

APPENDIX



Testimony

before the

NJ College Affordability Study Commission

Wednesday, January 20, 2016

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**Associate Vice President for Student Retention
Rowan University**

Rowan's University's President, Dr. Ali Houshmand, has committed to keeping a Rowan education affordable by never raising tuition and fees more than the rate of inflation. Multiple campus initiatives are designed to further reduce the cost of a Rowan degree and to raise retention and graduation rates. Many students who drop out of college do so with significant student loan debt and thus Rowan University has created a Retention unit within the Division of Strategic Enrollment Management, yielding notable increases in retention and graduation rates.

I: Initiatives Promoting Retention, Graduation, and Reduced Time to Degree

1. Accelerate time to degree: According to Complete College America, one of the most effective ways to reduce the cost of a college degree is to reduce the time to that degree. Computing the cost of each additional year of college must include not only the direct cost of attendance but the lost wages that students do not earn because they are enrolled as students. For four-year public institutions, this figure is estimated to be \$68,153 (\$22,826 for cost of attendance plus \$45,327 for lost wages) (<http://completecollege.org/wp-content/uploads/2014/11/4-Year-Myth.pdf>). For New Jersey state institutions, this figure would be even higher due to our higher cost of attendance.

Rowan has numerous initiatives in place to reduce time to degree:

a. Centralized professional academic advising: Since 2013 Rowan has more than doubled the number of professional advisors on campus and created a centralized umbrella organization to ensure consistent training and professional development as well as consistent protocols and availability. These advisors closely track and regularly communicate with students to ensure timely and accurate registration and to facilitate academic success through providing early intervention and serving as conduits to campus resources.

b. Early alert and intervention: An online retention and communication system, Starfish, enables Rowan faculty, advisors, and other key personnel to communicate with students and each other regarding students at risk, early enough in the term that students' academic performance can be improved. Additionally, an Early Intervention Advisor communicates regularly with students at risk for or already on academic probation to support their return to good academic standing. A major part of this initiative is Academic Reboot, a program which supports students on or at risk of academic probation to teach effective strategies for academic success and also supports free summer coursework for students who successfully complete the Academic Reboot program.

c. Campus messaging regarding "15 to finish." Rowan's tuition policy enables students to take 12-17 credits for one flat rate. Students are encouraged to take an average of 15 credits per semester to graduate in four years. This message is promoted through orientation, email messages, advising meetings, and social media.

d. Promote summer and winter enrollment to maximize the number of credits earned per year: In the past three years (2013-14 to 2015-16), enrollment in Winter session has increased by more than 600% to 905 undergraduate student enrollments and summer has increased by more than 40% to 5171 undergraduate student enrollments. These enrollments add to the total number of credits students earn per academic year to raise on-time graduation rates.

e. Degree in 3, summers free: Three-year degree programs, including free summer courses and housing, will launch in Fall 2016. These programs can reduce the cost of a Rowan degree by 25%.

f. Reformed transfer credit policies maximize transferability of students' previous college-level work and ensure consistency across programs. In addition to the transfer credit protections secured through the Comprehensive Statewide Transfer Credit Agreement ("Lampitt Law"), Rowan University has implemented transfer credit policies that further ensure that students' previous college-level work will be credited to their Rowan degrees. Currently, Rowan requires that 30 credits of a 120-credit Bachelor's degree be earned at Rowan, due to the state-required residency requirement, but does not place any other artificial limits on transfer credits, including no distinction between number of credits accepted from 2- or 4-year institutions and no specified allocation of transfer vs native credits to any specific degree program (except if required by external accreditation or similar requirements). Credits earned through prior learning assessment (including through NJPLAN) are treated in the same manner as any other transfer credit.

g. Developmental Education Reform: As outlined by Complete College America (<http://completecollege.org/>), remedial education is costly and increases the risk of student attrition and time to degree. Rowan University is taking a multipronged approach to reforming developmental education to ensure that students who need it to succeed in college-level work have ready access to quality developmental courses and to minimize remedial coursework for those students who can succeed in college-level courses without it. As one example, in spring 2016, a change to the basic skills math program resulted in many fewer students being required

to complete a noncredit math course prior to entering a college-level course because data showed students could succeed in the college-level course without the remedial course.

2. Achieving the Dream program: This scholarship and support program admits students from underserved populations and provides them with financial and academic support. Students must comply with program requirements which include mandatory attendance at regular workshops and advising sessions and maintaining a 2.75 GPA. First-to-second year retention rates exceed 90% and the first graduating class is expected to yield a 4-year graduation rate exceeding 60-65% (in 2016).

3. Rowan College Partnerships: Through joint programs between Rowan University and Rowan College of Gloucester County (RCGC) or Rowan College of Burlington County (RCBC):

a. Rowan Choice: Students can benefit from the residential college experience and save \$10,000 in their first year. Students matriculate at RCGC and thus pay community college tuition rates, while living on campus at Rowan University for their freshman year. Students transfer seamlessly to the university in their sophomore year.

b. 2+2 and 3+1 programs: Students can complete their first two years at RCGC or RCBC and transfer to Rowan University Bachelor's degree programs for their remaining two years. Curricular alignment and advising enable seamless transfer without loss of credits. In development for launch in Fall 2016 are 3+1 programs for selected degrees, in which students can remain at the RCs for 3 years prior to completing the final year in a Rowan University program, and thus earn a Bachelor's degree for as little as \$25,000. **Discounted degree completion programs:** Students from RCGC and RCBC can complete selected Rowan Bachelor's degrees on site at the RCs or online for a 15% discount.

4. Later-stage retention initiatives in the "Rowan University Completion Toolbox": Although many retention initiatives in higher education focus on the first or second year of college, in fact many students drop out in the later stages of their degree programs. Very often these students have amassed significant debt but did not earn the degree that would create access to the professional careers that would enable them to pay the debt. Rowan's Office of Academic Transition Programs and a Degree Completion Specialist administer later-stage retention initiatives.

a. 90-credit degree audits and 120+ credit checks: Professional academic advisors in the centralized structure carefully track progress toward graduation. Standard practices include outreach to offer students at 90 credits a degree audit so that any problems or gaps can be addressed prior to the expected graduation date. Advisors also review all students who are at or above 120 credits but who have not yet graduated to ensure they have a graduation plan.

b. Bachelor of General Studies Program: Flexible degree programs enable students for whom a traditional degree program is not a viable option to complete a quality degree. Rowan's Bachelor of General Studies Program combines high-quality liberal arts education, career preparation, and a customized academic focus area into a nontraditional degree that has enabled more than 80

students (most often working adults) to complete a Bachelor's degree since the program's inception in Fall 2013.

c. Reenrollment Processes: For students who have stopped out and wish to rematriculate, streamlined processes and policies greatly facilitate student reenrollment. Since reforming Rowan's processes and policies in 2013, applications to reenroll have increased by more than 60%.

d. Project Graduation Quest: Outreach to students who have left Rowan without a degree to invite them to return has shown success in early implementation. In 2011, 410 former students who had left Business majors without degrees were contacted; 58 responded and 10 have since completed Bachelor's degrees, with a few others still progressing. In Fall 2015, we expanded Project Graduation Quest by sending approximately 80 letters to high-credit students who have stopped out to invite them to return; we will continue this on a rolling basis in the future.

7. Affordability Task Force: In January 2016, Rowan created the Affordability Task Force, comprised of campus leaders from advising, financial aid, bursar, residential learning, student life, veteran's affairs, institutional research, and student government. The Affordability Task Force is a working group which will conduct the "Beyond Financial Aid" institutional self-assessment for affordability from the Lumina Foundation (<https://www.luminafoundation.org/beyond-financial-aid>) to document the programs and services Rowan already has in place to support affordability (such as flexible course scheduling and access to free legal services) and will identify gaps in services for which the Task Force can make recommendations. This group will also devise strategies to raise awareness and student usage of Rowan's available services.

