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Thank You Chairman Kitchens and the committee for this opportunity to discuss Assembly Bill 166.

First, I want to thank Senator Feyen for being the senate lead on this bill, he couldn't be here today to testify but will submit written testimony.

Across the United States, high school sophomores, juniors and seniors are faced with critical decisions about their future after graduation. Choosing the right college or university can play a significant role in ensuring long-term success. However, finding reliable information on the long-term value of specific majors and identifying which institutions excel in those fields can often be a challenge for students and their families. Lack of transparency can result in students switching majors' multiple times, leading to unnecessary expenses on courses they ultimately don't need for their chosen career path. This bill seeks to simplify this process for high school students considering higher education.

Assembly Bill 166 aims to increase transparency by requiring the Universities of Wisconsin, technical and private colleges in Wisconsin to provide six key pieces of information to the Higher Educational Aids Board (HEAB):

1. The average salary of graduates at the one, five, and ten-year marks, categorized by major.
2. The average student debt after graduation or discontinuation of studies, broken down by major.
3. The graduation rate of the college, categorized by major.
4. The total annual cost of attendance and the average net cost.
5. Information on available financial aid for students.
6. A list of the ten most popular degree programs offered by the institution.

HEAB will then be responsible for sharing this data with the Department of Public Instruction (DPI), alongside a list, developed with the Department of Workforce Development (DWD), of the 50 most in-demand jobs within the state. This list will include the average starting salary and required education level for each profession.

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.

Finally, DPI will ensure that this information is shared with school boards, who will then distribute it to high school sophomores, juniors and seniors as part of the academic and career planning services already required by law.

Thank you for your time and I would be happy to answer any questions the committee may have.

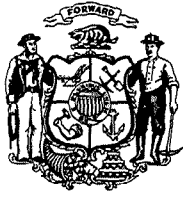
Respectfully,

District 22 State Representative

Proudly representing Ozaukee and Washington counties, covering the communities of Grafton (Town and Village), Cedarburg (Town and City), Port Washington (Town and City), as well as portions of Germantown and Mequon.

Scan the QR Code to easily sign up for my e-updates





DAN FEYEN

STATE SENATOR

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PO Box 7882, Madison, WI 53707-7882
www.SenatorFeyen.com

Date: April 10, 2025
To: Assembly Committee on Education
From: Senator Dan Feyen
Re: Assembly Bill 166

Hello, Chair Kitchens and members of the Assembly Committee on Education. Thank you for taking the time to hear testimony on Assembly Bill 166.

Selecting a college major is an incredibly important life decision that many high school juniors and seniors face, sometimes before they even step foot on a college campus. In navigating this important decision-making process, these prospective college students often have difficulty finding information on which schools specialize in certain fields of study and what the long-term job outlook is for each major.

AB 166 is a relatively simple bill focused on providing greater transparency and more information to prospective students to assist them in choosing their college major.

The bill requires all UW colleges, technical colleges, and nonprofit colleges to report the following information to the Higher Educational Aids Board (HEAB) six months post-graduation and then every five years, starting five years after graduation:

- Percentage of graduates in each major employed in their field of study
- Average salary of graduates working in their field by major
- Average salary of graduates not working in their field by major
- Average student debt incurred for each major
- Graduation rate for each major
- Annual total cost of attendance and average net cost of the college
- Available financial aid for students
- Top 10 most popular degree programs offered by the college

The best part of this bill is that many Wisconsin colleges already track this information; this bill simply ensures consistent reporting of said information to HEAB. From there, HEAB will compile this list and work with the Wisconsin Department of Workforce Development to produce a list of the top 50 most in-demand jobs in Wisconsin, including the average starting salary and required education level for each one. HEAB will then send this information to the Wisconsin Department of Public Instruction to be distributed to school boards for use in academic and career planning with their eleventh- and twelfth-grade students to help guide them in making this very important life decision.

Thank you again for holding this hearing and for allowing testimony on AB 166.



DATE: April 10, 2025

TO: Members of the Assembly Committee on Education

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

RE: Testimony on Assembly Bill 166

Thank you, Chair Kitchens, Vice-Chair Goeben, and committee members, for providing the Universities of Wisconsin an opportunity to offer testimony on Assembly Bill 166 (AB 166).

The Universities of Wisconsin (UWs) continue to be a national leader in public reporting of data. We maintain and continuously update the user-friendly and publicly available Accountability Dashboard on our website that allows anyone to view data about our universities. Metrics include one-, five-, and 10-year salary information by campus and major, as well as data points tracking student access, economic development, progress and completion, and student affordability.

We also have another publicly available dashboard of Interactive Reports delving further into some of these items, including financial aid, retention and graduation, and time and credits to degree. Student success has always been our top priority, and the Universities of Wisconsin will continue to ensure accurate data and outcomes transparency for prospective students.

AB 166 would require institutions of higher education to report cost and student outcomes to the Higher Educational Aids Board (HEAB) so that these data points can be shared with high school juniors and seniors. Most of the data that this legislation would require us to collect are already being collected and publicly reported by each of the 13 universities on both the state and the federal level, as noted in regard to our publicly available dashboards.

In addition to our publicly available data, the U.S. Department of Education (USDoe) maintains college scorecards that display information such as 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 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.

The Universities of Wisconsin appreciate the intent of AB 166 to further increase transparency for
(Cont.)

high school juniors and seniors interested in attending one of our universities because it aligns with our longstanding goals and standards of ensuring accurate and uniform data collection and reporting. Much of the data required by AB 166 is already collected and reported by the Universities of Wisconsin.

