

## Appendix A

**University of Kansas**  
**Student Success**  
**Four-Year Graduation Initiative Proposal**  
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### **Introduction**

In a recent news release announcing KU's new Four-Year Tuition Compact, Chancellor Robert Hemenway stressed the "high priority" KU gives to completing academic programs in four years. The Compact itself, noted Hemenway, gives "students a powerful incentive to finish their degrees on time." Similarly, the Graduate in Four Task Force Report, issued in 2005, listed "timely graduation" as the first guiding principle and emphasized the importance of aligning University policies and practices with this goal.

Improving KU's four-year graduation rate has been a focus for the last decade. Various new programs, such as the University Advising Center, KU Writing Center, and Tutoring Services, developed by the Academic Achievement and Access Center; practice changes, such as the CLAS requirements for declaration of major by 60 hours; and changes in add/drop/withdrawal policies, are important advances. However, to improve KU's four-year graduation rate beyond 31% (for the class of 2002, as compared to the 23% rate for the class of 1992), additional efforts are clearly warranted. The Four-Year Tuition Compact offers an additional motivation for Student Success to develop critical programs and practices to enable and encourage students to reach the four-year graduation goal.

One of the biggest challenges for students in their progress toward a degree is to identify and maintain a clear and steady path toward the goal of graduation. Patricia King (1999), a professor of higher education at Bowling Green State University, has described the university experience as "completing a jigsaw puzzle" (p. 2). At KU, and other universities, we do not always do a good job of providing the box lid for this puzzle—there are no photos, no instructions, no maps—that provide the pathway to success and graduation in four years. As King states "students can get more out of college when the collegiate purposes are clear and consistently communicated across campus... [and they] have a better idea of how the pieces fit together" (p. 2).

The program proposed below is a means for Student Success\* to provide a clear pathway-- a good picture of the KU puzzle--and a way to put the pieces of the KU experience together—for KU undergraduates. Two primary, and interconnected, mechanisms are recommended for this effort. First, Student Success will develop comprehensive pathways, marked with milestones for students to progress to graduation, and individual Student Success units will develop specific programs, practices, and policies that support students' progress toward their degrees. Each Student Success Department will be asked to develop "class-specific" programs that will address academic and needs at each class level.

Second, Freshman, Sophomore, Junior and Senior Classes will be given more identity, cohesion, and support. Student Success will clearly identify expectations for students and programs, resources, staff and peer support, for each class level—freshman through senior. Each class will have a Class Theme and a Class Council, \*\* coordinated by BOCO and one or two Student Success Liaisons, to provide leadership and support. Milestones for advancement, including the basic 30, 60, and 90 hours, but also indicating competence in leadership, peer mentoring, community service, on-campus work, career professional development, and related areas will be identified, and possibly, in some cases certified, and in other cases celebrated. The ideas for this part of the initiative are based on the Texas Christian University (TCU) Transitions program (<http://www.sds.tcu.edu/transitions/default.asp>). Other potential aspects of the program are identified below. The ideas I have generated are a starting point for discussion and necessitate input from each Student Success department.

The two mechanisms of Student Success pathways and milestones (possibly called Pathways to Graduation) and the focus on each class level (possibly called Class Connections) will have three sources of development: what Student Success does, what students do collectively as a class, and what students do individually. Means for development and sustenance could be provided, respectively, through Student Success committees (Leadership Team and a new Work Group); through BOCO; and through enhanced technology, such as E-portfolios. Another important aspect will be to identify pathway alternatives when students' goals change, for example, when a student changes a major or cannot be admitted to a program of choice (an expansion of the "Plan B" concept.)

The use of the term pathways is very intentional. As developed by the late KU Professor of Psychology Rick Snyder, and continued development by KU faculty members such as Shane Lopez, finding and sustaining pathways is one of the crucial aspects of Hope Theory. In Snyder's definition, "hope is a thinking process in which the person clearly conceptualizes goals, but also perceives that s/he can produce the pathways to these goals (called pathways thinking) and can initiate and sustain movement along these selected pathways (called agency thinking." Agency thinking is the motivation to follow the path to the goal. This initiative will make intentional the four-year pathway (or walkway or Hawk Way\*\*\*) to graduation for KU students utilizing the programs, practices, and policies of Student Success Departments, Class Connections, and individual student goals.

