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1/8/2024

AB 891

Thank You, Chairman Petryk and committee members, for this opportunity to discuss AB 891.

I have known more than one barista who has complained that they have a bachelor's degree, and were unable to find a job in their field of study. This bill intends to increase transparency for those considering postsecondary education by providing individuals with likely near-term outcomes for their career choices.

Things like.

- Average starting salary of students who've graduated with this major, and after five years out.
- Average graduation debt of students in their prospective major.
- Graduation rate of students entering each major.
- How many individuals are entering this major.
- Financial Aid available
- Total cost of attendance

Armed with this information, individuals can make an informed decision on their career path. Wisconsin's Technical College System has provided this information to its students for years.

It's time other institutions of higher learning followed the Technical College's lead.

Thank you for your attention,  
I'm happy to answer any questions.

Thomas A. Michalski  
State Representative, District 13



# DAN FEYEN

## STATE SENATOR

18th Senate District  
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Sen.Feyen@legis.wi.gov

PO Box 7882, Madison, WI 53707-7882  
<http://legis.wisconsin.gov/senate/18/feyen>

To: The Assembly Committee on Workforce and Economic Opportunities  
From: Sen. Dan Feyen  
Re: Assembly Bill 891

Hello members of the committee, thank you for taking the time to hear testimony on AB 891.

Choosing a college major is an incredibly important life decision that many high school juniors and seniors are faced with making before they ever step foot on a college campus. While making these decisions, these future college students often have difficulty finding information on which colleges specialize in certain majors and what the long term job outlook is for each major.

AB 891 is a relatively simple bill that will provide more transparency and information to prospective students while choosing a college major.

This bill will require all UW colleges, technical colleges, and nonprofit colleges to report the following information to the Higher Educational Aids Board (HEAB).

- The average salary, broken down by major, at 1, 5, and 10 years after graduation.
- Average student debt incurred for each major.
- Graduation rate of each major.
- College's annual total cost of attendance and average net cost.
- Financial aid available to students.
- Top 10 most popular degree programs the college offers.

This should be information our Wisconsin colleges currently have on hand, the bill simply has each college report it back to HEAB. HEAB will compile this list and also work with the Department of Workforce Development to produce a list of the 50 most in demand jobs in Wisconsin. This list must include the jobs average starting salary and the required education level of those professions. After compiling this information, the HEAB must provide this information to the Department of Instruction for distribution to school boards.

We are happy to hear feedback from Committee members on this bill. Thank you again for holding this hearing and I am happy to answer any questions.



DATE: January 9, 2024

TO: Members of the Assembly Committee on Workforce Development and Economic Opportunities

FROM: Ben Passmore, Associate Vice President for Policy Analysis and Research

RE: Written Testimony on Assembly Bill 891

Thank you, Chair Petryk and committee members, for giving the Universities of Wisconsin (UWs) an opportunity to provide testimony on Assembly Bill 891 (AB 891).

AB 891 would require institutions of higher education to report cost and student outcomes to the Higher Educational Aids Board (HEAB) so these data points can be shared with high school juniors and seniors. Most of this data is already required to be collected by UWs campuses on both the state and the federal level.

The Universities of Wisconsin has been a national leader in public reporting of data for over 30 years. We have a publicly available accountability dashboard on our website that has data on things like access, economic development, progress and completion, and student affordability. Additionally, we have another publicly available interactive reports page that delves further into some of these items, including financial aid, retention and graduation, and time and credits to degree. Most of the data points that AB 891 requires us to collect are actually already collected and publicly reported by each campus. UWs strives to ensure outcomes transparency for both prospective students and the public at large.

In addition to our publicly available data, the U.S. Department of Education (USDoE) has college scorecards that display information like the average annual cost to attend and median earnings for graduates. Prospective applicants can also look at key data points for different areas of study at an individual university. Data includes things like median earnings, median debt, number of graduates, and the largest fields of study at each institution. According to the USDoE, many elements of this data are available only for students who receive federal financial aid. Data is reported at the individual level to the National Student Loan Data System (NSLDS) which is used to distribute federal aid, and then is aggregated at the institutional level. For earnings data, students who are enrolled in graduate school for example, are not counted because data is restricted to students who are not enrolled. Additionally, data for institutions with fewer than 30 students in the denominator are not published. Therefore, this federal reporting of data isn't wholly uniform nor accurate.

We appreciate the intent of AB 891 to increase transparency for high school juniors and seniors interested in attending an institution of higher education and we already work very hard to ensure prospective students receive accurate information about our universities. However, because of our goal to ensure accurate and uniform data collection and reporting, we do have concerns with some of the

(Cont.)



requirements outlined in this legislation.

Firstly, AB 891 requires UWs campuses to report the average salary of their graduates at intervals of one year, five years, and ten years after graduation, both aggregated and broken down by major. Salary data can be misleading as it is difficult to collect accurately and uniformly. We do have a partnership with the U.S. Census Bureau where salary information is publicly reported as part of the Post-Secondary Employment Outcomes (PSEO) data at the intervals outlined in AB 891. However, even this data is not fully accurate since the information cannot be broken down by individual major and we have to rely upon self-reporting of salaries. Instead of individual major, this data is reported based on instructional programs as defined by the U.S. Census. Because this data comes from a national survey, the areas of study cannot be a major from a particular school, it has to be based on something that works nationally across all post-secondary institutions. Currently, this federal government partnership is the best avenue we have to accurately report salary data. It's difficult to collect salary data in a more uniform and accurate way since we have to rely upon government partnerships (which have their own flaws as outlined above through both the U.S. Census and USDoE's datasets), outside vendors that would incur additional costs for us, or self-reporting.

AB 891 also requires graduate rates by major. That can be difficult since the majority of first-year students are not yet declared in their major their first semester when graduation rate calculations begin. Time-to-degree might be a more accurate representation of this information as that calculation takes a group of graduates and calculates the time it took them from beginning to end. Additionally, many students switch majors, and it is unclear how that would affect the collection of graduation rates by major.

The Universities of Wisconsin wants to provide accurate data as prospective students consider the best path for their future. Most of the data in the bill is already collected, but we want to make the committee aware of the items we believe would be reported inaccurately.

Thank you again for letting the Universities of Wisconsin provide testimony on this legislation.

# JUSTICE-INVOLVED EDUCATIONAL PROGRAMS



The Wisconsin Technical College System (WTCS) delivers high-quality educational opportunities for justice-involved individuals, leading to sustainable income and postsecondary pathways that support lifelong learning. "Justice-involved" individuals have had interactions with the criminal justice system but can continue to participate in and benefit from formal education and training.

The System's commitment extends to reducing recidivism, reflected in partnerships with the Department of Corrections (DOC), county jails, the Department of Wisconsin Workforce Development (DWD), and community-based organizations that provide various treatment.

## OPPORTUNITIES

Educational opportunities provided by Wisconsin's technical colleges in support of justice-involved populations include General Educational Development (GED) testing and High School Equivalency Diploma (HSED) preparation, as well as English Language Learning (ELL) courses.

In addition, the technical colleges offer traditional and flexible delivery of a variety of occupational programs, which vary widely by college and correctional institution.



## IMPACT

Annually, the WTCS Board and the System's 16 colleges invest more than \$1.0 million of federal, state and local funds to bring instruction, curriculum, technology, materials, employment partnerships and support services to justice-involved individuals. Technical college presidents have made this a priority, meeting quarterly with DOC staff and other partners.



Since 2017, 11 of the 16 technical colleges provided education services to 25 of 27 state prisons, annually awarding more than 30,000 credits to over 6,000 individuals.

In addition, all 16 colleges work with 38 of the state's county jails, and serve an average of 1,500 individuals, offering opportunities to pursue basic skill instruction (reading, math, English Language), high school completion, career training and postsecondary credentials.

## VALUE

Post-pandemic, Wisconsin will quickly return to experiencing the negative effects of an aging population on its workforce.

As full workforce participation re-emerges as an economic imperative, so will improving the skills and employability of justice-involved individuals.

## CONTACT

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Wisconsin Technical College System (WTCS)  
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# CRIMINAL JUSTICE IN WISCONSIN

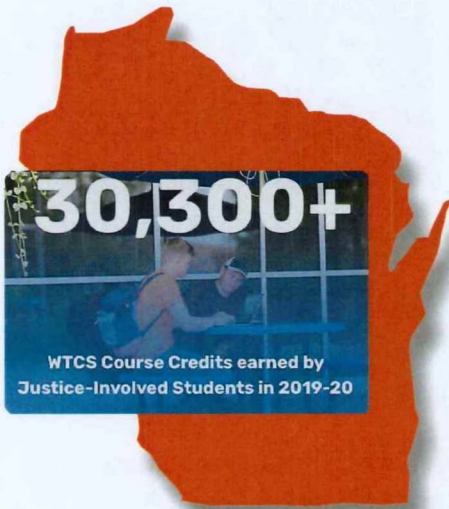
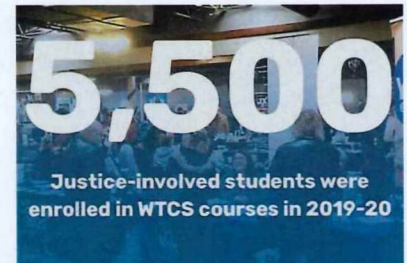
Criminal justice systems typically consist of law enforcement agencies, courts and correctional facilities. Each contributes to the rehabilitation of individuals by upholding the law, preventing crime, reducing or preventing recidivism, and rehabilitating offenders of all ages.

Wisconsin's criminal justice system is responsible for apprehending, prosecuting, defending, sentencing, and holding accountable those who are suspected or convicted of criminal offenses. It includes local, state and federal facilities.

## Local

Wisconsin's 72 counties operate [County Jails](#), which confine individuals sentenced for minor crimes, who are unable to gain release on bail, are in custody awaiting trial, or are offenders sentenced to less than one year imprisonment.

Individuals confined in County jails may be granted privileges under the "Huber Law" to work, seek employment, provide childcare, or attend school and/or treatment programs while serving their sentence.



## State

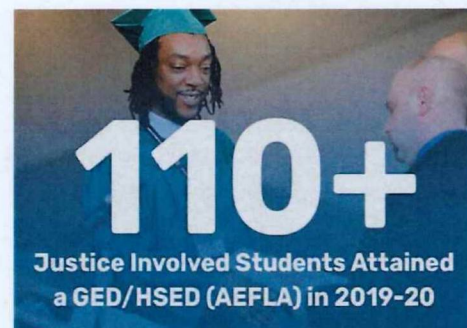
The [Wisconsin Department of Corrections \(DOC\)](#) operates three types of facilities.

- [Adult Correctional Facilities](#) house inmates who have been sentenced by a court to incarceration for one or more years and are to serve that time in a state facility.
- [Community Corrections Facilities](#) serve individuals on probation or parole. Probation is a court-ordered period of supervision in the community, generally used as an alternative to jail or prison. Parole is a period of conditional, supervised release from prison. Although not all released prisoners are put on parole, a majority are.
- [Correctional Centers](#) prepare inmates for safe, successful reintegration into the community by providing the resources necessary to make positive life changes.