II: Improvements in Retention and Graduation rates at Rowan University, 2012-2015:

University-wide collaboration on the above initiatives -- especially among the Divisions of Strategic Enrollment Management, Academic Affairs, and Student Life -- during the past 3 years has yielded notable increases in retention and graduation rates:

Retention rates. Fall 2012 rates compared to Fall 2015, for the general population of students as well as for some underserved populations. All data are for students who entered as first-time full-time freshmen.

	1 st -2 nd year (returned for sophomore year)		1 st -3 rd year (returned for junior year)		1 st -4 th year (returned for senior year)	
	2012	2015	2012	2015	2012	2015
All freshmen	85.9%	88.2%	79.1%	81.6%	73.1%	78.1%
Regular-admit freshmen	86.4%	91.1%	80.7%	83.2%	74.7%	79.8%
First Generation	81.8%	86.7%	74.1%	79.8%	68.5%	73.4%
Pell Eligible	81.6%	86.1%	77.3%	77.8%	69.0%	71.3%

Graduation rates. For the Fall 2008 cohort compared to Fall 2010 cohort, for the general population of students as well as for some underserved populations. All data are for students who entered as first-time full-time freshmen. Note that 4-year graduation rates increased for all populations and that the current 5-year rate for most groups in the 2010 cohort is at or above the 7-year rate for the 2008 cohort.

	Fall 2008 cohort (4 year)	Fall 2010 cohort (4 year)	Fall 2008 cohort now (7 year)	Fall 2010 cohort now (5 year)
All freshmen	40%	48%	65%	67%
Regular-admit freshmen	46%	53%	69%	70%
First Generation	32%	38%	60%	59%
Pell Eligible	26%	37%	53%	57%

Summary

Rowan University has significantly increased its retention and on-time graduation rates during the past three years by restructuring and expanding academic advising, academic policies supporting completion, and other retention and completion initiatives. Our emerging partnerships with the Rowan Colleges (RCGC and RCBC) and our 3-year degree programs will further support retention and timely completion, and thus affordability for a Rowan degree. All initiatives supporting student success must ensure that ALL student groups, particularly underserved populations, are benefitting.

Addendum: Student Testimonials for Project Graduation Quest

Testimonial #1:

I cannot begin to tell you the impact your "degree completion" program has had on my life. I had been wanting to return to Rowan and finish what I started for several years. I procrastinated for myriad reasons, however, I knew I had to get back and soon!

It was beginning to get to the point where I could not stop thinking about returning when I had received a letter in the mail from Dr. Lewis [Department Chair] which asked: "where have you been?" There it was - just what I needed to see!! I immediately contacted you and within a few days of receiving the letter I began the first of only four courses needed for my BS in Marketing.

After many years of attending classes at night, raising a family and working I simply could not give up all that hard work with only four classes to complete. It took a long time and much perseverance, however, the sense of accomplishment for me is absolutely worth it! I talk about this experience and about Rowan often.

I finally graduated in May 2013 and two months later I was promoted to Sales Manager at my company. This promotion opened many doors for me in my career. I am learning how to lead and motivate people and work with high level management. Additionally, I have decided to pursue my MBA and would not hear of going

anywhere else for it except Rowan! I have just begun my fourth graduate course and I plan on pushing forward - not stopping and always looking back with gratitude for that wonderful and very timely letter from Dr. Lewis.

Testimonial #2:

The Project Graduation Program has saved my career and improved my life in multiple ways. In 2006, I was able to walk at graduation even though I was barely under the minimum grade point average for my major. I had to make up the points within a couple semesters of the time that I walked in order to receive my degree.

College was a roller coaster for me and by the time I realized what it took to succeed, my grades were unfortunately subpar. My last couple years of school after jumping from major to major, I had gotten back on track and was determined to become an accountant. I have accrued so much in student loan debt that the school could be named after me. It is like the saying goes, "If I knew then what I know now," I would have graduated with flying colors. After walking, I regretfully procrastinated in trying to get my degree. I got a job at an accounting office which I worked at for five years. Even though I performed great work and had gotten the trust from my clients in handling their paperwork, in the back of my mind I considered myself a fraud because I did not have my accounting degree. I also could not take the test to receive my CPA. I was flooded with so much anxiety that I could not even look at anything from Rowan University because it brought a tear to my eye since I had felt that I was a failure. So finally, in 2013, I contacted Rowan University to try to finish up my requirements. Since I waited so long after walking at my graduation, I was told that I would have to reapply to Rowan University. I was discouraged. It was very shortly after that Karen Siefring sent me an e-mail telling me about a project that had begun that I would qualify for. I met with her and she welcomed me with open arms. She made it so easy for me to figure out what needed to be done. I was set up with the class I needed to raise my GPA to the level it needed to be at to pass my requirements. I gave everything I had in not just passing the class, but receiving an A overall.

Project Graduation has helped give me the confidence I needed to continue pursuing my career and now I have rightfully earned the significant piece of paper from Rowan University that shows that I have the credentials in being a successful accountant. Since then, I have started my own accounting business and now have well over 300 clients. I have a smile on my face and a degree on the wall. If it wasn't for Karen Siefring and the Project Graduation Program, I would not be where I am today. I owe my life for this program and I hope that it gets the praise that it rightfully deserves.

January 20, 2016 Senate Curriculum Hearing

Location: Rowan University

Student: Jeffrey Eker Jr. (Class of 2016)

E: ekerj53@students.rowan.edu

C: (856) 535-5675

Major: Electrical and Computer Engineering

Minor: German Studies

Introduction and Biography:

Asked to speak to college affordability – specifically with regard to internships and their effect on the college experience.

Relevant Internship Experience:

- Naval Surface Warfare Center, Carderock Division (Summer 2011 & 2012)
- L-3 Communications / SPD Electrical Systems (Summer 2013)
- Lockheed Martin Space Systems Company (Summer 2014)
- Rockwell Automation (Summer 2015)

Financial Support:

- Greatly reduced need for loans – provides experience that strengthens scholarship applications
- Educates on full-time income management ahead of entering the workforce

Effects on Academic Success:

- Internships before entering college allowed for understanding of how to adjust workload management to university-level standards
- Provided the drive and perspective to understand the value in professional societies – I have taken on an international role in the Institute of Electrical and Electronics Engineers (IEEE)
- Without need for work-study or part-time work during the semester, there was time to excel and achieve above what is expected

Benefits for Industry:

- 'Try before you buy' is huge for industry, especially how it is implemented with Rowan University Clinics – vastly reduced overhead and no wages as compared to summer internships and full-time positions
- Coursework will only get students entering the workforce halfway there – learning the method of how to efficiently train for applicable position skills during internships saves overhead for industry when students enter the workforce (at higher training costs) after college

Major Takeaways:

- Internships have provided the skills necessary to pursue my startup venture to create CultureCloud. By understanding the 'real world' through internships, I have more greatly recognized the flexibility to achieve I have in college. Through this perspective, I have learned that so long as I dedicate myself to something outside of what is required, I can achieve beyond expectations



Bridging the Gap Program

The Bridging the Gap program operates on the principles of scaling, available capacity, and financial aid awards.

The Program

To be eligible, the student must attain the requirements for admission to Rutgers University–Camden in their chosen academic curriculum for Fall 2016, be a New Jersey resident and a U.S. citizen (or legal permanent U.S. resident), and enroll as a full-time, first-year undergraduate student at Rutgers–Camden. In addition, to be eligible, a student must complete the *2016-17 Free Application for Federal Student Aid (FAFSA)*.

Eligible students who have a household adjusted gross income of between \$0 and \$60,000 will apply their federal financial aid grants (not loans or Federal Work Study awards) and their state grants toward the cost of their tuition and general Campus Fee (not including school fees, lab fees, program fees, course fees, etc.). For any remaining balance beyond the federal and state grants, the student will receive a Rutgers–Camden need-based scholarship for the remaining balance due.

