

UNITED STATES OF AMERICA

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DEPARTMENT OF EDUCATION

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OPEN FORUM ON COLLEGE VALUE AND
AFFORDABILITY

+ + + + +

WEDNESDAY
NOVEMBER 6, 2013

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The above-entitled matter commenced at 9:00 a.m in Ballroom C of the Loker Student Union, The California State University-Dominguez Hills in Carson, California, Jamienne Studley, Deputy Under Secretary of Education, presiding.

PRESENT:

- MARTHA K. KANTER, Under Secretary of Education
- WILLIE HAGAN, President, The California State University-Dominguez Hills
- JAMIENNE STUDLEY, Deputy Under Secretary of Education
- ALEJANDRA CEJA, Executive Director, White House Initiative on Educational Excellence for Hispanics
- ROBERT GOMEZ, Outreach Coordinator, Department of Education
- DAVID SOO, Senior Policy Advisor, Office of the Under Secretary

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1 P-R-O-C-E-E-D-I-N-G-S

2 (9:04 a.m.)

3 MS. STUDLEY: Good morning. We're
4 going to begin in just 30 seconds. So thank you
5 very much. And please take your seat.

6 I want to thank all of you for coming
7 to this very special meeting of the U.S.
8 Department of Education outreach on college
9 value and affordability.

10 It really is a pleasure to be here
11 at Dominguez Hills today. And I'm delighted to
12 see you and expect that we will have a very full
13 and engaging day.

14 My name is Jamiene Studley. I'm
15 the Deputy Under Secretary of the U.S.
16 Department of Education. And I'm proud to have
17 a role in welcoming you to this, the first open
18 forum on value and affordability in
19 postsecondary education that we will be holding
20 around the country.

21 So Dominguez Hills is first, you're
22 the lead off. We will also hold forums in Baton

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1 Rouge, Louisiana, Cedar Falls, Iowa, and
2 Washington D.C. I hope that you will set the
3 standard for constructive contributions and
4 really help us think about these important
5 issues for the future of our country.

6 But I especially want to thank all
7 of you, and particularly President Hagan's
8 wonderful team, for being so hospitable to us and
9 providing great support and a very warm welcome
10 to this beautiful and tremendously effective
11 campus.

12 In August President Obama outlined
13 an ambitious agenda to increase the value and
14 affordability of postsecondary education. His
15 plan had three parts, including developing a
16 rating system to help consumers and eventually
17 the Federal Government understand what
18 institutions and programs were providing the
19 greatest value to American students.

20 The second part is encouraging
21 innovation, innovations of the kind that you and
22 many other colleges are putting in place to make

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1 it possible for people to learn in ways that
2 serve their needs and ultimately serve our
3 economy.

4 And finally, but definitely not
5 last, ensuring that student debt remains
6 affordable for all students, finding ways that
7 people can undertake and repay their
8 responsibilities without handicapping their
9 ability to move on in life.

10 Today our goal is to hear from you.
11 We really want to know what you think about these
12 ideas and how we can do them as well as possible.

13 As we develop these policies, the
14 rating system but also the debt and innovation
15 policies, we'll be incorporating your feedback
16 and your input along with that from students and
17 families, college and university leaders, the
18 business and non-profit sectors, counselors,
19 businesses, anyone who wants to join with us, to
20 help us understand what we can do wisely and
21 successfully to be helpful in assuring value and
22 affordability.

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1 We'll have a series of open forums,
2 as I mentioned, but also round tables and other
3 events. We're visiting lots of different
4 groups while we're here in L.A. and around the
5 country.

6 So again, I want to thank you for
7 welcoming us. And it is my pleasure to accept
8 with great pleasure the hospitality of your
9 wonderful President Hagan, who is so well known
10 for his strategic leadership and collaborative
11 style. Thank you again, President Hagan.

12 DR. HAGAN: Thank you.

13 (Applause)

14 DR. HAGAN: Good morning and
15 welcome, everybody. Because this hearing is
16 going all day, we're going to have people
17 streaming in and out.

