

# Finding Solutions, Building Public Trust in an Era of Change

A Grant Report to  
The ETS Center for Advocacy and Philanthropy

November 2014

Higher Education Strategic Information and Governance (HESIG)  
William J. Hughes Center for Public Policy  
The Richard Stockton College of New Jersey

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## *About*

### *Higher Education Strategic Information & Governance (HESIG):*

HESIG serves as an agent for constructive higher education policy change, by recommending strategic policy action aligned with a public agenda to serve the public good. Guiding principles include: enhancing college access, affordability, college completion, productivity, accountability, and building new partnerships to achieve these ends.

### *William J. Hughes Center for Public Policy:*

The William J. Hughes Center for Public Policy at The Richard Stockton College of New Jersey serves as a catalyst for research, analysis and innovative policy solutions on the economic, social and cultural issues facing New Jersey, and is also the home of the Stockton Polling Institute. The Center is named for William J. Hughes, whose distinguished career includes service in the U.S. House of Representatives, Ambassador to Panama and as a Distinguished Visiting Professor at Stockton College.

### *ETS Center for Advocacy and Philanthropy:*



*Listening. Learning. Leading.®*

The mission of ETS is to advance quality and equity in education by providing fair and valid assessments, research and related services. Its products and services measure knowledge and development for all people worldwide.

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**REPORT TO THE ETS CENTER FOR ADVOCACY AND PHILANTHROPY**

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**Acknowledgements**

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HESIG acknowledges, too, strong input by New Jersey Secretary of Higher Education Rochelle Hendricks. President Sue Henderson and her team at New Jersey City University were an extremely generous and thoughtful partner in planning and hosting the March 2014 roundtable.

The College Value Poll was successful largely because of the diligence of John Froonjian, Senior Research Associate at Stockton College, and Stockton Polling Institute colleagues. Maryjane Briant, News and Media Relations Director, helped much with communications under the project. HESIG is indebted to Paul Shelly, Director of Marketing and Communications, New Jersey Association of State Colleges and Universities who helped draft this report, and at the college, to Nikita Lively, for providing excellent secretarial assistance, and Mico Lucide, a soon-to-be Stockton graduate, for help with research and poll graphics.

Finally, the project could not have been accomplished without the insightful, expert advice of members of the HESIG Policy Steering Council, as well as the unselfish, firsthand advice from busy executives who participated in the executive roundtables, and the thoughtfulness of citizens who kindly took time to respond to poll questions.

Darryl G. Greer, Ph. D.  
Senior Fellow, HESIG  
The Richard Stockton College of New Jersey



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## Executive Summary

During 2013-2014, under the rubric “Finding Solutions, Building Public Trust in an Era of Change,” the ETS Center for Advocacy and Philanthropy provided grant support for HESIG to explore explicit higher education policy reforms to enhance college access, affordability, and completion.

ETS and HESIG are especially focused on reforms that encourage policy “best practices” to help close the college achievement gap for historically underserved student populations.

A major goal of the initiative is to engage educators and policy makers for the purpose of identifying promising policy initiatives and building consensus on an empirical foundation that might lead to policy action.

The means by which HESIG accomplished this goal were:

1. Convening state-level policy makers, business leaders and educators, through two regional “Executive Roundtables,” to identify promising directions;
2. Conducting a scientific survey of citizens to measure and test perceptions about specific needed policy change.

Finally, HESIG proposed to synthesize its findings in the form of a policy “tool kit” to communicate specific policy reforms needed at state, campus and school levels to achieve the project’s goal.

Key recommendations are as follows:

- **Broaden partnerships with schools to teach subjects and skills needed to succeed in college and the workforce, and increase college-level credit available at the high school-level to help shorten time needed to complete a degree and to reduce costs.**
- **Encourage close cooperation with community colleges to smooth course credit transfer and to build reverse degree programs that allow students to complete an associate’s degree at a four-year college after transferring from a community college.**
- **Expand partnerships with business to help build programs that combine workforce and academic skills and to create internships.**
- **Reduce the number of degree credits required for graduation by giving credit for evidence of knowledge gained outside of college.**
- **Promote a clearly articulated set of specific skills across disciplines which college graduates are expected to master, such as effective writing, speaking, and decision-making.**
- **Reform state funding to reward college performance, and, in order to help students afford college, redesign student financial aid programs to meet the needs of students by type of institution and program of study, rather than a one-size-fits-all approach.**



**In brief summary, in partnership with many individuals and organizations, HESIG succeeded in fulfilling the objectives of the grant, as this report reflects. Documents follow, indicating achievement of objectives, including outcomes of the executive roundtables and the College Value Poll, extensive news coverage, and specific policy recommendations regarding enhancing college access, affordability, completion, and building new partnerships.**

### **Grant Purpose and Objectives**

During FY 2014, Higher Education Strategic Information and Governance (HESIG), affiliated with the William J. Hughes Center for Public Policy at Richard Stockton College of New Jersey, received a grant from the ETS Center for Advocacy and Philanthropy to facilitate reexamination of critical policy issues affecting college opportunity in New Jersey.

The HESIG initiative, titled “Finding Solutions, Building Public Trust in an Era of Change,” engaged citizen and executive opinion in the Garden State around critical issues facing higher education, and affecting all those who stand to benefit from higher education in the future.

Some of these critical policy issues, identified by the HESIG Policy Steering Council during 2012 and 2013, include: ensuring equity of college access, affordability and degree attainment for current and future students; reexamination of the value and purpose of a college education; and providing the public with clear lines of accountability regarding college outcomes.

A larger question is whether New Jersey colleges and universities can fulfill their broad educational, economic, and other public purposes and enhance the value of their enterprises, while meeting new public service expectations, new demands for educational innovation, and new calls for accountability to the public for outcomes. Such new demands reflect expectations about return on the higher education investment: both public and private benefits.

ETS-funded activities included two New Jersey executive roundtable discussions and a statewide public opinion poll focusing on college value. The envisioned outcome of these activities is a set of policy recommendations and best practices in support of reform that will enable higher education leaders to navigate in an era of change, and enable the public to understand and support needed change in higher education, especially concerning college access, affordability and completion.

The roundtables consisted of policy and opinion leaders from state government, municipal government, higher education institutions, public schools, nonprofit organizations and the business sector. Their explicit purpose was to identify means to enhance college affordability, accountability and value. The first roundtable took place in the southern part of the state at The Richard Stockton College of New Jersey on February 27, 2014. The second was held in the northern section of the state at New Jersey City University on March 20, 2014.

The public opinion poll was conducted by Stockton Polling Institute, using a survey instrument informed by several sources: the deliberations of the HESIG Policy Steering Council, roundtable discussions, recent national survey research by Pew, Gallup, Northwestern University and others, and the results of a 2013 HESIG poll on college affordability and completion.

### **Context: What's at Stake?**

Put simply, what is at stake strikes at the heart of the promise of individual liberty, equality and American economic prosperity in the 21<sup>st</sup> century. Organization for Economic Co-operation and Development (OECD) research, released in 2013, clearly indicates the positive link between postsecondary educational opportunity, better lives and stronger communities, globally. College was a driving force during the latter half of the 20<sup>th</sup> century for achieving the “American Dream” of broad participation in a prosperous and civil society. But without prompt and significant change, public higher education will fail its principal purpose of providing a broad college opportunity, especially to low- and middle-income students and an emerging population of new Americans. Without such change, we put at risk a critical element in sustaining the American democratic experience through education.

A fundamental HESIG assumption is that beyond the broad public benefits of publicly supported colleges, these institutions also provide important private benefits to individuals related to aspirations for jobs and immediate and intergenerational economic prosperity.

Accordingly, public colleges can achieve the dual goals of public and private benefits only by: demonstrating equity and fairness regarding who goes to college; justifying who pays and how; and showing the public responsibility for effective delivery of educational value and outcomes, thereby sustaining public trust.

**New Jersey's unique higher education situation.** Fortunately, concerning educational attainment, New Jersey citizens are highly aspirational, and the state's colleges are perceived as offering high quality, and value for the cost.

- Citizens highly value elementary and secondary education and invest significantly in it, making New Jersey a top performing state in college preparation;
- College participation rates are among the highest, nationally;
- There is significant mission diversity among higher education institutions;
- NJ ranks among the top five states in public college degree productivity;
- The state has two of the nation's most generous and innovative need-based financial aid grant programs to help low-income students; and
- The state has shown a commitment to programs for underrepresented citizens, such as supporting the success of minorities in STEM fields.

Yet, New Jersey's higher education progress is hampered by:

- Late investment and development of public colleges and universities;
- Underinvestment in facilities and technology;
- Ranking highest nationally (# 1) in net-loss (outmigration) of high school graduates going to college;
- As a result of poor state financial support, a policy of high tuition – about the 4<sup>th</sup> highest nationally for public colleges; and
- Still, too little progress on inequities among racial and ethnic groups regarding college completion.

**Demand for an educated workforce and changing demographics.** By the year 2020, there will have been a major wave of retiring adults born in the baby boom era (1946 – 64). The retiring cohort will include educators, government workers, health care professionals, social service workers, lawyers, and engineers—to give some examples. Many of these current jobs, if they are to be filled, will require a college education.

According to the Georgetown Center on Education and the Workforce, by 2020, approximately 23% of the nation’s jobs will require a bachelor’s degree. However, New Jersey will lead nearly all other states in the percentage of jobs requiring this degree –29%– according to the Center’s June 2013 report: Recovery: Job Growth and Education Requirements Through 2020. New Jersey will be a leader in the percentage of new jobs requiring college, in a tie with Massachusetts, trailing only Colorado and the District of Columbia.

Meanwhile, the nation will become more racially diverse, with continued growth expected between 2012 and 2030 in the Hispanic population, African American population, the Asian population and the Native American population. The Pew Research Center predicts the following growth during that period in the adult population: Hispanic, 66% increase, African American/black (non-Hispanic) 30% increase, and Asian (non-Hispanic) 77% increase.

During approximately the same time frame (2010-2030), according to NJ Department of Labor and Workforce Development and the US Bureau of Census, New Jersey’s overall population is expected to increase approximately 9.7%, with a large gain in the Hispanic and Asian populations (up 65% and 72% respectively); a slow increase in the African American /black population (up 8%); and a slight decrease in the non-Hispanic white population.

More individuals will immigrate to New Jersey from other countries, including many who are the first generation in their family to attend college. Also, income disparities are likely to continue in the nation, and there will be continued migration of low-income families into the Garden State for the economic opportunities available, here.

Jobs requiring no postsecondary education will continue to evaporate, and with any economic downturn, those more likely to be unemployed will be citizens lacking a postsecondary education.

All this means a continued strong demand for higher education, a growing need to bridge college achievement gaps for students aspiring to go to college, and an urgent need to build affordable pathways to completion of a degree.

Current four, five, and six-year graduation rates for African-American/black and Hispanic students trail overall graduation rates by at least several points at New Jersey colleges and universities, according to data provided to the New Jersey State Higher Education, Office of the Secretary. The rates also trail those of non-Hispanic white students by an even larger margin, in many cases the difference is 5-10 percentage points. These differences mirror national patterns for degree completion, and their root causes can be attributed, at least in part, to educational disadvantages stemming from economic inequalities, such as those pointed out in the U.S. Department of Education report, *For Each and Every Child* (2013).

The differences in educational attainment are also reflected in the snapshot of New Jersey adults in the US Census Bureau 2002-2012 American Community Survey: 22.36% of Hispanic adults, 30.35% of African-American/black adults, and 31.85% of Native American adults have an Associate or higher degree, compared to 51.01% of white adults and 75.01% of Asian-American adults.

A gender gap is also apparent when reviewing tables for degree attainment in New Jersey: men were awarded only about 43% of the baccalaureate degrees conferred in New Jersey in 2013 according to the NJ Higher Education website.

In addition, it is crucial that students who complete a degree be prepared for a career and have essential skills needed for success. In a recent study by Northeastern University, 87% of business leaders said that today's graduates lack the necessary skills to succeed. Students must acquire these skills, or risk losing out in the competition for jobs.

When asked about importance of eight skills and abilities acquired from college, skills chosen by 4 out of 5 HESIG College Value poll respondents as "very important" included problem solving, writing clearly, and communicating orally. Significantly, the skills identified by citizens match the advice from the executive roundtables as the most important skills desired by employers. These responses indicate a need for colleges to provide strong cognitive and practical experiences, integrating skill development across general and content courses and academic disciplines.

**The Search for Value: Growing Concerns about College Affordability and Access.** Even prior to the recent major recession, states were having a difficult time making the required new investment to keep higher education affordable. Demands on state budgets, tax cuts reducing revenue, rising medical costs, pension obligations, and neglected infrastructure caused many states to cut higher education funding, and to underfund some college access and affordability initiatives. In New Jersey, for example, victims of tight budgets included the Higher Education Endowment Incentive Fund (eliminated); the Outstanding Scholar Recruitment Program (eliminated), and the NJSTARS II program (scaled back).

Meanwhile, college costs continued to rise considerably, despite the fact that many families did not see commensurate increases in their income. Indeed, New Jersey families continue to pay an increasing share of disposable income for college – nearly double the amount in two decades. Rising cost and loss of public investment, placing greater stress on college affordability, have led to legitimate questions about who should go to college, who pays, how they pay, and for what outcomes. These concerns about the overall value of college increase the need for empirically-based analysis of reforms in college, business, and educational delivery models that advance college opportunity. Needed policy reform requires input and support from many constituencies, if it is to be accomplished and sustained.

### **Overview, Findings and Recommendations**

The purpose of the grant project is to identify practical solutions to enhance college affordability, accountability and value, especially to increase educational achievement for New Jersey’s diverse emerging student population, and to build partnerships to achieve this goal. The two means of accomplishing this goal were two executive roundtables at Stockton College and New Jersey City University; and a statewide poll of New Jersey residents on college value.

**Executive Roundtables.** Roundtable participants were not asked to reach consensus, but instead to provide candid advice about defining college value in terms broader than economic payoff, such as employment and prospects for increased earnings over a lifetime.

Fundamental questions guiding roundtable discussions included:

1. How should higher education define its purposes and value during an era of rapid change, and in light of a changing student population?
2. How do colleges and universities productively engage policy makers and citizens regarding concurrence about outcomes and the public benefits of college, to build stronger public trust and support for constructive policy change?
3. What school, college and state-level practices and policies need to be changed; and what partnerships need to be expanded or created to meet the challenges of college access, affordability, and completion?
4. What measures of value should be applied regarding the ability to synthesize and apply information, inform effective decision making, work collaboratively toward a common outcome, and communicate effectively and confidently?

