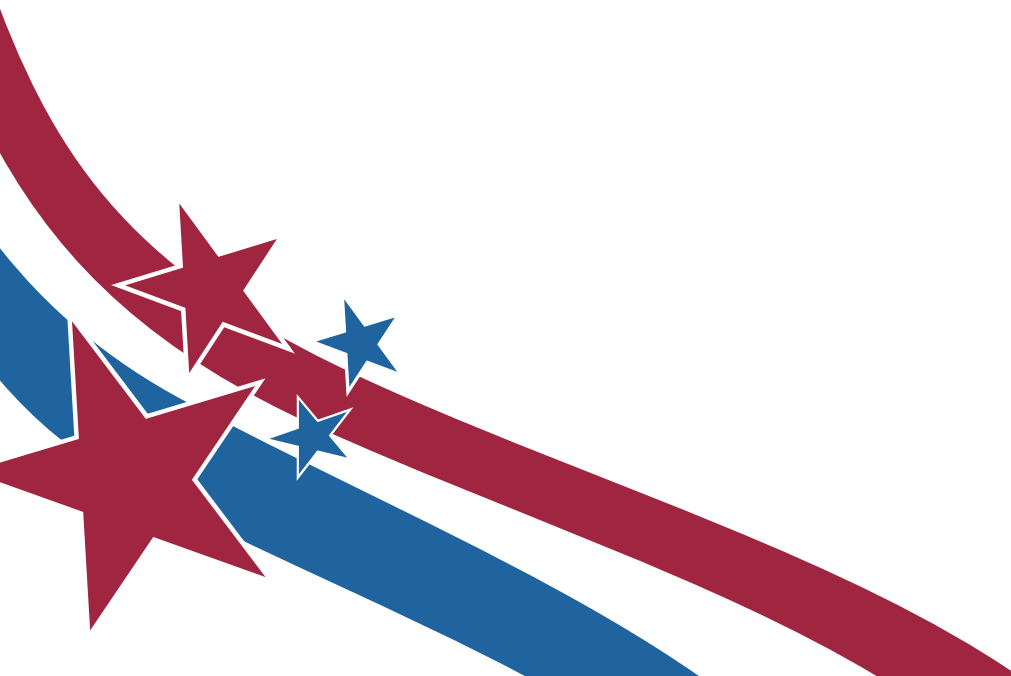


HESIG Policy Steering Council Meeting

June 16-17, 2015

Agenda and Supporting Documents



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a. <u>Finding Solutions, Building Public Trust in an Era of Change (Nov. 2014)</u>	
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Mission Statements

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 Stockton University 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 University.

HESIG Policy Steering Council Meeting

June 16-17, 2015

Stockton Seaview Hotel & Golf Club, Galloway, NJ

Agenda

Tuesday, June 16

6:00 p.m. – 7:00 p.m.	Reception – Lobby Bar
7:00 p.m. – 8:00 p.m.	Informal Dinner – Oval Room

Wednesday, June 17

8:00 a.m. – 8:30 a.m.	Continental Breakfast Buffet – Presidential Ballroom
8:30 a.m. – 9:00 a.m.	Introductions and Meeting Objectives (<i>Greer</i>)
9:00 a.m. – 10:15 a.m.	Topic 1: State and National Trends Affecting NJ Higher Education (<i>Grogan, Klein, Nespoli, Wilson, Jones</i>)
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 12:00 p.m.	Topic 2: Access to Success, College Completion, College Value (<i>Hendricks, Greer</i>)
12:00 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 2:15 p.m.	Topic 3: Governance and Trustee Accountability for College Outcomes (<i>Altman, Coleman, Ellis, Novak</i>)
2:15 p.m. – 3:00 p.m.	Other Issues, HESIG Objectives, Next Steps
3:00 p.m.	Adjourn

() Indicates discussion leaders

HESIG Policy Steering Council Members & Meeting Participants

Robert Altman
Trustee
The College of New Jersey

Kevin Broeker
Student Representative
Stockton University

Henry Coleman
Professor of Public Policy
Rutgers University

Susan Davenport
Interim Provost and Executive Vice President
Stockton University

Stanley Ellis
Board of Trustees
Stockton University

Martin Grogan
Executive Associate, University Budgeting
Rutgers University

Rochelle Hendricks
Secretary of Higher Education
State of New Jersey

Daniel Hurley
Director of State Relations and Policy Analysis
American Association State Colleges and
Universities (AASCU)

