

2022-2023 IMPACT REPORT



LETTER FROM THE CEO



At Academic Partnerships (AP), we are in the business of transforming lives through education. I couldn't

ask for a better reason to get up for work each morning. It's an incredible privilege – and a responsibility – that we don't take lightly.

This year's report is focused on AP's impact on educational transformation. We think about "impact" from three different

angles – our university partners, the students they serve, and the communities in which they live. This report highlights each of these three areas and brings

the impact alive through personal experiences. We've also used this year's report to tell you more about who we are at AP – our mission, our values, and our employees.

To help ensure that AP's impact makes a tangible difference for partners, students and communities, we regularly ask ourselves: "Are we consistently improving access to affordable, high-quality, and workforce-relevant education?" To answer this question, AP recently commissioned Ipsos, a renowned

global research firm, to conduct a survey among graduates of AP-supported programs. And the results were incredible! The survey found that recent graduates of AP-supported programs averaged double-digit salary increases, were able to make up for the cost of their program with incremental earnings in 1.2 years, and overwhelmingly valued their degrees.

Students today want a high return on their investment that translates to lower debt and better career advancement. As they pursue their education, they need flexibility and convenience, both of which online programs provide.

The need for an aligned focus on affordable, career-relevant education has never been greater. Nationwide, student debt in America is estimated to be the second-largest source of household debt after mortgages.² This debt, coupled with the rising interest rates on loans and overall inflation, has created a crisis in which many college graduates struggle to achieve financial stability. The unfortunate answer for many potential students today is to forgo furthering their education. But as our recent Ipsos ROI survey shows, the best solution for students is actually to increase their earnings and

career prospects through affordable, high quality, flexible education.

At AP, being "mission-driven" isn't just a buzzword. It's what shapes

every decision we make and what inspires everything we do to help our university partners, their students, and their communities thrive. This report will explain how we measure that impact and highlight some of the institutions and individuals we are so honored to support and work alongside.

"At AP, being 'mission-driven' isn't just a buzzword. It's what shapes every decision we make and what inspires everything we do to help our university partners, their students, and their communities thrive."

Enrollment at primarily online institutions grew 9.5% in Fall 2023,¹ demonstrating the growing demand for access to high-quality, high-ROI online programs. Our university partners – primarily regional public universities – offer students the flexible, workforce-relevant degrees they want. This focus on meeting critical workforce needs in a convenient way for working adults helps ensure that our partners' graduates are in high demand and can make an immediate impact on their local communities and respective fields.

A handwritten signature in black ink, appearing to read 'Fernando Bleichmar'.

Fernando Bleichmar
Chief Executive Officer
Academic Partnerships

HOW WE CREATE IMPACT

Academic Partnerships helps regional public universities and small colleges launch and grow their accelerated online programs. We are built to help our university partners better serve their nontraditional students, meet employer and community needs, and achieve sustainable growth.

AP provides the expertise, change management, and upfront capital needed to transform universities' traditional programs into an online format. This is critical for under-resourced higher educational institutions.



OUR MISSION:

Helping universities grow, and students succeed, by increasing access to high-quality, affordable, and workforce-relevant education delivered online. We are in the business of changing lives through education.



“The online MBA and MEd degrees that we offer in partnership with AP have increased our ability to be **more nimble and flexible with adult learners**. The majority of our online students are place-bound Oregonians who would otherwise have to look out-of-state for an advanced degree. The support and services that Academic Partnerships provides our institution make these programs possible.”

- Susan Walsh, Ph.D., Provost and Vice President for Academic Affairs,
Southern Oregon University
Ashland, OR

STUDENTS
WE HAVE
SUPPORTED
SINCE
INCEPTION IN
2007³

OVER
400K
TOTAL STUDENTS

148K+
HEALTHCARE/
NURSING STUDENTS

120K+
EDUCATION STUDENTS

100K+
BUSINESS STUDENTS

25K+
UNDERGRAD STUDENTS

57

total partners⁴

50

public partners

7

private partners

46

regional public partners

23

rural-serving partners⁵

13

minority-serving partners⁶

OUR PARTNERS

UNIVERSITIES WE SERVE

AP intentionally chooses to partner with regional public universities because of the disproportionately high impact they have on the communities they serve. These institutions offer high-quality, convenient, and affordable online programs with high return on investment that resonate with both prospective students and potential employers.