18 And we're very proud that we have
19 this hearing here. For those of you who are new
20 to this campus, welcome. I hope you have a
21 chance to tour. For those of you who've been
22 here before, welcome back.

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1 Again, I want to start by expressing
2 my appreciation and thanks for Chancellor White
3 for recommending, and to Martha Kanter and the
4 U.S. Department of Education for selecting CSU
5 Dominguez Hills to be the first of four higher
6 education sites to have these kinds of hearings.

7 Naturally, I might be biased, but I
8 believe that this campus is an appropriate venue
9 for such a hearing, given our long history of
10 access, affordability, and helping all
11 students, including many disadvantaged
12 students, achieve a quality college education.

13 I also want to thank Under Secretary
14 Dr. Martha Kanter, first for a long history as
15 a strong advocate for college access and student
16 access. But more personally, as a new president
17 she gave me lots of advice as we were trying to
18 establish ourselves on this campus.

19 Again, as you heard, this hearing is
20 critical for a number of issues, a number of
21 reasons that we're facing in higher education.

22 There's an unprecedented reduction

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1 in resources to support higher education, rising
2 costs of college, calls for increased assessment
3 of learning outcomes, the debate on the role of
4 higher education, should we be developing people
5 just for jobs, educating people for civic
6 engagement, educating people for personal
7 development and a lot of discussion on what is
8 the appropriate role for technology as we move
9 forward in higher education.

10 Despite these issues, everyone
11 agrees on two things. Higher education is still
12 the number one vehicle for upward mobility in
13 this country. And an educated workforce is
14 critical to the economic and social vitality of
15 this country.

16 How we stretch our system of higher
17 education for the benefit of everyone is
18 critical. So let's get this hearing started so
19 we can hear your input. And let me get going by
20 introducing Dr. Martha Kanter.

21 Prior to her 2009 nomination by
22 President Barack Obama and subsequent

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1 confirmation by the U.S. Senate to be Under
2 Secretary of Education, Dr. Kanter served as a
3 chancellor of the Foothill-De Anza Community
4 College District, one of the largest community
5 college districts in the nation, which provided
6 leadership to more than 45,000 students.

7 Now she did say to me keep it short,
8 Willie.

9 (Laughter)

10 DR. HAGAN: There is so much to say
11 about her, but I will keep it short.

12 The first former community college
13 administrator to be confirmed as Under Secretary
14 of Education, Dr. Kanter now oversees policies
15 and programs in postsecondary education, career
16 and technical education, adult education,
17 Federal student aid and six White House
18 initiatives, including Asian Americans and
19 Pacific Islanders, educational excellence for
20 Hispanics, educational excellence for African
21 Americans, historically Black colleges and
22 universities, Tribal colleges and universities

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1 and faith based and neighborhood partnerships.

2 Charged with planning and policy
3 responsibilities to implement President Barack
4 Obama's goal for the U.S. to have the best
5 educated most competitive workforce in the world
6 by 2020, Dr. Kanter focuses on improving college
7 access, quality and completions and stretching
8 transitions to postsecondary education.

9 Dr. Kanter holds a Doctorate in
10 Organizational Leadership from the University
11 of San Francisco, a Master's in Education from
12 Harvard University, a Bachelor's in Sociology
13 from Brandeis University.

14 Ladies and gentlemen, please join me
15 in welcoming Under Secretary Dr. Martha Kanter.

16 (Applause)

17 DR. KANTER: Good morning. I'd
18 like to thank President Hagan again for his
19 gracious hospitality and all of you for coming
20 here to really help us understand some ideas and
21 directions that will help us meet President
22 Obama's goals.

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1 So I want to thank all of you for
2 spending time with us. We're going to get right
3 to the hearings. I'll make a few brief remarks.
4 And then I'll turn this back over to our Deputy
5 Under Secretary who will start us off.

6 Briefly, a college degree is among
7 the best investments students can make for their
8 future. And I'm glad to see students here.

9 Higher education is often called the
10 gateway to the middle class. And a highly
11 educated citizenry and workforce is key to our
12 country's economic, social and civic
13 prosperity.

14 But despite historic investments
15 and reforms that we've all been a part of over
16 the years, attending college today has never
17 been more expensive.

