 2
 - d. “For institutions or organizations with limited resources, it is still the case that small investments can lead to substantial gains for students. Such organizations may consider building on existing structures, such as training faculty and staff to become mentors or advisors or adding career readiness content into existing courses.” (p. 30)

Recommendation 3 (*Third most preferred recommendation*): Establish a campus-wide practice of integrating career readiness competencies in curricular and co-curricular experiences; develop career readiness competencies Canvas courses for faculty, staff and students; and offer a workshop for faculty, teaching staff and other staff who work with students to help identify opportunities to support career readiness skills.

Description:

Integrate the eight career readiness competencies outlined by the National Association of Colleges and Employers (NACE) into Parkside’s curriculum and co-curriculum. The identification of career readiness competencies in courses will complement, and not replace, student learning outcomes. The purpose is to facilitate students’ intentional development of career readiness competencies, expand the range of occupations they believe they may pursue, and improve their ability to demonstrate the competencies during the job search process, e.g., resume, interview. Develop a career readiness competencies Canvas course containing ready to use learning activities and assignments for faculty and staff to use to support their work with the competencies. Develop a career readiness competencies Canvas course for students to support their general learning about the competencies and store relevant assignments and reflections. Provide a workshop for faculty, teaching staff and other staff who work with students (e.g., supervisors of student on-campus work experiences) that addresses how to meaningfully integrate the NACE career readiness competencies in students’ curricular and co-curricular experiences, which may include project and/or work-based learning. (The career readiness workshop is one part of a career workshop. The second part addresses career mentoring; see *Recommendation 2*. Faculty and teaching staff may participate in either or both parts, and at different times.)

Examples:

1. Florida *Atlantic University (FAU)*. The FAU career center developed a Canvas course for faculty with 6 modules. Each module has information and ready to use activities to incorporate career development into the curriculum. The topic of one module is the NACE career readiness competencies. The career center also developed a 9-module career development Canvas course for students, which includes the ability of 2- and 4-year plans to help students address curricular and co-curricular experiences in their career development.
2. *UW-River Falls*. UWRF’s Faculty Fellows Program invites 2-3 faculty per year to participate in a summer workshop designed to help them incorporate a minimum of two career readiness competencies into all of their classes.
3. *UW-Oshkosh*. Courses designated as Quest II, which are part of UWO’s University Studies Program and are required career exploration and professional development classes for all academic majors.

Population:

1. Current students experience the integration of NACE career readiness competencies in their curricular and co-curricular experiences.
2. Faculty and teaching staff are the participants in career readiness workshop.

***High Impact Career Mobility Practices Addressed by Recommendation:**

1. Receiving helpful career advice from faculty
2. Understanding career opportunities
3. Learning critical thinking skills

Rationale for Influence on Admissions and Retention:

1. By incorporating career readiness competencies and analyzing how curriculum aligns with the competencies, faculty and staff can further understand the student experience and how it prepares them for life after graduation, can address any areas of need, create and modify programs to better fit the student demographic, and share the success stories to Parkside's internal and external stakeholders.
2. Help students understand how their classroom experience prepares them for life and work after they graduate, which can facilitate goal clarification. This can serve as motivation for degree completion and understanding of ROI of UWP (*Retention*)
3. Help students craft their Parkside story by outlining the achieved skills and knowledge provided by their experience in and out of the classroom, which will help them in the internship application and job search process. This can serve as motivation for degree completion and understanding of ROI of UWP (*Retention*)
4. Sharing with prospective students and their families how this supports students in their career development, internship application and job search process can help them to understand the ROI of UWP (*Admissions*).

Evidence:

1. From **Brown and Ryan Krane (2000) meta-analysis of career counseling outcome studies
 - a. *Information on the world of work* and *written exercises* (if assignments have students write about their experiences and career readiness) are two of five key career counseling interventions.
2. From ***Delivering on the Degree (2023)
 - a. For career readiness curriculum there is
 - i. mixed evidence that it increases persistence, graduation rates and cumulative GPA.
 - ii. strong evidence that it improves career decision-making skills, self-efficacy, career confidence, vocational identity, and career satisfaction, especially for minoritized groups.
 - iii. Folsom et al (2005) reported that women who participated in career readiness curriculum graduated in less time than non-participants, while men who participated in career readiness curriculum took longer to graduate but had higher GPA than male non-participants.
 - b. For experiential learning initiatives – see evidence reported for Recommendation 2
 - c. For internships – see evidence reported for Recommendation 2
3. There is a moderate relationship between goals and retention according to ^Robbins and colleagues (2004) meta-analysis of 100+ studies.
4. From ^^ NACM Survey Brief: The Impact of Career Advice on the Value of a College Education
 - a. Helpful career advice is associated with economic mobility (+14-16%), career pathway preparation (+24-26%), educational satisfaction (+27-32%) and community engagement (8% points).
5. From **National Alumni Career Mobility Report (2022)
 - a. Alums who agreed that their institution helped them *understand career opportunities, network with employers, they received helpful career advice*, their degree helped them *gain critical thinking skills*, and their *internship was related to their current career* were 3x, 2x, 20x, 18x and 4.2, respectively, more likely to agree that their degree was worth the tuition (p. 20-1)
 - b. Those who scored high on career mobility were 5.5x, 5.5x, 2.2x, 1.3x and 2.2x, respectively, more likely to agree that their institution helped them *understand career*

opportunities, network with employers, they received helpful career advice, their degree helped them gain critical thinking skills, and their internship was related to their current career (p. 16)

Current Parkside Practice:

1. The Campus Employment as a High Impact Practice program at Parkside integrates the NACE Career Readiness Competencies into a student's professional development plan and performance reviews. This is an example of how the career readiness competencies can be embedded into a student's co-curricular experiences.
2. The Guskin Center for Community & Business Engagement created a reflection guide to be used in a classroom setting, as part of a student employment program, and for students participating in an internship program.
3. The NACE Career Readiness Competencies are addressed in UWP 294 (Work-Based Learning)
4. The Center for Excellence in Inclusive Teaching and Learning, and Community & Business Engagement offer workshops for different topics, but career mentoring and career readiness competencies are not current topics.
5. Parkside has active internship and community-based learning programs.

Cost & Implementation:

1. Technology to assist with embedding the NACE Career Readiness competencies into curricular and co-curricular experiences. For example,
 - a. [Suitable](#) – student success and engagement software designed to increase student engagement in and out of the classroom. The platform is also designed to help students tell their story.
 - b. [Lightcast](#) – data and analysis help align academic programs with labor market opportunities. For example, faculty can analyze their syllabus to identify the skills they teach that relate to the skills employers are seeking.
 - c. [CareerSpots](#) – consists of a career ready guide that incorporates the NACE Career Readiness Competencies by providing users short videos, interactive activities, guided reflection, and quizzes that can be added to Canvas courses.
 - d. [FAU](#) indicated that they would be willing to share their faculty and student CANVAS courses, which have modules on the NACE career readiness competencies.
2. **A portion of these costs may be covered** by the capacity building grant through the Wisconsin Economic Development Corporation which is being proposed to fund the development of the work-based learning program.
3. Implementation Feasibility from ****Delivering on the Degree (2023)* (3=high, 2=moderate, 1=low)
 - a. For career readiness curriculum:
 - i. Cost to start up (per pupil): 2
 - ii. Cost and funding sources to operate (per pupil): 1
 - iii. Effort to start up: 2
 - iv. Effort to Operate: 2
 - b. For experiential learning initiatives see implementation feasibility information for Recommendation 2
 - c. “For institutions or organizations with limited resources, it is still the case that small investments can lead to substantial gains for students. Such organizations may consider building on existing structures, such as training faculty and staff to become mentors or advisors or adding career readiness content into existing courses.” (p. 30)

Recommendation 4 (*Tied for fourth place, but career development group members split in terms of high & low preference*): Collaborate with local high schools to support students with their educational and career planning, e.g., completing college essays and applications, identifying college majors based on interests, goals, etc.

Description:

Collaborate with local high schools on career development programming for students, regardless of students' post-secondary educational and career plans, e.g., Parkside, a different higher education institution, military, apprenticeship. Working with school counselors may be beneficial because they address academic and career planning with students. The focus is on building meaningful relationships with students and schools by providing services that support students' current educational and career planning needs. Flexible delivery of collaborative programming with schools could be beneficial. For example, parent programs in the evening and virtual options. Explore opportunities to enhance the work in KUSD and RUSD of the Parkside College Navigators program.

Examples.

1. *UW-River Falls*. UWRF career counselors collaborate with the College and Career Readiness Coordinator at River Falls High School. They visit the school to provide programming for Juniors and Seniors, with a focus on normalizing and providing guidance for the exploring and undecided experience. They incorporate SparkPath Challenge Cards - <https://mysparkpath.com/>.
2. *Kenosha Bradford High School*. At Bradford HS, school counselors address Academic and Career Planning with students - https://www.kusd.edu/bradford/?page_id=306

Population:

1. Prospective students

***High Impact Career Mobility Practices Addressed by Recommendation:**

1. Help students understand career opportunities
2. Help students create a plan for their career

Rationale for Influence on admissions and retention:

1. This provides a positive educational service and is an opportunity for Parkside to provide off-campus leadership and support in career and workforce development. (*Admissions*)
2. Opportunities to showcase Parkside majors and programs, and help students explore how their education and career goals could fit with Parkside. (*Admissions*)
3. This could indirectly improve retention if it results in an increase of incoming students who have a better understanding of how Parkside majors and programs connect to their goals (*Retention*)

Evidence:

1. There is a moderate relationship between goals and retention according to ^Robbins and colleagues (2004) meta-analysis of 100+ studies.
2. From *National Alumni Career Mobility Survey results (2020)
 - a. Alums who agreed that their institution helped them *understand career opportunities* and *create a plan for their career* were 3x and 2x, respectively, more likely to agree that their degree was worth the tuition (p. 20)

- b. Those who scored high on career mobility were 5.5x and 7.7x, respectively, more likely to agree that their institution helped them *understand career opportunities* and *create a plan for their career* (p. 16)

Current Parkside Practice:

1. Parkside College Navigators work with KUSD and RUSD high schools.
2. Parkside colleges and departments offer several programs that address career development matters with local schools, e.g., Natural and Health Sciences Day.