Daniel Julius
Provost and Senior Vice President
New Jersey City University

Harvey Kesselman
Acting President
Stockton University

Daniel Bachalis
Former Hammonton Councilman
Town of Hammonton, NJ

Peter Caporilli
CEO
Tidewater Workshop

Oliver Cooke
Associate Professor of Economics
Stockton University

Daniel Douglas
Director, William J. Hughes Center for Public
Policy
Stockton University

Darryl Greer
HESIG Senior Fellow
Stockton University

Susan Henderson
President
New Jersey City University

David Hespe
Commissioner
New Jersey Department of Education

Dennis Jones
President
National Center for Higher Education
Management (NCHEMS)

Claudine Keenan
Dean of Education
Stockton University

Michael Klein
CEO
NJ Association of Colleges and Universities

Larry Nespoli
President
New Jersey Council of County Colleges

Richard Novak
Senior Fellow
Association of Governing Boards of Colleges and
Universities (AGB)

Jon Regis
President & CEO
Reliance Medical Group

Maryam Sarhan
Student Representative
Stockton University

Sharon Schulman
CEO of External Affairs & Institutional
Research
Stockton University

Jane Wellman
Senior Advisor
College Futures Foundation

John Wilson
President
Association of Independent Colleges &
Universities in New Jersey

David Wolfe
Assemblyman, Deputy Republican Leader
NJ Legislative District 10 (Ocean)

Introduction: Guest Biographies

Daniel Bachalis

Retired Town Councilman and Distinguished Public Servant, Hammonton, NJ

Dan Bachalis provided 36 years of outstanding public service to the citizens of New Jersey, retiring in 2011 as Acting Director of the Office of Housing, Policy, Planning and Evaluation, Division of Mental Health and Addiction Services. Other top administrative positions held by Dan include Regional Coordinator, and Chief of Community Capital Unit in the Division of Mental Health Services. He was a member of the Hammonton Town Council, 2013-14, and chaired the Quality of Life Committee.

Mr. Bachalis is very engaged in community activities, currently serving as Chair of the Hammonton Veterans Advisory Committee and as a member of numerous councils and committees focused on civic improvement in Hammonton and the region. He provided expert advice to HESIG at its 2014 Executive Roundtable on College Value.

He earned his BA at Boston College, and holds an MA from Rutgers University, both in Sociology.

Kevin Broeker

Student Representative, Stockton University

Kevin Broeker is completing the dual degree MBA program with a concentration in accounting. For the past two years, he has been a Resident Assistant and member of the Residential Hearing Board. Kevin is also a member of the Accounting and Finance Society at Stockton.

Kevin currently works in the Office of the Provost as a Student Assistant.

Daniel Julius

Provost and Senior Vice President, New Jersey City University

Dr. Daniel J. Julius has had a career in higher education as an academic administrator, most recently he served as the Executive Director of the SUNY Levin Institute. Prior to that he served as the Vice President for Research and Academic Affairs for the University of Alaska system of higher education, Provost at Benedictine University in Illinois, as Associate Vice President for Academic Affairs at the University of San Francisco, and Assistant Vice Chancellor for the California State University system.

Earlier in his career he served as the Director of the Center for Higher Education at Teachers College, Columbia University. His academic areas are in organizational behavior, management, higher education and industrial labor relations and he has published extensively in those fields.

Dr. Julius has been a faculty member at Stanford University, Schools of Business and Education, the University of New Hampshire, Whittemore School of Business and Economics, the School of Management at the University of Alaska Fairbanks and a Visiting Scholar at the University of California, Berkeley, Center for Studies in Higher Education. He

has had significant international experience as a Fulbright Scholar in Europe, as a Visiting Scholar at the ILO in Geneva and as a visiting distinguished lecturer at universities in Spain, France, the United Kingdom, Canada, the Sultanate of Oman, Israel, and the People's Republic of China.

Dan is from New York City and attended public school in the Bronx and on Long Island. He received his higher education at The Ohio State University, Cornell, and Columbia University.

