Dear NJASCU Colleagues/Friends:

Welcome to this week’s edition of NJASCU’s "Noteworthy" compilation of a feature story, advocacy report, and news item(s), reflecting the interests and happenings among New Jersey’s senior public colleges and universities. Some of our news articles are reprinted in full; most are summaries with the full article accessible by clicking on the headline.

We would love your feedback and suggestions. Please keep sending press releases, many of which will be included in our "Noteworthy" compilation.

Thank you,

Pamela Hersh
Director, Communications & Public Affairs
NJ Association of State Colleges & Universities
150 West State Street
Trenton, New Jersey 08608
609-989-1100 office
609-256-8256 direct
pjhersh@njascu.org

Commencement News

Kean University Commencement on May 23 Features Acting Stars Jeff Daniels and Nancy Giles

Emmy Award-winning actor and three-time Tony Award nominee Jeff Daniels, who is currently on Broadway in the critically acclaimed production of To Kill a Mockingbird, will address more than 2,800 students and their families as the featured speaker at Kean University’s Undergraduate Commencement on Thursday, May 23 at the Prudential Center in Newark.

Comedian, actress,

CBS News Sunday Morning contributor and self-described "accidental pundette" Nancy Giles will speak at the Nathan Weiss Graduate College
Comedian and CBS News Sunday Morning Contributor Nancy Giles will speak at Kean University's Nathan Weiss Graduate College Commencement, Friday, May 17 at NJPAC in Newark.

"Each year, we work with student leaders to identify commencement speakers who will inspire our graduates at a pivotal and emotional point in their lives," said Dawood Farahi, PhD, Kean's president. "Through their work and accomplishments, Jeff Daniels and Nancy Giles exemplify the rich rewards that come from hard work, professionalism and a dedication to their craft."

Kean University is expected to award more than 2,800 undergraduate degrees and more than 700 graduate degrees at this year's commencement ceremonies. Read full article.

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Tiki Barber to Give Undergraduate Commencement Address for Ramapo College of New Jersey

Ramapo College of New Jersey will hold its 2019 Undergraduate Commencement Ceremony at Prudential Center in Newark, NJ on Friday, May 17. Keynote speaker is former New York Giants football player Tiki Barber, author, advocate for literacy and autism awareness, and radio personality.

Mr. Barber serves as co-host of CBS Sports Radio's national afternoon program, "Tiki & Tierney," alongside broadcast partner, Brandon Tierney. The show, heard across the country from 3-6 p.m., airs on the nation's largest 24/7 major-market radio network, and is simulcast on CBS Sports Network. Read full article.

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Advocacy Alert

No Easy Answers About Why It Costs So Much to Attend NJ's Public Colleges www.NJSpotlight.com

The below article, reprinted in full, is an excellent summary of the NJ State Assembly Budget Hearing on Higher Education, Tuesday, May 1. The bottom line is that New Jersey public colleges have gone up in cost because state support has dramatically gone down.

In order to combat the notoriously high cost of attending college in New Jersey, the Murphy administration is injecting millions in budget funding and making community college virtually tuition-free. But university leaders say that's not enough.

Colleges are facing rising costs for faculty salaries and benefits, a serious uptick in the need for mental health services, and pressure to enroll and support minority and financially insecure students. And that, they say, demands much more than the state is proposing.

"The amount of new money ....is not sufficient to really make a change," said Susan Cole, president of Montclair State University, addressing the Assembly Budget and Appropriations Committee on Wednesday.
Gov. Phil Murphy’s proposed fiscal year 2020 budget would allocate $1.65 billion in direct support for higher education institutions, a 2.6 percent increase from 2019. Senior public colleges and universities would get $737 million to divvy up, an increase of $14 million or 1.9 percent over 2019.

"We’re really talking, all told, about $14 million spread across 13 public four-year campuses in the state," Cole said. "While I’m grateful for the small amount of money that came that way, truly I am, and for the effort behind it, it’s not enough."