In addition, DOC's [Division of Juvenile Corrections](#) works to promote a juvenile justice system that balances protection of the community, youth accountability, and competency building for responsible and productive community living.

## Federal

A Federal Correctional Institution (medium-security prison) and Camp (minimum-security prison), overseen by the North Central Regional Office of the Federal Bureau of Prisons, both operate in Oxford, Wisconsin.





# WORKFORCE ADVANCEMENT TRAINING (WAT) GRANTS

## OVERVIEW

Improving productivity and competitiveness requires an investment in employee training and development. Since 2005, the Wisconsin Technical College System (WTCS) has provided Workforce Advancement Training grants to support employers in their efforts to retain and advance the skills of their existing workforce.

Core technical college programs create an initial talent pipeline for Wisconsin employers. The customized instruction and technical assistance provided by the colleges, and supported with \$5.0 million annually in WAT grants, promote lifelong learning.

Given employers' rapid adoption of technology and the pace of change in the workplace, incumbent worker training has quickly emerged as a competitive advantage and economic imperative for individuals, for employers and for Wisconsin.

## OBJECTIVES

Employers working with Wisconsin technical colleges to create customized instruction typically have one or more of the following objectives:

- improve productivity
- increase sales
- reduce costs
- address safety or other compliance issues
- increase employee skills
- improve work environment
- increase employee retention
- create or retain jobs

Technical college instructors are certified and have expertise in business, trades and industry, health care, agriculture and agribusiness, service occupations and technical fields.

## OUTCOMES



SOURCE: 2022 WTCS ECONOMIC IMPACT SURVEY

With WAT grant support, hundreds of Wisconsin employers across many industries have furthered their employees' growth and development. This grant work has also expanded career pathways and the reach of Wisconsin's technical colleges.

In the past ten years, more than **2,500** companies have taken advantage of WAT grant training to advance the skills of **98,300** workers.

For more information, please visit: [WTCSsystem.edu/WAT](https://WTCSsystem.edu/WAT)





**99%**  
would recommend college services to others

SOURCE: 2022 WTCS ECONOMIC IMPACT SURVEY



**96%**  
said employee skill gains met or exceeded expectations

SOURCE: 2022 WTCS ECONOMIC IMPACT SURVEY

*"As a result of lean training, we have realized approximately \$3 million in savings in 2020 and projected savings of approximately \$2 million in 2021."*

-Generac



**100%**  
said training to improve the work environment met or exceeded expectations

SOURCE: 2022 WTCS ECONOMIC IMPACT SURVEY

*"Retention improved and turnover decreased, helping to create a new workplace culture. As a result, more than 200 employees received wage increases or improved their earning potential."*

-Phillips-Medisize

*"We documented a (significant) improvement in six competencies that will help our organization compete and will prepare employees for leadership."*

-Arla Foods

## A SAMPLE OF OUR EMPLOYER PARTNERS





# HIGHLIGHTS

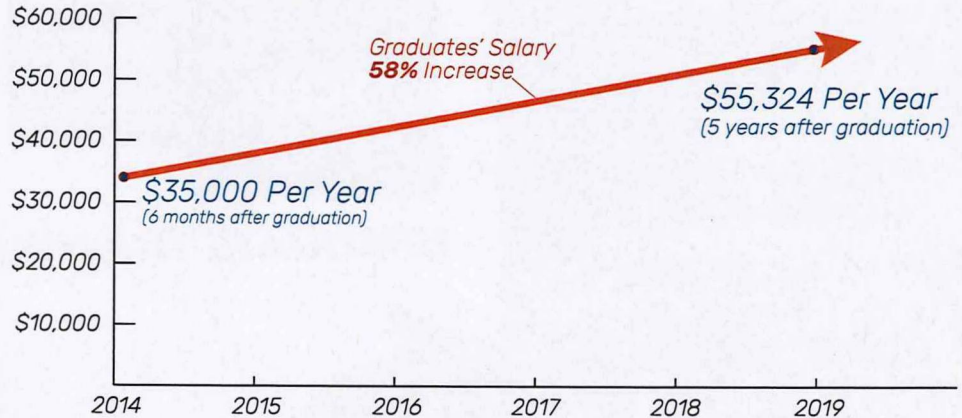
## 5-YEAR GRADUATE FOLLOW-UP: 2013-14 GRADUATES

The 5-Year Graduate Follow-Up Survey gathers data regarding the activities and perceptions of students five years after graduating from Wisconsin's Technical colleges. A total of 25,845 2013-14 graduates were surveyed with 6,308 responding, resulting in a 24 percent response rate.



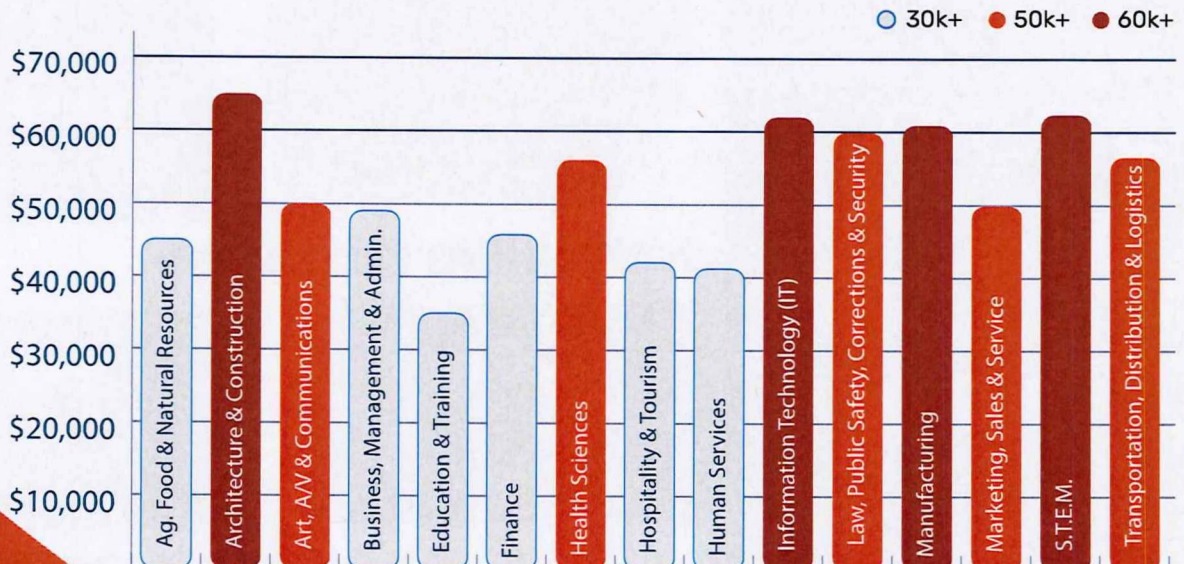
### Class of 2013-14 Median Salary Increase

Median equals the mid-point of all salaries reported



A key measure of success is salary growth over time. This year's report shows the median annual salary for all 2013-14 graduates is \$55,324, which represents a 58 percent increase from initial median annual salary of \$35,000 within six months of graduation.

## MEDIAN SALARIES BY CAREER CLUSTER FOR 2013-14 GRADUATES 5 YEARS AFTER GRADUATION





## MEDIAN SALARY

5 Years after graduation  
FOR ALL DEGREES



## MEDIAN ANNUAL SALARY

BY CREDENTIAL TYPE

FOR

2013-14 GRADUATES

5 YEARS AFTER GRADUATION

**\$57,468**

MEDIAN SALARY FOR  
ASSOCIATE DEGREE

**\$58,495**

MEDIAN SALARY FOR  
TWO-YEAR DIPLOMA

**\$51,996**

MEDIAN SALARY FOR  
ONE-YEAR DIPLOMA

**\$54,076**

MEDIAN SALARY FOR  
SHORT-TERM DIPLOMA

Median Salaries listed are for 2013-14 graduates employed in a job related to the training they received.

## GRADUATE EMPLOYMENT

Of the 6,308 2013-14 graduates responding to our survey, 5,158 were in the labor force. Of those in the labor force, 99% were employed; 75% of those employed were in a job related to the training they received.

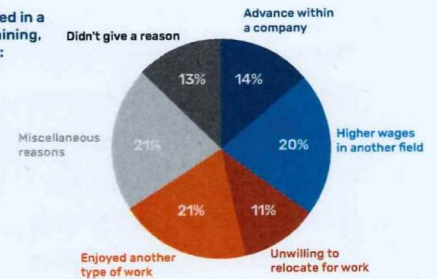


**99%**

of 2013-14 graduates in the labor force were employed...

**75%**  
were employed in a field related to their training

2013-14 graduates employed in a field not related to their training, gave the following reasons:



## GRADUATE TRAINING SATISFACTION



**83%**

said their technical college training was important or very important in beginning a career



**73%**

said technical college training was important or very important to their career advancement



**84%**

would definitely recommend a technical college

## WHERE ALUMNI WORK\*

- 58% Stayed in their college district
- 29% Moved within Wisconsin
- 12% Moved out of state

**9 in 10**  
Graduates still live and work in Wisconsin.

\*Does not include graduates who did not report location.

## CONTINUING EDUCATION

**59%**

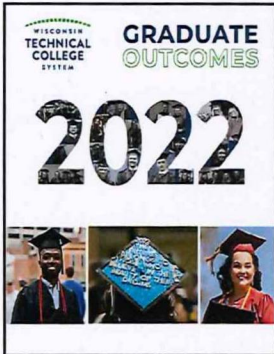
of graduates had taken some additional career-related courses

**14%**

of graduates had gone on to earn a Bachelors degree or beyond

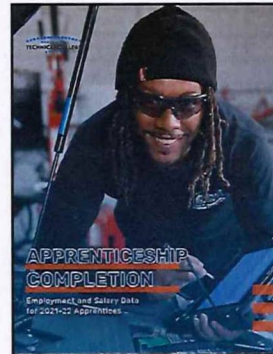
Access this report online: [wtcsystem.edu/about-us/resources-publications](http://wtcsystem.edu/about-us/resources-publications)





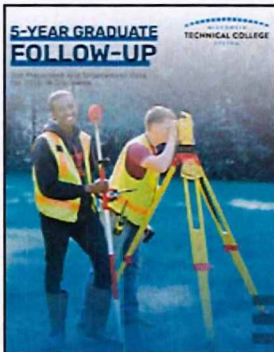
**Graduate Outcomes**  
Conducted annually

[www.WTCSsystem.edu/GradOutcomes](http://www.WTCSsystem.edu/GradOutcomes)



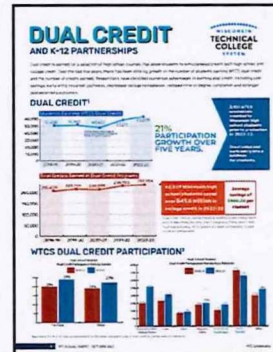
**Apprenticeship Completion**  
Conducted annually

[www.WTCSsystem.edu/ApprenticeshipReport](http://www.WTCSsystem.edu/ApprenticeshipReport)



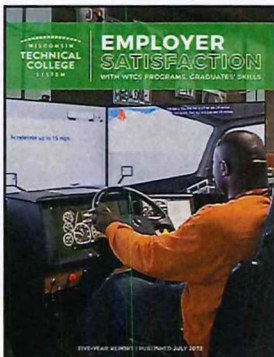
**Five-Year Graduate Follow-up**  
Conducted every four years