Maryam Sarhan

Student Representative, Stockton Board of Trustees

Maryam Sarhan is a member of the Stockton Board of Trustees and will serve as chair (2015-16) of the Student Senate Government Affairs Committee. During her time with the Student Senate, she has founded Higher Education Awareness Week – educating students on higher education affordability and accessibility, financial literacy and careers in student affairs. She is also a member of Stockton's National Coalition Building Institute (NCBI) Leadership Team, which focuses on diversity, social equity and inclusion on Stockton's campus, Stockton Up to Us Team and Atlantic County's Government Advisory Commission for Women. The Stockton Up to Us campaign recently earned national recognition for raising awareness on the national debt crisis.

A political science major, with a concentration in prelaw and minor in International Studies, she has her sights set on career with the U.S. Department of State. Maryam currently works as a student assistant in the Office of the Provost.

HESIG Goals and Objectives 2015-2016

To complement Stockton's William J. Hughes Center for Public Policy as a state leader on public policy issues, and to position HESIG as a leading resource on higher education.

1. Conduct 4th HESIG/Stockton Poll on college value and outcomes; and 5th on academic advising/career counseling and needed change;
2. Hold 5th HESIG Council meeting;
3. Seek grant funding;
4. Publish 4th and 5th Newsletter;
5. Publish 3 OPEDs;
6. Hold 2 NJ regional conferences on poll findings and recommendations; and hold executive focus group meetings, by NJ higher education sector;
7. Prepare a course for the Stockton Ed.D. program;
8. Continue collaboration with Secretary Hendricks, ETS and others;
9. Collaborate with Hughes Center colleagues on income inequality research and civic engagement initiatives.

Highlights of HESIG Accomplishments 2012-2014

MEETINGS/CONVENING

- Held inaugural Policy Steering Council Meeting June 2012 – set priorities; refined mission; second meeting October 2013; third meeting (video/teleconference) October 2014.
- Convened two meetings of Technical Advisory Committee, 2013 & 2014, on scope of HESIG polls.
- Conducted two regional Business Executive Roundtables on College Value, 2014.

POLLING

- Conducted three HESIG/Stockton Polling Institute statewide surveys on: College Affordability and Completion, March 2013; College Value, May 2014; NJ Students' Attitudes on Academic Advising/Career Counseling, October 2014.

COMMUNICATIONS

- Published three HESIG Newsletters: Winter 2013, Winter-Spring 2014 and Fall 2014.
- Published 11 OPEDs on a wide range of topics within HESIG mission; the most recent on College Value, January 2015.
- Drafted two working papers on emerging higher education policy trends, January 2013; third working paper on college value/ratings in progress.

ADVISING/GRANTS/CONSULTING

- Served on advisory team on Stockton Ed.D. in Educational Leadership, 2014.
- Contracted by NJ Secretary of Higher Education to conceptualize a survey of NJ college undergraduates' experiences with academic advising and career counseling, Fall 2014.
- Obtained ETS grant to support 2nd HESIG/Stockton Poll and two regional Executive Roundtables on College Value, 2013-2014.
- Created and taught a senior seminar on politics and higher education, 2014.
- Advised AGB on Top Policy Issues for Higher Education, 2013; 2014.
- Engaged by a Ramapo College Board of Trustees to assist on President's comprehensive performance evaluation, Summer-Fall 2013.
- Advised Governor's Advisory Council for Higher Education on trends critical to a NJ higher education plan, Summer 2013.
- Served on AASCU National Task Force on Making Public Higher Education a State Priority, 2012-2014.
- Served on NJ Commission on School Completion, College and Workforce Readiness, 2012.

Discussion Questions

Topic #1: Trends Affecting NJ Higher Education

1. What educational, financial, demographic and workforce trends provide the greatest challenges/opportunities for NJ colleges and universities?
2. How can these trends be connected and communicated to policy makers and citizens; and used internally, to lead to action on policy reform?
3. What do colleges need to do to improve strategic thinking to address trends coherently?

Topic #2: Defining the Value of Higher Education

1. How should higher education define its purposes and value, qualitatively and quantitatively, especially in measuring outcomes such as degree completion, and to close the educational achievement gap for underserved populations?
2. What additional research is needed, and how do colleges engage citizens and policy makers in a conversation about value, beyond the issue of cost and price?
3. How do colleges enhance the practical value of a degree, without diminishing its intrinsic value?
4. How do colleges restructure academic and practical experiences and advising for students, tied to specific skills and abilities, to increase value?

