

Alumni Lifelong Learning Taskforce
Final Report and Recommendations
Submitted as Part of the Wake Forest University Strategic Framework

To

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Alumni and Lifelong Learning Task Force

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Executive Summary

This report is the collective work of the Alumni Lifelong Learning Taskforce which was established in service of the University's Strategic Framework in support of Goal 1: Aim 1 of Framing Our Future.

The charge included: exploring current practices at Wake Forest and other institutions, market research on the value proposition for graduate program tuition discounting, and creating a suggested plan for a centralized website and communications strategy to support lifelong learning for Wake Forest alumni.

Our recommendations and strategies include:

1. The creation of a centralized, well-resourced website that includes a robust search function of all alumni lifelong learning opportunities available through Wake Forest
2. A marketing and communications strategy to promote the adoption and use of the website
3. Implement a collaborative approach across the College and graduate and professional schools to reduce friction for alumni to utilize offerings
4. Create an alumni scholarship or tuition discount for graduate programs
5. Provide proper resource planning for a successful Alumni Lifelong Learning program

Wake Forest University has a robust catalog of current offerings for alumni, formal and informal, professional and personal, in a variety of modalities and diverse price points. Our challenges are ensuring that alumni are well-versed in the options available to them, and adoption by alumni into these programs, multiple times over.

The work of the Alumni Lifelong Learning Taskforce and this report serve as a recommendation for a future-forward approach and corresponding strategies to increase adoption of lifelong learning into the Wake Forest community, create an on-ramp for prospective alumni into Wake Forest graduate programs, as well as to create a larger return on investment for Wake Forest alumni and for the institution.

Introduction

In December 2023, the Alumni Lifelong Learning Task Force was established in service of the University's Strategic Framework. The charge of the Task Force was to explore current practices at Wake Forest and other institutions, research the value proposition for graduate program tuition discounting, and create a plan for a centralized website and communications strategy to support lifelong learning for Wake Forest alumni. The following pages describe the rationale for that work and provide a summary of the research and recommendations for future implementation to meet the University's strategic vision and goals.

As the higher education journalist and author Jeff Selingo has noted, we have entered the “third education revolution,” centered on the role of lifelong learning to meet rapidly changing workforce needs.¹ That reality, coupled with ongoing questions about the value of a college degree within the United States,² means that lifelong learning is no longer optional for individuals or institutions of higher education. This is especially true for high-tuition institutions like Wake Forest, where both students and families expect the institution to be a partner in personal and professional development over the course of the graduate's lifetime.

Fortunately, Wake Forest already has a number of resources and programs currently available to alumni, including:

- More than 60 graduate programs and certificates
- Numerous non-credit continuing education programs and courses
- Educational, career-focused, and personal enrichment programs, including book discussions, speaker series, travel programs, networking events, and more
- Multiple communications channels including social media, newsletters, and blogs
- Dedicated, free career support for life

In order to meet the Strategic Framework's thematic goal that Wake Forest will be a lifelong learning community that calls all to develop their full potential to contribute in a diverse and complex world, the challenge and goal of Alumni Lifelong Learning is to provide a centralized location to organize and communicate all these amazing resources. An additional goal is to elevate distinctive opportunities for learning, connection, and support including incentives for post-graduate education, so that the alumni user can easily find and engage with the resources they need, when they need them, no matter their industry, interest, identity, location, or career or life stage.

¹ Selingo, J. (2018). The third education revolution. *The Atlantic*.

<https://www.theatlantic.com/education/archive/2018/03/the-third-education-revolution/556091/>

² Tough, P. (2023, September 5). Americans are losing faith in the value of college. Whose fault is that? *The New York Times*. https://www.nytimes.com/2023/09/05/magazine/college-worth-price.html?unlocked_article_code=1.OEo.uChM.JemtLqSLyudi&smid=url-share

The Value Proposition

People are living longer, working longer, and experiencing an increasing number of role and career transitions over the course of their lives. Personally, longer life spans mean greater opportunities for intentional, meaningful engagement with the world through deep social connections and personal enrichment, which research has demonstrated are key to long and happy lives.³

Professionally, longer life spans will require the ongoing acquisition of new skills and knowledge to stay relevant and employable. The Pew Research Center found that 87 percent of U.S. workers see continuous training and skill development as essential or important to their ongoing career success.⁴ Further, “there is no longer a single transition from schooling to work. As we try to make sense of a longer, more turbulent work life, we must anticipate that learning will have to be episodic and frequent. Workers will cycle through learning to acquire new skills or move between career fields—way beyond the two, four, or six years of higher education on the front end of our current work lives.”⁵

The 60-Year Curriculum, a concept and book developed by John Richards and Chris Dede at the Harvard Graduate School of Education, describes the need for higher education to adapt to the future of work. *The 60-Year Curriculum*, as described by Jeffrey Grabill in a piece for *Times Higher Education*:

Challenges us to consider how higher education institutions *can be designed* to provide periodic or even episodic learning experiences. Or, as Richards and Dede phrase the question: “How do we distribute and sustain the learning relationship between students and faculty and the higher education institution across a lifetime?” The design questions are many when we think about learners and time in a more continuous way.⁶

³ While there have been numerous studies on the factors that lead to a “happy” life (see, for ex. Badri, M. A., Alkhaili, M., Aldhaheri, H., Yang, G., Albahar, M., & Alrashdi, A. (2022). Exploring the Reciprocal Relationships between Happiness and Life Satisfaction of Working Adults-Evidence from Abu Dhabi. *International journal of environmental research and public health*, 19(6), 3575. <https://doi.org/10.3390/ijerph19063575>), the most famous is perhaps the Harvard Study of Adult Development, which found that “Close relationships, more than money or fame, are what keep people happy throughout their lives. Those ties protect people from life’s discontents, help to delay mental and physical decline, and are better predictors of long and happy lives than social class, IQ, or even genes.” Mineo, L. (April 11, 2017). Harvard study, almost 80 years old, has proved that embracing community helps us live longer and be happier. *The Harvard Gazette*. <https://news.harvard.edu/gazette/story/2017/04/over-nearly-80-years-harvard-study-has-been-showing-how-to-live-a-healthy-and-happy-life/>

⁴ Pew Research Center. (2016, October 6). *The state of American jobs*. <https://www.pewresearch.org/social-trends/2016/10/06/the-state-of-american-jobs/>

⁵ Weise, M.R. (2020, April 13). Lifelong learning will be the new normal-but are we ready? Pew. <https://www.pewtrusts.org/en/trend/archive/spring-2020/lifelong-learning-will-be-the-new-normal-but-are-we-ready>

⁶ Grabill, J. (2023, February 3). *Challenges and opportunities of the 60-year curriculum*. Times Higher Education. <https://www.timeshighereducation.com/campus/challenges-and-opportunities-60year-curriculum>

Or, to put it another way, Harvard University's Division of Continuing Education Dean Nancy Coleman notes:

Current and future workers face not only changing jobs requiring new and emerging skill sets but also multiple careers as some occupations disappear and others appear seemingly overnight. These changes are driven by some of the major forces in our society today such as technology and the public health crisis, but also by globalization, environmental crises, as well as political and economic instability. In response to this rate of change, I believe our role must be long-term capacity building—enhancing students' skills for a lifetime of creativity and agility, as well as short-term, just-in-time preparation. As the world evolves, so should we.⁷

In today's rapidly evolving world, the value of lifelong learning for individual personal and professional success cannot be overstated. As a top-ranked university, Wake Forest has a profound responsibility to continue supporting its alumni after they've crossed the graduation stage. Lifelong learning is not merely a luxury but a necessity in an era characterized by constant change and innovation. In an increasingly competitive higher education market, Wake Forest must demonstrate its commitment and value as an educational partner for life: to current and prospective students, parents and families, employers, faculty and staff, and of course, alumni. The result will be: more engaged and committed alumni; more satisfied consumers of the educational products we create; and, ultimately, a greater return on investment for the University and for the individual demonstrated through long-term connections, philanthropic giving, and allegiance to the institution.

Additionally, an investment in lifelong learning will serve the following individual and organizational aims:

- **Adapting to Evolving Industries:** Lifelong learning ensures that our alumni remain relevant and adaptable in their respective industries. As technology advances and new methodologies emerge, ongoing education provides our alumni with the tools and knowledge necessary to navigate these changes with confidence.
- **Fostering Intellectual Curiosity:** Beyond professional development, lifelong learning fosters intellectual curiosity and personal fulfillment. It enables our alumni to explore new interests, broaden their horizons, and enrich their lives in meaningful ways.
- **Expanding Networks and Opportunities:** Lifelong learning opportunities serve as platforms for alumni to reconnect with their alma mater and fellow graduates. These

⁷ Bakken, R. (2020, October 28). *Dean Coleman looks to the future of the division of continuing education*. Harvard Extension Experience. <https://extension.harvard.edu/blog/harvard-extension-experience/dean-coleman-looks-to-the-future-of-the-division-of-continuing-education/>

connections not only facilitate valuable networking but also open doors to new career opportunities, collaborations, partnerships and ongoing engagement with the University.

- **Staying Competitive in the Job Market:** In today's competitive job market, continuous learning is a distinguishing factor. By investing in lifelong learning, our alumni enhance their skill sets, stay ahead of industry trends, and position themselves as top candidates for career advancement, further showcasing the high caliber of our Wake Forest alumni to society.
- **Fulfilling Alumni Demand:** There is a strong desire for ongoing educational opportunities from a student's alma mater. As one alumnus commented, "I'm a lifelong student, not just an alum [of the School of Medicine]." By offering lifelong learning initiatives, we meet this demand and reaffirm our commitment to supporting the personal and professional development journey of our current students and alumni.

To be successful in meeting these current and future workforce trends, and to become known as the recognized national model for innovation in curricular, co-curricular, experiential learning, and personal and professional development (as described in the Strategic Framework), Wake Forest must be adaptable in both its mode and approach to higher education. We know from our own research and conversations with Wake Forest alumni across career and life stages that they are looking for specific resources and support from the University:⁸

- Connection to the institution, its resources, and its expertise for personal and professional growth
- Connection to each other for community building and professional networks
- High-touch, individual support to meet their specific personal and professional needs
- The opportunity to stay within the Wake Forest community for lifelong learning as they have a very high brand affiliation.

The Charge

On August 31, 2023, President Susan R. Wentz and Provost Michele Gillespie shared "[Framing Our Future](#)" with the Wake Forest community. Framing Our Future is the collective vision for the University's third century, formed through conversations with more than one thousand faculty, staff, students, alumni, parents and friends from summer 2022 through summer 2023. As a result of this collective visioning process, the University identified three thematic goals:

1. **Community of Learning:** We will be a lifelong learning community that calls all to develop their full potential to contribute in a diverse and complex world.
2. **Community of Inquiry:** We will foster a community of inquiry through research, scholarship and creative work that transcends boundaries to address the challenges facing humanity and our world.

⁸ Research conducted by the Wake Forest Alumni Personal & Career Development Center, 2017-2024.

3. **Community of Partnerships:** We will build meaningful, mutual partnerships to honor our commitment to the wellbeing of local, regional and global communities.

The Alumni Lifelong Learning Task Force was created and given its Charge in December 2023 in support of Goal 1: Aim 1 of Framing Our Future:

Prepare all our graduates to embrace continuous learning as the embodiment of Pro Humanitate and the pursuit of human flourishing. Wake Forest will support continuous learning through various modes, some of them formalized, some of them not, to address the complex problems of the present and future, and generate lifelong learning opportunities through the School for Professional Studies and other schools to support alumni in their continued personal and professional development.

The Charge and Timeline:

- (1) Inventory all resources we already have at the university to support the lifelong learning needs of our alums. Timeline for completion: Feb 29, 2024.
- (2) Complete a research study to assess the feasibility of a potential graduate program tuition discount program and understand how such a program could be tailored to (1) support specific segments of alums who are likely to be price-sensitive, and (2) minimize the negative impacts of such a program on non-alums and program profitability. Timeline for completion: July 31, 2024.
- (3) Collaborate with all our graduate/professional schools to identify ways to reduce the burden of alums for applying to their programs (and develop a plan for scaling such a program if interest is indicated). Timeline for completion: May 30, 2024
- (4) Study how other universities support the lifelong learning needs of their alums and identify impactful practices that could be adopted by Wake Forest. Timeline for completion: March 30, 2024.
- (5) In collaboration with UA/Alumni Engagement create a development plan and a marketing/communications strategy for a new alumni lifelong website (which will summarize all available lifelong learning resources/programs for alums). Timeline for completion: June 30, 2024.

The pages that follow summarize research conducted by the Task Force on current practices at Wake Forest, best practices from other institutions, and with RNL on what our alumni say they want, need, and will use more; followed by recommendations for future steps.

The primary deliverables include:

- a cohesive and coherent strategy for graduate school admissions and where appropriate, tuition discounts, to incentivize alumni to pursue post-graduate education at Wake Forest; and,
- a centralized website and communication and marketing strategy for a curated suite of lifelong learning programs and resources, tailored to our target market's diverse interests, stage of life, and career aspirations, which may encompass online courses, workshops; seminars; networking events; mentorship programs; multimedia content (to include podcasts, blogs, journals, and more); credit and non-credit education programs; certificates and courses; group travel opportunities (may or may not have an educational component); and access to innovative research and thought leadership from Wake Forest faculty.