Cost:

1. Staffing of career development outreach programming, including a career counselor to coordinate these initiatives.
2. Scholarships or other financial assistance to address the prohibitive cost of pursuing some Parkside programs for pre-college students and families.

Recommendation 5 (*Tied for fourth place, but career development group members split in terms of high & low preference*): Hire a career team of four career counselors to lead the implementation of the other seven recommendations and to support the career development work carried out by faculty and staff.

Description:

Parkside is the only four-year institution in UWS that does not have a dedicated career team. The career counselors will serve as key personnel in facilitating the implementation of the other seven recommendations. For example, conducting career inventory feedback sessions, supporting faculty and teaching staff with career mentoring and integrating career readiness competencies, and facilitating communication about career development topics and programming with Parkside’s multiple internal and external stakeholders. In essence, having a career development team will address the concern about who is responsible for implementing and ensuring the quality of new career development programming. Although some of the career counselors’ time will be spent working with students individually and in groups, approximately 75% of their time will be spent on running career programming and supporting the career development work of colleges, departments, offices, faculty and staff.

Rationale for Influence on Admissions and Retention:

1. Hiring four career counselors grouped into [career clusters](#), a model endorsed by NACE, will encourage our students to consider the skills, interests, and values of their career industry of choice and how academic majors can best prepare them for those careers.

Evidence for career counselors’ work with students individually or in groups:

1. From *****Delivering on the Degree (2023)**
 - a. **Career coaching** – see evidence reported for Recommendation 2
2. From ***National Alumni Career Mobility Report (2022)**
 - a. See Recommendation 2 for evidence for alums who agreed that their institution helped them *understand career opportunities and create a plan for their career*, and *received helpful career advice*.
3. From **^^NACM Survey Brief: The Impact of Career Advice on the Value of a College Education (2022)**
 - a. See Recommendation 2 for evidence associated with receiving *helpful career advice*.

How Career Counselors Can Fully Execute Other Recommendations:

Below is a description of how the hiring of four career counselors can fully execute the programming and practices of the other seven recommendations.

1. **Recommendation 1 - Career Interest Inventory & Feedback**
 - a. They would be key personnel to oversee the assessment administration and to provide face-to-face interpretation session to supplement the written feedback. They would also oversee others who could assist with face-to-face interpretation sessions.
 - b. Each career counselor would work with students in each college to better connect students with career exploration programming that may align with their interests.
 - c. They will also have a better idea of the types of occupations and career industries that interest the student body, which can impact career programming and practices.
2. **Recommendation 2 - Faculty/Teaching Staff Mentoring Model & Related Workshop**
 - a. Career counselors will collaborate with other Parkside offices (e.g., Center for Excellence in Inclusive Teaching and Learning, Community & Business Engagement)

- to facilitate career development workshops and offer continued support for each faculty member after the workshop.
- b. Career counselors can help faculty members with career programming and practice in order to build sustainable programs that can be modified.
3. Recommendation 3 - Integration of Career Readiness Competencies in Curricular and Co-curricular Experiences
 - a. Career counselors will manage the technology to assist with embedding the NACE Career Readiness competencies into curricular and co-curricular experiences.
 - b. Career counselors will analyze data and issue reports so academic and student affairs departments know how their students are building their career readiness portfolio through coursework and beyond-the-classroom work.
 - i. This will not only inform how we create and modify career programs and practices, but the information can also be integrated into the recruitment pitch when working with prospective students and employers.
 4. Recommendation 4 - Collaborate with Local High Schools
 - a. Career counselors will collaborate on career development and planning programming with local high schools.
 5. Recommendation 6 - First Destination Survey (FDS) and National Alumni Career Mobility (NACM) Survey
 - a. Career counselors will work with academic departments on distributing the FDS to Parkside graduates in order to have higher response and knowledge rates. Counselors will analyze the data and create reports for each academic department so they can identify popular occupations and industry areas of which our students enter following graduation. This will help with department-specific recruiting along with campus recruiting.
 - b. Career counselors will work with academic departments on distributing the NACM survey to Parkside alumni in order to have higher response and knowledge rates. Counselors will analyze the data and create reports for each academic department so they can identify areas of career mobility among graduates of their program. This will help with department-specific recruiting and with campus recruiting.
 6. Recommendation 7 – Provide Family and Support Networks Information about Educational and Career Planning Topics and Programs
 - a. Newsletter - Career counselors will collaborate with assigned departments on campus to generate career development content (e.g., upcoming networking and internship opportunities, and career programs) for the family and friends newsletter.
 - b. Orientation - Career counselors will lead orientation presentations and sessions to discuss career services at Parkside and answer questions families might have about their student’s career and professional development. This would be an opportunity to reshare information from the FDS and NACM surveys. This is also an opportunity to discuss the career cluster model, facilitating members of students’ family and support networks’ understanding of how Parkside’s academic majors prepare students for careers in certain industries.
 - c. Career webpages - Career counselors will manage all webpages connected to career services. Each audience will have separate webpages:
 - i. Prospective students

- ii. Current students
- iii. Alumni
- iv. Families
- v. Identity Based Resources
- d. Media features – Career counselors will be tasked with sharing Parkside’s career development and workforce development story with local media outlets. In partnership with departments across campus, career counselors will ensure that the story of an event, program, or signature practice will be shared with the community, so they see Parkside as a leader in career and professional development.

10. Recommendation 8 - Career Advisory Boards

- a. Career counselors will sit on university-wide career advisory boards to facilitate information sharing between on-campus partners and members of the board.
- b. Career counselors will be the key personnel to share campus needs and execute the recommendations of the board.

Cost & Implementation:

- 1. Four career counselors (4.0 FTE)
- 2. Implementation Feasibility from ***Delivering on the Degree (2023)
 - a. See implementation information for Career Coaching in Recommendation 2

Recommendation 6 (*Sixth preferred recommendation*): Use annual data from the First Destination Survey (FDS) and biennial data from the National Alumni Career Mobility (NACM) Survey to capture the career and life mobility outcomes of Parkside alumni, and make the information available to support the recruitment of new and transfer students and current students' career development and planning.

Description:

Use the FDS template and Handshake to gather information from graduating students, and the NACM Survey to gather information from alumni 5- and 10-years after graduation. The FDS collects information about graduating students' next step after college, e.g., type of employment, further education, if they are still seeking employment or further education, and starting salary for those employed full-time. The NACM Survey collects information about alumni career mobility. Make the data and testimonials available online so current and potential students, and their family and support network members can learn about the career accomplishments of Parkside alumni. For example, average salaries, where alumni with different majors are employed, geographic location of employment, etc. Use data and testimonials to drive programming and adjust services to best serve the students.

Note that the use of general alumni career data may be more effective for some programs and majors (e.g., those that are smaller and/or have less direct pathways to occupations) and for general recruiting purposes. The use of local alumni networks may be more effective for some programs and majors (e.g., those that are larger and/or have more direct career pathways). The use of general alumni data could complement current (and future) local use of alumni for networking, role model, etc. purposes.

Examples:

1. *College of St. Benedict/St. John's University*. College of St. Benedict/St. John's University participates in FDS and NACM and use the data to share the successes of its alumni using a [database](#). Prospective students and their support network can review the database to review the employment and education information of the school's alumni.

Population:

1. New graduates and alumni are the focus of data collection.
2. Results can be used to facilitate understanding of the ROI of Parkside for prospective students and family members of prospective and current students.
3. Results can be used to facilitate academic and career planning of current students.

***High Impact Career Mobility Practices Addressed by Recommendation:**

1. Help students understand career opportunities
2. Help students create a plan for their career
3. Provide helpful career advice, but specifically from employers and faculty
4. Help students network with employers
5. Encourage internships related to career goals

Rationale for Influence on admissions and retention:

1. NACE identifies the FDS as a best practice of all career services offices. According to data collected by NACE's *2021-22 Career Services Benchmarks Survey Report*, over "80% of schools conducted first-destination surveys in 2021-22".
2. Sharing information about alumni employment and career mobility with prospective students and their family members demonstrates the ROI of UWP. It helps to share the message that

Parkside is here to help students find their purpose and help them to grow and succeed in life and work (*Admissions*)

3. Sharing information about alumni employment and career mobility with current students can facilitate persistence to degree completion by influencing career planning, networking, and expectations about future employability (*Retention*)

Evidence:

1. From **Brown and Ryan Krane (2000) meta-analysis of career counseling outcome studies
 - a. Providing *information of the world of work* (e.g., the average salaries of Parkside alumni) and *modeling* (e.g., the different majors of alumni who entered a variety of industries) are two of five key career counseling interventions.
2. From ***Delivering on the Degree (2023)
 - a. The information gathered from the surveys can be used to support
 - i. Career coaching – see evidence reported for Recommendation 2
 - ii. Career mentoring – see evidence reported for Recommendation 2
 - iii. Career readiness curriculum – see evidence reported for Recommendation 3
 - iv. Career Pathways Initiatives which has strong evidence that it improves credit accumulation, academic performance, and credential attainment. Mixed evidence about impact on degree attainment.
 - b. It may also facilitate
 - i. Experiential learning coursework – see evidence reported for Recommendation 2
 - ii. Internships – see evidence reported for Recommendation 2
3. From *** NACM Survey Brief: The Impact of Career Advice on the Value of a College Education
 - a. Helpful career advice is associated with economic mobility (+14-16%), career pathway preparation (+24-26%), educational satisfaction (+27-32%) and community engagement (8% points).
4. From National Alumni Career Mobility Survey results (2020)
 - a. Alums who agreed that their institution helped them *understand career opportunities, create a plan for their career and network with employers, they received helpful career advice, and their internship was related to their current career* were 3x, 2x, 2x, 20x and 4.2x, respectively, more likely to agree that their degree was worth the tuition (p. 20-1)
 - b. Those who scored high on career mobility were 5.5x, 7.7x, 5.5x, 2.2x and 2.2x, respectively, more likely to agree that their institution helped them *understand career opportunities, create a plan for their career, network with employers, they received helpful career advice and their internship was related to their career* (p. 16)

Current Parkside Practice.

