



ON-RAMPS TO COLLEGE

WORKING GROUP DELIVERABLE

The **On-ramps to College Working Group** focused on strategies to increase postsecondary access for all students in the state by developing innovative solutions for addressing equity gaps in college attendance by race and socioeconomic status. Specially, the group was charged with:

- ➔ **Creating a coordinated approach to offering fee-free dual enrollment and piloting other models for demonstrating college-level mastery, such as the Modern States Educational Alliance, which prepares students for College Level Examination Program exams.**
- ➔ **Exploring, and then working to address, the factors affecting New Jersey student decisions to attend higher education institutions outside of the state.**

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OVERVIEW

In March of 2019, New Jersey unveiled a **state plan for higher education** with a bold vision that “every New Jerseyan, regardless of life circumstances, should have the opportunity to obtain a high-quality credential that prepares them for life after college.” The implementation of this plan and common goal required the input and expertise of various stakeholders, including the On-ramps to College Working Group (hereafter referred to as “Working Group”).

Over the past six months, this Working Group focused on one component of the state plan in order to make the vision a reality, which was to create on-ramps to college so that all New Jersey students regardless of age are exposed to postsecondary opportunities. Specifically, the group was charged with increasing postsecondary access for all students in the state by developing innovative solutions to addressing equity gaps in college attendance by race and socioeconomic status. The specific charges included:

1. Creating a coordinated approach to offering fee-free dual enrollment and...
2. Piloting other models for demonstrating college-level mastery, such as the Modern States Educational Alliance, which prepares students for College Level Examination Program exams.
3. Exploring, and then working to address, the factors affecting New Jersey student decisions to attend higher education institutions outside of the state.

While the time frame was daunting for addressing large-scale and longstanding issues, the Working Group is proud to share initial action steps and engage in continued conversations that will continue to move New Jersey towards the goal.

OFFERING FEE-FREE DUAL ENROLLMENT

Dual enrollment provides a way for students to earn college credits while still in high school. While dual enrollment programs exist across the state, not all students have access. Despite discounted costs, some students are still not able to afford to participate, so the Working Group focused on funding particularly for low-income students. The deliverable gives policy guidance for creating a coordinated approach to dual enrollment focused on equity in access and participation. This deliverable should help inform the newly created Dual Enrollment Study Commission.

PILOTING COMPETENCY MODELS

Another innovative way for students to demonstrate college-level mastery earning them college credit in advance is through competency-based models. These models may be less familiar than dual enrollment, so the deliverable focuses on creating an inventory of competency-based programs that administrators could consider in order to help provide accessibility and affordability to higher education. The inventory also includes information about where these programs exist and where credit is accepted across the state.

EXPLORING OUTMIGRATION

New Jersey has a long-standing history of being a top exporter of students, but data surrounding this topic can be flawed or non-existent. The deliverable included here takes a snapshot of outmigration by looking at specific

New Jersey districts to begin to understand college choice, and provides a proposal for further research on the topic. In addition, proposals for current and suggested programs to help address outmigration and promote higher education in New Jersey are presented.

CONSIDERATIONS

The Working Group brought together stakeholders of all backgrounds to utilize their expertise to investigate the challenges surrounding college access from a variety of perspectives. As a result of these conversations, the Working Group acknowledges limitations in the work:

- The Working Group was looking at only one piece of the puzzle and many discussions led to related issues. For example, a student's reasons for leaving the state (outmigration) could tie to tuition costs in-state. Nevertheless, the deliverables are focused directly on the charges given to the working group.
- Some of the discussions regarding possible solutions could lead to unintended consequences that should be discussed before implementation. For example, if we are able to provide NJ students with more college credits prior to enrollment, will this lead to unintended outmigration of students? These considerations are addressed in our end products.
- There are already good programs and work happening both in the state and the nation that can be shared, especially given the limited resources of time and money. The deliverables include some exemplars of programs, but this is not a comprehensive and exhaustive list, but provides an avenue to continue to share best practices.
- The deliverables should be viewed as living documents that serve as a foundation to continued conversations around addressing the equity gaps in access to college.

With these acknowledgments, the Working Group is proud to present three deliverables for further discussion, development, and implementation across the state in order to further the work of the State Plan and to help New Jersey reach the goal of 65% of working age residents with a high quality credential by 2025 (65 by 2025). New Jersey stakeholders are committed to the success of students across the Garden State.

Disclaimer:

The views expressed in this document belong to the Working Group and do not necessarily reflect the official policy of the State of New Jersey. The content provided is intended to serve as a resource to help develop strategies to increase support for students at New Jersey's colleges and is provided in good faith. Due to time constraints, the Working Group notes the information may not be comprehensive and readers should take into account context for how the deliverable is used as well as further research that may be available after publication.