Lawmakers questioned the Secretary of Higher Education Zakiya Smith Ellis, the executive director of the New Jersey Higher Education Student Assistance Authority David Socolow, and several college presidents from schools of all sizes on Wednesday trying to determine how the costs for New Jersey colleges got so high. They also delved into what can be done to keep college graduates in the state's workforce.

High school outmigration

"Unfortunately, New Jersey remains the nation’s leading net exporter of college-bound students," said Harvey Kesselman, president of Stockton University and vice chair of the New Jersey Presidents’ Council. He noted 55 percent of all New Jersey high school graduates who attend college leave New Jersey to pursue higher education. "If the problem of outmigration continues unabated," he said, "then over 31,000 college-bound students will continue to leave New Jersey each year, taking with them billions of dollars in education-related expenditures, with many of them never returning to the state after graduation."

Smith Ellis pointed out to legislators that with its "student centric" plan for improving college affordability and work experience (announced in March) coupled with the funding in Murphy’s budget, this administration is already doing more than any in the past 13 years to educate and keep students here.

"For the first time in many years, at the urging of this body, the state has a plan for the future of higher education," Smith Ellis testified. "This budget supports college affordability, enhances socioeconomic mobility, and strengthens the talent pipeline that fuels our state’s economy."

But she also noted that adjustments will likely be needed to the funding plan as operating costs continue to increase. "This is our first go at this," Smith Ellis said. "We need to start somewhere."

The education budget

Murphy’s proposed budget ramps up higher education spending across the board but also seeks to incentivize schools to strive for student achievement and do more to support minority students.

The budget includes $35 million for so-called "outcomes-based funding," which ties state aid to targets like the total number of degrees awarded, degrees given to underrepresented groups, and percentage of students attending a school who qualify for needs-based financial aid. The outcomes-based allocations include $15 million in a redistribution of current state aid and $20 million in new funding.

Smith Ellis said this funding mechanism is more useful than linking state aid to enrollment
numbers at the beginning of the year, because the state should be looking to reward schools that graduate their students, not just get them to sign up.

The proposed budget also includes $224.3 million in state aid to the county colleges, an increase of $1.4 million from 2019. But funding to support the operational costs of these schools would remain unchanged from the 2019 appropriation of $134.1 million.

There's also $58.5 million for Murphy's "tuition-free" community college program: Community College Opportunity Grants (CCOG). That amount is an increase of $33.5 million that would expand the program, which was piloted last August, to 111 19 county colleges for both semesters of the 2019-2020 academic year. That would support approximately 18,000 students with annual family incomes not exceeding $45,000.

Tweaking and tuning

Will Austin, president of Warren County Community College, told lawmakers that from his experience as one of the CCOG pilot schools, the program "has had a significant positive impact on students." Still, he had some requests: Austin asked legislators to consider appropriating an additional $5 million "to assist colleges in outreach, advising, mentoring, tutoring, and other student support models;" raising the program's income-eligibility threshold from $45,000 to $77,000 (the state's median household income); keeping the course credit requirement to six credits rather than the proposed increase to 12, which would give students the option to work to support families or other education costs; extending the CCOG program to summer courses (it's currently only valid for spring and fall semesters); and covering fees for workforce programs like nursing and culinary/hospitality studies that are currently not covered.

The budget would increase funding for the Educational Opportunity Fund Program, which is reserved for students from "educationally and economically disadvantaged backgrounds" to $47.6 million - 5 percent or $2.25 million above 2019 aid. The Tuition Aid Grant (TAG) program would get $437.9 million, an increase of $5 million or 1.2 percent over 2019.

Coming to terms with sticker shock

During the nearly four-hour committee hearing, lawmakers repeatedly returned to one question as they considered the funding requests presented in the budget: Why does college cost so much?

Smith Ellis noted that the total bill that goes to students reflects how much the state is contributing; the cost of faculty salaries and health benefits, which compound each year; and outstanding campus needs like mental health counselors and money to support minority and first-generation students. All of those costs have been increasing rapidly as the state's contribution remained essentially flat for years.