**YOUNGSTOWN
STATE
UNIVERSITY**

“Youngstown State University is pleased with our choice to partner with Academic Partnerships, which has improved our online learning processes, increased enrollment, and helped enhance a workforce to the benefit of our communities. The **quality, affordability, and flexibility** of these online programs provide learning opportunities for students who may not have had access to educational and career advancement. The success of our online degree programs has enhanced the brand of Youngstown State and helped us reach students in our region and beyond.”

- Jennifer A. Pintar, Ph.D., MPH
Associate Provost, Academic Administration
Youngstown State University
Youngstown, OH



**NORFOLK STATE
UNIVERSITY**

We see the future in you.

“As we expand our academic offerings, it is important to **meet prospective graduate students where they are** – and that is definitely online.

“This partnership will make it easier for individuals with full-time jobs to earn advanced degrees at their own pace.”

- Javaune Adams-Gaston, Ph.D.
President
Norfolk State University
Norfolk, VA

Over 30 of AP's University Partners earned a Tier 1 or Tier 2 ranking in Third Way's "2023 Economic Mobility Index"⁷



“My perspective on our experience with AP has been that of **democratizing higher education** in the United States. We are able to compete with other institutions for students and programs because of the upfront investments made by AP...”

- Somnath (Som) Bhattacharya, Ph.D., Dean,
College of Business and Management
University of Illinois at Springfield, Springfield, IL

OUR PARTNERS

ECONOMIC ENGINES FOR COMMUNITIES

Regional public universities (RPU) and rural-serving institutions (RSIs) have an outsized impact on their communities, educating many from their local and regional geographic areas and serving as economic engines in their regions.

They not only help increase college access among people in the county, but they also increase high school graduation rates and other metrics of economic and social well-being such as employment, household income, marriage, and geographic mobility.

Together, AP and RPU share a common aim – helping the students in AP-supported programs meet local community needs by focusing on affordable, workforce-relevant degree programs in critical-need areas like nursing and teaching.

83%

of postsecondary institutions located in low employment counties are RSIs.⁸

53%

of RSIs are in counties with persistent child-poverty rates.⁸

37%

of students attending RPUs are Pell grant recipients, a finding underscoring how critical the RPU sector is to generating upward mobility for low-income students.^{9, 10}

RPUs are leaders in promoting upward mobility, educating an estimated:

58%

of Black or African American students

47%

of American Indian or Alaska Native students

44%

of Hispanic or Latino students

35%

of Asian American students

attending four-year public institutions¹⁰

Pennsylvania's
STATE SYSTEM
of Higher Education



“Regional Higher Education Institutions (HEIs) are creatures of their communities. They are powerful economic multipliers for their regions, typically a top-five employer (often the number one). They are intimately connected to local labor markets, schools, and community colleges. They are the **lifeblood of rural and suburban America** where communities rely upon them for their next generation of teachers, healthcare workers, and business, community, and nonprofit leaders.”

- **Daniel Greenstein, D.Phil., Chancellor**
Pennsylvania's State System of Higher Education (PASSHE)
Harrisburg, PA

OUR FOCUS

STUDENTS IN AP-SUPPORTED PROGRAMS

Students are at the center of all we do at AP. Being “Student-Centered” is the first of AP’s cultural pillars and forms the backbone of AP’s company values. The vast majority of students enrolled in AP-supported programs are working adults who need the flexibility of online education.

“What we’ve found is the average age of [our undergraduate] cohort is 36, predominantly women of color, and predominantly parents. I spent a virtual hour with some of these students, a very impactful conversation, hearing them say that they thought college was off the table for them, how they didn’t think there was a workable or affordable degree model for them until they found online.