Eligible students who have a household adjusted gross income of between \$60,001 and \$100,000 will apply their federal financial aid grants (not loans or Federal Work Study awards) and their state grants toward the cost of their tuition and general Campus Fee (not including school fees, lab fees, program fees, course fees, etc.). For any remaining balance beyond the federal and state grants, the student will receive a Rutgers–Camden need-based scholarship for 50% of the remaining balance due.

To remain in the program, eligible students must earn 30 credits in an academic year (fall, spring, winter, and summer) and maintain a 2.0 grade-point average for the Rutgers School of Business–Camden and the Rutgers–Camden College of Arts and Sciences and a 2.5 grade-point average for Rutgers School of Nursing–Camden students.

The Scaling, Capacity, and Financial Aid

This analysis is based on information from Fall 2014, when Rutgers University–Camden had 189 students enroll in the \$0 to \$60,000 that would have been eligible for the program. Those 189 students generated \$2,586,087 of tuition and fee revenue. Of that amount, \$2,050,848 was funded by financial aid in the form of federal grants and state grants, 79.3% of the total tuition and fees.

In Fall 2014, Rutgers–Camden has 80 students enroll in the \$60,001 to \$100,000 cohort that would have been eligible for the program. Those 80 students generated \$1,094,640 in tuition and fee revenue. Of that amount, \$167,454 was funded by financial aid in the form of federal grants and state grants, 15.3% of the total tuition and fees.

If this program was operational in Fall 2014, Rutgers–Camden would have given \$535,239 in need-based financial aid to the \$0 to \$60,000 cohort and \$463,593 in need-based financial aid to the \$60,001 to \$100,000 cohort, for a total of \$998,832. Since this tuition and fees WAS paid to Rutgers–Camden in Fall 2014 but with the program will now NOT be paid to Rutgers–Camden, this is an opportunity cost of operating the program.

In Fall 2014, Rutgers–Camden provided Rutgers Tuition Grants (RAG) in the amount of \$294,090 to the \$0 to \$60,000 cohort and provided RAG in the amount of \$94,842 to the \$60,001 to \$100,000 cohort. This \$388,932 in RAG will not be necessary with the Bridging the Gap program and can be redirected to off-set the \$998,832 in opportunity cost or used to provide financial aid support to another cohort of students with unmet financial aid need.

How will Rutgers–Camden generate additional revenue to recover the \$998,832 in opportunity cost?

In Fall 2014, 189 students in the \$0 to \$60,000 cohort enrolled at Rutgers–Camden, and an additional 537 students in the cohort were admitted to Rutgers–Camden but chose not to enroll. There are many reasons why these students could have chosen to apply to Rutgers–Camden, be admitted, but choose not to enroll, but we will assume that some did not choose to enroll because of financial considerations. In addition, 80 students in the \$60,001 to \$100,000 cohort enrolled at Rutgers–Camden, and an additional 228 students in the cohort were admitted to Rutgers–Camden but chose not to enroll.

If the Bridging the Gap program can cause 50% of the eligible students who were admitted but chose not to enroll to enroll, Rutgers–Camden will generate an additional 383 undergraduate students. The additional students in the \$0 to \$60,000 cohort, after the application of financial aid in the form of federal grants and state grants, will generate \$2,913,506 in tuition and fee revenue funded by the financial aid. The additional students in the \$60,001 to \$100,000 cohort, after the application of financial aid in the form of federal grants and state grants, will generate \$631,047 in tuition and fee revenue funded by the financial aid and 50% of the remaining balance. The total additional tuition and fee revenue generated by enrolling 50% of the prospects in the two cohorts is \$3,544,553, which clearly covers the opportunity cost of \$998,832 leaving a net tuition and fee revenue increase of \$2,545,721. (In addition, Rutgers–Camden has available \$388,932 in RAG funds that would have normally been distributed to these students but are now not distributed in the Bridging the Gap program.)

Clearly the revenue in excess of opportunity cost is not “profit.” If the number of first-year students increases from 400 to 800 students, the costs associated with teaching an additional 400 students and servicing an additional 400 students will increase. But not all costs to teaching and servicing students will increase in the first year. It is expected that the additional classes, the addition tutors, the additional orientation costs, etc., will cost about \$500,000 to \$600,000, leaving net revenue in the first year of \$2,000,000.

Does this mean that the model will generate an additional \$2,000,000 per year until the program has been in operation for a full-cycle of four years?

Probably not, since over the entire life-cycle of the program, all of the relevant costs necessary to service the increased number of students will be realized. Therefore, as the model progresses, it will become less efficient in relationship of increased revenues (at less than 100%) to increased costs (at 100%). Rutgers–Camden will need to develop metrics to track the increased enrollments and revenues with the increased costs to ensure that the balance of revenues over expenses is maintained.

What happens when there is no more capacity?

As stated above, as the enrollment continues to grow the Bridging the Gap program will become less efficient and it might be necessary for Rutgers–Camden to control the enrollment growth. Since one of the requirements to be eligible for the program is “to attain the requirements for admission to Rutgers–Camden in their chosen academic curriculum,” Rutgers–Camden can strengthen the academic requirements and limit the pool of available students.

Melanie Willoughby
Chief Government Affairs
Officer

TO: Chairman Frederick Keating, Ed.D. and
New Jersey College Affordability Study Commission

Frank Robinson
Vice President
Grassroots & Government
Affairs

FR: Tyler Seville
Associate Director of Education & Workforce Development

Mary Beaumont
Vice President
Health & Legal Affairs

DATE: January 20, 2016

Sara Bluhm
Vice President
Environment & Energy

RE: *Testimony on an Affordable Post-secondary Education*

Andrew Musick
Director of Taxation &
Economic Development

On behalf of our 20,000 member companies, the New Jersey Business & Industry Association (NJBIA) would like to express our appreciation for the opportunity to testify before the New Jersey College Affordability Study Commission.

Nicol Nicola
Director
Economic Research

As the premier business advocacy organization in the state, we take great pride in helping create a highly educated, highly skilled workforce for our employers and the state of New Jersey. We are committed to bridging the existing skills gap, strengthening New Jersey's workforce pipeline and ensuring students are ready for the world of work when the time comes. We continue to work with workforce trainers, educators and state government to develop some of the best training programs in the state, while also helping shape tomorrow's workforce.

Tyler Seville
Associate Director
Education & Workforce
Development

NJBIA believes an affordable post-secondary education is critical for the state economy. Post-secondary institutions help individuals become more likely to be employed, more productive employees and less likely to demand selected public services. Despite the fact New Jersey already touts a highly credentialed population; employers continue to need skilled employees to compete in our 21st Century global economy.

Michael Wallace
Director
Employment, Labor &
Federal Affairs

According to our 2016 Business Outlook Survey, employers are overwhelmingly looking for job applicants with a post-secondary education, but this does not necessarily mean a Bachelor's degree. While 77 percent of businesses surveyed said they were very or somewhat likely to recruit from a four year college or university, businesses also said they were very or somewhat likely to recruit from a community college and a county vocational school (80 percent and 74 percent, respectively).

It is clear from our perspective, not every New Jersey resident needs to pursue a four year degree immediately after graduating high school to be successful or to find meaningful employment. Therefore we would like to offer four recommendations to be considered:

- Provide more stackable credentials
- Expand competency-based education programs

- Offer more partnerships for dual enrollment
- Encourage more working while learning opportunities

Provide more stackable credentials

Students, their parents and education institutions should consider other credentials outside of a bachelor's degree. Academic and industry recognized certificates, licenses and associate degrees can offer a more affordable first step in pursuing higher education. These credentials may vary based on institution and industry, but are often competency based, offering particular skills leading to employment.