Table of Contents

Executive Summary	2
Introduction and Background	4
<i>Outmigration by the Numbers</i>	5
Proposal for Research Exploring Outmigration	7
<i>Migration Patterns by NJ School Districts</i>	7
<i>Future Study</i>	8
<i>Theories on College Selection</i>	8
<i>Next Steps for Research</i>	9
Marketing the Value of NJ Higher Education	10
<i>Creating a New Jersey College Fair</i>	11
Scaling High-Impact Learning Opportunities	12
<i>Overview of Existing Models</i>	13
<i>Potential Challenges</i>	14
<i>Potential Opportunities</i>	14
<i>Next Steps for High-Impact Learning Opportunities</i>	15
Appendix A: Student GPA & Postsecondary Education Selection	16

Executive Summary¹

The primary objective of the Working Group's charge regarding outmigration was to explore factors – and potentially stem – the outmigration of New Jersey's college-going population. Outmigration is persistent issue in New Jersey, which is one of the top states for exporting students, and this issue could cause a detrimental economic impact on New Jersey, as students represent the innovation and drive that supports our state's success.

The state's plan for New Jersey Higher Education sets forth a bold vision for all New Jersey residents and highlights the need for all students to have access to college opportunities and the need to reestablish New Jersey as leader in research, innovation, and talent. To reach New Jersey's goal that 65% of residents have a high quality credential by the year 2025 (65% by 2025), stakeholders are being called upon to implement innovative and aggressive strategies to retain students. While state incentives such as tuition-grant programs and dual enrollment could foster in-state enrollment and help stem outmigration, there is a need to draw attention to the pragmatic value of remaining in-state for a college education.

The following report details efforts to bolster the knowledge and awareness of the benefits of attending college in New Jersey, and to show students and families why choosing a NJ college is a premium choice for their future- a message they hear too infrequently. This deliverable focuses on three specific elements to address the outmigration and bolster the state's economic growth:

- 1) **A proposal for further research.** In order to find solutions for the outmigration challenge, the State must first understand the root issues leading to outmigration. Included is an analysis of snapshot data on student college choice at specific NJ districts to begin to understand student college choice and address reasons why students leave NJ for college, including:
 - attitudes about NJ colleges,
 - proximity to nearby high-quality out-of-state institutions, and
 - a market of top-educational candidates produced by NJ K-12 systems that provides an enticing recruitment market for out-of-state institutions.
- 2) **A marketing campaign** that communicate the values, assets, and strengths of NJ colleges. This could be accomplished through a recurring schedule of state-wide college fairs that would educate and inform constituents of the benefits of attending college in NJ.
- 3) **A review of high-impact student experiences.** Experiential learning is an effective segue into the workforce. Providing and promoting high-impact experiences and immersive learning opportunities exposes NJ students to NJ colleges with positive and favorable experiences to serve as an introduction to the plethora of benefits within NJ.

Finally, potential next steps are provided, including implementation plans to reach students and their families. While the focus of this report is on outmigration, the reciprocal connection between outmigration and in-migration (college students from other states and other countries choosing New Jersey institutions) should not be overlooked.

Introduction and Background

In the spring of 2019, the Governor of New Jersey (NJ) released the state plan, [Where Opportunity Meets Innovation: A Student-Centered Vision for New Jersey Higher Education](#), creating a clear direction for higher education centered around the needs of students. This included a focus on creating on-ramps to college, bringing together stakeholders from across the Garden State to participate in a Working Group addressing college access. One of the charges given to this group was to explore and address the factors affecting NJ student decisions to attend higher education institutions outside the state.

The working group sought to provide information on why students leave New Jersey for postsecondary educational endeavors, and outline action steps for state decision makers and stakeholders, colleges and universities leaders, K-12 leaders and counselors, and businesses. The final outcome resulted in this report, which includes background on NJ's outmigration, key results from exploratory research, and key takeaways that aim to address the outmigration of college students in NJ and highlight the value of New Jersey's postsecondary ecosystem.

The challenge of outmigration and its economic impact is not a new phenomenon in the Garden State, as New Jersey has been a top exporter of college-going students for decades. NJ students migrate out of state for their higher education for many reasons. Anecdotally, three reasons appear to be based on perceptions of attitude, geography of the State, and the high-ranking K-12 education which NJ provides to its students.

1. First, although there is a need for research to validate this hypothesis, anecdotal reports led the Working Group to the concept of a generalized attitude that students should apply to colleges outside of New Jersey, including reports that parents, high school college counselors, and other influencers feed this attitude with students.
2. Second, New Jersey is in close geographic proximity to states with diverse educational opportunities, including large public universities, Ivy League institutions, and many liberal arts institutions.
3. Finally, it appears that a large driver of NJ's outmigration is due in part to the fact that NJ's K-12 education system is nationally known for its high quality and high rankings. This fact in and of itself makes NJ a fertile ground for the recruitment efforts of other states, often with very attractive financial aid packages.

These potential factors (both independently and combined) lead to over 30,000 NJ students choose to attend a postsecondary institution outside of the State.