\*This program is envisioned as a Student Success effort. We clearly recognize that improving progress toward the degree is a comprehensive University effort with academic units and their faculty and staff playing a central role. Student Success collaboration with academic units in this effort is crucial, but the primary focus of this effort will be on what Student Success as an organization, and through individual units, can offer to improve the four-year graduation rate.

\*\*All names are suggested and subject to change based on input from the Student Success Leadership Team, the proposed Work Group, and BOCO.

\*\*\*The Walk Down the Hill (Graduation) and the becoming and being a Jayhawk (What It Means to Be a Jayhawk—the NSO session) are two very strong KU traditions that we should consider including in the name(s) used for this initiative, e.g. using the terms "walkway" or "Hawk Way." Numerous ideas for the initiative name are listed below in no particular order. For the purposes of this report, I am using the terms Pathways to Graduation and Class Connections.

**Ideas for Initiative Name:**

Success in Four  
 Grad in Four  
 Four-Year Student Success Compact  
 Four-Year Graduation Compact  
 Four-Year Pathway to Success  
 Four-Year Pathway to Graduation  
 Walk Down the Hill to Success  
 Four-Year Path to Walk Down the Hill  
 Walk the Path Down the Hill  
 Four Years to Your Walk Down the Hill  
 Your Walk to the Walk  
 Goal: Walk Down the Hill  
 Walkway to Graduation
 

- Freshman [Year One] Walkway
- Sophomore [Year Two] Walkway
- Junior [Year Three] Walkway
- Senior [Year Four] Walkway

 The Hawk Way to Success  
 The Hawk Way to Graduation
 

- Freshman Hawk Way
- Sophomore Hawk Way
- Junior Hawk Way
- Senior Hawk Way

 The Hawk Way Down the Hill  
 The Hawk Way to the Walkway  
 Class Connections  
 Class Pathways  
 Map Your Way

**Purpose**

A Student Success initiative to enhance KU undergraduate students:

- Timely graduation, especially related to the Four-Year Tuition Compact
- Progression along identified pathways to academic and personal success, identified by milestones that will be celebrated and in some cases certified.
- Connections to opportunities, programs, and classmates in the same graduating class
- Competence in academic, social, and personal realms
- Commitment to student organizations, leadership, community service, peer mentoring, on-campus work, internships, health and wellness; international experiences, and career professional development

**Overview**

- Each entering class will be identified by their year of graduation (which is also the completion of their Four-Year Tuition Compact); e.g. Class of 2011; Class of 2012; class of 2013; Class of 2014.
  - *Issue: it would be good if this could be used with the Class of 2011, to coincide with the Compact. Do we have time to get it started—perhaps with a roll-out at Hawk Week?*
- Each class will have a Class Committee or Council, coordinated through BOCO, with leadership from Class Officers that will determine Class initiatives, including community service, academic and social programs, etc.
- Each class will have one or two Class Liaison(s), Student Success Administrators, either a member of the VPSS Senior Leadership Team and/or a Student Success Director who will work with the Class Councils to develop initiatives and programs and serve as a visible link from Student Success to each class. The model could either be to have Student Success administrators focused on one class level, e.g. freshman, through a period of time, or to stay with that one class through four years.
- Each class will have a distinct theme that will identify what students are expected to focus on and accomplish. They could connect to KU General Education Goals. For example:
  - Freshmen: Becoming or Be a Jayhawk; Academic and Personal Competence; Motivation and Pathways (Means)  
{Self-Discipline} - General Education Goal  
(Achieving Competence) – Chickering Vector  
[Educated Individual] – TCU Theme
  - Sophomores: Serving the KU Community and Beyond  
{Social Responsibility} - General Education Goal  
(Developing Autonomy) - Chickering Vector  
[Ethical Leadership] - TCU Theme
  - Juniors: Leading by example  
{Citizenship on a local level}- General Education Goal  
(Establishing Identity) - Chickering Vector  
[Responsible Citizens] - TCU Theme
  - Seniors: Committing to Citizenship in the World.  
{Citizenship on a national and international level}- General Education Goal  
(Developing Purpose) - Chickering Vector  
[World Citizens] - TCU Theme
- Each class will develop a distinct class community service project and effort that will benefit the KU and/or Lawrence communities.
- Continue use of freshman t-shirts, incorporate the theme, and consider shirts, or a less expensive option, for other class levels. (One source of funds could be BOCO class dues.)
- All Student Success units will be involved in the initiative, with examples given for student involvement and action at each level, and at different times, different units will sponsor programs, identify important policies and practices, etc.
- Individual priorities, expectations, and milestones will be identified for each class level. For example, in a student's freshman year he/she should complete 30-32 credit hours, live in a organized living group, connect with a smaller group (PRE 101; band); utilize academic support services; etc. See later sections for each class for more ideas.
- The program will build on what has already proved successful: PRE 101; HAWK Link; peer positions such as OAs, PAs, and RAs.