[www.WTCSsystem.edu/GradFollowUp](http://www.WTCSsystem.edu/GradFollowUp)



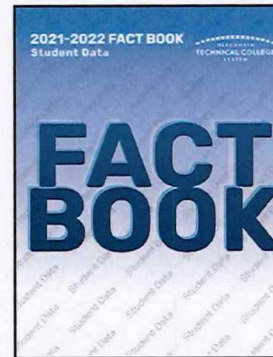
**Dual Credit**  
Released annually

[www.WTCSsystem.edu/DualCreditReport](http://www.WTCSsystem.edu/DualCreditReport)



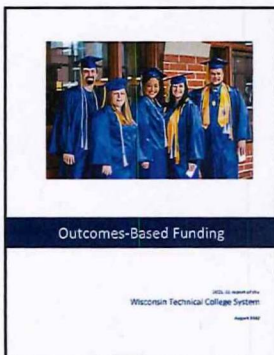
**Employer Satisfaction**  
Conducted every four years

[www.WTCSsystem.edu/EmployerSatisfaction](http://www.WTCSsystem.edu/EmployerSatisfaction)



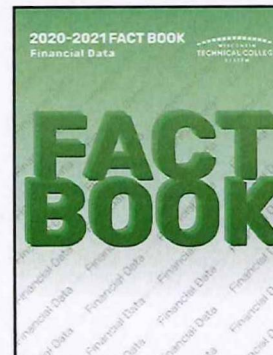
**Fact Book: Student Data**  
Released annually

[www.WTCSsystem.edu/FactBookStudentData](http://www.WTCSsystem.edu/FactBookStudentData)



**Outcomes-Based Funding**  
Released annually

[www.WTCSsystem.edu/OBF](http://www.WTCSsystem.edu/OBF)



**Fact Book: Financial Data**  
Released annually

[www.WTCSsystem.edu/FactBookFinancialData](http://www.WTCSsystem.edu/FactBookFinancialData)

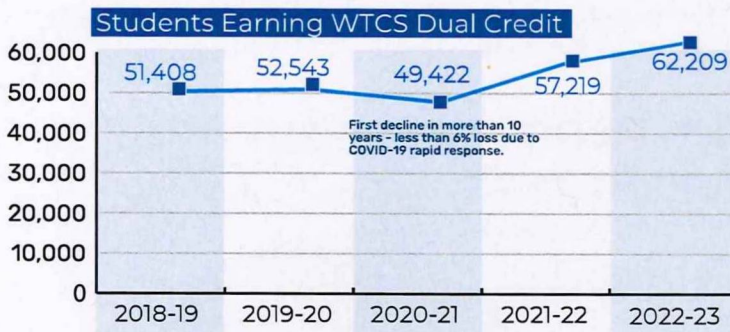


# DUAL CREDIT AND K-12 PARTNERSHIPS



Dual credit is earned for a selection of high school courses that allow students to simultaneously earn both high school and college credit. Over the last five years, there has been striking growth in the number of students earning WTCS dual credit and the number of credits earned. Researchers have identified numerous advantages in earning dual credit, including cost savings, early entry to career pathways, decreased college remediation, reduced time to degree completion and stronger postsecondary outcomes.

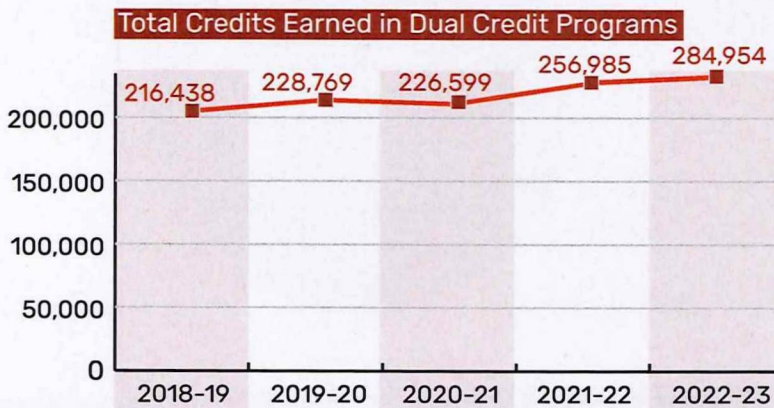
## DUAL CREDIT<sup>1</sup>



**21%  
PARTICIPATION  
GROWTH OVER  
FIVE YEARS.**

**3,100 WTCS  
credentials  
awarded to  
Wisconsin high  
school students  
prior to graduation  
in 2022-23.**

**Great value and  
early entry into a  
pathway  
for students.**

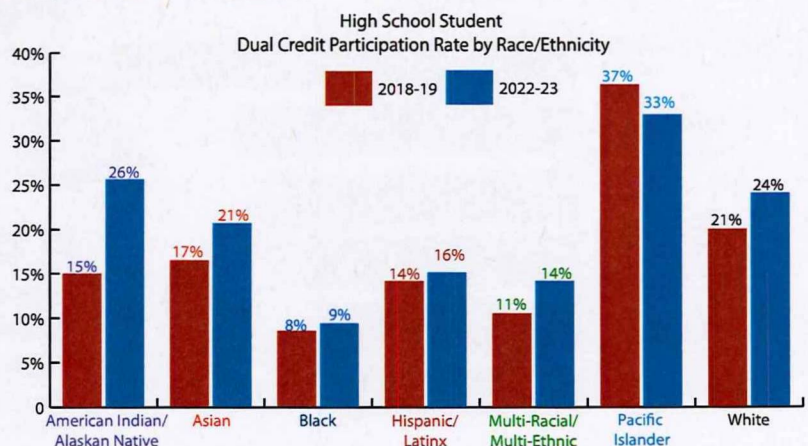
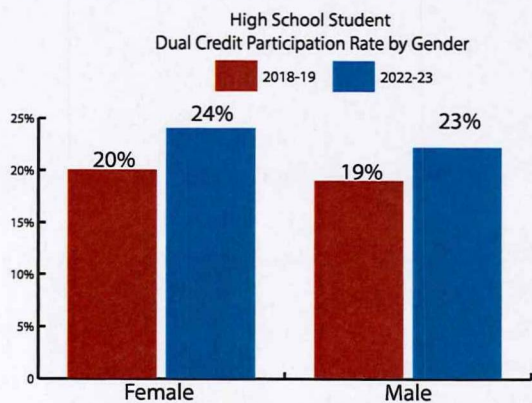


**62,209 Wisconsin high  
school students saved  
over \$41.6 million in  
college credit in 2022-23**

**Average  
savings of  
\$668.36 per  
student**

<sup>1</sup>Dual Credit refers to courses that allow students to earn college credit while in high school, including: Start College Now, Transcribed Credit, Youth Apprenticeship, 38.14 Contract and Advanced Standing. Student counts are unduplicated.

## WTCS DUAL CREDIT PARTICIPATION<sup>2</sup>



<sup>2</sup>Represents the % of all high school students in Wisconsin who participate in dual credit by gender and race/ethnicity.



# DUAL CREDIT TYPES

## Start College Now

Allows public high school juniors and seniors who meet certain requirements to take postsecondary courses at a Wisconsin technical college. Approved courses count toward high school graduation and college credit is earned. All cost for this program is covered by the high school.

## Transcribed Credit

A college course and all its resources, including a college mentor, are provided to a qualified high school teacher in order to deliver a full college course to students while in high school. The students will receive a college transcript, and both college and high school credit at no cost to the student.

## Youth Apprenticeship

Allows high school juniors and seniors who meet certain requirements to receive school-based and work-based instruction. A high school can contract with a technical college and instructor to teach a college level course to high school students when appropriate. The contract is paid by the high school.

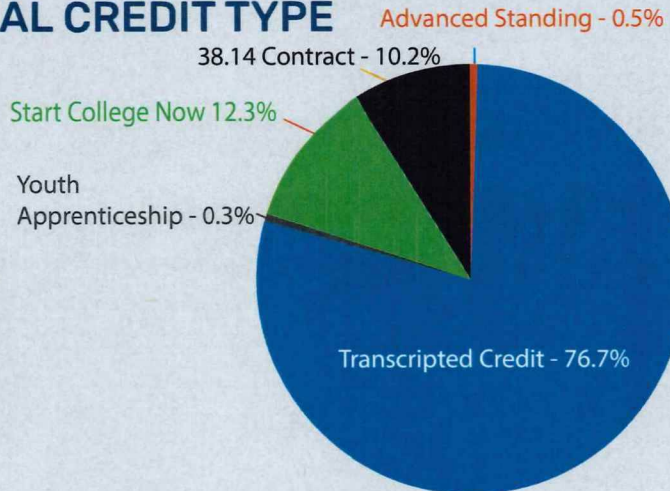
## 38.14 Contract

Allows high school students to gain college level instruction from a college instructor. Both college level credit and high school credit is earned. The high school and the technical colleges engage in the contract. The contract is paid by the high school.

## Advanced Standing

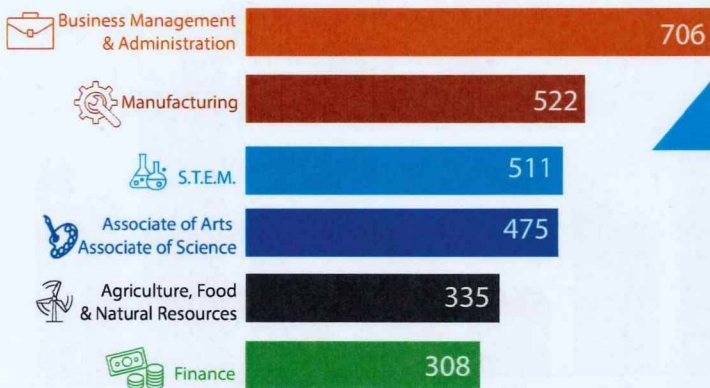
Advanced Standing is also referred to as "Credit in Escrow". The credit is activated when a student enters a program at the college. The college has an articulation agreement with the high school stating that one or more high school course(s) outcomes align to the first college level course. No additional costs are incurred to the student or high school.

### 2022-23 CREDITS EARNED BY DUAL CREDIT TYPE



## TRANSCRIPTED CREDIT: TOP CAREER CLUSTERS

Articulation Course Agreements With High Schools (2022-23)



*"I was able to get all of my general's done while still being a high school student. Getting that hands-on experience and being able to save money in high school was something I want to advocate for other students."*

- Becca Keller  
Student Ambassador, Chippewa Valley Technical College

### IN 2022-23

**OVER 400 HIGH SCHOOLS OFFERED 4,317 TRANSCRIPTED CREDIT ARTICULATION AGREEMENTS.**

Transcribed Credit is **FREE** for all students.