While outmigration may be a flawed metric where data is still needed, its impact results in a myriad of socioeconomic issues for New Jersey. If a student does not stay in New Jersey, it creates a negative return on investment for NJ taxpayers – who paid on average

\$20,849 per pupil for K-12 education in 2017 through tax dollars.² The State also loses the potential for increased economic contributions through tax revenues when the student graduates. Preliminary data discussed below show that New Jersey’s highest achieving students are the most likely to leave the state. Moreover, these students are more likely to come from affluent families³, and recent nationwide trends show that the parents of this generation are increasingly likely to retire where their children and grandchildren live.⁴ This has potential to drain New Jersey’s economy bigenerationally. In addition, NJ’s postsecondary institutions may be losing opportunities in regards to capacity. Finally, NJ businesses are losing their future talent pipeline. In many facets, attracting and retaining postsecondary students is a crucial component to New Jersey’s future economic success.

There are many innovative programs across NJ’s postsecondary institutions that are delivering notable educational outcomes. Unprecedented partnerships are taking place among educators, employers, government, and nonprofits in order to build workforce skills and create career pathways, whether it is on campus, at a business location, or in the local community. And yet despite a State with an ideally centralized location between urban centers, nationally recognized high school academics, quality higher education institutions, and a highly educated, highly skilled workforce, NJ struggles to retain people, particularly high school graduates, to the state.

Outmigration by the Numbers

NJ has historically been one of the highest outmigration states in the country for young adults (ages 18-34). An analysis of estimates from the American Community Survey finds that from 2007-2017, NJ experienced a total net loss of 205,824 individuals between the ages of 18-34. A further analysis of these data finds that college-aged young adults (ages 18-24) accounted for nearly 60% of young adult outflow from New Jersey during the same time span. On the contrary, college-aged young adults accounted for only 36% of young adult inflow, when accounting for domestic and international migration patterns.⁵

Regional States	Net Migration of First-Time College Students
Connecticut	-5,243
Delaware	+1,649
Maryland	-8,374
Massachusetts	+9,071
New Jersey	-27,641

New York	+7,156
Pennsylvania	+16,959
<i>Source: National Center for Education Statistics, Fall 2016</i>	

A large segment of young adult “outmigrators” are graduating high school seniors and college-aged individuals (ages 18-24) who are continuing their education at traditional four-year higher education institutions. According to the National Center for Education Statistics, NJ continues to have one of the largest net losses of first-time degree/certificate-seeking undergraduates (who graduated high school in the last 12 months).⁶ In the fall of 2016, 32,014 first-time college students left NJ to attend a postsecondary institution in another state.⁷ Meanwhile, only 4,496 first-time students migrated into NJ for postsecondary education, resulting in a net loss of 27,518 young adults⁸.

Additionally, young adults are facing unprecedented college debt as NJ tuition rates have risen over the past decade while state funding for public colleges and universities has remained relatively flat despite increases in enrollment.⁹ According to an analysis of State Higher Education Executive Officers Association data, between 1991 and 2016, state appropriations per full-time student at NJ’s public colleges and universities decreased 40% while the institutions’ full-time enrollment increased by 63%. In addition, during the same time span, the cost of tuition per full-time students increased by 142%.¹⁰ As a result, in academic year 2018-2019, NJ had the fourth highest tuition and fees costs for public four-year institutions in the nation. According to the Institute for College Access & Success, due to the high cost of tuition and fees, 61% of NJ’s college/university Class of 2017 graduates who attended a four-year public or private institution acquired an average debt \$32,247¹¹.

Regional States	Cost of Public 4-yr Education*	% of Students Graduating with Debt	Average Debt for All Students at All Institutions
Connecticut	10 th	57%	\$38,510
Delaware	11 th	62%	\$29,314
Maryland	25 th	56%	\$29,314
Massachusetts	8 th	59%	\$32,065
New Jersey	4th	61%	\$32,247
New York	42 nd	30%	\$30,931
Pennsylvania	3 rd	67%	\$36,854
<i>Source: College Board & The Institute For College Access & Success</i>			

Proposal for Research Exploring Outmigration

Migration Patterns by NJ School Districts

In order to shed some light on the differences in migration patterns between districts in New Jersey, the working group invited school counselors from all high schools in New Jersey to provide non-identifying data of postsecondary plans for high school graduates 2015 through 2019. The data were pulled from the school student information system (SIS) and included: class graduation year, college attending, GPA, and high SAT/ACT score. The data analyzed included a sample population of 10,220 students who attended school district factors DE, FG, GH, I and J (as defined by the [New Jersey Department of Education](#)) as well as two private religious-based schools, a private boarding high school and one public magnet high school. School districts in New Jersey are categorized by the [New Jersey Department of Education](#) into [District Factor Groups](#), which describe the socioeconomic characteristics of the local district. From lowest socioeconomic status to highest, the categories are A, B, CD, DE, FG, GH, I and J.

