



2019 HUNT-KEAN FELLOWS



KEY TAKEAWAYS & POLICY CONSIDERATIONS

VISION SETTING

INTRODUCTION:

The Honorable James B. Hunt, Jr., Governor, North Carolina (1977-1985; 1993-2001)

SPEAKER:

The Honorable Bill Haslam, Governor, Tennessee (2011-2019)

KEY TAKEAWAYS:

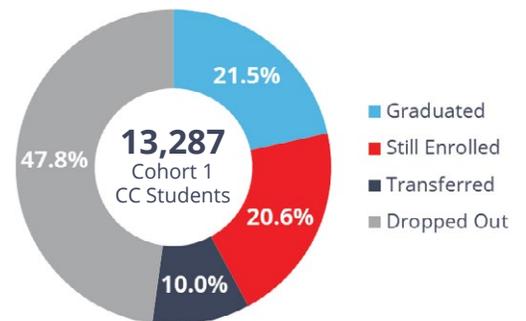
- Establishing a **postsecondary attainment goal**, and implementing strategies to reach that goal, is vitally important for states to ensure that their workforce is prepared for the demands of their regional economy.
- In order to achieve their postsecondary attainment goals, states must take an “all of the above” approach that includes **recruiting underserved or nontraditional student populations such as adult learners and developing new strategies** to serve them more efficiently such as high-quality online learning options and competency-based programs.
- In Tennessee, a program that provides two years of tuition-free attendance at a community or technical college (**Tennessee Promise**), helped change the conversation from “what are you doing after high school?” to “where are you going to college?”
 - Students who participated in the TN Promise program have higher graduation and success rates than their peers who didn’t participate in the program (see more detailed data in Key Resources below).
- **Guidance counselors** in high schools also play a significant role in helping close access gaps and raise attainment levels by helping prospective higher education students fill out the Free Application for Federal Student Aid (FAFSA), take college entrance exams (such as the SAT and ACT), and change their expectations about higher education.
 - For more details on a specific initiative to grow the number of guidance counselors in high schools, please see the Presentation on College Advising Corps section of this document (page 4).
- Another important factor in raising attainment rates is **engaging the business community**. Governor Haslam cited the example of the Tennessee College of Applied Technology at Murfreesboro – a community college which opened a campus on the site of a Nissan manufacturing facility in Smyrna, TN.
- Successful efforts to reach attainment goals require **buy-in from a broad coalition of stakeholders** including the state legislature and institution leaders. Governor Haslam was able to secure buy-in by framing the issue as a “math problem” – there was broad agreement about the need to raise attainment, and the data showed that the state could not reach that goal without changing its trajectory.

KEY RESOURCES:

- [Recovery: Job Growth and Education Requirements Through 2020](#), a report released in 2013 by the Georgetown Center on Education and the Workforce, was cited by Governor Haslam as a major factor in Tennessee’s efforts to establish a postsecondary attainment goal.
- [Tennessee Promise Students at Community Colleges](#) is a breakdown of outcomes data for the first cohort of students who participated in the TN Promise program put together by the College System of Tennessee.

Tennessee Promise Outcomes

The figure below shows the outcomes for all Cohort 1 community college (CC) students from Fall 2015 through Fall 2017 (five semesters).



Source: Tennessee Board of Regents (TBR)

ACTION ITEMS:

- If your state has not established a postsecondary attainment goal (California, Delaware, Michigan, Mississippi, Nebraska, New York, and West Virginia) initiate or support efforts to do so.
- Use data to determine where access and completion gaps are most prominent in your state – and then develop strategies to target those specific gaps.