1. Parkside's Institutional Research and Assessment office manages the Graduating Student Survey, which students can access on their Solar account. The survey collects information on our graduates' employment and education plans, and opinions about their level of achievement in various skills through their program and experience at Parkside.

Cost.

1. FDS and NACM survey
2. Career counselor to help Parkside effectively use survey data by working with all constituents on disseminating the survey instruments and using data and testimonials to drive programming.

Recommendation 7 (*Seventh preferred recommendation*): Use multiple modalities to provide members of students' family and support networks information about educational and career planning topics and programs that are relevant to potential and current students and alumni.

Description:

Use the following modalities to implement providing members of students' family and support networks information about educational and career planning topics and programs that are relevant to potential and current students and alumni:

1. Career services webpage with information about how to support their student
2. Career presentation at orientation for family and support network members
3. Family and friend newsletter
4. Features in local/regional media

Examples:

1. Career services pages for family and support network members:
 - a. <https://www.uwrf.edu/CareerServices/FamilyandFriends.cfm>
 - b. <https://www.wm.edu/offices/career/parents-and-families/index.php>
 - c. <https://www.gonzaga.edu/student-life/career-services/parents-family>
 - d. <https://www.bradley.edu/offices/student/scc/audience/family/>
2. Family and Friends Newsletter
 - a. Campus ESP - <https://www.campusesp.com/>

Population:

1. Members of students' family and support networks, and local schools (e.g., school counselors) from recruitment to post-graduation.

***High Impact Career Mobility Practices Addressed by Recommendation:**

1. Help students understand career opportunities
2. Help students create a plan for their career
3. Provide helpful career advice, but specifically from employers and faculty
4. Help students network with employers
5. Encourage internships related to career goals

Rationale for Influence on admissions and retention:

1. Family and support network members can communicate career development messages/information to students that is consistent with that communicated by UWP. They can also encourage students to use career development resources. Family and support network members are able to individualize this information to students. This can have a positive effect on persistence to degree completion (*Retention*)
2. This also provides an educational component for family and support network members, about degree/program requirements that can affect family, e.g., when students complete internships they may have less availability for family obligations. This can decrease school-family conflict and increase family support, which can positively affect persistence to degree completion (*Retention*)
3. The purpose is to provide information to members of students' family and support networks so that they can support their students. Which career mobility practice is addressed is dependent on the information provided to members of students' family and support networks. For example:

- a. Newsletter. Sharing information in a family newsletter about upcoming networking and internship opportunities, and how to prepare for them could help members of students' family and support networks encourage students to network with employers and pursue internships related to their career goals. (*Retention*)
- b. Presentation at Orientation. Sharing information at orientation about how interests relate to majors and programs at UWP could help family and support network members support students to understand career opportunities and create a plan for their career (*Retention*)
- c. Career services page for family and support network. In addition to providing information about career services, this section on the career services page could solicit information about employment and internship opportunities to help Parkside students network with employers and encourage internships related to career goals (*Retention*). This information would also be available to prospective students and their family members, which could demonstrate the ROI of UWP (*Admissions*)
- d. Features in local/regional media. In addition to providing information about career services, this would provide an avenue to maintain connections with local/regional alumni, a way to communicate to a broader audience about what sets UWP apart from other institutions, means for UWP to be and be seen as a primary regional leader about career and workforce development. (*Admissions*)

Evidence:

1. From *National Alumni Career Mobility Survey results (2020)
 - a. Alums who agreed that their institution helped them *understand career opportunities, create a plan for their career and network with employers, they received helpful career advice, and their internship was related to their current career* were 3x, 2x, 2x, 20x and 4.2x, respectively, more likely to agree that their degree was worth the tuition (p. 20-1)
 - b. Those who scored high on career mobility were 5.5x, 7.7x, 5.5x, 2.2x and 2.2x, respectively, more likely to agree that their institution helped them *understand career opportunities, create a plan for their career, network with employers, they received helpful career advice and their internship was related to their career* (p. 16)
2. From ^^ NACM Survey Brief: The Impact of Career Advice on the Value of a College Education
 - a. Helpful career advice is associated with economic mobility (+14-16%), career pathway preparation (+24-26%), educational satisfaction (+27-32%) and community engagement (8% points).

Current Parkside Practice:

1. These practices are not currently implemented at Parkside

Cost:

1. Staffing of family/social network programming and communication, including a staff member to coordinate these initiatives.
2. Parent and family engagement platform, including development and distribution of parent newsletter.
3. Development of career services page.
4. Staff member to facilitate communication of university's career development information with local/regional media

Recommendation 8 (*Least preferred recommendation*): Develop university-wide career advisory board(s) (that address career development across majors), support current discipline/major/program specific career advisory boards, and explore the need to develop new discipline/major/program specific career advisory boards.

Description:

The purpose of career advisory boards is to facilitate communication between internal and external stake-holders in order to promote and improve career development opportunities for students. For example, to discuss internal and external career development opportunities for students, industry trends, Parkside academic majors, programs and career development programming, and to connect students with mentors, internships and jobs. University-wide advisory board(s) will be comprised of an administrator, staff, faculty (from those who participated in the career development workshop), students, alumni, and community and business partners. In terms of university-wide career advisory board(s), explore if a general, university-wide board would be sufficient or if industry-specific, university-wide boards are necessary; both would address career development across majors.

Both university-wide career advisory board(s) and discipline/major/program specific career advisory boards are needed to respond to the different needs and strengths of Parkside’s majors and programs. University-wide career advisory board(s) may be more responsive to the diversity of needs and strengths across departments and colleges. For example, having university-wide career advisory board(s) facilitated by a centralized career counseling team may be more useful for some departments/colleges (e.g., disciplines with a less identified path to specific occupational fields, smaller majors). On the other hand, discipline/major/program specific career advisory boards that are facilitated locally (e.g., by departments or at the college level) may be more effective for other departments/colleges (e.g., disciplines with more direct links between majors and occupations, larger majors).

Population:

1. Participants of the career boards include administrators, faculty, staff, current students, alumni and community and business partners.
2. This would indirectly benefit students. For example, by connecting them to mentors, internships and jobs, taking courses informed by industry trends, and informing external stake holders of the career readiness of Parkside students and graduates.
3. This would benefit faculty, teaching staff and staff involved in career programming. For example, providing information about industry trends that they could use to inform their courses and career development programs.

***High Impact Career Mobility Practices Addressed by Recommendation:**

1. Help students understand career opportunities
2. Help students create a plan for their career
3. Provide helpful career advice, but specifically from employers and faculty
4. Help students network with employers
5. Encourage internships related to career goals

Rationale for Influence on Admissions and Retention:

1. Opportunity for multiple stakeholders to support and provide recommendations for improvement of career development programming and services.

2. Supports the development and maintenance of relationships between multiple stakeholders which can provide internship, employment and career mentoring (e.g., from alumni) opportunities for students (which are career mobility practices)
3. These changes/improvements/updates can positively influence the persistence of current students (*Retention*)
4. Information about the changes/improvements/updates/advantages provided by the career advisory board can be shared with prospective students and their family members to demonstrate the ROI of UWP (*Admissions*)

Evidence:

1. From ^^ NACM Survey Brief: The Impact of Career Advice on the Value of a College Education (2022)
 - a. Helpful career advice is associated with economic mobility (+14-16%), career pathway preparation (+24-26%), educational satisfaction (+27-32%) and community engagement (8% points).
2. From **Brown and Ryan Krane (2000) meta-analysis of career counseling outcome studies
 - a. This could indirectly address *modeling* (if this led to industry mentors for students) and provide *information on the world of work* (instructors incorporate information from board members into courses), which are two of the five key career counseling interventions.
3. From *National Alumni Career Mobility Report (2022)
 - a. Alums who agreed that their institution helped them *understand career opportunities, create a plan for their career and network with employers, they received helpful career advice, and their internship was related to their current career* were 3x, 2x, 2x, 20x and 4.2x, respectively, more likely to agree that their degree was worth the tuition (p. 20-1)
 - b. Those who scored high on career mobility were 5.5x, 7.7x, 5.5x, 2.2x and 2.2x, respectively, more likely to agree that their institution helped them *understand career opportunities, create a plan for their career, network with employers, they received helpful career advice and their internship was related to their career* (p. 16)

Current Parkside Practice:

1. There is no general, university-wide career advisory board.
2. There are discipline/major/program specific career advisory boards.

Cost & Implementation:

1. Career counselor to manage and facilitate career advisory board.

References

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- Meta-analysis of 62 studies of interventions to address career choice difficulties. Identified five key components/types of career interventions were identified.

*** Deming, David, Fuller, Joseph B., Lipson, Rachel, et al. (April 2023). *Delivering on the degree: The college-to-jobs playbook*. Published by Harvard Kennedy School.

- Reviewed 500+ “academic papers, articles, reports, book chapters, dissertations, and landscape reviews”, of which, 220 were peer reviewed. Focused on public two- and four-year colleges, Minority Serving Institutions and Historically Black Colleges and Universities. Identified 13 types of “college-to-job programs and policies” (i.e., career development interventions), which address three key developmental points in students’ “academic and career journey”: *career exploration, career skill building* and *career immersion*. Recommendations are directed toward higher education institutions, employers, policy makers and researchers. Each intervention was evaluated on research strength, research prevalence, implementation prevalence and implementation feasibility. Research was rated on a four-point scale: *minimal, moderate, mixed* and *strong* evidence.