Topic #3: Governance Reform

1. Given emerging trends, how should the role of the governing board change in relation to state and federal policy; and in relation to internal constituencies?
2. What is the changing role of the board in helping to shape priorities, and assuring quality and public accountability for outcomes?
3. How does the structure of a board need to change? How does the board evaluate itself, and hold itself and the president accountable for effective performance?

Topic #1: Trends

Top Higher Education Policy Issues – 2015

Association of Governing Boards of Universities and Colleges (AGB)

1. Financial Challenges and Constraints
2. College Access and Affordability
3. College Completion
4. Institutional Performance Metrics
5. Sexual Assault
6. Increased Scrutiny of Collegiate Athletics
7. Data Privacy
8. Change in Regulatory Landscape

American Association of State Colleges and Universities (AASCU)

1. Tuition Policy
2. State Appropriations
3. Campus Sexual Assault
4. Veterans' Education Benefits
5. Undocumented Students
6. Guns on Campus
7. Secondary-Postsecondary Standards Alignment
8. Student Financial Aid
9. Performance-Based Funding
10. Free Community College

Strategic Priorities for New Jersey Higher Education

Governor's Council on Higher Education, 2015

OVERALL GOAL: 65% of New Jersey Adults Attain a Post-Secondary Degree or Certificate by 2025

- Recommendation 1: Expand Higher Education Access by Increasing Capacity, Completion Rates and Affordability
- Recommendation 2: Increase Financial Support of Higher Education
- Recommendation 3: Expand Community College Education
- Recommendation 4: Reduce Need for Remediation
- Recommendation 5: Strengthen Links between Employers and Colleges

New Jersey Public Higher Education Strengths and Weaknesses – NJASCU

Strengths

- Productivity
 - 1st in the U.S. in the number of bachelor's degrees produced relative to the state's total funding per FTE¹
 - N.J.'s state colleges and universities (public baccalaureate and master's sector) ranks 3rd in the U.S. in six-year graduation rates relative to total funding per FTE²
 - N.J.'s state colleges and universities (public baccalaureate and master's institutions) ranked 3rd "most productive" in the U.S.³
- Graduation Rates
 - 5th in U.S. in six-year graduation rates at public four-year institutions, 64.1% (national avg. 55.3%)⁴
- Retention Rates
 - 3rd in U.S. in full-time freshman-to-sophomore retention rates at public four-year colleges, 84.7% (national avg. 78.2%)⁵
- Enrollment
 - 12th-highest national percentage increase in total FTE enrollment in public degree-granting institutions, Fall 2000 - Fall 2010, about 41%⁶
- Preparation of Incoming Students
 - 5th in U.S. in high school graduates going to college, 71.1%⁷
- Value of a College Education
 - Earnings
 - U.S. workers with at least a bachelor's degree earn 1.97 times the salary of worker with only a high school degree⁸
 - N.J. had 2nd-highest median annual wages earned by bachelor's-degree holders between ages 25 and 64 in 2010: \$65,388⁹
 - Unemployment among Americans aged 25 and older, January 2013¹⁰

¹ Kelly & Jones, 2007, fig. 15.

² Kelly & Jones, 2007, fig. 14.

³ Kelly & Jones, 2007, fig. 16.

⁴ Bautsch & Williams, 2011, fig. 9.3e.

⁵ Bautsch, & Williams, 2011, fig. 9.1d.

⁶ Baum, 2012, fig. 23.

⁷ Snyder & Dillow, 2012, tbl. 212.

⁸ Carnevale, Jayasundara, & Cheah, 2012, p. 12.

⁹ Kelly, 2012.

¹⁰ Bureau of Labor Statistics, 2013.