Through these initiatives, we propose to empower our alumni to thrive in an ever-changing world and maintain a lifelong connection with our University community, promote engagement with each other, derive real value, as well as increase engagement with and perceptions of their alma mater.

Research on Current Practice and Needs

Current Practice at Wake Forest

From February 5-16, 2024, each member of the Task Force participated in interviews with Allison McWilliams, Task Force co-chair, to inventory current available resources. Additionally, as a result of those conversations, the Task Force reached out to several other offices and colleagues on campus, including The Allegacy Center for Leadership and Character, The Center for Private Business, and the Lifelong Learning and Continuing Studies Program, as well as reviewing the University Calendar for programs, conferences, and other opportunities that would fall into the category of alumni lifelong learning.

As a result of those conversations, the Task Force identified a wide range and variety of current opportunities for alumni, across interests, career and life stages, and locations, to engage with Wake Forest to pursue both professional development and personal enrichment learning goals:

- **More than 60 graduate programs and graduate certificate programs.** These include 24 masters and PhD programs, plus graduate certificate programs and dual degree programs at the College of Arts and Sciences Graduate School; master and doctor of ministry programs in the Divinity School; 6 programs at the School of Medicine; the JD, MSL, LLM, SJD, plus 5 dual degree programs at the Law School; 4 masters programs (2 offered both online and in-person) at the School of Business; and as of Fall 2024, 10 masters programs and 4 graduate certificates at the School of Professional Studies.
- **Non-credit continuing professional and personal education programs and courses both in-person and online.** In addition to the graduate certificates listed above, alumni can pursue CLEs, CMEs, and CPEs through the Law School, the School of Medicine, and the Divinity School, respectively. The Lifelong Learning Program in the College of Arts and Sciences provides personal enrichment courses and programs taught by Wake Forest faculty. And there are numerous for-credit and non-credit opportunities through the School of Business and School of Professional Studies including boot camps and executive education.
- **Events, programs, networking, and travel opportunities.** There are ongoing book discussions, speaker series, podcasts, conferences, travel programs, networking events, workshops, webinars, and other educational, career-focused, and personal development programs both on-campus and in locations around the world, in-person and online, facilitated by academic programs, the Office of Alumni Engagement, the Alumni Personal and Career Development Center, and ZSR, among others.
- **Dedicated, free career support for life.** Through the Alumni Personal & Career Development Center, the School of Business, and the School of Professional Studies, Wake Forest alumni of the College of Arts and Sciences, School of Business, and the School of Professional Studies have access to free career support from the point of

graduation over the course of their lifetimes. The Alumni Personal & Career Development Center has been held up as a model for other institutions and received multiple national awards for this work.

- **Communications and multimedia engagement.** Across the campus, the College, graduate and professional schools, and individual departments share content and messaging with alumni through online newsletters, blogs, and social media channels. Additionally, there are several department or individual-hosted podcasts as well as online videos, workshops, and webinars. The Wake Forest Magazine has both print and digital versions that feature alumni stories, programs, and news, and Catalyst, the School of Medicine's alumni magazine, is published twice a year in print and digitally, and features news, programs, alumni updates, research, student features.

More information on each of these areas can be [found in the Appendix](#).

The breadth of these current opportunities is impressive. We also acknowledge that this inventory does not include all the possible current and future resources and opportunities provided by academic departments, centers, the Reynolda House, athletics, the arts, and others, which might include workshops, podcasts, conferences, speaker series, and other programs and resources open to alumni and external participants. Currently, there is no central location by which an alumnus can search for and find the full scope of these resources, nor is there a centralized, unified strategy for organizing and communicating these resources, as well as identifying opportunities to fill current and future strategic gaps.

Graduate and Professional School Collaboration

The graduate and professional schools and College representatives who participated in the Task Force are eager to find ways to collaborate with one another to reduce friction in alumni enrolling in their individual lifelong learning opportunities. With the implementation of WorkDay Student in summer and fall 2024, there will be increased options for streamlined processing of alumni applications which will ultimately benefit the individual alumnus.

Some suggestions for how the graduate and professional schools and College can better collaborate to offer benefits to alumni include:

- Waived or reduced application fees
- Reduced or waived tuition deposits
- Streamlined Admissions:
 - Transcripts passed internally
 - Duplicated records in WorkDay
 - Waiving of testing or other admissions requirements

As part of the Task Force recommendation for a centralized website, we also recommend a robust search function that will allow alumni to search the content by various topics and interests, price points, modalities, and specific learning needs. In order to support the execution of this clearinghouse of information, resources, and programs, each unit has acknowledged their responsibility for cataloging and maintaining the accuracy of their alumni and lifelong offerings.

Additionally, all units have committed to working together to understand admissions requirements and processes for degree-seeking students based on program, tuition rate, availability of open seats, and other program-specific information. Ultimately, this will require a coordinated and directed effort at the University level to ensure both reasonable and effective execution of policies and procedures that meet multiple program goals.

Best Practices at Other Institutions

Beginning in March 2024, the Task Force explored impactful practices at other institutions that could inform and potentially be adopted by Wake Forest. More specifically, we organized our search by

- **Interesting/impactful/innovative programs**, distinct from what we are already doing
- **Interesting/impactful/innovative practices**, to include how the work is delivered, resource/staffing structure, communications, websites, and tuition discounts

Our research was guided by programs and resources identified through interviews with Task Force members and other members of the Wake Forest community for the [Current WFU Resources Inventory](#); outreach to several membership groups including the North Carolina Employer Relations Directors, the Alumni Career Services Network, and the ACC Alumni Engagement Directors; previous research conducted by the WFU Alumni Personal & Career Development Center; cross-admit schools identified by WFU Institutional Research; and online searches on “lifelong learning.” A summary of this research can be found [in the Appendix](#). Since many of these programs at other schools are not exclusively for alumni audiences, we have included a separate chart describing those programs, specifically.

One of the main challenges and opportunities for Wake Forest, as it considers lifelong learning for alumni, is the lack of a singular best practice model. Across institutions, the offerings and practices that are defined as lifelong learning vary, including:

- alumni career support (ranging from limited online resources to full staff, both free and fee-based models)
- educational programs (both for-credit and not, ranging from full graduate degrees to short courses to certificates to one-off workshops and seminars)
- conferences
- book/discussion-based groups
- webinars, podcasts, and other short-form online engagement
- speaker series, both online and in-person
- library resources, including in-person database access (standard licensing agreements)
- travel programs
- journals, magazines, blogs, and other periodicals
- tuition discount models
- and more

In addition, most schools provide a range of networking opportunities, which might include LinkedIn, alumni clubs and affinity groups, small group discussions, and other facilitated connections. Some have contracted with external platforms for alumni to alumni and alumni to student networking, which represent a significant investment of financial and people resources.

With a few exceptions, the Task Force’s review of other institutions identified few programs and practices that are not already in use at Wake Forest, dispersed throughout the institution.

A second challenge and opportunity for Wake Forest is increased competition in the marketplace, from external platforms and even other colleges and universities which have extended their programs and resources beyond their alumni base. For example, many institutions host [Osher Lifelong Learning Institutes](#), which provides a platform for non-credit courses and educational activities, specifically designed for people who are 50 years of age or older who pay an annual membership fee. (There are 125 institutions currently hosting Osher Institutes; The Osher Foundation is not taking additional proposals from institutions at this time.)

All colleges and universities are competing with external institutions and platforms for both attention and expertise. Just a few notable examples include LinkedIn Learning, Guild, The Muse, General Assembly, TedTalks, podcasts, and any number of professional associations and organizations that offer role and content-specific training and development. A recent survey by the University Professional and Continuing Education Association (UPCEA) found that while “an increasing number of employers want their employees to be able to upskill and reskill through microcredential programs... four-year institutions are lagging behind third-party providers, such as LinkedIn Learning and Coursera, in their efforts to create employer partnerships.”⁹

Further, as any number of institutions have developed lifelong learning tools and resources that are marketed to a wide audience (not limited to just their alumni), institutions such as Wake Forest must be cognizant of how their own alumni can seek out knowledge and expertise from any number of sources, and consider how to market the unique Wake Forest experience, network, and thought leadership in order to meet Wake Forest alumni needs. While these external programs and resources can serve as complementary to any solutions provided by Wake Forest, it must be cognizant of the fact that it will need to compete for awareness, engagement, and value with these external entities.

A third, no less important challenge and opportunity for Wake Forest in the design of any solution is the location and accessibility of these resources. Where institutions do offer support and resources for alumni and other audiences, the offerings are frequently either hard to find (scattered between different departments, offices, and multiple websites) or overwhelming (no explicit order to what’s offered) or both. The best websites are easy to navigate, centralized, well-designed, and continuously updated to encourage both use and ongoing engagement.

⁹ Palmer, K. (2024, January 23). *Microcredentials on the rise, but not at colleges*. Inside Higher Ed. https://www.insidehighered.com/news/tech-innovation/teaching-learning/2024/01/23/microcredentials-rise-not-colleges?utm_source=Inside+Higher+Ed&utm_campaign=a885a6coeo-DNU_2021_COPY_02&utm_medium=email&utm_term=o_1fcbc04421-a885a6coeo-199868593&mc_cid=a885a6coeo&mc_cid=549098adoa

These challenges - content that meets specific Wake Forest alumni needs and how it should be organized and marketed - represent the best opportunities for Wake Forest to make an immediate impact and eventually develop a best practice, innovative model of lifelong learning for all our alumni, across the University. As outlined in the [Summary of Current WFU Resources](#), we have great current programs already in place across the institution to build upon and expand as needed with the appropriate technological and personnel resources.

RNL Research Study

The Task Force had the opportunity to complete a research study to assess the feasibility of a potential graduate program tuition discount program and understand how such a program could be tailored to (1) support specific segments of alumni who are likely to be price-sensitive, and (2) minimize the negative impacts of such a program on non-alumni and program profitability.

After submitting four requests for proposals, RNL was selected due to their market research ability, their familiarity and previous work with Wake Forest, as well as their understanding of the specific charge.

RNL recommended two separate surveys to obtain detailed responses on Lifelong Learning and Pricing Sensitivity. The Office of Alumni Engagement collaborated with the Task Force to create a list of 56,125 alumni to invite to participate in the survey. From that list, 592 entered the screening survey and either screened out or moved on to one of the two surveys. As this was a market research study, the respondents did not know that the project was sponsored by Wake Forest so that RNL would get participants who have interest in the topic. The response rate is typical for market research and as such, panel data from non-Wake Forest alumni, who were interested in graduate programs in the near term, was used to supplement the data set.

Lifelong Learning Experiences:

The “Lifelong Learning Experiences” survey took the research the Task Force compiled on both current Wake Forest lifelong learning offerings as well as future areas of interest from peer institutions to understand alumni interests, likelihood of enrollment, modalities and willingness to spend on Lifelong Learning Experiences.

Lifelong Learning Experiences Key Findings:

As to be expected, Wake Forest alumni feel a strong sense of loyalty to the University with nearly sixty percent of respondents indicating that they would be most likely to enroll at Wake Forest for their non-degree learning experiences. For those respondents who didn’t indicate they were interested in a graduate degree, they are most likely to enroll in continuing education, alumni-focused events (lectures, affinity groups, book groups, career networking), university-sponsored conferences, and workshops or speakers. Twenty percent indicated they would be likely to attend an event like these in the next three years. Topics of high interest were artificial intelligence, leadership, and analytics. Alumni had equal interest in programs that would benefit their career and those on a topic of general interest to them personally.

One of the key takeaways from this survey was on the pricing of non-credit Lifelong Learning Experiences with sixty-five percent willing to consider an experience with a price of \$2000 or less with the optimal price point being between \$500 and \$1600 for most types of events (travel experience excluded).

Lastly, respondents indicated they are looking for Lifelong Learning Experiences where the content is delivered in an engaging way, offered by a reputable institution with expertise, flexibility in delivery mode and scheduling, and clear ROI. Participants were open to a mix of online and in-person experiences; of those who were willing to travel, thirty minutes was the most selected travel time.

Graduate Price Study:

The Graduate Price Study was a price sensitivity analysis to help Wake Forest understand the market appeal for aid, in the form of scholarships and/or discounts, in lifelong learning and graduate degree programs. It should be noted that non-alumni data was included in this study using alumni of like institutions who are considering a graduate program, and represents a large portion of the total responses. Therefore we should be informed by the alumni data, but not be quick to make data-driven decisions. This survey utilized conjoint design, with a scale of 1 to 10 of likelihood to enroll.

Graduate Price Study Key Findings:

Wake Forest alumni overall want similar things in lifelong learning and graduate degree programs: offerings that have high return-on-investment, an impressive institution reputation, engaging content, and flexibility in the program, modality, and speed to complete. While keeping in mind the population of Wake Forest alumni was a small number of participants (n=71 with panel n=276), the study did identify that of the alumni surveyed, they are generally debt averse with only half willing to take out \$10,000 in loans to complete a graduate program. The majority of alumni also screen out programs based on price. The price sensitivity among alumni suggests that an alumni scholarship or small discount could be effective in increasing alumni enrollment in graduate programs.