Assemblyman Benjjie Wimberly (D-Passaic) brought up the growing safety concerns on college campuses nationwide and asked what New Jersey can be doing better. He mourned the loss of six people at the most recent shooting this week at the University of North Carolina at Charlotte and asked the college representatives present if they are receiving enough funding to support counselors on campus.

Cole said that for Montclair, with a fully commissioned police force, emergency services, ambulance, and round-the-clock extensive mental health services, "No, we do not have enough funding."
"[This is] an area of responsibility that all of the institutions of higher education have had to take on over the years, an unfunded mandate to keep our campuses safe in a changing world," Cole said.

Rowan University president Ali Houshmand mirrored her sentiments.

"We cannot spend enough money," he said. "In five years, we went from five counselors to fifteen-and-a-half."

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**Testimony Before Senate Budget & Appropriations Committee**

Harvey Kesselman, President, Stockton University
May 9, 2019

Good morning Chair Sarlo and members of the Senate Budget and Appropriations Committee. My name is Harvey Kesselman, and I serve as Chair of the New Jersey Association of State Colleges and Universities Presidents.

In a welcome step, the Governor's FY 2020 budget proposes an increase in direct operating aid to the senior publics, and an outcomes-based formula to distribute funding. This formula's quantitative criteria incentivize colleges to provide opportunities to greater numbers of economically disadvantaged students, award more degrees, and graduate more students from underrepresented backgrounds.

Though these quantitative criteria are extremely laudable and necessary, the formula does not include any qualitative criteria that consider, for example, the costs of maintaining expensive academic programs such as those in STEM fields, or the additional costs associated with dual enrollment programs or workforce training.

In addition, the funding formula does not address the historical funding inequities among the state colleges and universities. This funding inequity has been identified by National Center for Higher Education Management Systems (NCHEMS) as recently as 2016 as an area that must be addressed.

By addressing the historical inequity, the formula would ensure that New Jersey students are valued and supported equitably irrespective of which public college they choose to attend. Without consideration of qualitative factors, and historical inequity, the proposed formula effectively perpetuates the status quo.

In addition to increasing direct aid to support higher education, we must also look at the effectiveness of the Tuition Aid Grant (TAG) program. TAG grant awards are determined by both the student’s college and the college sector of attendance.

This results in even more inequities and is inconsistent with other financial aid programs. As one possible remedy, many believe TAG should follow the federal Pell model where students are provided a grant based on their financial need and can take that grant to their institution of choice.

As this Committee is aware, our colleges and universities are important economic engines. We employ tens of thousands of New Jersey residents, invest billions of dollars into the economy, and act as anchor institutions to revitalize struggling cities.
As an example, a few years ago, Stockton was designated by the State as an Anchor Institution for Atlantic City, underpinning the need to diversify the economy, attract investment, and increase post-secondary opportunities in the city.

Phase I of our AC expansion has been far more successful than almost everyone's expectations, and it would not have happened without this Committee's strong support. However, Stockton is not in the financial position to begin implementing Phase II of our expansion without additional funding from the State, even though there already exists student demand for that effort.

Along with providing direct financial support for this type of targeted expansion, the State should also consider a second Building Our Future Bond Act to support general capital and infrastructure projects including addressing much needed deferred maintenance. The lack of a regular and predictable plan for capital investment has yielded high debt burdens that contribute significantly to higher tuitions and decrease affordability.

All of these initiatives will lead to keeping more of our high school graduates in our State, and will increase our students' access to an affordable, quality education. This is integral to ensure a highly prepared citizenry that supports the innovation economy necessary for a prosperous future. The State is a critical partner in this effort.

Thank you for your consideration. I am happy to answer any questions you may have.

**NJASCU Features**

**Dr. Kathryn A. Foster is Inaugurated as The College of New Jersey's 16th President**

The College of New Jersey formally installed its 16th president, Kathryn A. Foster, in a tradition-filled ceremony on May 3, 2019 in the Student Recreation Center.