- Bachelor's degree and higher—3.7%
- Some college or associate's degree—7.0%
- High-school diploma, no college—8.1%

Weaknesses

- State Support
 - 5th largest decrease in state support for higher education, FY2012-FY2013¹¹
 - 10th lowest state appropriations for higher education per \$1,000 in personal income, 2011-12: \$4.28¹²
 - 25-Year history of budget cuts in New Jersey
 - 28% drop in higher education appropriations per FTE, 1986-2011¹³
- Cost
 - 3rd-highest four-year public institution tuition and required fees, \$12,399¹⁴
 - Student Debt
 - 10th highest average debt among Class of 2011 in four-year public and private nonprofit institutions: \$27,610¹⁵
 - Three New Jersey institutions among the 20 public institutions with most indebted graduates in Class of 2011¹⁶
- Affordability
 - In N.J., the share of family income, even after financial aid, needed to pay for college was 34%, higher than the national average of 28%, in 2007-2008¹⁷
 - Institutional Debt
 - Total debt at U.S. public four-year colleges more than tripled between 2002 and 2011, to \$88 billion, according to U.S. Dep't of Education¹⁸
 - Long-term debt at U.S. nonprofit universities grew 12% a year between 2006-2010¹⁹
 - New Jersey institutions have higher-than-average ratio of debt to operating revenue²⁰

¹¹ Grapevine, Illinois State University, 2013, tbl. 2.

¹² Baum & Ma, 2012, fig. 13B.

¹³ State Higher Education Executive Officers, 2012a, p. 31. Adjusted for inflation.

¹⁴ Baum & Ma, 2012, fig. 7.

¹⁵ Project on Student Debt, 2012, tbl. 1.

¹⁶ Project on Student Debt, 2012, tbl. 4.

¹⁷ National Center for Public Policy and Higher Education, 2008.

¹⁸ Belkin & Thurm, 2012.

¹⁹ Report by Bain & Company and Sterling Partners cited in *The Economist*, 2012.

²⁰ New Jersey Higher Education Task Force, 2010, app. I (Moody's analysis)

- Net-Outmigration
 - 1st in U.S.: 29,544 net loss of first-year college-bound students, Fall 2010.²¹
 - 34,995 students left N.J.; 5,451 out-of-state students enrolled in N.J.
- Projected Enrollment
 - Number of public high school graduates projected to decline 4.1% in N.J. between 2008-2009 and 2021-2022, 14th largest decline in U.S.²²

²¹ Snyder & Dillow, 2012, tbl. 232.

²² Hussar & Bailey, 2013, tbl. 15.

Topic #2: College Value

Additional Materials Attached:

- ["Finding Solutions, Building Public Trust in an Era of Change"](#)
A grant report to The ETS Center for Advocacy and Philanthropy
(November 2014)
- ["Measuring the Value of College and Encouraging Effective Policy"](#)
HESIG Newsletter
(Fall/Winter 2014)

A Stronger Nation through Higher Education

In New Jersey, the ten-year time horizon brings Goal 2025 into Sharp focus

- A policy brief from Lumina Foundation, April 2015 (Excerpt)

New Jersey

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in New Jersey. As in other states, the economy of New Jersey is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, New Jersey is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for New Jersey to take to focus action on expanding opportunity for its residents.

New Jersey is making progress on increasing attainment. The most recent Census data (2013) show that 46.5 percent of the state's 4.8 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 45.8 percent. The state's rate of higher education attainment is above the national rate

of 40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New Jersey was 49.7 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that New Jersey and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