Certificates and licenses are popular in many industries ranging from information technology to manufacturing to plumbing. While many of these credentials are often unknown and unexplored by students, job seekers can graduate anywhere from six months to two years, ready for employment. In fact sometimes less education is worth more. For example a one-year information technology certificate holder can earn up to \$72,000 per year compared with \$54,000 per year for the average Bachelor's degree holder.

Likewise, job seekers interested in furthering their education should be able to build off of this certificate or license. While some post-secondary credentials, like an associate's degree, offer distinct pathways to higher education and careers. Post-secondary credentials, especially industry driven certificates, should be also "stackable," either through career tracks at senior universities or transfer agreements between institutions. In doing so, job seekers would be able to enter the workforce at an accelerated pace while offering them the foundation for additional education if interested.

Expand competency-based education programs

Competency-based models in higher education have also garnered attention, allowing students to obtain credit for what they already know. Unlike a semester long course, competency-based models award proven mastery and student learning rather than time spent in class. Some of these models include Advanced Placement (AP) testing, Portfolio Assessments and the College-Level Examination Program (CLEP) which can typically cover lower level course work found in freshman or sophomore years.

While popular in many of our community colleges, New Jersey is also home to a national leader in competency-based education which other schools could mirror. Thomas Edison State University offers over 33 subject exams for New Jersey residents. The University also offers resources for students taking the competency-based exams, to either help students refresh what they have already learned or support independent learning.

Competency-based education and curricula can also be designed in partnership with employers. A model can be combination of education and employment, where students can be tested on theory and practical application taught in both the classroom and the workplace.

Offer more partnerships for dual enrollment

Dual enrollment programs are another way to reduce redundancy in education and reward student learning. High school students are allowed to earn college credit by taking college courses at post-secondary institutions, their own school district or online. These programs directly reduce the time and the tuition cost to complete an associate's or bachelor's degree and are growing in popularity at many comprehensive and vocational high schools. According to the U.S. Department of Education, dual enrollment programs have shown to increase the chances of high school completion, college enrollment, and degree attainment for students from low-income backgrounds.

In New Jersey, NJBIA worked with the Legislature and Governor Chris Christie to encourage more partnerships with high schools and higher education institutions. Signed into law in December 2014, S-2226/A-3338 (P.L.2014, c.74) require all public colleges and universities to enter into at least one dual enrollment agreement with a comprehensive or vocational school district. We would encourage our over forty colleges and universities in New Jersey to expand their dual enrollment offerings.

Encourage more working while learning opportunities

Finding a meaningful career is often a primary motivation for many going to college, especially to the growing number of students working while pursuing a post-secondary education. However a student's skill set learned while employed during their time at college may not fully support their career goals nor may the education institutions be flexible in supporting the needs of the working student.

Post-secondary institutions could play more of a role connecting students with employers, developing programs that can lead into careers. While encouraging semester-long internships and externships are a good start, institutions working with employers to offer year-round research opportunities and apprenticeship could provide a combination of paid work and real world experience a working student needs. This is especially important for returning adults and those economically disadvantaged who cannot afford the "exposure or exploration model of education" many institutions have to offer.

Many employers also continue to offer tuition assistance programs (TAPs) to help employees complete a credential. While stronger tax incentives could encourage the growth of employer-provided tuition assistance, many employers want to ensure their investment is benefiting the workplace and the pursued education is relevant. In fact, studies have shown, even if an employee leaves after the completion of an education program paid for by employers, businesses will continue to offer TAPs as part of their benefit packages.

As the world's labor markets evolves, New Jersey employers continue to demand for a skilled workforce. The following recommendations cannot only help make a post-secondary education more affordable for students and parents, but help employers receive the workplace ready, educated workforce they need. Once again, thank you for the opportunity to testify and we look forward to the Commission's final report.



Presentation for

COLLEGE AFFORDABILITY

*Public-private partnerships to help
make education affordable.*

www.CollegeWorksUSA.com

The College Affordability Challenge

There are 3 distinct silos, or stages, of financial concern that families and individuals experience regarding the cost of higher education. These are:

1

Pre-Enrollment

- Generally involves parents, from the time their children are very young to just prior to, and during, selection of a college or university.
- Biggest financial concern (next to making ends meet) is **College Tuition**.
- This silo also involves high school students prior to, and during, the selection of a college or university.

2

During College

Very few students know anything about their future debt.

- Generally speaking, students are NOT concerned or worried about their college loans while they are still in school.*
- They ARE concerned about not having “spending money.” Many students lack discretionary money.

*Source: CollegeWorksUSA Focus Groups

3

Post-Graduation

- Students experience **debt sticker shock**.
- The majority of students who graduate with debt are “blindsided” when they get their first payment statement. In fact, **55% of those students do not believe that they are going to be able to pay their loans**.
- And, if their debt is \$40,000 or more, studies show that the debt **affects their entire life**.

The Financial Tipping Point

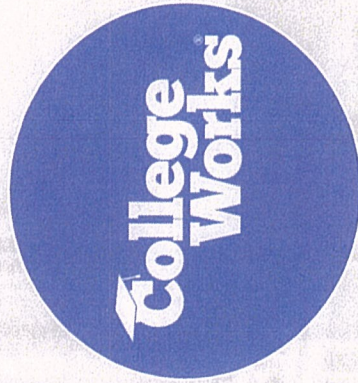


The College Affordability Solution

Earning Social, QuantumCash and CollegeWorks USA provide solutions for each of the 3 distinct silos of financial concern that families and individuals experience regarding higher education.



Online Shopping Portal and Phone App



Distribution Channel to help families save for college and to help college students service debt

Patented Rewards System

The College Affordability Solution

Earning Social and CollegeWorks USA provide solutions for each of the 3 distinct silos of financial concern that families and individuals experience regarding higher education:

1

Pre-Enrollment

- Parents who enroll in **Earning Social** are able to earn cash based on the collective shopping of their entire Earning Social Universe.
- They can invest this money into a **NJ Best 529 Account** and use it for the education of their children.
- Earning Social will attempt to secure sponsors who will add-to the savings amount if the child attends **college in New Jersey**.*

2

During College

- Students and Parents participate in **CollegeWorks USA** Financial Literacy and Life Skills education.
- Students earn discretionary income through Earning Social to cover costs and minimize debt incurred.

*Source: CollegeWorksUSA Focus Groups

3

Post-Graduation

- Earn Cash Flow from Earning Social.
- “Brand Ambassadors” for the 2,000 major retailers who are participating.
- Service Student Debt with additional income from Earning Social.
- Continuing education through CollegeWorks USA for Financial Literacy and Life Skills.

The Financial Tipping Point

The College Affordability Solution

Earning Social and CollegeWorks USA provide solutions for each of the 3 distinct silos of financial concern that families and individuals experience regarding higher education:

1

Pre-Enrollment

- Foundation of **Financial Literacy** education targeted to parents, college students and younger students.
- **CollegeWorks USA** platform to deliver Peak Performance and Life Skills training online.
- **Earning Social** provides a patented platform where Members (parents) are able to earn cash based on the collective shopping of their entire **Earning Social Universe**.
- They can invest this money into a **NJ Best 529 Account** and use it for the education of their children.
- Earning Social will attempt to secure sponsors who will add-to the savings amount if the child attends college in New Jersey.*

Financial
Literacy
Education

CollegeWorks
USA Platform
for Life Skills

Earning Social
Opportunity

NJ Best 529
Plan

QuantumCash
MasterCard
Debit Account



The College Affordability Solution

Earning Social and CollegeWorks USA provide solutions for each of the 3 distinct silos of financial concern that families and individuals experience regarding higher education:

2

During College

- Very few students know anything about their future **debt**.
- Students need **Financial Literacy** and **Life Skills** education. **CollegeWorks USA** seeks to deliver high-quality content with a method to motivate students and parents to participate: pay them.
- In Focus Groups almost all students responded by saying that \$100 or \$200 per month would be terrific, and that **\$500 per month** would “**change their life**.”*
- Through the patented Earning Social and QuantumCash platforms, **CollegeWorks USA** can pay Members for certain activities online like taking a course, shopping with partner merchants and subscribing to benefit programs like ID Theft Protection.
- Given that most students have 400 to 600 contacts in their social network, it is feasible that students can earn this amount on income, based on the **Earning Social Universe**.