RECRUITING THE STUDENTS OF TOMORROW

RESOURCE EXPERTS:

- ✉ **Dr. Kim Hunter Reed**, Commissioner of Higher Education, Louisiana Board of Regents
- ✉ **Ben Cannon**, Executive Director, Oregon Higher Education Coordinating Commission

MODERATOR:

- ✉ **Denise Forte**, Senior Vice President for Partnership and Engagement, The Education Trust

KEY TAKEAWAYS:

- In order to raise attainment levels, state policymakers must develop strategies to **recruit and retain under-served student populations such as first-generation students, students of color, and adult learners**.
- Helping these populations succeed in postsecondary education requires intentional efforts to remove barriers related to access and affordability.
- Ben Cannon highlighted a statistic that underscores the potential benefits of removing barriers to access:
 - Among Oregon residents in the lowest income quintile who enroll in postsecondary education, 20 percent will move to a higher income quartile by their mid-thirties.
 - However, only nine percent of residents in the lowest income quintile currently enroll in a higher education institution.
- Data can be used to identify specific gaps in access by pinpointing which student subpopulations are least likely to access and succeed in postsecondary education.
- Another important strategy to increase access for underserved student populations involves creative strategies to help more students fill out the FAFSA form, which is an important step in ensuring that students establish their own pathway to a degree or credential.
 - In Louisiana, state officials established partnerships with many high schools so that students could **complete their FAFSA forms during in-school workshops**.
 - Data sharing agreements between state institutions and high schools is another effective strategy to boost FAFSA completion rates.
- **Dual enrollment initiatives**, which allow high school students to take courses to earn college credit, can be effective strategies to promote greater postsecondary access.
 - However, state leaders should be sure that these opportunities are **available for all students**, not just in higher-income communities.
 - Many states have more rigorous degree requirements for high school educators who teach courses that grant college credit; making those requirements more flexible can be an effective way to expand dual enrollment opportunities.
- State leaders should also brainstorm strategies to **engage with parents** and families of underserved student populations and communicate the value of a higher education degree or certificate.

KEY RESOURCES:

- **[Broken Mirrors: Black Student Representation at Public State Colleges and Universities](#)** is a new report from the Education Trust that contains state-level analyses of whether Black students are able to access and succeed in public institutions of higher education. Denise Forte mentioned this report in her remarks.

ACTION ITEMS:

- Ensure that statewide strategies to increase higher education attainment rates include an intentional focus on recruiting and retaining underserved student populations.
- Encourage creative, collaborative initiatives to boost FAFSA form completion rates – especially in low-income communities and communities of color.

PRESENTATION ON COLLEGE ADVISING CORPS PROGRAM

RESOURCE EXPERTS:

- ✉ **Dr. Nicole Hurd**, Chief Executive Officer, College Advising Corps (CAC)
- Maria Martinez Cantellano**, Second-Year CAC Advisor, Heidi Trask High School
- Yaritza Villalobos Aguilera**, Student, University of North Carolina at Charlotte

KEY TAKEAWAYS:

- The College Advising Corps (CAC) program trains recent college graduates to be “near-peer” postsecondary advisors and places them in low-income high schools across their member states.
- **CAC advisors do not replace traditional guidance counselors** in high schools; instead, they complement those roles by assuming duties related to higher education advising.
- Guidance counselors currently have a wide range of duties including the responsibility of managing the **social and emotional well-being of students**.
- Having a CAC advisor manage issues related to postsecondary transitions allows guidance counselors to delegate their responsibilities and serve more students effectively.
- The current national **school counselor to student ratio is 482 to one**. CAC has a goal of reducing this ratio to 250 to one.

KEY RESOURCES:

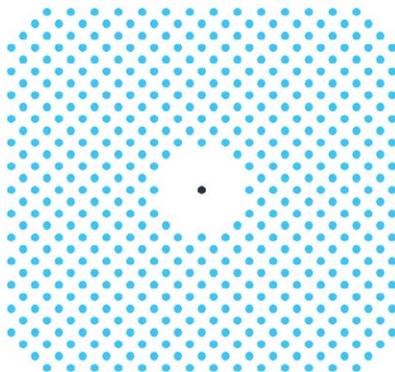
- [College Advising Corps: Higher Education Summit Presentation](#) is the PowerPoint slide deck that Dr. Hurd put together for her presentation.