Full results and information on methodology and respondent demographics can be found [in the Appendix](#).

Centralized Website and Communications Strategy

The initial charge to the Task Force included creating a development plan and a marketing and communications strategy for a new alumni lifelong learning website to summarize all available resources and programs for alumni, in collaboration with University Advancement. As we researched the current resources available to our alumni and RNL's findings on the vast topics and modalities alumni are interested in, as well as explored our peer institutions' websites and communication strategies, it became evident that one way we can provide immediate value to our alumni is to develop a one-stop clearinghouse of tools, programs, resources, and connection opportunities available to all Wake Forest alumni, regardless of the school, college, or degree program. Additionally, a unified communications and marketing strategy would allow the University to effectively and strategically leverage resources and cross-institution partnerships to reach and engage alumni across industries, career or life stages, locations, and interest areas.

A centralized alumni lifelong learning website should

1. **Foster Lifelong Learning Journeys:**
 - Encourage intellectual curiosity and personal growth among alumni by providing diverse, relevant, and accessible educational resources.
 - Empower alumni to explore new subjects, skills, and perspectives, enriching their lives post-graduation.
2. **Cultivate a Vibrant Alumni Community:**
 - Create opportunities for networking, collaboration, and mentorship among alumni, fostering a sense of belonging and camaraderie.
 - Facilitate meaningful interactions and knowledge-sharing to strengthen the bonds within the Wake Forest alumni network.
3. **Promote Inclusivity and Accessibility:**
 - Ensure the website is user-friendly, inclusive, and accessible to all alumni, regardless of their background, abilities, or technological proficiency.
 - Embrace diverse learning styles and preferences, offering a range of multimedia content formats and accommodating various levels of expertise.
4. **Celebrate the Spirit of Wake Forest:**
 - Reflect the University's values of Pro Humanitate (For Humanity) and pursuit of excellence in all aspects of the website's design, content, and functionality.
 - Showcase the achievements, innovations, and contributions of Wake Forest alumni, inspiring pride and connection to the university's heritage and mission.
5. **Drive Engagement and Impact:**
 - Encourage active participation and ongoing engagement with the platform through interactive features, discussions, and community-driven initiatives.
 - Measure success not only by website traffic but by the depth of alumni engagement, learning outcomes, and tangible contributions to personal and

professional development as well as evaluations/feedback and by repeat alumni users.

- Measure long-term impact and engagement by increased commitment to philanthropic giving and future student recruitment feedback

A unified communications and marketing strategy would provide the following ROI:

- Develop uniform communications strategy across the University, consistent with the University's Strategic Framework, to include segmented communications as appropriate.
- Drive awareness, engagement, and increased perceptions of a Wake Forest education among our alumni, resulting in increased philanthropic giving and a demonstrated value-add among prospective students.
- Deliver real value to our alumni that helps them achieve their personal and professional objectives throughout their life's journey.
- Drive understanding of offerings among internal communicators and program and content creators, and consistency of messaging to intended target audience(s).
- Leverage internal and external revenue streams to design lifelong learning programs that are economically viable aiming for cost neutrality.
- Differentiate the University from other high-ranking peer institutions.

For further information on goals, approach, tactics, and proposed performance metrics for each of these two deliverables, please see the [Marketing and Communications Strategy Brief](#) and [Website Project Brief](#) included in the Appendix. These briefs were drafted to clarify the Task Force's goals and strategy on developing a centralized website and communications strategy. In conversations in May 2024 with Mark Petersen, Senior VP for University Advancement, Brett Eaton, VP of Communications and Chief Communications Officer, as well as members of their staff responsible for supporting University-wide website development and marketing strategy, the Task Force was advised that current and future University priorities would limit the internal support available to build any proposed solutions. As any strategy is implemented as a result of this report, the Task Force recommends that these two briefs guide that future work.

Recommendations

The Task Force proposes the following recommendations support of Goal 1: Aim 1 of Framing Our Future:

1. Create a centralized, well-resourced website and communications strategy. A one-stop website should be built and launched - to include design, back-end technology (incorporating program registration, payment system, data gathering across University, Medical School, Law School platforms), ability to feed from other sites as new programs are created, use of algorithm/AI to smart search by the user - that is a clearinghouse of all current alumni lifelong learning resources, programs, opportunities, and communications across the University, serving as the go-to resource for personal and professional learning for all Wake Forest alumni. Additionally, a comprehensive marketing and communications strategy should be implemented to reach alumni segments based on demographics, interests, and engagement history, to drive traffic for registration and information.
2. Implement a collaborative approach across the College and graduate and professional schools to reduce friction for alumni who want to enroll in degree programs or credit seeking courses while utilizing WorkDay Student to reduce administrative burden.
3. Create an alumni scholarship or tuition discount for graduate programs. For lifelong learning opportunities, provide the ability to sort options by price point, modality, and interest.
4. Fully staff and resource Alumni Lifelong Learning to effectively manage future programs, online and in-person engagement, marketing and communications strategies, and relationships with University partners in order to develop a best-in-class model as a key differentiator for Wake Forest from its peers.

In order to effectively support and implement these recommendations, the Task Force has identified and suggests a set of needed resources which can be [found in the Appendix](#).

Conclusion

Lifelong learning is no longer an optional pursuit of personal growth and fulfillment. Twenty-first century careers and lives demand an ever-changing set of skills, abilities, connections, and knowledge areas to remain competitive in the future of work as well as to develop lives of meaning and purpose. And, twenty-first century universities are increasingly expected to provide the tools, resources, opportunities, and connections that extend a four-year degree across one's lifetimes in order to remain competitive and to continually deliver value to both current and future students, parents and families, and alumni.

Wake Forest University's Strategic Framework established as a thematic goal that Wake Forest will be a lifelong learning community that calls all to develop their full potential to contribute in a diverse and complex world. As a first step toward meeting that goal, the Alumni Lifelong Learning Task Force was established to research current practices both at Wake Forest and elsewhere, evaluate the value proposition for graduate program tuition discounting, and create a plan for a centralized website and communications strategy to support lifelong learning for Wake Forest alumni. As a result of that work, we have identified numerous current resources and programs, as well as proposed ways in which Wake Forest could elevate and better communicate those offerings to alumni through a centralized website and communications strategy. Additionally, through research conducted by RNL and conversations with campus partners, we recognize an opportunity to streamline and incentivize the process of furthering formal graduate education for alumni, through modified application processes and tuition discounts.

Working towards these outcomes will have the initial result of meeting the goals of the Strategic Framework. Perhaps more importantly, with appropriate investment of both personnel and technological resources, it will result in more engaged and committed alumni; more satisfied consumers of the educational products we create; and, ultimately, a greater return on investment for the University and for the individual demonstrated through long-term connections, philanthropic giving, and allegiance to the institution.

Twenty-first century careers and lives demand twenty-first century educational models that are adaptable to change, flexible in delivery, accessible, and which promote both short and long-term capacity-building. These initiatives will empower Wake Forest alumni to thrive in an ever-changing world and will encourage them to maintain a lifelong connection with the University community as they will recognize Wake Forest as their partner for a lifetime of learning, growth, and personal and professional fulfillment.

Appendices

[ALL Task Force: Current WFU Resources](#)

[ALL Task Force: Best Practices from Other Institutions](#)

[ALL Task Force: RNL Market Research](#)

[ALL Task Force: Marketing and Communications Strategy Brief](#)

[ALL Task Force: Website Project Brief](#)

[Recommended Resources for Implementation](#)

ALL Taskforce: Current WFU Resources

Goal 1: Aim 1:

Prepare all our graduates to embrace continuous learning as the embodiment of Pro Humanitate and the pursuit of human flourishing. Wake Forest will support continuous learning through various modes, some of them formalized, some of them not, to address the complex problems of the present and future, and generate lifelong learning opportunities through the School for Professional Studies and other schools to support alumni in their continued personal and professional development.

(1) Inventory all resources we already have at the university to support the lifelong learning needs of our alums. Timeline for completion: Feb 29, 2024.

From February 5-16, 2024, each member of the ALL Task Force participated in interviews with Allison McWilliams, Task Force co-chair, to inventory current available resources. Additionally, as a result of those conversations, Allison reached out to several other offices and colleagues on campus, including The Allegacy Center for Leadership and Character, The Center for Private Business, and the Lifelong Learning and Continuing Studies Program, as well as reviewing the University Calendar. A summary of those conversations is provided below.

We acknowledge that this inventory of current resources does not include all of the possible future resources and opportunities provided by academic departments, centers, Reynolda House, athletics, and others, which might include workshops, podcasts, conferences, speaker series, and other programs and resources open to alumni and external participants. As we develop a plan for a central location to house/ communicate available resources, it will be important to identify appropriate pathways for the full breadth and depth of the University to engage with alumni (and others) and for our alumni to have access to the full breadth and depth of the University as appropriate.

Summary of Resources: By Type of Resource (Alpha Order by Department)

<p>For Credit Graduate Programs</p>	<ul style="list-style-type: none"> ● College/Grad School: 24 distinct programs (masters and PhD), graduate certificate programs, dual degree programs ● Divinity School: Master and Doctor of Ministry ● Medical School: 6 active programs ● Law School: JD, MSL, LLM, SJD; 5 dual degrees ● School of Business: 4 master's degree programs (two of which are offered online and on-campus); MBA Advantage for pre-experience master's program graduates ● School of Professional Studies: 8 masters programs, 10 as of Fall '24; 4 graduate certificates
<p>Non-Credit Continuing Professional Education</p>	<ul style="list-style-type: none"> ● Allegacy Center for Leadership and Character: Provide both free and discounted resources for alumni ● Center for Private Business: Depending on program and as space allows discounts for School of Business alumni to attend programs and events ● Divinity School: CPEs for pastoral care ● Law School: 4 graduate certificates; CLEs ● The Lifelong Learning Program: Continuing education courses and lectures taught by faculty ● School of Professional Studies: Certificate, non-credit, and bootcamp programs; executive education programs ● School of Business: Lifelong Learning Program (both for credit/non-credit courses) ● Medical School: CMEs
<p>Alumni-Focused Events/Programs</p>	<ul style="list-style-type: none"> ● Alumni Engagement: Wake Women's Weekend, Third Act, Back to the Classroom, book signings, author lectures, alumni admissions programs; Affinity Group programs; WAKECommunity programs, Wake Washington Center, networking, educational and social events ● Alumni Personal & Career Development Center: Workshops, online courses, webinars, book discussion groups, mentoring groups, facilitated networking programs ● Divinity School: Speakers on campus; faculty speaking elsewhere ● Law School: All-call events, Law alumni weekend, 3 alumni boards, faculty and alumni speakers on/off campus ● The Lifelong Learning Program: Maintains a directory of other departmental programs available in person and online ● School of Business: Career topics, network support, contemporary topics, technical, leadership, back to the classroom, one-off programs for all alumni (in-person and virtual) ● Medical School: Regional alumni receptions, MD alumni weekend, CRNA biennial alumni day, alumni boards, Medical Alumni Association Career Symposium ● ZSR: Workshops and Webinars (in-person and virtual)

Alumni-Focused Networking	<ul style="list-style-type: none"> ● Alumni Engagement: Affinity Group and WAKECommunity programs, Wake Washington Center, educational and social events ● Alumni Personal & Career Development Center: Facilitated networking programs (in-person and online), Alumni Career Advisers, monthly coffee chats, Alumni LinkedIn Group ● Law School: Alumni/student networking events, joint board meetings, all call receptions ● School of Professional Studies: Alumni are invited and encouraged to attend in-person weekend, Wake360 ● School of Business: Alumni Weekend; facilitated networking ● Medical School: AlumniConnect (online alumni networking, student mentoring), regional alumni receptions, MD alumni weekend, CRNA biennial alumni day, alumni leadership boards, annual alumni tailgate party, biennial RN reunion
Alumni Career Support	<ul style="list-style-type: none"> ● Alumni Personal & Career Development Center: Coaching, resume reviews, mock interviews, job boards and connections, Alumni LinkedIn Group ● School of Professional Studies: Coaching, resume reviews, mock interviews ● School of Business: Coaching, resume reviews, mock interviews, job boards and connections ● Medical School: AlumniConnect
Communications/ Media	<ul style="list-style-type: none"> ● Alumni Engagement: Monthly e-newsletter; Wake Forest Magazine ● Alumni Personal & Career Development Center: Online tools and resources; e-newsletter; instagram; Alumni LinkedIn Group; monthly Deacon Spotlight feature highlighting alumni career stories ● Law School: Quarterly alumni newsletters, social media ● The Lifelong Learning Program: Monthly newsletter ● School of Professional Studies: Monthly newsletter, blog posts ● School of Business: E-newsletter highlighting alumni stories, programs, and resources; YouTube channel, alumni section on School website with links to resources and calendar of events, etc. ● Medical School: Faculty-run podcasts; recordings of symposia; online CME through NWAHEC ● ZSR: Borrowing privileges; on-campus database access; YouTube channel with robust library of recorded workshops, videos, lectures, Special Collections Programs
Travel	<ul style="list-style-type: none"> ● Alumni Engagement travel program ● Divinity School: Faculty-led travel for students and alumni ● Lifelong Learning: Faculty-led travel
Other	<ul style="list-style-type: none"> ● Conferences, Workshops, Speakers, Podcasts: Hosted by departments and centers around the campus.