- Consider the development of Freshman Year Experience; Sophomore Year Experience; Junior Year Experience, and Senior Year Experience programs, as the focal point.
  - Special programs will be developed for sophomores with a focus on committing to a major.
  - Consider a Senior Year Experience program, connected to UCC's developing program with CLAS on Professional Distinctions (see p. 6 for more information,
- The program will also support transition from one class to the next with more careful monitoring of credit hours completed. Investigate Milestones component of Peoplesoft Enroll and Pay for possible usage.
- Develop a certification process and/or ceremony for year to year transition. Send "certificate emails" when they become sophomores, juniors, seniors.
- Consider use of E-portfolios to document out of class activities, coupled with academic goals.
- Even though they are not part of the Compact, and perhaps especially since they are not, develop a special program for entering transfer students and aid their transition to the next class level, as well.
- Utilize recommendations of the Successful Student Work Group chaired by Tammara Durham and incorporate in this program where appropriate.
- Use guiding principle of praxis – students are changed by doing.
- Use Hope Theory as a foundational approach.
- Use Chickering's developmental theories: achieving competence: developing autonomy; establishing identity; developing purpose.
- Use KU's general education goals, especially Goal 6: Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national and international level.

### **Supporting Academic Transition**

- Work with CLAS to set up satisfactory progress, similar to the one developed for Student Financial Aid, with probation implications.
- Check on progress with Advising Tool and determine use for this initiative
- Consider having undecided sophomores and juniors develop an individualized advising or learning plan (A significant issue with 1700 undeclared juniors in April 2007.)
- Consider extending the individualized learning plan to all students with both in class and out of class goals outlined and included as part of the E-portfolio project developed by Linda Luckey and Dan Bernstein.
- Develop web-based process to enhance transition from year to year, easily used by students—link to ARTS. Need ARTS to include more focus on credit-hour completion at each level. Focus on hours and progression toward degree.
- Consider need for early alert system. Build on CLAS method.
- Be more intrusive about students who don't enroll for the following semester, especially freshmen going to sophomore year and sophomore going to junior year.
- Do special work with students who are second-year freshmen and third-year sophomores.
- Use the summer session more specifically to ensure good academic transition and completion of necessary hours, but also for workshops to prepare for the next level.

Send email to students who don't have 15 hours completed at end of first semester and recommend summer session enrollment.

- Continue to expand Tutoring Services.
- Encourage student participation in:
  - PRE 101
    - More major-specific; connect with advising.
  - Hawk Link
  - Honors Program
  - Global Awareness Program
  - Study Abroad
  - Undergraduate Research
  - Service Learning

### **Supporting Social Transition, Leadership, and Career Professional Development**

- Use paraprofessional programs as a model—OAs, PAs, RAs, Writing Consultants; Career Peer Advisors (CPAs) and SUA; big student employment programs such as Student Housing, Kansas Unions, Libraries.
- Develop a peer leader's website that incorporates these groups and link to leadership for sophomores, juniors, and seniors.
- Stress involvement in groups/activities, such as band, other music groups, theatre, UDK, KJHK, Student Senate, and SUA.
- Further develop leadership opportunities at each class level and build on Leadershape.
- Consider summer transition programs, focused on careers and leadership for students enrolled in summer session classes. (Use Edwards Campus, too.)
- Utilize UCC Professional Development program and course, including UCC/CLAS Professional Distinctions Program modeled after one at the University of Oregon (<http://uodistinctions.uoregon.edu/home/index.stm>)
  - The University of Oregon program has four components: 1) area of concentration—16 credits hours, or a minor or second major; 2) internship; 3) career success seminars; 4) resume
- Extend use of UCC Internship Course and internship exploration with a “supervised experience in an occupational area of interest.”
- Incorporate a wellness component led by Student Health Services, Student Recreation Services and CAPS.