The Financial Tipping Point

*Source: CollegeWorksUSA Focus Groups

The College Affordability Solution

Earning Social and CollegeWorks USA provide solutions for each of the 3 distinct silos of financial concern that families and individuals experience regarding higher education:

3

Post-Graduation

- One key to overcoming the student debt crisis is to enable graduates to have **enough extra cash flow** to pay their loans without regard to their job.
- Earning Social has the plan and the vehicle to empower students to earn this income by using social media to be “Brand Ambassadors” for the 2,000 major retailers who are participating.
- We cannot wipe out their debt. However, we can help them **service** their debt.
- **CollegeWorks USA** provides the support, Financial Literacy and Life Skills needed to educate and motivate change.

Financial
Literacy
Education

CollegeWorks
USA Platform
for Life Skills

Earning Social
Opportunity

NJ Best 529
Plan

QuantumCash
MasterCard
Debit Account



Presentation for

COLLEGE AFFORDABILITY

*Public-private partnerships to help
make education affordable.*

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President
CollegeWorks USA
& Earning Social, LLC
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Email: Monica@quantumcash.com

www.CollegeWorksUSA.com

Unique Corporate Sponsorship Opportunity



Help Us Solve One of
America's Most
Pressing Problems

Brought to you by





“At a time when college has never
been more important, it has never
been more expensive.” President Obama

...It Is Now a Crisis

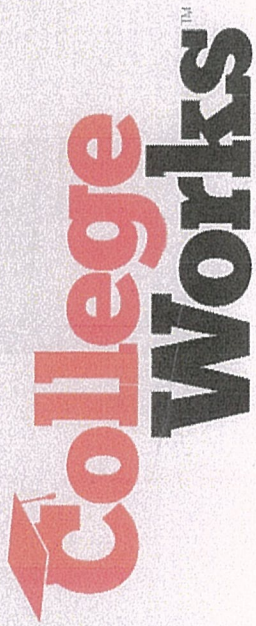
**College
Works**

**40 Million People are in Bondage of
Student Loan Debt**

**Total Student Loan Debt =
\$1.2 Trillion**

**More than the Total Credit Card Debt
of the Entire Country**

\$29,400+
**National Average Student Loan
Balance at Graduation**



Powered by ...



A Means to Address The Cost of Higher Education

A Patented Technology
Produces CASH FLOW to
Students and Families for
their Social Media Marketing



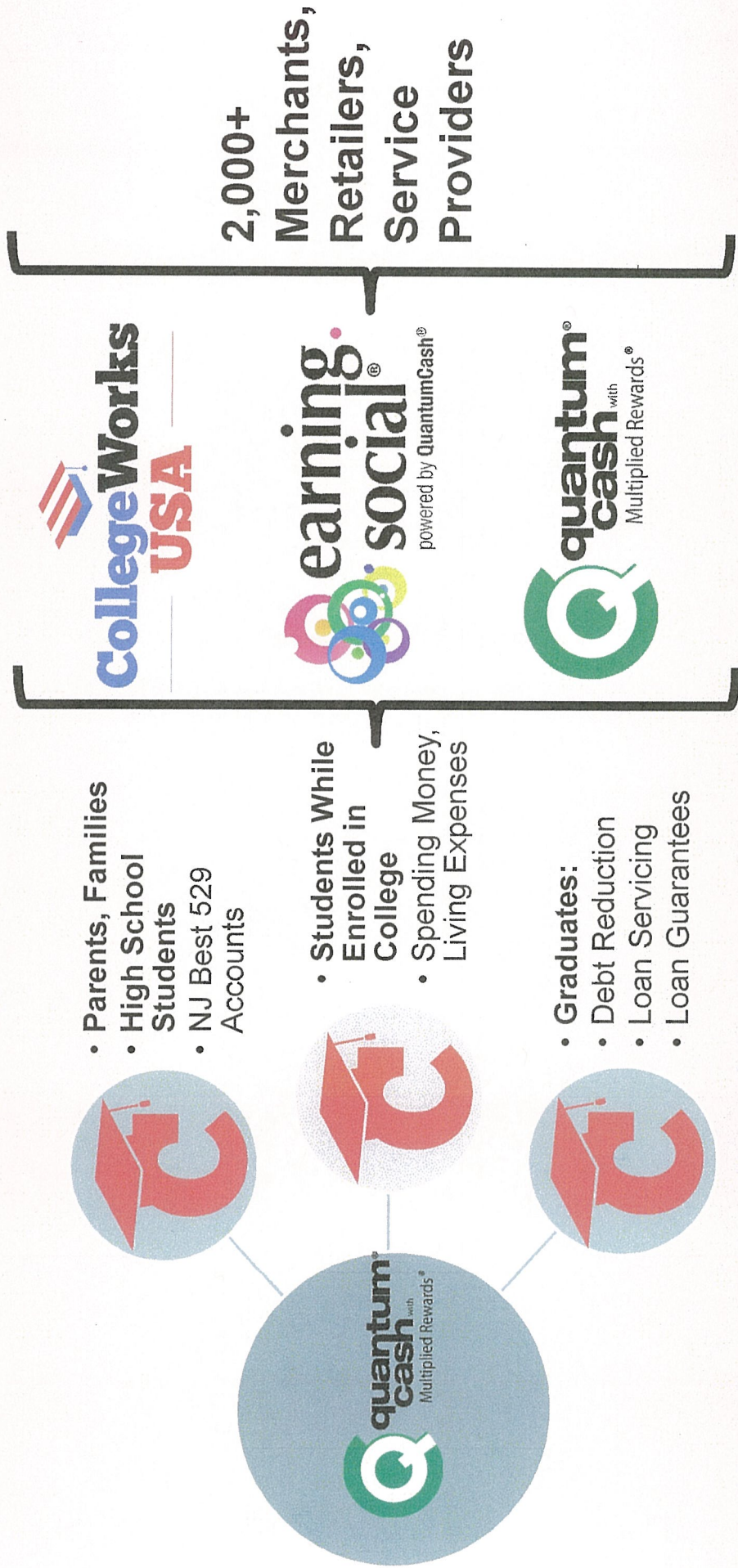
DEBIT CARD TO PAY MEMBERS



PHONE APP SHOWS MEMBER EARNINGS

Assisting Families in All Stages of Higher Ed

Helping to meet the Needs of People at their Time of Need



Each CollegeWorks USA member grows a Social Universe to earn money, using social media to promote e-commerce through Earning Social.

Our Patented System

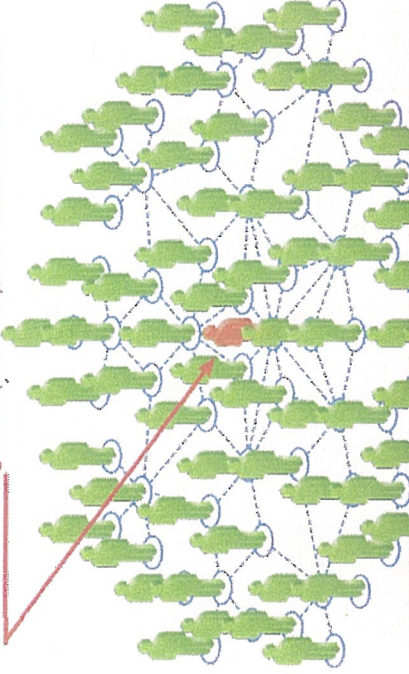



Corporate Advertising Dollars are re-directed to students, graduates, parents and friends based on a Social Universe of shopping volume.