Roundtable advice can be summarized as follows:

- Help students to develop effective interpersonal skills; such as, tolerance of diversity of opinion; openness to multiple approaches to problem solving; and application of high ethical standards; as important outcomes for a college education.
- Create more co-op experiences for students which would move them sooner from the classroom to practical workplace experiences.

- Higher order skills should begin early, through school-level collaboration, with greater awareness of the needs of non-college bound students, and in partnership with business to expose students to needs and values of a workplace environment and for participation in a democratic society.
- Dual enrollment programs should be more widely offered and recommended. There should be strong collaboration between two-year and four-year colleges, recognizing the special role of community colleges in open access to education, training, and community service.
- Involve business and nonprofit organizations more to help develop educational content, internship experiences, and to structure expectations about desired outcomes.
- Involve community leaders to help define standards for community engagement and responsible citizenship in a democratic society as a measure of value and return on investment.
- Colleges should view jobs and economic prosperity as an important outcome beyond degree completion. Colleges should focus more on how they help to spur economic development and job growth and should recognize community engagement and development as a core business focus to improve the quality of life for individuals in the region, whether or not they attend college.

Summaries of both roundtables with additional specific advice are appended (Appendix II).

**College Value Poll.** The May 2014 statewide survey of over 800 adult residents (about 82% hold some college experience) had three major themes: value for the cost of college; benefits of college; and changes needed to make college more valuable. Survey findings about policy changes needed to increase college value and completion closely mirrored the advice of participants in the roundtables. In brief summary, the poll finds that citizens:

- Continue to worry about college affordability (over 40% believe college is unaffordable);
- Perceive New Jersey's colleges as having excellent or good quality (87%) and high value for the cost (90%);
- Believe that colleges need to change both educational and business practices to increase value (87%);
- Concur with roundtable advice regarding top skills and abilities gained from college (writing, speaking and problem solving);
- View economic benefits of college (jobs) as paramount, but recognize the importance of non-economic benefits as well; and
- Have specific ideas about what needs to change to increase college value; for example, more practical experiences, such as internships, related to studies. They also have ideas about who should be responsible for such change (colleges in partnership with businesses) and what can be done to reduce time to degree completion (easier credit transfer).

Survey questions, frequencies, graphics, press release, and media coverage, including a HESIG opinion editorial are appended (Appendices III and IV).

**General Recommendations.** This report includes eight broad recommendations listed below and, ten policy and practice recommendations to help operationalize them, including assigning appropriate responsibility for leadership. The specific recommendations are presented as a “tool kit” to assist in policy change. If implemented, the recommendations will contribute to college opportunity, affordability, and completion for all, including emerging and underserved populations. Moreover, if implemented, they will increase the likelihood that those who complete college will have fulfilling careers and satisfying lives.

The broad recommendations are as follows:

- Students must be set on the path for college, with college-ready skills. (Responsibility: primarily K-12 with assistance from higher education institutions)
- Students should be provided alternatives for earning credit toward a degree. (Responsibility: primarily higher education institutions)
- College graduation expectations should be changed so that a degree explicitly reflects skills and abilities sought by employers, as well as in-depth knowledge of a discipline or field of study. (Responsibility: primarily educational institutions and business)
- Students should be actively counseled to stay in college, and the time it takes them to get a degree should be reduced. (Responsibility: primarily higher education institutions with support from state and federal policy)
- College coursework should be connected with the world of work and real-life problem solving. (Responsibility: primarily higher education institutions and business)
- The importance of earning a college degree to individuals’ lives, to communities, to the State, and to America’s economic future should be clearly and consistently explained to the public. (Responsibility: all sectors, led by higher education)
- The state should create a vision for higher education and a funding rationale to support it, including new models for affordability, degree completion and workforce preparation, based more on collaboration and less on competition. (Responsibility: primarily the state and higher education institutions)
- The state should set long-range goals for higher education tied to a state strategic agenda, and regularly report progress, including continuing improvement in educational achievement among different segments of the population, with particular attention to low-income and other underrepresented groups. (Responsibility: primarily the state)

**Policy Tool Kit Recommendations.** In fulfillment of these broad recommendations, informed by grant activity and national “best practices”, HESIG recommends that New Jersey take the following steps to encourage college access, reduce time to degree, improve affordability, and encourage timely degree completion:

- Encourage the expansion of dual enrollment programs that allow high school students to earn college credit.
- Build into, and measure explicitly, academic expectations at both high school and college levels, and certify the array of skills sought by employers (e.g. teamwork, punctuality, problem solving, business writing, public speaking, and interpersonal communication).
- Make transfer of credits from two-year to four-year colleges easier. In addition, facilitate transfer of credits from four-year programs back to associate degree programs to support A.A. degree completion.
- Promote partnerships with those institutions that conduct prior-learning assessment and provide credit-by-examination.
- Offer more students a wider array of internship and on-the-job study programs supporting the connection between classroom learning, real-world expectations, and problem solving.
- Update the curriculum to reflect technological advances in specific fields and significant effects on job and career opportunities.
- Counsel students to take courses rich with discipline-based content and conceptual frameworks that are directly applicable to a major field of study, and limit, or at least caution students about, the number of elective and general education courses they take.
- Require intensive academic and career counseling, and provide financial incentives so that students are not taking excess credits beyond those needed for degree completion.
- Restructure student financial aid by type of institution to reduce gaps in funding that force students with financial need to delay or halt their educational progress. Prioritize access and success programs for financially needy students.
- Build into the funding of higher education, by type of institution, rewards for students to complete their degree on time, with special emphasis on the academic progress of low income, first-generation and under-represented groups.

### **Conclusion and Possible Next Steps**

HESIG will widely disseminate this report and will continue to collaborate with individuals and institutions to create an action plan to accomplish the suggested policy changes. It is deeply indebted to the ETS Center for Advocacy and Philanthropy not only for the funding which made this project possible, but also for the promise of giving greater attention to the urgency of addressing the educational achievement gap in New Jersey.

HESIG's mission is to evaluate and advocate policy and practice that enhance college access, affordability, completion, productivity, accountability, and public trust, in service of the public good. To achieve this mission, it is very important for HESIG to listen to citizens' and opinion leaders' perspectives about the purposes of higher education, and about what needs to change in order to connect higher education to a broader public agenda.



In a nutshell, listening to citizens, testing concerns, and introducing possible solutions to policy problems, and providing feedback are the first important steps to legitimize taking action. The next big step is to propose concrete action, tied to a broader public agenda, backed with public confidence that change is possible and that desired outcomes are achievable.

Defining what needs to be done and getting it done in New Jersey and elsewhere requires building an inclusive communications strategy based on sound principles and evidence, and ultimately, on building greater public trust to support taking action to achieve shared goals.

Since 2012, with the help and advice of many individuals and groups, including its insightful Policy Steering Council, HESIG has laid a strong foundation on which to recommend and advocate an action agenda.

During 2014-2015, the Council will advise on how to continue to make progress including expanding the conversation through additional executive roundtables; survey research of students; engaging each segment of New Jersey higher education; and seeking input from key higher education policy makers who are too often overlooked in a strategy for change – college and university trustees.

HESIG looks forward to a continuing productive relationship with ETS and others, in service of the public good.

Respectfully,

Darryl G. Greer, Ph. D.  
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The Richard Stockton College of New Jersey

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**Appendix I: ETS Grant Approval**  
*ETS Grant Approval Letter*

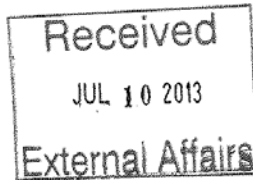


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July 1, 2013

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Dear Dr. Greer:

It was a pleasure to speak with you by phone recently and to learn more about the "Building Public Trust in an Era of Change" initiative that is underway at Stockton.

As we discussed, the ETS Center for Advocacy and Philanthropy will provide half of the amount you requested to fund this initiative, contingent upon Stockton securing the remaining half of the funding for the project. You requested \$48,000; we will provide a one-time grant of \$24,000. We also agreed during our conversation that upon receipt of this letter, you will provide verification of Stockton's securement of the remainder of the funding. Kindly provide this information in your response to this letter.

We look forward to being kept informed of the initiative's progress and receiving the report on its outcome.

Very truly yours,

Lenora M. Green

[www.ets.org](http://www.ets.org)

**Appendix II: Executive Roundtables**  
*Invitation to Executive Roundtable*

William J. Hughes Center for Public Policy  
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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

February 4, 2014

Dear Colleague:

On behalf of The Richard Stockton College of New Jersey I am very pleased that you have accepted the invitation to join a very select group of South Jersey opinion leaders, to discuss policy options and solutions affecting college affordability, completion, outcomes and value.

The meeting will be in the President's Conference Room (K-203) at Stockton, Thursday, February 27, beginning at 8:30 am and ending no later than 11:30 am. An agenda, material to help stimulate your thinking, and directions to the college and meeting room are appended.

The "roundtable" meeting is supported in part by a grant from the Educational Testing Service (ETS), to the Stockton Center for Higher Education Strategic Information and Governance (HESIG), which I lead as a Senior Fellow, as well as by the President's Strategic Initiative Fund, and the William J. Hughes Center for Public Policy. Entitled "**Finding Solutions, Building Public Trust in an Era of Change,**" the purpose of the grant activity is to identify practical solutions to enhance college affordability, accountability and value, especially for New Jersey's emerging student population.

Meeting as a roundtable, we all come to the table as equals, with the expectation that there will be full participation, and free, candid exchange of ideas. I will facilitate the group's discussion. Questions below should be used to help guide our discussion. We don't have to answer each one; and I am confident you will provide some of your own.

**The fundamental questions guiding our discussion are:**

1. How should public higher education define its purposes and value during an era of rapid change, and in light of a changing student population?
2. How do colleges and universities productively engage policy makers and citizens regarding concurrence about outcomes and the public benefits of college, to build stronger public trust and support for constructive policy change?

**Appendix II: Executive Roundtables**  
*Invitation to Executive Roundtable*

3. What school, college and state-level practices and policies need to be changed; and what partnerships need to be expanded or created to meet the challenges of access, affordability, and completion?

At the end of the session (we will end on time), we will not attempt to reach consensus about possible solutions. I will prepare a brief summary of our session for planning purposes, but nothing will be published for attribution.

**Important outcomes of your participation include:**

1. A second HESIG/Stockton scientific poll during spring 2014 to test public support for possible policy approaches;
2. Synthesis of “best practices” at the school, college and state levels to advance college opportunity and completion, and shared understanding of college value;
3. Specific policy recommendations to college and Trenton policymakers regarding policy change to strengthen public trust and investment in our institutions.

Additional information about HESIG, its expert Policy Steering Council, and the William J. Hughes Center for Public Policy can be viewed at [www.stockton.edu/hughescenter/hesig](http://www.stockton.edu/hughescenter/hesig)

Please contact me about any questions. I look forward to seeing you February 27.

Sincerely,

Darryl G. Greer, PhD  
Senior Fellow, Higher Education Strategic Information and Governance  
William J. Hughes Center for Public Policy  
[darryl.greer@stockton.edu](mailto:darryl.greer@stockton.edu)  
609-626-3849

**Appendix II: Executive Roundtables**  
***Stockton College Roundtable Agenda***

William J. Hughes Center for Public Policy

Ph: 609.626.3542 • Fax: 609.626.6054



101 Vera King Farris Drive  
Galloway NJ 08205  
[www.stockton.edu/hughescenter](http://www.stockton.edu/hughescenter)

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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

**AGENDA**

**HESIG ROUNDTABLE ON COLLEGE**

**VALUE FEBRUARY 27, 2014**

- 8:30 REFRESHMENTS
- 8:45 WELCOME AND INTRODUCTIONS- PRESIDENT SAATKAMP
- 9:00 PURPOSE AND OBJECTIVES- DARRYL GREER
- 9:15 ROUNDTABLE DISCUSSION AND ADVICE
- 11:15 SUMMARY AND NEXT STEPS
- 11:30 ADJOURN

THE STOCKTON-HESIG ROUNDTABLE IS SUPPORTED, IN PART, BY A GRANT FROM THE ETS CENTER FOR ADVOCACY AND PHILANTROPY.

**Appendix II: Executive Roundtables**  
***Stockton Roundtable Participants***

William J. Hughes Center for Public Policy

Ph: 609.626.3542 • Fax: 609.626.6054



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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

**HIGHER EDUCATION STRATEGIC INFORMATION AND GOVERNANCE (HESIG)**  
**ROUNDTABLE ON COLLEGE VALUE**  
**FEBRUARY 27, 2014**

DAN BACHALIS, COUNCILMAN, HAMMONTON, REPRESENTING MAYOR STEVE DIDONATO

STEVEN CICCARIELLO, SUPERINTENDENT, GREATER EGG HARBOR SCHOOL DISTRICT

DAVID DELIZZA, SR. VICE PRESIDENT & COO, PENNONI ASSOCIATES, INC.

DANIEL DOUGLAS, DIRECTOR, WILLIAM J. HUGHES CENTER FOR PUBLIC POLICY

DARRYL GREER, SR. FELLOW HESIG, RICHARD STOCKTON COLLEGE OF NJ

ROCHELLE HENDRICKS, SECRETARY OF HIGHER EDUCATION, STATE OF NEW JERSEY

ALI HOUSHMAND, PRESIDENT, ROWAN UNIVERSITY

RONALD JOHNSON, PRESIDENT & CEO, SHORE MEDICAL CENTER, SOMERS POINT, NJ

HARVEY KESSELMAN, PROVOST & EXECUTIVE VP, RICHARD STOCKTON COLLEGE OF NJ

ROSEANN KOBIALKA, CORPORATE DIRECTOR OF ORGANIZATIONAL DEVELOPMENT, ATLANTICARE

FRANK MINOR, MAYOR, LOGAN TOWNSHIP

PETER MORA, PRESIDENT, ATLANTIC CAPE COMMUNITY COLLEGE

RICHARD NOVAK, SR. FELLOW, ASSOCIATION OF GOVERNING BOARDS OF COLLEGES AND UNIVERSITIES (AGB), WASHINGTON, DC

HERMAN SAATKAMP, PRESIDENT, RICHARD STOCKTON COLLEGE OF NJ

SHARON SCHULMAN, CEO, EXTERNAL AFFAIRS AND INSTITUTIONAL RESEARCH, RICHARD STOCKTON COLLEGE OF NJ

KRIS WORRELL, EXECUTIVE EDITOR, THE PRESS OF ATLANTIC CITY



**HESIG ROUNDTABLE ON COLLEGE VALUE**  
**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY**  
**FEBRUARY 27, 2014**

**NJ POLICY TRENDS AND OPTIONS OVERVIEW**

**1. Access and Completion- A Dream Unfulfilled**

- **Trend:** Following a decade of rapid growth in high school graduates bound for college, NJ will experience about a 10% decline in this population by 2020. A growing part of college entrants will be minorities and new immigrants, adding to closing the “achievement gap” challenge. NJ ranks among the top 5 states in degree productivity, as well as percent of college-educated citizens; but must create about 30,000 new college (2 and 4-year) graduates each year to meet the Obama-Lumina 2025 goal of 60% of citizens holding postsecondary degrees. NJ continues to rank #1 nationally in net loss of college-bound students, and #46 in public college seat capacity, per 1000 residents.
- **Possible Solutions:** Options include, stronger partnerships with K-12 on the pre-college core curriculum; strengthening credit transfer and partnerships with community colleges; granting prior credit for competency-based learning; reducing credits required to degree completion; integrating new academic delivery/support technology.