^ Robbins, et al., (2004). Do psychosocial and study skills factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130, 261-288. DOI: 10.1037/0033-2909.130.2.261

- Meta-analysis of 109 studies of effect of nine psychosocial and study skills factors on college retention and GPA. Academic goals was one of three top predictors of retention.

^^ The Career Leadership Collective. (June, 2020). A NACM Survey Brief: The Impact of Career Advice on the Value of a College Education. <https://www.careerleadershipcollective.com/reports>

Appendix A: Omitted as Internal Committee Work Product

Appendix B: Evidence of Career Development Interventions from ***Deming and Colleagues (2023)

Deming and colleagues (2023) reviewed 500+ “academic papers, articles, reports, book chapters, dissertations, and landscape reviews” (p. 13), of which, 220 were peer reviewed (p. 14). They focused on public two- and four-year colleges, Minority Serving Institutions and Historically Black Colleges and Universities (p. 5). They identified 13 types of “college-to-job programs and policies” (pp. 6-7; i.e., career development interventions), which address three key developmental points in students’ “academic and career journey”: *career exploration, career skill building* and *career immersion*. The authors’ recommendations are directed toward higher education institutions, employers, policy makers and researchers.

Each intervention was evaluated on research strength, research prevalence, implementation prevalence and implementation feasibility. Research was rated on a four-point scale: *minimal, moderate, mixed* and *strong* evidence (p. 20).

Although the main evaluation focus was on the influence of interventions on students’ future employment and earnings outcomes, they also reported evidence about academic performance, college

persistence/retention, other academic and career development outcomes, and the feasibility of implementation, i.e., cost and effort.

Below is a listing of specific research and implementation evaluation information of five career development intervention types, reported by Deming and colleagues (2023), that are relevant to the potential recommendations from the Career Development Task Force.

1. **Career coaching** (p. 21):

a. Description

- i. “One-on-one counseling between an advisor and a student, which may involve helping students develop career navigation skills and access career information, reviewing job application materials, and connecting students to professional opportunities. Advisors may include career counselors, faculty, alumni, or other trained staff.” (p. 6)

b. Evidence

- i. *Strong evidence* – academic performance, persistence, and other outcomes (e.g., self-efficacy, human capital, independence and adaptability)
 1. Career exploration activities included in career coaching for other outcomes
- ii. May also improve job satisfaction
- iii. Evidence based on 24 studies (6 causal, 18 descriptive)

c. Implementation Feasibility (3=high, 2=moderate, 1=low)

- i. Cost to start up (per pupil): 2
- ii. Cost and funding sources to operate (per pupil): 2
- iii. Effort to start up: 2
- iv. Effort to Operate: 2

d. Where in Student Academic & Career Journey does this occur: Career Exploration

- e. “Training faculty members to serve as career advisors may be an effective career coaching approach, enabling students to relate coursework and out-of-class experiences to career goals.” (p. 45).

2. **Career Pathways Initiatives – includes meta-majors, guided pathways** (p. 22):

a. Description

- i. “Structured sequences of connected education and training programs that provide students with basic skills and occupational knowledge aligned with industry needs. A basic career pathway model includes multiple entry and exit points that result in stackable credentials, aligned with labor market demands.” (p. 6)

b. Evidence

- i. *Strong evidence* – increase short-term employment and earnings. However, varies drastically by program area and length, and minimal evidence that it increases long-term employment and earnings.
- ii. *Strong evidence* – *improves credit accumulation, academic performance, and credential attainment*. Mixed evidence about impact on degree attainment.
- iii. Evidence based on 20 studies (4 causal, 16 descriptive)

c. Implementation Feasibility (3=high, 2=moderate, 1=low)

- i. Cost to start up (per pupil): 3
- ii. Cost and funding sources to operate (per pupil): 3
- iii. Effort to start up: 3
- iv. Effort to Operate: 3

- d. Where in Student Academic & Career Journey does this occur: Career Exploration
3. **Career Mentorship Programs** (p. 22):
- a. Description
- i. “Targeted programs that foster personal relationships between college students and college alumni, faculty, staff, or local employers, designed to help students strengthen their ties with industry professionals, grow their knowledge of potential career paths, make informed career decisions, and build their social networks.” (p. 6)
- b. Evidence
- i. *Minimal evidence* for academic performance and persistence (appears to be from a lack of studies?)
1. However, Crisp & Gloria (2010) found that mentoring “significantly predicted the degree to which students became socially and academically integrated,” and indirectly influenced persistence among students.
- ii. *Moderate evidence* that it improves self-efficacy for career selection, job applications, professional skills and competencies, and growing personal and professional networks.
- iii. *Moderate evidence* that it has a greater impact on women than on men for labor market and educational outcomes
- iv. Evidence based on 20 studies (2 causal, 18 descriptive)
- c. Implementation Feasibility (3=*high*, 2=*moderate*, 1=*low*)
- i. Cost to start up (per pupil): 1
- ii. Cost and funding sources to operate (per pupil): 1
- iii. Effort to start up: 1
- iv. Effort to Operate: 2
- d. Where in Student Academic & Career Journey does this occur: Career Exploration
- e. “For institutions or organizations with limited resources, it is still the case that small investments can lead to substantial gains for students. Such organizations may consider building on existing structures, such as training faculty and staff to become mentors or advisors or adding career readiness content into existing courses.” (p. 30)
4. **Career Readiness Curriculum** (p. 23):
- a. Description
- i. “Content that provides instruction, materials, and other support mechanisms to help students gain competencies in career and social skills, including leadership, communication, professionalism, critical thinking, teamwork, and career- and self-development skills. Pedagogy may also include a focus on applied career practices like resume creation or interview preparation.” (p. 6)
- b. Evidence
- i. *Mixed evidence* that it increases persistence, graduation rates and cumulative GPA
- ii. *Strong evidence* that it improves career decision-making skills, self-efficacy, career confidence, vocational identity, and career satisfaction, especially for minoritized groups.
- iii. Folsom et al (2005) – women participants graduated in less time than non-participants, while men participants took longer to graduate but had higher GPA than male non-participants.
- iv. Evidence based on 15 studies (4 causal, 11 descriptive)
- c. Implementation Feasibility (3=*high*, 2=*moderate*, 1=*low*)

- i. Cost to start up (per pupil): 2
- ii. Cost and funding sources to operate (per pupil): 1
- iii. Effort to start up: 2
- iv. Effort to Operate: 2
- d. Where in Student Academic & Career Journey does this occur: Career Skill Building
- e. “For institutions or organizations with limited resources, it is still the case that small investments can lead to substantial gains for students. Such organizations may consider building on existing structures, such as training faculty and staff to become mentors or advisors or adding career readiness content into existing courses.” (p. 30)
- f. VCU has an Interdisciplinary Career Readiness Skills Minor (18-credits, based on NACE competencies)

5. **Experiential Learning Coursework** (p. 23):

- a. Description
 - i. “Coursework wherein students learn by actively engaging in hands-on, real-world, or simulated real-world projects, either in the classroom or within companies. These projects are intended to provide learners with both ‘hard’ and ‘soft’ skills.” (p. 6)
- b. Evidence
 - i. *Strong evidence* that it improves academic outcomes, e.g., course performance, course completion and degree attainment
 - ii. *Strong evidence* that it has a positive impact on student learning, e.g., content knowledge and retention and skill attainment (e.g., problem-solving, collaboration and communication skills).
 - iii. Outcomes are influenced by subject area and other factors (Chen & Yang, 2019)
 - iv. Evidence based on 29 studies (2 causal, 27 descriptive)
- c. Implementation Feasibility (3=high, 2=moderate, 1=low)
 - i. Cost to start up (per pupil): 2
 - ii. Cost and funding sources to operate (per pupil): 2
 - iii. Effort to start up: 2
 - iv. Effort to Operate: 2
- d. Where in Student Academic & Career Journey does this occur: Career Skill Building
- e. Includes VR and AI simulations

6. **Internships** (p. 25):

- a. Description
 - i. “Short-term work experiences that help students gain entry-level exposure and applied experience in a particular industry, field, or organization.” (p. 7)
- b. Evidence
 - i. *Strong evidence* that internships have a positive impact on college students’ academic outcomes, including higher GPA, higher college retention rates, higher likelihood of attending graduate school, and higher inclination for lifelong learning.
 - ii. *Strong evidence* that internships contribute to higher earnings after college, however, there is variation in impact on earnings, depending on whether the internship is paid or unpaid, or voluntary or mandatory.
 - iii. *Mixed evidence* about how internships contribute to increasing human capital; that is, whether they contribute more towards increasing skills for future jobs or towards better understand how to function and interact in a particular field or workplace.

- c. Implementation Feasibility (3=high, 2=moderate, 1=low)
 - i. Cost to start up (per pupil): 3
 - ii. Cost and funding sources to operate (per pupil): 3
 - iii. Effort to start up: 1
 - iv. Effort to Operate: 2
- d. Where in Student Academic & Career Journey does this occur: Career Immersion

Time and Cost to Degree

As stated in Provost Ducoffe's charge document for the undergraduate program taskforce, UW-Parkside's undergraduate enrollments declined significantly from a high of 5,715 in 1983 to 3,376 in 2021, a decline of 41 percent. A couple of contributing factors to this decline is the high cost of education and the amount of time it takes to successfully complete an undergraduate degree. The undergraduate taskforce's team on Time and Cost to Degree worked extensively during Spring 2023 to address the question: "How can we reduce the time and cost of earning an undergraduate degree and clarify our modality strategy to better serve students?"

The time and cost team co-chairs initially brainstormed a few ideas to reduce time and cost for graduation. Based on the initial discussions, the following-four subgroups were formed with open question(s) that the sub-team was assigned to address:

- **Transferability Sub-Team – Question to Consider:**
 - What ideas can help us improve transfer processes and increase the transfer credits that count to a major, in an effort to reduce time and cost?
- **GenEd Sub-Team – Question to Consider:**
 - While preserving our foundational competencies in Communication, Reasoned Judgment, Social & Personal Responsibility, are there ways GenEd competencies can be demonstrated across disciplines with a focus on reducing time?
- **Flexibility and Scheduling Sub-Team – Question to Consider:**
 - What ideas can we implement to differentiate ourselves for faster degree completion (e.g., year-round scheduling, flexibility in completion, ...)
- **Cost Reductions Sub-Team – Question to Consider:**
 - What ideas could help us reduce the costs of an undergraduate degree for students and ultimately reduce their loan indebtedness?