In terms of the specific metrics required under AB 166, we do have some concerns regarding the salary reporting. AB 166 requires universities to report the average salary of their graduates at intervals of six months and, every fifth year, five years after graduation, both aggregated and broken down by major. Every fifth year, higher education institutions would also need to report data on the percentage of graduates who are employed in the field of their major five years after graduation, the average salary of graduates employed in the field of their major, and the average salary of graduates not employed in the field of their major.

The Universities of Wisconsin are working in partnership with the U.S. Census Bureau to report salary information publicly as part of the Post-Secondary Employment Outcomes (PSEO) data at the one-, five-, and 10- year intervals. Instead of individual major, this data is reported based on instructional programs as defined by the U.S. Census. The U.S. Census Bureau can directly pull this data from the Internal Revenue Service (IRS). Currently, this federal government partnership is the best avenue we have to report accurate salary data and is what we have reported on our Accountability Dashboard. Additionally, a 1-year postgrad outlook is a better indicator of success for our graduates than a 6-month outlook. It would be difficult for us to meet the intervals and major specifications required by AB 166 since our most accurate data comes from this federal partnership. It would be hard to collect different salary data in a uniform and accurate way because we would have to rely on either outside vendors that would incur additional costs for us, self-reporting methods which have accuracy concerns, or upon other government partnerships that have their own flaws and challenges.

Regarding the data on individuals employed in the field of their major versus a different occupation, it is incredibly difficult to determine this, especially for those who go on to pursue a graduate degree. As an example, a lawyer may graduate with an English degree but then go on to pursue a law degree. They wouldn't necessarily be employed in their undergraduate field of study, but they would be employed in their graduate field of study. Additionally, major-specific data can run into privacy concerns because to publicly report data, the denominator must have at least 30 unique individuals, otherwise, reporting this data conflicts with privacy laws. Finally, there are accountability concerns around a statutory requirement to collect this data, which is difficult to collect accurately and uniformly. This information is largely collected through alumni surveys which only have less than a 10% response rate.

AB 166 also requires graduation rates by major. That can also be difficult since the majority of first-year students have not yet declared their major in their first semester when graduation rate calculations begin. Time-to-degree might be a more accurate representation of this information

(Cont.)

because that calculation takes a group of graduates and measures the time it took them from beginning to end. Following this, many students switch majors, and it is unclear how that would affect the collection of graduation rates by major.

The Universities of Wisconsin want to provide accurate data as prospective students consider the best path for their future. Therefore, we want to make the committee aware of the existing information available to students, families, and the public that meets the intent of the legislation as well as the challenges we would face in providing accurate and useful data in exactly the form prescribed in the legislation.

Thank you again for providing the Universities of Wisconsin the opportunity to comment on this legislation.



TO: Members, Assembly Committee on Education

FROM: Rachel Ver Velde, Associate Vice President of Government Relations

DATE: April 10, 2025

RE: Support for Assembly Bill 166, academic and career planning services provided to pupils and requiring the reporting of certain data on college student costs and outcomes

Wisconsin Manufacturers & Commerce (WMC) appreciates the opportunity to testify in support of Assembly Bill 166. Thank you to Representative Melotik and Senator Feyen for authoring this important legislation to allow students to have a complete and accurate picture of the postsecondary landscape in Wisconsin.

WMC is the largest general business association in Wisconsin, representing approximately 3,800 member companies of all sizes, and from every sector of the economy. Since 1911, our mission has been to make Wisconsin the most competitive state in the nation to do business. That mission includes making sure Wisconsin's youth have educational opportunities to be prepared and ready to participate in today's workforce.

Employers are very concerned that today's youth are unprepared for the workforce. Nearly three-quarters of our members believe that students graduating from Wisconsin's public K-12 schools are not prepared for the workforce. In fact, 56% of them say that they have employees that struggle to read or do math. These employers have had to take on the education role themselves, with 41% of employers saying they are providing tutoring or additional training to get employees up to speed.¹

Additionally, while the worker shortage has improved for Wisconsin employers recently, too many are still unable to fill key positions. According to WMC's most recent *Wisconsin Employer Survey* released in January 2025, 63% of employers indicate that they are struggling to hire workers. Employers tell us that it is particularly difficult to find workers with the right skills and training.²

To tackle these concerns, K-12 students must be exposed to career opportunities early and be shown a pathway to a successful career, along with the steps needed to get there. That is why WMC is strongly supportive of AB 166. It will provide transparency for students on key indicators that will allow them to make informed decisions on postsecondary schools, degrees and financial aid. Too often students are unaware of what degrees and careers are available to them. Providing the average salary, average debt, graduation rates and 50 most in demand jobs within the state will not

¹ <https://www.wmcfoundation.org/wp-content/uploads/2023/12/WI-2035-Education-Report-Dec-2023.pdf>

² https://media.wmc.org/wp-content/uploads/2025/01/13142445/CEO-Survey-Report_Winter-2025_ECONOMY-WORKFORCE.pdf

only provide transparency for students, but also will allow them to better make decisions for their future careers.

WMC urges members of the Assembly Committee on Education to vote in support of Assembly Bill 166. The information provided to students in this bill will be key to helping them find the right opportunities and the path to get there. This will allow employers to have access to a better pool of talent.

Alverno College
Bellin College
Beloit College
Carroll University
Carthage College
Concordia University Wisconsin
Edgewood College
Herzing University
Lakeland University
Lawrence University
Marian University



Wisconsin's private, nonprofit colleges and universities
working together for educational opportunity

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 Education

Assembly Bill 166

April 10, 2025

Chairman Kitchens and Members of the Committee,

Thank you for the opportunity to provide comments for information on Assembly Bill 166. 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 private, nonprofit colleges and universities. Wisconsin's independent institutions are a significant public, private partnership for the State of Wisconsin and have a \$7 billion economic impact. WAICU institutions graduate 23 percent of the bachelor's degrees in the state and 33 percent of the advanced degrees, many in high demand occupations. Please see page three of our WAICUPEDIA that I have included with my testimony to view our contributions to in-demand professions.