**2. Affordability- Public Disinvestment, Rising Debt and Citizen Frustration**

- **Trend:** NJ ranks among the bottom one-third of states in support for higher education, compared to its funding ability, and is a top ten (bottom 20%) state in appropriations reductions during the past decade. Students and families pay nearly 70% of the cost of college, twice as much as two decades ago; and public colleges rank 3<sup>rd</sup> nationally in tuition and fees. NJ ranks about 10<sup>th</sup> in the nation in average student debt.
- **Possible Solutions:** Beyond improved state investment (currently NJ has no budget rationale for higher education), solutions include shortening time to degree; adopting new cost models, rather than simply revenue enhancement approaches; adopting new business practices; building new business partnerships and reallocating resources; reforming student financial aid policy.

**3. Value, Accountability and Public Trust- Redefining Purposes and Outcomes**

- **Trend:** Citizens think that NJ colleges do a good job, and are important to individual prosperity and achievement. International studies (OECD) indicate that the value of postsecondary education outweighs the cost of public investment. Yet, more policy makers and employers question the “return on investment,” as do citizens who pay a larger share of college cost. Citizens trust college leaders and trustees more than elected officials to find solutions for affordability, and accountability for outcomes.
- **Possible Solutions:** Define college purpose beyond intrinsic and job value, tied more explicitly to measurable, mission-related, skill- related, outcomes; promote the broad public benefit of college for different audiences; partner with K-12 and business on common core standards, school completion, college and workforce readiness; engage citizens directly in building better understanding about purposes, and accountability for outcomes.

**Appendix II: Executive Roundtables**  
*Top Issues in Higher Education*

**Top Higher Education Policy Issues- 2013**

*Association of Governing Boards of Universities and Colleges (AGB)*

1. Value of Higher Education
2. Public Policy Mixed Messages
3. Fiscal Constraints
4. Future of Student Financial Aid
5. Student Attainment
6. Quality Assurance
7. Tax Policy

*American Association of State Colleges and Universities (AASCU)*

1. Institutional Performance
2. State Operating Support
3. Tuition Policy
4. Student Financial Aid Grants
5. College Readiness
6. Immigration
7. Competency Based Online Education
8. Guns on Campus
9. Economic/ Workforce Development
10. For- Profit College Consumer Protection

**Appendix II: Executive Roundtables**  
*Stockton Executive Roundtable Summary*

**SUMMARY**

**STOCKTON ROUNDTABLE ON COLLEGE VALUE  
HIGHER EDUCATION STRATEGIC INFORMATION AND GOVERNANCE (HESIG)**

**FEBRUARY 27, 2014**

Business, school, college, community leaders, and elected officials, met for nearly three hours at The Richard Stockton College of New Jersey, as a “roundtable” on the topic of college value. The meeting was supported, in part, by a grant from the Educational Testing Service (ETS) Center for Advocacy and Philanthropy, to the Stockton Center for Higher Education Strategic Information and Governance (HESIG), as well as by the President’s Strategic Initiative Fund, and the William J. Hughes Center for Public Policy. Important project guidance was provided by HESIG’s Policy Steering Council, and Office of the New Jersey Secretary of Higher Education. HESIG deeply appreciates the generosity of Roundtable participants (appended) who took time from busy schedules to attend this meeting.

Entitled “**Finding Solutions, Building Public Trust in an Era of Change,**” the purpose of the grant project is to identify practical solutions to enhance college affordability, accountability and value, especially to increase educational achievement for New Jersey’s diverse emerging student population, and to build partnerships to achieve this goal. Roundtable participants were not asked to reach consensus, but instead to provide candid advice about defining college value (“return on investment”) in terms broader than economic payoff, such as employment and prospects for increased earnings over a lifetime.

**Fundamental questions guiding the roundtable discussion included:**

1. How should public higher education define its purposes and value during an era of rapid change, and in light of a changing student population?
2. How do colleges and universities productively engage policy makers and citizens regarding concurrence about outcomes and the public benefits of college, to build stronger public trust and support for constructive policy change?
3. What school, college and state-level practices and policies need to be changed; and what partnerships need to be expanded or created to meet the challenges of college access, affordability, and completion?

**Roundtable discussion provided insights and advice, as follows:**

1. As supported by recent survey research, college value should be defined broadly in terms of public and private benefits of “liberal learning,” leading to literate, aware, productive and effective citizens. Measures of value should include the ability to synthesize and apply information, and to inform effective decision making. College-level learning should add to the ability to understand and connect goals and objectives in a work setting; to work collaboratively toward a common outcome; to accomplish

## **Appendix II: Executive Roundtables**

### ***Stockton Executive Roundtable Summary***

many related tasks simultaneously; and to communicate effectively and confidently.

2. The definition of such higher order skills should begin early, through school-level collaboration, with greater awareness of the needs of non-college bound students, and in partnership with business and others to expose students to needs and values of a workplace environment, and for participation in a democratic society.
3. Colleges should connect explicitly content-based and specific knowledge competencies with development of affective interpersonal skills, such as tolerance of diversity of opinion, openness to multiple approaches to problem solving, and application of high ethical standards.
4. In addition to colleges' stronger cooperation with K-12 education, closer collaboration is required among four-year and two-year colleges, recognizing the special role of community colleges' missions regarding open access to education, training, and community service.
5. Colleges should continue efforts to reform traditional "place and time-bound" delivery of education, by creating a closer fit between curricula, students, business and community needs. Specifically, suggestions included:
  - a. Reduce time to degree, for example by reducing some required course credits;
  - b. Re-examine general education requirements to rebalance the relationship between subject content- knowledge and developmental skills;
  - c. Involve business and nonprofit organizations more to help develop educational content, internship experiences, and to structure expectations about desired outcomes;
  - d. Measure college outcomes in terms of both design and performance standards, outcomes competencies, and private and public benefit;
  - e. Stick to educational and business practices that enhance and improve the college core educational mission;
  - f. Align higher learning competencies with K-12 and community college preparation, and long-term social and economic needs of the region and the state;
  - g. Involve community leaders to help define standards for community engagement and responsible citizenship in a democratic society, as a measure of value and return on investment.
6. Finally, higher education, in partnership with others, should drive a comprehensive definition of educational value by incorporating a broader view of the educational process, as seamless, not compartmentalized; one that is transparent, open to experimentation and risk-taking; and based on a shared vision, broad and resilient enough to allow for missteps, adaptation, reform, and success.

#### **Important outcomes of the roundtable discussion are:**

1. A second HESIG/Stockton scientific poll during spring 2014, to test public

**Appendix II: Executive Roundtables**  
*Stockton Executive Roundtable Summary*

perceptions about college value, (the 2013 poll focused on college affordability and completion);

2. Synthesis of “best practices” at the school, college and state levels to advance college opportunity and completion, and shared understanding of college value;
3. Specific policy recommendations to college and state policymakers regarding policy reform to strengthen public trust and investment in educational opportunity.

A second Roundtable on College Value will be hosted by New Jersey City University during spring 2014.

Additional information about HESIG, its expert Policy Steering Council, and the William J. Hughes Center for Public Policy can be viewed at [www.stockton.edu/hughescenter/hesig](http://www.stockton.edu/hughescenter/hesig).

Respectfully,

Darryl G. Greer, Ph.D.  
Senior Fellow, HESIG  
3-24-14



Office of the President  
(201) 200-3111

**NEW JERSEY CITY  
UNIVERSITY**

**HIGHER EDUCATION STRATEGIC INFORMATION AND GOVERNANCE (HESIG)**

**ROUNDTABLE ON COLLEGE VALUE**

**MARCH 20, 2014**

**AGENDA**

1. WELCOME AND INTRODUCTIONS.....Sue Henderson, President
2. PURPOSE AND OBJECTIVES.....Darryl Greer, Facilitator
3. ROUNDTABLE DISCUSSION AND ADVICE
4. SUMMARY AND NEXT STEPS
5. ADJOURNMENT

**THE HESIG ROUNDTABLE AT NEW JERSEY CITY UNIVERSITY IS SUPPORTED,  
IN PART, BY A GRANT FROM THE ETS CENTER FOR ADVOCACY AND  
PHILANTROPY.**

**Appendix II: Executive Roundtables**  
*New Jersey City Roundtable Participants*



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**NEW JERSEY CITY UNIVERSITY  
HIGHER EDUCATION STRATEGIC INFORMATION AND GOVERNANCE (HESIG)  
ROUNDTABLE ON COLLEGE VALUE  
MARCH 20, 2014**

**ATTENDING**

EUGENE CORNACCHIA, PRESIDENT, SAINT PETER'S UNIVERSITY

SANDRA CUNNINGHAM, CHAIR, NJ SENATE HIGHER EDUCATION COMMITTEE\*

DANA EGRECKZY, PRESIDENT, NJ CHAMBER OF COMMERCE FOUNDATION

STEVE FULOP, MAYOR, JERSEY CITY

DARRYL GREER, SENIOR FELLOW (HESIG), THE RICHARD STOCKTON COLLEGE

SUE HENDERSON, PRESIDENT, NEW JERSEY CITY UNIVERSITY

ROCHELLE HENDRICKS, SECRETARY OF HIGHER EDUCATION, STATE OF NJ

MICHAEL KLEIN, CEO, NJ ASSOCIATION OF COLLEGES AND UNIVERSITIES

MARCIA LYLES, SUPERINTENDENT, JERSEY CITY SCHOOLS

GORDON MACINNES, PRESIDENT, NJ POLICY PERSPECTIVE

CARLOS MEDINA, CHAIRMAN, STATEWIDE HISPANIC CHAMBER OF COMMERCE OF NJ

MAUREEN MURPHY, PRESIDENT, BROOKDALE COMMUNITY COLLEGE

JAMES MUYSKENS, ACTING PROVOST, NEW JERSEY CITY UNIVERSITY

VIJ PAWAR, TRUSTEE, NEW JERSEY CITY UNIVERSITY

JOE SCOTT, PRESIDENT & CEO, JERSEY CITY MEDICAL CENTER

B. KAYE WALTER, PRESIDENT, BERGEN COMMUNITY COLLEGE

KENNETH WHITFIELD, PUBLISHER, JERSEY JOURNAL

*\* Unable to attend*

**THE HESIG ROUNDTABLE AT NEW JERSEY CITY UNIVERSITY IS SUPPORTED, IN PART, BY A GRANT FROM THE ETS CENTER FOR ADVOCACY AND PHILANTROPY.**

**Appendix II: Executive Roundtables**  
*New Jersey City Executive Roundtable Summary*



Office of the President  
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**SUMMARY**

**NEW JERSEY CITY UNIVERSITY ROUNDTABLE ON COLLEGE VALUE  
HIGHER EDUCATION STRATEGIC INFORMATION AND GOVERNANCE (HESIG)**

**MARCH 20, 2014**

Business, school, college, community leaders, and elected officials, met for nearly three hours at New Jersey City University, as a “roundtable” on the topic of college value. The meeting was supported, in part, by a grant from the Educational Testing Service (ETS) Center for Advocacy and Philanthropy, to The Richard Stockton College of New Jersey Center for Higher Education Strategic Information and Governance (HESIG), as well as support by Stockton President Herman Saatkamp, from the president’s Strategic Initiative Fund, and the William J. Hughes Center for Public Policy. Important project guidance was provided by HESIG’s Policy Steering Council, and Office of the New Jersey Secretary of Higher Education.

HESIG deeply appreciates the generosity of New Jersey City University President Sue Henderson, and members of her executive team, who hosted and helped to plan this session. Finally, special thanks go to Roundtable participants (appended) who took time from busy schedules to attend this important meeting.

Entitled “**Finding Solutions, Building Public Trust in an Era of Change,**” the purpose of the grant project is to identify practical solutions to enhance college affordability, accountability and value, especially to increase educational achievement for New Jersey’s diverse emerging student population; and to build partnerships to achieve this goal. Roundtable participants were not asked to reach consensus, but instead to provide candid advice about defining college value (“return on investment”) in terms broader than economic payoff, such as prospects for increased earnings over a lifetime.

**Fundamental questions guiding the Roundtable discussion included:**

1. How should higher education define its purposes and value during an era of rapid change, and in light of a changing student population?
2. How do colleges and universities productively engage policy makers and citizens regarding concurrence about outcomes and the public benefits of college, to build stronger public trust and support for constructive policy change?



## **Appendix II: Executive Roundtables**

### ***New Jersey City Executive Roundtable Summary***

3. What school, college and state-level practices and policies need to be changed; and what partnerships need to be expanded or created to meet the challenges of college access, affordability, and completion?