The taskforce team on Time and Cost to Degree as a group met first on February 13, 2023. Each member was assigned to two sub-teams. Each sub-team met at least six times during the Spring semester in February and March 2023. The primary purpose of the sub-team meetings was to generate ideas, discuss the ideas within the sub-team first to brainstorm and formulate recommendation drafts for consideration by the entire team. The four sub-teams collectively arrived at 16 different proposals. The entire team met on March 31 and April 3 virtually. During these meetings, the sub-team members presented the 16 proposals and invited discussion on the proposals. Based on feedback and discussion, revisions were made to proposals between March 31 and April 10. On April 10, the team met in-person with the main objective of consolidating similar proposals and prioritizing the proposals. Each member was invited to vote for their top six proposals. Based on member voting, the time and cost team decided to forward four proposals to Provost Ducoffe for consideration. This report presents the top four recommendations of the undergraduate taskforce's team on Time and Cost to Degree. The four recommendations listed below are discussed in depth on the following pages:

- Recommendation 1: Accelerate Time to Degree
- Recommendation 2: Reduce and/or eliminating fees
- Recommendation 3: Reduce costs of textbooks and course materials
- Recommendation 4: Reduce Time and Cost for Students in the First Two Years

Recommendation 1: Accelerate Time to Degree

Description: To save costs, students must be able to graduate in 4 years. This can be particularly challenging for low-income students who must balance school, work and other responsibilities. To increase the likelihood that students can complete within 4 years, the committee recommends the following:

- Strengthen summer course offerings by identifying a set of majors/degrees that could be offered in a year-round format (Fall, Spring, Summer) to allow students to spread the needed 30 credits across three terms or provide an opportunity for students to complete in 3 years if they desire.
- Identify a set of courses, particularly GNED courses, that could be offered in an accelerated or mini session format (7-week format) to encourage more students to register for more courses in a term.
- Expand hybrid course options to provide more flexibility for students balancing school and other responsibilities thus providing more options for students not comfortable with a totally online environment.
- Implement multiterm registration, which will allow students to register for all upcoming terms during one registration period. For example, when continuing students register each spring, they would be able to register for courses for the upcoming fall, spring and summer session. This recommendation helps students better balance personal and college commitments and plan for how they could complete 30 credits in a year by utilizing all semesters available to them.

How does it benefit students (value proposition)? Since most UWP students are balancing school, work and other responsibilities, this approach would benefit students by providing options for students who need to drop a course to maintain credit momentum, ensuring that degree completion is attainable in 4 years for all students, helping students better manage their personal and academic commitments across an entire year rather than semester by semester, and by leveraging a substantially untapped financial resource – summer financial aid. Students with maximum Pell eligibility who are Wisconsin residents will see significant value in attending summer. The chart below demonstrates 2022-2023 rates and Pell totals:

Max Pell Students	6 credits	9 credits	12 credits
Total Grant	\$1,974	\$2,835	\$3,647
WI resident Tuition	\$1,867	\$1,867	\$2,654
Balance Due	(\$107)	(\$968)	(\$993)

Impact

New student enrollments: This recommendation is not specifically designed to increase new student enrollment; however, the proposal may make UWP more attractive to adult students, students who have stopped out and students who need to work while completing their degree. In addition, it may help us market a graduation guarantee for targeted programs.

Retention/completion: All available studies point in the same direction: students who attend summer sessions tend to persist and complete their studies (Franke and Biknell, 2019). Specifically, a study using transcript data has shown that students who take courses during the summer are more likely than those who do not to graduate (Adelman, 2006). Furthermore, this study also indicated that this effect

was particularly large for African American students. Some studies have provided some additional quantitative information about the effects of summer courses on student persistence and degree completion. On average, students who enroll in summer courses were 29% more likely to enroll in classes in the fall and were 7% more likely to graduate than those that do not (Attewell and Jang, 2013). In the most recently published study, New York City students who participated in the summer Pell program were more likely to stay in college, complete their degree and earn higher earnings after graduation than those who did not (Liu et al., 2023).

In regards to the impact of mini sessions (7-week sessions), Amarillo College experienced a 30% increase in course completion rates for 7-week sessions compared to the traditional 16-week term. In addition, students increased their annual credit accrual (EAB 2020). Tritan Technical College (EAB 2020) experienced a 14% increase in course pass rates after implementing mini-terms and an 87% fall to spring retention rate after mini-term implementation, the highest in the college's history.

There are a number of institutions across the country that have moved to multiple-term registration. Michigan State implemented multiple-term registration over two decades ago. As a result, 62% of students complete 30 credits in a year compared to 48% nation-wide. (EAB 2016).

A similar model, implemented at Cleveland State University for the 2012-13 academic year, was the first of its kind in the state of Ohio. According to information available on the AASCU innovations website, multi-term registration was positively received by students. They had 82% of all undergraduate students and 78% of all graduate students taking advantage of multiterm registration. Fall to Spring retention rates increased 3% in year one and Fall-to-Fall retention increased 2%. Finally, Hanover Research on Best Practices in Scheduling profiled CUNY ASAP's structured approach to scheduling as an exemplar in student success. According to CUNY, structured schedules "help working students balance jobs and school by using structured scheduling of classes to add predictability to their busy lives.". Multiterm scheduling would be a significant first step to providing more structured scheduling for our students.

Effort to Implement

Changes to Processes/Policies: To implement this proposed change would most likely require changes in PeopleSoft process in addition to the creation of new practices and policies related how to schedule long term, handle overdue accounts, administrative drops, failure to meet prerequisites and course cancellations. The initial lift would be significant as it would require additional data, more advance planning on the part of academic departments, a change in culture related to academic advising and a change in messaging to students regarding year-long planning. Increasing the number of courses offered in a hybrid modality would require individual courses be approved for this modality through the governance process, however, the shift to the 7-week format would not need governance approval.

Potential Costs: Support for scheduling analytics or additional data collection, compensation for department chairs to work on the creation of an annual course schedule.

Stakeholder Groups Impacted: Department chairs, faculty, academic advisors and registrar's team, implementation team members, Provost team.

Timeframe to Implement: Medium (1-3 years)

Potential ROI:

- Increased enrollment – adult programs (e.g., degree completion – Amazon partnership)
- Improved retention (2-3 percent increase – year to year retention rate)
- Increased summer revenue
- Improved 6-year graduation rate

Timeframe to Realize Impact: Long (3-5 years)

Evidence:

“[A National View of Student Completion Rates Fall 2008-2011 Cohorts](#),” National Student Clearinghouse Research Center, 2014-2017; EAB interviews and analysis.

Adelman, C. (2006). The toolbox revisited: Paths to degree completion from high school through college. Washington, DC: U.S. Department of Education.

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Education Advisory Board (2014). Promoting Student Self Direction. https://www.uah.edu/images/academic_advising/pdf/Promoting_Student_Self_Direction.pdf, slide 33

Fishman, T. & Ludgate, A. & Tutak, J., (2017) Success by Design. Improving Outcomes in Higher Education, *Deloitte Insights*. <https://www2.deloitte.com/us/en/insights/industry/public-sector/improving-student-success-in-higher-education.html>

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Monto, C. (2017) Increasing Access with Intensive Hybridized Course Formats in a Community College Setting, *Community College Journal of Research and Practice*, December 2017

Shaver, T., (2020). The New Normal. *Inside Higher Education*.

<https://www.insidehighered.com/views/2020/05/22/colleges-should-redesign-course-schedules-focus-more-student-success-opinion>

[Term Length Study - EAB.pdf](#)

Recommendation 2: Reduce and/or eliminate fees

Description: Reduce the financial impact on students and ensure equitable access to online course options by identifying an alternative funding mechanism for some or all of the expenses associated with the online course fee and consider charging all students an online fee rather than just those students enrolled in an online course. In addition, audit all special course fees to determine whether current fees comply with UW System Policy 825 and create a more structured administrative process to ensure a standardized and regular review process.

How does it benefit students (value proposition)? Reducing or eliminating the online course fee will reduce the overall costs of completing a degree at UWP. Under our current structure, the \$35 fee per credit means that a student is paying an additional \$105 per 3-credit course. In addition, the additional cost may eliminate online courses as a viable educational option for some students and/or reduce the number of credits students enroll in each term as they try to manage their time and financial resources. From a student perspective, it is difficult to understand the additional cost for the online format particularly if offered in an asynchronous format. It is also difficult to understand why a 3 credit online general education course offered directly by UWP would cost \$1086.90 (Fall 2023) but would only cost \$960.00 if taken through UW Extended campus AAS program.

As an alternative approach, UW-La Crosse has eliminated the online course fee and created a \$2 per-credit canvas fee for all students with the rationale that all courses, no matter whether online or in person, are utilizing the same technology-supported resources. While students are still being charged, the cost is lower per student, is smoothed over the course of the student's academic lifetime and it is more predictable from term to term. In addition, all students will have equitable access to online courses and course-taking choices will be based on what is best for the student rather than finances.

The impact of a thorough review of special course fees may be less obvious; however, special course fees could add up quickly over a student's academic lifetime.

Effort to Implement

Changes to Processes/Policies: Review current policy and practices considering UW System policy 825. Review current budget practices related to online fees.

Potential Costs: Some reallocation or reduction of expenses may be required

Stakeholder Groups Impacted: Students, some academic departments, Innovations in Learning

Timeframe to Implement: Medium (1-2 years)

Tuition Revenue: The change could lead to more enrollment in online courses and that could drive increased summer and winterim enrollment and increased matriculation of adult learners.