Summary of Resources: By Department (Alpha Order)

Alumni Engagement:

- [Alumni Travel Program](#)
- Programs:
 - Wake Women's Weekend
 - Third Act
 - Back to the Classroom events at Homecoming
 - Book signings, author lectures
 - [Alumni Admissions programs](#) to educate alumni on the admissions process
 - Networking Programs
- [Affinity Groups](#) and associated programs
 - [Association of Wake Forest University Black Alumni \(AWFUBA\)](#)
 - [Decorated Deacs](#)
 - [Global Deacs](#)
 - [MAD DEACS](#)
 - [Wake Forest Hispanic/Latino Alumni Association \(HOLAA\)](#)
 - [WAKE THE ARTS](#)
 - [Wake NOW \(Network of Women\)](#)
 - [Wake on Wall Street](#)
 - [WFU Muslim Alumni](#)
- [WAKECommunities](#) and associated networking and educational events
- [WakeWashington Center](#) connects over 9,00 parents and alumni in a variety of a variety of networking, educational and social events including Washington Nationals games, museum tours, guest lectures and workshops, service opportunities, and networking events

Alumni Personal and Career Development Center

- Career Support: For all College of Arts & Sciences alumni, from graduation on, including one-on-one coaching, resume reviews, mock interviews
- Programs: Workshops, webinars, book discussion groups, mentoring groups, facilitated networking programs to support persona and career development across life stages
- Connections: Alumni to alumni connections through Alumni Career Advisers, networking, monthly coffee chats
- Communications: Robust set of tools and resources housed on the [website](#), updated monthly or more frequently; monthly [Beyond the Forest e-newsletter](#) including programs and resources; LifeAfterWake instagram, monthly Deacon Spotlight feature highlighting alumni career stories
- Alumni LinkedIn Group: Manage University's alumni LinkedIn group to program networking, career development guidance, and employment opportunities for all alumni
- Out of the Forest: Manage website, social media, and programs to support graduating seniors in their transition to alumni status, in collaboration with Alumni Engagement

The College/Grad School of Arts & Sciences:

- Graduate Degrees:
 - 19 departments offer programs within the College; 24 distinct programs including master's and PhD, plus some graduate certificate programs and dual degree programs.
 - Bioethics, Doc Film, Interpreting and Translation Studies, Sustainability, Liberal Arts Studies offer graduate degrees not housed within a department.
 - Fully Online Counseling masters: revenue generating, unlike any other program we have on Reynolda Campus
- The Lifelong Learning Program: Continuing education courses taught by faculty members, (Allison speaking with Ron Von Burg, who manages this program and the Liberal Arts Studies masters, 2/22)

Divinity School:

- Programs: Partnership with the arts, bring in speakers, faculty and deans going out into the community to speak.
- Have done a fair amount with Lifelong Learning/Liberal Arts Studies as faculty
- Starting online (with in-person cohort experience) D. Ministry program Summer 2024.
- CPEs - required to be a chaplain in the hospital
- Faculty-led travel programs for students (for credit) and alumni

Law School:

- CLEs: In the past have done anywhere from 5-7 programs in various cities around NC followed by a networking social. Post COVID, 1-2 per year either out of Law School Alumni Engagement or through the Law Review.
- Joint Grad Degrees: with Divinity, School of Business, Sustainability, Bioethics, Religious Studies
- All-call events, Law alumni weekend, 3 alumni boards, faculty and alumni speakers on/off campus
- Networking: Alumni/student networking events, joint board meetings, all call receptions
- Quarterly alumni newsletters, social media (run by Law Comms team)

Lifelong Learning Program:

- Continuing education courses and lectures taught by faculty. Each course is six classes, 2 hours each. Majority in-person. Open to both alumni (at a small discount) and others.
- Yearly faculty lecture each October, brings in 150-200 people (free and open to public)
- Website maintains directory of other departmental programs available in person and online
- Adventures in Lifelong Learning travel program: Have done it now twice in Venice; larger vision is to do it in each of the Wake Forest properties plus Barcelona, as well as domestically (WAKE Washington, Montpelier, for example).
- Monthly newsletter with announcements about upcoming classes/events and spotlight on a class

School of Business:

- Graduate Degrees:
 - MBA (in-person, online, and hybrid formats), MS in Management, MS in Accountancy, MS in Business Analytics (in-person and online formats)
 - [Lifelong Learning Program](#): School of Business alumni can return to the School of Business program they were graduated from and take (\$1000)/audit (\$500) a class as long as there is space available (and faculty approves it). Based on credential not delivery mode.
 - MBA Advantage for all pre-experience master's programs: get credit for part of their overlapping coursework and can come back and take remaining coursework to earn MBA.
- Career Support for School of Business alumni, including coaching, resume reviews, mock interviews
- Programs:
 - Career topics, network support, contemporary topics (things that are current that faculty are teaching in the classroom), technical (excel, charts, powerpoint), leadership (via Allegacy Center). Faculty/staff/alumni-led and open to all alumni except for a few specialty programs.
 - Back to the Classroom in-person sessions incorporated into larger events (i.e., Alumni Weekend, previous "A Day with the School of Business" in Shanghai), facilitated by faculty members.
 - One-off programs/events that are open to all alumni.
- Communications: Weekly and monthly e-newsletter highlighting alumni stories, programs, and resources; YouTube channel features program recordings
- [Allegacy Center for Leadership and Character](#): Provide both free and discounted resources for alumni and they can access them with their WFU login credentials. Examples of resources that have a fee associated (discounted for alumni) are assessments or consulting. Many videos, worksheets, and modules are accessible to alumni with WFU log-in.
- [Center for Private Business](#): Depending on the program, and as space allows, discounts are provided to School of Business alumni to attend programs and events hosted by the Center

School of Professional Studies

- Certificate, master's, non-credit courses and certificates, and non-credit bootcamp programs across areas including project management, digital marketing, financial technology, healthcare administration and health informatics, communications, education, leadership, analytics, business, product management, innovation
- Executive Education in Marketing, Data Analytics, Finance, Leadership, Supply Chain Management, Innovation, and Strategy.
 - Executive Education offers a discount to alumni
- [Wake360](#)- an in-person immersive weekend for current students and alumni to network, learn from industry professionals and create a professional community.
- Alumni Discount:

- Application Fee Waiver: DoubleDeac (\$50 value)
- Waived Tuition Deposit
- Double Deac Scholarship: Alumni with a bachelor's or master's degree from Wake Forest University are automatically considered for the scholarship when they are admitted into an eligible graduate degree or certificate program—there is no special application required. Upon acceptance, admit letter will reflect applicants receive a letter indicating the tuition discount that applies to their program.
- Athletes who are on full scholarship are not eligible
- \$500 one-time, non-renewable single disbursement awards. Will also retroactively give one-time, non-renewable single disbursement award to current SPS students who are Wake Forest alumni.
- Applicable for all for-credit programs and certificates

Medical School:

- 19k+ current living alumni across 11 constituencies: MDs, PAs, Academic Nursing (2 separate degrees), Biomedical PhD and MS (collaboration with the grad school), MHL (have sunset this for now), Pastoral Care (more of a certificate program; collaborate some with Div School), RN (stopped offering in 1974 but still alumni), Medical Technologist (stopped offering in mid-1990s but still alumni), House Staff (residents or fellows)
- Programs:
 - All call events (city road show gatherings for example)
 - MD alumni weekend in May (including free CME)
 - CRNAs host continuing ed alumni day every other year
 - Northwest AHEC (housed here but independent) offers online programs that alumni can take for a fee (some are free) that count for some CMEs
 - Increasing number of opportunities for alumni/student engagement (ie MAA Career Symposium)
- MD, CRNA, and PA alumni boards: networking, communications support, advisory capacity, help with fundraising
- Media: Some faculty-run podcasts; recordings of symposia (require Wake Health email)

ZSR:

- [Alumni Resources](#) include borrowing privileges, on-campus database access
- Media: [YouTube Channel](#) with robust library of recorded workshops, videos, lectures, Special Collections Programs
- Workshops and Webinars (Business Librarians, Research Librarians, and Special Collections and Archives lead both in-person and virtual workshops throughout the year.

Other Programs and Events On Campus:

Conferences, Workshops, Speakers, Podcasts: Hosted by [The Program for Leadership and Character](#), the [Sabin Family Center for Environment & Sustainability](#), [Face to Face Speaker Forum](#), the [Center for Entrepreneurship](#), [Secret Artists Series](#), and numerous other departments and centers around the campus present a rich opportunity for content and engagement with Wake Forest alumni and the greater community.

ALL Task Force: Best Practices from Other Institutions

Goal 1: Aim 1:

Prepare all our graduates to embrace continuous learning as the embodiment of Pro Humanitate and the pursuit of human flourishing. Wake Forest will support continuous learning through various modes, some of them formalized, some of them not, to address the complex problems of the present and future, and generate lifelong learning opportunities through the School for Professional Studies and other schools to support alumni in their continued personal and professional development.

(4) Study how other universities support the lifelong learning needs of their alums and identify impactful practices that could be adopted by Wake Forest. Timeline for completion: March 30, 2024.

In March 2024, following the work of the [Current WFU Resources inventory](#), a subcommittee of the Alumni Lifelong Learning Task Force explored impactful practices at other institutions that could potentially be adopted by Wake Forest. More specifically, we organized our search by

- **Interesting/impactful/innovative programs**, distinct from what we are already doing
- **Interesting/impactful/innovative practices**, to include how the work is delivered, resource/staffing structure, communications, websites, and tuition discounts

Our research was guided by programs and resources identified through interviews with Task Force members and other members of the Wake Forest community for the Current WFU Resources Inventory; outreach to several membership groups including North Carolina Employer Relations Directors, the Alumni Career Services Network, and ACC Alumni Engagement Directors; previous research conducted by the WFU Alumni Personal & Career Development Center; cross-admit schools identified by WFU Institutional Research, and online searches on “lifelong learning.” On the pages that follow is a summary of that research followed by additional details on specific programs and practices that hold promise for Wake Forest to consider as it develops its platform for Alumni Lifelong Learning. Since many of these programs are not exclusively for alumni audiences, we have included a separate chart at the end describing those programs, specifically.

Contents

[Impactful/Interest Programs: By Program and Institution](#)

[Impactful/Interest Practices: By Practice and Institution](#)

[Impactful/Interesting Programs and Practices: Exclusively For Alumni](#)

[Best Practices Research Notes](#)

Impactful/Interesting Programs

<p>Career Support</p>	<p>Northwestern Alumni Network Career</p>	<p>Northwestern’s Alumni Association has developed a robust, well-organized set of career and networking support for both alumni and students, including mentoring, a podcast, webinars, and more.</p>
<p>Career Support</p>	<p>Duke Ask a Blue Devil</p>	<p>Protopia platform connects students and alumni to alumni for career questions that may lead to networking.</p>
<p>Career Support/ Educational Resource</p>	<p>Barnard Next</p>	<ul style="list-style-type: none"> • Since 2018, Beyond Barnard has provided lifelong career support for the global network of Barnard's 37,000 living graduates. • Barnard Next represents the College's effort to create distinctive engagement opportunities at the intersections of Barnard's historic strengths, leveraging its relationship to the City of New York, its commitment to equity and exploration of gender in all its complexity, and its global reach. Over 3 Saturdays alumni will network and learn from faculty and alumni.
<p>Career Support/ Educational Resource</p>	<p>Guild</p>	<p>Career Opportunity Platform allows individuals to search a curated marketplace of learning programs, dedicated career coaches, and tools to explore career pathways relevant to them as individuals and their employer.</p>
<p>Educational Resource</p>	<p>Duke Forever Learning Institute</p>	<ul style="list-style-type: none"> • Each academic track includes self-paced lectures, panel discussions, online courses, readings and workshops. • Monthly live engagements with Duke experts. • Live sessions are recorded and posted on the Duke Alumni Lifelong Learning YouTube Channel.
<p>Educational Resource</p>	<p>Career North</p>	<ul style="list-style-type: none"> • On-demand webinars and courses are plug and play re: career, leadership, personal, professional topics • Cost (for basic version) is \$10k per year
<p>Educational Resource</p>	<p>Pepperdine Lifelong Learning Women’s Forum</p>	<p>A private-invitation event for women, exists to assist women in staying current on events and establishing sound, logical, and innovative positions related to issues that shape our world. Held on the second Thursday of each month. One topic is addressed from a scholarly viewpoint, with the majority of sessions being presented</p>

		by Pepperdine faculty. Each one-hour lecture is followed by a thirty-minute question-and-answer portion.
Educational Resource	OSU Scarlet Canvas	<ul style="list-style-type: none"> Platform that combines a course “storefront,” registration system (catalog), payment gateway, and learning management system to provide non-academic credit, public-facing education programs and workshops across Ohio and beyond.
Educational Resource	U Chicago Alumni & Parent U	<ul style="list-style-type: none"> Collaboration between alumni office and school of professional studies takes advantage of school offerings open to all but makes robust lifelong learning available specifically for alumni. Discussion-based seminars taught by eminent faculty, accomplished instructors, and distinguished alumni in intimate, Zoom-based classrooms. Despite strong enrollments, is no longer offered.
Educational Resource	Yale Alumni College	<ul style="list-style-type: none"> Run by alumni, for alumni, and offers small seminar, in-person classes in a variety of locations throughout the U.S. Course taught by Yale faculty or alumni Cultural outings with students from all classes to promote social engagement and enhance the learning experience Since its inception in 2011, Yale Alumni College has welcomed more than 2,000 alumni, family, and friends, and featured more than 150 courses online and at nine different locations
Other Programs	UVA College Compass	Created for UVA alumni families with students pursuing the college application or transfer process, and led by an expert team of college advisors, College Compass provides a trusted, personal college planning experience with curated resources and a unique place to connect with other families in a similar stage.
Other Programs	University of Tennessee Center for Professional Education and Lifelong Learning	<ul style="list-style-type: none"> Kids programming offers incredible engagement for alumni with children that can participate but can also be a heavy lift from a staffing standpoint.