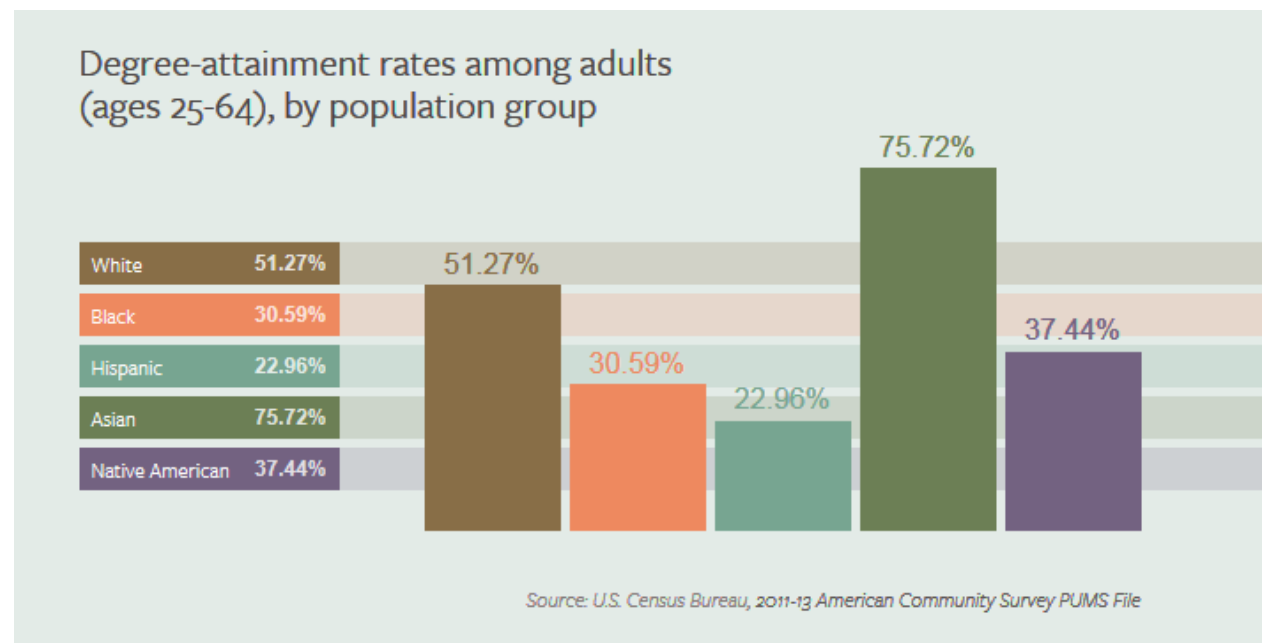
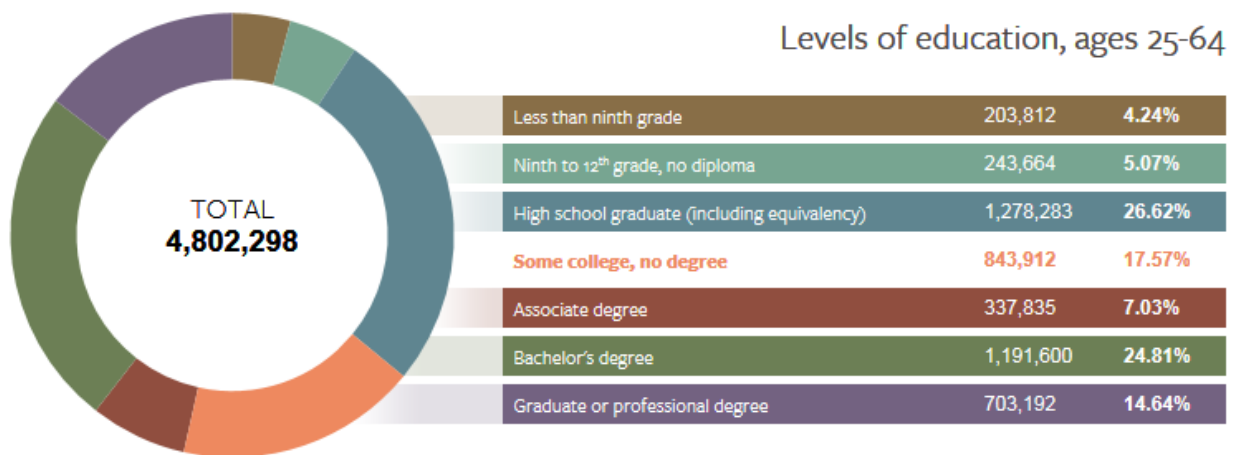
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