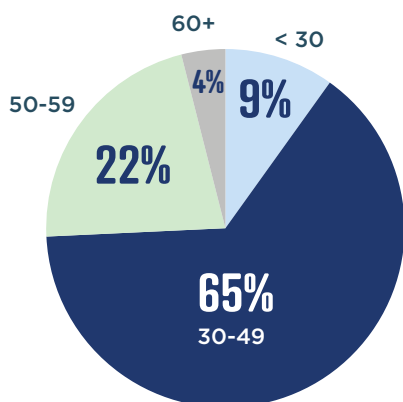
I think about the **impact of these students on the next generation** and the social fabric, and it’s what I believe in as a higher education leader in terms of access and affordability.”

- Richard J. Helldobler, Ph.D., President, William Paterson University, Wayne, New Jersey

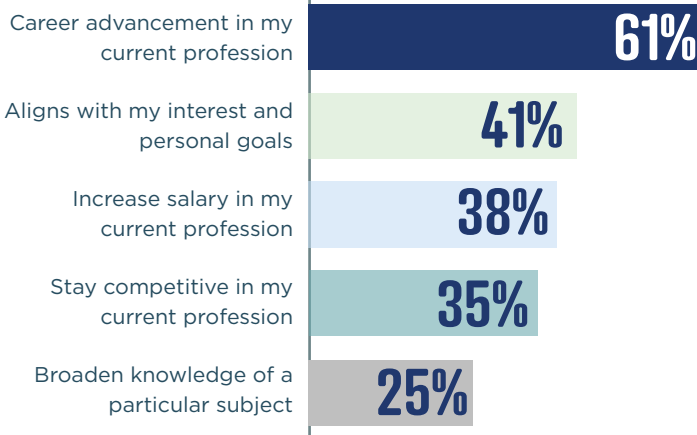


STUDENT PROFILE

AGE OF STUDENTS IN AP-SUPPORTED PROGRAMS¹¹



WHY THEY CHOOSE ONLINE PROGRAMS¹¹



WORKING ADULT STUDENTS¹¹



of students in AP-supported programs were employed full-time before starting their program



Steve Schendt – UW Parkside – MS in Sport Management (2022 graduate)

Steve lives in Green Bay, WI, and was promoted to Director of Programs for the Salvation Army’s Kroc Center while earning his degree. His path to grad

school was a long educational journey. It included overcoming a learning disability that led teachers to overlook his potential, with one suggesting to his parents that they lower their

expectations for what he could achieve. He says being underestimated has fueled his determination to succeed, as a student, in sports, and in life. He credits UW Parkside’s online program professors for his growth as a leader, due to their knowledge and one-to-one support. Coursework in the legal, research, and revenue generation aspects of sports also gave him essential skills that apply to his nonprofit role. “Since class sizes were small, all the professors were so supportive. I would have almost weekly one-to-ones with each of them, depending on the class.”

“It’s never too late to bet on yourself, and education is such a great way of doing that.”

OUR FOCUS

STUDENT-CENTERED APPROACH



Lorena Ortiz - Fitchburg State University, MBA in Healthcare Management (2022 graduate)

Lorena Ortiz enrolled in the online Master of Business Administration in Healthcare Management program at Fitchburg State University in January

2022 and graduated that December, completing her degree in just one year.

Online MBA classes at Fitchburg State helped her bridge education and experience gaps she felt might be holding her back professionally.

The healthcare management program's pace and structure were a good match for her needs as well. Taking two courses each term, she was able to master new concepts quickly and

"The thing about healthcare is it's just always changing and you have to keep up with it. I always say you're only as good as your competition. ... While I did have the clinical side and a little bit of the business side, the MBA was the thing that tied both together. That's why, especially if you're going into leadership, it's very important to have that knowledge."

apply them on the job. Never having to attend lectures on campus also gave her the freedom to study where she pleased.

She recently accepted a position with the CVS Health Corporation as a healthcare strategy manager. "It's my first big leadership role," she said proudly. She views this opportunity

as a chance to address one of the most significant medical and business dilemmas of our time: the high cost of prescription drugs.



Heidi Strohm Koger - Arkansas State University, BS in Strategic Communication (current student)

Heidi Strohm Koger chose to follow her lifelong dream and go back to college to complete her bachelor's degree. Waiting until her four children graduated, she enrolled in the online program at Arkansas State University and is on track to complete her degree in 2024.