"You now have the privilege and responsibility of leading the college to the fulfillment of its great promise for years to come," said Susanne Svizeny, chair of TCNJ's Board of Trustees. "May you preserve the wonderful sense of community that is The College of New Jersey, and continue to foster the realization that there is strength in diversity."

"I cannot wait to plan with you, to explore where we have been, where we are, and where we are going," said Dr. Foster to the more than 700 members of the TCNJ community, who joined her family, friends, and colleagues from across the academy for the occasion. "Here's to three tenses at once, in our time, in this place, for tradition, for tomorrow, for TCNJ."

She challenged the TCNJ community to consider what it wants to preserve from its past and draw upon its present to create its ideal future, and said we are well-positioned to do this work.

"We bring personal connections and shared experiences, a tenacity to take on big projects..."
that make a difference, an ethos that values engagement, ideas, and one another, and a character that is honest, motivated, considerate, and ambitious,” said President Foster, a native of Verona, New Jersey, who was named TCNJ’s president on March 27, 2018 and officially began her tenure on July 1, 2018. Read full article.

**John Froonjian Named Interim Director of Hughes Center at Stockton University**

John Froonjian has been appointed interim executive director of the William J. Hughes Center for Public Policy at Stockton University effective April 27, 2019.

Dr. Froonjian has been a researcher at the Hughes Center since 2011. He has managed the Stockton Polling Institute since the academic public opinion polling center was established in September 2012. He also teaches journalism as an adjunct professor at Stockton.

"John’s polls have represented the views of New Jersey residents on topics of vital interest in the state,” said President Harvey Kesselman. "His broad knowledge of South Jersey issues and politics will enhance the mission and reach of the Hughes Center in the region and the state." Read full article.

**William Paterson University Launches Pledge 4 Success Initiative - A Free College Strategy to Reduce Need to Take on Student Loan Debt**

William Paterson University in Wayne is launching an initiative to provide grants to students that will make up the difference between federal and state aid and tuition so that they can attend without incurring any additional costs.

The new initiative, titled William Paterson Pledge 4 Success, will make up the difference between what a student will receive if eligible for full New Jersey TAG and federal PELL grants, and what he or she would owe in tuition and fees. This means that a student who is eligible for full state and federal grant support would not need to pay any additional costs toward tuition. Housing, books and other expenses are not covered. Pledge 4 Success supports incoming first-year students who are New Jersey residents and are eligible for New Jersey TAG and federal PELL funding.

"Pledge 4 Success is part of our continuing commitment to serving our low-income students, while reducing their need to take on student loan debt," says President Richard J. Helldobler. "At William Paterson, we are proud to provide proactive programs that support our students as they reach their personal and academic goals on the path to college graduation, career success and community leadership."

William Paterson University expects that when fully implemented, based on current costs and student demographics, more than 1,000 William Paterson students will benefit from the new Pledge 4 Success program.

**New Jersey City University and its Private Partners Break Ground on Second Phase of Transformational University Place Project**

New Jersey City University and its private partners broke ground on the second phase of the transformational University Place project. The new phase will include a new academic building and a student center, as well as improvements to the existing buildings on campus. The project is expected to be completed by fall 2020.
On Wednesday, May 8, 2019, on the West Side of Jersey City, officials from top companies, as well as higher education and government agencies, came together for a groundbreaking of the second phase of the transformational University Place project.

This groundbreaking marked the start of Rivet 2, which will feature 199 residential units and approximately 10,000 feet of service-oriented ground retail. Rivet 2 follows the success of Rivet 1, a 163-unit luxury apartment building that opened last summer and already is more than 80 percent full.

The two buildings are part of a master plan that calls for an eight-building live-work-play (and learn) destination that will feature more than 1,000 residential units, 120,000 square feet of retail, a state-of-the-art performing arts center (which will house the Joffrey Ballet School - coming over from New York City), cafes, three upscale restaurants and plenty of green space.