18 And that's why, in August, President
19 Obama made a bold proposal to increase value and
20 affordability across and throughout higher
21 education with a plan to increase the access of
22 students and their success while lowering costs.

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1 As Jamie Studley said, he also has
2 proposed to promote innovation, to increase
3 competition and ensure that student debt remains
4 affordable.

5 In doing so, the President also
6 proposed tying Federal student aid to college
7 performance by the year 2018. And as part of the
8 plan, President Obama directed the U.S.
9 Department of Education to develop a college
10 rating system to better inform students on the
11 one hand and encourage institutions to
12 continuously improve their performance.

13 To develop the college rating
14 system, the Department wants to gather, as we've
15 said, the country's best ideas and most creative
16 thinking to address three key themes, college
17 access, college affordability and outcomes.

18 We're interested in ideas and
19 suggestions from all stakeholders. And that's
20 why we're here today holding the first of our
21 open forums.

22 We plan to engage, as Jamie Studley

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1 said, many, many stakeholder groups and
2 individuals, and we're thrilled to be here at
3 Dominguez Hills to start off, and help really the
4 country and ourselves understand how to best
5 promote college affordability, on the one hand,
6 and value while ensuring that college access and
7 success, and most especially for disadvantaged
8 students, is encouraged, not discouraged.

9 So that is a high priority that
10 President Obama talked about in August when he
11 proposed this.

12 Since that time, senior officials
13 across the country are participating in a mix of
14 forums, round tables and other events to start
15 the important conversation that we're having
16 here today.

17 We began with students in September.
18 And this fall, in addition to Los Angeles, we'll
19 be going to Boston, Chicago, Baton Rouge, Cedar
20 Falls, Iowa, Boulder, Colorado, Washington,
21 D.C. and a host of other sites.

22 So we invite you to any or all of

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1 those. We're thrilled that you could actually
2 live video stream this, this morning, Dr. Hagan.

3 We're going to meet with parents,
4 and students, and community colleges, and
5 universities, public and private, business
6 leaders, and parents, as I said, state colleges,
7 and associations and a cross section of
8 advocates, all kinds of people, to provide their
9 perspectives.

10 This and three other open forums are
11 designed to offer the opportunity for members of
12 the public to provide feedback and input on the
13 Department's plans and proposals and to hear the
14 comments of others. So we'll be, like you,
15 listening very carefully to the input.

16 After every event, transcripts from
17 the open forums are going to be made available
18 on the Department's college affordability and
19 completion Website. We've already set that up.
20 And you can go to
21 www.ed.gov/college-affordability.

22 And if you don't remember all of

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1 that, we'll make sure you get it in writing in
2 the sheets that you got when you came.

3 More information on the President's
4 plan to improve value and affordability is
5 available on the Website. And we'll be updating
6 that Website, so you may want to check it
7 periodically.

8 And we'll also include additional
9 details on upcoming open forums and town halls,
10 as well as round tables that we'll be hosting
11 across the country, as I said.

12 In addition to hosting these public
13 events and reaching out to all of our
14 stakeholders, the Department is also going to
15 ask experts to weigh in on methods for college
16 ratings.

17 And early next year we're going to
18 host a technical symposium about how to design
19 a college rating system. We'll use all of this
20 feedback and feedback from, as I said, all of the
21 hostings that we'll be doing.

22 And that technical advice to develop

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1 the proposed college rating metrics is going to
2 be shared with the public for public comment in
3 the spring.

4 So sort of two events here, the
5 outreach events that we're doing as well as the
6 technical group through the Institute of
7 Education Sciences that is going to be gathering
8 a lot of feedback as well on construction of the
9 rating system.

10 We know, in closing, that there are
11 no silver bullets or easy solutions to increase
12 college value and affordability.

13 But we also know that we can't let
14 challenges facing higher education, as Dr. Hagan
15 described, become a discussion-ending excuse
16 for not doing anything.

17 That's why our Administration is
18 taking steps already to support students and
19 families. We've got the student's "Know Before
20 You Owe" consumer tool and others like the
21 Financial Aid Shopping Sheet and the College
22 Scorecard, which we published as a 1.0 version

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1 last year.