Potential ROI: Increases in online course enrollment

Timeframe to Realize Impact: Medium (1-2 years)

Recommendation 3: Reduce costs of textbooks and course materials

Description: Textbooks and other course materials can add significantly to a student's overall cost of education. Although, the average textbook cost to the student has remained level the last ten years, due to the introduction of textbook rentals, eBooks, and eMaterials, students still indicate that they struggle to pay for textbooks/course materials (Educational Data Center, 2022) and this topic continues to be at the forefront of the College/University affordability discussion. There are many articles with tips available for students to save money on college textbooks, however, textbooks and course material selection is out of the hands of students. Students have buying options, but they are not the individuals choosing the course materials.

The committee recommends the following to reduce costs for students:

1. Identify strategies, working with the university bookstore and publishers, to bring the cost of textbooks down.

Textbook costs can be brought down through strategic use of textbooks across multiple classes, or for multiple semesters. For example, if courses committed to using the same textbook for 4 years, the average cost of the textbook would drop by 50% as the book will be used repeatedly for several years. A recent whitepaper (Follett Insight, 2022 and Follett Whitepaper, 2022) found that efforts to encourage early textbook and course material adoption helped reduce costs to students and ensured that the University was compliant with the requirements of the HEOA – Higher Education Opportunity Sections 112 and 133.

Additionally, platforms such as Follett Inclusive Access Course by Course Option access can reduce costs by allowing students to purchase a single subscription to gain access to all textbook materials across their courses each semester. Preliminary research has shown that by providing instant access to course materials, these programs have the potential to increase student success. Waukesha County Technical College conducted a study of courses using Inclusive Access material. The study found an increase in letter A grades, a decrease in course withdrawals, and an increase in letter C grades and above for female students, black students, and for students in general (Moore and Piazza, 2022).

2. Create an OER (Open Educational Resource) creation program for faculty to increase use of OER on campus.

Realizing the value of open education resources to reduce additional costs to students, many institutions and university systems have implemented programs to promote and develop use of OER in the college classroom. The current state of OER may limit the feasibility of use, particularly in upper division courses, where limited or lesser-quality resources may exist. Similar to other workshops offered by the university, the proposed OER creation workshop would allow for an expanded cohort of interested faculty to undergo training on the creation of OER for identified classes with a focus on 100 and 200 level courses. Faculty would receive a small monetary stipend or similar benefit at the point of completion of an OER resource.

Croteau (2017) summarized data collected after University of Georgia initiated the Affordable Learning Georgia program, which provided grants to faculty, libraries, and departments within the system to overhaul their textbooks by creating and utilizing OER. The data was collected from 24 courses across the system in order to compare pre- and post- OER implementation effects on a number of academic outcomes, including DFW rate, completion rate, overall grade distributions, and final

exam scores. The findings tend to suggest no detrimental effects of OER adoption on academic outcomes, indicating that use of OER saved students money while not negatively impacting the quality of education they received.

McGreal (2019) surveyed data and outcomes from a variety of universities across the US to better understand faculty success and difficulty with adopting OER. Differences in outcomes for faculty came down to factors of support and collaboration--- faculty were more successful when OER adoption was facilitated by collaboration with peers, both within the university and across universities.

How does it benefit students (value proposition)? Reducing the cost of educational materials will reduce the overall cost of completing a degree at UWP. On average, students who take advantage of charging their books to their student account spend on average about \$300* per semester on textbooks and course materials. Our Financial Aid office indicates that some students have spent as high as \$1200 per term. In addition, students may also pay online course fees or course fees above and beyond the cost of tuition and segregated fees. Efforts in this area could also benefit students by making educational costs more predictable and maybe easier to manage. Finally, students who have all course materials on the first day of class show better signs of success and persistence.

*This amount does not include information on students who did not charge their books to their student account.

Potential ROI

Will this result in new student enrollments? While we do not anticipate that this would impact new enrollment, if leveraged correctly it could level the competitive playing field with campuses such as UW-Platteville that have funded a textbook rental program as part of segregated fees and charge students a maximum of \$99.00 per term for textbooks cost per term for books. \$99 per term fulltime grad and undergrad in addition to the seg fee cost.

Will this improve retention/completion: EAB (2019), found that adoption of OER course materials can improve student success and reduce the overall cost of education to the student. Another interesting finding to come out of OER research comes from Fischer et al (2015) who studied impacts of OER on course grades, and enrollment intensity in a sample of over 5,000 students in OER classrooms and 11,000 students using traditional textbooks. They found that students enrolled in courses using OER reported a higher enrollment intensity (i.e., were taking more credits) the following semester, suggesting that reductions in textbook costs allowed students financial flexibility to enroll in more courses the following term.

Effort to Implement

Changes to Processes/Policies: To have the impact desired, there would need to be more structure around book adoption and more collaboration within departments and across departments and colleges. The OER pilot could be leveraged to develop a summer workshop for faculty, but you still need to get faculty to buy into the OER concept and commit to the work needed to move in this direction.

Potential Costs: Financial support for faculty to participate in a summer OER workshop to learn how to build OER course resources and a potential negative impact on bookstore commission due to

reduced sales.

Stakeholder Groups Impacted: Faculty, Library staff, Bookstore

Timeframe to Implement: Medium (1-2 years)

Timeframe to Realize Impact: Medium (1-2 years)

Evidence:

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Recommendation 4: Reduce time and cost for students in the first two years

Description: To help reduce the time for graduation, this proposal recommends the following strategies:

Strategy 1: Increase the number of courses that are certified as Gen Ed by encouraging departments to submit more courses for Gen Ed certification and expanding the boundaries of courses that can be classified as Gen Ed.\

Strategy 2: Incorporate reading and writing, computational skill requirement, foreign language and DV requirement into credits required for completion of General Education requirements and reduce the distribution requirement to 27. An example implementation may follow the guidelines below:

Writing: 3 credits
Language: 0-8 credits
Math: 0-5 credits
Diversity: 3 credits (may be satisfied by a course in another Gen Ed category)
Arts and Humanities: 9 credits
Social and Behavioral Sciences: 9 credits
Natural Sciences: 9 credits
Total credits: 36-48 credits

While there is variability in general education programs across the state, this approach is like many in the UW System. A change such as the one proposed above would have a positive impact on transfer students and on students in high credit programs.

Strategy 3: Change the foreign language requirement to a global competency or language and culture requirement that could be satisfied by a foreign language course, study abroad or a set of approved courses that include these competencies. The current foreign language requirement is difficult for adult students, transfer students and students who have not had the opportunity to take a foreign language in high school. Currently, students with documented disabilities are allowed to satisfy the foreign language requirement through agreed upon coursework. Most UW institutions do not have foreign language as a university wide general graduation requirement though some may have it as a requirement for specific majors. This difference puts UW-Parkside at a competitive disadvantage from a recruitment perspective. From the advising perspective, it opens the door for conversations on how students can meet the requirement, which may lead to more students continuing their language studies or traveling abroad. Also, this change aligns more closely with the global/multicultural fluency identified as a key career competency by NACE (National Association of Colleges and Employers).

How does it benefit students (value proposition)?

Strategy 1: Allows departments/programs to submit more courses as GenEd courses. This will allow more courses to transfer in as Gen Ed courses and/or more courses count both towards GenEd and major requirements.

Strategy 2: Helps reduce credits and time to degree for transfer students and for students in high credit programs. In addition, it would provide more opportunity for students to add minors or certificates and still graduate on time.

Strategy 3: Eliminates a barrier for targeted populations while expanding choices for students. Also ensures that all students participate in some type of global experience to build the skills necessary to success in a global/multicultural environment.

Implemented together, these strategies will have a positive impact on time and cost reduction as listed below:

- This would likely reduce the number of credits students take to earn their degree (from an average of 84 to the 70s, conservatively, and 60s optimistically)
- This will help reduce time to degree by 10 to 20 credits (translates to 1 to 2 semesters) and cost of degree. At a reduction of 2 semesters and an in-state tuition per semester of approximately \$3,900, this will help reduce the cost to degree by \$7.8K.
- This will give students more flexibility in fulfilling their Gen Ed requirements
 - More flexibility in course options
 - More flexibility in times and modalities
 - Upper-level courses that also fulfill degree requirements could count for Gen Ed credit
 - Helps transfer students who can fulfill 36-credit requirement at 300 or higher levels since courses can meet both Gen Ed and major requirements.

Effort to Implement

Changes to Processes/Policies

Strategy 1:

- Remove cap on Gen Ed courses per department
- Allow 300 and 400 level courses to be Gen Ed
- For degree completion programs, policy changes may be needed to allow departments where the degree is completed to offer Gen Ed courses at 300 and 400 level.
- Encourage departments to certify more courses as Gen Ed (even if they don't need additional head count)
 - These are some of the most common transfer courses that don't count for Gen Ed credit: PHIL 201, ENGL 201, ENGL 204, PSYC 210, ACCT (e.g., ACCT 201, 202 sequence), BIOS 105, HIST 118

Strategy 2: Any changes that would be made to the graduation requirements would have to be approved by the Gen Ed Committee, APC and the Faculty Senate, and any such changes would have to be carefully considered by all the relevant stakeholders. The process of making this revision would likely take at least a year. It would also require updates to PeopleSoft, AAR, CIM, and Navigate Academic Planner. Advisors would need to be trained and orientation materials adjusted to reflect the change.

Strategy 3:

- Requires policy approval through APC and Faculty Senate
- Would need to determine criteria for global competency
- Need to determine who would determine whether courses meet the new requirement. Would this be the Center for Ethnic Studies in collaboration with other faculty governance committees?

Potential Costs: For Strategy 1, Gen Ed Director and Committee compensation for time, training and assistance to departments via GenEd Workshops. This is easily doable within the current Gen Ed system, but it may be taxing on the GenEd Director and Committee to review the new courses if there are numerous such requests. Similar resources may be needed for other strategies; for example, if the

Center for Ethnic Studies is in charge of certifying courses for “global competency”, it may need additional support to complete this work.