### **Methods for Initial Development of Program**

- Present Proposal to Marlesa Roney
- Present Proposal to VPSS Senior Leadership Team
- Present Proposal to Student Success Leadership Team
  - Discuss at July 18 Leadership Team meeting
- Present Proposal to BOCO
  - Possible involvement in BOCO summer retreat
- Develop Student Success Work Group for further refinement and implementation
  - Suggested representation: AAAC; SILC; UAC; UCC; University Registrar; Lori Reesor, BOCO Advisor

### **Assessment**

- Encourage each Student Success Department to incorporate assessment of how their programs, practices and policies impact progress toward the degree and timely graduation as part of their 2007-08 assessment process.
- Utilize Susan Twombly's higher education program evaluation and assessment class to assess potential/process and do a needs assessment for this initiative. They could focus on the BOCO/Class Connections component. (Susan has confirmed this possibility.)
- Do focus groups with rising sophomores, juniors, and seniors to see what has made a difference.
- Get help from OIRP with research on students with on-campus jobs as well as sophomore to senior retention.
- Examine what research in NSSE/student engagement shows.
- Look at Senior Surveys for ideas.
- Examine schools with better grad in four rates, such as Journalism.
- Do online survey of each class or portal survey to identify issues.
- Do an inventory of KU programs and practices that could be incorporated for each class.
- Incorporate General Education Goals in developing and assessing initiative:

#### Goal 1.

Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity.

#### Goal 2.

Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.

#### Goal 3.

Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language.

#### Goal 4.

Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations.

#### Goal 5.

Become aware of contemporary issues in society, technology, and the natural world and appreciate their complexity of cause and consequences.

#### Goal 6.

Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

### **Communication and Promotion**

- Develop a distinct website for the program and for each class. Consider making it interactive. Include progress component that students can use to track their progress. Check on development of Advising Tool and use where appropriate.

- Have a distinct logo/phrase/vision that is shared and used across Student Success in communicating with students and parents. Explore possibility of cards/bookmarks for each class level and even for each Student Success Department that highlight their programs related to Class Connections and Graduation Pathways.
- Include parents in communication plan, especially through KU Parents Association and University Advising Center newsletter.
- Develop a well-designed brochure that outlines the program and the expectations and milestones for each class. It could be handed out at orientation and admitted student receptions.
- Communicate plan to academic units and determine opportunities for collaboration.
- Especially connect with Service Learning, GAP; Undergraduate Research; Study Abroad, Edwards Campus, CLAS Student Academic Services, and other student service areas of academic units.

### **Funding**

- The initiative would utilize existing programs and staff and incorporate on-going processes, such as departmental assessment
- An additional duty of Class Liaison would need to be added to VPSS Senior Leadership Team and some Director responsibilities, but this should not be onerous, and could be done on a rotation basis, by following a class through four years.
- The initiative would allow for the further development of BOCO and possible use of class dues for certain programs.
- Funds would need to be located for brochures, bookmarks, web development, and class promotion items. These should not exceed \$20,000 annually.

**NSO Students (Admitted and signed up for Orientation)**

- Communicate with NSO students—email or possibly podcast in advance about what's expected.
- Consider a summer reading program for incoming students that is connected to pathways and Hope Theory concepts
- Distribute Pathways to Graduation/Class Connections brochure

**Hawk Week**

- Use Traditions Night more with passing of torch from class to class.
- Initiate a “Walk Up the Hill” for all freshmen, similar to what is done with Mount Oread Scholars? (needs approval from MOS Program)
- Consider a big give away (IPOD) during Student Success week for students who visit all student success offices or finish on-line survey that leads students through various offices and identifies pathways for the freshmen and possibly sophomores.
- Do more with other classes at beginning of semester, especially sophomores. For example, focus faculty evenings/dinner with sophomores who will have a better basis for interacting with university professors.