2 And these college ratings are going
3 to help us move these initiatives even further.
4 We'd like to have a college rating system that
5 provides useful data that's going to allow
6 America's students and families to compare and
7 choose colleges, the best fit for them.

8 With better information at hand,
9 students can make more informed choices and
10 Federal taxpayers' investments can generate a
11 greater return.

12 We look forward to continuing our
13 efforts to collect guidance from all of you about
14 how to design a college rating system and ensure
15 our nation's extraordinary system of higher
16 education will continue to be the best, will
17 continue to thrive, to grow, and strengthen our
18 entire nation and the world.

19 We are looked to for excellence.
20 And that is what this is about in my view. With
21 that, I'd like to turn back to Jamie Studley to
22 briefly explain how we're going to proceed and

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1 cover some final logistics.

2 And again, thank you so much for
3 joining us this morning. And we look forward to
4 hearing your comments throughout the day.
5 Thank you very much.

6 (Applause)

7 MS. STUDLEY: Thank you, Martha and
8 President Hagan. It is indeed a pleasure to
9 work with you and, under your leadership, to
10 advance the President and Secretary's goals.

11 I'd like to introduce several other
12 people from the Department who are with us today.

13 We're delighted that Alejandra Ceja
14 is here with us for as much of the day as she can
15 be. She's the Executive Director of the White
16 House Initiative on Educational Excellence for
17 Hispanics and a very valued colleague.

18 In addition, David Soo, senior
19 policy advisor from the Office of the Under
20 Secretary, and Robert Gomez, an outreach
21 coordinator for the Department and a neighbor
22 from this area in L.A. coming back with us for

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1 this trip, are here on our team as well.

2 You may see some of us change seats
3 in order to maintain a listening presence
4 throughout the day. And we appreciate your
5 flexibility as we endeavor to hear from both the
6 people who signed up in advance and have time
7 slots and from as many other people who have
8 expressed an interest as we possibly can.

9 So we're going to move through this.
10 We appreciate your responding if David signals
11 that your time has been completed. And we will
12 do our best to slot in everyone else who would
13 like to speak.

14 The easiest way to do that is to sign
15 up at the desk and indicate that you would like
16 to make comments, provide your thoughts if you
17 would like to. You can also do that later.

18 If you watch and listen and say, oh,
19 I can do that. I have something that I want to
20 add to this conversation. We mean this also to
21 be friendly, and accessible and not at all scary.

22 So feel free to reflect your

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1 interest back there. We'll even see if we can
2 take people if we see slots by just coming up to
3 the microphones.

4 There are two microphones here.
5 When we call for you, you can take either one.
6 And I just have a couple of other practical
7 items.

8 Just one more resource to what
9 Martha Kanter mentioned about how you can
10 communicate to us we also have an email address,
11 collegefeedback@ed.gov.

12 That's a really simple place to send
13 us any comments, informal or more structured,
14 that you would like to after you hear today's
15 activities or after you read the Website and see
16 how this is all shaping.

17 We'll take a break mid-morning if we
18 can. If we think we have too many people to
19 allow that luxury, we won't. We will, however,
20 definitely take a mid-day break between noon and
21 1:00.

22 With that, let's dive in and start

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1 doing what we came here to California to do,
2 which is to hear from you. I'll give you a
3 couple of people so that you know that you're
4 teed up and who we're going to be ready to hear
5 from.

6 The first witness, I guess is the
7 right word, the first witness will be David
8 Levitus, California Deputy Director of Young
9 Invincibles, and after that, Thomas Fallo, from
10 El Camino Community College and Lawrence
11 Bradford from L.A. City College.

12 Mr. Levitus? I apologize if I have
13 mispronounced it?

14 MR. LEVITUS: Absolutely right.

15 MS. STUDLEY: Thank you.

16 MR. LEVITUS: Thank you for having
17 me and for having us. I really appreciate the
18 opportunity.

19 My name's David Levitus. I'm the
20 California Deputy Director of Young
21 Invincibles, which is a non-profit that works to
22 expand economic opportunities for young people.