# HIGHLIGHTS

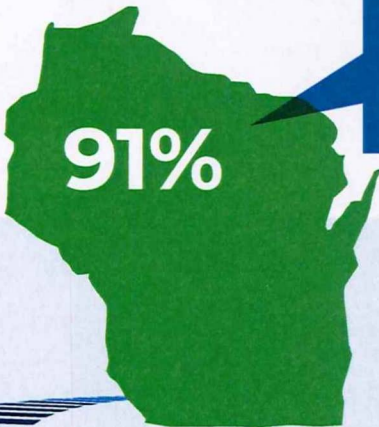
## OUTCOMES FOR 2022 GRADUATES

### GRADUATE EMPLOYMENT

Wisconsin's technical colleges provide leading-edge instruction that increases the economic vitality of students, employers and communities throughout Wisconsin.

Our students routinely find employment before or shortly after graduation. Of the 14,112 2022 graduates responding to our survey, 8,404 were in the labor force. Of those in the labor force, 93% were employed within six months of graduation and 80% were in a job related to their training.

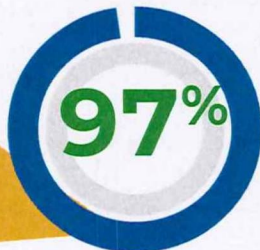
### WHERE OUR ALUMNI WORK:



**91%** OF TECHNICAL COLLEGE GRADUATES REPORTING LOCATION STAY & WORK IN WI.

- **63%** work in college district
- **28%** work within Wisconsin
- **9%** work out of state

*\*Excludes graduates who did not report location.*

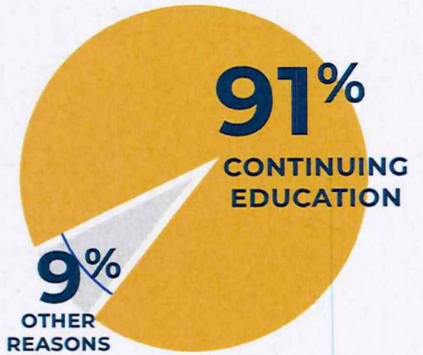


OF GRADUATES WERE SATISFIED OR VERY SATISFIED WITH THEIR TECHNICAL TRAINING

2022 GRADUATES IN THE LABOR FORCE WHO ARE EMPLOYED:



2022 GRADUATES NOT IN THE LABOR FORCE GAVE THE FOLLOWING REASONS:





**MEDIAN SALARY**  
6 months after graduation  
**FOR ALL DEGREES**



MEDIAN ANNUAL  
**SALARY**  
BY CREDENTIAL TYPE  
FOR 2022 GRADUATES

**\$53,431**  
MEDIAN SALARY FOR  
**ASSOCIATE DEGREE**

**\$51,476**  
MEDIAN SALARY FOR  
**TWO-YEAR DIPLOMA**

**\$46,796**  
MEDIAN SALARY FOR  
**ONE-YEAR DIPLOMA**

**\$49,152**  
MEDIAN SALARY FOR  
**SHORT-TERM DIPLOMA**

*Median salaries listed are for 2022 graduates employed in a job related to the training they received.*

**INNOVATION.  
COLLABORATION.  
INSPIRATION.  
TRANSFORMATION.**

Our colleges serve every economic sector and region of the state, developing individuals into experts and entrepreneurs who deliver an immediate, local economic impact.

We offer over 500 industry-driven programs in essential sectors like health care, protective services, skilled trades, transportation and logistics, information technology, agriculture, manufacturing, business and more. We are also proven providers of customized instruction and technical assistance for a wide variety of industries.

**MEDIAN SALARIES BY CAREER CLUSTER  
FOR 2022 GRADUATES**






# CREDIT TRANSFER

Wisconsin's 16 technical colleges often serve as an entry point for students with four-year degree aspirations. Lesser known is that they also provide valuable options for four-year students seeking to transfer to a technical college. Because receiving institutions maintain student records, this report's primary focus is on students who transferred credits to one of Wisconsin's 16 technical colleges, highlighting students' mobility.






**12,787**  
STUDENTS

**TRANSFERRED**  
**189,560 CREDITS**

TO A WISCONSIN TECHNICAL COLLEGE IN 2021-22,

AN AVERAGE OF  
**15 CREDITS**  
**PER STUDENT.**



- 41%** TRANSFERRED FROM A UNIVERSITY OF WISCONSIN (UW) SYSTEM INSTITUTION
- 29%** TRANSFERRED FROM A COLLEGE OR UNIVERSITY OUTSIDE OF WISCONSIN
- 7%** TRANSFERRED FROM A WISCONSIN ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES (WAICU) INSTITUTION
- 18%** HAD A BACHELOR'S DEGREE OR HIGHER

**ENROLLMENT IN TOP FIVE CAREER AREAS OF STUDENTS WHO TRANSFERRED TO WTCS (2021-22)**

HEALTH SCIENCES	3,435
ASSOCIATE OF ARTS/SCIENCES	1,044
BUSINESS MANAGEMENT	795
INFORMATION TECHNOLOGY	670
LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY	662



The number of students that transferred to a Wisconsin technical college increased by 6% over the previous year




**Over 4,500 students completed a WTCS program in 2020-21 and continued their education outside of WTCS within one year.**

## Transferology®


Students often ask, "Where do my credits go? How will they be accepted?" Transferology is the answer! Transferology can be accessed by any current or prospective student who is interested in seeing how their credits will transfer in the University of Wisconsin, Wisconsin Technical College, and Wisconsin Tribal College systems. Students and academic advisors can enter course information to find the best match for transfer credit to other colleges in Wisconsin and nationwide. They can also see what courses at other institutions will transfer into their degree program.



*"I was sold on electrical engineering and their [Milwaukee Area Technical College] transfer program with MSOE (Milwaukee School of Engineering) was exactly what I needed. If it weren't for MATC, I don't think I'd be in this position right now, able to share my experience as an MSOE graduate and MATC graduate. They shaped who I am as a person.*



**- Hunter Burazin,  
MATC to MSOE transfer**



SCAN THE QR CODE OR [CLICK HERE](#) TO WATCH HUNTER'S STORY



## ASSOCIATE OF ARTS/ASSOCIATE OF SCIENCE

In partnership with the UW System Board of Regents, all 16 colleges within WTCS now offer the Associate of Arts (AA) and Associate of Science (AS) programs, allowing for a more direct, clear academic path for those interested in furthering their education. With solid transfer agreements in place and resources to help students navigate that process, the greater the probability for them to advance in their education.

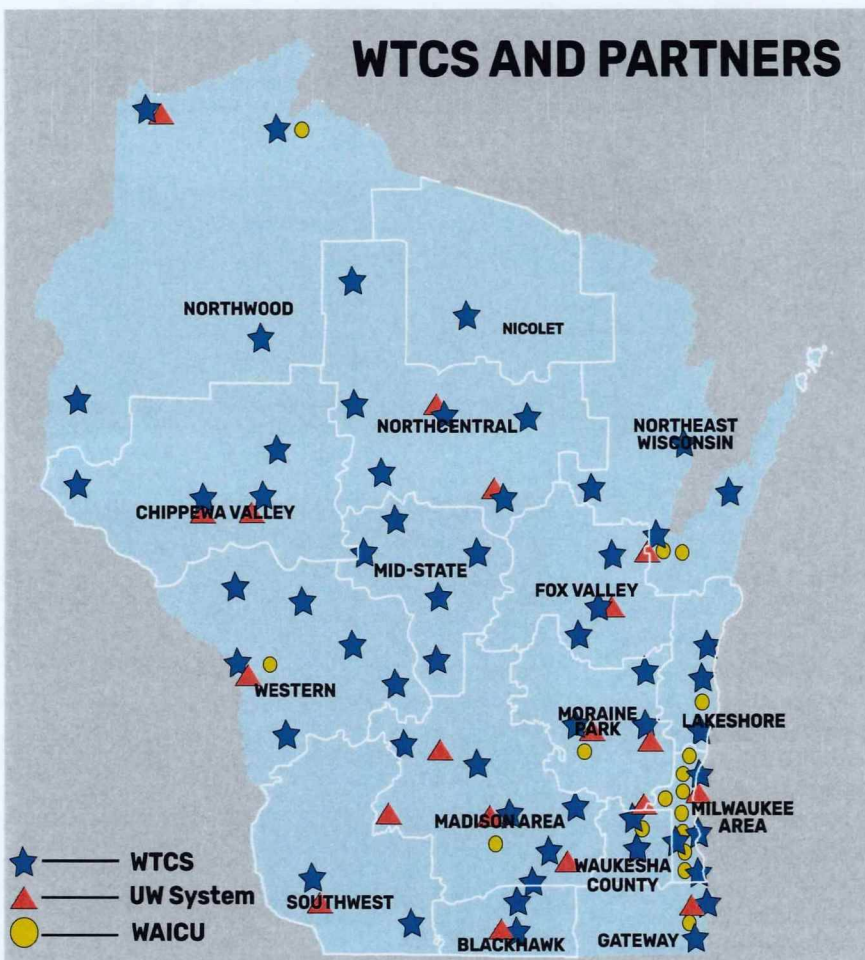
*"Offering these programs at all colleges creates more equitable access to educational opportunities and pathways around the state."*

– Dr. Morna K. Foy  
WTCS President

## UNIVERSAL CREDIT TRANSFER AGREEMENT

Choosing the correct courses that transfer can be a challenge for students. The Universal Credit Transfer Agreement (UCTA) between WTCS and the UW System provides students with a resource to ensure seamless transfer between institutions.

## COURSE CREDIT TRANSFER AGREEMENT



Like the collective partnership that WTCS has with the UW System, the alliance with our WAICU partners resulted in the Course Credit Transfer Agreement. Seventeen of 23 WAICU members, and all 16 WTCS colleges currently participate in the CCTA, which recently completed its first full academic year (2020-21).

**To learn more about transfer programs, visit**

[www.WTCSsystem.edu/transfer](http://www.WTCSsystem.edu/transfer)





# HIGHLIGHTS

## 2022 EMPLOYER SATISFACTION

High-quality employer partnerships are essential to the continuous improvement of Wisconsin Technical College System (WTCS) programs and services.

In addition to working closely with employers in the development and delivery of technical college programs, WTCS also routinely surveys employers to encourage them to evaluate programs and graduates' skills. The System's proven, sustained track record of delivering positive graduate outcomes is a testament to the value of these local employer partnerships.

This report summarizes the results of the 2021 employer survey to gauge satisfaction with WTCS programs and graduates' skills. This survey is conducted every four years.

### OF THE EMPLOYERS RESPONDING:



SAID A TECHNICAL COLLEGE WAS IMPORTANT TO THE OVERALL SUCCESS OF THEIR BUSINESS

WERE SATISFIED OR VERY SATISFIED WITH TECHNICAL COLLEGE GRADUATES' EDUCATION



WOULD HIRE A WTCS GRADUATE AGAIN





# 9 IN 10 EMPLOYERS

SAID THAT TECH COLLEGE PROGRAM GRADUATES MET OR EXCEEDED EXPECTATIONS FOR:

- ABILITY TO PERFORM TECHNICAL SKILLS
- ABILITY TO COMMUNICATE EFFECTIVELY
- MASTERY OF SCIENCE, TECHNOLOGY, ENGINEERING
- OVERALL PREPAREDNESS FOR EMPLOYMENT

In addition to associate degree and technical diploma programs, as well as short-term diplomas and certificates, WTCS is a major provider of customized instruction for incumbent workers and technical assistance for Wisconsin employers.