Not represented in the analysis were District Factor Groups A, B, or CD, which includes the lowest socioeconomic districts. Despite requests, information was not forthcoming from these schools, particularly as the Working Group had a quick turnaround time for this deliverable. In this study, analysis was performed using GPA by school district factor and students’ postsecondary education selections. The analysis of this limited data indicates that students with the highest GPAs (A+>4.0 GPAs) are most likely to go to college out-of-state. The majority of “A” & “B” students, that is, those with better than

average GPAs (2.7 through 3.9 GPA) were more likely to go to college out-of-state. While the majority of “C” students, those with an average GPA (1.7 through 2.6 GPA) were more likely to remain in-state for college. (Further analysis of the districts analyzed can be found in Appendix A). This snapshot survey should be replicated (and expanded) to learn more about outmigration and which student populations may be the most affected. In addition, investigating the rate of students returning to New Jersey vs. staying out of state is another key data set that should be collected in order to further study the implications of outmigration on New Jersey’s economy.

Future Study

Moving forward, extended research and data collection is needed, in particular to better inform a long-term public relations strategy of highlighting the values of in-state education thereby changing the hearts and minds of all New Jersey students, families, and residents.

Based on earlier research presented and subsequent analysis, as detailed previously in this report, it was concluded that further research is needed in order to create a well-informed campaign that will resonate with the target audiences. The available data collected helped to narrow the focus of recommendations for future research.

What we do not know: We need to determine fully why students attend college outside New Jersey, but also why other students choose to remain in New Jersey for their college choice. Through improved research and additional data, understanding the “why” of behaviors and mindset of both students and families throughout the college selection process, as well as external influences/ers, will enable efforts to enact behavioral change.

What we know: College counselors reported to the Working Group that many residents are unfamiliar with in-state higher education institutions, the programs they offer, or their importance to the state. Many misconceptions remain, including around the quality, value, and diverse offerings of NJ institutions. It is critical to collect more data on these observations. Also, today’s consumers are concerned about the value proposition a commodity offers - and many view education as a commodity. Education for education’s sake is a passé concept. What is important to today’s students and families is the end result¹² - for what kind of job is this education preparing the student and how are they going to be successful?

Theories on College Selection

To answer the question of why students in New Jersey opt to attend colleges outside the state, an understanding of the college selection process is essential. The choice of college attendance does not begin with deciding which school to attend. Researchers have

developed multiple college choice theories, which can help understand outmigration factors and frame future studies.

Behavioral models of college choice establish that students cultivate thoughts and decisions about college before beginning the college search process, and that students begin to explore their college choices and their official college search based on those standing attitudes. Other studies demonstrate the role that individual student/family characteristics contribute to college choice behavior, including social, economic, and habitus factors. Institutional characteristics, including size, ranking, programs of study, and institution name recognition are also variables in the decision process for students.

Today, the current college search environment has become overwhelming, anxiety-ridden and stress-filled for students and families- even if you only consider the rise of electronic communication. This has spawned a new industry of private “counselors” guaranteeing entrance to competitive colleges while charging exorbitant fees for those families willing and able to pay. While not at the level of Operation Varsity Blues 2019¹³, NJ has deep pockets of wealth. Out-of-state colleges and universities have seats to fill and create a competitive culture of recruitment taking NJ students out of state.

Understanding the college choice process for potential college-goers and the persuasive influences/ers involved in that process is critical to addressing NJ’s outmigration challenge. Compiling data that capture the individual/familial characteristics that contribute to this choice is also critical. Necessary parties have to do more than invest in fleeting services to increase in-state enrollment, but rather seek to understand what students are thinking, feeling, and doing as it relates to understanding the postsecondary options within NJ.

Next Steps for Research

- **Gather additional data** to inform messaging for any state stakeholder constituencies implementing related public relations/marketing activities, including providing additional support to the upcoming New Jersey President’s Council campaign.
- **Continue to strengthen data collection on outmigration at the state level**, including through utilization of the State’s longitudinal data system (NJEDS).
- Allocate resources to **hire a graduate student/intern or propose an RFP** to delve deeper into data gathering and analysis related to the issue.
- Have the State provide **annual feedback reporting** of high school graduates’ college attendance choice with final GPA data, perhaps making this a component of the NJ School Report Card annual performance report.
- Use **data-driven decision making to inform** attitudinal and behavioral change messaging through public relations/marketing efforts.¹⁴

- **Coordinate with state professional organizations** for data source outreach, correspondence and facilitation, such as the New Jersey School Counselor Association, New Jersey Association for College Admission Counseling.
- Recommended resources for stakeholders and data that could contribute to the outmigration conversation:
 - Directors of Guidance/Counseling, Principals and Supervisors at all NJ high schools and middle schools, to include public, private, religious, independent, boarding, charter, public magnet.
 - Higher Education Student Assistance Authority (HESAA) through possible reporting on all NJ students applying for federal financial aid to include TAG eligible students turning down TAG to attend out of state; NJCLASS and Parent PLUS loan applicants with college/university of disbursement.
 - Regional focus groups (in person or virtually) to determine student and family attitudes/interests/concerns and counselor attitudes/background. Topics of the focus groups should include:
 - characteristics of students leaving the state versus staying in-state
 - student/parent perceptions of higher education in NJ relative to other states; attitudes towards “rankings” or “big name” out of state institutions
 - counselors’ knowledge of NJ higher education opportunities
 - out of state institution(s) recruiting practices
 - Undocumented students attending NJ high schools who attend out of state institutions based on aid or “scholarship” offered
 - Projection data for number of high school graduates, capacity at postsecondary institutions, projected enrollment at postsecondary institutions; Utilize upcoming census data.