#### **Roundtable discussion provided insights and advice, as follows:**

1. In concurrence with prior advice from the February Stockton Roundtable, participants stressed that the changing nature of the global economic environment requires colleges and universities to reform how they prepare students, academically, to meet emerging workforce and career needs. Even so, members indicated that college value should be defined broadly in terms of public and private benefits of “liberal learning,” leading to literate, aware, productive and effective citizens. One individual stressed that America and New Jersey face an educational “emergency,” if educators and other leaders fail to meet this challenge for middle-income families.
2. Regarding definition of the “college value proposition,” participants suggested that development of higher-order academic skills should begin early, through school-level collaboration, with greater awareness of workforce needs. In partnership with business and others, students should be exposed to needs and values of a workplace environment, and prepared for participation in a democratic society. Specifically, they stressed connecting both content-based knowledge competencies and affective skills, to workforce and economic development needs, as well as to effective citizenship.
3. Some participants indicated that colleges find it difficult to communicate with citizens about college value, because of public perception of college as high priced, driven by high cost, and leading to high debt for individuals, but not well enough connected to practical learning experiences that predictably lead to good jobs and careers.
4. In this respect, participants recommended that colleges view jobs and economic prosperity, not simply degree program completion as the, important outcome, meaning that colleges should focus more on how they help to spur economic development, and job growth, working in partnership with others, rather than continuing analysis by colleges of how these issues affect college participation and completion.
5. Addressing tension among the traditional roles of colleges and universities, and emerging expectations, driven by “disruptive” events, such as new technology for non-traditional educational delivery, and need to reform long-standing revenue/expense models, based on government funding, participants specifically suggested:
  - a. Create more intern and co-op experiences for students that move them sooner from the classroom to practical, workplace experiences and problem solving;
  - b. In both traditional and nontraditional learning modes, stress oral and written communication as a critical competency skill set for lifelong learning and success;
  - c. Redefine general education as an explicit set of measureable skills and competencies; one of these being what it means to be an effective citizen, and an individual who

## **Appendix II: Executive Roundtables**

### ***New Jersey City Executive Roundtable Summary***

- gains a broad understanding of different cultures, world events, and the ability to understand and work with diverse sets of people;
- d. Measure such competencies and overall college value in terms of public and private benefit, and in a manner that is widely understood and supported by policy makers, employers and citizens;
  - e. Develop “niche” academic program specialties that explicitly market as an outcome, a defined set of skills, related to job and workforce opportunity, and professional and community service;
  - f. Actively study and promote those industries that should locate in NJ, and tie academic program development to this goal;
  - g. Coordinate closely with schools and community colleges to match high school completion and college entrance standards; to improve educational remediation efforts; and to create and disseminate broadly “best practices” leading to college completion, such as dual enrollment and reverse-degree programs;
  - h. Partner with business on educational policy development concerning assessment and certification of prior learning outside of college; and to address the needs of a rapidly changing population, including adults who have not completed college.
6. Finally, participants suggested that colleges recognize community engagement and development as a core business focus, to improve the quality of life for individuals regionally, whether or not attending college, thereby serving as an anchor for innovative partnerships fostering education, health, public safety, and job creation.

#### **Important outcomes of the Roundtable discussion are:**

1. A second HESIG/Stockton scientific poll during spring 2014, to test public perceptions about college value, (the 2013 poll focused on college affordability and completion);
2. Synthesis of “best practices” at the school, college and state levels, to advance college opportunity and completion, and shared understanding of college value;
3. Specific policy recommendations to college and state policymakers regarding policy reform to strengthen public trust and investment in educational opportunity.

An earlier Roundtable on College Value was hosted by The Richard Stockton College of New Jersey, home to HESIG, February 27, 2014.

Additional information about HESIG, its expert Policy Steering Council, and the William J. Hughes Center for Public Policy can be viewed at [www.stockton.edu/hughescenter/hesig](http://www.stockton.edu/hughescenter/hesig).

Respectfully,

Darryl G. Greer, Ph.D.  
Senior Fellow, HESIG  
4-16-14

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**HESIG statewide 2014 poll – weighted frequencies**  
**Stockton Polling Institute**  
**May 13-23, May 27-June 1, 2014**  
**801 completed interviews**

**Q1. In the following questions, when we refer to colleges, we mean any public or private college or university located in the state of New Jersey. How would you rate the quality of education provided at colleges in New Jersey?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Excellent	221	26.9	26.9	26.9
Good	416	50.5	50.5	77.4
Fair	64	7.8	7.8	85.2
Or poor	10	1.2	1.2	86.4
NOT SURE/DON'T KNOW	112	13.6	13.6	100.0
Total	822	100.0	100.0	

**Q2. Which one of the following types of colleges do you think provides the highest-quality educational experience:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
A four-year college	711	86.4	86.4	86.4
A two-year college	57	6.9	6.9	93.3
Or an online college?	7	.8	.8	94.1
NOT SURE/DON'T KNOW	47	5.8	5.8	99.9
REFUSE	1	.1	.1	100.0
Total	822	100.0	100.0	

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q3. Which one of the following types of colleges do you think provides the greatest value for the money paid in tuition, fees and other expenses:**

	Frequency	Percent	Valid Percent	Cumulative Percent
A four-year college	336	40.9	40.9	40.9
A two-year county college	350	42.5	42.5	83.4
Or an online college?	67	8.2	8.2	91.6
NOT SURE/DON'T KNOW	68	8.2	8.2	99.8
REFUSE	2	.2	.2	100.0
Total	822	100.0	100.0	

**Q4. Overall, how affordable are New Jersey's colleges, including tuition, fees, books and other expenses?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very affordable	19	2.3	2.3	2.3
Affordable	377	45.8	45.8	48.0
Unaffordable	249	30.2	30.2	78.3
Or very unaffordable	79	9.6	9.6	87.9
NOT SURE/DON'T KNOW	100	12.1	12.1	100.0
Total	822	100.0	100.0	

**Q5. What is the most important way that New Jersey colleges help you and your family:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Improve your lives	146	17.7	17.7	17.7
Help find or keep a job	178	21.6	21.6	39.4
Career development	186	22.6	22.6	62.0
Keep people in New Jersey	62	7.5	7.5	69.5
Some other way (SPECIFY)	26	3.2	3.2	72.7
Or do they not help your family?	175	21.3	21.3	94.0
NOT SURE/DON'T KNOW	49	6.0	6.0	100.0
Total	822	100.0	100.0	

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q6. Which one of the following do you think is the most important skill or ability that colleges help students develop:**

	Frequency	Percent	Valid Percent	Cumulative Percent
A strong work ethic	154	18.7	18.7	18.7
Leadership	116	14.1	14.1	32.7
Writing and speaking skills	177	21.5	21.5	54.3
Technology skills	150	18.3	18.3	72.6
Teamwork	69	8.4	8.4	81.0
Valid Or citizenship and community service?	53	6.4	6.4	87.4
SOME OTHER SKILL (SPECIFY)	38	4.6	4.6	92.0
NOT SURE/DON'T KNOW	66	8.0	8.0	100.0
Total	822	100.0	100.0	

**Q7. For the long-term, which one of the following do you think is the most important outcome of going to college:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Getting a better job	255	31.0	31.0	31.0
Improving quality of life	223	27.1	27.1	58.1
Learning specific skills	75	9.1	9.1	67.2
Gaining a broader understanding of the world	183	22.2	22.2	89.5
Valid Or becoming a better citizen?	54	6.5	6.5	96.0
SOME OTHER OUTCOME	6	.7	.7	96.7
NOT SURE/DON'T KNOW	28	3.3	3.3	100.0
Total	822	100.0	100.0	

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q8. What was the main reason that you attended college:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Get a better job	251	30.5	37.0	37.0
	Improve quality of life	134	16.3	19.8	56.8
	Learn specific skills	174	21.2	25.6	82.4
	Gain a broader understanding of the world	65	7.9	9.6	92.0
	Or to become a better citizen?	9	1.1	1.4	93.4
	SOME OTHER REASON	26	3.1	3.8	97.2
	NOT SURE/DON'T KNOW	19	2.3	2.8	100.0
	Total	678	82.5	100.0	
Missing	System	144	17.5		
Total		822	100.0		

**Q9. Which one of the following was your main reason for choosing the college you attended:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Price	136	16.6	20.1	20.1
	Program offerings	164	19.9	24.2	44.2
	Quality	98	11.9	14.4	58.7
	Location	170	20.7	25.1	83.7
	Job or career enhancement	45	5.5	6.6	90.3
	Or some other reason? (SPECIFY)	56	6.7	8.2	98.5
	NOT SURE/DON'T KNOW	10	1.2	1.5	100.0
	Total	678	82.5	100.0	
Missing	System	144	17.5		
Total		822	100.0		

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q10. Overall would you say the value of your college education was worth the cost, or was it not worth the cost?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WORTH THE COST	612	74.4	90.2	90.2
	NOT WORTH THE COST	60	7.3	8.9	99.0
	NOT SURE/DON'T KNOW	7	.8	1.0	100.0
	Total	678	82.5	100.0	
Missing	System	144	17.5		
Total		822	100.0		

**Q11. Looking back, which one of the following changes would you make as a student to add greater value to your college experience:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Make better choices about course selections	124	15.1	18.3	18.3
	Find more internships or work experiences	197	24.0	29.1	47.4
	Choose a different major	95	11.6	14.1	61.5
	Or study harder ?	153	18.6	22.6	84.1
	WOULD NOT MAKE ANY CHANGE	75	9.1	11.0	95.1
	SOME OTHER REASON (SPECIFY)	20	2.4	3.0	98.0
	NOT SURE/DON'T KNOW	13	1.6	2.0	100.0
	Total	678	82.5	100.0	
Missing	System	144	17.5		
Total		822	100.0		

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q12. Looking back, which one of the following changes could your college make to add greater value to your college experience:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
More hands-on practical experience, such as internships	227	27.6	33.4	33.4
Better academic counseling about programs and courses	112	13.6	16.5	49.9
Better counseling on jobs and careers	129	15.7	19.0	68.9
More courses in the major and less in general education	72	8.8	10.7	79.6
More online courses	20	2.5	3.0	82.6
Or more transfer credit for courses taken at other institutions?	64	7.8	9.5	92.1
SOME OTHER CHANGE (SPECIFY)	7	.9	1.1	93.1
NO CHANGE	27	3.3	4.0	97.1
NOT SURE/DON'T KNOW	20	2.4	2.9	100.0
Total	678	82.5	100.0	
Missing System	144	17.5		
Total	822	100.0		

**Q13. Thinking generally now about the value of college, how important or unimportant is it to learn each of the following skills and abilities in college? Understanding and gathering information**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Very important	617	75.0	75.0	75.0
Somewhat important	190	23.1	23.1	98.1
Somewhat unimportant	13	1.5	1.5	99.7
Very unimportant	2	.2	.2	99.9
NOT SURE/DK	1	.1	.1	100.0
Total	822	100.0	100.0	



**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q14. How important or unimportant is it to learn each of the following skills and abilities in college?**  
**Communicating orally**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	656	79.7	79.7	79.7
Somewhat important	155	18.9	18.9	98.6
Somewhat unimportant	7	.8	.8	99.5
Very unimportant	4	.4	.4	99.9
NOT SURE/DK	1	.1	.1	100.0
Total	822	100.0	100.0	

**Q15. How important or unimportant is it to learn each of the following skills and abilities in college?**  
**Writing clearly**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	662	80.5	80.5	80.5
Somewhat important	149	18.1	18.1	98.6
Somewhat unimportant	6	.8	.8	99.3
Very unimportant	4	.5	.5	99.8
NOT SURE/DK	2	.2	.2	100.0
Total	822	100.0	100.0	

**Q16. How important or unimportant is it to learn each of the following skills and abilities in college?**  
**Problem solving**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	675	82.1	82.1	82.1
Somewhat important	137	16.7	16.7	98.8
Somewhat unimportant	5	.6	.6	99.4
Very unimportant	4	.5	.5	99.9
NOT SURE/DK	1	.1	.1	100.0
Total	822	100.0	100.0	

**Appendix III: College Value Polland Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q17. How important or unimportant is it to learn each of the following skills and abilities in college? Leadership**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	436	53.0	53.0	53.0
Somewhat important	355	43.2	43.2	96.2
Somewhat unimportant	24	3.0	3.0	99.2
Very unimportant	5	.6	.6	99.7
NOT SURE/DK	2	.3	.3	100.0
Total	822	100.0	100.0	

**Q18. How important or unimportant is it to learn each of the following skills and abilities in college? Teamwork**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	552	67.1	67.1	67.1
Somewhat important	248	30.1	30.1	97.2
Somewhat unimportant	16	1.9	1.9	99.1
Very unimportant	4	.5	.5	99.6
NOT SURE/DK	3	.4	.4	100.0
Total	822	100.0	100.0	

**Q19. How important or unimportant is it to learn each of the following skills and abilities in college? Working with numbers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	344	41.8	41.8	41.8
Somewhat important	419	51.0	51.0	92.8
Somewhat unimportant	42	5.2	5.2	97.9
Very unimportant	10	1.2	1.2	99.1
NOT SURE/DK	7	.9	.9	100.0
Total	822	100.0	100.0	

**Appendix III: College Value Poll and Graphics**  
***HESIG College Value Poll 2014 - Tables***

**Q20. How important or unimportant is it to learn each of the following skills and abilities in college?  
 Using technology**

	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	642	78.0	78.0	78.0
Somewhat important	156	19.0	19.0	97.0
Somewhat unimportant	14	1.6	1.6	98.7
Very unimportant	3	.4	.4	99.1
NOT SURE/DK	8	.9	.9	100.0
Total	822	100.0	100.0	

**Q21. I'm going to read a list of options for reducing the time it takes to get a college degree. Please  
 select the one that you think is the most important.**

	Frequency	Percent	Valid Percent	Cumulative Percent
More information about program requirements	112	13.6	13.6	13.6
Reduce the number of courses required	100	12.1	12.1	25.7
More information about career and jobs	204	24.8	24.8	50.5
More online courses	76	9.2	9.2	59.7
Or make it easier to transfer credits from another college	277	33.6	33.6	93.3
NOT SURE/DON'T KNOW	51	6.3	6.3	99.6
REFUSE	3	.4	.4	100.0
Total	822	100.0	100.0	

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Tables**

**Q22. Which one of the following statements comes closest to how you feel about how much colleges need to change to increase the value of a college degree:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Colleges must make major changes in educational and business practices.	255	31.0	31.0	31.0
Colleges should make some changes in educational and business practices.	463	56.2	56.2	87.2
Or colleges do not need to make changes in educational and business practices.	79	9.6	9.6	96.8
NOT SURE/DON'T KNOW	25	3.1	3.1	99.9
REFUSE	1	.1	.1	100.0
Total	822	100.0	100.0	

**Q23. Who do you think is most responsible for making changes in educational and business practices that would increase the value of a college degree:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
The colleges alone	87	10.5	11.6	11.6
Colleges working with business	373	45.4	50.2	61.8
Or colleges working with the state and federal governments	258	31.3	34.6	96.5
NOT SURE/DON'T KNOW	26	3.2	3.5	100.0
Total	743	90.4	100.0	
Missing System	79	9.6		
Total	822	100.0		