Additionally, WAICU members are strong contributors to Wisconsin's workforce and receive no operating revenue from the state. Our students do, however, qualify for student financial aid programs which represent 1.47 percent of all state funding for higher education.

I would like to commend the author's intention of seeking to provide information to students through the academic and career planning process. Providing additional information earlier to help students develop thoughtful career plans after high school is a laudable and necessary effort. High school graduate participation rates and enrollment in some form of postsecondary education after high school have dropped nearly 10 percentage points since the pandemic and has not recovered. This is happening at a time when we are seeing workforce shortages in nearly every occupation and Wisconsin has fallen behind the national average.

Today, I'd like to share information with the Committee about the Department of Education's reporting requirements for both the College Score Card and new reporting requirements that were set to go into effect on July 1, 2024 but have been delayed in large part due to the complications caused by the troubled rollout of the new FAFSA form. The new deadline for reporting is September 2025 and the Trump Administration state that this will be the final reporting delay for these requirements.

Our institutions have worked diligently to put processes in place to report this data along with the National Student Clearing House.

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

- **Program-Level Data** This required data includes but is not limited to:
 - Name, CIP (Classification of Instructional Programs) code
 - Credential level
 - Length of program
 - Accreditation status
 - Total students enrolled
 - Program costs
 - Loan Amounts
 - The cost of tuition, fees, books, and supplies.
- **Student-Level Data**
 - Information needed to identify the student
 - Dates and costs of attendance

With this information, the Department will publish **Debt-to-Earnings (D/E) rates**. The D/E rate is intended to measure loan affordability and an **Earnings Premium (EP)** using an earnings premium test. The Earning Premium test is intended to measure the extent to which a program enhances a graduate's earning potential beyond a high school graduate.

Institutional research, enrollment management, registrars, and financial aid offices all need to work together to report this information to ensure its accuracy and institutions will be required to share out this information once published.

Additionally, the College Score Card, also mandated by the Department of Education publishes cost, academic programs, outcomes including graduation rate, retention rate, student-to-faculty ratio, post-graduation earnings (typically 1, 5, and 10 years out), median total debt after graduation and more.

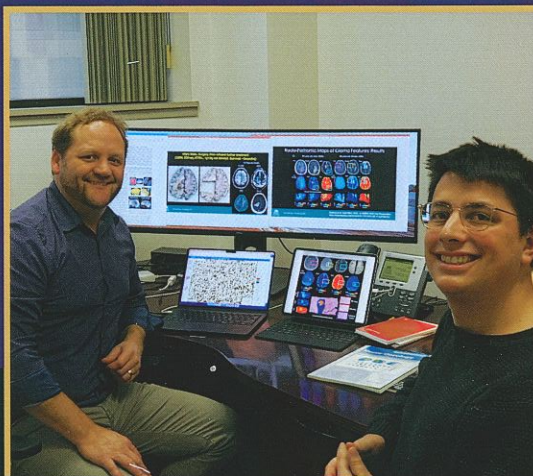
Alumni surveys, while qualitatively useful, will undoubtedly be incomplete and will not provide the data needed to accurately report this information and can therefore be misleading to students. We do, however, remain open to working with the authors to find a workable solution. Perhaps including data from the College Scorecard that combines information from the Integrated Postsecondary Education Data System (IPEDS) with data from the National Student Loan Data System (NSLDS), the Department of Treasury, along with other sources, would be useful information to include.

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



WAICUPEDIA 2025

Expanding Wisconsin's Workforce



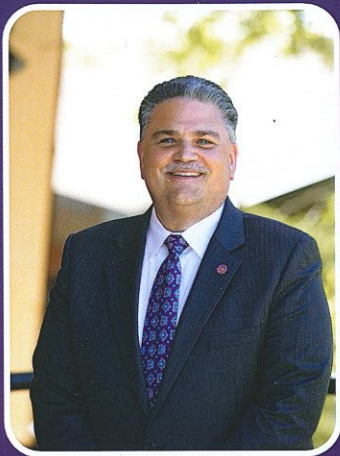
Message from Our President

Independent higher education in Wisconsin *plays a critical role in addressing workforce needs and fueling economic growth across the state*. WAICU-member institutions, comprising the state’s private, nonprofit colleges and universities, are uniquely positioned to deliver the best return on investment for Wisconsin’s future.

Every year, our institutions confer degrees upon 12,800 graduates—23 percent of all bachelor’s degrees and 33 percent of advanced degrees statewide—*all without direct operating support from taxpayers*.

Our twenty-two colleges and universities are attuned to the demands of the marketplace, offering innovative programs in high-need areas such as healthcare, artificial intelligence, and engineering. Graduates of WAICU-member institutions are educated with critical thinking skills to evaluate and respond to society’s challenges and are prepared to meet workforce demands. **Nearly 90 percent of our graduates are employed or in graduate school within a year of graduation.** Notably, two-thirds work in Wisconsin upon graduation, directly contributing to the state’s economy as active citizens and taxpayers.

The Wisconsin Grant Program amplifies this impact. *For every dollar the state invests in our students through this program, WAICU members provide \$24 in institutional financial aid*, ensuring access and affordability for students. *Independent higher education is a driving force for Wisconsin’s workforce readiness and vitality.* Our institutions are inextricably linked to the future success of our state.