Impactful/Interesting Practices

Tuition Discount	ASU	50% off select programs and courses available through ASU Continuing and Professional Education.
Tuition Discount	DePaul University	Alumni from any of DePaul's colleges are eligible to receive the Double Demon Scholarship, covers 25% of tuition for degree, non-degree or certificate coursework taken at the graduate level
Tuition Discount	Lenoir-Rhyne Alumni Advantage University of New Hampshire College of Professional Studies	10% tuition discount for alumni
Tuition Discount	Loyola University	15% Double Greyhound tuition discount
Tuition Discount	Marist	First graduate course tuition free
Tuition Discount	Northeastern Double Husky	25% tuition discount on more than 120 eligible programs. Alumni are automatically considered for the scholarship when admitted into an eligible graduate degree or certificate program. If a student is offered other grant aid from the university, he or she will only receive the scholarship of higher value. Those completing pass-through degrees—such as Freshman-Entry Doctor of Education or a PlusOne accelerated master's program do not qualify for the Double Husky Scholarship.
Tuition Discount	UC System	Members of UC Alumni Associations may receive 10% discount for courses priced up to \$499. For courses priced \$500 or more, flat discount of \$50 off.
Tuition Discount	Tulane University of Professional Advancement	20% tuition discount

	Perdue Global	
Tuition Discount	Walden University	30% tuition reduction for doctoral or 25% tuition reduction on other offerings
Website	Brown University's Lifelong Learning & Travel	This recently-announced site provides a one-stop shop for alumni and friends for all things career, events, learning, and perks and discounts. Lots still “in development.”
Website	Northwestern Alumni Network Career	Northwestern’s Alumni Association has developed a robust, well-organized website for career and networking support for both alumni and students, including mentoring, a podcast, webinars, and more.
Website	Stanford Lifelong Learning	<ul style="list-style-type: none"> • A clean yet robust website split into three parts: Professional Development, Pre-K to College Readiness, Learning for Exploration and Enrichment • Within those three parts are extensive resources ranging from online and in-person courses, graduate degrees, resources specific to alumni, open content for community members, fellowships, and more. • Site includes a form for those who want to add something to the site
Website	University of Tennessee Center for Professional Education and Lifelong Learning	Help lifelong learners of all ages meet their ongoing educational goals. Non-credit professional education, personal enrichment courses, and certificate programs. Kids U summer camps and reading programs for area youth. Extremely robust offerings and great website
Website	UVA Lifetime Learning	<ul style="list-style-type: none"> • Good, well-organized website • In-person events led by faculty around the world • Online learning: faculty video, podcasts, blog • Free online resources including library resources, Coursera, virtual museum tours in Virginia • Links to other resources including career, School of Continuing and Professional Studies
Website	Williams Lifelong Learning	<ul style="list-style-type: none"> • Good, well-organized website includes <ul style="list-style-type: none"> ○ Featured events (book groups, networking, speakers) ○ Travel led by Williams faculty

		<ul style="list-style-type: none"> ○ On Demand Talks and Conversations
Website	<u>Yale Alumni Association</u>	<ul style="list-style-type: none"> ● Dedicated “Learn” page on the alumni association website organized in 4 sections: <ul style="list-style-type: none"> ○ Learn Online: Courses, podcasts, certificate programs, library resources and journals, e-news ○ Learn through Travel ○ Learn Near You: in-person in your community ○ Learn On-Campus: in-person opportunities to audit courses and participate in Yale Alumni College

Impactful/Interesting Programs and Practices: Exclusively For Alumni

<p>Career Support</p>	<p>Northwestern Alumni Network Career</p>	<p>Northwestern’s Alumni Association has developed a robust, well-organized set of career and networking support for alumni, including mentoring, a podcast, webinars, and more.</p>
<p>Career Support</p>	<p>Duke Ask a Blue Devil</p>	<p>Protopia platform connects alumni to alumni for career questions that may lead to networking.</p>
<p>Career Support/ Educational Resource</p>	<p>Barnard Next</p>	<ul style="list-style-type: none"> • Since 2018, Beyond Barnard has provided lifelong career support for the global network of Barnard's 37,000 living graduates. • Barnard Next represents the College's effort to create distinctive engagement opportunities at the intersections of Barnard's historic strengths, leveraging its relationship to the City of New York, its commitment to equity and exploration of gender in all its complexity, and its global reach. Over 3 Saturdays alumni will network and learn from faculty and alumni.
<p>Educational Resource</p>	<p>Duke Forever Learning Institute</p>	<ul style="list-style-type: none"> • Each academic track includes self-paced lectures, panels, online courses, readings, workshops. • Monthly live engagements with Duke experts. • Live sessions are recorded and posted on the Duke Alumni Lifelong Learning YouTube Channel.
<p>Educational Resource</p>	<p>Pepperdine Lifelong Learning Women’s Forum</p>	<p>A private-invitation event for women, exists to assist women in staying current on events and establishing sound, logical, and innovative positions related to issues that shape our world. Held on the second Thursday of each month. One topic is addressed from a scholarly viewpoint, with the majority of sessions being presented by Pepperdine faculty. Each one-hour lecture is followed by a thirty-minute question-and-answer portion.</p>

Educational Resource	U Chicago Alumni & Parent U	<ul style="list-style-type: none"> • Collaboration between alumni office and school of professional studies takes advantage of school offerings open to all but makes robust lifelong learning available specifically for alumni. • Discussion-based seminars taught by eminent faculty, accomplished instructors, and distinguished alumni in intimate, Zoom-based classrooms. • Despite strong enrollments, is no longer offered.
Educational Resource	Yale Alumni College	<ul style="list-style-type: none"> • Run by alumni, for alumni, offers small seminar, in-person classes in variety of locations • Course taught by Yale faculty or alumni • Cultural outings with students from all classes to promote social engagement and enhance learning • Since its inception in 2011, Yale Alumni College has welcomed more than 2,000 alumni, family, and friends, and featured more than 150 courses online and at nine different locations
Other Programs	UVA College Compass	Created for UVA alumni families with students pursuing the college application or transfer process, and led by an expert team of college advisors, College Compass provides a trusted, personal college planning experience with curated resources and a unique place to connect with other families in a similar stage.
Tuition Discount	ASU	50% off select programs and courses available through ASU Continuing and Professional Education.
Tuition Discount	DePaul University	Alumni from any of DePaul's colleges are eligible to receive the Double Demon Scholarship, covers 25% of tuition for degree, non-degree or certificate coursework taken at the graduate level
Tuition Discount	Lenoir-Rhyne Alumni Advantage UNH College of Professional Studies	10% tuition discount for alumni
Tuition Discount	Loyola University	15% Double Greyhound tuition discount

Tuition Discount	Marist	First graduate course tuition free
Tuition Discount	Northeastern Double Husky	25% tuition discount on more than 120 programs. Alumni automatically considered for the scholarship when admitted into an eligible graduate degree or certificate program. If offered other grant aid from the university, will only receive the scholarship of higher value. Those completing pass-through degrees do not qualify.

Tuition Discount	UC System	Members of UC Alumni Associations may receive 10% discount for courses priced up to \$499. For courses priced \$500 or more, flat discount of \$50 off.
Tuition Discount	Tulane University of Professional Advancement Perdue Global	20% tuition discount
Tuition Discount	Walden University	30% tuition reduction for doctoral or 25% tuition reduction on other offerings
Website	Brown University's Lifelong Learning & Travel	This recently-announced site provides a one-stop shop for alumni and friends for all things career, events, learning, and perks and discounts. Lots still “in development.”
Website	Northwestern Alumni Network Career	Northwestern’s Alumni Association has developed a robust, well-organized website for career and networking support for both alumni and students, including mentoring, a podcast, webinars, and more.
Website	Williams Lifelong Learning	<ul style="list-style-type: none"> ● Good, well-organized website includes <ul style="list-style-type: none"> ○ Featured events (book groups, networking, speakers) ○ Travel led by Williams faculty ○ On Demand Talks and Conversations
Website	Yale Alumni Association	<ul style="list-style-type: none"> ● Dedicated “Learn” page on the alumni association website organized in 4 sections: <ul style="list-style-type: none"> ○ Learn Online: Courses, podcasts, certificate programs, library resources and journals, e-news ○ Learn through Travel

		<ul style="list-style-type: none">○ Learn Near You: in-person in your community○ Learn On-Campus: in-person opportunities to audit courses and participate in Yale Alumni College
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Best Practices Research Notes

Barnard:

- Since 2018, [Beyond Barnard](#) has provided lifelong career support for the global network of Barnard's 37,000 living graduates.
- Barnard|Next represents the College's effort to create distinctive engagement opportunities at the intersections of Barnard's historic strengths, leveraging its relationship to the City of New York, its commitment to equity and exploration of gender in all its complexity, and its global reach. Over 3 Saturdays alumni will network and learn from faculty and alumni

Boston College Continuing Education:

- Professional development (CEU) workshops and certificate programs for social workers
- Legal education programs for lawyers and those interested in the U.S. legal system
- Innovative programs in *Cybersecurity*, *Data Privacy*, and *Design Thinking* for the general public
- Lifelong Learning lectures for BC alumni, retirees, and the general public
- Educational travel opportunities for BC alumni and friends
- Notable for staffing: 4 staff members, director, assistant director, 2 program associates

Boston University:

- Audience is “alumni, parents, and friends”
- BU Connects networking platform (not just for alumni)
- Podcast
- Career webinar library
- Continuing education through Questrom School of Business Executive Education; alumni can audit classes at Metropolitan College

Brandeis:

- Managed by alumni association
- Alumni clubs, interest and affinity groups, events and programs, travel
- Lifetime career support

Brown University's Lifelong Learning & Travel:

- This recently-announced site provides a one-stop shop for alumni and friends for all things career, events, learning, and perks and discounts. Lots still “in development.”

Columbia:

- Recently launched [Columbia+](#) featuring courses, events, and podcasts. Open to alumni and the general public.

Dartmouth College:

- Club/group membership
- Specific resources for alumni by graduate program

- Has extensive OSHER program but also programs in partnership with academic departments (specifically for alumni). Alumni office is jointly creating some programs but also marketing a lot of programs that are streamed or recorded.

Davidson College:

- Online book club
- McNabb Admission Program for 11th graders (similar to our Alumni in Admissions Forum)
- Davidson Connect networking and job search portal

Duke:

- [Duke Forever Learning Institute](#)
 - Each academic track includes self-paced lectures, panel discussions, online courses, readings and workshops.
 - Monthly live engagements with Duke experts.
 - Live sessions are recorded and posted on the [Duke Alumni Lifelong Learning YouTube Channel](#).
- [Duke Ask a Blue Devil](#): Protopia platform connects students and alumni to alumni for career questions that may lead to networking.

Emory Continuing Education

- Emory Continuing Education's (ECE) mission is to enrich the lives and enhance the careers of non-traditional students by providing excellence in education, advancing Emory's commitment to create, preserve, teach, and apply knowledge.
- Again use of the phrase "personal enrichment."
- ECE is a division of Emory Academic Innovation.
- Robust offerings and website.
- ECE does not seem to be tied or targeted to alumni in particular. Personal note from Emory's alumni director that the alumni lifelong learning options are not that great so they are starting to have consolidation conversations as well. KM to talk more later this spring.