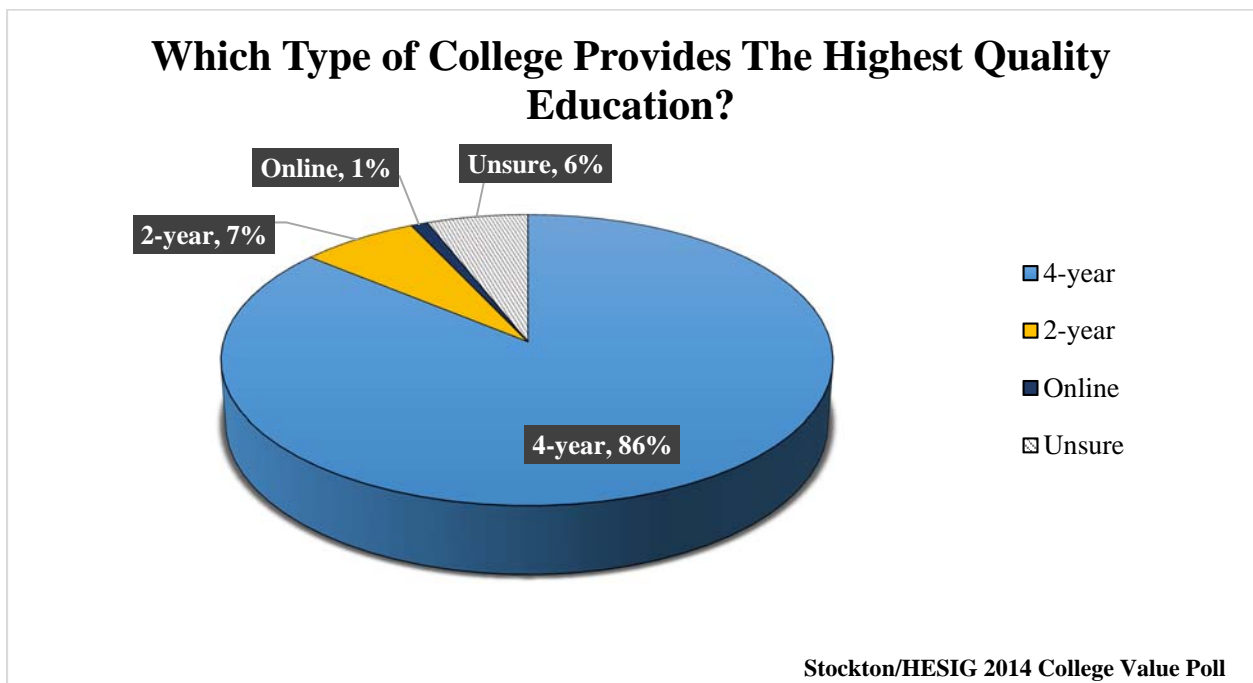
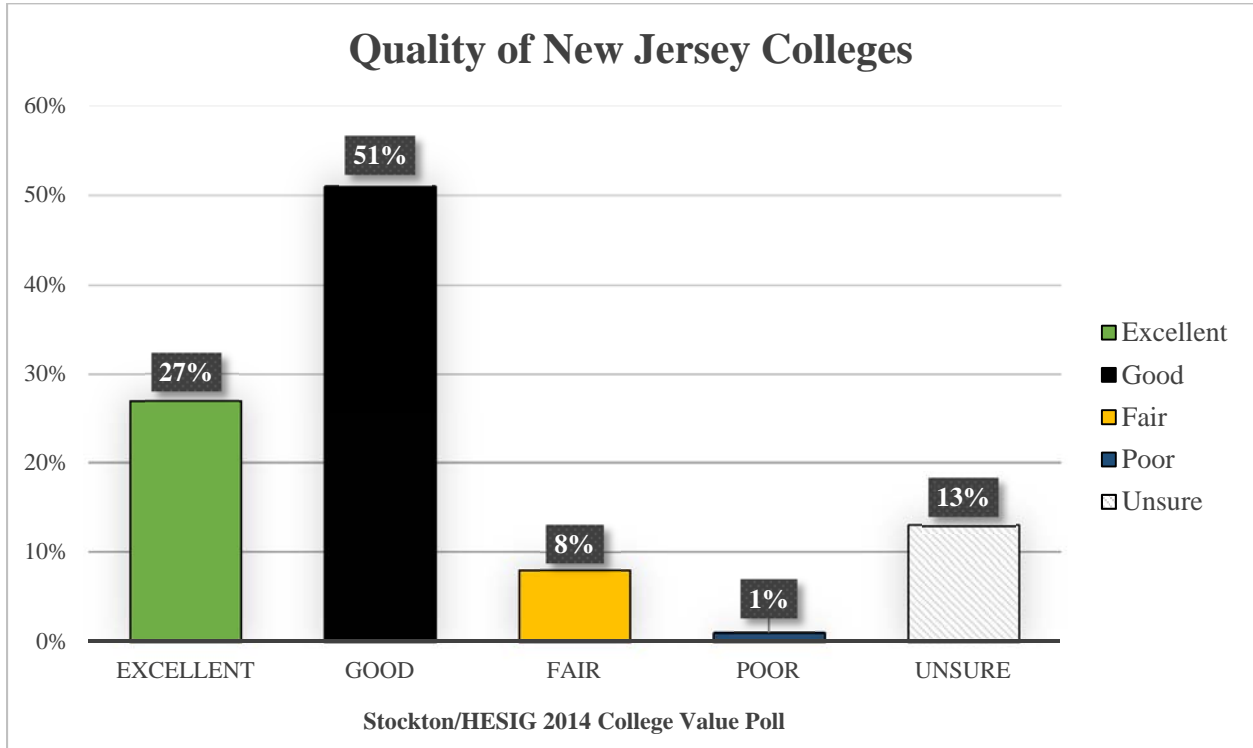
**Appendix III: College Value Poll and Graphics**  
***HESIG College Value Poll 2014 - Tables***

**Q24. Who do you trust more to take responsibility for improving college access, affordability and quality:**

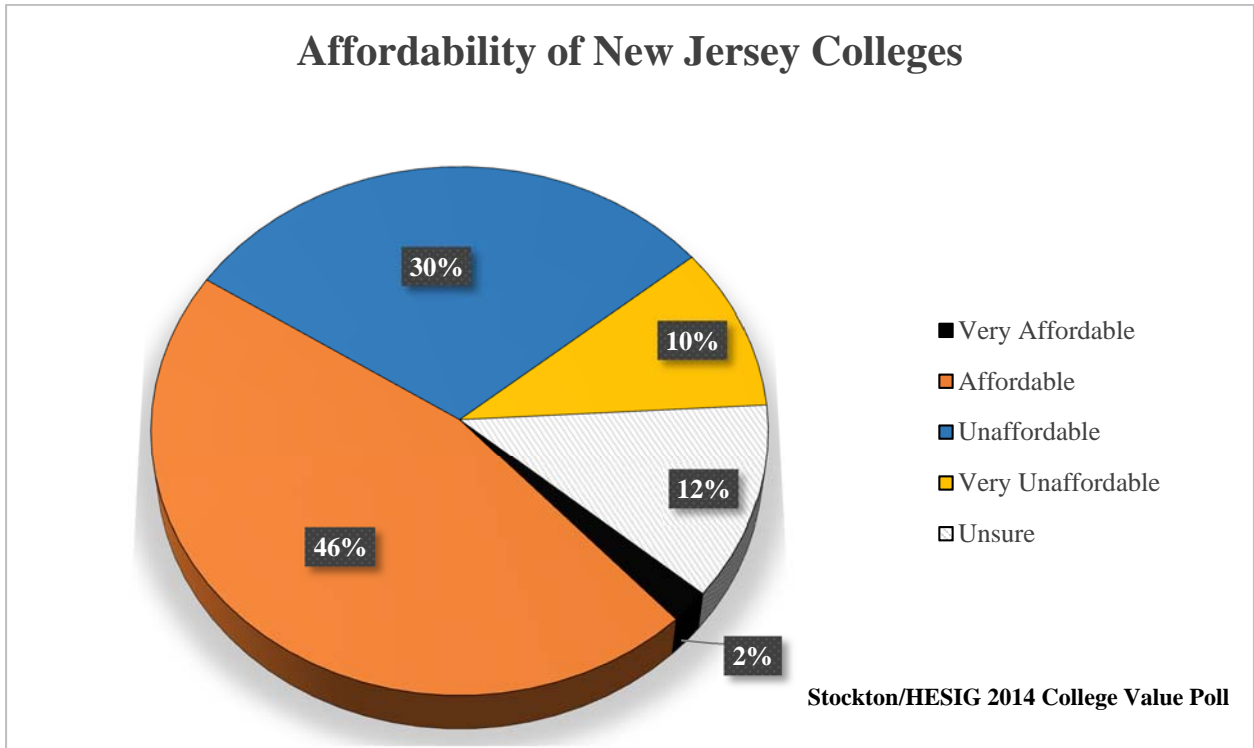
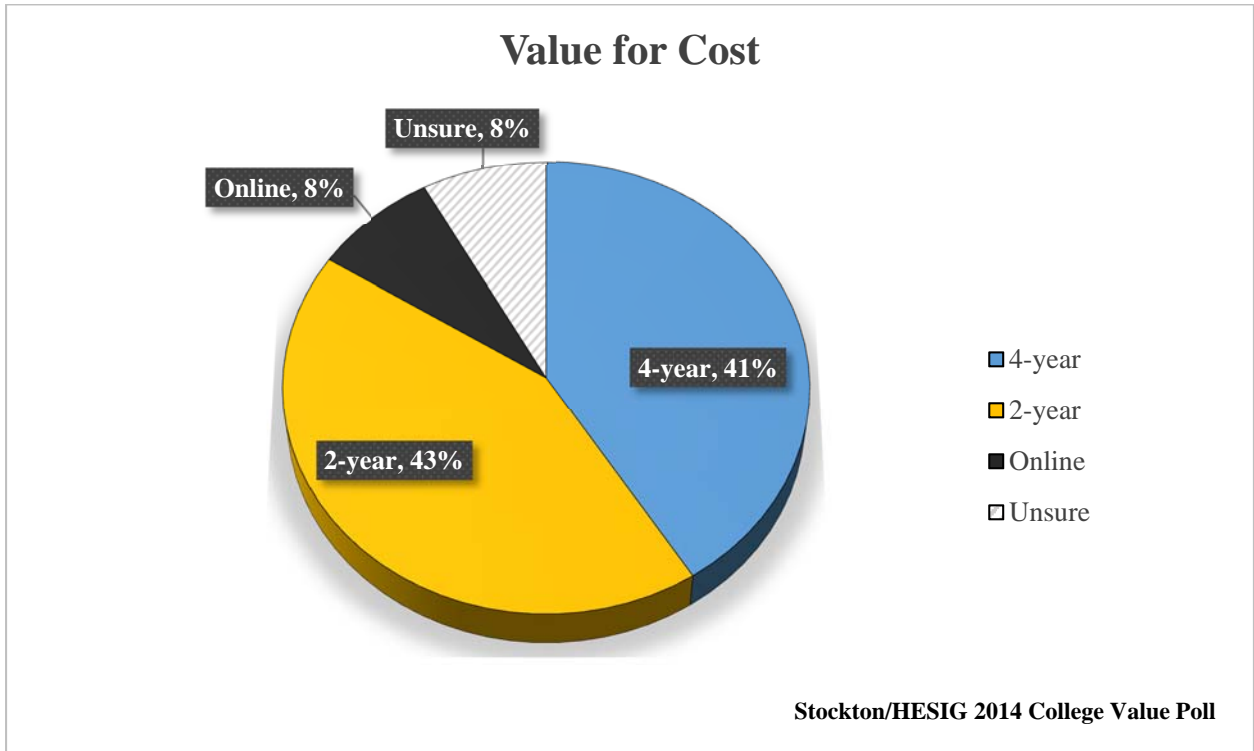
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Nonpartisan boards of trustees and college presidents	434	52.7	52.7	52.7
The governor and state agencies	101	12.3	12.3	65.0
Or the state Legislature?	167	20.3	20.3	85.3
NO ONE	72	8.7	8.7	94.0
NOT SURE/DON'T KNOW	48	5.8	5.8	99.8
REFUSE	2	.2	.2	100.0
Total	822	100.0	100.0	