1. Members join CollegeWorksUSA and shop via **Earning Social**® portal
2. Over 2,000 Major Merchants are contributing CASH.
3. Member earn cash based on qualified spending of their entire Social Universe.
4. CASH is loaded on to CollegeWorks debit card or virtual wallet account.
5. Funds are available for Savings, Living Expenses, or Loan Payments (discretionary)

PATENTED TECHNOLOGY PLATFORM

QC Social Universe grows exponentially, like Facebook and Twitter.





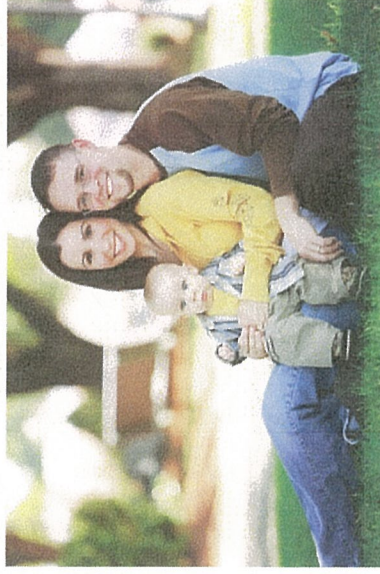
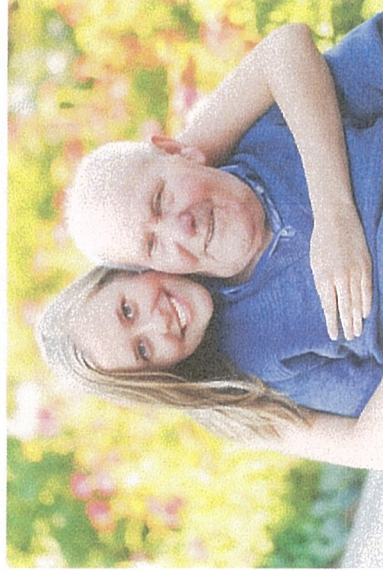
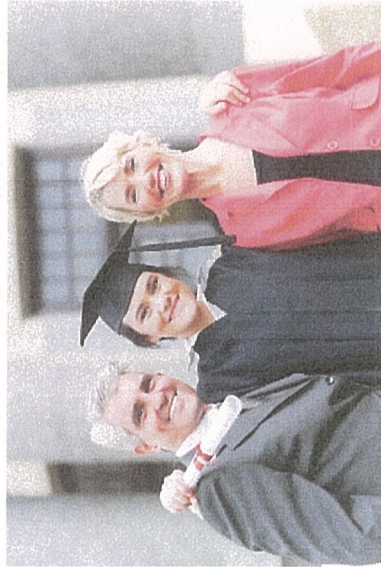
I'm debt free
thanks to
collegeworks.net
and my five best
friends!

Our Market is Your Market



Imagine Reaching the entire Millennial Market+

Your company can build Lifelong Engagement with this Market.



Includes up to 40 Million people who have college loan debt & their families.

Students,
graduates and
parents

Grandparents and
extended family

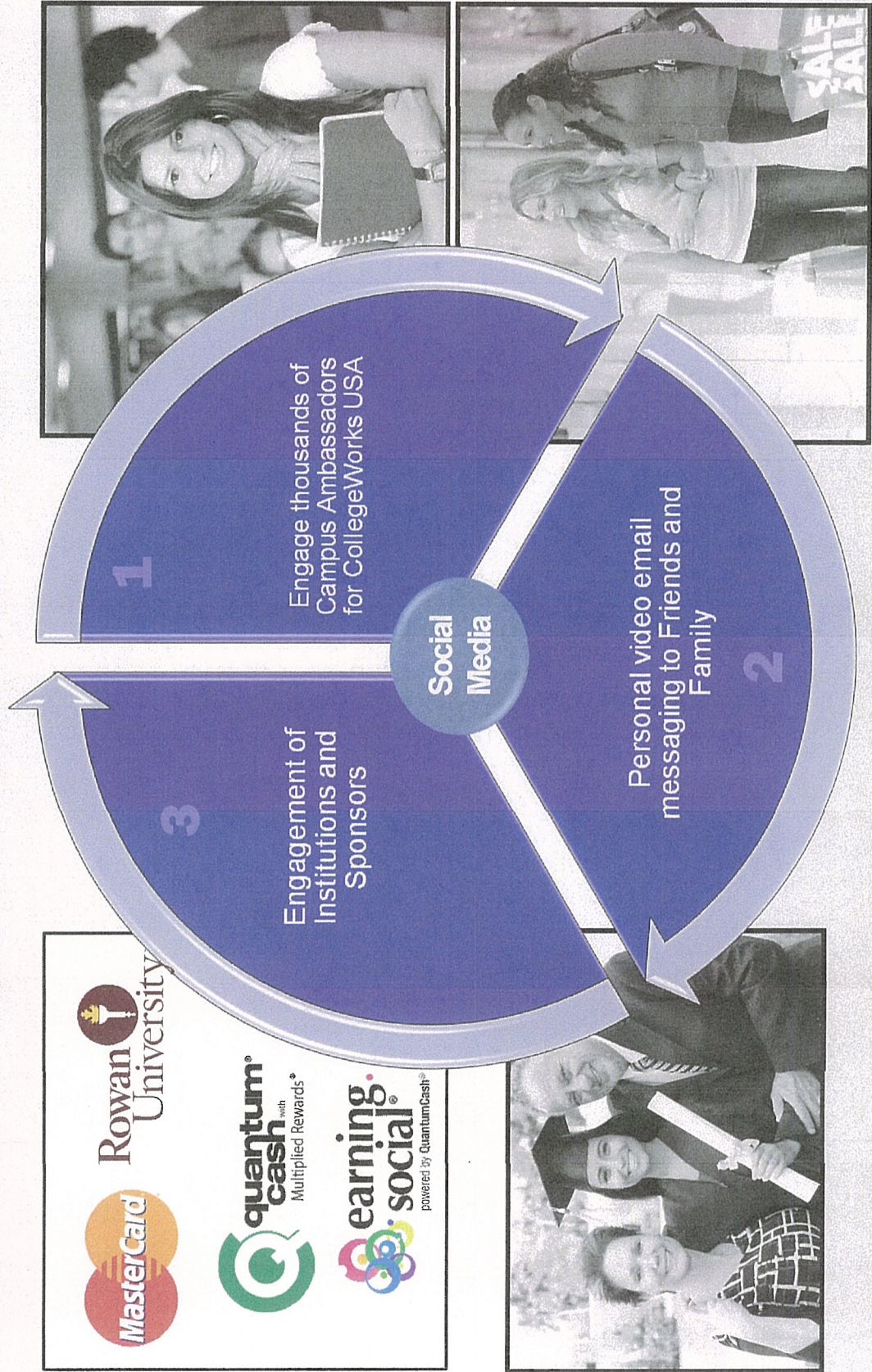
Young families

Women in these buying groups affect more than 85% of all purchasing decisions.

Our Go-To-Market Strategy



Engagement and Word-of-Mouth



Each CollegeWorks USA member grows a Social Universe to earn money

College Works



- Now
- November
- 2011
- 2010
- 2009
- 2008
- 2007
- 2006
- 2004
- 2000
- More

Like Message



2012 Big Game Ad



For Owners



Like Our Models



Photos

- Works at
- Studied
- Lives in
- In a relationship with

About

Sponsored



Delaware Valley Honda Dealers March 27

See why Kevin from Center City loves his College Works Card.



Share via Honda

Like · Comment

104 people like this.

View all 22 comments



Mark Ruvolson Come check out the all-new Honda CR-V at Irvine Spectrum Center Th. 3/29 - Sun. 4/1 next to the Carousel, and get a free cupcake from Sprinkles Cupcakes, plus a coupon for another free Sprinkles Cupcake! While you're there, enter to win a \$100 cash card! Open Th. 3/29 2-9p. Fri. 3/30 & Sat. 3/31 11a-11p, and Sun. 4/1 11a-9p. While supplies last.