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1 Thank you for inviting us to comment
2 on these important proposals to design and
3 implement a performance based rating system for
4 colleges and universities tied to the allocation
5 of Federal financial aid.

6 We have a lot to share on this topic
7 as Young Invincibles. We've held numerous
8 interviews with students about how they navigate
9 the Federal financial aid.

10 We've surveyed tens of thousands of
11 young adults about how they make their decisions
12 about college. And we've even polled 18 to 34
13 year olds nationally on the topic of higher
14 education.

15 And we're part of a consortium of
16 think tanks, advocacy groups and associations
17 which is offering specific proposals to make our
18 higher education system more transparent and
19 accountable and make our financial aid system
20 easier to navigate.

21 From what we know, for millions of
22 young people a college education is the gateway

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1 to economic opportunity and success. And
2 attaining a postsecondary degree results in
3 lower unemployment, higher lifetime wages and
4 less dependence on Government services.

5 But because the cost of higher
6 education has skyrocketed over the last few
7 decades, paying for this higher education has
8 become increasingly frustrating and confusing.

9 And I want to emphasize at the outset
10 that it will take a comprehensive effort to break
11 the trend of rising tuition, in part because
12 state budget cuts have driven much of the
13 increase at public schools in the cost of
14 education. And that's especially true here in
15 California.

16 And we'll have to make progress on
17 a number of issues, including this one, to make
18 sure college is affordable and accessible for
19 all.

20 With that said, one of the key
21 challenges we face in paying for college is that
22 it's not like another consumer product, like a

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1 candy bar. If you don't like it, you rarely get
2 a chance to pick another product.

3 Schools don't face many
4 consequences for offering something that's
5 subpar. And they don't face these consequences
6 because students lack information about the
7 product ahead of time and whether it will produce
8 the return on investment that they hope for.

9 So we applaud the Department for
10 looking to equip students with more information
11 about what is often the second largest
12 investment of their lifetime.

13 And we believe that, well done, a
14 system can increase the value that students get
15 from postsecondary education.

16 However, we do see two potential
17 pitfalls that we want the Department to be aware
18 of as we move forward. First is being careful
19 not to dis-incentivize the practice of serving
20 under-represented and disadvantaged students.

21 Implemented poorly, an
22 accountability system could encourage schools

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1 to enroll primarily those students most likely
2 to graduate, regardless of the quality of the
3 instruction or the school as a whole.

4 We recently actually talked to
5 students in Ohio on the ground who faced a
6 problem like this. Their state colleges' low
7 tuition and open enrollment practices opened
8 doors to students who previously didn't have
9 access to higher education but nonetheless were
10 struggling with academic, social and economic
11 challenges.

12 But Ohio's performance based
13 funding model for public institution allotted
14 funding to schools based on their graduation
15 rate, largely. And this system punished a state
16 school for serving underprivileged and
17 non-traditional students.

18 One option to alleviate concern with
19 the rating system would be to reward schools that
20 successfully graduate large numbers of Pell
21 grant eligible students. There would be an
22 incentive thus to serve under-represented

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1 students well.

2 The second concern we have is that
3 the Department faces a dearth of data in creating
4 its rating system. Indeed much of the data
5 needed to make informed decisions such as
6 post-graduation earnings and loan repayment
7 rates, are prohibited from Government
8 collection and analysis on an individual level.

9 Without the right inputs, a new
10 rating system will not be an effective tool for
11 students. The Administration will need to work
12 with Congress through the reauthorization of the
13 Higher Education Act in order to fix this issue.

14 Inevitably, more data tracking,
15 student demographics, socioeconomic
16 background, aid status, classroom performance,
17 graduation rate and employment outcomes will
18 become available.

19 But it is important to stress the
20 importance of student privacy when dealing with
21 these new data sets.

22 Just as the census, for instance,

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1 can successfully provide disaggregated person
2 level data for research and analysis in a way
3 that protects the individual's privacy, a new
4 system should also be able to protect the
5 anonymity of students.