ACTION ITEMS:

- Explore statewide policy initiatives to reduce the ratio of guidance counselors to students by considering establishing a cap on such ratios and by providing resources for schools and districts to hire additional counselors.
- Contact the Hunt Institute for more information on the CAC program and its expansion efforts.

The Need for Advisers

The national student-to-counselor ratio is **more than 482:1**.



Many students are left with **less than 20 minutes per year** with a counselor.

INSTITUTIONAL LEADERSHIP AND ACCOUNTABILITY

RESOURCE EXPERTS:

- ✉ **Peter Hans**, President, North Carolina Community College System
- ✉ **Dr. Robert Kelchen**, Assistant Professor, Seton Hall University

MODERATOR:

- ✉ **Dr. Charles Clotfelter**, Z. Smith Reynolds Professor of Public Policy Studies, Duke University Sanford School of Public Policy

KEY TAKEAWAYS:

- Many policymakers have considered initiatives to hold higher education institutions accountable for how well they serve their students. Some of the momentum behind these efforts has been driven by the increasing cost of higher education and the rise of student loan debt.
- There are three main entities that share responsibility for holding higher education institutions accountable, commonly referred to as the **Oversight Triad**: the federal government, state governments, and accrediting agencies.
- The federal government's main accountability tool is to act as a gatekeeper for federal student aid programs, referred to as Title IV programs.
 - However, this tool is a very blunt instrument because revoking a school's ability to access Title IV programs would cause the vast majority of institutions to become insolvent. As a result, **the federal government does not exert a significant amount of influence on higher education accountability.**
- Accrediting agencies are responsible for reviewing a variety of metrics to ensure that schools are financially stable and that a substantial percentage of a school's graduates are able to pay off their student loans and earn a living wage.
 - However, **there are a number of different accrediting agencies that use a variety of criteria to determine an institution's accreditation status – resulting in a fairly opaque process.**
- States have a number of tools that can be used to hold public higher education institutions accountable, including:
 - Establishing caps on tuition and/or tuition increases,
 - Tying a percentage of public funding to a variety of student outcome metrics, and
 - Collecting and disseminating data on student outcomes to inform consumer choices.
- When it comes to **outcomes-based funding formulas**, resource experts agreed that many states currently tie a relatively modest amount of public funding, such as five percent, to graduate outcome information.
- Accountability is another area where academic advising and counseling plays an important role. If students and their families are able to receive information and advice regarding student outcomes for different programs of study, they are able to make more **informed choices** and steer student aid funding toward high-quality institutions.

KEY RESOURCES:

- [Implementation and Impact of Outcomes-Based Funding in Three States: High-Level Findings](#) is an issue brief that discusses the results of a Research for Action study from 2017 that evaluates the impact of outcomes-based funding formulas in Tennessee, Indiana, and Ohio.

ACTION ITEMS:

- Analyze what data your state collects regarding higher education graduate outcomes such as graduate earnings, average student loan debt, and percentage of students who default on their loans.
 - Is that information disaggregated by programs of study at different institutions?
 - Is that information easily available to students and their families, or is it buried in a spreadsheet on a state agency website that may be difficult to find?
- Determine whether any portion of your state's funding for public higher education institutions is tied to graduate outcome measures and whether that funding contains any flexibility to account for different types of institutions.

STRATEGIES TO SUPPORT COLLEGE COMPLETION

RESOURCE EXPERTS:

- ✉ **Dr. Dhanfu Elston**, Vice President of Strategy, Complete College America
- ✉ **Dr. Michelle Marks**, Vice President for Academic Innovation & New Ventures, George Mason University

MODERATOR:

- ✉ **Laura Fornash**, Hunt Institute Foundation Board Member; Senior Vice President, McGuireWoods Consulting

KEY TAKEAWAYS:

- Once students are able to access higher education and enroll in institutions, state policymakers must also consider efforts to ensure that such students complete their degrees or certificates in a reasonable amount of time.
- **The most successful efforts to support college completion involve holistic approaches** that have the buy-in of many stakeholders who have reached consensus on their desired outcomes.
- When it comes to college completion, state leaders should start with their questions:
 - What are your desired college completion outcomes?
 - What student subpopulations need the most support in order to complete?
- Different student subpopulations will have different needs regarding college completion. For example:
 - Adult learners often need flexibility, such as nighttime and online learning opportunities and child care support, in order to complete their degrees.
 - First-generation students (who are the first from their family to enroll in higher education) often need advising in order to understand the lingo associated with basic higher education concepts.
- Partnerships between two-year institutions and four-year institutions can boost student completion rates and reduce costs. Often called **articulation agreements**, these partnerships support students who transfer from one school to another by establishing credit transfer policies and common course numbering.
- Dr. Marks highlighted George Mason University's (GMU's) NOVA ADVANCE program – a partnership between GMU and Northern Virginia Community College (NOVA) campuses.
 - The NOVA ADVANCE program aligns the systems of GMU and NOVA institutions so that all NOVA credits are able to transfer to GMU, students only have to complete one application for both institutions, and students have access to the same advisor even after transferring.
- Another strategy used by states and institutions is to develop an **Early Warning System that identifies students who are at risk of dropping out and targets supportive interventions** to help such students get back on track.
 - This strategy requires a robust data system as well as an understanding of the most common “leakage points” where students are most likely to fall off track.

KEY RESOURCES:

- [New Rules: Policies to Meet Attainment Goals and Close Equity Gaps](#) is a toolkit published by Complete College America that contains information on how to develop thoughtful, equity-focused college completion policies.
- [Tackling Transfer: A Guide to Convening Community Colleges and Universities to Improve Transfer Student Outcomes](#) is a resource published by the Aspen Institute's College Excellence Program that contains instructions for how state leaders can organize workshops where institution leaders develop policies to support transfer students.

ACTION ITEMS:

- Convene institution leaders in your state and facilitate a dialogue about how policies can be aligned in ways that support students who transfer from one institution to another.
- Consider advocating for policy initiatives that incentivize the development of Early Warning Systems at institutions in your state.

LUMINA STRATEGY LABS PRESENTATION

RESOURCE EXPERT:

✉ **Dr. Jimmy Clarke**, Senior Director of State Policy, HCM Strategists

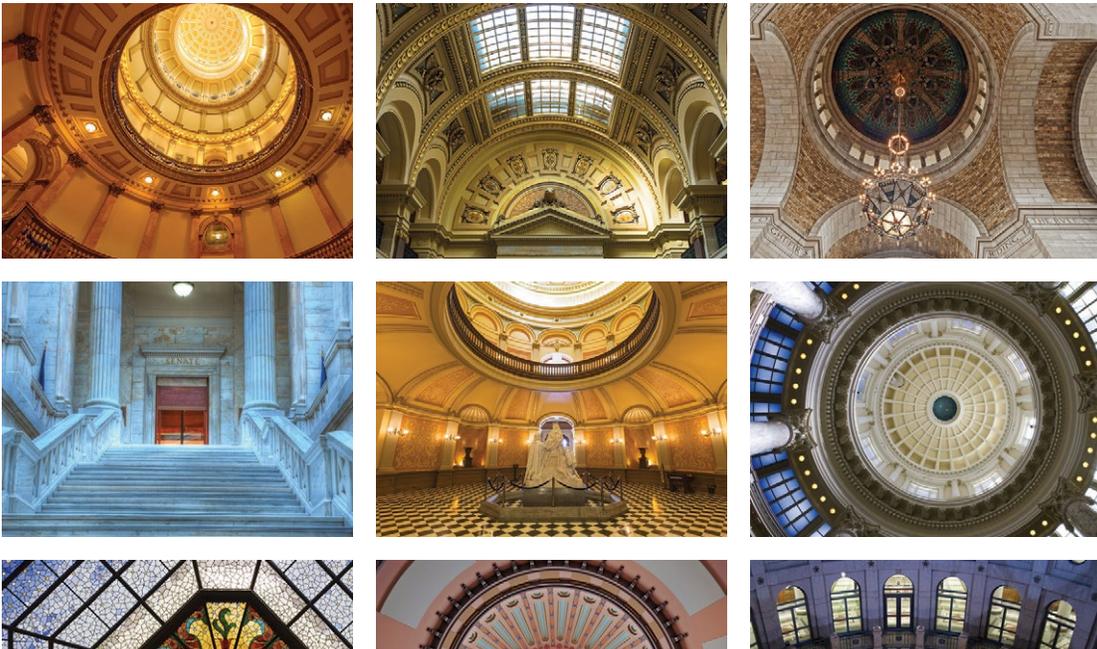
KEY TAKEAWAYS:

- Lumina Strategy Labs is a digital platform that provides technical assistance to state policymakers seeking to increase the number of adults in their state with high-quality postsecondary degrees or credentials.
- Strategy labs was originally conceived as a part of the Goal 2025 movement for a subset of states, but it is now a nationwide effort that is available to all 50 states.
- Many of the actionable resources provided by Strategy Labs are aligned with Lumina’s state policy agenda (linked below).
- There are four main areas of focus in the work of Strategy Labs:
 - State Commitment,
 - Strategic Finance,
 - Affordability, and
 - Innovation.

KEY RESOURCES:

- The [Lumina State Policy Agenda](#) contains recommendations on ways that state policymakers can identify, attract, and spend resources in order to raise postsecondary attainment rates in their states.

LUMINA STATE POLICY AGENDA 2017–20



LEVERAGING DATA TO SUPPORT STUDENTS

RESOURCE EXPERTS:

- ✉ **Dr. Wil Del Pilar**, Vice President of Higher Education Policy and Practice, The Education Trust
- ✉ **Peter Blake**, Director, State Council of Higher Education for Virginia

MODERATOR:

- ✉ **Dr. Madeline Pumariega**, Former Chancellor, The Florida College System

KEY TAKEAWAYS:

- State leaders can **leverage data to advance a number of initiatives** to support institutional and individual success, but it is important to start with your questions:
 - What goals are you trying to accomplish as a state?
 - What story can you tell using data that will help you accomplish those goals?
- In order to help state leaders, higher education **data must be actionable, connectable, and relatable – as well as disaggregated** by race, ethnicity, and income.
- When it comes to postsecondary attainment goals, higher education data can be used to identify specific access gaps for different student populations and strategies to close those gaps.
 - In Tennessee, a leader on using data to reach its attainment goals, the share of black students enrolling in higher education closely resembles the proportion of black residents in the state – this is a sign of success.
- Higher education data can also offer consumer information that helps students and their families make informed choices about higher education – but the **data must be clear and easily-accessible** in order to be effective.

POSTSECONDARY DATA

Records that measure student access, progress, success, and affordability through higher education.



KEY RESOURCES:

- [Strong Foundations 2016: The State of State Postsecondary Data Systems](#) is a paper published by the State Higher Education Executive Officers Association (SHEEO) with information about which states collect higher education data and how such information is used to inform policy decisions.
- [Mapping Postsecondary and Workforce Information Gaps in State Data Systems](#) is an infographic released by the Postsecondary Data Collaborative that identifies the types of higher education data that are most commonly excluded from state data systems.

ACTION ITEMS:

- Consider using your state's higher education data to design an information session to educate state legislators and other state leaders on equity gaps in higher education.
- Conduct an audit of your state's education data system that seeks answers to the following questions:
 - What types of higher education data are collected by my state?
 - Is this data disaggregated by:
 - Institution and program of study?
 - Race and ethnicity of student?
 - Income level of student?
 - Does my state link higher education data to other data points (early childhood, K-12, workforce) in the context of a longitudinal data system?
 - Who is able to access higher education data?
 - Is higher education data being used by state policymakers to inform postsecondary policy decisions?
 - If not, how can this be incentivized?