Eric W. Fulcomer, PhD
WAICU President

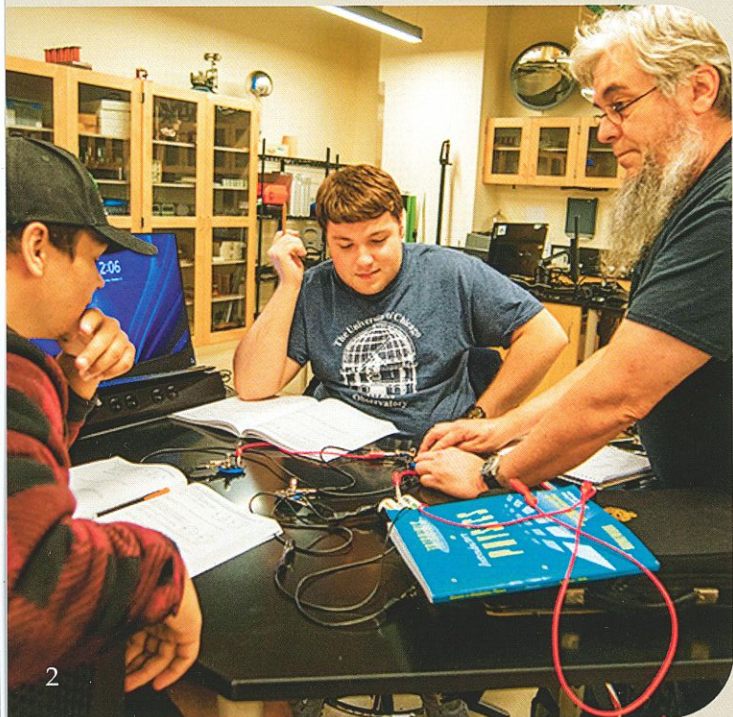


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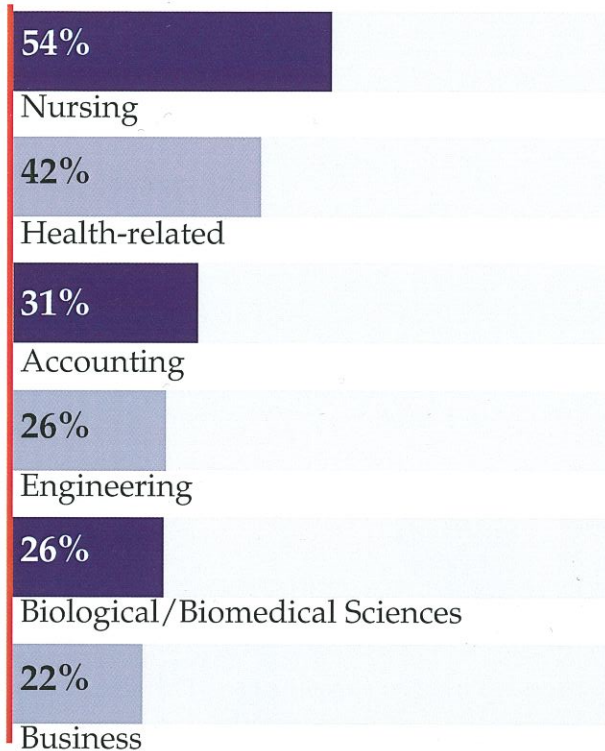
Response to Workforce Needs

Graduates from Wisconsin Private Colleges are Workforce Ready

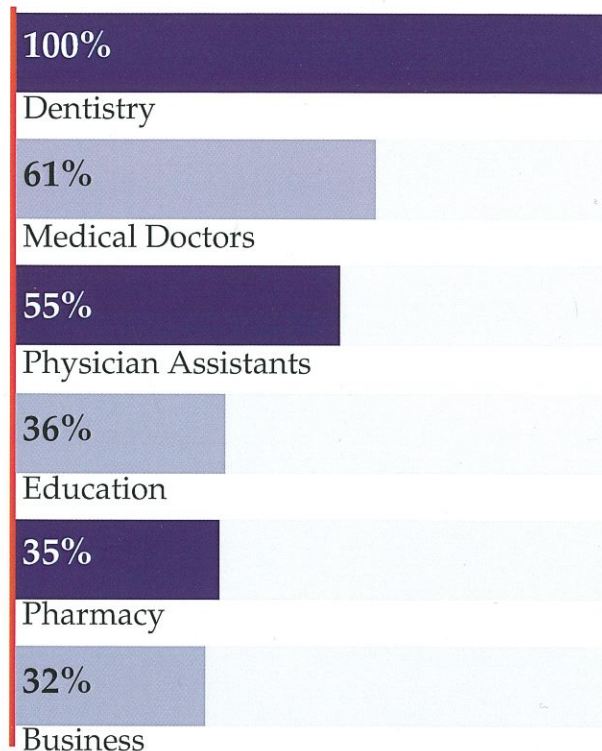
WAICU members produce more than **12,800** graduates annually, making up **23 percent** of bachelor's degrees and **33 percent** of advanced degrees in the state with no direct operating support from taxpayers.¹

Our colleges help expand the state workforce pipeline in high-demand occupations.

BACHELOR'S DEGREES²



ADVANCED DEGREES³



In the spring of 2024, WAICU conducted comprehensive LinkedIn research and found:⁴