## **Freshman Year Expectations and Experiences**

(The expectations and experiences listed for each class are merely starting points for discussion. Previously developed UCC Career and Academic Pathways are listed at the bottom of each section.)

1. Complete 30-32 credits by the end of the first year.
2. Consider summer session to complete courses and credits.
3. Live in an organized living group (University Housing or Greek House).
4. Be involved in one of following:
  - PRE 101 – Orientation Seminar or Freshman-Entry School Professional Course
  - Learning Communities
  - Hawk Link
  - Honors Tutorial
5. Meet with your assigned Academic Advisor at least once each semester for enrollment assistance and once each semester for major/career development questions.
6. If undecided or changing your major seek input from UAC, UCC, faculty members and academic schools and departments.
7. Attend the Majors Fair in the Spring Semester.
8. Utilize academic support such as:
  - Tutoring Services
  - KU Writing Center
  - Math Help Room
  - Supportive Educational Services
9. Get connected through a fine arts creative group such as band, orchestra, choirs and other musical groups, theatre, UDK, KJHW, Student Senate, and SUA.
10. Consider taking PRE 210 – Career and Life Planning in your second semester.
11. Participate in a student organization.
12. Plan for leadership involvement and development.
13. Consider on-campus jobs.
14. Plan for Study Abroad; Undergraduate Research; Community Service/Service Learning; Global Awareness Program.
15. Stay healthy--utilize Student Health Services, Student Recreation Service, & CAPS.
16. Get involved in intramural and/or club sports.
17. Maintain regular exercise and healthy eating and sleeping habits; do not abuse alcohol or drugs.

*UCC's Career and Academic Pathway: Self-Exploration. Goal: Learning more about your own personal values, preferences, characteristics, motivations, talents, strengths, and weaknesses.*

### **Student Success issues:**

- Need to provide assistance to those who leave these freshman entry programs in the first semester and first year.
- Need to focus assistance on those without/changing majors
- Do focus group with UAC Advisors; follow-up issues + students on probation.
- Monitor reaching 15 (16) and 30 (32) hours.
- Do a full-color nice brochure for incoming students (through Admissions and NSO) that encourages students to select an option—expect all new students to be in one smaller group, including transfers.

## Sophomore Year Expectations and Experiences

1. Complete 60-62 credits by the end of the second year.
2. Complete major declaration/admission to professional school by end of the year.
3. Consider summer session to complete courses and credits.
4. Participate in:
  - OMA Transitions Program
  - Second Year Learning Communities
5. Take PRE 210 – Career and Life Planning.
6. Consider participating in:
  - Undergraduate Research
  - Service Learning
  - Alternative Spring Breaks
  - Global Awareness Program
  - Leadership Minor
  - Other minors: For example, International Studies; Peace & Conflict Studies; Geographical Information Science; Business
7. Participate in a Study Abroad Program.
8. Serve as peer leaders for PRE 101 and other freshman programs.
9. Consider peer positions such as OA, PA, RA, CPA, Writing Consultant, Student Senate, and SUA.
10. Consider work study and other campus jobs as a way to get connected.
11. Participate in sophomore leadership programs.
12. Take the UCC Internship Course or one provided through the major.
13. Attend the UCC or other Career Fairs to gather ideas about careers and internships.
14. Continue living in an organized living group, including University Housing.
15. Develop an individualized advising/learning plan with your Academic Advisor if you are for undecided or changing majors.
16. Attend the Majors Fair in the Spring Semester if still undeclared.
17. Participate in a student organization.
18. Plan for leadership involvement and development.
19. Stay healthy and utilize Student Health Services, Student Recreation Services, and CAPS.
20. Get involved in intramural and/or club sports.
21. Maintain regular exercise and healthy eating and sleeping habits; do not abuse alcohol or drugs.

*UCC's Career and Academic Pathway: Career Exploration. Goal: Broadly explore career possibilities by investigating the general expectations of various professions, considering personal characteristics such as values, preferences and talents, and envisioning your future.*

### Student Success issues:

- Develop a comprehensive program for sophomores, including sophomore leadership programs.
- Develop special sophomore workshops, especially focused around careers and internships. Offer some of these workshops during summer session.
- Expand Academic Success Week to appeal to Sophomore needs.