Georgetown University:

- Managed through alumni association
- Hoya Gateway networking and job search platform (pay for external platform)
- Career resources including featured webinars
- Featured alumni stories (like our Deacon Spotlights or Alumni Engagement features)
- Women's Forum weekend

George Washington University:

- Managed through an alumni association
- [Greater Wisdom](#) site features recorded webinars, speakers, and events led by faculty, staff, alumni, parents, and others; online courses; events. Currently resources are limited
- Alumni networking events
- Alumni blog

Georgia Tech

- Managed by alumni association
- Georgia Tech Connect networking platform
- Alumni clubs, events, travel programs
- Established [Division of Lifetime Learning](#) in 2023 out of strategic plan. Named interim dean, first step towards new college. Combined three core units:
 - The Center for 21st Century Universities (C21U) works with Georgia Tech campus administrators and faculty to identify, develop, and test new educational platforms and techniques. Research arm of the Division.
 - The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) serves as the primary connection point between Georgia Tech faculty and students and the preK-12 STEM education community.
 - Georgia Tech Professional Education (GTPE) is the global campus and lifetime education arm of the Georgia Institute of Technology. Online degrees, short courses, professional and graduate certificates, online learning
- 32k square foot Global Learning Center in downtown Atlanta, plus a Savannah campus

Harvard:

- Managed by alumni association
- Alumni events, clubs, career support (by school)
- Alumni directory

Division of Continuing Education

- Dedicated to bringing rigorous academics and innovative teaching capabilities to those seeking to improve their lives through education. We make Harvard education accessible to lifelong learners from high school to retirement.
- 4 streams of work:
 - **Harvard Extension School:** Harvard degrees, certificates and courses—online, in the evenings, and at your own pace.
 - **Harvard Executive and Professional Development:** Short, intensive programs to develop skills and strengthen your professional profile.
 - **Harvard Summer School:** Academic summer opportunities for adult, college and high school students—at Harvard and abroad.
 - **Harvard Institute for Learning in Retirement:** Peer learning in the liberal arts—a community program for retired and semi-retired professionals.
- Harvard Division of Continuing Education Dean Nancy Coleman: “Current and future workers face not only changing jobs requiring new and emerging skill sets but also multiple careers as some occupations disappear and others appear, seemingly overnight. These changes are driven by some of the major forces in our society today such as technology and the public health crisis, but also by globalization, environmental crises, as well as political and economic instability. In response to this rate of change, I believe **our role must be long-term capacity building**—enhancing students’ skills for a lifetime of creativity and agility, as well as short-term, just-in-time preparation. As the world evolves, so should we.”

Lehigh University

- Regional clubs, networking, limited career support

- Per Kelly McConnico: the director is very interested in learning about what we develop so they can model after it

Northwestern Alumni Network | Career:

- Northwestern’s Alumni Association has developed a robust, well-organized set of career and networking support for both alumni and students, including mentoring, a podcast, webinars, and more.

Pepperdine University:

- Travel, events (by school and location), regional groups
- PeppConnect networking platform (allows for promotion of alumni business)
- Executive education provided through the business school
- [Lifelong Learning Women’s Forum](#): A private-invitation event for women, exists to assist women in staying current on events and establishing sound, logical, and innovative positions related to issues that shape our world. Held on the second Thursday of each month. One topic is addressed from a scholarly viewpoint, with the majority of sessions being presented by Pepperdine faculty. Each one-hour lecture is followed by a thirty-minute question-and-answer portion.

Princeton:

- Managed by Alumni Association
- Alumni events, travel, regional programs
- Featured faculty books
- Princeton Online: MOOCs
- Continuing Education program provides for-credit and non-credit courses to adult learners (not just alumni)

Rice University:

- SallyPortal networking platform
- Alumni events, travel, clubs
- Life After Rice networking and professional development panels
- School of Continuing Studies connects Rice University to Houston and the world, offering exemplary educational opportunities for career changers, game-changers, lifelong learners and everyone in-between.

Santa Clara University:

- Alumni events, regional and interest based groups, including “Super Broncos” for faculty and staff who are also alumni, travel program
- Resources specifically for DEI
- Career support provided through the campus career office
- Bronco Exchange networking platform
- Online Classroom - self-paced online courses
- Alumni Bookshelf spotlights books by alumni authors

Stanford:

- Managed by alumni association
- Alumni clubs, travel, magazine, events, and stories
- Recorded lectures, workshops, podcasts
- Stanford Lifelong Learning
 - A clean yet robust website split into three parts: Professional Development, Pre-K to College Readiness, Learning for Exploration and Enrichment
 - Within those three parts are extensive resources ranging from online and in-person courses, graduate degrees, resources specific to alumni, open content for community members, fellowships, and more.
 - Site includes a form for those who want to add something to the site

Southern Methodist University:

- Featured alumni stories, networks, and events

Tufts University:

- Managed by alumni association
- Travel programs, directory, featured stories
- Professional & Continuing Education offers for-credit and not-for-credit courses and workshops (for alumni and others)
- Webinars and videos on YouTube channel

Tulane University:

- Managed by alumni association
- Three person team supports career and professional development for alumni
- Alumni events, travel, networking
- School of Professional Advancement provides degree and non-degree programs to working adults

U Chicago Alumni & Parent U:

- Collaboration between alumni office and school of professional studies takes advantage of school offerings open to all but makes robust lifelong learning available specifically for alumni.
- Discussion-based seminars taught by eminent faculty, accomplished instructors, and distinguished alumni in intimate, Zoom-based classrooms.
- Per email conversation June 5, 2024:
 - We did see strong enrollments in these courses, with most filling when they were offered. We recently pulled back from offering them, however. Graham (School of Professional Studies) offers 50+ open enrollment courses a quarter, and Alumni expressed interest in our other courses as well. The delineation between audience types began to feel unnecessary, so we moved to sharing our full course catalog with them.

University of Miami:

- Alumni and Friends site provides resources for alumni, parents, friends, and students
- Alumni communities, interest groups, events
- OSHER Lifelong Learning Institute

University of Notre Dame:

- Managed by alumni association
- IrishCompass platform for networking
- ThinkND password protected platform of videos, webinars, courses, podcasts, virtual events
- We Are ND subscription-based profiles of ND alumni
- FaithND subscription-based faith community

University of Richmond:

- Alumni events, groups/clubs, stories
- Groups and city guides for recent grads
- Speaker series
- Book clubs
- Executive education for individuals and organizations (not just alumni)
- Featured speaker series from the Jepson School of Leadership Studies
- OSHER Lifelong Learning Institute

University of Tennessee Center for Professional Education and Lifelong Learning

- Help lifelong learners of all ages meet their ongoing educational goals. Non-credit professional education and personal enrichment courses and certificate programs for adults are available year-round. Kids U summer camps and reading programs for area youth are available in June and July.
- Extremely robust offerings and great website
- I like a lot of the language they use. In addition to the extensive certificate programs and other professional development, “personal enrichment” to categorize hobbies or interests is clever.
- I’m interested to know more about their kids programming. Incredible engagement for alumni with children that can participate but can also be a heavy lift from a staffing standpoint.
- Seven staff members.

UNC:

- Managed by Alumni Association
- Clubs, travel, events, networking
- Note from Lauren Beam, who met Steve Shaw, VP, 4/11/24: very interested in what we are doing in the career space for our alumni and how they can replicate it
- [UNC Digital and Lifelong Learning](#)
 - Rebranded and greatly expanded former Friday Center for Continuing Education

- As the University's primary continuing education unit, **aims to extend UNC-Chapel Hill learning opportunities to those who might not otherwise have access, removing barriers to a great education; improve the quality of education across the entire University, reflecting the new learning imperative: personalized, experiential, adaptable, and entrepreneurial; and maximize and share resources across campus in a financially responsible way, efficiently and transparently stewarding University resources.**
- Vision is to establish and nurture a faculty-driven Research Hub, spearheading new research and literature on digital, flexible, and lifelong learning and promoting its application to UNC-Chapel Hill programming and pedagogy.
- Led by vice provost for digital and lifelong learning and has 65 staff members (also manage a conference center)
- 4 streams of work
 - **Student and Community Programs:** help learners get access to UNC-Chapel Hill classes, programs, and other continuing education.
 - **Program Development & Administration:** work with units to support the development of digital programs and pedagogies, as well as other flexible and/or nontraditional learning experiences, provide online program development and administration for credit and non-credit offerings, instructional design and development, conference services, Summer School administration, and more.
 - **Instructional Design and Development:** Formerly the Carolina Office for Online Learning (COOL), partners with UNC-Chapel Hill schools and departments to develop and promote high-quality online education experiences, from one-time consultations to design and implementation.
 - **Conference Services:** Friday Center provides flexible event and meeting spaces from large conventions and banquet receptions to small seminars to professional development workshop, clients include organizations from both inside and outside UNC-Chapel Hill.
- Also supports the [Retired Faculty Association](#), a dues-supported professional association of retired faculty members of UNC-Chapel Hill and other institutions of higher learning
- Notable for large, resourced staff, focus on innovation, and partnership both across the University and with external partners (and vendors).

[UVA:](#)

- Managed by alumni association
- [College Compass](#): Created for UVA alumni families with students pursuing the college application or transfer process, and led by an expert team of college advisors, College Compass provides a trusted, personal college planning experience with curated resources and a unique place to connect with other families in a similar stage.
- Alumni events, travel, clubs
- [UVA Lifetime Learning](#)
 - Operates out of University Advancement's Office of Engagement
 - Good, well-organized website

- In-person events led by faculty around the world
- Online learning: faculty video, podcasts, blog
- Free online resources including library resources, Coursera, virtual museum tours in Virginia
- Other educational resources including career, School of Continuing and Professional Studies, links to other opportunities (like Darden graduate programs)
- Social media

Yale Alumni Association:

- Dedicated “Learn” page on the alumni association website organized in 4 sections:
 - Learn Online: Courses, podcasts, certificate programs, library resources and journals, e-news
 - Learn through Travel
 - Learn Near You: in-person in your community
 - Learn On-Campus: in-person opportunities to audit courses and participate in Yale Alumni College
 - **Yale Alumni College:**
 - Run by alumni, for alumni, and offers small seminar, in-person classes in a variety of locations throughout the U.S.
 - Course taught by Yale faculty or alumni
 - Cultural outings with students from all classes to promote social engagement and enhance the learning experience
 - Since its inception in 2011, Yale Alumni College has welcomed more than 2,000 alumni, family, and friends, and featured more than 150 courses online and at nine different locations

Vanderbilt:

- Managed by alumni association
- Alumni events, travel, limited career support
- OSHER Lifelong Learning Institute
- Executive Education for individuals and organizations (not just alumni)

Washington and Lee University:

- Executive Director of Alumni and Career Services oversees Alumni Engagement, Career and Professional Development, and Lifelong Learning
- Lifelong Learning features campus-based educational programs, travel programs, webinars, and online book club, and a podcast
- Alumni clubs, networking, and limited career support

William and Mary:

Managed by alumni association
 Events, clubs, travel, networking, career support
 Osher Lifelong Learning Institute

Williams Lifelong Learning

- Operates out of Alumni Engagement
- Good, well-organized website includes
 - Featured events (book groups, networking, speakers)
 - Travel led by Williams faculty
 - JSTOR access
 - Opportunity to teach Winter Study

- On Demand Talks and Conversations organized by content areas (including career)
- Limited in scope, but nicely organized
- Note there are more extensive resources focused on careers, networking, mentoring (alumni-student and alumni-alumni), webinars and more on the alumni website that are not featured here
- Per call with Leila Derstine, Director of Alumni Engagement Programs, May 2, 2024:
 - Current focus on women to coincide with 50th anniversary of women at Williams
 - 1400 member (mostly passive) book club
 - Travel program attendance has dropped since COVID
 - June alumni weekend gets most traction; exploring adding an alumni college

Tuition Discounts:

- [ASU](#): 50% off select programs and courses available through ASU Continuing and Professional Education.
- [DePaul University](#): Alumni from any of DePaul's colleges are eligible to receive the Double Demon Scholarship, covers 25% of tuition for degree, non-degree or certificate coursework taken at the graduate level
- [Lenoir-Rhyne Alumni Advantage](#): 10% tuition discount for alumni
- [University of New Hampshire College of Professional Studies](#): 10% tuition discount for alumni
- [Loyola University](#): 15% Double Greyhound tuition discount
- [Marist](#): First graduate course tuition free
- [Northeastern Double Husky](#): 25% tuition discount on more than 120 eligible programs. Alumni are automatically considered for the scholarship when admitted into an eligible graduate degree or certificate program. If a student is offered other grant aid from the university, he or she will only receive the scholarship of higher value. Those completing pass-through degrees—such as Freshman-Entry Doctor of Education or a PlusOne accelerated master's program do not qualify for the Double Husky Scholarship.
- [UC System](#): Members of UC Alumni Associations may receive 10% discount for courses priced up to \$499. For courses priced \$500 or more, flat discount of \$50 off.
- [Tulane University of Professional Advancement](#): 20% tuition discount
- [Perdue Global](#): 20% tuition discount
- [Walden University](#): 30% tuition reduction for doctoral or 25% tuition reduction on other offerings

Other:

NC Employer Relations Conference Call 02.26.2024

- ECU: Provide career coaching to alumni 6 months post-graduation; lifetime Handshake and Career Fair access
- UNC School of Business: University supports alumni 6 months post-graduation; recently adopted PeopleGrove to connect alumni and students
- Duke: alumni have Handshake and Career Fair access for 5 years post-graduation; coaching for 1 year post-graduation
- Western Carolina: Alumni have access to job postings, career fairs, and coaching forever
- UNCC: Alumni have services for life
- Other schools in attendance did not comment. General agreement that access to job postings and career fair is not often used but a big value add to students and parents

Career North

- Used by Ohio State - giving Allions a demo 3/15
- On-demand webinars and courses that are plug and play re: professional and career topics
- Cost is \$10k per year

Guild

- Founded in 2015 as a bridge between education and employment to help millions of Americans gain the skills and support they need to grow in their careers.
- Partners with organizations (whose employees become “members” of the Guild) to provide education, skill development, 1:1 coaching through more than 1,800 vetted education and skilling programs that vary in length (e.g., short-form bootcamps and certificate programs vs. long-form degree programs), format (e.g., online vs. hybrid vs. in-person), and level (i.e., foundational, intermediate, advanced).
- Career Opportunity Platform™ connects employees with education and skilling programs mapped to career pathways at every job level. Guild offers a marketplace of curated education and learning programs designed for the success of working adults. Layered onto that is support, guidance, and resources at every step to help ensure the new skills employees are building translate into career pathways that are in demand at their companies — all without paying for tuition or career services on their own.
- Of possible interest to us for platform that allows individuals to search a curated marketplace of learning programs, dedicated career coaches, and tools to explore career pathways relevant to them as individuals and their employer

OSU Scarlet Canvas

- CFAES ScarletCanvas (ScarletCanvas) is a platform that combines a course “storefront”, registration system (Catalog), payment gateway, and a learning management system (LMS) to provide non-academic credit, public-facing education programs and workshops across Ohio and beyond. Courses can be hosted in the ScarletCanvas Catalog, with the potential to be listed elsewhere.