She believes that other students experiencing self-doubt – or simply waiting for the right moment to tap into their potential – can overcome their obstacles, just as she has. "Figure it out, find a way to do it," she advised, adding that the rewards of education are worth the effort. "I'm having a blast," she said. "I really am."



Jackson McBride - Southern Utah University, RN-BSN (2022 graduate)

Jackson McBride is from Orem, UT, and works as a pediatric RN at Primary Children's Hospital in Salt Lake City. The character and empathy his mother displayed as a nurse inspired his

career choice, along with a keen interest in anatomy, physiology and helping others. After he earned his associate nursing degree, two of his sisters suggested SUU for his BSN. They graduated from the university

"To be able to have my job, three 12-hour shifts a week, and also to have online school afterward was really helpful because I didn't have to worry about making my work schedule around class schedules and attending in person."

and raved about its faculty and education quality. He says the online RN-BSN program improved his skills in care planning and time management. Working closely with SUU professors helped reinforce Jackson's commitment to compassionate care and ensuring his young patients get the support they need to thrive.

“There is absolutely a debt crisis in higher education that is the result of an access and affordability crisis. And the cost is not just monetary; working adults have a large time cost as well—they have jobs, families and other responsibilities that they can’t give up for traditional on-campus degree programs.

The Ipsos ROI study reinforces **the value of affordable, high-quality online education.**

Arguably, the most important measure of quality for students is, ‘Did my degree allow me to grow my skills and value and therefore grow my salary and career advancement?’ In our survey, 85 percent of graduates we surveyed said that their degree was worth the investment. This is why we think the focus on value and ROI is so important in the conversation of quality.”

- **Fernando Bleichmar**
Chief Executive Officer
Academic Partnerships

OUR IMPACT

RETURN ON INVESTMENT & CAREER IMPACT

AP-SUPPORTED DEGREES DELIVER STRONG RETURNS FOR GRADUATES

Academic Partnerships commissioned one of the world’s leading research firms, Ipsos, to survey graduates of AP-supported programs in relation to the student return on investment (ROI).



THE SURVEY FOUND:

- A majority of students surveyed (54%) did not take out any student debt to fund their degrees.¹¹
- More than 8 in 10 students believe their degree was worth the investment and would recommend their program.¹¹
- Graduates of AP-supported programs average a first-year salary increase of nearly \$14,000, allowing them to pay back tuition costs in just over one year.¹²

View the full results and methodology [here](#).

The average salary
increased



within one year of
completing their degree

The average salary
increased

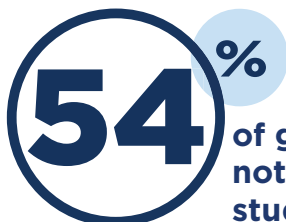


within three years
post-graduation



=

Average Tuition
Payback Period¹²



of graduates did
not take on any
student loan debt

~\$6K

average student
debt for those who
did take out loans

OUR IMPACT

RETURN ON INVESTMENT¹¹

Average total tuition for a full AP-supported degree program

\$16,600

85%

Agreed the degree was worth the investment

81%

Would recommend their online degree program to a friend or colleague

STUDENT SURVEY RESPONDENTS SAID:

"Expanded my knowledge to be successful in leadership and gain expertise in finance necessary to be a VP of Finance. I am more strategic and innovative and able to clearly present and summarize data and subject matter to others. I've gained an immense amount of confidence!"

**-F, 30-39, Business,
University of
Wisconsin-Parkside**



"It opened up a lot of new career paths within the healthcare field that I previously wasn't qualified for."

**-F, 21-29, Nursing,
University of Texas
at Arlington**



"I increased my salary over \$25k annually within 12 months of completing the program, I expect more increases to follow as time goes on. The degree has already paid for itself and then some."

**-M, 30-39, Business,
SE Oklahoma State
University**



"I got the job and a \$10,000 pay raise that came with it. The degree paid for itself in one year. 100% ROI."

**-F, 40-49, Education,
Arkansas State
University**



"My degree cost a little over \$25k, and my salary has increased \$40k/year."