Marketing the Value of NJ Higher Education

In addition to learning more about the factors influencing outmigration, New Jersey should also strengthen its communication of the value, assets, strengths and benefits of choosing to complete postsecondary education at a New Jersey college or university.

In addition to outmigration, the ‘Creating On-ramps to College’ Working Group also explored dual enrollment opportunities:

(https://www.state.nj.us/highereducation/workinggroups/onramps_to_college/deliverable1). Dual enrollment, when diffusely and equitably implemented, will result in more students beginning college with a head start and a clear on-ramp to their credential. However, it could also lead to the unintended consequence of making traditional-aged New Jersey students even more attractive to national recruiters.

Independent of detailed findings on attributes and attitudes discussed in the previous section, New Jersey could do a much better job statewide of acquainting New Jersey students and influencers with New Jersey colleges and universities. The New Jersey President's Council has already taken the lead on this issue through the creation of a Marketing and Branding Taskforce. We hope that this report, and subsequent data collected through its recommendations can inform the branding plan and its future iterations. Through a comprehensive and coordinated strategy, the State and stakeholders should aim to create a greater awareness of New Jersey higher education opportunities, including for traditional-aged students, adult learners, families, K-12 and higher education stakeholders, employers and community leaders. This strategy should arm these key constituent groups with information early and often.

Creating a New Jersey College Fair

Stakeholders, including State leaders, higher education institutions, and K-12 leaders, should collaborate to institute a statewide college fair program to acquaint higher education-seeking students, counselors, parents, and other influencers with the diverse set of opportunities in New Jersey early in their college-seeking careers. This statewide program of college fairs with the theme "New Jersey Colleges and Universities for New Jersey Students," along with other marketing approaches advocated in this deliverable, would ensure that students are armed with real comparative information about New Jersey offerings, specific signature programs, and the financial benefits of attending college in New Jersey.

For four-year colleges and universities, and regional community colleges, instituting an annual program of two New Jersey for New Jersey College Fairs, which should include the following considerations:

- **Timing.** Two annual regional fairs, both in early fall before the recruiting season reaches its peak, or hosting one in spring and one in fall.
- **Geographic location.** One fair in the Central or Northern part of New Jersey, easily accessible to RT 287, and one fair in the Southern part of New Jersey, easily accessible to the Garden State Parkway; or alternatively, one fair in Central New Jersey and one fair in either Northern New Jersey or Southern New Jersey, alternating annually. Access to public transportation should also be considered.
- **Institutional hosts and participants.** One public and one independent institution would serve as hosts each year, to be rotated among those institutions who volunteer to host. All colleges and universities would be strongly encouraged to participate in both fairs.
- **Audience.** Prospective students, school/college counselors, independent counselors, parents, civic and industry partners, community-based organization leaders who work with students would be able to attend.
- **Two Session Format.** Each fair would have two sessions, one for school/independent counselors, and one for students and parents. The student and parent session would have a traditional college fair structure. The counselor

session would operate in a structured format in which each counselor would be expected to rotate through all colleges' and universities' booths for short periods (2-3 minutes) to hear prepared presentations with a unified format. This approach would ensure that counselors would be exposed to information from institutions with which they are not already familiar, and would therefore deepen their knowledge of New Jersey institutions.

- **Additional resources in attendance** would include HESAA, EOF, Gear Up/College Bound, Governor's school, NJ STEM Pathways, and other organizations, including information and resources for undocumented students. Professional organizations (e.g., NJ Association for College Admission Counseling, NJ School Counselor Association, etc.) would be encouraged to attend.
- **Fees.** Institutions would likely pay a small fee covering costs for general fair marketing, tables, display space, and other incidental costs at the venue. Institutions would be responsible for their own individual marketing materials provided at the fair.
- **Costs.** There would be no New Jersey state costs as host institutions would offer the venue rental, and registration and logistics support at a reduced or complimentary rate; other costs (e.g. general marketing, Internet, audio visual, parking, security, etc.) would be covered by the fees described above.
- **Pilot program.** Stockton University and Drew University have volunteered to partner to host the first two fairs in calendar year 2020 or FY 2021.
- **Other considerations.** For leadership, management, and sustainability of the program, it is recommended that the pilot year institutions develop a proposal for on-going leadership and sustainability as part of the assessment of the pilot year.

While college fairs exist, there is not a New Jersey focused one and this provides an opportunity to highlight the opportunities available within the Garden State.