38,742

WAICU-member alumni

at 302

largest companies in Wisconsin



HEALTHCARE

13,099 alumni



MANUFACTURING

7,416 alumni



FINANCE & INSURANCE

4,788 alumni



WHOLESALE TRADE

3,914 alumni

9,525 alumni at other industries

Scan to
learn more

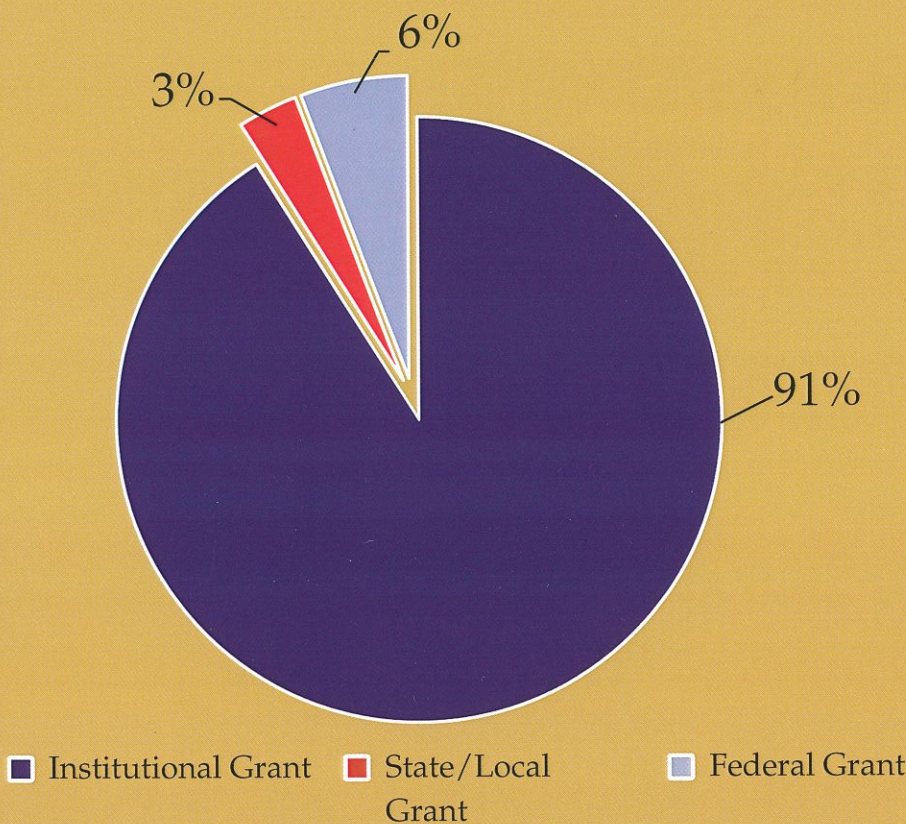


This data represents a one-time snapshot sampling of WAICU-member alumni working at 302 largest companies in Wisconsin, as represented on LinkedIn.

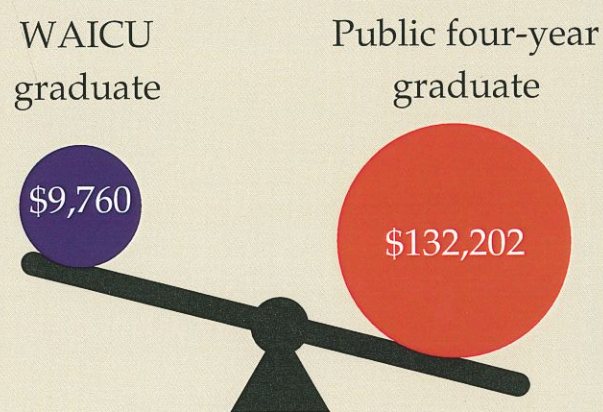
Public Investment Pays Off

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

WAICU institutions provide the largest portion of grant aid awarded to first-time, full-time undergraduate students.¹



WAICU members provide significant value to state taxpayers.



Cost to taxpayers per degree

On average, a four-year degree at Wisconsin private colleges costs state taxpayers **\$9,760**, significantly lower than **\$132,202** at public institutions.²



Students' chances of graduating in four years are **31 percent** greater at WAICU-member colleges and universities than at four-year public institutions.³

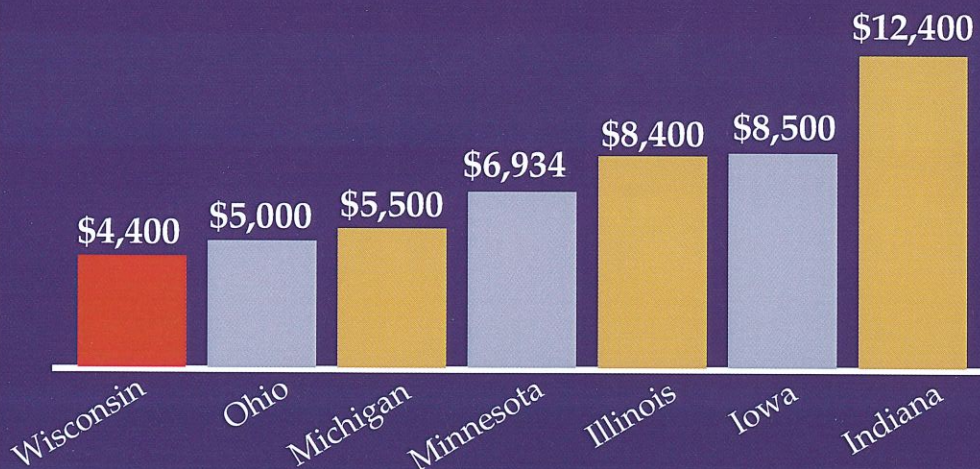
Graduating on time lowers the cost of college, with graduates entering the workforce sooner and supporting Wisconsin's economy.

Double the Wisconsin Grant

Keep Talent in the State to Grow the Workforce

Wisconsin has fallen significantly behind its neighbors in state support to low-income college students.

2024-2025 maximum need-based state grant awarded to first-time, full-time undergraduates at private, nonprofit colleges¹



A Call to Action

The state appropriation for the Wisconsin Grant to students at private, nonprofit colleges and universities accounts for just **1.47 percent** of the total state investment in higher education.²

Doubling the Wisconsin Grant would:



Retain state talent and grow the local workforce



Keep Wisconsin competitive in the Midwest and nationwide



Strengthen a critical public-private partnership



Enable more students to access postsecondary education needed to fill in-demand jobs



Jacob Couillard

Wisconsin Grant Recipient
US Army Veteran
Athletic Training Major
Concordia University - Wisconsin

"I'm thankful for support like the Wisconsin Grant because it alleviates pressure that I'd have to maintain a job, plus sports, and school. I'm very fortunate to have the opportunities that I've been given."