**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Graphs**

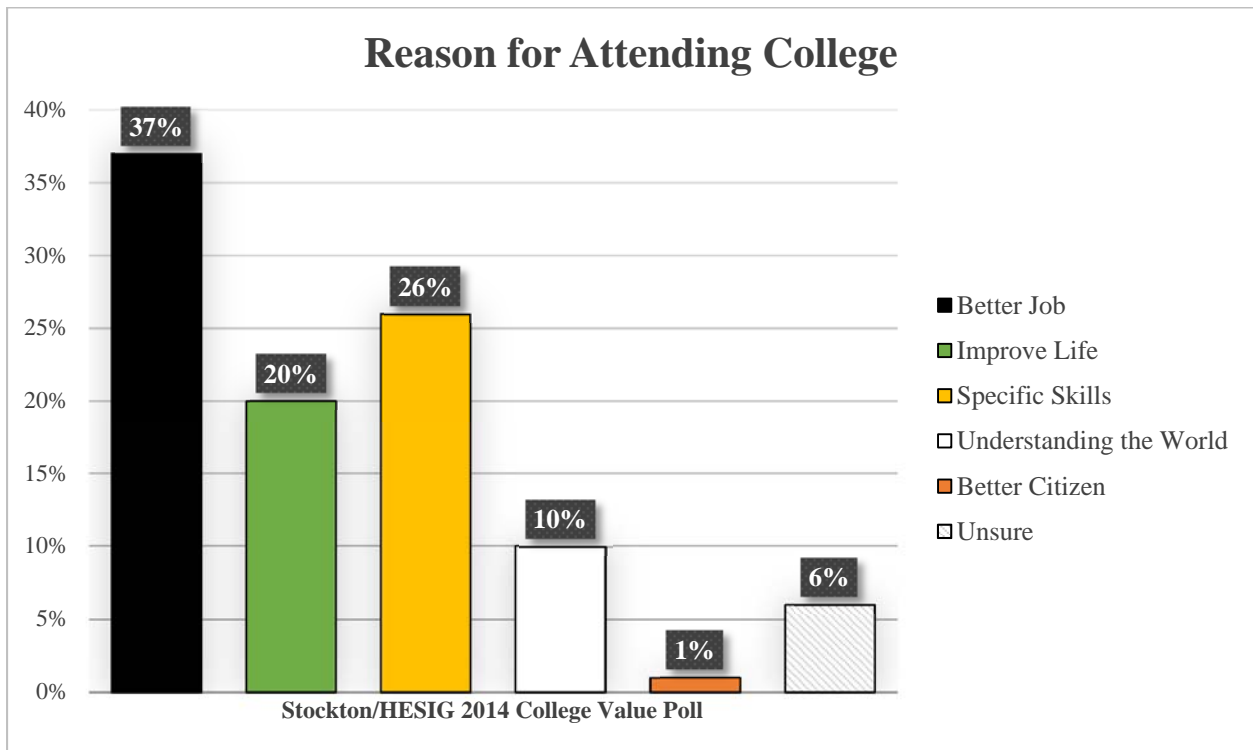
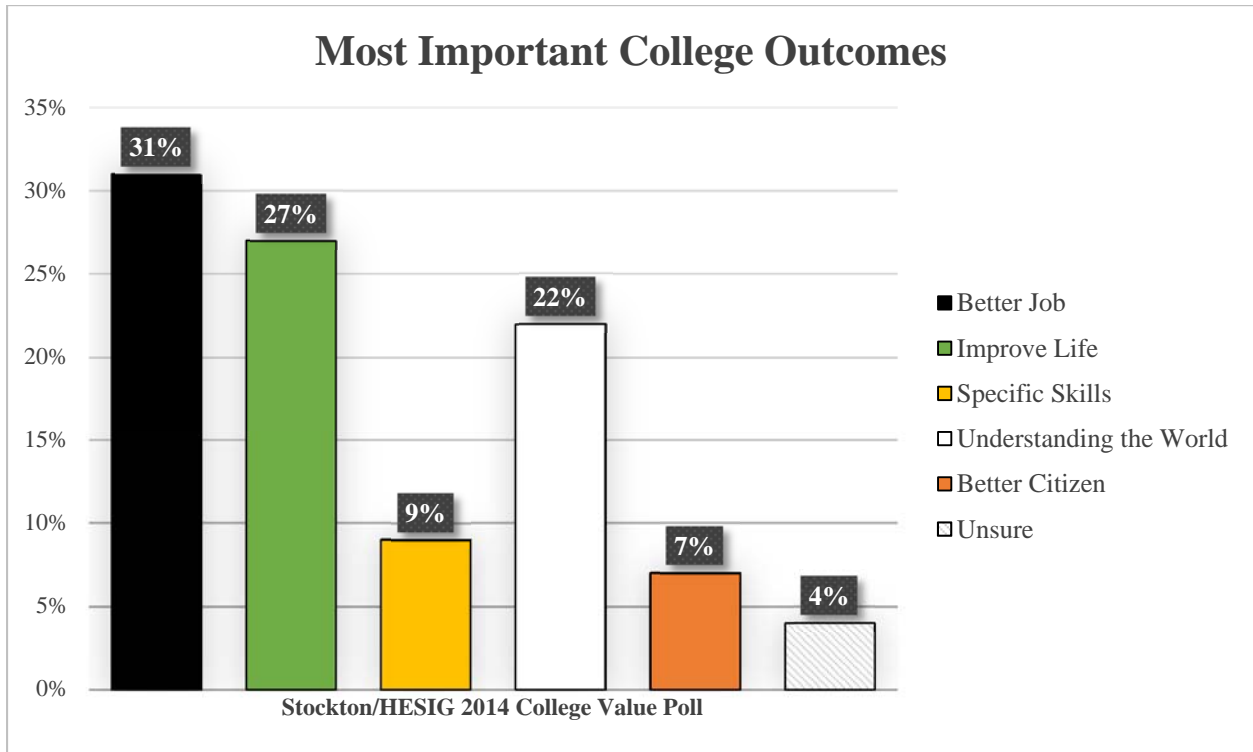
**HESIG statewide 2014 poll – graphs**  
**Stockton Polling Institute**  
**May 13-23, May 27-June 1, 2014**  
**801 completed interviews**



**Appendix III: College Value Poll and Graphics**  
*HESIG College Value Poll 2014 - Graphs*

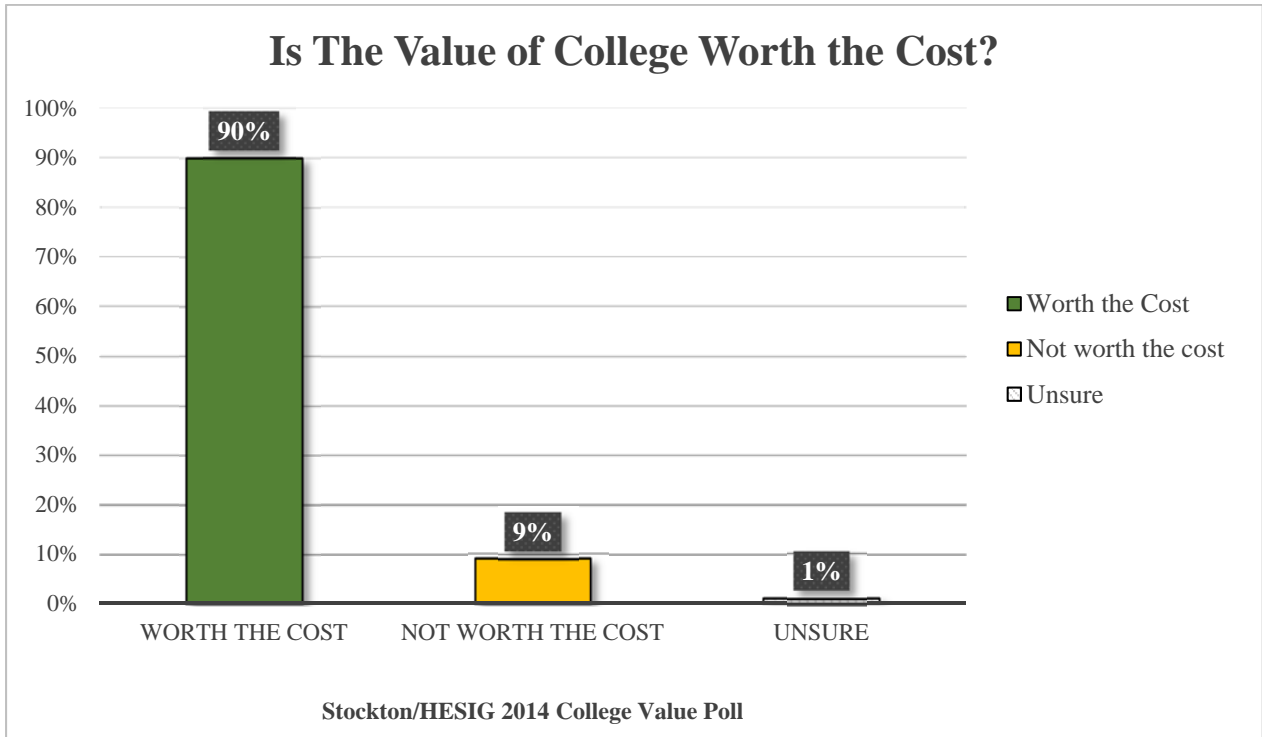
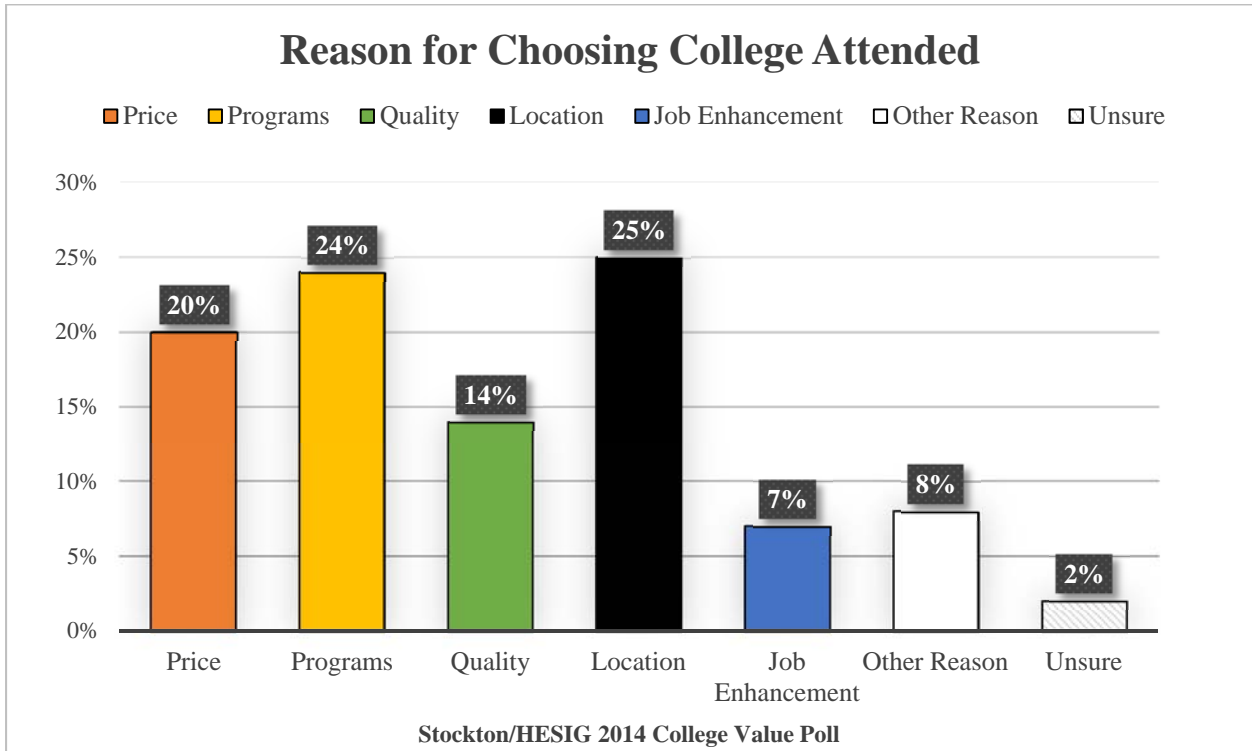


**Appendix III: College Value Poll and Graphics**  
*HESIG College Value Poll 2014 - Graphs*

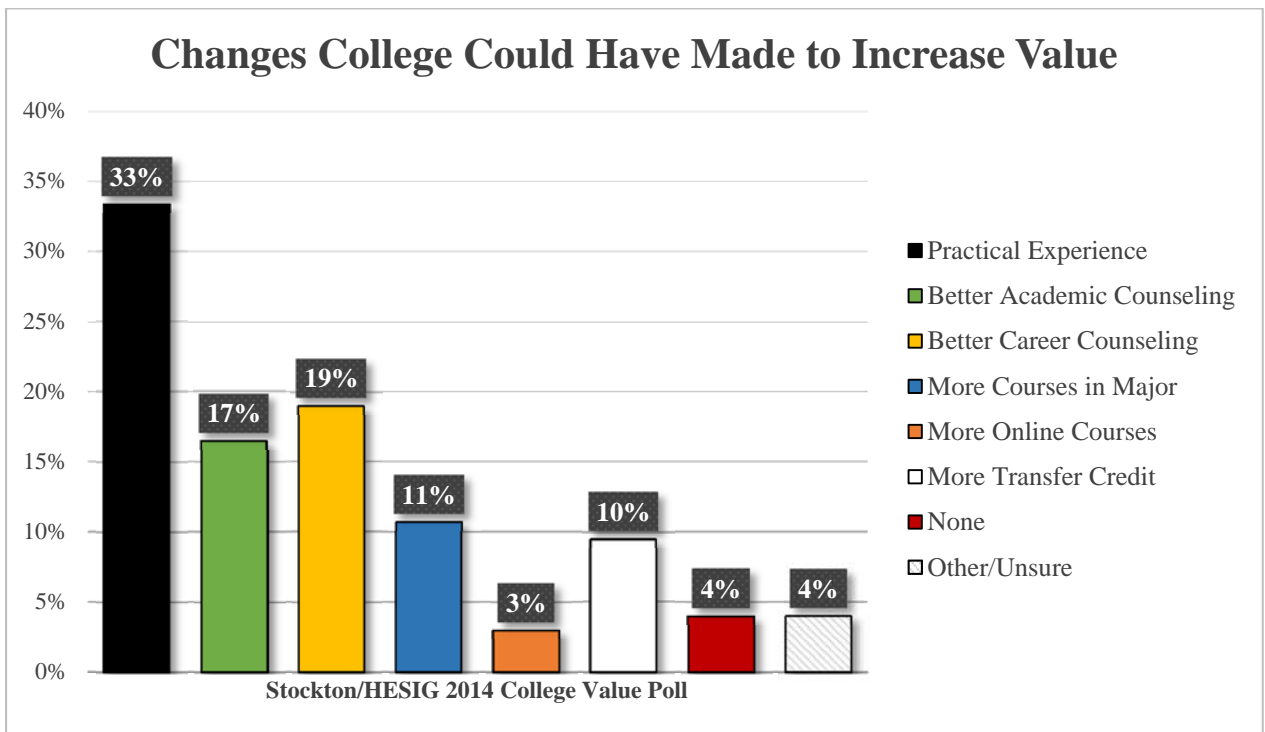
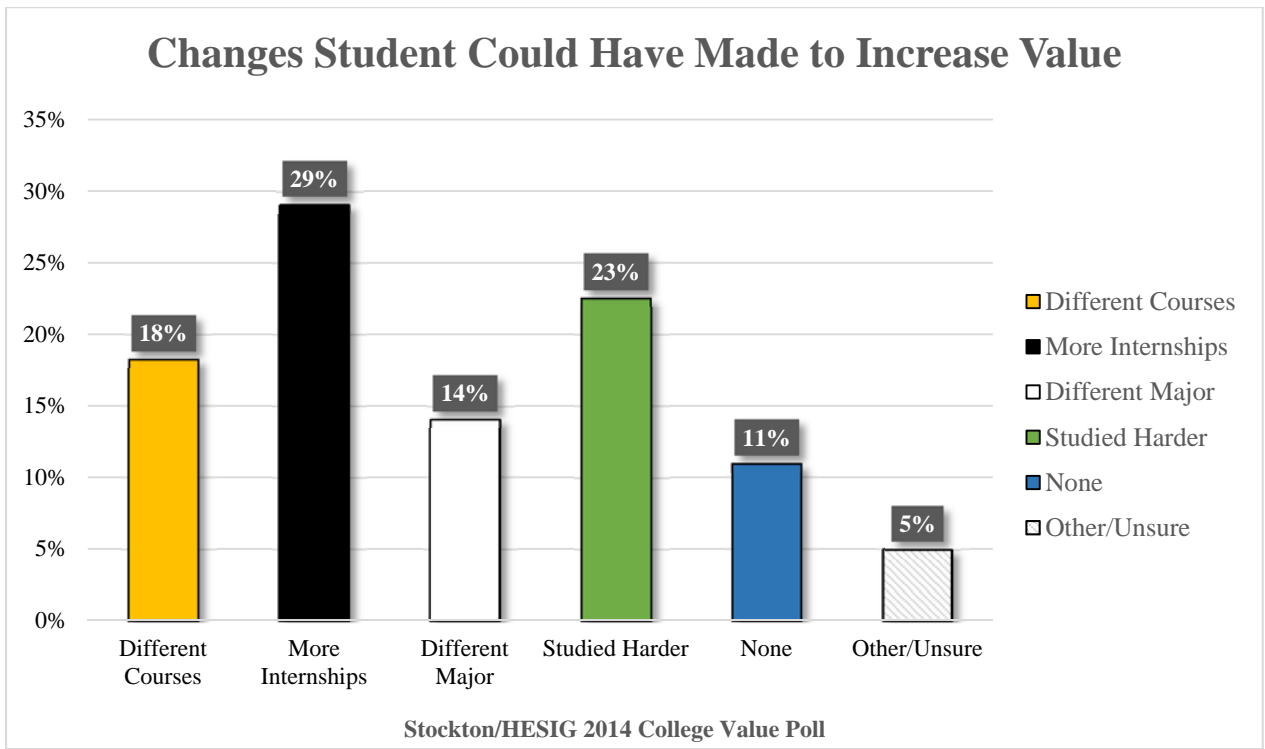