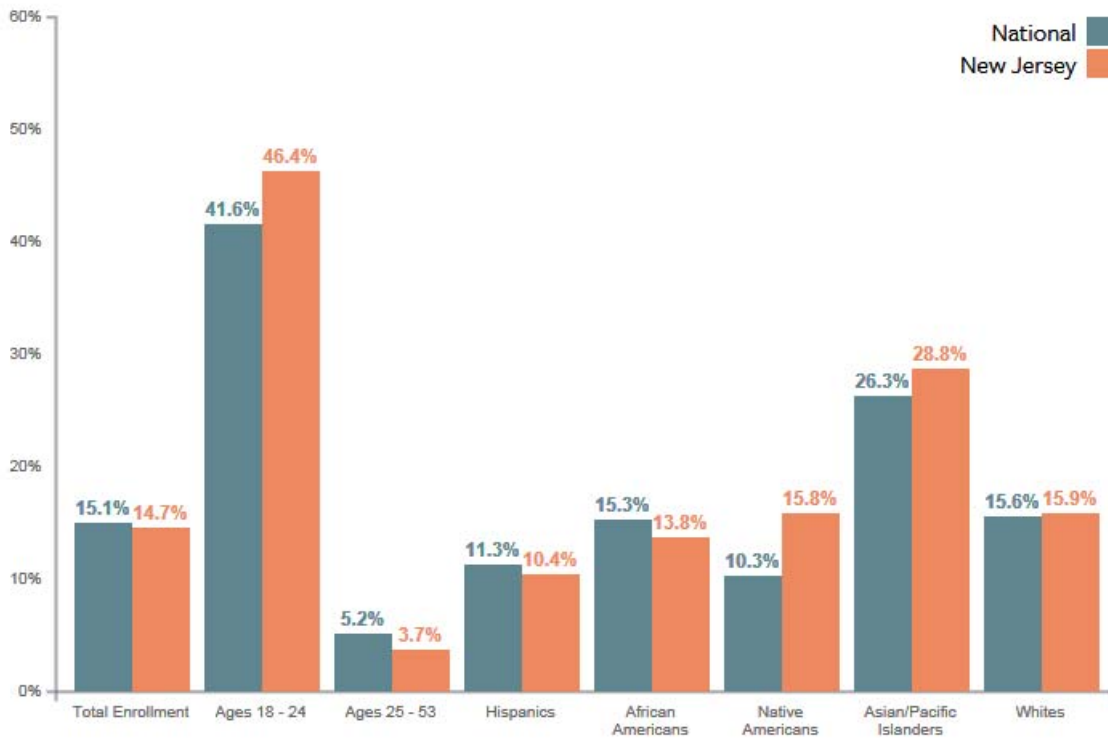
Many groups and individuals must work together to increase attainment. The imperative for New Jersey to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.

Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



College enrollment among New Jersey residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of adults (ages 25-64) with at least an associate degree, by county

Atlantic	32.99	Bergen	56.01	Burlington	46.18	Camden	39.13
Cape May	38.39	Cumberland	21.51	Essex	39.74	Gloucester	40.71
Hudson	44.68	Hunterdon	58.50	Mercer	47.81	Middlesex	50.64
Monmouth	52.40	Morris	60.29	Ocean	37.28	Passaic	33.64
Salem	31.82	Somerset	60.93	Sussex	43.33	Union	40.53
Warren	41.48						

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

DRAFT - CONFIDENTIAL

Secretary Hendricks Commissions Unprecedented Statewide Survey of NJ College Students on Importance of Academic Advising and Career Counseling

A survey of nearly 5,000 undergraduate students at 31 New Jersey colleges and universities points to the importance of strengthening academic advising and career counseling to help students succeed in college, and to prepare for the workforce.

The survey, which appears to be the first of its kind nationally at the state level, was commissioned by the Office of the Secretary of New Jersey Higher Education, and was conducted by the Stockton Polling Institute, with guidance from the Higher Education Strategic Information and Governance (HESIG) Project of the William J. Hughes Center for Public Policy at Stockton University. The report contains findings on awareness, availability, use, quality, and needed change in advising services.

Colleges and students understand the importance of counseling, and most students using these services believe that they of good quality. Yet, students do not avail themselves of some services as frequently as they might, even when they are aware; and perceive such counseling as important to their success in college, and careers.

Students believe that more intensive academic advising should be a requirement for graduation. Regarding career counseling, students need to focus more on trying to find internships, and colleges need to work harder at building partnerships to help create more internship experiences tied to academic programs. Accomplishing this objective would place greater responsibility on both students and institutions, would lead to better outcomes regarding academic success, and preparation for the workforce.

The objectives of the research, as outlined by the Secretary are:

- To gain greater empirical, descriptive information from a student perspective about and career counseling services, and what works well;
- To make observations from a statewide viewpoint that inform good policy and practice;
- To provide a sound basis for the state, in partnership with others, to seek national grants to support student success initiatives; and
- To position New Jersey nationally as a leading state regarding best practice on student academic success and workforce readiness.