Morgan Imhoff

Wisconsin Grant Recipient
Actuarial Science Major
Milwaukee School of Engineering



"I am a first-generation college student, so it is even more special to be able to go to such a prestigious university. In receiving the Wisconsin Grant and other scholarships, I have been able to pay my way through college without having to worry as much."

Source: 1. WAICU research on other states' primary need-based grant program (the maximum MN State Grant here applies to the lowest-income students who receive a maximum Pell Grant award). 2. WAICU estimate based on data from HEAB's 2023-2024 Student Aid Expenditures report and State of Wisconsin 2023-2025 Biennial Budget.

Wisconsin Needs More College Graduates

Wisconsin is facing a critical shortage of college-educated workers.



73,095

Job openings each year in Wisconsin that **require college degrees** for entry, as a result of job market exits, transfers, and growth, according to the Wisconsin Department of Workforce Development¹



60,500

New graduates with an associate to doctoral degree in Wisconsin annually²

Wisconsin is now and will continue to be short **approximately 12,500 college-educated workers** each year to fill job openings that require postsecondary degrees.

As the number of students going to college remains stagnant, without any immediate action, this gap is expected to expand significantly.



Wisconsin college graduates are engaged citizens.

VOTE IN LOCAL ELECTIONS³

69%

College graduates

45%

High school graduates

DONATE TO CHARITY⁴

69%

College graduates

42%

High school graduates

VOLUNTEER⁵

35%

College graduates

21%

High school graduates

College graduates in Wisconsin generate job opportunities locally.



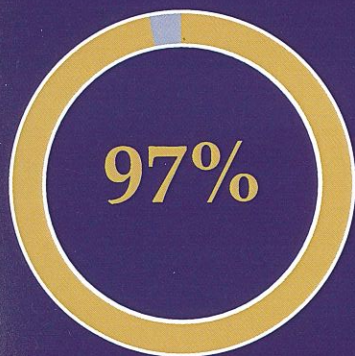
For every additional postsecondary graduate in Wisconsin



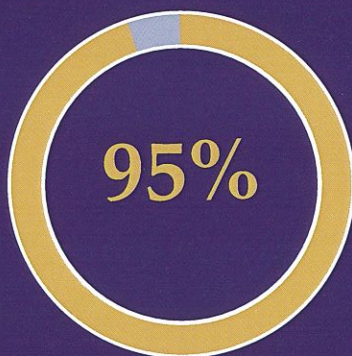
5.3 support jobs will be generated⁶

WAICU Members Invest in Students

Through Public-Private Partnerships



of WAICU full-time undergraduate students receive financial aid.¹



of undergraduates receive grant/scholarship aid at WAICU-member institutions.²



of average financial aid packages at WAICU members are grants and scholarships that **do not** need to be paid back.³



For every **\$1 in state grants**,

students at WAICU members receive **\$24 in institutional aid.**⁴

Through Cost-Saving Collaborations

- In 2023, WAICU saved its members **almost \$18 million** through **more than 45** collaborative, cost-saving programs.
- The cumulative savings from the lifetime of the programs (since WAICU began reporting) now total **\$286 million**.
- WAICU collaborative services help to control college costs and are in keeping with WAICU's long-standing efforts to keep college affordable.
- With combined purchasing power, members secure preferred pricing.

Dollars saved can be directed toward student aid and instruction.



Source: 1. Full-time, degree-seeking undergraduates, WAICU Institutional Survey, 2023-2024.

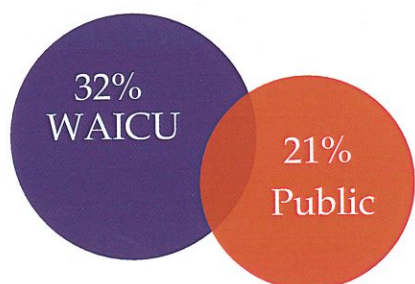
2. Degree-seeking undergraduates, IPEDS, Student Financial Aid Survey, 2022-2023.

3. WAICU Institutional Survey, 2023-2024. 4. IBID.

Expanding Educational Opportunities

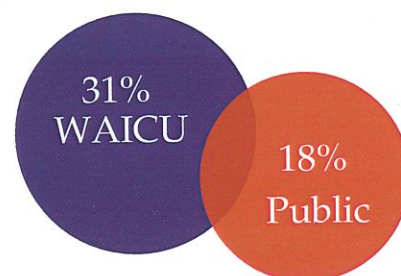
Students of Color

WAICU's undergraduate student body has a larger percentage of students of color (**32 percent**) than Wisconsin's public four-year universities (**21 percent**).¹



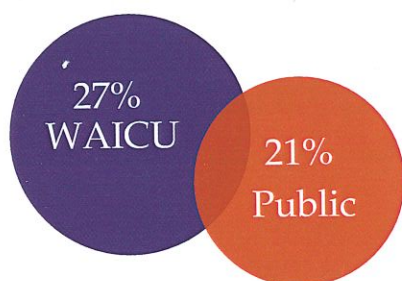
Non-Traditional Students

Students **over the age of 25** make up **31 percent** of all students in WAICU, compared to **18 percent** at Wisconsin's public four-year universities.²



Low-Income Students

27 percent of WAICU undergraduates qualify for federal Pell Grants, compared to **21 percent** at Wisconsin's public four-year universities.³

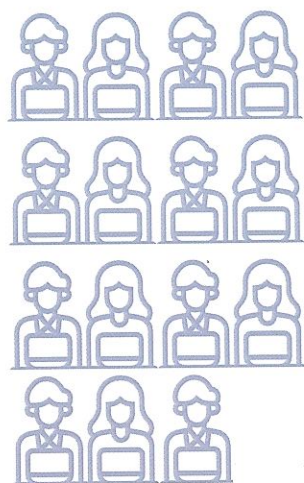


First-Generation Students

26 percent of all WAICU undergraduates are first-generation students.⁴



Average Class Size



15
students
per class⁵



Suzanne Stiverson

Parent of Two Wisconsin Private
College Students

"One thing my older daughter loves is the small class sizes. I know my girls are succeeding both academically and socially. They are not just surviving, they are thriving."