For Sue Henderson, president of New Jersey City University, it is a perfect marriage of public and private interests.

"This is bringing together a real live, work and play space with a higher education and an arts component," she told ROI-NJ. "That's why we are calling it University Place. It is going to be a place to be - a place where the city can grow."

"As an anchor institution, you are supported to be reaching out to your community and being part of the city. You want to be in and of your city." Read full article.

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**Noteworthy: New Jersey Issues**

**Education Equation Report Update: Young Adults Continue to Leave New Jersey at an Alarming Rate**
[www.InsiderNJ.com](http://www.InsiderNJ.com)

An updated version of NJBIA's Postsecondary Education Task Force report, released today, shows that young adults continue to leave New Jersey at an alarming rate, driven by first-time college-students choosing to attend schools out of state.

The report, titled "The Education Equation: Strategies for Retaining and Attracting New Jersey's Future Workforce," was originally released last year with 13 recommendations to stem outmigration by matching education to private sector jobs.

While considerable progress has been made within those strategies, this year’s update shows New Jersey continues to have extremely high outmigration rates of young adults, ages 18 to 34. Read full article.

**Murphy Tries Carrot ... and Stick**
[www.NJSpotlight.com](http://www.NJSpotlight.com)

Gov. Phil Murphy is upping the political ante in his bid to establish a true millionaire’s tax, floating a new plan that would earmark the added revenue for property-tax relief and thereby forcing his opponents to face criticism that they are choosing to protect high-income earners over the middle class.
Announced during a town-hall event, the Democrat said he could add another $250 million in spending on direct property-tax relief programs to his fiscal year 2020 budget plan, but only if lawmakers pass the millionaire’s tax.

The extra money for property-tax relief is being generated, in part, by an improved state revenue outlook as Murphy said the recent April tax-collection season has proved to be a good one, suggesting the state’s economic base is expanding.

The initial reaction from Assembly Speaker Craig Coughlin (D-Middlesex) came from a spokesman who called such budget talk "premature" but also didn’t outright reject the proposal. Senate President Steve Sweeney (D-Gloucester) took a more aggressive posture and suggested Murphy’s offer is a fiscal "gimmick." But it also echoes tax policies Sweeney himself floated several years ago when Chris Christie was governor, something millionaire's-tax supporters may use against him to pick off lawmakers' votes in the weeks ahead.

Under Murphy’s original budget plan for FY 2020, the state would raise an additional $447 million by adding those who make between $1 million and $5 million to the group that pays the state’s highest tax rate. The additional revenue, generated by boosting their tax rate from 8.97 to 10.75 percent, would help fund increased investment in things like K-12 education and the public-worker pension system.

### Noteworthy: National Issues

**In Washington State, Employers May Soon Fund Free College**

[www.EducationDive.com](http://www.EducationDive.com)

Lawmakers in Washington state passed a bill that will provide free tuition at two- and four-year public institutions for students from families making $50,000 or less annually and partial discounts for students whose families earn up to $90,000.

Called the Workforce Education Investment Act, the effort relies on a unique funding mechanism that will raise nearly $1 billion in four years by placing a surcharge on businesses in the state that have "highly skilled workers," according to *The New York Times*. The biggest tech companies there could pay up to $7 million annually.

The legislation awaits the signature of Democratic Gov. Jay Inslee, who has voiced support for increasing financial aid. The bill has garnered support from policy analysts, as well as local tech giants such as Microsoft and Amazon.

Washington's free college plan has been applauded for its unique funding structure. Temple University professor Sara Goldrick-Lab, an expert in college aid, told the Seattle Times that it is "pretty much the most progressive state higher ed funding bill" that she's seen for years. [Read full article.](#)

**Five Questions Colleges Should Ask Before Engaging in a Public-Private Partnership**

[www.InsideHigherEd.com](http://www.InsideHigherEd.com)

Public-Private partnerships (P3s), or the practice of sharing responsibility for providing a
good or service with a for-profit company, are not new to higher education. Colleges have long outsourced elements such as food and laundry services, bookstores, custodial work and building construction.