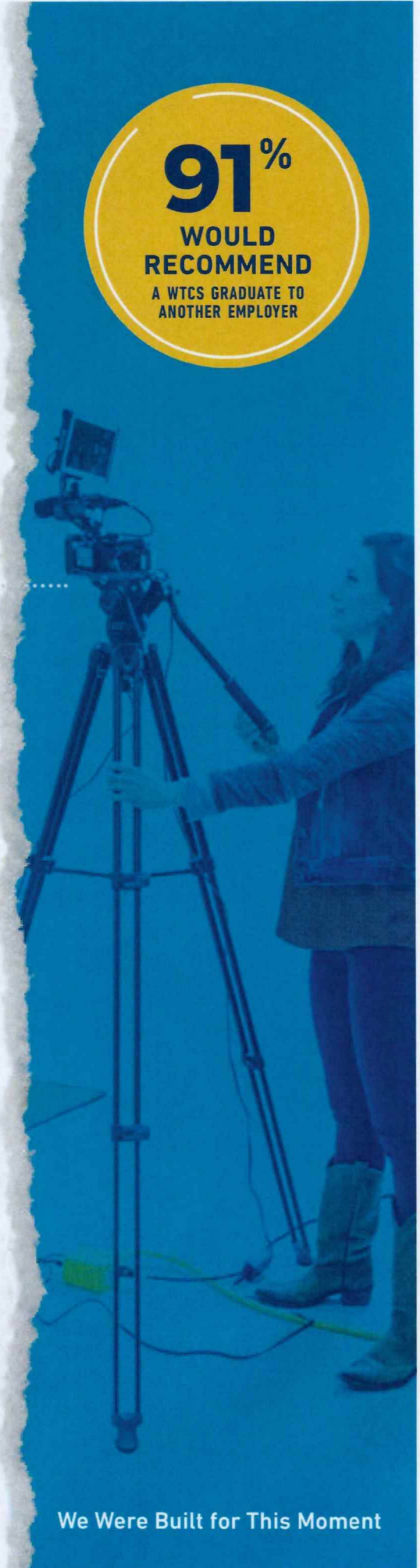
EMPLOYERS ROUTINELY ENGAGE WISCONSIN'S TECHNICAL COLLEGES TO:



The Wisconsin Technical College System delivers the technical experts and entrepreneurs who drive economic activity in every sector and region of the state.

Access this report online: [WTCSsystem.edu/EmployerSatisfaction](http://WTCSsystem.edu/EmployerSatisfaction)

**91%**  
WOULD RECOMMEND  
A WTCS GRADUATE TO ANOTHER EMPLOYER



We Were Built for This Moment



# HIGHLIGHTS



## 2021-22 APPRENTICESHIP COMPLETION

Registered Apprenticeship combines structured, on-the-job training with classroom instruction. Apprentices learn the theory and practice of a highly skilled occupation in one to six years and are paid for their time on the job and in the classroom.

Wisconsin's technical colleges work closely with the Wisconsin Department of Workforce Development Bureau of Apprenticeship Standards (DWD-BAS) to meet employer needs in the area of apprenticeship, providing the classroom instruction for apprenticeship programs in the industrial, construction and all other sectors.

With an overall annual median salary of \$85,000 for individuals who completed an apprenticeship in 2021-22, and who received their apprentice-related instruction at a Wisconsin technical college, it's easy to see why participation has increased about 19% over the past five years. To ensure equitable access to these valuable and growing opportunities, efforts to engage historically underrepresented populations - including women and people of color - are ramping up subsequent to recently revised federal and state Affirmative Action/Equal Employment Opportunity (AA/EEO) guidance and improved tools to assist with broad community engagement.

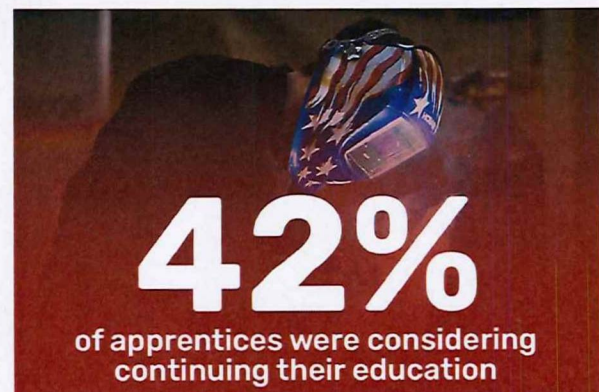
This report is based on a recent survey of 1,540 individuals who received an apprenticeship completion certificate in 2021-22, with 489 (31.8%) responding.



## TRAINING SATISFACTION



## CONTINUING EDUCATION





**MEDIAN SALARY  
FOR ALL APPRENTICES**



**MEDIAN ANNUAL  
SALARY  
BY INDUSTRY SECTOR**

**\$85,036**

MEDIAN SALARY FOR  
CONSTRUCTION SECTOR

**\$80,000**

MEDIAN SALARY FOR  
INDUSTRIAL SECTOR

**\$100,000**

MEDIAN SALARY FOR  
ALL OTHER SECTORS

**MEDIAN ANNUAL SALARY  
BY HIGHEST EARNING OCCUPATIONS**

● Industrial Sector      40k      60k      80k      100k  
● Construction Sector  
● All Other Sectors

Utilities	\$104,500
Steamfitting	\$100,000
Welding/Pipe Fabrication	\$100,000
Industrial Electrician	\$88,500
Construction Electrical	\$86,323
Plumbing	\$85,000
Sheet Metal	\$84,848
Operating Engineer	\$84,000
Maintenance Technician	\$82,985
Maintenance Mechanic	\$82,500

**WHERE APPRENTICES WORK\***



OF THOSE, 48%  
WORKED IN THE  
DISTRICT WHERE  
THEY RECEIVED  
THEIR TRAINING

\*Does not include graduates who did not report location.

Wisconsin's technical colleges recognize successful completion of many apprenticeships as 39 credits towards the 60-credit Technical Studies – Journey Worker Associate Degree.

**WTCS HIGHLIGHTS - APPRENTICESHIP**

ALVERNO COLLEGE  
BELLIN COLLEGE  
BELOIT COLLEGE  
CARROLL UNIVERSITY  
CARTHAGE COLLEGE  
CONCORDIA UNIVERSITY  
EDGEWOOD COLLEGE  
HERZING UNIVERSITY  
LAKELAND UNIVERSITY  
LAWRENCE UNIVERSITY  
MARIAN UNIVERSITY



MARQUETTE UNIVERSITY  
MEDICAL COLLEGE OF WISCONSIN  
MILWAUKEE INSTITUTE OF ART & DESIGN  
MILWAUKEE SCHOOL OF ENGINEERING  
MOUNT MARY UNIVERSITY  
NASHOTAH HOUSE  
NORTHLAND COLLEGE  
RIPON COLLEGE  
ST. NORBERT COLLEGE  
VITERBO UNIVERSITY  
WISCONSIN LUTHERAN COLLEGE

## **Testimony of Rebecca Larson**

### **Executive Vice President for External Relations**

### **Wisconsin Association of Independent Colleges and Universities**

**To**

### **Assembly Committee on Workforce Development and Economic Opportunities**

### **Assembly Bill 891**

Chair Petryk and Members of the Committee,

Thank you for the opportunity to provide comments for information on Assembly Bill 891 relating to academic and career planning services provided to pupils, requiring the reporting of certain data on college student costs and outcomes. My name is Rebecca Larson, Executive Vice President for External Relations at the Wisconsin Association of Independent Colleges and Universities (WAICU). In my role, I work on both state and federal legislative and regulatory policy and external relations initiatives on behalf of our institutions and their students.

WAICU is the official organization of Wisconsin's 22 private, nonprofit colleges and universities. The impact of Wisconsin's independent institutions in the state is significant. WAICU members are a public service and public good and contribute the following to Wisconsin's economy:

- Graduate more than 13,400 students annually
- Support and sustain nearly 63,000 jobs
- Generate more than \$1.32 billion in local, state, and federal taxes
- Employ more than 19,000 people directly in private, nonprofit higher education
- And has an overall \$7.1 billion economic impact

Additionally, WAICU members are strong contributors to Wisconsin's workforce. WAICU institutions graduate 24 percent of all the bachelor's degrees in the state and 34 percent of all the advanced degrees, many in critical occupations including:

- 27 percent of the baccalaureate engineering degrees



- 56 percent of bachelor's degrees nursing
- 40 percent of teaching degrees at the graduate level
- 76 percent of advanced practice nursing degrees
- 44 percent of the graduate pharmaceutical degrees
- 60 percent of medical doctors
- And 100 percent of the dentists

In my testimony today, I'd like to share information with the Committee on the U.S. Department of Education's rules set to go into effect on July 1, 2024. Reporting requirements in this regulatory package known as Financial Value Transparency and Gainful Employment are substantial and our institutions are diligently working to put processes in place to report this data.

Under these new regulations, institutions will be required to report on the following:

- **Program-Level Data** – Institutions will be required to report a significant amount of data for all programs. This data includes required items, such as the name, CIP (Classification of Instructional Programs) code, credential level, length of program, accreditation status, total students enrolled, program costs, loan burden, the cost of tuition, fees, books, and supplies, and more.
- **Student-Level Data** – In addition to the program-level data, institutions are required to provide student-level data for each aided student enrolled in eligible programs, including dates, costs of attendance, and more.

With this information, the Department will publish Debt-to-Earnings (D/E) rates. The debt-to-earnings rate will compare the median annual payments on loan debt borrowed for the program to the median earnings of its graduates receiving federal aid. The D/E rate is intended to measure loan affordability.

The Department will also publish an Earnings Premium (EP) using an earnings premium test. The earnings premium test will measure whether a typical program graduate who received federal aid is earning at least as much as a typical high school graduate in the labor force—whether working or unemployed—in their state between the ages of 25 and 34 (~\$25,000 nationally but varies by state). The EP test is intended to measure the extent to which a program enhances a graduate's earning potential beyond a high school graduate.

The Department will create a website that provides information about the data institutions are required to report annually. Institutions must distribute information on how to access the website.

Institutional research, enrollment management, registrars, and financial aid offices will all need to work together to report this information to ensure its accuracy. Reporting is required each year for both programs and Title IV students in these programs.

The Financial Value Transparency regulations themselves are 775 pages long and higher education institutions are working hard to understand all the data and reporting requirements in order to be in compliance by July 1, 2024.