Partnering for Postsecondary Success

Supporting Our Veterans

The **Wisconsin Veterans Grant for Private Nonprofit Students** provides financial assistance to eligible veterans and their dependents who are attending private, nonprofit colleges and universities in Wisconsin. The State of Wisconsin grant covers tuition costs up to \$2,000 per semester with a required matching grant from the participating institution.



Leading in Nursing Graduates

WAICU members produce **54 percent** of bachelor's degrees and **84 percent** of the advanced degrees in nursing in the state.¹ WAICU members support the expansion of the **Wisconsin Nurse Educator Program** designed to recruit and retain nursing faculty in Wisconsin. The program provides loan forgiveness to individuals who commit to teach nursing in a Wisconsin-based educational institution.



Offering College Opportunities in High School

WAICU works collaboratively with middle and high school partners to provide information about dual credit opportunities at Wisconsin's private colleges and universities.

Early College Credit Programs

Courses taken on a college campus for high school and/or college credit.

Concurrent Enrollment Programs

College level courses taken at high school for high school and/or college credit.

College Opportunity Programs

Programs aimed at providing underrepresented and economically disadvantaged students with a college experience.

WAICU-member institutions have **dual-enrolled high school students** from more than

120

public school districts and private schools throughout Wisconsin.²

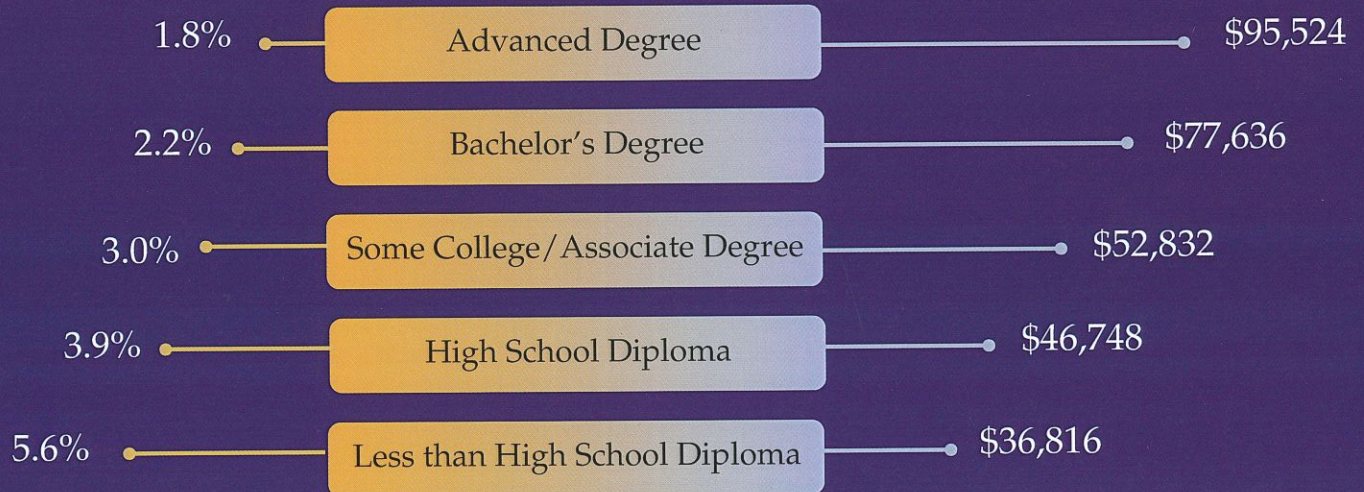
College Education Yields High Returns

Higher Annual Earnings and Stronger Job Security

With the knowledge and skills obtained from their postsecondary education, college graduates have much better earning prospects and significantly lower unemployment rates compared to their peers with only a high school diploma or less.

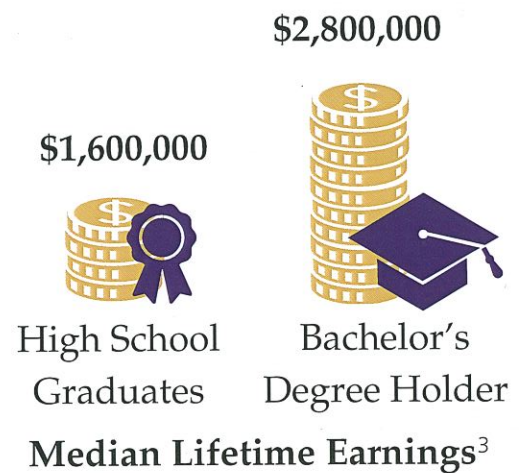
Unemployment rate¹

Median annual earnings²



Outstanding Lifetime Earnings

Adults with a bachelor's degree earn **\$2.8 million** during their careers, **\$1.2 million or 75 percent more than** the median lifetime earnings of workers with a high school diploma.