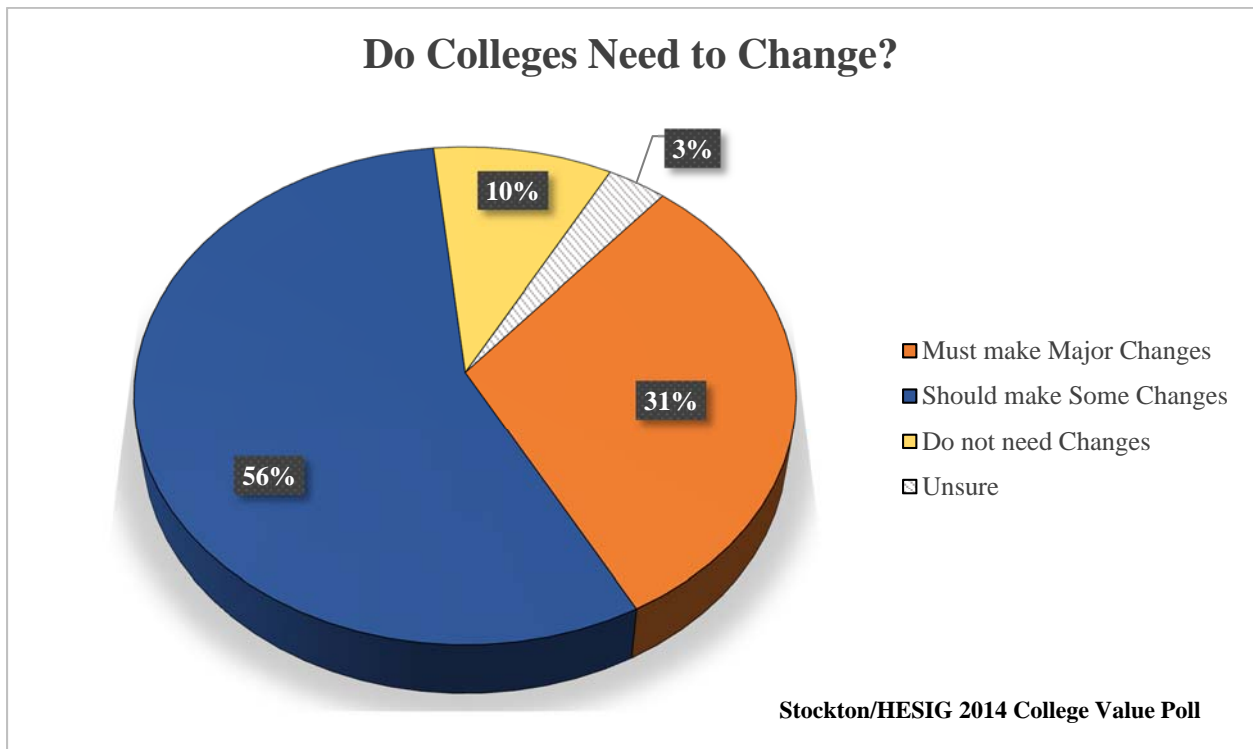
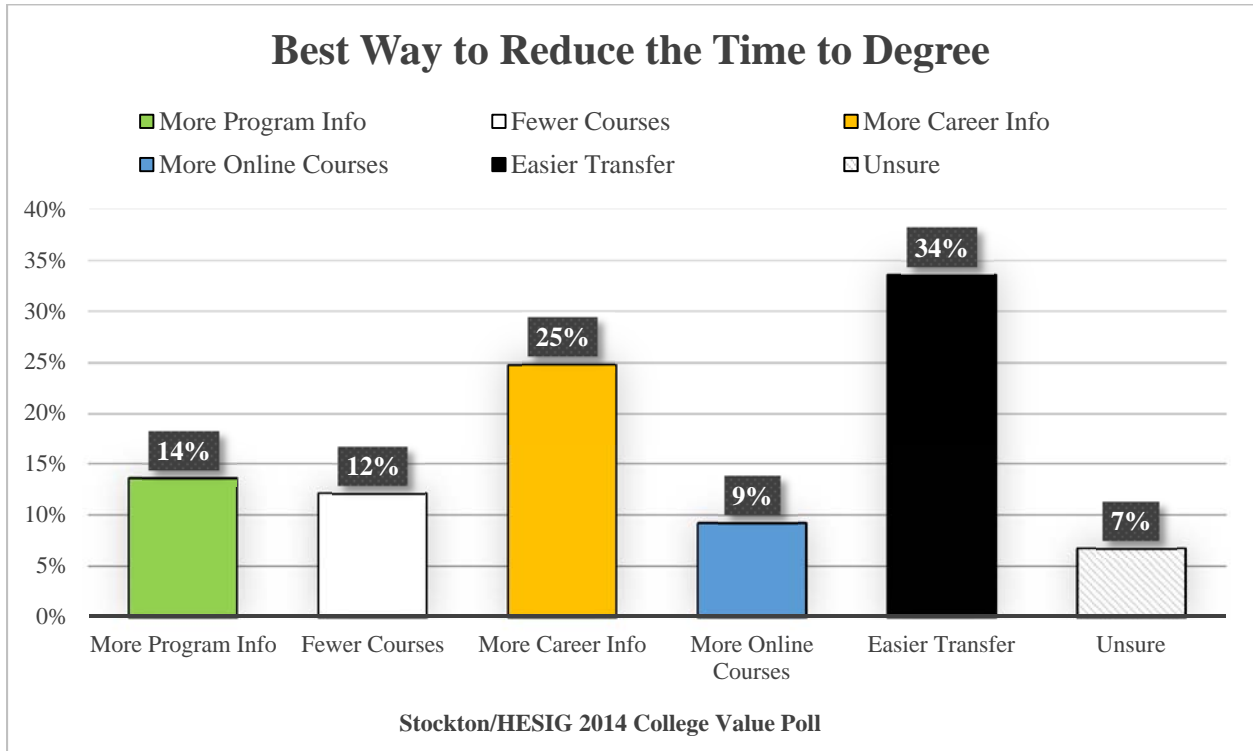
**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Graphs**



**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Graphs**

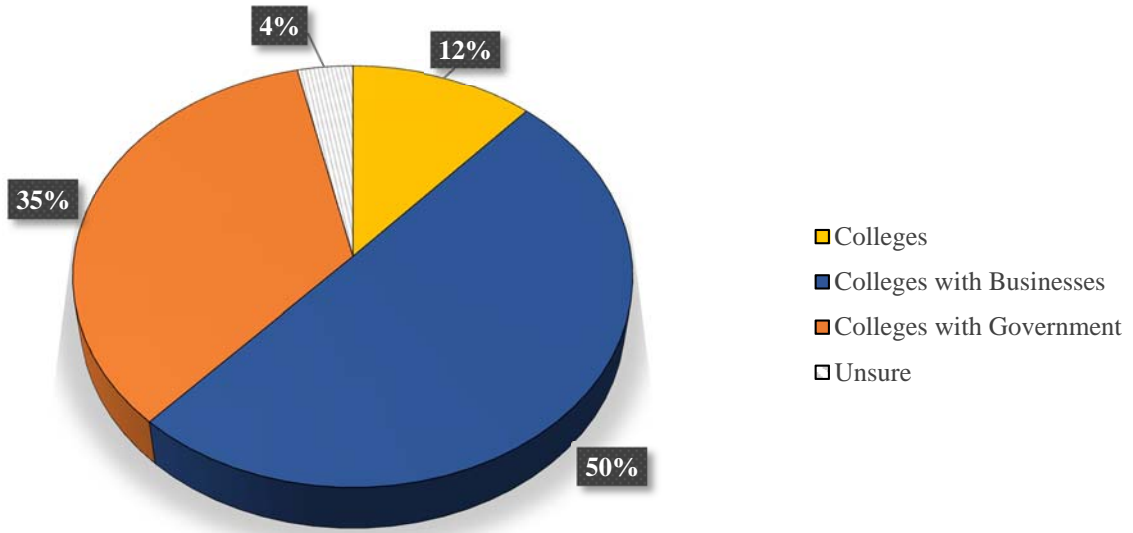


**Appendix III: College Value Poll and Graphics**  
**HESIG College Value Poll 2014 - Graphs**



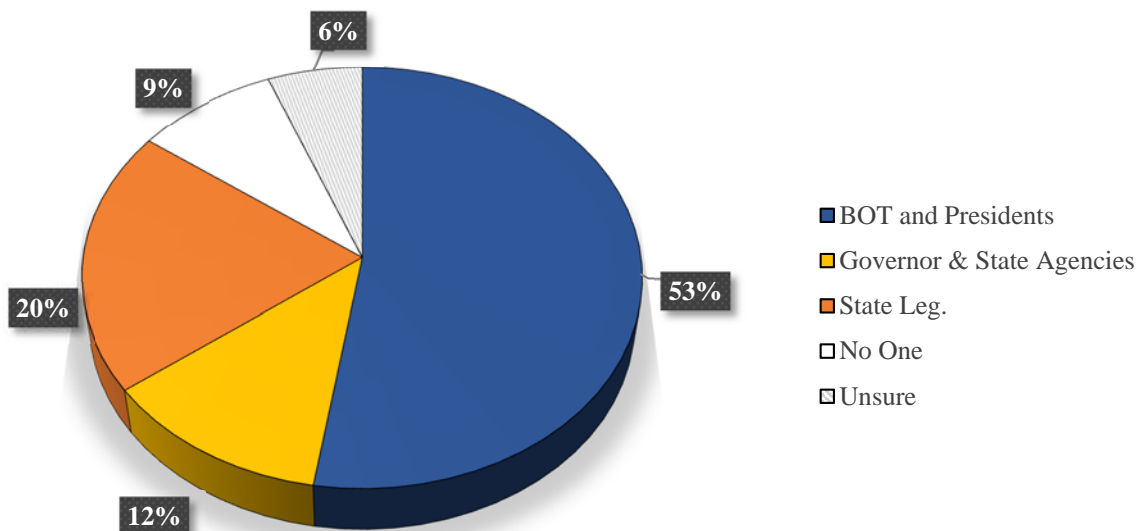
**Appendix III: College Value Poll and Graphics**  
*HESIG College Value Poll 2014 - Graphs*

### Who Is Responsible for Increasing The Value of A College Degree?



Stockton/HESIG 2014 College Value Poll

### Who Do You Trust to Improve College Access, Affordability, and Quality?



Stockton/HESIG 2014 College Value Poll



## Stockton Poll: NJ Residents Say College Is Worth It But Have Ideas for Improvement

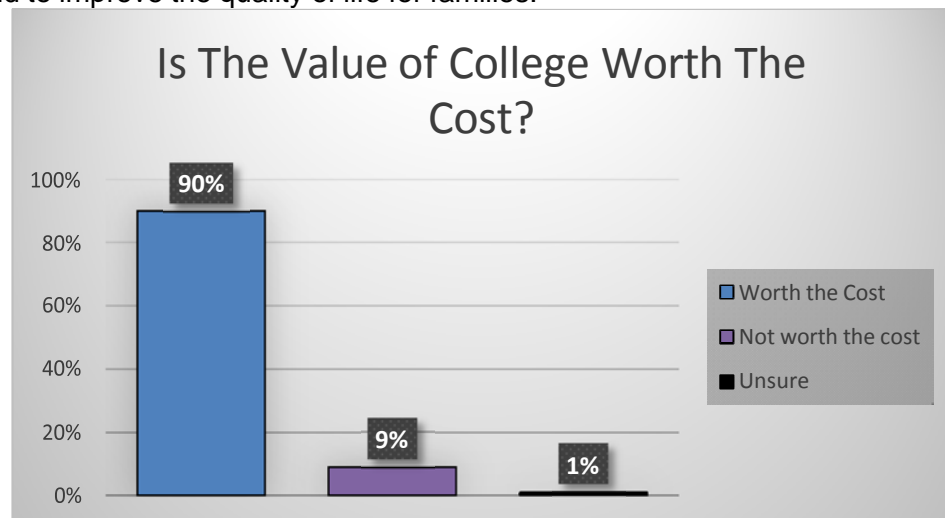
Higher Education Strategic Information and Governance (HESIG) Project

### ***For Immediate Release***

Tuesday, June 10, 2014

**Contact: Maryjane Briant**  
News and Media Relations Director  
Galloway Township, NJ 08205  
Maryjane.Briant@stockton.edu  
(609) 652-4593

**Galloway, NJ** - An overwhelming number - 90 percent - of the New Jersey adults who have attended college say that higher education is worth the cost. Residents link college opportunity directly to the ability to find jobs, develop careers, and to improve the quality of life for families.



Over 800 New Jersey adults were polled for the Higher Education Strategic Information and Governance (HESIG) project ([www.stockton.edu/hughescenter/hesig](http://www.stockton.edu/hughescenter/hesig)) by the Stockton Polling Institute.