This regulation is in addition to the implementation of the changes to the Free Application for Federal Student Aid, or FAFSA, which is currently experiencing substantial implementation issues. There are a host of additional regulations imposed by the Department of Education, also taking effect on July 1 such as professional licensure disclosures for all programs that lead to licensure in any state in which they enroll students, additional financial aid counseling requirements for students, additional financial responsibility metrics for institutions to name just a few. The Department also kicked off an additional

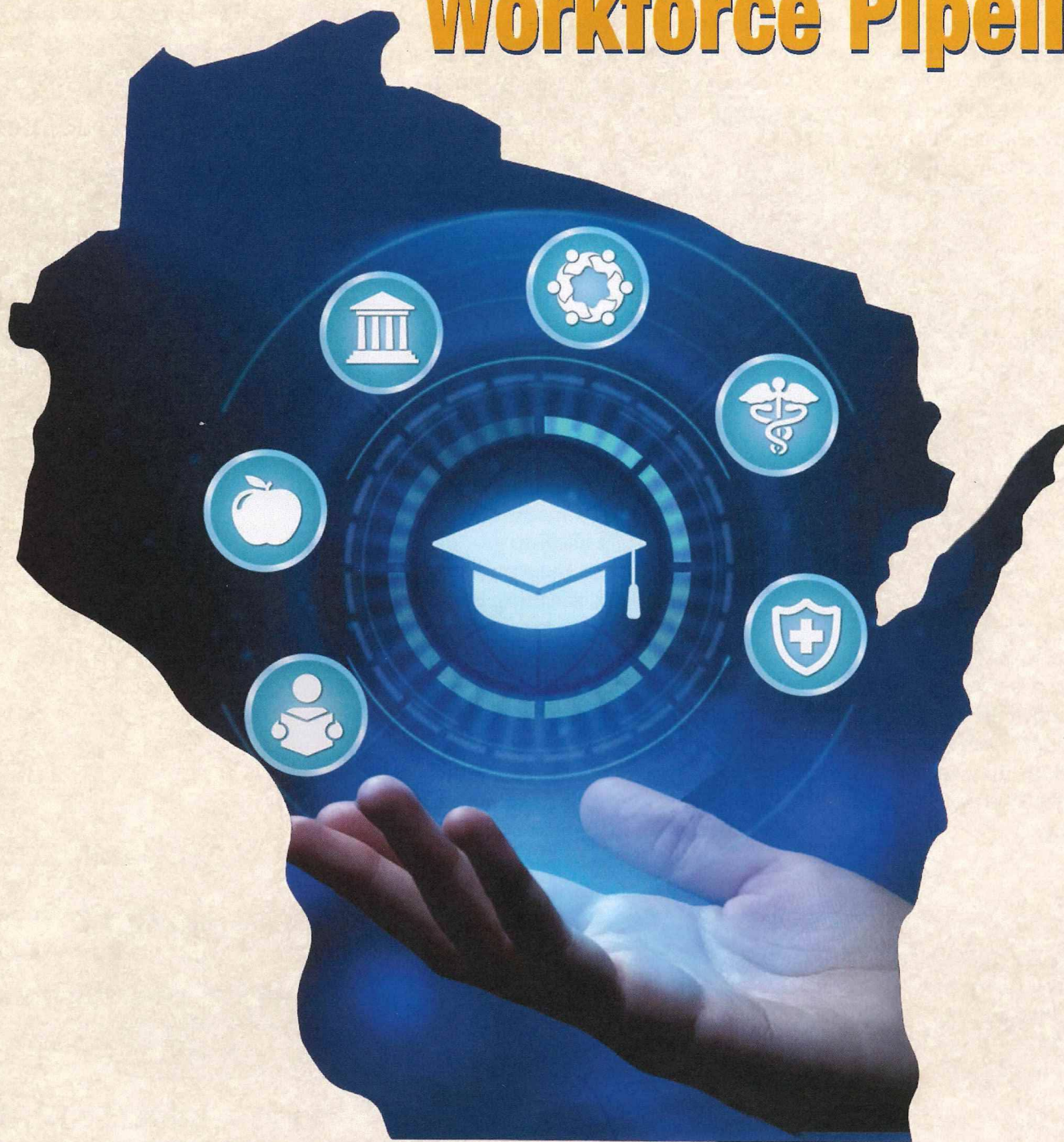


round of negotiated rulemakings in January focusing on changes to state authorization and accreditation for institutions.

In short, we believe that the new federal reporting requirements will provide sufficient data to inform prospective students and families about issues of program cost and outcomes.

Thank you for the opportunity to provide these comments. I'm happy to answer any questions you may have.

# Building Wisconsin's Workforce Pipeline



WAICUPEDIA 2023



## A Word From the President

# Building Wisconsin's Workforce Pipeline

The independent colleges and universities of Wisconsin are vital to the success of the State of Wisconsin.

Collectively, we produce 24 percent of bachelor's degrees in the state, 34 percent of advanced degrees, and provide more than \$7 billion in economic impact each year. Our graduates are valuable members of the workforce and help propel our state forward.

In the critical area of healthcare, for example, graduates of Wisconsin's independent institutions make up more than 40 percent of all health-related bachelor's degrees in Wisconsin—and we provide more than half of the state's nursing graduates.

Our independent colleges and universities also provide substantial benefits to students and families. Graduates who earn a bachelor's degree are prepared for a lifetime of work—not just the first job. They are prepared for the many job and career changes they will make over their lifetimes. With the critical thinking skills they acquire, they are prepared for jobs that we cannot yet imagine.

Further they will, on average, earn more than \$1 million more over their lifetimes than those who end their education at high school. These earnings provide a personal benefit to the graduates and their families, but also benefit the state through higher tax revenues.

An investment in students who attend independent colleges, through the Wisconsin Grant, benefits everyone. Students achieve an education they might not otherwise afford, and society receives additional income tax revenue and the services that these graduates provide in the public and private sectors.

And the more than 52,000 students attending WAICU institutions are 42 percent more likely to graduate in four years than their public university peers, meaning they can enter the workforce more quickly.

This publication is chock-full of great statistics that show the value of our graduates and our WAICU institutions. Our institutions and the graduates we produce are indeed a vital resource to the State of Wisconsin. Please read on to see for yourself.



*Eric W. Fulcomer*

Eric Fulcomer, PhD  
WAICU President

We  
*advocate policies* that support  
student opportunities.

We  
*advance accessibility* and  
affordability of private, nonprofits  
in Wisconsin.

We  
*organize collaborative programs*  
to save members time and  
money.

### WAICU in State Law...

WAICU is recognized in state statutes (§§ 15.185(5)(c), 15.377, 15.67, 15.675(1)(c), 16.979, 36.31(2m)(a)3, 39.285, 39.30, 39.395, 39.41, 39.435, 39.437(4)(a), 39.49, 115.297, 118.19(1c)(a), 118.55, 440.52(11)(d)) and 2011 Governor's Executive Order #37, 2012 Governor's Executive Order #59, 2013 Governor's Executive Order #97, 2015 Governor's Executive Order #147, 2018 Governor's Executive Order #270, 2019 Governor's Executive Order #37, and 2021 Governor's Executive Order #151 as the official organization of Wisconsin's 23 private, nonprofit colleges and universities.

Cover image: Shutterstock,  
additional icons: E. Madden

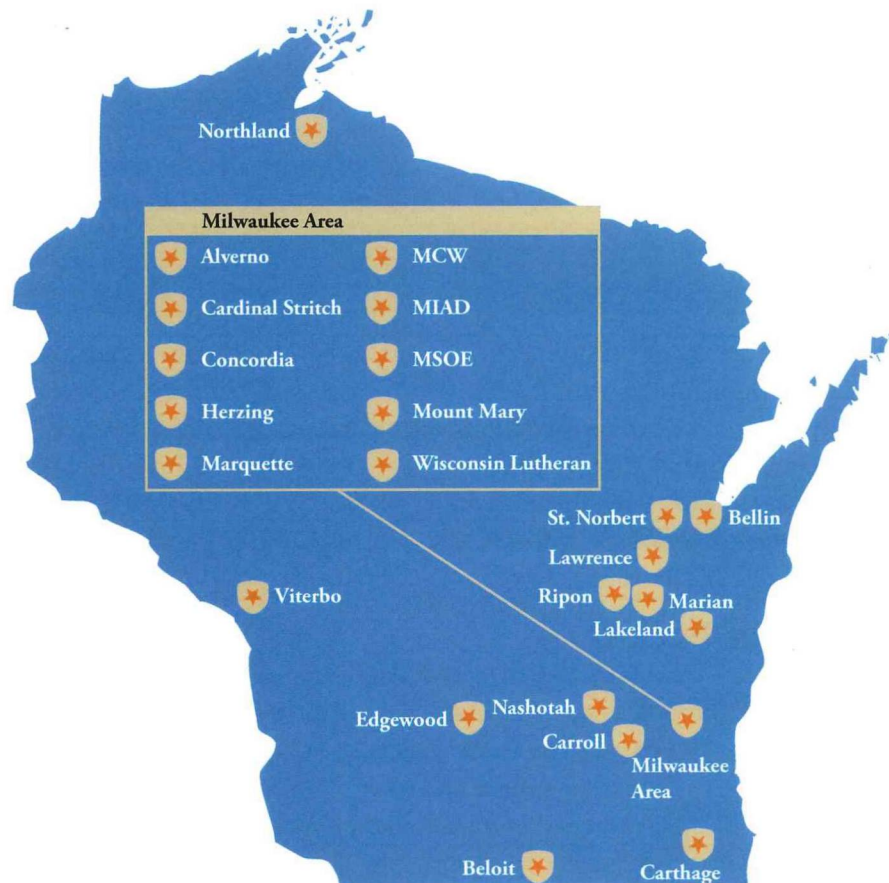


# The Economic Impact of Private, Nonprofit Higher Education in Wisconsin

WAICU's national partner, the National Association of Independent Colleges and Universities (NAICU), released the report, *Private, Nonprofit Higher Education, Shaping Lives and Anchoring Communities 2021*.

According to the report's findings, nationwide, private, nonprofit colleges generated **\$591.5 billion** in economic impact in 2018-2019 and supported **3.4 million jobs**. Private, nonprofit colleges and universities fuel the workforce pipeline and are economic anchors in their communities.

Using the NAICU report methodology, WAICU has calculated the economic impact of Wisconsin's private, nonprofit institutions. See statistics below.



WAICU consists of 23 private, nonprofit colleges and universities, serving more than 52,000 students.

## Supporting Wisconsin's Economic Vitality<sup>1</sup>

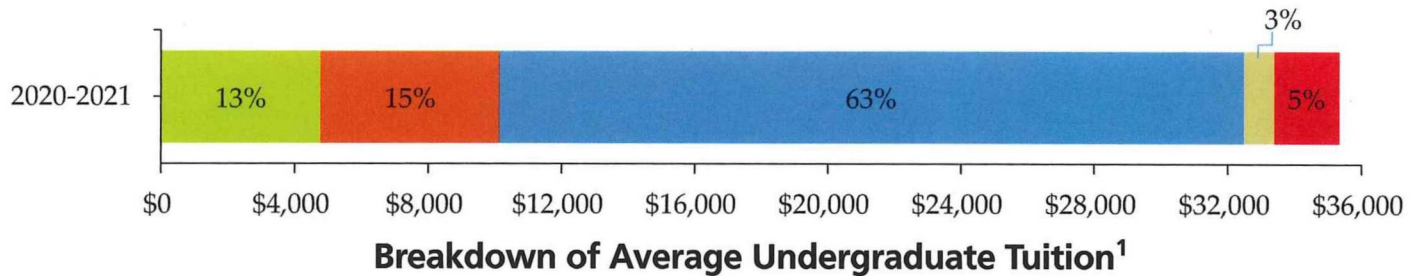
- **\$7.1 billion** economic impact
- **More than 13,400 annual graduates**
- **62,825 jobs** supported and sustained
- **\$1.32 billion** generated in local, state, and federal taxes
- **19,038 people** directly employed in private, nonprofit higher education

1. WAICU calculation based on data from IPEDS Surveys; 2018-2019 and NAICU's report, *Private, Nonprofit Higher Education: Shaping Lives and Anchoring Communities 2021*; and total graduate data is from IPEDS Completions survey, 2020-2021.