**-M, 40-49, Business,
Southern Oregon
University**



Nursing and Teacher Shortages

By 2031 the demand for new registered nurses is estimated to reach¹³

1.2M

Openings for nurses, when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S., is projected be over

200K

every year through 2031¹³

79%

of all public schools report difficulty filling open teaching positions¹⁴

The most cited challenge with filling teacher positions is “too few candidates applying,” reported by

70%

of public schools¹⁴

Part of the Solution

“America’s regional public colleges and universities are on the frontlines of transforming public higher education, driving civic engagement, and contributing to thriving local communities.”

- Charles Welch, Ed.D.
Incoming President of the American Association of State Colleges and Universities (AASCU), current President of Arkansas State University System

OUR IMPACT

COMMUNITY & REGIONAL IMPACT

AP works with its partners to build critical connections with their communities’ prospective employers to help meet local workforce needs. On behalf of its university partners, AP has established relationships with thousands of employers, including hospitals, healthcare systems, schools, school districts, and businesses.

These relationships benefit not only students and universities, but also help fill critical gaps for some of the community’s most essential employers. Over 90%¹⁵ of students in AP-supported programs are enrolled in high growth disciplines across healthcare/nursing, business, and education.

Over

8,000

Employer Relationships¹⁵

3,930

Healthcare

3,206

Education

1,086

Business



“As an employer of over 12,000 teachers in southeast Florida, we are acutely aware of the challenges that teachers face in juggling the demands

of the classroom along with the desire to continue their education. By providing an affordable and flexible online option, Florida Gulf Coast University (FGCU) has helped to further the education of Palm Beach County teachers who have a profound impact on the lives of their students and our community. The partnership we have with Academic Partnerships is a symbol of the commitment we have to our teachers, a commitment to invest in their futures and their careers.”

- Katrina Gaither
Human Resources Partner
Palm Beach County School District
West Palm Beach, FL



“Valley Regional Medical Center has served the residents of the Rio Grande Valley for nearly 50 years. To carry out our mission of delivering

quality and compassionate care, we have an incredible team of healthcare professionals, including our nurses. Facing a shortage of nurses in Texas and across the country, we are committed to furthering the education of our employees to ensure we deliver the best care for our patients. That’s why we’re proud to partner with the University of Texas at Arlington and Academic Partnerships to provide access to an online, affordable degree program that allows our employees the flexibility to continue working while pursuing an advanced degree. As a nurse myself, I am proud of Valley Regional Medical Center’s commitment to our community needs in South Texas.”

- Francisco Acevedo MSN, MBA, RN
Chief Nursing Officer
Valley Regional Medical Center
Brownsville, TX

OUR IMPACT

MEETING CRITICAL WORKFORCE NEEDS

University of North Carolina Wilmington's high-quality, low-tuition online nursing programs have increased access to in-demand degrees that meet a critical need in the community and state. AP and UNCW have been partners since 2013. Over the last decade:

- More than 5,000 students have trained in and graduated from UNCW's two online nursing programs – 4,304 in the RN-BSN program and 810 in the Master of Science in Nursing (MSN) program
- 98% of the students have been North Carolinians

For North Carolina residents, tuition and fees for the RN to BSN online degree program is \$6,089 and for the online MSN degree is \$10,630.

The quality of the programs have been reflected in both the rankings achieved and the impact of graduates on the community.

- The RN-BSN program is now ranked as the 18th Best Online Bachelor's Program in the United States by *U.S. News & World Report*
- The MSN program, which launched in 2017, is now ranked as the 50th Best Online Master's in Nursing Program by *US News & World Report*



"UNCW and the College of Health and Human Services are committed to **helping solve the healthcare workforce shortages** that exist in North Carolina and beyond. Our RN-BSN program, along with our other pre-licensure and advance practice nursing tracks are helping us do just that. Through these programs, we are graduating hundreds of nurses each year to enter the healthcare workforce and help meet the increasing demands placed upon this essential industry. Our commitment to these programs and others in disciplines such as respiratory therapy, social work, and proposed programs to train physician assistants and physical therapists are just part of how we are helping to solve this wicked problem."

- **Jack C. Watson II, Ph.D. , Dean of College of Health and Human Services**
University of North Carolina Wilmington,
Wilmington, NC



"We are now the state's largest provider of graduate degrees in education and are proud of **equipping thousands of teachers, principals, superintendents, and other educational professionals each year to better serve students** and to generate more opportunities for themselves and their families. A core truth I wish to convey ... is that our institution does not have, nor could we build the in-house resources and expertise necessary to achieve these results."