In recent years, however, those partnerships have expanded to include academics and other pieces of the student experience that traditionally have been closely held, including online education, recruitment and even immersive learning experiences.

Such partnerships, however, involve more risk and "a level of skill set and competency to be able to both negotiate and to start up and manage that many universities are not set up or haven’t built themselves up to be able to address,” said Michelle Marks, vice president for academic innovation and new ventures at George Mason University, during a conference on this topic hosted there last week. "The reality today is that we can’t do it alone."  Read full article.

Former Ramapo President Offers Advice on Using Metrics for More Effectively Dealing with Campus Vulnerabilities
HigherEdJobs.com

Dr. Robert A. Scott, president emeritus and university professor emeritus of Adelphi University and also president emeritus and professor emeritus of Ramapo College of New Jersey (1985-2000) offers his advice on how to use metrics for monitoring campus vulnerabilities.

It is said that concerns about the board and faculty, money, government priorities, and news stories about higher education’s vulnerability keep presidents up at night.

What too few seem to realize is that there are metrics for monitoring campus vulnerabilities. While regional accrediting agencies review data such as these, it is up to campus leaders to be alert to the status of these indicators. Each metric can be the subject of questions about assumptions, trends over time, and comparisons to other institutions. They provide a guide to the “canaries in the coal mine,” i.e., trends in the local, state, or national environment that can indicate trouble ahead.  Read full article.

Opinion: Free College, the Best Version
www.NYTimes.com/David-Leonardt

NY Times Op-Ed Columnist/Editor David Leonhardt in a May 7, 2019 op-ed, takes a critical look at "free college" and concludes that free community college is the way to go - with supportive evidence from Chicago and Tennessee. The opinion piece is reprinted in full.

The version of "free college" that I find most promising is free community college.

Eliminating tuition at two-year colleges would send a message that Americans are supposed to continue their education beyond high school. It would also avoid a major weakness of the free four-year college plans that some Democrats are now pushing - namely, giving a big handout to upper-middle-class families, most of whom don’t send their children to community colleges.
Several places around the country have started free community-college programs, the most prominent being Tennessee (under a Republican governor) and Chicago (under a Democratic mayor). Yesterday, that mayor - Rahm Emanuel, who leaves office later this month - announced he was expanding the program to graduates of 12 Catholic high schools; it had previously applied only to public-school graduates. It’s a good move, because Catholic schools have long helped launch working-class Americans, not just Catholics, into the middle class.

"Twelfth grade can’t be the norm," Emanuel told me. "You’ve got to change the goal line. K through high school was the 20th century. Pre-K to college is the 21st century."

Still, I have one big worry about free community-college programs, and I wanted to use the latest news as a reason to look at how well Chicago and Tennessee have been dealing with it. The answer is mostly encouraging.

**More Clarity, More Grads**

Community colleges can be inspiring places. They’re often filled with people who are trying to overcome big challenges - including lower-income students, war veterans, laid-off workers, students with disabilities and victims of domestic abuse. Unfortunately, the colleges also tend to be short of resources, as Richard Kahlenberg of the Century Foundation has pointed out. Many have shockingly low graduation rates.

My worry about free community-college programs is that they will lead more students to enroll but not necessarily graduate. The programs could potentially even lead to a drop in the total number of college graduates, if students began choosing community colleges over four-year colleges but then failed to finish.

So, I asked officials in both Chicago and Tennessee what’s happened to their enrollment and graduation numbers since starting their programs.

The first piece of good news is that, as intended, enrollment has risen. More than 64 percent of Chicago’s public high-school graduates enroll in a college - for two- or four-year degrees - up from 54 percent in 2010, before the program started. In Tennessee, the share of high-school graduates going to college jumped to 64 percent in 2015, the first year of its program, from 58 percent the previous year. It has since remained between 63 percent and 64 percent.