# Making Education Accessible Through A Public and Private Partnership

Investments in tuition, especially for low- and low-middle income students, is an investment in the state's workforce. Unfortunately, the public investment has not kept pace. Given the state's critical workforce shortages, it is more important than ever to invest in economically disadvantaged students seeking to earn a degree and contribute to Wisconsin's workforce.



## Average Out-of-Pocket Tuition at Member Schools

### ● Out-of-Pocket

For the *last five years* at WAICU-member schools, the average out-of-pocket tuition has been less than \$5,500.

*Here's the math:*

Average tuition and fees:	\$35,317
Average first-year student financial aid package:	- \$30,549
Average out-of-pocket tuition:	<u>\$4,767</u>

### ● Loans

Student loans may be issued by the federal government, the largest provider, or private lenders.

### ● Institutional Grants

Institutional aid includes both merit-based and need-based scholarships and grants from funds privately raised by the college or university. WAICU members have "skin in the game," as institutional aid has increased every year since at least the year 2000. Unlike loans, grants and scholarships do not need to be paid back.

### ● State Grants

At the state level, the most notable financial aid program is the Wisconsin Grant Program. See page five for more information.

### ● Federal Grants

Federal aid includes need-based Pell Grants as well as other programs, such as Supplemental Education Opportunity Grants, Department of Veterans Affairs grants, and the federal portion of the College Work-Study Program.

<sup>1</sup> Tuition breakdown for first-time, full-time, degree-seeking undergraduates. IPEDS Student Financial Aid Survey and Student Charge Survey, 2020-2021.



# Wisconsin Grants: An Investment in Our State's Workforce

Wisconsin Grants are the primary state-funded, need-based financial aid program for Wisconsin residents attending college in Wisconsin. Wisconsin Grants have received bipartisan support.

Wisconsin currently faces employment shortages in nearly every occupation including engineers, physicians, nurses, and teachers. For Wisconsin to be competitive, we must focus on increasing the educational attainment of the state's population. Nearly 75 percent of new jobs require a bachelor's degree.

But only 40 percent of the workforce have a four-year degree.<sup>1</sup>

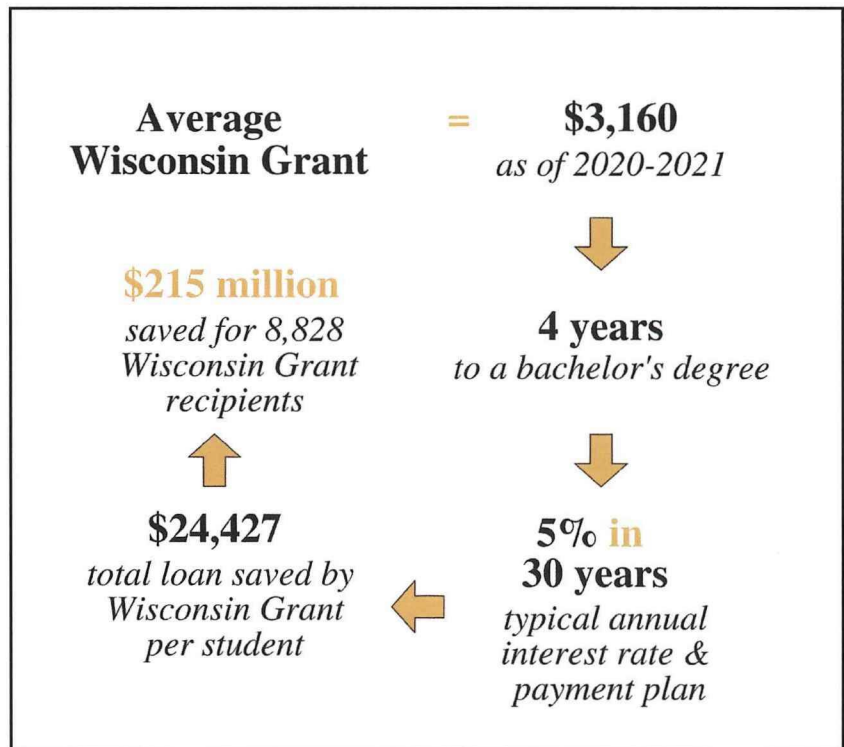
The Free Application for Federal Student Aid Simplification Act changed the current eligibility aid formula for federal Pell Grants from the Expected Family Contribution formula to a new aid formula known as the Student Aid Index. Many states, including Wisconsin, use this eligibility metric to determine eligibility for state need-based student aid, such as Wisconsin Grants.

WAICU and its member colleges and universities are seeking to modify the current Wisconsin Grant formula to modernize the statutory language and to better serve students. WAICU also is seeking a \$25.5 million increase to our sector's current \$57 million Wisconsin Grants biennial appropriation.

Even with the proposed increase, total state spending on Wisconsin Grants awarded to students at Wisconsin's independent colleges is less than 2 percent of all funding for higher education.<sup>2</sup>

## Wisconsin Grants Save Students Millions in Interest

Wisconsin Grants awarded to Wisconsin students attending a Wisconsin private, nonprofit institution saved a total of more than \$215 million in principal and loan interest for our 8,828 Wisconsin Grant recipients.<sup>3</sup>



### Average Wisconsin Grant for Private, Nonprofit Students

Investing in Wisconsin Grants reduces the need for student loans.

1. Georgetown Center on Education and the Workforce, "America's Divided Recovery," 2016. 2. WAICU estimation based on data from HEAB and LFB. 3. WAICU estimation based on data from HEAB's Student Aid Expenditures For 2020-2021 report.



# A Bargain for Taxpayers

Students' chances of graduating in four years are **42 percent greater** at WAICU-member colleges and universities than at four-year public institutions in Wisconsin.<sup>1</sup>

With an **average class size of 16 students**, students can count on personalized attention that keeps them on track.<sup>2</sup>

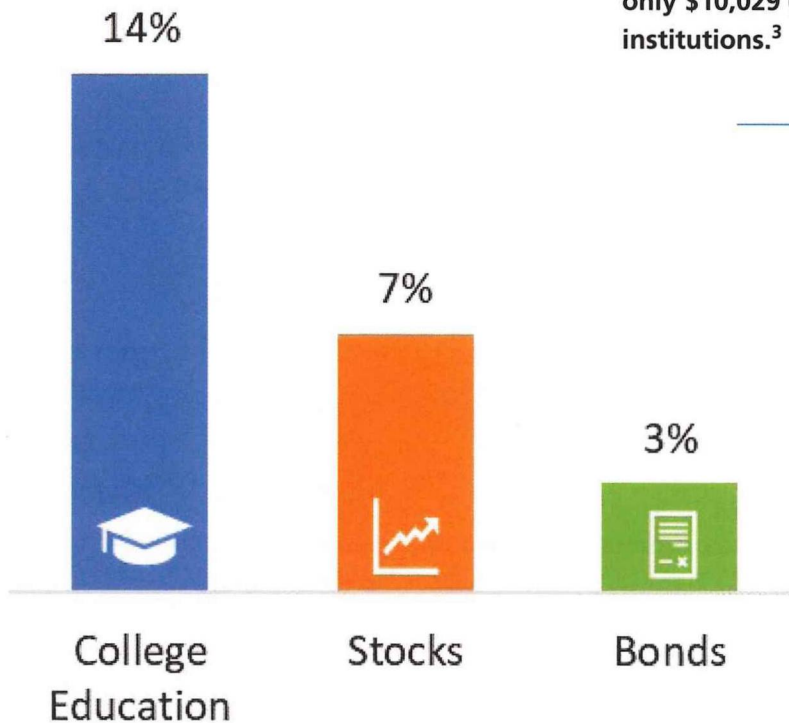
Graduating on time lowers the cost of college, with graduates entering the workforce, earning sooner, and supporting Wisconsin's economic infrastructure.



## Cost of a Degree to State Taxpayers

Over four years, the cost to state taxpayers per degree at public four-year institutions is \$126,594, compared to only \$10,029 (student aid) at WAICU-member institutions.<sup>3</sup>

## Return on Investment



## Comparison of College Degrees with Other Investments

College degrees typically have higher rates of return in the long run of 14 percent, far exceeding other investment benchmarks, such as stocks and bonds.<sup>4</sup>

1. IPEDS, Graduation survey (2013-2014 cohort), 2021-2022. 2. WAICU Institutional Survey, 2021-2022. 3. WAICU calculation based on four-year trend data from LFB, HEAB, IPEDS. 4. Federal Research Bank of New York, 2019.

## WAICU Cost-Saving Collaborations

In 2021, WAICU saved its members **\$19,168,981** through more than **45 collaborative, cost-saving programs**.

- The cumulative savings from the lifetime of the programs (since WAICU began reporting) now total **\$250,784,747**.
- WAICU collaborative services help to control college costs and are in keeping with WAICU's long-standing efforts to keep college affordable.

WAICU members secure preferred pricing, with combined purchasing power.

Dollars saved can be invested in student aid and instruction.

Vetted programs ensure high-quality products and services, saving members time.

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## WAICU Investments in Students

- **95 percent** of WAICU undergraduates receive financial aid.<sup>1</sup>
- **91 percent** of undergraduates receive grant/scholarships at WAICU-member colleges and universities.<sup>2</sup>
- For every **\$1** in state grants, WAICU students receive **\$23** in institutional aid.<sup>3</sup>
- The average financial aid package at WAICU-member schools is **77 percent** grants and scholarships, aid that does not have to be paid back.<sup>4</sup>

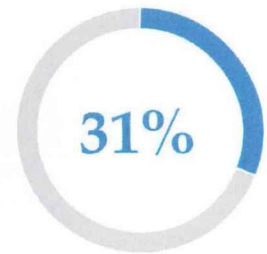
1. Full-time, degree-seeking undergraduates, WAICU Institutional Survey, 2021-2022. 2. IPEDS Student Financial Survey, 2020-2021. 3. WAICU Institutional Survey, 2021-2022. 4. IBID.



# Expanding Educational Opportunity



## Non-Traditional



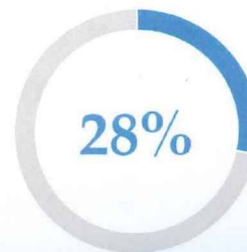
Thirty-one percent of WAICU-member students are over the age of 25, compared to 19 percent at Wisconsin's public four-year universities.<sup>1</sup>

## People of Color



Thirty percent of WAICU students are students of color, compared to 19 percent at four-year public institutions in the state.<sup>2</sup>

## First Generation



Twenty-eight percent of all WAICU undergraduate students are first-generation students.<sup>3</sup>

## Low-Income



Twenty-nine percent of WAICU undergraduates qualify for federal Pell Grants, compared to 22 percent at four-year public institutions in Wisconsin.<sup>4</sup>

1. IPEDS, Fall Enrollment Survey, 2020-2021. 2. IPEDS, 12-Month Enrollment Survey, 2020-2021. 3. WAICU Institutional Survey, 2021-2022. 4. IPEDS, Student Financial Aid Survey, 2020-2021.