- **Todd Shields, Ph.D., Chancellor, Arkansas State University, Jonesboro, AR**



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

- One of the most affordable online MBAs in North America
- Voted best online MBA in Canada for 2023 by BeMo, a top academic consulting firm
- Ranked #5 among Canada's Best Comprehensive Universities by Maclean's (2023)

"This program is unique because it brings the best of our MBA education and the experience that we've had in this field for years, and it combines it with the latest technologies to create a really **engaging experience for our online learners**. Our program is taught by world leading faculty and our students online are given all the support that we give each of our students at Sprott School of Business."

- **Dana Brown, Ph.D., former Dean of the Sprott Business School, Carleton University, Ottawa, Canada**

STUDENT SUCCESS IS THE PRIORITY

83%

TERM 1 TO TERM 2 PERSISTENCE
(DEGREE PROGRAMS)¹⁶

AP-supported programs are designed so students pay the university on a per-course basis as they progress through their online degree programs. Likewise, AP receives payment from the university on a per-course basis as students progress through their online degree programs.

Therefore, AP can only succeed if students succeed and our university partners succeed.

OUR SUPPORT MODEL

CLEARLY DEFINED ROLES AND RESPONSIBILITIES

We have a clear delineation of roles between AP and our university partners, which corresponds to the core competencies of each. AP provides a comprehensive suite of services that spans the full student lifecycle of the university partner's online degree programs—from prospective student inquiry through graduation.

UNIVERSITY PARTNER



Curriculum



Instruction



Admissions



Tuition



Financial Aid

ACADEMIC PARTNERSHIPS



Capital



Expertise



Technology Support Services



Prospective Student Outreach



Student Retention Services

OUR ONLINE EXPERTISE

Faculty are at the helm of all we do. We use our expertise in online best practices to help empower faculty to create an online student experience that is highly interactive, highly facilitated, workforce-aligned, fully accelerated and asynchronous, and designed for the working professional.

OVER

8,000

FACULTY SUPPORTED SINCE INCEPTION¹⁵

1,000+

CURRENTLY ACTIVE AP-SUPPORTED PROGRAMS¹⁵

"I have developed college courses before but never had the level of support offered by AP. When I posted my course for WSU, I felt as though it was quality work with assignments that would be **really beneficial to the students...** I was given lots of feedback on how to lay out the course so that it would flow for the students. There is so much information being presented each week that it was really helpful to be guided in how to present that information in a clear and precise manner."



WORCESTER
STATE
UNIVERSITY

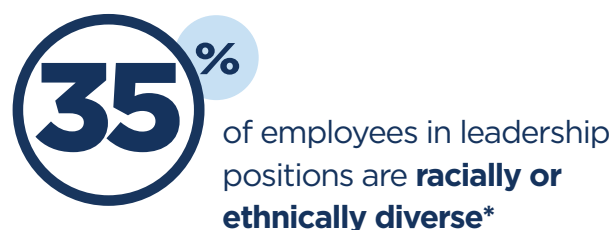
- Kathy Boisvert, Ed.D, Assistant Professor & Graduate Program Course Developer
Worcester State University, Worcester, MA

OUR TEAM

MEET THE EMPLOYEES WHO DELIVER ON OUR MISSION

Our partners serve a diverse population of students, including working adults with family commitments and first-generation college graduates from underserved populations. We are uniquely positioned to understand and support these students because, not only are we anchored in student-centricity, **we are the students we serve.**¹⁷

We come from diverse backgrounds...



"As a first-generation college graduate, expanding access to education and serving underserved populations is near and dear to my heart. To work for an organization that provides support to universities to expand educational opportunities is a dream come true."