These increases are notable, because even before these programs began, federal financial aid covered community-college tuition for many students, as Sandy Baum of the Urban Institute (a skeptic of free tuition) often points out.

"Could a low-income student have gone to community college tuition-free before?" Mike Krause, who runs the Tennessee Higher Education Commission, said to me. "Absolutely. But they didn’t know that." He added: "We have managed to bring clarity to a message that was in the past very complicated."

The second piece of good news is that graduation numbers have also risen. They’ve done so because both Tennessee and Chicago have paired free tuition with a new push to reduce dropout rates.

Tennessee has signed up 9,000 volunteer mentors per year to work with students, Krause said, and to qualify for free tuition, students must take a full load of classes. Chicago has also taken steps to help students stay in school and graduate.
The results: In Tennessee, the three-year community-college graduation rate has risen to 23 percent from 14 percent. In Chicago, the graduation rate has risen to 24 percent from 11 percent. Many more Chicago community-college students are also transferring to four-year colleges.

Obviously, those graduation rates remain far too low. There is still a lot of work to do, including better funding for the colleges and more accountability for those that don’t reduce their dropout rates. And free tuition still doesn’t cover most living expenses, like food and lodging.

But on the most basic question of whether the programs in Tennessee and Chicago are working, I’d say the answer is yes.

Report: Quick Facts About Student Debt
www.TICAS.com

In 2016, 1.5 million students graduated from a four-year college with an average of $29,650 in student loans. Graduates with debt represent 69 percent of all students graduating with a BA in 2016.

Between 2012 and 2016, student debt among college graduates increased by 1 percent, from $29,400 in 2012 to $29,650 in 2016. This represents a slowdown in the growth of debt among college graduates from earlier years. Between 1996 and 2012, the average debt level among graduating seniors with any student loans increased steadily by an average of 4 percent a year.

About 14 percent of 2016 graduates’ debt comprises private loans. Private (non-federal) loans are typically more costly and do not provide the consumer protections and repayment options available with federal loans. For additional information on private student loans, including how private borrowing rates vary by school type and price, see Private Loans Facts and Trends.

The share of graduates with student debt and their typical debt levels vary by college type.

- **66 percent of graduates** from public colleges had student loans. These graduates left school with an **average of $26,900** in student loans.
- **68 percent of graduates** from private nonprofit colleges had student loans. These graduates left school with an **average of $31,450** in student loans.
- **83 percent of graduates** from for-profit colleges had student loans. These graduates left school with an **average of $39,900** in student loans.

Understanding Higher Ed’s Role in Workforce Education Partnerships
www.EducationDive.com

Automation, artificial intelligence and other emerging technologies are changing the nature of work, and colleges and universities are pushing to keep up with the resulting demand for more and different kinds of education and training. But they’re not working alone. Employers, which have scaled back their investments in employee education in
recent years, are again seeing a need to be involved in that upskilling.

Yet studies repeatedly show that business leaders are often at odds with colleges and students as to whether graduates are adequately prepared for the workforce.

How higher ed and companies can reconcile their views in order to identify and address the skills students need was the topic of a panel session at a conference for public-private partnerships in postsecondary education, held recently at George Mason University, near Washington, D.C.

"Employers literally want to see that (graduates) have the skills they’re looking for so (they) can be productive in that job on day one," said Ryan Craig, managing director of investment firm University Ventures and a panel participant. "That's hard and that requires a set of new and different initiatives (from universities and third parties)."

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**Trump Policies Keep Foreign Lands from Sending Us Their Best - Students**

[Editorial]

[www.NJ.com](http://www.nj.com)

With "border caravans" and asylum seekers allegedly gaming the system, immigration continues to be a third-rail issue in New Jersey and elsewhere. But, there's one area where South Jersey can use more immigrants, and that's in its institutions of higher learning.

Some 25 New Jersey college presidents, including the leaders of Rowan and Stockton universities, wrote to our state's congressional delegation last week expressing frustration with Trump administration barriers that make it more difficult to offer spots to foreign students.