Key finding of the research include:

- NJ undergraduate students are very aware of academic advising and career counseling services from many sources, and view them as important to success in completing college and finding jobs.
- A high percentage of students using academic advising and career counseling are satisfied with availability, ease of use and quality.

- But students may not access some services as frequently as they might.
- About 92 percent avail themselves of various types of advising, with about 50 percent using any single type of service, such as for admission, credit transfer or financial aid;
- About 50 percent used career counseling, with roughly 20 percent using any single type of career counseling, such as for career planning, letter/resume writing, or job fairs.
- Students view internships as important, but few find or participate in them, indicating a policy-practice disconnect:
 - 93% see internships as important to career/job success, but only 17% have participated in one;
 - Yet, of students finding internships, 88% say they were important in preparing to succeed in work.
- 76% of students report working for pay while in college, with 42% working 30 hours or more per week. Top reasons for working include:
 - Helping to pay for college (32%) and paying for living expenses (42%);
 - Students access academic advising services many ways, but use face-to-face interaction more often.
- By about 3 to 1, students look to counselors rather than faculty for most useful counseling advice.
- Overall, students have relatively uniform suggestions for academic advising and career counseling service improvement, citing more frequent contact and professional follow-up as areas of need.
- Students' responses on college value confirm prior HESIG/Stockton polling research, citing:
 - Writing, speaking, and problem solving, as top skills gained from college;
 - Greater value added to college through more practical experiences, such as internships; more courses in their major, and fewer in general education; and, relatively, a lower preference for online learning.

Some important policy implications highlighted in the survey report include:

- Require regular student contact with counselors as a condition of graduation;
- Invest more resources in counseling services; review work rules to assure timely and effective delivery of service;
- Create more internships, and more partnerships with businesses to provide practical experiences tied to programs of study and employment; and integrate students' work experience to academic and career success;
- Expand face-to-face interaction; re-examine investment in indirect contact, through technology;
- Evaluate regularly advising/counseling follow-up procedures;
- Emphasize writing, speaking and deductive reasoning across the academic curricula tied to a plan of academic success and workforce readiness;

- Reduce general education courses; increase discipline-based, content courses in the major required for graduation, to demonstrate college-level skill achievement.

Nearly 5000 undergraduate students from 31 New Jersey colleges and universities participated in the research. Students responding represent 2.2% of total Fall 2013 undergraduate enrollment for institutions participating in the survey (224,941); and 1.3% of total Fall 2013 statewide undergraduate enrollment (374,111). [Source: State of New Jersey Office of the Secretary of Higher Education]

The Stockton Polling Institute completed online interviews of 4,741 adult New Jersey college students Oct. 1-19, 2014. A link to a voluntary survey hosted on a Stockton College server was distributed by college administrators to students at 31 New Jersey institutions, including two-year, and four-year public and private colleges and universities. The poll's margin of error (MOE) is +/- 1.4 percentage points at a 95 percent confidence level. MOE is higher for subsets. Results are weighted (for gender, race/ethnicity, and type of institution) based on college student demographic and institutional collected by the N.J. Office of the Secretary of Higher Education.

Topic #3: Governance

Consequential Boards Adding Value Where it Matters Most

*- Report of the National Commission on College and University Board Governance,
Association of Governing Boards of Universities and Colleges (AGB), 2014*

1. Boards must improve value in their institution and lead a restoration of public trust in higher education itself.
2. Boards must add value to institutional leadership and decision making by focusing on their essential role as institutional fiduciaries.
3. Boards must act to ensure the long-term sustainability of their institutions by addressing changed finances and the imperative to deliver a high-quality education at a lower cost.
4. Boards must improve shared governance within their institutions through attention to board- president relationships and a reinvigoration of faculty shared governance. Boards additionally must attend to leadership development in their institutions, both for presidents and faculty.
5. Boards must improve their own capacity and functionality through increased attention to the qualifications and recruitment of members, board orientation, committee composition, and removal of members for cause.
6. Boards must focus their time on issues of greatest consequence to the institution by reducing time spent reviewing routine reports and redirecting attention to cross-cutting and strategic issues not addressed elsewhere.
7. Boards must hold themselves accountable for their own performance by modeling the same behaviors and performance they expect from others in their institutions.