March 27 at 8:47pm · Like



Emily Piro Bateman Same here I have the iPhone and it does not read it SAD Yesterday at 2:57pm · Like

Write a comment...



Delaware Valley Honda Dealers March 22

See why Danielle from Cherry Hill loves her College Works Card.



Share via Honda

Like · Comment

213 people like this.

View all 45 comments

Write a comment...



Delaware Valley Honda Dealers March 17 via Honda

St. Patrick's Day! Do you drive a green CR-V? If not, how will you avoid getting pinched today?

Like · Comment · Share

73 people like this.

3

Social Media Platforms such as Facebook, Twitter & Instagram will be maximized to enable Members to share personalized links and Tweets to refer others, thereby growing total commerce and corporate participation, thus increasing cash for students.

Cash is the most powerful reward. We offer cash and keep our customers checking their accounts often.

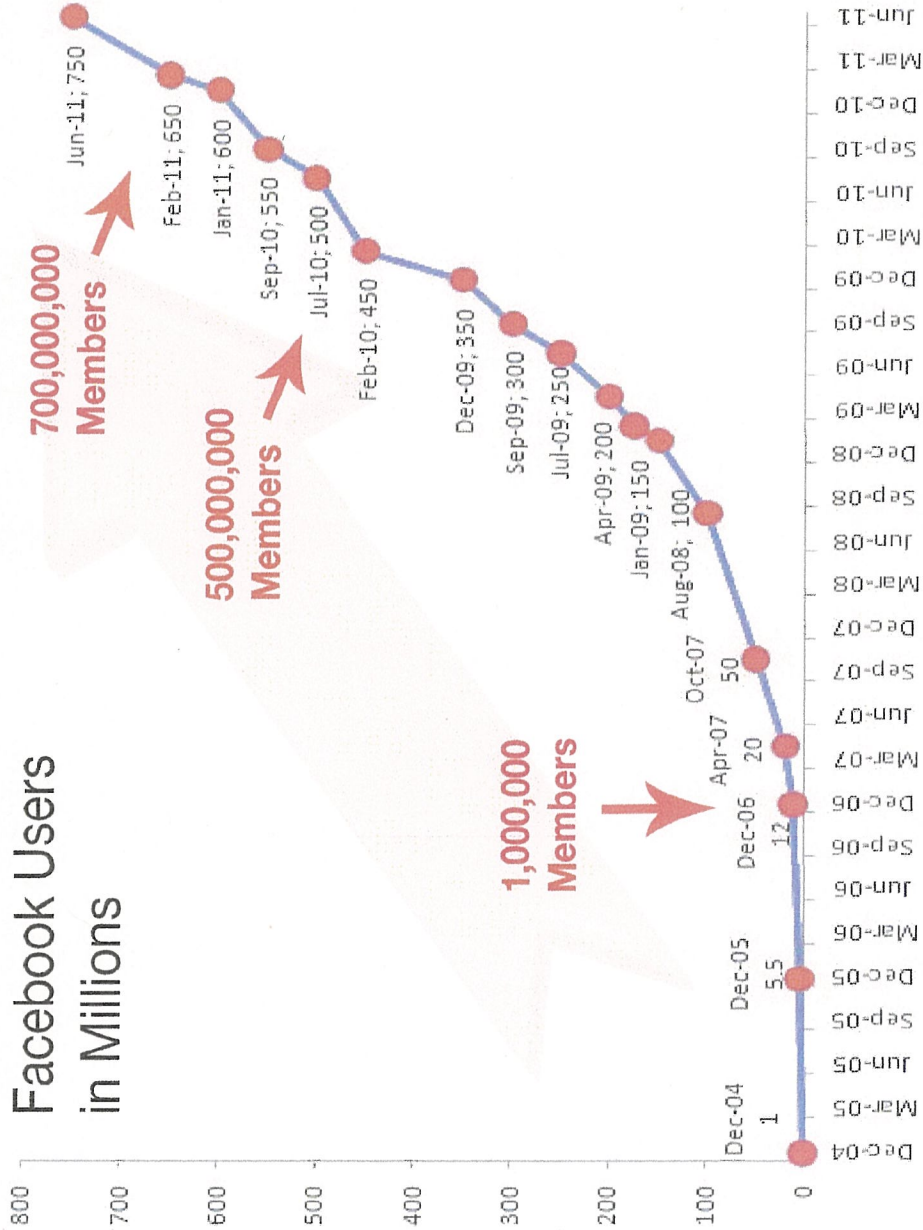
Member Dashboard rendering shown in this photo.



The Sheer POWER of Social Media is In Our Hands



SOCIAL MEDIA: FACEBOOK



How Fast It Can Grow?

YOU Decide....but Just like Facebook....
One person tells another.

The average student has **400+ contacts** in their social network.

Our forecast is based on each student **ONLY knowing FOUR!**

Just like Facebook...
This will spread from one campus to another!

Facebook is One of MANY Meteoric Growth Platforms Available to QuantumCash

**Seeking to Serve All Those
Who Seek Higher Education!**



Powered by...



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Higher Education Leadership Council

A Policy Organization of New Jersey Faculty, Staff and Students

January 20, 2016

Testimony before the NJ College Affordability Study Commission: Frederick Keating; Robert Barchi; Nancy Blattner; Jonathan Boguchwal; Donald Duran; John Gorman; Timothy Haresign; Ali Houshmand; Peter Mercer; and, Giancarlo Tello

Testimony from: Dan O'Connor, Chair, NJ Higher Education Leadership Council

Thank you for providing this opportunity to address the members of your Commission. The NJ Higher Education Leadership Council was formed as a policy organization in Fall 2015 and it includes the following organizations: New Jersey State Conference of the American Association of University Professors Chapters (NJAAUP), the American Federation of Teachers-New Jersey (AFTNJ/AFL-CIO), the Council of State College Locals-AFTNJ (CNJSCL), the United Adjuncts Faculty of New Jersey (AFTNJ) and the Health Professionals and Allied Employees (HPAE/AFL-CIO). Together, these organizations represent approximately 31,000 faculty and staff throughout New Jersey. Additionally, the student advocacy organization New Jersey United Students and the New Jersey State AFL-CIO are participating as welcome members of NJHELIC. Attached are the original statement of our purposes and a list of the institutions participating in our policy organization which were provided to the members of the NJ Legislature.

At the November 18, 2015 NJ CASC hearing at The College of New Jersey you heard from three individuals who are represented in our policy organization: David Hughes (President of the Rutgers AAUP/AFT); Diane Campbell (President of the NJ State Conference of the American Association of University Professors); and Eric Richard (AFL CIO). Professor Hughes discussed the need for transparency on student tuition bills so they could see how their institutions allocate money to different categories of expenditures. He mentioned that students and their parents should be aware that total revenue from tuition can exceed instruction costs and that term bills need to make this information available. Diane Campbell covered the economies of scale that can occur when college programs are coordinated across silos to achieve savings and reduce costs. Eric Richard provided information on how other states allow tax credits to offset higher education costs and your panel indicated it would investigate that alternative.

The testimonies provided above have a direct bearing on the affordability issues to be addressed by you. It is important that these measures be explored since they represent core components in making higher education more affordable in New Jersey.

Your charge includes the following: creation of an Accelerated Degree Pilot Program; creation of a Pay It Forward Pilot Program; methods to increase the performance of the New Jersey Better Educational Savings Trust; changes to the New Jersey College Loans to Assist State Students Loan Program; and other proposals that would increase the affordability of higher education in the State.