- Courses can be listed for free or for a fee. At this time, instructors collect 93% of any participant fees earned, transferred to the Worktag of their choice. The remaining 7% of participant fees are withheld to cover credit card transaction fees. Participant fees earned are transferred quarterly.
- There is also an instructor training course
- This looks like an awesome program with a diverse set of free, fee, and certificate courses

[Auburn Theological Seminary](#)

- Auburn Theological Seminary was established in Auburn, New York, by action of the [Presbyterian Synod](#) of Geneva on 16 August 1818
- With the move to Union Theological Seminary, Auburn Theological Seminary ceased granting degrees, instead developing new initiatives: a Program of Training for Rural Ministry in 1944
- Katharine Rhodes Henderson was inaugurated as president in 2009, shifting the institution's focus toward training and supporting faith leaders who work in progressive justice organizations and movements. Auburn's signature programs include: media training, Auburn Senior Fellows, [Sojourner Truth](#) Leadership Circle, digital organizing, coaching for faith leaders, and entrepreneurial ministry. Auburn Research explores the needs of theological institutions, their leaders and students, and the ways in which leaders of faith and moral courage are affecting positive social change in society. Current president is Emma Jordan-Simpson (2021–present) She is the author of the book *God's Troublemakers: How Women of Faith Are Changing the World*.
- Current offerings focus on one-time events and the Auburn Rose Way Emerging Leaders Program

[Hartford International University for Religion & Peace](#) (formerly Hartford Seminary)

- Hartford Seminary's origins date back to 1833 when the **Pastoral Union of Connecticut** was formed to train Congregational ministers.
- In October 2021, Hartford Seminary officially changed its name to the Hartford International University for Religion and Peace. The change was intended to better reflect its focus on interfaith dialogue. (wikipedia)
- [Academic Programs](#)
 - [Degrees and Graduate Certificates](#) (7 programs listed)
 - [Leadership Certificates](#) (2 programs listed)
- [Continuing & Professional Education](#)
 - [RebrandedHartfordSeminarytohelp businesses include religion in workplace diversity discussion](#) (interesting intersection of Business, EDI, and Religion)

[Osher Lifelong Learning Institutes](#)

- At present, the Foundation supports 125 lifelong learning programs on university and college campuses across the country, with at least one grantee in each of the 50 states and the District of Columbia. The Foundation also supports a [National Resource Center](#) for Osher Institutes which is located at Northwestern University.
- Requirements:

- A diverse repertoire of intellectually stimulating, non-credit courses and educational activities, specifically designed for people who are 50 years of age or older;
- Participants are offered membership and significant opportunities for volunteer engagement and leadership;
- Strong support from the host institution (including a commitment to provide space or cause space to be provided for program operations);
- Established mechanisms for evaluating member satisfaction with educational offerings; and
- A sound and stable organizational structure.
- The designation of each grantee as the "Osher Lifelong Learning Institute at the University of X" is a condition of the Foundation's grant-making as is the use of a logo consisting of a simple circle with the words "Osher Lifelong Learning Institute" arranged within.
- The Foundation's lifelong learning program is not receiving proposals at this time.

Academic Libraries and Alumni Lifelong Learning

- The ZSR Library, like most academic libraries, can offer database access to both alumni and community members who can come to the library in person and access guest wifi or use library computers. This type of access is permitted in most database licensing agreements. Remote access to alumni and community members is generally not allowed in those legal agreements. Only non-commercial use is permitted by the licenses.
- A small selection of database publishers (primarily in the humanities and social sciences) allow academic libraries to pay extra subscription fees to offer remote access specifically to alumni, however, these are often databases that users could access online via their local public library account and are not the database resources that most alumni are seeking.
- The most requested databases do not offer licensing for remote access by alumni; a selection of those require a WFU login and password, limiting use to current students, faculty, and staff. Typically, these publishers have a business model of primarily relying on non-educational subscriptions, such as newspapers and other professional data sources of commercial value in legal, science/technology/medical, and business arenas.

Events

- The Z. Smith Library's Special Collections and Archives offer a significant number of face-to-face and online programs/events that attract significant numbers of alumni and community members. These events would benefit from placement on a centralized Alumni Lifelong Learning website.

RNL Market Research

[Pricing Study](#)

[Lifelong Learning Experiences](#)

Methodology:

Population surveyed: N = 56,125

In the field: 5/21/2024 –7/08/2024

Screened into one of two surveys, one for alumni who are considering graduate programs and one for alumni who are not considering graduate programs

Number of responses: Life-long learning (no grad programs) n = 151 completes. 177 key question completes

Grad program interest n=71

Non-alumni panel data to supplement Grad pricing = 267

Pricing Sensitivity Analysis: Conjoint Design (how respondents value certain attributes)

Goals: Wake Forest conducted a graduate price sensitivity analysis with RNL to consider the market appeal of aid for alumni in select life-long learning programs and among a selection of 20 graduate programs.

The study was expanded to include non-alumni data on price and aid sensitivity for these 20 graduate programs. RNL explored a wide range of price strategies in order to provide insights into price strategy and aid strategy.

Alumni Lifelong Learning Task Force

Marketing and Communications Strategy Brief

GOAL

Write 2-3 bullet points that are guiding principles (goals, not objectives, don't need to be measurable)

Necessary outcomes of this project include:

- Develop uniform communications strategy across the University, consistent with the University's Strategic Framework, to include segmented communications as appropriate.
- Drive awareness, engagement, and increased perceptions of a Wake Forest education among our alumni
- Deliver real value to our alumni that helps them achieve their personal and professional objectives throughout their life's journey.
- Drive understanding of offerings among internal communicators and program and content creators, and consistency of messaging to intended target audience(s).
- Leverage internal and external revenue streams to design lifelong learning programs that are economically viable aiming for cost neutrality.
- Differentiate the University from other high-ranking peer institutions.

AUDIENCE

Who is the primary audience? Who is the secondary audience? Decisions should be made based on the primary.

Primary:

Wake Forest Undergraduate and Graduate (degree-earning) alumni

Secondary:

Wake Forest non-degree program (certificate, exec ed, etc.) alumni

Current degree-seeking (enrolled) students

Prospective undergraduate and graduate students

Wake Forest faculty, staff, parents, friends

TONE

3-5 adjectives: what's the feeling? Make sure they don't conflict (for ex., "fun" would likely conflict with "professional")

- Inclusive
- Future-oriented
- Empowering

- Educational
- Clear

INSIGHT

Why are/should we be doing this? Why does our primary audience want this? What is the main deliverable for the primary audience?

In today's rapidly evolving world, the value of lifelong learning for individual personal and professional success cannot be overstated. As a top-ranking University, we have a profound responsibility to continue supporting our alumni after they've crossed our graduation stage. Lifelong learning is not merely a luxury but a necessity in an era characterized by constant change and innovation. In an increasingly competitive higher education market, Wake Forest must demonstrate its commitment and value as an educational partner for life: to current and prospective students, parents and families, employers, faculty and staff, and of course, alumni. The result will be more engaged and committed alumni, and more satisfied consumers of the educational products we create.

The **primary deliverable** is a communication and marketing strategy and plan for a curated suite of lifelong learning programs and resources tailored to our target market's diverse interests, stage of life, and career aspirations. These offerings may encompass online courses, workshops, seminars, networking events, mentorship programs, multimedia content (to include podcasts, blogs, journals, and more), credit and non-credit education programs, certificates and courses, group travel opportunities (may or may not have an educational component), and access to innovative research and thought leadership from our esteemed faculty. Through these initiatives, we aim to empower our alumni to thrive in an ever-changing world and maintain a lifelong connection with our University community, promote engagement with each other, derive real value, as well as increase engagement with and perceptions of their alma mater.

Why it is important:

- **Adapting to Evolving Industries:** Lifelong learning ensures that our alumni remain relevant and adaptable in their respective industries. As technology advances and new methodologies emerge, ongoing education provides our alumni with the tools and knowledge necessary to navigate these changes confidently.
- **Fostering Intellectual Curiosity:** Beyond professional development, lifelong learning fosters intellectual curiosity and personal fulfillment. It enables our alumni to explore new interests, broaden their horizons, and enrich their lives in meaningful ways.
- **Expanding Networks and Opportunities:** Lifelong learning opportunities serve as platforms for alumni to reconnect with their alma mater and fellow graduates. These connections not only facilitate valuable networking but also open doors to new career opportunities, collaborations, partnerships and ongoing engagement with the University

- **Staying Competitive in the Job Market:** In today's competitive job market, continuous learning is a distinguishing factor. By investing in lifelong learning, our alumni enhance their skill sets, stay ahead of industry trends, and position themselves as top candidates for career advancement, further showcasing the high caliber of our Wake Forest alumni to society.
- **Fulfilling Alumni Demand:** Research shows that there is a strong desire for ongoing educational opportunities from a student's alma mater. By offering lifelong learning initiatives, we meet this demand and reaffirm our commitment to supporting the personal and professional development journey of our alumni.

APPROACH

How are we going to do it? What is the lever we should pull to make this work? Strategic thoughts on the deliverable. For example, should all Lifelong Learning programs be shared through a centralized communications strategy?

To effectively deliver lifelong learning opportunities to our alumni and ensure maximum impact, a centralized communications strategy serves as a pivotal lever. By consolidating our efforts and resources under one unified approach, we can streamline cohesive messaging, enhance engagement, and maximize the reach of our programs.

Here's why a centralized approach is recommended:

1. **Consistency and Cohesion:** Ensures consistency in messaging across all lifelong learning programs. This coherence reinforces our brand identity and strengthens our alumni community's perception of the value we provide.
2. **Efficient Resource Allocation:** We can optimize resource allocation and avoid duplication of efforts. This allows us to invest our time, budget, and manpower strategically, focusing on channels and tactics that yield the greatest impact.
3. **Holistic Audience Engagement:** We can adopt a holistic view of our alumni audience and tailor our communications accordingly. This enables us to address diverse interests, preferences, and needs effectively, fostering deeper engagement and participation in lifelong learning initiatives.
4. **Cross-Promotion and Synergy:** Facilitates cross-promotion and synergy among different lifelong learning programs. By highlighting complementary offerings and encouraging participation across multiple initiatives, we create synergistic effects that amplify our impact and enrich the overall alumni experience.
5. **Data-Driven Insights and Optimization:** We can leverage data analytics and insights to continuously refine our approach. By monitoring engagement metrics, feedback, and alumni behavior, we gain valuable insights that inform strategic decision-making and optimization efforts.
6. **Scalability and Adaptability:** As our lifelong learning portfolio evolves and expands, a centralized strategy provides a flexible framework that can accommodate new programs, partnerships, and innovations while maintaining coherence and efficiency.

TACTICS

Specifics on accomplishing the approach/goals. For example, processes for sharing information across colleges, specific media placement opportunities.