BUSINESS PARTNERSHIPS

RESOURCE EXPERTS:

- ✉ **Lisa Moerner**, Director of Corporate Public Policy, Dominion Energy
- ✉ **Henry C. Giles, Jr.**, President, Spartanburg Community College

MODERATOR:

- ✉ **Dr. Stelfanie Williams**, Vice President for Durham Affairs, Duke University

KEY TAKEAWAYS:

- **Aligning higher education programming with workforce needs** can best be accomplished through partnerships and collaboration among stakeholders.
- Employers are increasingly aware of the need for these partnerships because a **large proportion of the current workforce is approaching retirement age, and in many industries**, there are not enough qualified graduates to replace them.
- Partnerships between institutions of higher education and specific employers can be especially successful.
 - Mr. Giles shared the example of how Spartanburg Community College reached an agreement with BMW to train 100 technicians a year through their technical scholars program. BMW pays for the cost of the tuition for the technicians, who work part-time as they are earning their certificates.
- **Apprenticeships**, where higher education students receive on-the-job training while completing their studies, are another effective strategy to ensure that graduates have the skills that employers need.
- Some of the most important skills that employers are looking for fall under the category of **“soft skills”** that help employees show up to work on time, communicate effectively, and collaborate with colleagues.
 - One of the single most important skills for employers is the ability to **adapt to change and solve problems** as they arise.
- For institutions to keep up with evolving workforce needs, **faculty members need to be well-versed in emerging economic trends**. Institutions may also consider establishing research departments that can monitor data from the Department of Labor and other sources to identify workforce gaps.
- Institutions must also consider the needs of underserved student populations, such as adult learners seeking to **reconnect with the workforce**, by providing the support and flexibility that allows them to earn certificates and degrees on their own schedules.



KEY RESOURCES:

- [Powerful Partners: Businesses and Community Colleges](#) is a paper published by the National Skills Coalition that contains background on the importance of partnerships between employers and community colleges, case studies about effective partnerships, and policy recommendations.
- [Creating Purposeful Partnerships: Business and Higher Education Working Together to Build Regional Talent Ecosystems for the Digital Economy](#) is a document published by the Business-Higher Education Forum that contains a playbook for how employers and institution leaders can establish meaningful partnerships.

ACTION ITEMS:

- Consider ways to establish a forum where institution leaders and regional employers can discuss potential partnerships to align higher education programming with specific workforce needs.
- Work with your state’s department of labor to ensure that community college leaders are able to access the latest data on economic trends and workforce needs.

STRATEGIES TO SUPPORT COLLEGE COMPLETION

RESOURCE EXPERTS:

The Honorable James B. Hunt, Jr., Governor, North Carolina (1977-1985; 1993-2001)

The Honorable Jim Douglas, Governor, Vermont (2003-2011)

The Honorable Jim Geringer, Governor, Wyoming (1995-2003)

The Honorable Jim Hodges, Governor, South Carolina (1999-2003)

The Honorable Dannel Malloy, Governor, Connecticut (2011-2019)

MODERATOR:

✉ **Scott Jenkins**, Strategy Director, Lumina Foundation

KEY TAKEAWAYS:

- State leaders have an incredible opportunity to use their roles as public servants to **improve the quality of life of the people in their states**.
- When it comes to all higher education work, **equity must be considered from the beginning** of every effort – it can't be an afterthought.
- The **country's changing demographics** pose a number of challenges that policymakers should consider as they develop strategies to drive systematic improvement for all students.
 - Most higher education students today don't fit the model of an 18-year-old going directly from a high school to a four-year institution.
 - The non-white population in the United States will continue to grow and policymakers need consider how best to serve a more diverse population.
- **Affordability** of higher education must be considered alongside the cost of real estate, child care, and other living expenses that determine whether graduates can be retained within that state or choose to relocate.
- State leaders must think about innovation and look to what other states are doing to develop creative solutions that allow more people to succeed in higher education.
- **Regardless of role or position, state leaders should think carefully about the policy levers currently available to them that can be used to make a difference in people's lives.**





An affiliate of the Duke University Sanford School of Public Policy

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