6 I thank you and Young Invincibles
7 thanks you very much for your time and interest.
8 And we look forward to working with you in the
9 future.

10 MS. STUDLEY: Thank you very much.
11 I meant to say this before anyone began. But the
12 procedures that are in place for these sessions
13 means that we cannot ask follow-up questions or
14 engage in discussion with the people who speak
15 before us, no matter how tempting.

16 So I just want you to understand that
17 we are genuinely listening and hearing what you
18 have to say and will take it back and combine it
19 with what we hear around the country.

20 There will be give and take in the
21 sense that we will put this all together with the
22 data experts' best advice. And we will publish

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1 in the spring a draft of the ratings proposal so
2 that all of you, and everyone else interested in
3 this process, will have a chance to tell us
4 whether we heard you, how we're doing and whether
5 we have brought together in a sensible way all
6 of the good advice that you give us.

7 So with that, let's go to our second
8 speaker, Thomas Fallo.

9 MR. FALLO: Good morning, Madam
10 Under Secretary. I'm Thomas Fallo, President
11 and Superintendent of the El Camino Community
12 College District.

13 Our main campus in Torrance is just
14 nine miles west and serves 25,000 students a
15 semester. Our Compton Center, three and a half
16 miles to the north, has about 8000 students per
17 semester.

18 I'm pleased to be here to present
19 comments on a few of the items outlined in the
20 President's plan to make college more
21 affordable. My remarks will reflect the
22 effects these measures may have on El Camino

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1 College and our Compton Center.

2 First, I wish to thank the
3 Department of Education for having the foresight
4 to plan to address college affordability issues.
5 And thank you for holding these sessions to
6 receive our input.

7 I'm certain that we can all agree
8 that teaching students critical thinking skills
9 as well as how to effectively read, write, speak,
10 and compute and analyze are the essential
11 aspects of a higher education.

12 With that in mind, our priority must
13 be the broader role for higher education,
14 instead of focusing high school students on how
15 to get through college as quickly as possible
16 with just the hope of a job ready, waiting for
17 them upon graduation.

18 We applaud the Administration's
19 efforts in addressing college value and
20 affordability issues. There are some areas in
21 the proposal that might negatively affect
22 community colleges.

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1 Students do not typically choose
2 community colleges based on ratings or rankings.
3 Students usually select a community college
4 based on convenience and location.

5 Public college ratings are far less
6 useful for community college students, because
7 they do not typically apply to multiple
8 colleges.

9 The components of the rating's
10 variables proposed by the Administration are so
11 wide ranging that it would be difficult, if not
12 impossible, to create an algorithm that would
13 translate the diversity of our students at 1200
14 community colleges across the nation.

15 In illustration, the students at El
16 Camino Community College, Torrance, and the
17 Compton Center are clear examples of diverse
18 populations we serve.

19 The percentage of incoming high
20 school graduates from high schools in the El
21 Camino Community College District who pass the
22 assessment test for college level reading,

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1 college level writing and college level math are
2 reading, 52 percent, writing, 47 percent, and
3 math, 12 percent.

4 For Compton Center, located just ten
5 miles from the main campus, the scores are 21
6 percent, reading, 14 percent, writing, and one
7 percent in math. That's passing college level
8 to college level preparedness.

9 These test scores clearly
10 demonstrate the challenges for rating systems
11 that do not take into account the individuality
12 of the nation's communities.

13 Next, we recommend that the
14 Administration investigate incorporating
15 performance state-based performance models into
16 any rating system. California's recently
17 mandated student success initiative already
18 requires that we utilize many of these
19 appropriate measures.

20 Developing an entirely new set of
21 metrics to meet Federal regulations that we
22 would have to utilize, in addition to what is

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1 already required, we hope is unnecessary.

2 The Administration has indicated an
3 intention to provide earnings data on the
4 college scorecard to be used as part of the
5 rating system.

6 Earnings information is surely
7 useful for students selecting career and
8 technical education programs at community
9 colleges.

10 However, we have concerns about a
11 structure that forces decisions based on
12 potential earning rather than learning. We do
13 not support extending the rating system to
14 student financial aid eligibility.