# Partnering for Postsecondary Success

## Wisconsin Veterans Grant for Private, Nonprofit Students

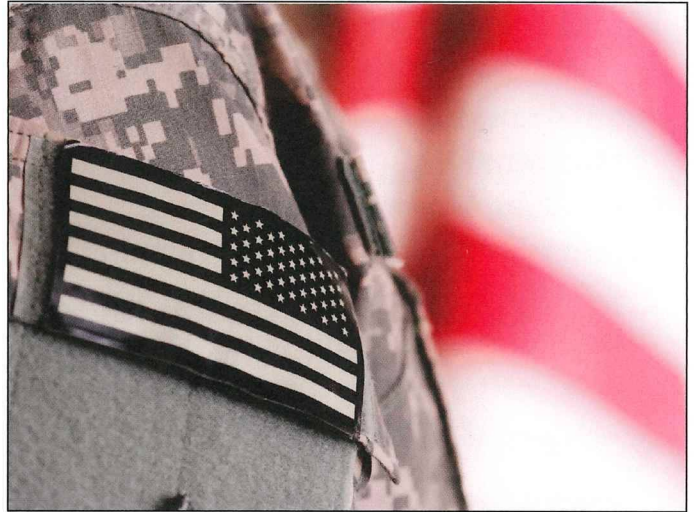
The Wisconsin Veterans Grant for Private, Nonprofit Students is a State of Wisconsin veterans benefit enacted in 2020. Awards are available to qualified veterans, as well as certain spouses and children of qualified veterans, for use at a Wisconsin private, nonprofit higher educational institution.

The Wisconsin Veterans Grant for Private, Nonprofit Students is a collaboration between:

- Wisconsin Higher Educational Aids Board
- Wisconsin Department of Veterans Affairs
- WAICU-member institutions

*The Wisconsin Veterans Grant for Private, Nonprofit Students includes the following:*

- A maximum grant per semester/session—including summer—for the qualifying veteran, spouse or dependent, with a per semester/session matching grant from the participating college or university.
- Grants apply toward bachelor's and graduate degree programs at Wisconsin's participating private, nonprofit colleges and universities.
- Qualifying veterans, spouses, and dependents may receive up to a total of \$12,000 annually in grants depending on other educational benefits for which veterans and their dependents may qualify.
- Those eligible may receive a maximum of eight semesters of grant funding or 128 credits, whichever is greater, less any GI bill benefits already received at public institutions.



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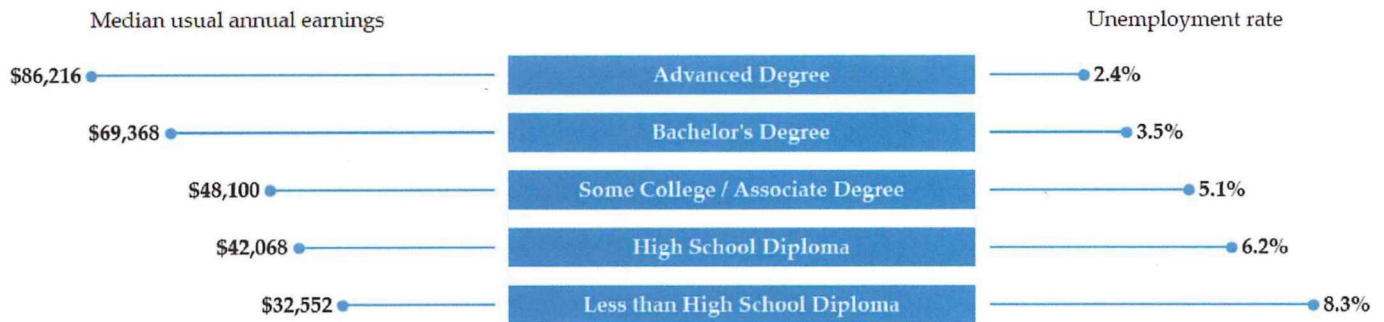
## College Opportunities in High School

WAICU members offer a variety of opportunities for students to gain college credits while in high school at a significant discount. Opportunities include:

- Early College Credit program: Courses taken on a campus for both high school and/or college credit
- Concurrent Enrollment: College level courses taken at the high school for both high school and/or college credit
- Programs aimed at providing underrepresented students with a college experience
- Advanced Placement (AP) Credit



# Producing High-Earning Graduates

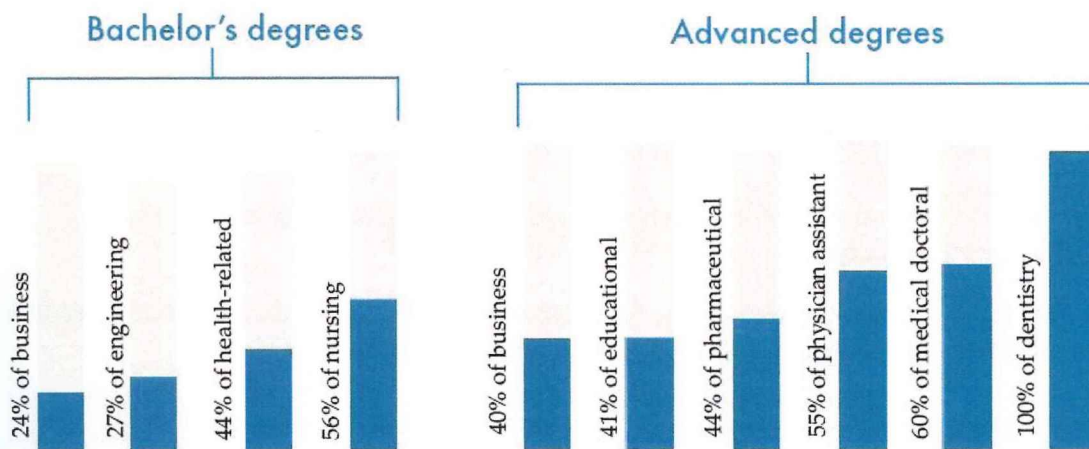


## Earnings and Unemployment Rates by Educational Attainment<sup>1</sup>

College graduates on average earn more money and are less likely to be unemployed than those without a degree. This puts them in a stronger position to pay back student loans they may have and to contribute to the health of the economy.

*Adults with a bachelor's degree earn an average of \$2.8 million during their careers, \$1.2 million more than the median wage of workers with a high school diploma.<sup>2</sup>*

## Filling High-Demand Occupations



WAICU members produce more than 13,400 graduates annually, making up 24 percent of all bachelor's degrees and 34 percent of all advanced degrees in the state, with no direct operating support from taxpayers.<sup>3</sup>

1. Bureau of Labor Statistics, 2021. 2. Georgetown Center on Education and the Workforce, "The College Payoff," 2021. 3. IPEDS, Completions Survey, 2020-2021.

# Supporting Students From College to Careers



WAICU Advancement Diversity and Nonprofit Internship programs provide valuable career experience.

Photo credit: Corey Wilson

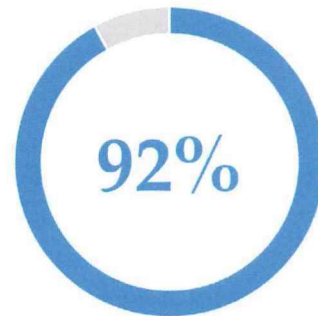
*“This internship has significantly impacted my life. Prior to this opportunity, I lacked confidence in the workplace – socially, professionally, etc. Now, I am much more confident in my ability to communicate effectively with others and complete tasks in an efficient manner. In the professional realm, I learned the importance of office etiquette, professional dialogue, and the importance of creating a portfolio.”*

-- Former program intern

## Career Services for Students

The career service offices at WAICU-member institutions provide a wide array of professional career services:

- Career exploration and counseling
- Résumé assistance and critique
- Mock interviews
- Internship placement support
- Networking and educational events
- Mentorship
- Professional resources for alums



*An estimated 92 percent of 2021 graduates from private, nonprofit colleges are employed or in graduate school within six months of graduation.<sup>1</sup>*

**WORKFORCE FAIR**  
JOBS, INTERNSHIPS,  GRADUATE SCHOOLS



Over the past five years, more than 3,500 WAICU students and alums have attended the WorkForce Fair. The 31st annual **WorkForce Fair: Jobs, Internships, and Graduate Schools** took place February 21, 2023, at the Wisconsin State Fair Park, where approximately 150 top employers connected with WAICU students and alums.

1. NACE's First Destination Survey, 2022.





Alverno College  
Milwaukee, WI  
[www.alverno.edu](http://www.alverno.edu)



Concordia University  
Mequon, WI  
[www.cuw.edu](http://www.cuw.edu)



Marquette University  
Milwaukee, WI  
[www.marquette.edu](http://www.marquette.edu)



Northland College  
Ashland, WI  
[www.northland.edu](http://www.northland.edu)



Bellin College  
Green Bay, WI  
[www.bellincollege.edu](http://www.bellincollege.edu)



Edgewood College  
Madison, WI  
[www.edgewood.edu](http://www.edgewood.edu)



Medical College of Wisconsin  
Milwaukee, WI  
[www.mcw.edu](http://www.mcw.edu)



Ripon College  
Ripon, WI  
[www.ripon.edu](http://www.ripon.edu)



Beloit College  
Beloit, WI  
[www.beloit.edu](http://www.beloit.edu)



Herzing University  
Milwaukee, WI  
[www.herzing.edu](http://www.herzing.edu)



Milwaukee Institute of Art & Design  
Milwaukee, WI  
[www.miad.edu](http://www.miad.edu)



St. Norbert College  
De Pere, WI  
[www.snc.edu](http://www.snc.edu)



Cardinal Stritch University  
Milwaukee, WI  
[www.stritch.edu](http://www.stritch.edu)



Lakeland University  
Plymouth, WI  
[www.lakeland.edu](http://www.lakeland.edu)



Milwaukee School of Engineering  
Milwaukee, WI  
[www.msOE.edu](http://www.msOE.edu)



Viterbo University  
La Crosse, WI  
[www.viterbo.edu](http://www.viterbo.edu)



Carroll University  
Waukesha, WI  
[www.carrollu.edu](http://www.carrollu.edu)



Lawrence University  
Appleton, WI  
[www.lawrence.edu](http://www.lawrence.edu)



Mount Mary University  
Milwaukee, WI  
[www.mtmary.edu](http://www.mtmary.edu)



Wisconsin Lutheran College  
Milwaukee, WI  
[www.wlc.edu](http://www.wlc.edu)



Carthage College  
Kenosha, WI  
[www.carthage.edu](http://www.carthage.edu)



Marian University  
Fond du Lac, WI  
[www.marianuniversity.edu](http://www.marianuniversity.edu)



Nashotah House  
Nashotah, WI  
[www.nashotah.edu](http://www.nashotah.edu)

[www.waicu.org](http://www.waicu.org) | [www.WisconsinsPrivateColleges.org](http://www.WisconsinsPrivateColleges.org)



**WAICU**

WISCONSIN ASSOCIATION OF INDEPENDENT  
COLLEGES AND UNIVERSITIES