— Aili B.,
Associate Manager,
Academic Partnerships

EMPLOYEE SPOTLIGHT



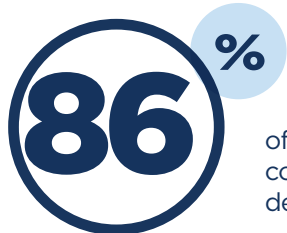
"I am a first-generation college graduate who started his undergraduate degree back in 1993 while in the military. I earned my associate degree in applied science in Criminal Justice in 1999 and didn't complete my undergraduate degree until 2020. I completed the accelerated online Bachelor of Science in Strategic Communication with Social Media Management Certification through Arkansas State University. This year, I graduated with an online MBA from Pittsburg State University. I hope that this serves as a testament to the power of determination and hard work."

- James Majors, Senior Manager, Academic Partnerships
2021 Bachelor of Science, Arkansas State University, Jonesboro, AR
2023 MBA Graduate, Pittsburg State University, Pittsburg, KS



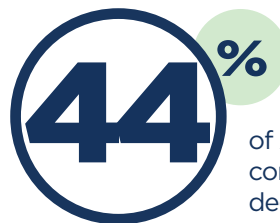
OUR TEAM

We value education...



of AP employees have completed a bachelor's degree or higher

This is more than 2x the national rate¹⁸



of AP employees have completed a master's degree or higher

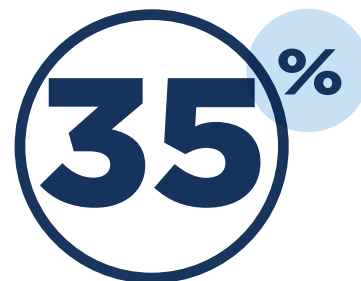
This is 3x the national rate¹⁸

...and its ability to transform lives for generations



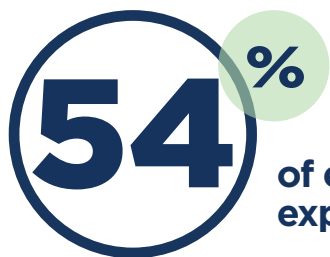
"I am a first-generation college graduate, and my sons are second-generation. I see the importance of education especially for children of color. I love being a part of an organization that is making this happen for an underserved population."

— LaWanda S.,
Senior Director,
Academic Partnerships



of AP employees are first-generation college graduates

We are experts in what we do...



of employees have ten or more years of experience in higher education

EMPLOYEE SPOTLIGHT



"This degree has helped me boost my confidence and increase my knowledge which has helped me professionally and personally. Being a first-generation college graduate has been a huge accomplishment in my family and my life. Education has always been a priority in my life, and I always worked very hard to make my family proud. As someone who didn't learn English until 4th grade, school hasn't always been easy. However, I always put in the effort to be successful in every stage of my educational journey."

**- Paulina Ksiazek, Senior Manager, Academic Partnerships
2021 MBA Graduate, Pittsburg State University, Pittsburg, KS**



WE ARE AP

CULTURAL PILLARS



Student Centered

We are passionate about helping students improve their lives through education.

We put students at the center of what we do.



Empowered

We embrace expertise, authenticity, and individuality. We build an inclusive community.

We celebrate our uniqueness.



Collaborative

We win by working on common goals with our partners, students, and each other. We are transparent and invite creative differences.

We achieve more together.



Caring

We act with kindness and integrity. We support and listen to each other, to our partners, and to students.

We are Upstanders.



Driven

We are results-driven and hold ourselves accountable. We are resourceful and proactive.

We get it done.



Transformative

We help our partners, each other, and students grow. We are agile and resilient. We learn and improve.

We enable change.





STUDENT TESTIMONIALS

"Having your master's, that's a huge thing that I never thought would really happen for me because I was a single mom with my first daughter when I started my undergrad. ... I just want to show her and my younger daughter you can get your master's and don't ever let anybody tell you [that] you can't do it."



- **Amanda (Mandy) Crider**
Northwest Missouri State University
MSEd Special Education
Current student, program + certification
On track to graduate 2024

"This nursing program is more focused on being a nurse in the community. Being a nurse as a part of a team. Taking the lead instead of just following."



- **Cary Robinson**
Southern Utah University
RN-BSN
2023 graduate

"[Learning online is] the best way. You can work and do school on your own time. ... That makes a big difference, because you're still able to have a life."



- **Cindy Brawley**
Arkansas State University
BSBA
2022 graduate

"I love the UW-Parkside program because you can do it in under two years. I did it in a year-and-a half and still got everything out of it."