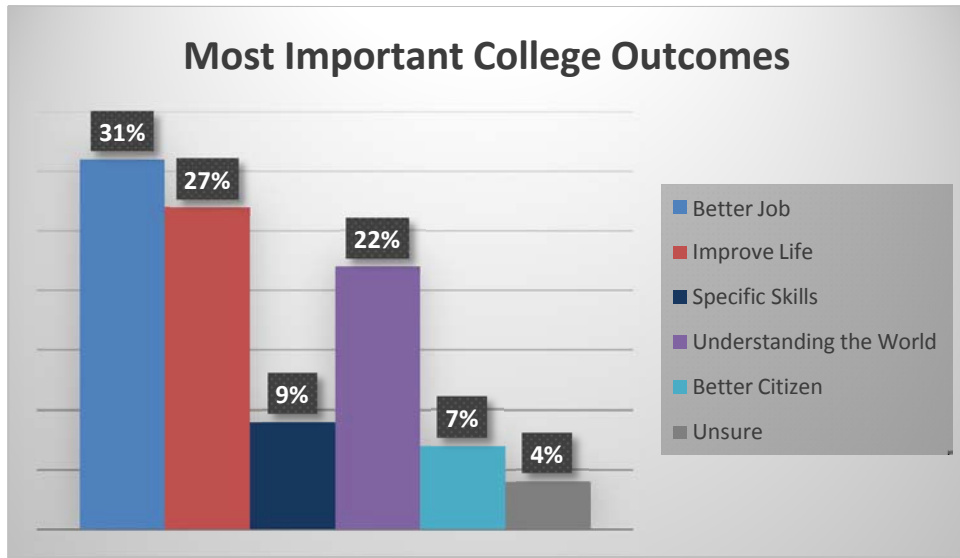
"New Jerseyans see the state's colleges and universities as having high quality, as well as high value, even with their consistent concerns about college affordability," stated

**Appendix IV: Media Coverage**  
*Press Release*

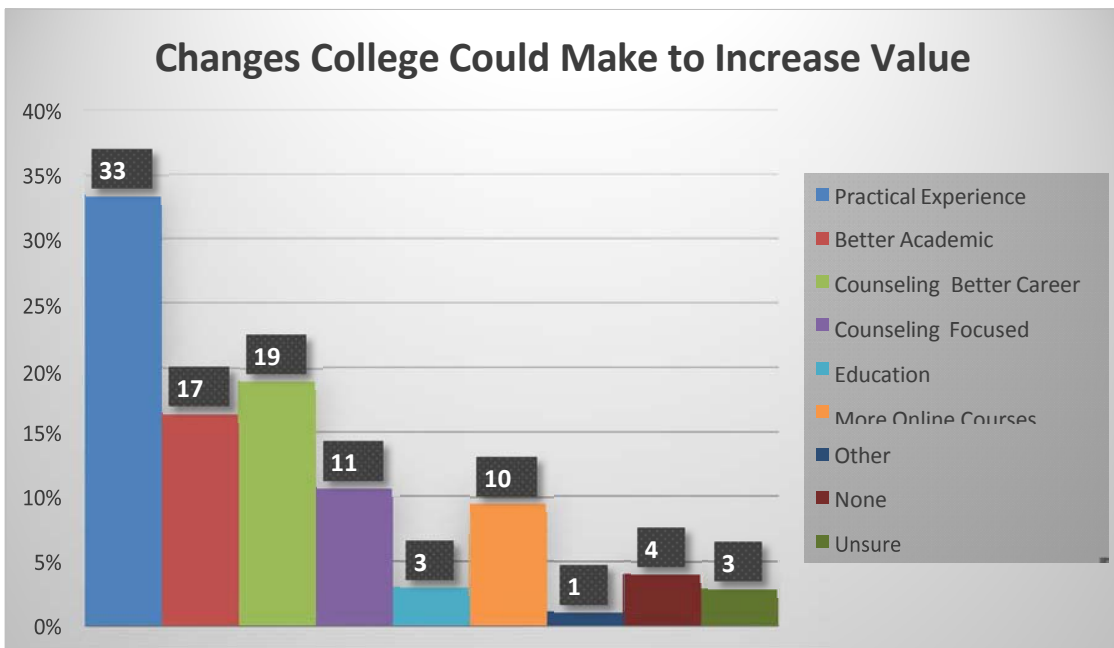
**-continued from page 1-**

Darryl G. Greer, Ph.D., Senior Fellow for Higher Education Strategic Information and Governance.

“However, they have specific ideas about what students and colleges need to do to increase value - principally, to partner with business to create more practical in-college experiences, such as internships,” said Dr. Greer.



“This study gives our citizens, and policy makers, significant positive feedback and hope for the future of college opportunity in the Garden State. It confirms prior Stockton research, and recent national studies by Pew, Gallup and others, that citizens view college opportunity as key to individual prosperity. And it gives us a deeper understanding of what needs to be done to make college more valuable in serving individual and state needs,” explained Dr. Greer.



## Appendix IV: Media Coverage

### *Press Release*

*-continued from page 2-*

#### **Some poll highlights include:**

- Quality: 77 percent say NJ colleges are good or excellent; 86 percent say four-year colleges are seen as having the highest quality, contrasted to two-year and online colleges.
- Value: 90 percent of those who attended college find that the value of college is worth the cost. Top college outcomes include: getting a better job (31 percent) and improving the quality of life (27 percent).
- Best way to increase college value: respondents' top answers were for colleges to provide more practical experiences, such as internships (33 percent); and for students to find more work and internship experiences (29 percent).
- Top responses for helping to reduce time to finish a degree include: easier credit transfer (34 percent), and more information about jobs and careers (25 percent).
- Need for change: 87 percent say that major or some change is needed in the way colleges do business, to increase value.
- Who should be responsible for changes: 50 percent of respondents say that colleges working with businesses should take responsibility for change in practices to increase value, favored over colleges in partnership with government (35 percent), or colleges alone (12 percent).
- Most important skills: problem solving (82 percent); writing (81 percent); and communicating (80 percent); are viewed as among the most important skills and abilities gained from college.
- Reason for choosing a college: location (25 percent); program offering (24 percent); price (20 percent); and quality (14 percent); were cited in order of influence on the decision to choose a particular college.

“This study confirms advice from two executive roundtables held earlier this year at Stockton and New Jersey City University, and tells us that we are on the right track in New Jersey, in listening to the public and serving educational and state needs,” said Stockton College President Herman Saatkamp. “Citizens and business leaders are very clear on skills needed to compete and prosper in the 21<sup>st</sup> century. Creating more academic partnerships with schools and community colleges, and more practice-oriented experiences with business, will be the key to success on greater college access, affordability and completion.”

The poll reinforced the importance of higher order skills and abilities, as valued outcomes of a college experience. Stockton faculty has gained national attention in defining 10 “College Essential Learning Outcomes (ELO's),” including communications, critical thinking, ethical and quantitative reasoning, global awareness, and teamwork/collaboration.

Dr. Greer indicated that next steps will include making specific policy recommendations to colleges, Trenton policy makers, and business leaders about achieving the goals of greater college access, affordability, and completion, especially for New Jersey’s emerging population; as well as increasing the state’s participation in the national discussion of these issues.

## **Appendix IV: Media Coverage**

### ***Press Release***

***-continued from page 3-***

The Educational Testing Service (ETS) Center for Advocacy and Philanthropy ([www.ets.org](http://www.ets.org)) provided grant support of the roundtables and the poll, as part of “Finding Solutions, Building Public Trust in An Era of Change.”

### **Methodology**

Interviews were conducted at the William J. Hughes Center for Public Policy’s Stockton Polling Institute ([www.stockton.edu/hughescenter](http://www.stockton.edu/hughescenter)) by live interviewers calling from the Stockton College campus. The poll was conducted with 801 adults in New Jersey. Calls were fielded from May 14-23, 2014 and from May 27-June 1, 2014. Interviewers called both land lines and cell phones. All prospective respondent households in the source telephone list have the same chance of joining the sample because of random selection. The survey has a margin of error (MOE) of +/- 3.5 percent at a 95 percent confidence level. MOE is higher for subsets. Data are weighted based on United States Census Bureau demographics for the New Jersey population.

### **About Higher Education and Strategic Information Governance (HESIG)**

The mission of HESIG ([www.stockton.edu/hughescenter/hesig](http://www.stockton.edu/hughescenter/hesig)) is to serve as an agent for constructive higher education policy change, aligned with a public agenda to serve the public good. Guiding principles include: enhancing college access, affordability, college completion, accountability and public trust. HESIG collects, analyzes, evaluates and disseminates objective, timely empirical information and governance best practices.

### **About the Hughes Center**

The William J. Hughes Center for Public Policy ([www.stockton.edu/hughescenter](http://www.stockton.edu/hughescenter)) at The Richard Stockton College of New Jersey serves as a catalyst for research, analysis and innovative policy solutions on the economic, social and cultural issues facing New Jersey, and is also the home of the Stockton Polling Institute. The Center is named for William J. Hughes, whose distinguished career includes service in the U.S. House of Representatives, Ambassador to Panama and as a Distinguished Visiting Professor at Stockton College. The Hughes Center can be followed on Twitter @hughescenter and found on Facebook at <http://www.facebook.com/Hughes.Center.Stockton.College>. The Hughes Center blog can be found at [blogs.stockton.edu/policyhues](http://blogs.stockton.edu/policyhues).

# # #



## Appendix IV: Media Coverage

### *OpEd*



### **Opinion: New Jerseyans have ideas on how to make good college value even better**

TCNJ Grad.JPG

Recent graduates cheer after the turning of the tassel ceremony during The College of New Jersey commencement last month. (*Kristen Vaughn for The Times of Trenton*)

**Times of Trenton guest opinion column** By **Times of Trenton guest opinion column**

on June 20, 2014 at 6:49 AM

#### **By Darryl Greer**

A Stockton College Polling Institute survey of New Jersey residents brings a ray of hope that can help students get more bang for the buck by earning a college degree. Completing college faster, with more valuable skills to prepare them for good jobs, careers and a better life, were identified in the poll as the topmost desirable outcomes of attending college.

Specifically, the May-June poll, administered for the Higher Education Strategic Information and Governance (HESIG) project of Stockton and supported by the Educational Testing Service (ETS) Center for Advocacy and Philanthropy and the William J. Hughes Center for Public Policy, found that approximately three-fourths of residents think that New Jersey colleges provide excellent or good education; and 90 percent of those who have had some college experience value college as worth the cost, despite continuing concern about college affordability.

These new findings, together with Stockton's 2013 HESIG poll on college affordability and completion, other New Jersey studies and recent comprehensive national research by Pew, Gallup and Northeastern University, lead to some concrete policy recommendations for reform to increase college opportunity, affordability, degree completion and value.

Citizens clearly recognize that they have a stake in making college worthwhile. For example, the Stockton poll indicates that residents accept the need to make better academic choices and to study harder as a way to increase college value. They indicate, too, that they need to seek out more work-related experiences linked to academic studies while in college, such as internships.

## Appendix IV: Media Coverage

### *OpEd*

A very positive message is that citizens and business leaders are on the same page regarding the need for more practical, hands-on experiences and important skills and abilities gained from a college education.

Among eight skills and abilities poll respondents could choose from as “very important,” those cited by four out of five residents were writing, communicating and problem solving — also the top skills cited by New Jersey business leaders in focus groups held at Stockton College and New Jersey City University.

Some of the survey’s significant insights for change are directed at colleges and universities. While colleges are viewed as high in quality and value, 86 percent of residents polled say that colleges need to change educational and financial practices “a lot” or “some,” to provide better value. Some of the needed changes include:

- more practical, work-related experiences while in college, tied to job and career prospects;
- better academic and career counseling to help students make better choices;
- easier transfer of credits to reduce time to graduation and cost, and
- more content courses in the major to strengthen critical academic skills.

The Stockton findings suggest some important policy changes that would help add to the value of a college degree. These include:

- partnerships with schools to teach subjects and skills needed to succeed in college and the workforce, and college-level credit available at the high school level to help shorten time to complete a degree and reduce cost;
- close cooperation with community colleges to smooth course credit transfer and to build “reverse degree” programs that allow students to complete an associate’s degree at a four-year college after transferring from a community college;
- partnerships with business to help build programs that combine workforce and academic skills and create internships;
- reduction in number of degree credits required for graduation by giving credit for knowledge gained outside of college;
- reformed student financial aid programs to meet the needs of students by type of institution and program of study, rather than a one-size-fits-all approach, in order to help students afford college, and
- a clearly articulated set of specific skills college graduates are expected to master, such as effective writing, speaking and decision-making.

## Appendix IV: Media Coverage

### *OpEd*

Clearly, not everyone has to go to college to have a better life. But global research by the Organization for Economic Co-operation and Development (OECD) shows that citizens who have access to postsecondary education live better lives, as measured by type of jobs, earnings, nutrition, health and family structure. Moreover, as studies of the Georgetown University Center on Education and the Workforce indicate, without a strong national (or New Jersey) policy on workforce development for citizens who don't attend college, postsecondary education becomes by default the most significant way to develop the skills needed to compete and prosper in the 21st century.

Accordingly, under the banner of "Finding Solutions, Building Public Trust in an Era of Change," Stockton's HESIG program will use citizens' opinions to help guide educators, business leaders and elected officials to achieve strategies to enhance the value of college in the Garden State.

*Darryl G. Greer is senior fellow for higher education strategic information and governance at the William J. Hughes Center for Public Policy at the Richard Stockton College of New Jersey.*



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## Appendix IV: Media Coverage

### *Other Media Coverage*

June 16, 2014

Poll: New Jerseyans Say College Is Worth It

*New Jersey 101.5/92.7 WOBN FM*. David Matthau

<http://tinyurl.com/nnub8ud>

June 15, 2014

New Jersey Study Underscores Importance of State-level College Research

*Diverse: Issues In Higher Education*. Lois Elfman

<http://tinyurl.com/phuy6j8>

June 13, 2014

87%

*NJ Spotlight*. Staff writer

<http://tinyurl.com/pmv8mvv>

June 12, 2014

NJ Colleges Worth The Cost, But Need Big Improvements, Poll Says

*National Association of Student Financial Aid Administrators (NASFAA)*. Staff writer

<http://tinyurl.com/q95my56>

June 12, 2014

NJ Residents Say College is Worth it but Have Ideas for Improvement

*University Business*. Also featured in *The Forked River Gazette*. Stefanie Botelho

<http://tinyurl.com/op9a94p>

June 11, 2014

College Worth the Cost, NJ Residents Say

*The Inquirer/Philly.com*. Susan Snyder

<http://tinyurl.com/pc2nv85>

June 11, 2014

Stockton Poll: College Is Worth It

*NJBiz.com*. Andrew Sheldon

<http://tinyurl.com/pgly7qa>

June 11, 2014

NJ Colleges Worth the Cost, but Need Big Improvements, Poll Says

*Newark Star-Ledger/NJ.com*. Kelly Heyboer

<http://tinyurl.com/pbcoacc>