In the distant past, I served on a NJ Study Commission proposed by the Legislature and approved by Governor Byrne and our charge was specific like yours. We soon learned that to accomplish our goal we needed to have a detailed financial analysis of the institutions we were charged to examine in order to understand their functions and priorities in respect to proposed changes. I later served on a NJ State committee involved in exploring the creation of three major universities in NJ: north, central, and south. In that effort too, we needed to have financial information from selected higher education institutions in the State and, lacking that information, our plan was not taken seriously. I also served on a Governor appointed committee to explore affordable health care for the middle class. That effort required substantial information from hospitals and insurance companies to see how the average person was being charged for health care, especially catastrophic care. We knew that looking at how individuals could borrow money to pay for major medical operations was not going to make that care affordable.

Your objectives also need you to explore the current revenue streams and expenditure categories of our public higher education institutions. That information can allow you to compare similarities and differences in the budgets of colleges and universities. We have seen some public institutions initiate enviable tuition free or scholarship opportunities for students and your panel and staff need the financial information underlying those proposals. If they are leveraged models then it becomes similar to the hospitals where the sick pay for the sick; that is, a sick person with a good insurance plan pays enough to cover those individuals who cannot afford adequate insurance.

Your examination of the accelerated degree program will need to address the potential shortfall in revenue that such a noble effort might generate. A past proposal in NJ allowed veterans to occupy for free and for credit empty seats in classes. Some of our NJ institutions balked at such a proposal since each seat represented a potential revenue stream for the college or university and, carrying this model forward to other groups, could result in reduced revenue for the institution. After I served in the Army as an Operations Research/System Analysis officer, I returned to school under the G.I. Bill to earn my Ph.D. degree. That program was funded. If it were not, then it is doubtful that it would have been implemented.

Any of your proposals for the programs you are being charged to examine could result in changing the revenue-to-expenditure basis of our higher education institutions. If you do not examine their financial information in detail then you may be marginalized as proposing unrealistic recommendations.

Let me give another example: if the default rate on student loans exceeds certain thresholds, then this will have implications for the reputation and the sustainability of a college or university. If, however, you knew that their financial priorities could accommodate a particular program, then you could have more confidence in your recommendations. At my institution, Rutgers, we see reports that money is available for certain programs not related to instruction and that tuition and fees may be subsidizing those activities. We also see that money was held in reserve to provide scholarships, a laudable initiative. This means that money could have also been reallocated to instruction and to providing students with the resources necessary for them to be successful. But if your panel is unaware of the revenue and expenditure accounts of our institutions, then your recommendations could end up ignorant of potential solutions to the problem areas you are charged to explore.

Lastly, we hear each year that the State underfunds higher education in New Jersey. The public position is that the institutions should raise tuition. It is also believed that the State knows that the institutions have financial resources to accommodate the shortfall in State support. Your Study Commission needs to know such information. It needs to make sure that institutions are accountable for the tuition and fees they charge and, further, that this information can be made public for each of our colleges and universities.

Good luck with your investigations of what it will take to make our colleges affordable. The information you uncover in the report you issue will be examined closely by our students, their parents, our faculties, and our staffs as well as the residents of New Jersey. Make us proud and help create a model that other states will respect and emulate. New Jersey has much to gain if you can help create the platform for affordable higher education to create leaders who will serve our democracy and develop our economy.

Thank you.

Appended Information about NJHEL

November 4, 2015

Honorable Members

New Jersey State Legislature:

On behalf of the New Jersey State Conference of the American Association of University Professors Chapters (NJAAUP), the American Federation of Teachers-New Jersey (AFTNJ/AFL-CIO), the Council of State College Locals-AFTNJ (CNJSCL), the United Adjuncts Faculty of New Jersey (AFTNJ) and the Health Professionals and Allied Employees (HPAE/AFL-CIO), I am pleased to announce the formation of the New Jersey Higher Education Leadership Council (NJHEL). (See attached document for a list of higher education institution members.) Together, these organizations represent approximately 31,000 faculty and staff throughout New Jersey. Additionally, the student advocacy organization New Jersey United Students and the New Jersey State AFL-CIO are participating as welcome members of NJHEL.

NJHEL was formed to articulate sound legislative policy from a stakeholder perspective as its members are on the campuses and in the classrooms and laboratories of most New Jersey higher education institutions. NJHEL will evaluate legislation and issue policy recommendations on a regular basis and stands ready to meet with Legislators and Executive Department officials when requested.

As an alliance of students, faculty and staff, NJHEL has the combined knowledge, ideas and solutions to improve New Jersey higher education that should be included in policy decisions in Trenton, Washington, D.C. and on every campus in New Jersey. Accordingly, we ask that you meet with our representatives and seek our input as you craft or evaluate higher education policy.

Among the policy decisions NJHEL is focusing on are developing a dedicated source of funding for higher education; promoting affordability and the guarantee of academic freedom to promote rich dialogue and achievement in the classrooms and in scholarship and conducting research; and guaranteeing that our higher education system is guided by ethical policies with accountability and transparency so that precious resources are invested wisely. While it is easy to be critical of individual instances of waste, fraud and abuse from college management, NJHEL believes solutions exist in coordination-not competition-among schools and more statewide programs such as purchasing, cross-enrollment for students and sharing adjunct faculty to create full-time positions.

American Federation of Teachers New Jersey | AFT Rutgers | Council of New Jersey State College Locals-AFT | United Adjunct Faculty of New Jersey-AFT | Health Professionals and Allied Employees-AFT | New Jersey American Association of University Professors | NJ American Federation of Labor-Congress of Industrial Organizations | New Jersey United Students

Furthermore, since faculty and staff working conditions are the conditions under which students learn, NJHELC advocates for fairness for all whether building maintenance workers, academic advisors or faculty. NJHELC also opposes the exploitation of contingent faculty and the use of part-time labor to undermine full-time employment and the outsourcing and privatization of campus jobs.

NJHELC looks forward to working with you in the future and invites your comments. Please feel free to contact me and I will be glad to coordinate communication with members of NJHELC.

Respectfully,

Peter Guzzo, Government Affairs Agent

We are working to advance opportunities for affordable, high-quality higher education at institutions committed to academic integrity and respect for workers. We represent approximately 31,000 faculty and staff at the following institutions:

American Federation of Teachers New Jersey (AFTNJ)

AFTNJ	Middlesex County College	Sussex County Community College
	Mercer County Community College	United Council of Academics at NJIT
	Raritan Valley Community College	
	AFT Rutgers	
	Rutgers AAUP-AFT	Union of Rutgers Administrators
	Rutgers AAUP-AFT Part-Time Lecturer Faculty Chapter	
	Council of New Jersey State College Locals-AFT	
	The College of New Jersey	Stockton University
	Kean University	Rowan University, Cooper Medical School
	Montclair State University	Thomas Edison State College
	NJ City University/A. Harry Moore School	William Paterson University
	Ramapo College of New Jersey	
	United Adjunct Faculty of New Jersey-AFT	
	Bergen Community College	Mercer County Community College
	Camden County College	Middlesex County College
	County College of Morris	Passaic County Community College
	Essex County College	Sussex County Community College
	Hudson County Community College	Union County College

Health Professionals and Allied Employees-AFT

HPAE	University Correctional HealthCare Medical Health at Rutgers Nurses	University Hospital/Rutgers/Rowan Nurses
	University Hospital/Rutgers/Rowan Professional Staff	

New Jersey American Association of University Professors (NJAAUP)

NJAAUP	Bloomfield College	Rider University
	Centenary College	Rutgers Biomedical and Health Sciences
	Drew University	Rutgers AAUP-AFT
	Georgian Court University	Saint Peters University
	Monmouth University	Seton Hall University
	New Jersey Institute of Technology	Union County College
	Princeton Theological Seminar	

**NJ American Federation of Labor-Congress of Industrial Organizations (NJ AFL-CIO)
New Jersey United Students**

American Federation of Teachers New Jersey | AFT Rutgers | Council of New Jersey State College Locals-AFT | United Adjunct Faculty of New Jersey-AFT | Health Professionals and Allied Employees-AFT | New Jersey American Association of University Professors | NJ American Federation of Labor-Congress of Industrial Organizations | New Jersey United Students