- Consider a sophomore version of Traditions Night or Convocation, or perhaps an Alumni Association “Welcome Back Picnic” for sophomores during Hawk Week.
- Target sophomores for on-campus jobs, including special peer positions, such as PA and RA.
- Consider additional peer programs for sophomores where they could be paired with freshmen.
- Provide special assistance for those who are still undecided or leave freshman entry programs.
- Develop an individualized advising/learning plan for students who are undecided, changing majors, or not admitted to program of choice.
- Provide special assistance for those who can’t be admitted to program of choice, e.g. Business, Elementary Education
- Monitor reaching 45 and 60 (62) hours.
- Encourage second-year living in University Housing or other organized living group.

## Junior Year Expectations and Experiences

1. Complete 90-94 credits by the end of the third year.
2. Consider summer session to complete courses and credits
3. In the second semester go through a graduation check prior to enrollment in courses for first semester of senior year.
4. Seek assistance from UAC if you are not admitted to a professional school of choice
5. Participate in a Study Abroad Program
6. Focus participation in:
  - Undergraduate Research
  - Service Learning
  - Global Awareness Program
  - Alternative Spring Breaks
7. Connect with academic major groups; student academic and professional groups
8. Fully utilize programs and services of the University Career Center or the career services in your academic school
9. Attend the UCC or other Career Fairs to gather ideas about careers and internships.
10. Take the UCC Internship Course or one provided through the major.
11. Plan for an internship.
12. Review graduate and professional school application process.
13. Continue participation in a student organization.
14. Continue leadership involvement and development.
15. Continue on-campus jobs.
16. Stay healthy and utilize Student Health Services, Student Recreation Services, and CAPS.
17. Get involved in intramural and/or club sports
18. Maintain regular exercise and healthy eating and sleeping habits; do not abuse alcohol or drugs.

*UCC's Career and Academic Pathway: Experiential Exploration. Goal: Gain experience working in a specific job setting to explore and focus on possible career pathways.*

### Student Success Issues:

- Consider a ceremony/recognition for those who reach 60 hours (or shirt?) and do major declaration
- Provide special assistance for those who can't be admitted to program of choice, e.g. Business, Elementary Education or those still undeclared
- Monitor reaching 75 and 90 (94) hours.

## Senior Year Expectations and Experiences

1. Complete 124(+) hours by the end of the spring semester.
2. Go through a complete graduation check with your academic school early in the first semester.
3. Submit final paperwork with department and school for Application for Degree (AFD) and major completion by indicated deadlines.
4. Start to prepare for the job-search process and fully utilize services and programs of the University Career Center or career services of your academic school.
5. Prepare for graduation
  - Attend graduation fair sponsored by the Kansas Unions in fall or spring
  - Check on commencement dates; share with family; plan for accommodations.
6. Review graduate and professional school application process.
7. Final chance to participate in Study Abroad and Alternative Spring Breaks
8. Take the UCC Internship Course or one provided through the major
9. Participate UCC or other Career Fair to for job information and interviews
10. If in the College, take PRE 492 – Job Search Strategies for LA&S Students
11. Complete the capstone course in your major. (Approximately 30% of CLAS Majors have a capstone course.)
12. Final chance to participate in a student organization.
13. Final chance for leadership involvement and development.
14. Consider on-campus jobs
15. Complete Undergraduate Research; Service Learning; and Global Awareness Program certificate process,
16. Complete Honors Program requirements; Honors in Major; Honors Thesis.
17. Stay healthy and utilize Student Health Services and Student Recreation Services
18. Final chance for involvement in intramural and/or club sports
19. Maintain regular exercise and healthy eating and sleeping habits; Do not abuse alcohol or drugs, especially when you turn 21.

*UCC's Career and Academic Pathway: Job Search. Goal: Learn to conduct a successful job search by demonstrating self-confidence, communicating thoughtfully, and displaying your knowledge and skills to employers.*

### Student Success Issues:

- Develop a special senior-status ceremony or process
- Develop more support for students pursuing graduate and professional study
- Consider a Senior Year Experience program, connected to UCC's developing program with CLAS on Professional Distinctions.
- Connect with Alumni Association and consider joint program opportunities.

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