Stakeholder Groups Impacted: GenEd Committee, APC, Departments, Faculty, Students, Advising, Registrar’s Office, Provost’s Office.

Timeframe to Implement: Short to Medium (1 to 2 years)

Impact

Will this result in new student enrollments: We should be able to increase transfer student admissions by somewhere in the area of 5-10%. This is because transfer students tend to look for the most transfer-friendly programs. If we implement the aforementioned strategies, we will likely reduce barriers for the transfer process to some extent and increase the number of transfer credits.

Will this improve retention/completion: This will also help undecided majors to have flexibility in degree completion without incurring additional cost and time. Students shop around to get the most out of their investment. This recommendation may reduce time to degree and excess credits for transfer and adult degree completion students. In addition, study abroad increases retention particularly for underrepresented populations (NAFSA).

Tuition Revenue: We should be able to increase transfer students' admissions by somewhere in the area of 5-10%.

Potential ROI: Greater enrollment and faster degree completion rates

Timeframe to Realize Impact: Medium (1-2 years)

Evidence

Evidence from Published Articles (in Higher Ed outlets)

- Financial Implications:



Beyond-Transfer-University
Unpacking-Financial-

- Transfer credit mobility and financial implications:



Beyond-Transfer-University
Unpacking-Financial-

- UWP-Articulation Findings:



Articulations using
Competencies June

- NAFSA. <https://www.nafsa.org/policy-and-advocacy/policy-resources/independent-research-measuring-impact-study-abroad>
- SHRM <https://www.shrm.org/hr-today/news/hr-magazine/pages/070815-global-competence.aspx>

- NACE (2019) <https://www.nacweb.org/career-readiness/competencies/the-four-career-competencies-employers-value-most/>

Evidence from sister UW institutions on requirements:

Below are a few examples that seem to include what we label skills requirements, foreign language and diversity as part of the total general education requirements for the respective institution:

- [UW-Milwaukee](#): If I read this correctly, the *General Education Requirements* are comprised of oral and written competency, quantitative literacy, foreign language, and distribution (which includes diversity).
- [UW-Platteville](#): Also includes English, mathematics and foreign language as part of general education.
- [UW-River Falls](#): Includes the same as above but also mentions the notion of using a course where it might be most needed as recommended in today's meeting.
- [UW-Stevens Point](#): Appears to also include written communication and quantitative literacy as part of the overall general education requirements.

Concluding Remarks

Additional proposals that did not make it to the top of the team's list are included below.

- (1) Stem Grants – Compete for STEM grants to promote EDI and improve student success: [UGT-Time-Cost-Group_Proposal_GRP1_#1-S-STEM Grant.docx](#)
- (2) CPL – Strengthen CPL structure and processes to help students demonstrate competencies equivalent to classes they need to complete for degree requirements: [UGT-Time-Cost-Group_Proposal_GRP1_#4-CombinedGRP_CPL.docx](#)
- (3) Improve Transfer Equivalency Review Processes: [UGT-Time-Cost-Group_Proposal_GRP3_#8-Transferability_TransferEquivalencyReviewProcess.docx](#)
- (4) Improve transferability by designing and implementing competency connectors: [UGT-Time-Cost-Group-Proposal_GRP3_#10-Transferability-Competency Connectors.docx](#)
- (5) Offer GenEd courses in the Flex Option modality: [UGT-Time-Cost-Group-Proposal_GRP4_#14-GenEd - Flex Courses.docx](#)

In summary, the Time and Cost to Degree team's recommendations may have a significant impact in reversing the undergraduate enrollment trends at UW-Parkside without consuming excessive resources. These recommendations can help lay a foundation for innovative approaches to deliver undergraduate education to the communities we serve.

Learning, Career Outcomes, and Value Proposition

Recommendation 1: Position UW-Parkside as a premier institution for experiential learning, where students prepare for life after college as soon they enroll

UW-Parkside has a long history of community-based learning, undergraduate research, and embedded fieldwork and practica. The University has been recognized as the first institution in Wisconsin to earn the Carnegie Classification for Community Engagement, and lauded for work in this area during its most recent accreditation visit and review by the Higher Learning Commission. Further, embedding High Impact Practices (HIPs) into the curriculum and co-curriculum is a central component of the current Academic and Student Affairs Plan (ASAP 25). The benefits of experiential education and other HIPs are well-documented (Zilvinskis et al., 2022). Recent work to expand access to HIPs (e.g. work-based learning, campus employment as a HIP, HIPs in Gen Ed) will likely continue to increase participation in HIPs, and provide their benefits to more diverse student populations (Zilvinskis & McCormick, 2019). The institution already has a strong website highlighting ‘Learning in Action,’ and there is potential for additional expansion and promotion. With this foundation, we recommend further development and leveraging the experiential learning work to drive recruitment and retention.

In addition to offering students opportunities to participate in experiential learning throughout the curriculum and co-curriculum, it is important for students to be able to document and discuss their experiences and learning (Flateby & Rose, 2021; Ritzer & Sleigh, 2019). As such, we recommend implementing an integrated portfolio that undergraduate students are assigned upon initial registration. These portfolios should contain sections for each of the NACE Career Readiness Competencies (2022), as well as the learning outcomes for students’ major(s). While some may bristle at the notion of vocationalization or commodification of a college education, it is important to note that the majority of entering students choose to pursue a degree to get a better job or career (Carlson, 2022; Gallup, 2018). Further, the NACE competencies largely align with the aims of a liberal arts education, rather than undermining them. Multiple recent employer surveys (e.g. Carnevale et al., 2020; Finley, 2021) have confirmed that employers largely seek broad skills and competencies taught in liberal arts programs in addition to specific content knowledge. Allowing students and faculty to document evidence of progress toward NACE competencies and program-level learning outcomes, thus, can provide evidence students can use toward post-graduate success and the institution can use to demonstrate student learning.

Tactic 1: Provide incentives to faculty and staff to further develop and expand access to High Impact Practices.

Developing and delivering quality high impact practices requires time and effort. However, doing so improves student success and graduate outcomes, and can make the institution more attractive to potential students. Consider implementing a curricular innovation fund to seed new initiatives to implement or expand access to experiential education and other HIPs, or consider lowering course caps or weighting SCH for courses utilizing intensive HIPs. Additionally, consider implementing an award or recognition for excellence or innovation in HIP instruction.

Tactic 2: Implement a Parkside Portfolio (or something with a better name...) that all degree-seeking undergraduates will have in Canvas upon enrollment.

While co-curricular transcripts have been in place for many years, a common limitation is that they are typically independent of the SIS and LMS. We recommend instead exploring methods using the Canvas platform (potentially [Credentials](#) or [Student Pathways](#)) to integrate with a student's courses and assignments within the LMS, while allowing them to enter other evidence from co-curricular activities or external experiences. We would like the Parkside Portfolio to be populated with sections for each of the NACE competencies, as well as the learning outcomes once a student declares an academic plan or plans. We would further encourage academic departments to consider key assignments in courses that can be incorporated into the portfolios in alignment with competencies and/or learning outcomes. This should also include engaging in discussions with students about the ways in which the assignments or activities are helping develop competencies to help them better translate their learning into marketable skills.

In addition to benefiting students, the Parkside Portfolio project would aid departments with assessment and program review by housing key assignments at various points throughout the curriculum. These artifacts could be assessed to identify progression and gaps that could be addressed, and would be easier to access without having to view several individual courses.

For more information about similar portfolios (also sometimes called Comprehensive Learner Records), see (Baker & Jankowski, 2020; Braxton, 2023; Schuman & Wold-McCormick, 2022). For examples, see:

[Memorial University Career Integrated Learning Project](#)

[Florida State Career Portfolio](#)

[Temple University CLR](#)

[San Jose State Portfolium Site](#)

Recommendation 2: Utilize multiple methods to increase knowledge and engagement of UW-Parkside alumni

Currently, the primary source of data about alumni outcomes has been the Graduating Student Survey (GSS) and the One-year Alumni Survey administered by Institutional Research. However, there are several limitations of those data. First, it captures only two early points in time for upcoming and recent graduates, so it fails to show career trajectories and progression. In the case of the Graduating Student Survey, which is administered through SOLAR beginning about six weeks prior to graduation and open through two weeks after each graduation, respondents are often still searching for employment or still contemplating further education. And while the response rate has typically been greater than 50% with the GSS, that has decreased in recent years with changes to student use of SOLAR and the shift away from in-person Graduation Send-off. For the one-year alumni survey, respondents are more likely to have secured initial employment or begun graduate programs, but the response rate for that averages only about 15%. This makes generalization to the broader class questionable, and makes disaggregation nearly impossible.

To improve our knowledge rate of alumni, we recommend engaging in a multi-prong approach. The Association for Institutional Research (AIR) suggested supplementing survey research with a number of other data sources, noting both the limitations of early alumni surveys and the increasing importance of outcomes data for recruitment, assessment, accreditation, and responding to policy makers (Aguayo & Milner, 2021). We believe there are ways to improve the response rate and utility of alumni surveys, while also utilizing data from external sources to triangulate and augment what we learn from survey responses.

Tactic 1: Work to improve alumni contact information and increase alumni engagement.

While there are emerging sources of alumni data, alumni surveys are beneficial for collecting information for program review and assessment (Borden, 2005; Cabrera et al., 2005), perceptions on non-economic benefits of a Parkside education (Chan, 2016; Heckman et al., 2017; Ma & Pender, 2023; Trostel, 2015), and opportunities for engagement activities (Chase, 2021; Iskhakova et al., 2017; Perlmutter, 2020). Further, increasing alumni engagement can benefit the University in a multitude of ways beyond material support, including volunteering, mentoring, referring prospective students, participating in continuing education offerings, improving public perception, and providing testimonials (Iskhakova et al., 2017).

We suggest multiple ways to supplement the current work being done to keep in contact with alumni.