Implementation tactic recommendations / thoughts include:

1. **Develop Cross-Campus Collaboration Process:** To increase information sharing, breadth of offerings and reach, establish processes for sharing information and coordinating efforts across the College / Schools / units within the University. This could involve regular meetings or communication channels where representatives from each group collaborate to align messaging, share resources, and promote lifelong learning programs effectively. One thought is that this would be housed and maintained in Advancement (Alumni Engagement) and connect to broader units through functional groups already aligned with these efforts.
2. **Integrated Marketing Campaigns:** Develop centralized website and marketing campaigns that leverage various channels to promote lifelong learning initiatives to all alumni. This may include email newsletters, social media posts, targeted digital advertising, and website banners, all unified under a cohesive theme and message which are shared with broader units to amplify and extend.
3. **Alumni Newsletters:** Create dedicated sections within the University's alumni newsletters to highlight upcoming lifelong learning programs, success stories from participants, and testimonials. Regularly update alumni on new offerings and encourage them to engage with the opportunities available.
4. **Social Media Engagement:** Utilize social media platforms to reach alumni and promote lifelong learning opportunities. Develop a content calendar with a mix of informative posts, event announcements, alumni testimonials, and behind-the-scenes glimpses of program activities to maintain engagement and foster a sense of community.
5. **Promotion of Programs and Content:** Strategically promote events, workshops, webinars, courses, travel opportunities, and other lifelong learning content from Schools, the College, and units through targeted email campaigns, social media, and alumni networks to maximize attendance and participation.
6. **Targeted Advertising:** Implement targeted digital advertising campaigns to reach alumni segments based on demographics, interests, and engagement history. Utilize platforms like Google Ads, Facebook Ads, and LinkedIn Ads to promote specific lifelong learning programs and drive traffic to dedicated landing pages for registration and information. This could be especially useful for those who are not currently on our database, have opted out of alumni communications, or who have outdated information.
7. **Partnerships with Alumni Councils / Groups:** Collaborate closely with School/College alumni councils and groups to leverage their networks and communication channels in promoting lifelong learning initiatives. Provide volunteer leaders with resources, promotional materials, and key messaging to facilitate outreach to their members and encourage participation.

8. **Faculty and Staff Advocacy:** Encourage faculty members and University staff to advocate for lifelong learning programs among alumni through personal outreach, social media engagement, and participation in program activities. Highlight faculty expertise and involvement in program development to enhance credibility and attract interest from alumni.

PERFORMANCE

Benchmark info, not necessarily analytics/data, but how will we measure the tactics? By website traffic?

Media placement impressions? Enrollment?

Ways to measure success and recommended benchmarks may include:

1. **Website Traffic and Engagement:** Monitor website traffic related to lifelong learning program pages, including unique visitors, returning visitors, referral clicks, CTA conversions, page views, and time spent on page. Benchmark against historical data and set targets for increasing traffic and engagement over time.
2. **Social Media Metrics:** Track social media engagement metrics such as impressions, likes, shares, comments, and click-through rates on posts promoting lifelong learning initiatives. Benchmark against industry standards and previous campaign performance to assess effectiveness and identify areas for improvement.
3. **Enrollment and Participation Rates:** Measure enrollment and participation rates in lifelong learning programs, workshops, and events. Set enrollment targets based on historical data and program capacity, and track progress towards meeting or exceeding these targets.
4. **Conversion Rates:** Analyze conversion rates at various stages of the enrollment process, from initial interest or inquiry to completed registration. Monitor conversion rates for different channels and campaigns to identify high-performing strategies and optimize marketing efforts accordingly.
5. **Alumni Satisfaction and Feedback:** Collect feedback from alumni participants through surveys, focus groups, or post-program evaluations. Measure satisfaction levels, perceived value, and likelihood to recommend the program to others. Benchmark against customer satisfaction and Net Promoter Score (NPS) to gauge overall program effectiveness.
6. **Retention and Repeat Participation:** Assess retention rates among alumni participants and track repeat participation in multiple lifelong learning programs or events. Measure loyalty and engagement over time to evaluate the long-term impact and value of the program offerings.
7. **Alumni Outcomes and Impact:** Evaluate the outcomes and impact of lifelong learning programs on alumni career advancement, skill development, and personal growth. Collect testimonials, success stories, and alumni achievements to showcase the tangible benefits and value of participation.
8. **Measure Cost per Acquisition and Return on Investment (ROI)** (depending on fee model adopted): Calculate the cost per acquisition for enrolling alumni in lifelong learning programs, taking into account marketing expenses and resources allocated. Measure ROI by comparing the revenue generated from program fees and /or increased donations (alumni giving) to the total investment made in program development and promotion.

Lifelong Learning Website Brief

GOAL

Write 2-3 bullet points that are guiding principles (goals, not objectives, don't need to be measurable)

- Build one-stop clearinghouse of all lifelong programs and content across the University
- Create easy-to-navigate site that evolves with and communicates real value to alumni, providing continuing motivation to engage and re-engage over time.
- Build and drive engagement across Schools, the College, and units as the go-to resource for personal and professional growth in support of an ecosystem of lifelong learning for all Wake Forest alumni
- Support the personal and professional growth of all Wake Forest alumni from point of graduation and continuing throughout their lives
- Differentiate the University from other high-ranking peer institutions.

AUDIENCE

Who is the primary audience? Who is the secondary audience? Decisions should be made based on the primary.

Primary:

Wake Forest Undergraduate and Graduate (degree-earning) alumni

Secondary:

Wake Forest non-degree program (certificate, exec ed, etc.) alumni

Current degree-seeking (enrolled) students

Prospective undergraduate and graduate students

Wake Forest faculty, staff, parents, friends

TONE

3-5 adjectives: what's the feeling? Make sure they don't conflict (for ex., "fun" would likely conflict with "professional")

- Inclusive
- Future-oriented
- Empowering
- Educational
- Clear

INSIGHT

Why are/should we be doing this? Why does our primary audience want this? What is the main deliverable for the primary audience?

In today's rapidly evolving world, the value of lifelong learning cannot be overstated. As a top-ranking University, we have a profound responsibility to continue supporting our alumni after they've crossed our graduation stage. Lifelong learning is not merely a luxury but a necessity in an era characterized by constant change and innovation. In an increasingly competitive higher education market, Wake Forest must demonstrate its commitment and value as an educational partner for life: to current and prospective students, parents and families, employers, faculty and staff, and of course, alumni. The result will be more engaged and committed alumni, and more satisfied consumers of the educational products we create.

The **primary deliverable** is a robust, active site that meets the ongoing, changing personal and professional needs of all Wake Forest alumni, across geographic locations, interests, career and life stages, industries, and experiences. The site will be the one-stop resource for all Wake Forest alumni, curating programs and resources from across the university as well as being the leading resource and communications channel on lifelong learning for the university. The site will:

- Provide targeted, strategic learning opportunities for alumni personal and professional development across geographic locations, interests, career and life stages, industries, and experiences
- Connect alumni in all life and career stages to Wake Forest, fostering feelings of goodwill towards their alma mater and a desire to remain engaged
- Build connections between alumni through networking, mentoring, and facilitated programs
- Provide information and education on evolving industries, career paths, trends, and skills
- Leverage the research and thought leadership of the university through educational programs, courses, multimedia channels, and other means to support alumni lifelong learning and connection
- Be searchable by individual user interest, learning need, industry, role, and other demographic categories

APPROACH

How are we going to do it? What is the lever we should pull to make this work? Strategic thoughts on the deliverable. For example, should the website be a clearinghouse?

In order to deliver on a one-stop, robust, active site to meet the ongoing, changing personal and professional development needs of all Wake Forest alumni, the site will need to serve as a clearinghouse that curates information, programs, and resources from across the institution, drawing upon the individual expertise of Schools, the College, units, and individual experts. This approach will require clarity of purpose in terms of

“what counts” towards lifelong learning, dedicated resources, and ease of use by alumni, no matter their industry, career or life stage, location, or interest area. Additionally, the site should:

1. **Foster Lifelong Learning Journeys:**
 - Encourage intellectual curiosity and personal growth among alumni by providing diverse, relevant, and accessible educational resources.
 - Empower alumni to explore new subjects, skills, and perspectives, enriching their lives post-graduation.
2. **Cultivate a Vibrant Alumni Community:**
 - Create opportunities for networking, collaboration, and mentorship among alumni, fostering a sense of belonging and camaraderie.
 - Facilitate meaningful interactions and knowledge-sharing to strengthen the bonds within the Wake Forest alumni network.
3. **Promote Inclusivity and Accessibility:**
 - Ensure the website is user-friendly, inclusive, and accessible to all alumni, regardless of their background, abilities, technological proficiency or access.
 - Embrace diverse learning styles and preferences, offering a range of multimedia content formats and accommodating various levels of expertise.
4. **Celebrate the Spirit of Wake Forest:**
 - Reflect the University's values of Pro Humanitate (For Humanity) and pursuit of excellence in all aspects of the website's design, content, and functionality.
 - Showcase the achievements, innovations, and contributions of Wake Forest alumni, inspiring pride and connection to the university's heritage and mission.
5. **Drive Engagement and Impact:**
 - Encourage active participation and ongoing engagement with the platform through interactive features, discussions, and community-driven initiatives.
 - Measure success not only by website traffic but by the depth of alumni engagement, learning outcomes, and tangible contributions to personal and professional development as well as evaluations/feedback and by repeat alumni users.

TACTICS

Specifics on accomplishing the approach/goals. For ex., should there be a one-step log-in process, ability to process payment within the site, etc.

- One-step login access for alumni via Wake Network
- Program registration and payment process is embedded within the site
- Data that is collected should be stored in UA-maintained databases for analytics and future targeted engagement

- Algorithm pulls what is needed by the user to the front of the site (not moving through multiple layers)
- Process for pulling content, programs, and events from other sites
- Design should feel like Wake Forest, but also be easy to navigate and engaging. Some examples we like:
 - [Brown University's Lifelong Learning & Travel](#): while lots is still in development, this recently-launched site is easy to navigate and well-organized
 - [Stanford Lifelong Learning](#): although this site is not exclusively for alumni, its organization is appealing and easy to navigate - it's easy to see where one can plug in by interest area. And there is a button to submit additional content to add to the site.
 - [University of Tennessee Center for Professional Education and Lifelong Learning](#): again, not solely for alumni, but this site is well-designed and eye-catching and has robust offerings
 - [UVA Lifetime Learning](#): well designed, easy-to-navigate, good content while not being overwhelming
 - [Williams Lifelong Learning](#): good content, branded to feel like Williams; "Talks and Conversations" feels like a lot, but is organized by subject area
 - [Yale Alumni Association](#): love their 4 "Learn" areas; great content, well-organized, good branding

PERFORMANCE

Benchmark info, not necessarily analytics/data, but how will we measure the tactics? By website traffic?

Enrollment?

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2. **Social Media Metrics:** Track social media engagement metrics such as impressions, likes, shares, comments, and click-through rates on posts promoting lifelong learning initiatives. Benchmark against industry standards and previous campaign performance to assess effectiveness and identify areas for improvement.
3. **Enrollment and Participation Rates:** Measure enrollment and participation rates in lifelong learning programs, workshops, and events. Set enrollment targets based on historical data and program capacity, and track progress towards meeting or exceeding these targets.
4. **Alumni Satisfaction and Feedback:** Collect feedback from alumni participants through surveys, focus groups, or post-program evaluations. Measure satisfaction levels, perceived value, and likelihood to recommend the program to others. Benchmark against customer satisfaction and Net Promoter Score (NPS) to gauge overall program effectiveness.
5. **Retention and Repeat Participation:** Assess retention rates among alumni participants and track repeat participation in multiple lifelong learning programs or events. Measure loyalty and engagement over time to evaluate the long-term impact and value of the program offerings.

6. **Alumni Outcomes and Impact:** Evaluate the outcomes and impact of lifelong learning programs on alumni career advancement, skill development, and personal growth. Collect testimonials, success stories, and alumni achievements to showcase the tangible benefits and value of participation.
7. **Partner Satisfaction and Feedback:** Collect feedback from campus partners through surveys and focus groups. Measure satisfaction levels, perceived value, and likelihood to recommend the program to others.

Recommended Resources for Implementation

In order to achieve the goals and recommendations of this report, the Task Force recommends the following resources:

Administrative Director of Alumni Lifelong Learning, to oversee the build and long-term maintenance of website and communication strategy, coordinate collaboration between the College and graduate and professional schools, and to set vision for expansion upon current programs, resources, opportunities, and communications in order to provide strategic support that responds to ever-changing alumni needs across geographic locations, interests, career and life stages, industries, and experiences including: networking platforms, online learning platforms, a multimedia platform, educational programs, and courses leveraging the thought leadership of the University.

Annual Cost: \$200k (\$150k salary + benefits)

External vendor(s) for website design and development and communications and marketing strategy and implementation.

One-time Cost: \$25k - \$300k (based on estimates provided by multiple vendors)

Support staff to include: director of online strategy and communications, director/program manager, and administrative support.

Annual Costs: \$110k (\$85k + benefits for director)

\$110k (\$85k + benefits for director)

\$60k (\$45k + benefits for administrative support)

Assuming oversight and costs of Lifelong Learning Program (currently housed in College/Graduate School):

Annual Cost: \$35k (FY23 expenses \$100k vs. revenue \$65k)

Ongoing program and vendor support

Annual Cost: \$30-50k (depending on support provided by UA/CER for ongoing data, tech, website, and marketing support)

Buy-in from academic deans to support tuition discounting by individual programs.

Total Annual Cost: \$565k

One-time Vendor: \$25k - 300k