- **Manuel Josue Valenzuela**
University of Wisconsin - Parkside
Master of Science in Sport Management
2022 graduate

"This gave me the opportunity to get hands-on exposure to a number of industry tools, which not only increased my understanding of cybersecurity concepts but also increased my value in the workforce."



- **Joel Fonseca**
La Salle University
M.S. in Cybersecurity – Data Science
2022 graduate

"I would say that this experience has helped me to become a more confident human being. ... I feel like this program really does open your mind and your heart to what is possible in spaces where we can lead, in all different areas of our lives."



- **AnnMarie Harrell**
Eastern Washington University
MS in Organizational Leadership
2022 graduate

ENDNOTES

¹ Source: [National Student Clearinghouse Research Center](#) (Oct. 2023).

² Source: [Federal Reserve Bank of New York](#).

³ Source: AP internal data (as of Oct. 2023). “Students supported” is defined as students enrolled in at least one course of an AP-supported program since 2007. In order to qualify the student must be enrolled past the university’s add/drop date.

⁴ Source AP internal data. Includes AP university partners with programs actively being supported by AP (as of Oct. 2023).

⁵ Source: [Alliance for Research on Regional Colleges \(ARRC\)](#) (Jan. 2022). AP university partners (actively supported) with RSI scores above the average of 1.175, the ARRC metric for rural-serving identification.

⁶ Source: NASA List of Minority Serving Institutions, Minority University Research and Education Project (MUREP). AP university partners [listed](#) on the NASA List of Minority Serving Institutions, NASA’s Minority University Research and Education Project (Nov. 2022). Minority-serving institutions are defined as those within the following categories: Alaska Native-serving Institution or a Native Hawaiian-serving Institution, Asian American and Native American Pacific Islander-serving institution, Hispanic-serving Institution, Historically Black College or University, Native American-serving Nontribal Institution, Predominantly Black Institution, or Tribal College or University.

⁷ Source: Third Way 2023 Economic Mobility Index. AP university partners (actively supported) [listed](#) on the [Third Way 2023 Economic Mobility Index](#) (Aug. 2023).

⁸ Source: Alliance for Research on Regional Colleges (ARRC) [Our Nation’s Rural-Serving Postsecondary Institutions Moving Toward Greater Visibility and Appreciation](#) (Jan. 2022).

⁹ A Pell Grant is a subsidy the U.S. federal government provides for students who need it to pay for college. Federal Pell Grants are limited to students with exceptional financial need, who have not earned their first bachelor’s degree, or who are enrolled in certain post-baccalaureate programs, through participating institutions. <https://www2.ed.gov/programs/fpg/index.htmlbecause>

¹⁰ Source: Alliance for Research on Regional Colleges (ARRC). [Identifying, Defining, and Supporting Regional Public Universities and Colleges](#) (Dec. 2022).

¹¹ Source: IPSOS, [Student ROI Survey](#). From February 15 to March 3, 2023, a total of n=52,756 graduates across 25 AP partner institutions (actively supported) were contacted via email. Ipsos completed 916 surveys among respondents working either full- or part-time since starting their degree program.

¹² Source: IPSOS, [Student ROI Survey](#). The study found “Recent grads (2021, 2022) show a 20% salary increase one year after degree completion. This works out to \$13,700 and the ability to pay back tuition in 1.2 years, on average.”

¹³ Source: American Association of Colleges of Nursing. [Fact Sheet: Nursing Shortage](#).

¹⁴ Source: National Center for Education Statistics School Pulse Panel: [Responses to the Pandemic and Efforts Toward Recovery](#) (as Aug. 2023).

¹⁵ Source: AP internal data (as of Aug. 2023).

¹⁶ Source: AP internal data. Term 1 to Term 2 persistence means the trailing 12 months average of the percent of new students who remain through the university’s add/drop date in at least one course during the first term and remain enrolled through the university’s add/drop date in at least one course in the subsequent term.

¹⁷ Source: AP Employee Survey, conducted September 2023, receiving a response rate of 79%.

¹⁸ Source: [Census Bureau Educational Attainment in the United States](#) (as of Feb. 2023).



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