15 It is unclear what purpose will be
16 served by differentiating the terms of student
17 aid based on perceived performance of colleges
18 these students attend, other than perhaps the
19 hope that students will vote with their feet and
20 attend higher rated institutions.

21 We are further concerned about this
22 proposal, because most community college

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1 students are not in a position to choose an
2 alternative college.

3 Finally, in concert with the
4 American Association of Community Colleges, we
5 would hope that you would reduce regulatory
6 miasma by one, limiting the quantity and
7 frequency of change in regulations, focusing
8 Congressional attention on gainful employment
9 opportunities, simplifying the return to Title
10 4 regulations and improving textbook
11 affordability.

12 Thank you for your time and
13 consideration of my remarks. Good day.

14 (Applause)

15 MS. STUDLEY: Thank you very much.

16 (Applause)

17 MS. STUDLEY: Thank you very much.

18 Lawrence Bradford, and following him Donald
19 Marshall and Audrey Dow. Mr. Bradford? Mr.
20 Bradford, are you with us?

21 (No response)

22 MS. STUDLEY: Let me then, we'll

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1 hold and see if he is available later. Donald
2 Marshall? Thank you.

3 MR. MARSHALL: I have copies for
4 you. And I'll be reading out all of what I wrote
5 here, okay.

6 MS. STUDLEY: Okay.

7 MR. MARSHALL: My name's Don
8 Marshall. Thank you for having this hearing and
9 for letting me speak this morning.

10 I retired in 2011 after more than 40
11 years teaching at UCLA, the University of Iowa,
12 the University of Illinois at Chicago and
13 Pepperdine University.

14 I share the widespread concern over
15 college affordability. Education is certainly
16 vital to our economic future. It's vital to
17 enable citizens to live full and meaningful
18 lives.

19 Some historical perspective on the
20 question of affordability, I think, may be
21 helpful. In the 17th century four years at
22 Harvard University cost \$600, about the price of

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1 a modest house.

2 When I attended Harvard in the 1960s
3 four years cost about \$20,000, about the price
4 of a modest house. Today it costs \$200,000,
5 about the price of a modest house.

6 When I began teaching at UCLA in
7 1969, my salary was \$9500 a year. A year at
8 Harvard cost about \$7000, two-thirds of my
9 salary. When I retired in 2011, my salary was
10 about \$105,000. A year at Harvard cost \$50,000,
11 about half of my salary.

12 So if you think about the context of
13 prices and incomes, I think we need to consider
14 this question of affordability and not simply
15 take for granted what we say over and over again,
16 it's unaffordable, it's unaffordable, it's out
17 of control.

18 It may not be quite as bad as that.
19 I don't want to minimize the problem of paying
20 for college. But is cost the real problem?

21 Consider this, when I went to
22 Harvard I had a National Merit Scholarship. It

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1 paid \$1500 a year, which was exactly the cost of
2 tuition. Today a National Merit Scholarship
3 pays \$2500 a year, one-tenth or less of tuition
4 at Harvard.

5 At the time I applied to college,
6 tuition at the University of California was
7 zero. When my son went to UC Berkeley ten years
8 ago, tuition and fees were about \$10,000.

9 The most important thing that
10 happened is that support for students and for
11 colleges failed to keep up, and in particular
12 public support for public colleges and
13 universities collapsed.

14 As a result, college is difficult to
15 finance or out of reach for too many students and
16 families. And I understand the concern over
17 whether it's worth the expense.

18 But how can this question be
19 answered? A college education isn't a
20 commodity like toasters or automobiles. Its
21 value is far reaching and difficult to quantify.
22 The idea of developing a single rating system for

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1 all colleges is not a good idea.

2 We reviewed the criteria that you
3 have suggested for these, and I think these
4 criteria make a bad idea even worse. The
5 metrics proposed miss the point of college.

6 There are many reasons to choose a
7 particular university, and cost is one of them.
8 But the quality of the experience is most
9 important. It would certainly be helpful to
10 know what that quality will be in advance, though
11 I doubt that it's possible to do so.