Scaling High-Impact Learning Opportunities

High-impact practices and immersive learning opportunities have moved from being add-on enrichment experiences to necessary résumé-builders that contribute to positive student outcomes during and after college.¹⁵ These include research, internship, and apprenticeship opportunities, undergraduate research, entrepreneurial and innovative projects, community-based research and civic engagement, study abroad, New York and City Semesters, fine art and performance experiences, and mentored work on campus. In addition to these specific kinds of experiential learning, pre-college bridge programs and college readiness programs for students who are economically and educationally disadvantaged also provide an immersive engagement with college work and/or college life.

Besides providing quality learning experiences for prospective students, immersive learning experiences have the potential to be strong recruitment tools that engage students more deeply and give them quality contact with professors, mentors, employers, and industries outside the classroom.

We know that such programs offer excellent outcomes for college and university students, and they do (in the case of college readiness programs) or could (in the case of other immersive experiences) offer excellent outcomes for high school students who participate in versions specifically designed for them. If more high school students were routinely exposed to these opportunities at our New Jersey colleges and universities, it would not only give them a favorable impression of postsecondary offerings, but it may encourage them, their parents, and counselors to not only consider New Jersey schools, but to see them among the most desirable options.

Overview of Existing Models

Currently, there are many such programs in the state, either directly state associated, or “home-grown” at institutions. These programs span all sectors of higher education, and they are diverse and heterogeneous in terms of the students they serve. Various attempts to collect data on these programs suggest that there are many dozens of such programs, but there is at present no comprehensive database.

Types of programs include, but are not limited to:

- **State-supported campus-based exposure or college support programs** with some pre-college residential or immersive experience, for example, the EOF program.
- **State discretionary grant programs**, targeting low-income and middle and high school students, focused on early exposure and readiness for college, for example, GEAR UP.
- **Public-private coalitions designed to encourage and advance a pipeline of access to a particular field** through a variety of initiatives including direct exposure to the field, for example, NJSPN, the New Jersey STEM Pathways Network.
- **State and privately funded Governor’s School programs for high-achieving students**, potentially in all disciplines. New Jersey offers two programs: Governor’s School of Engineering and Technology at Rutgers, and Governor’s School in the Sciences at Drew University. These tuition-free programs enable talented students of all income levels to experience college-level content and on-campus residential life.
- **Individual college and university partnership programs with school districts**, not-for-profits, foundations, and individual donors, designed to either meet some of the same goals as the State-supported programs above, or to provide summer enrichment in a variety of disciplines including the sciences, humanities, the arts, and technology. There are dozens of these in New Jersey, and no comprehensive list is available.
- **Individual college and university programs** designed specifically to engage students in their own recruitment processes.

Potential Challenges

There are many challenges to putting these programmatic resources to good effect with the goal of limiting out-migration.

- While there are many and varied approaches, **there is no comprehensive notion or set of goals for pre-college immersive programs**, with the exception of New Jersey programs focused on economically disadvantaged students. More data is needed to determine how to target the programs.
- While an informal survey revealed a significant number of related programs in the state, there is **no comprehensive database** of pre-college immersive or enrichment experiences, making it difficult to assess cumulative impact and total resources directed towards these programs.
- While these experiences could be a natural recruitment tool (both for New Jersey and for individual institutions), most **do not have a specific goal to recruit students into New Jersey institutions**. Indeed, some programs, like EOF, begin the enrichment activities after a student has committed to a specific institution.
- A review of the limited database suggests that in many cases programs are **targeted towards mutually exclusive groups of students**, because eligibility or recruitment practices are correlated with either socioeconomic status (which is correlated with other factors including geography and high school) or test scores and high school achievement (which is correlated with geography and high school). While not technically mutually exclusive, immersive enrichment programs for very high achieving students, like the Governor's Schools, are focused on application or nominating populations that do not overlap significantly with those programs that are focused on compensatory enrichment. This means that the students with the greatest need could be unintentionally excluded from participation in programs that will have the greatest impact on their desirability as a college applicant.
- Unlike dual enrollment programs, immersive programs often **do not award college credit**.
- Many enrichment programs take place in the summer when students may otherwise need to work. While such programs are often "free," students with limited means have to face the **opportunity cost of losing income** from summer jobs in order to participate.
- Many individual and partnership programs offer similar emphases and/or target similar groups of students, **possibly creating impact and expense inefficiencies**.
- Programs designed to attract very high achieving students who already have many options, or who may have an ability to pay, **may actually help improve their chances of being recruited out of state, possibly with significant merit awards**.

Potential Opportunities

All these challenges notwithstanding, a systemic program providing diverse forms of immersive programming for high school and middle school students would not only complement dual enrollment course-based programs, but could offer enhanced learning

opportunities and create a strong lever for encouraging high performing diverse cohorts of students of all socioeconomic backgrounds to stay in New Jersey for their postsecondary credential.