- Examine the cost to extend student email address access until at least one year after graduation so it could be used for the initial alumni survey. Moreover, examine the possibility of implementing email forwarding for life so alumni can use their UW-Parkside email addresses in perpetuity.
- In capstone and other select upper-level courses, encourage those approaching graduation to create LinkedIn profiles and connect to appropriate UW-Parkside pages to increase engagement and expand communication reach.
- Consider having a faculty or staff member in each department serve as alumni engagement liaison with compensation or release time, as alumni are more likely to engage with people they know. This position would be tasked with such activities as collaborating with alumni relations staff to communicate with recent graduates, provide updates to contact and other information, and follow-up when alumni surveys are released.

- Utilize a service like [LiveAlumni](#), [Lightcast Alumni Pathways](#), or [Stepping Blocks Graduate Outcomes](#) that scrapes several online sources for alumni contact and outcomes information to supplement internal data.
- Revise alumni surveys in a collaborative process, and utilize faculty liaisons, social media, student workers, and additional tools to increase response rates.

Tactic 2: Utilize emerging data sources to track and report alumni outcomes.

Modern data systems and techniques have allowed for new ways to match graduate data to employment and other outcomes data. While Wisconsin has not yet made progress on developing a state-level longitudinal data system like some have, other sources present opportunities to analyze and promote graduate outcomes. Some examples to consider include:

- Data-scraping of self-reported outcomes. Vendors like LiveAlumni, Lightcast Alumni Pathways (formerly Emsi), and SteppingBlocks scrape various public data sources and join to institution-provided completions data to present data that can be filtered on such graduation year and field of study. They have relatively high match rates, but each vendor charges an annual fee for services and rely on self-reported data. A benefit, though, is that individual-level data are available with the services, which allow for joining to other institutional or demographic variables for analysis.
- College Scorecard data. The College Scorecard was launched in 2013, and among the data it presents are median earnings by institution and field of study. It uses a dataset that includes income data from W-2 forms for all students who received federal aid (about 55% of students nationally). This robust dataset is used to show outcomes not only on the [College Scorecard site](#), but also by other organizations doing further analysis on [first-year earnings and debt by institution and major](#), [college to jobs mapping](#), [earnings equity](#), [economic mobility](#), and [Return on Investment by major](#). Each of these tools can be examined to better understand earnings of our alumni, though major-level data are suppressed for programs without enough data available and individual-level data are not available.
- U.S. Census Bureau's Post-Secondary Educational Outcomes (PSEO) project. Beginning on June 29, 2023, UW-Parkside graduate data are available on the [PSEO website](#) through a partnership with UW System. PSEO links institutions' graduate data with earnings data covering more than 95% of US employers. It provides earnings data and career flow information at one, five, and ten years postgrad, and can be disaggregated by program and level. Like the College Scorecard, data are suppressed in majors with few graduates, but the extent of data coverage results in major-level data being available for most programs. As such, it is currently the most complete source of verified earnings data available.
- National Student Clearinghouse enrollment data. While the GSS and alumni surveys ask about further enrollment plans, we now have the ability to access enrollment data from the National Student Clearinghouse for more than 99% of higher education institutions within the United States. While this does not offer the applicant and acceptance rates collected by some departments, it allows us to track where our graduates are pursuing graduate or further undergraduate education and, when provided, the academic programs in which they are enrolled.

Recommendation 3: Utilize data and narrative to tell the story of the value of a UW-Parkside education

While we feel the first two recommendations would be beneficial to students and the University, without effectively communicating them to the public, they are unlikely to impact undergraduate enrollment. With a declining college-going rate in our region, and the fact that the most common “competitor” for admissions is “unenrolled,” it is clear that it is critical to make the case that pursuing an education at UW-Parkside is a sound investment. Many researchers (Abel & Deitz, 2019; Andrews et al., 2022; Carnevale et al., 2021; Carnevale et al., 2018; Chetty et al., 2017, 2020; Humphreys & Kelly, 2014; Itzkowitz, 2020, 2022; Ma & Pender, 2023) have recently documented the continued positive return on investment of earning a bachelor’s degree, while commentators have made the case for the benefits to the public (Carnevale & Smith, 2022; Eisgruber, 2023; Gavazzi, 2022; Lederman, 2022; Smialek, 2022). What is clear, though, is that we must do more to convey the value of a UW-Parkside education. Carnevale states, “...it is essential that colleges more clearly articulate their economic value to all parties in question, but particularly to students and families. The marketing pitch is both obvious and truthful: The four-year degree is still the best economic bet.” (Carlson, 2022, p. 56)

A challenge is that a single message is unlikely to reach a wide number of prospective students. Simply presenting data showing a positive return on the investment is unlikely to sway many high school students. With the College Scorecard outcomes data now being available for a decade, initial research suggests that the data have had a minimal impact on college and major choice (Gardner, 2023; Hurwitz & Smith, 2018). While we recommend collecting and utilizing better UW-Parkside outcomes data, to increase enrollment they must be supplemented with additional messaging to make emotional appeals and connection.

Tactic 1: Conduct focus groups and/or surveys of various stakeholder groups to learn more about why potential students choose to pursue a degree and why they do not.

While there has been some national research about declining college-going, it would be valuable to learn more about those in our region (Gavazzi, 2022). This would enable us to tailor messaging to different stakeholder groups, identifying the specific value proposition for each group (e.g. middle school and early high school students, later high school students, parents, potential adult students and their families, high school teachers/counselors, employers).

Tactic 2: Utilize narrative and testimonial – supported by data – to tell UW-Parkside success stories

In narrative form, we should constantly be touting the value of a UW-Parkside degree. This includes talking about the long-term ROI of a degree, including the non-economic benefits of higher education. It should also profile individual students and alumni with compelling stories, while noting that the data suggest the individual is not an anomalous success. This narrative should be shared in multiple formats and media, and targeted toward specific populations based on what is learned in the first tactic. If we are able to improve the knowledge rate of alumni, and start seeing the benefits of a Parkside Portfolio and increased access to experiential education, there will a broader pool from which to mine compelling stories.

In terms of presenting graduate outcomes, we should look to the multiple data sources for particularly compelling information, and present these highlights in an easy-to-understand way. Additionally, we should find narrative that aligns with those areas to present alongside the data. For some good examples, see:

[American University's We Know Success](#)
[Carleton Career Pathways](#)
[Indiana University Southeast Career Outcomes](#)
[Northern Arizona University Impact website](#)
[Ascend Indiana Labor Market Insights](#)

Tactic 3: Align messaging with current and developing campaigns

Finally, it is clear that the reduction in college going is not a concern unique to UW-Parkside. As such, there are regional and national campaigns aimed at elevating the value proposition of higher education and trying to reverse the growing belief that college is not worth the cost or debt incurred (Belkin, 2023). These include projects being developed by UW System and the [National Association of System Heads \(NASH\)](#), as well as recent campaigns by the [Association of Public & Land-grant Universities \(APLU\)](#), the [American Association of State Colleges and Universities \(AASCU\)](#), and the [Postsecondary Value Commission](#). We recommend utilizing and sharing these resources to assist in raising awareness of the ROI of a bachelor's degree, while supplementing with complementary data and narrative about UW-Parkside students and graduates. Further, we recommend engaging with the Higher Educational Regional Alliance or other local collaborators to increase messaging in our region to address the unusually high decline in college going rates within our communities.

In particular, we believe we are well positioned to counter the idea that working and pursuing a degree are mutually exclusive. As more than three quarters of our students work for pay while enrolled, we can share success stories and information about recent initiatives like earning credit for work, campus employment as a HIP, and employer tuition assistance partnerships. While research shows that, on average, earning a degree provides higher long-term earnings that more than outweigh the cost, we also know that potential students can be persuaded by short-term earnings in a strong labor market. We should work to convince them that they do not have to completely forego the short-term to invest in long-term benefits at UW-Parkside.

Notes

We are happy to discuss our recommendations further, or provide any other resources that may be of assistance. We should also note that we planned to suggest implementing a faculty mentoring program to help foster student and alumni relationships, but removed it knowing it was being recommended by another team. For what it is worth, we endorse that recommendation.

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Links

National Outcomes Data Sources and Tools:

[US Census Bureau Post-Secondary Employment Outcomes Tool](#)

[UW-Parkside College Scorecard Page](#)

[Buyer Beware: First-year Earnings and Debt for 37,000 College Majors at 4,400 Institutions, Center on Education and the Workforce \(2020\)](#)

[The College-to-Jobs Map](#)

[Postsecondary Value Commission Exploring Equitable Value Tool](#)

[Third Way Economic Mobility Tool](#)

[FREOPP Estimated Earnings Tool](#)

College Value Campaigns:

[National Association of System Heads \(NASH\)](#)

[Association of Public & Land-grant Universities \(APLU\)](#)

[the American Association of State Colleges and Universities \(AASCU\)](#)

[Postsecondary Value Commission](#)

[Bureau of Labor Statistics Education Pays Site](#)

Miscellaneous Data and Resources:

[Strada Gallup Education Survey 2020-21](#)

[Strada Outcomes Survey 2022](#)

[Center on Education and the Workforce Research](#)

[Compelling Internship Statistics 2023](#)

[Society for Human Resource Management Employer Study](#)

[Ascend Indiana Labor Market Research](#)

[EAB Integrating Academic and Career Development Study](#)

[Varying Degrees 2022](#)

Alumni Outcomes Vendors:

[LiveAlumni](#)

[Almabase](#)

[Lightcast Alumni Pathways](#)

[Stepping Blocks Graduate Outcomes](#)

Institutional Experiential Education/HIPS Examples:

Beloit College Impact Beloit

UW-Eau Claire HIPS

UW-Milwaukee Experiential Education and Press Release

UW-Parkside Learning in Action

Institutional Portfolio Examples:

Memorial University Career Integrated Learning Project

Florida State Career Portfolio

Temple University CLR

San Jose State Portfolium Site

Institutional Outcomes Website Examples:

American University's We Know Success

Carleton Career Pathways

Indiana University Southeast Career Outcomes

Northern Arizona University Impact website