Booming Career Opportunities



Labor markets will continue to favor college educated workers. By 2031, **72 percent** of all jobs will be held by those with at least some postsecondary education.⁴

From College to Career

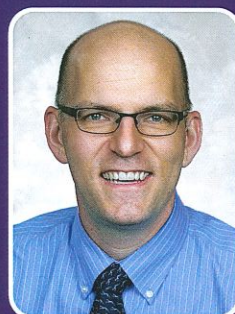


Connie Coon

Vice President of Human Resources
C.D. Smith Construction

"Since the Construction Management program's beginning, we've had the pleasure of working with Sam Schaefer, a student at Marian University. We're excited to see him graduate and look forward to the possibility of him becoming a full-time core member of our team at C.D. Smith Construction."

"At MSOE, all our majors—from computer science and software engineering to biomedical engineering, business, and nursing—are incorporating artificial intelligence technologies into the curriculum. This enables students to graduate with practical, highly demanded skills."



Dr. Derek Riley

Professor & Computer Science Program Director
Milwaukee School of Engineering

Private Education, Better Outcomes

An estimated **92 percent** of the Class of 2023 from private, nonprofit colleges were employed or in graduate schools within six months after graduation, as compared to **81 percent** of their peers from public institutions.¹

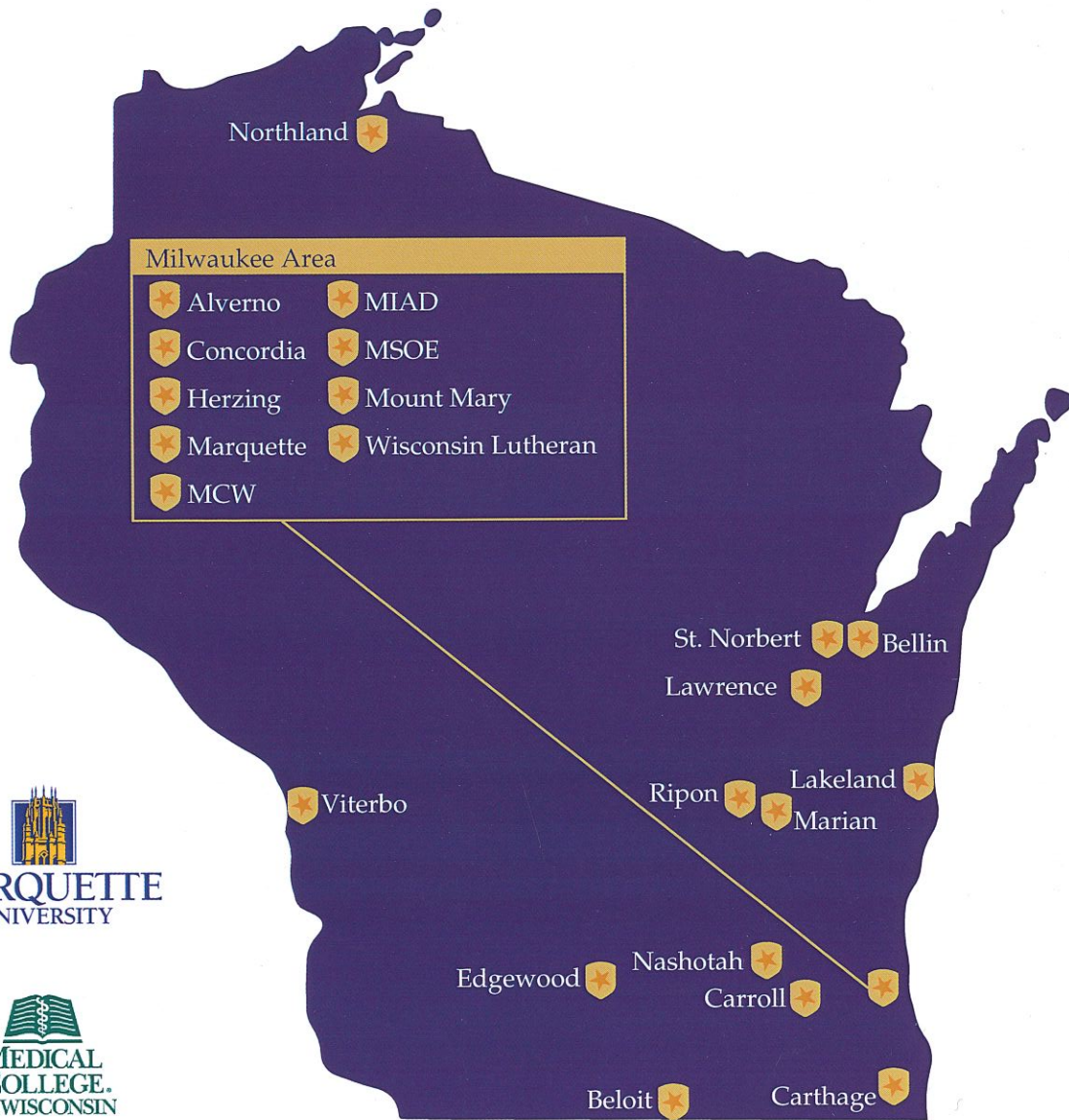
92%
private,
nonprofit
graduates

81%
public
graduates



"My main lesson was the importance of hands-on experience and how that can really aid in learning. Throughout our summer camp programs and working with schools, I saw how much people can learn from getting to see history themselves and experience it whether it is learning how to sew, blacksmithing, or getting to step into the historical village."

Madelyn L.
Manitowoc Historical Society Intern
WAICU Nonprofit Internship Program
Carthage College



WisconsinsPrivateColleges.org

WAICU is recognized in state statutes (§§ 15.185(5)(c), 15.377, 15.67, 15.675(1)(c), 16.979, 36.31(2m)(a), 39.285, 39.30, 39.395, 39.41, 39.435, 39.437(2)(a)1, 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, 2021 Governor's Executive Order #151, and 2023 Governor's Executive Order #213 as the official organization of Wisconsin's private, nonprofit colleges and universities.



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