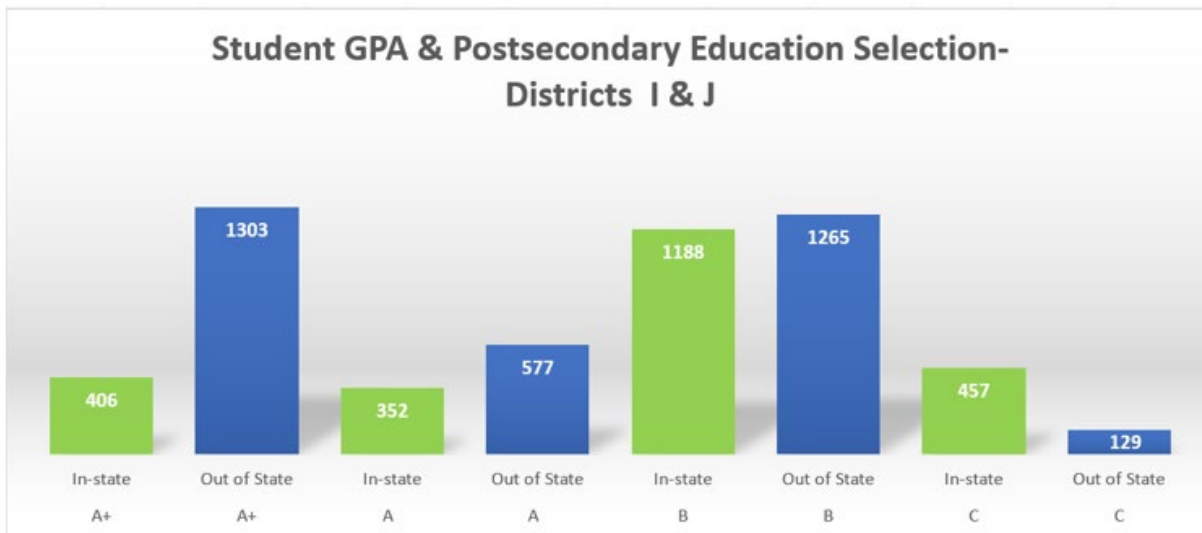
The program must be goal-driven, coordinated, and not redundant. In addition, programs should be varied in terms of disciplinary focus, where possible be college-credit bearing, contain deliberate and clear information about higher education opportunities in New Jersey, along with financial information for parents, and that ensure that diverse populations of students are afforded access to these programs.

Next Steps for High-Impact Learning Opportunities

The following section includes recommended action steps for institutions and the State in order to increase the desirability of attending college in New Jersey by ensuring that students of all socioeconomic backgrounds are exposed to the high-impact and immersive programs and opportunities at New Jersey colleges and universities. A cohesive system of offering these experiences to students would provide direct exposure to the “value-add” of these experiences for post-college outcomes, experience with college life outside the classroom, equipping students with real examples of how they can receive the best education in New Jersey by offering a “show, don’t tell” marketing opportunity to host institutions. Next steps should include:

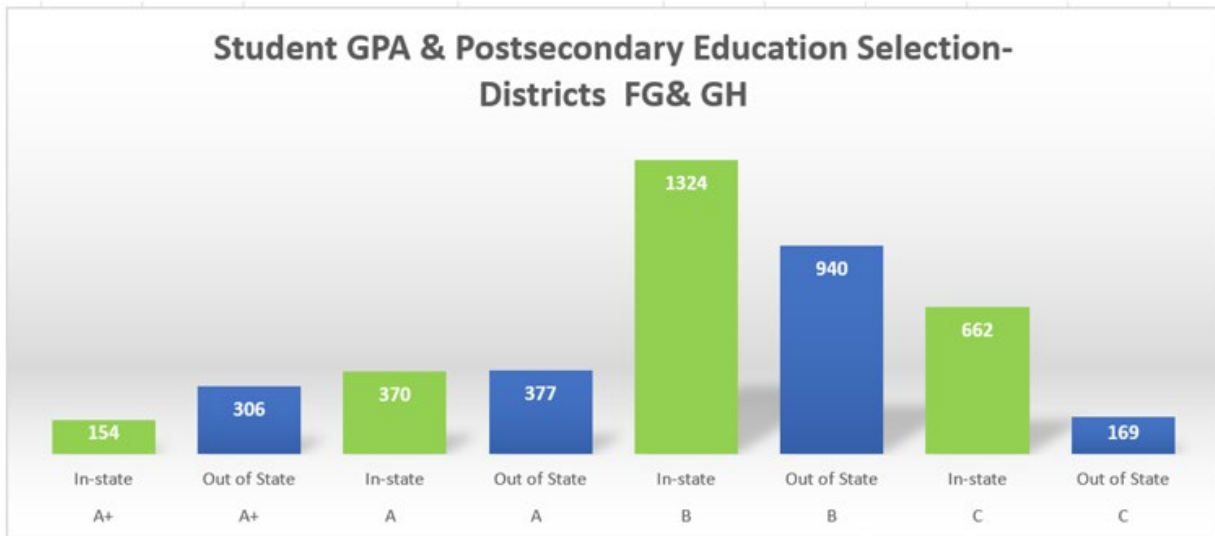
- **Compile an exhaustive inventory of high-impact learning opportunities in New Jersey**, including their mission and purpose, goals, oversight, funding sources, content focus, format, outcomes and extent of immersive learning and high-impact practices, including but not limited to: undergraduate research in all fields, technology, civic engagement, city semesters, performance and fine art intensive programs, internships, language immersions, residential engagement, career exposure, and outcomes (including college choice) where available.
- **Research the outcomes of immersive learning and high-impact practices** for college students and pre-college students in for the purposes of determining which practices are most conducive to student success in college.
- **Develop a state-wide systematic plan offer participation in high-impact, immersive practices** at our colleges and universities to students while they are in middle school and college. The plan should incorporate the research in the first two charges, capitalize on already occurring and successful programming, create efficiencies and reduce duplication, encourage for credit options, create a feasible funding model that while not necessarily free to students and families, provides financial aid to ensure equitable access, and offer incentives for participating students to apply to and attend New Jersey colleges.

Appendix A: Student GPA & Postsecondary Education Selection



I & J District Factor Group Findings:

- 76 percent of A+ (>4.00) students chose a postsecondary institution outside of New Jersey, while only 24 percent stayed in-state;
- 62 percent of A (3.7-4.0) students chose a postsecondary institution outside of New Jersey, while 38 percent stayed in-state;
- 52 percent of B (2.7-3.6) students chose a postsecondary institution outside of New Jersey, while 48 percent stayed in-state;
- 22 percent of C (1.7-2.6) students chose a postsecondary institution outside of New Jersey, while 78 percent stayed in state.



FG & GH District Factor Group Findings:

- 67 percent of A+ (>4.00) students chose a postsecondary institution outside of New Jersey, while only 33 percent stayed in-state;
- 50 percent of A (3.7-4.0) students chose a postsecondary institution outside of New Jersey, while 50 percent stayed in-state;
- 42 percent of B (2.7-3.6) students chose a postsecondary institution outside of New Jersey, while 58 percent stayed in-state;
- 20 percent of C (1.7-2.6) students chose a postsecondary institution outside of New Jersey, while 80 percent stayed in state.

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- ¹ The group would like to acknowledge and thank Maura Bigelow for her analyses of data for this document.
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- ⁴ Colton, G. & Stych, A. (15 July 2019). *Baby chasers are changing U.S. retirement demographic*. The Business Journals. Available at <https://www.bizjournals.com/bizwomen/news/latest-news/2019/07/baby-chasers-arechanging-u-s-retirement.html?page=all> [Accessed 15 December 2019].
- ⁵ New Jersey Business & Industry Association (2019). *Outmigration Archives*. [online] Available at [://www.njbia.org/tag/outmigration/](http://www.njbia.org/tag/outmigration/) [Accessed 4 November 2019]; US Census Bureau (2019). *American Community Survey 1-Year Estimates*. [online] Available at https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_1YR_B07401&prodType=table [Accessed 4 November 2019].
- ⁶ National Center for Education Statistics. (Fall 2016). *Residence and migration of all first-time degree/certificate seeking undergraduates in degree-granting postsecondary institutions*. [online] Available at: https://nces.ed.gov/programs/digest/d17/tables/dt17_309.20.asp [Accessed 4 November 2019].
- ⁷ Ibid.
- ⁸ Ibid.
- ⁹ State of New Jersey Office of the Secretary of Higher Education. (2018) *Where Opportunity Meets Innovation*. Available at <https://www.state.nj.us/highereducation/documents/pdf/StateEducationplan.pdf> [Accessed 5 December 2019].
- ¹⁰ State Higher Education Executive Officers Association. (2017). *SHEEO State Higher Education Finance (SHEF) Date: FY 1991- FY 2016*. Available at [http://www.sheeo.org/sites/default/files/SHEF State by State Wave Charts FY16 0.xlsx](http://www.sheeo.org/sites/default/files/SHEF%20State%20by%20State%20Wave%20Charts%20FY16%200.xlsx) [Accessed 4 November 2019]
- ¹¹ The Institute for College Access & Success. (September 2018). *Student Debt and the Class of 2017*. Available at https://ticas.org/sites/default/files/pub_files/classof2017.pdf [Accessed 4 November 2019]
- ¹² Public Agenda. (2016). *With their whole lives ahead of them*. Available at <https://www.publicagenda.org/pages/with-their-whole-lives-ahead-of-them-reality-1>. [Accessed 5 December 2019].
- ¹³ Medina, J., Benner, K. & Taylor, K. (March 2019). *Actresses, Business Leaders and Other Wealthy Parents Charged in U.S. College Entry Fraud*. The New York Times. Available at <https://www.nytimes.com/2019/03/12/us/college-admissions-cheating-scandal.html> [Accessed 30 December 2019].
- ¹⁴ Using a Data Based Decision Making process shifts the work from a reactive or crisis driven process to a pro-active, outcomes driven process, and sets the stage for continuous improvement. (*Institute of Education Sciences, 2009*).
- ¹⁵ Baenninger, M. (2018). *Learning everywhere: The end of the "extracurricular."* *Liberal Education*, Vol. 104 (4).