12 What determines a university
13 experience is the match, the chemistry if you
14 will, between the student and the institution.
15 My son had a great experience at UC Berkeley. My
16 daughter had a great experience at DePaul
17 University in Chicago.

18 My daughter would have been lost at
19 Berkeley. My son would have found DePaul
20 constraining. It would have been a bad idea to
21 send him to DePaul because it had higher
22 graduation rates than UC Berkeley.

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1 We make very bad policy and serious
2 mistakes when we see that there's a problem.
3 And because we can't address the problem in a
4 truly effective way, instead we do something,
5 anything, however ill considered, to give us the
6 illusion that we're taking action.

7 It would be foolish to believe that
8 one could rate all colleges and universities on
9 a single set of metrics, selected simply because
10 they can be quantified.

11 It is unwise to develop a rating
12 system which, if taken seriously and used, would
13 lead to bad decisions. Do I really want to send
14 my kid to this college because it has a higher
15 graduation rate? Is that really the reason I
16 should do that?

17 The real way to address college
18 affordability is to make it more affordable.
19 But that would require increasing financial
20 support to colleges and students.

21 Creating an ill-considered rating
22 scheme on the basis of misleading or irrelevant

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1 metrics does not solve the problem and indeed
2 makes it worse. Thank you.

3 (Applause)

4 MS. STUDLEY: Thank you. We are
5 going to hear from, if she's available, Michelle
6 Padilla, who had a time preference. And then
7 we'll go back to our regular schedule. Ms.
8 Padilla?

9 MS. PADILLA: Hi, guys. I am a
10 student here at Cal State-Dominguez. And I'm
11 part of disabled services. I represent disabled
12 services. And I wanted to tell you guys that Cal
13 State-Dominguez here has an excellent disabled
14 service.

15 I've had learning disabilities
16 throughout my whole life, and it's been a
17 challenge. And I wanted you guys to know that
18 we need to have more counselors for disabled
19 services.

20 We are short staffed right now, but
21 they do have an excellent disabled service staff
22 on campus, and they do the best they can.

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1 So without the help of them, I
2 wouldn't have gotten an education or affordable
3 education, because I have a congenital heart
4 defect. I've had three open heart surgeries.
5 So I've had my share of challenges.

6 But Cal State, and this is one of the
7 good schools that have a good learning
8 disability program. So we need to have more
9 people to help out with disabled services. So
10 we could use the help. That's it.

11 MS. STUDLEY: Thank you very much.

12 (Applause)

13 MS. STUDLEY: Is Audrey Dow from the
14 Campaign for College Opportunity here? Thank
15 you very much.

16 Let me just say, as you begin, we're
17 running a little bit ahead. People have been
18 wonderfully cooperative. So I'll mention the
19 names of the people we have scheduled. We may
20 be able to slip in some walk-ins if they are not
21 here yet.

22 Tinuke Onayemi and Brian Harlan are

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1 the next two scheduled speakers after that. So
2 we'll take you after Ms. Dow. Thank you, thank
3 you for being here. Ms. Dow?

4 MS. DOW: Good morning, Under
5 Secretary Kanter and Ms. Studley. It's good to
6 be here.

7 My name is Audrey Dow and I'm the
8 community affairs director for the Campaign for
9 College Opportunity, which you both know is a
10 California based policy and advocacy
11 organization committed to ensuring more
12 students have the opportunity to access a
13 college education and just as importantly
14 complete a college education.

15 We applaud the President and the
16 Administration for making college opportunity
17 and affordability a key issue for reform.
18 Barriers to college access and success stifle
19 the country's economic growth while widening the
20 gap between rich and poor.

21 Our collective future depends on the
22 increased mobility for low-income and

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1 underrepresented students, especially Latinos
2 who make up a growing population of our own
3 state's population.

4 Just yesterday we released a report,
5 The State of Latinos in Higher Education in
6 California. In that report we had like the good
7 news, which is that seven out of ten Latino high
8 school grads in the U.S. enrolled in college in
9 2012.

10 In California, 83 percent of Latino
11 parents hope their children earn at least a
12 bachelor's degree. And 92 percent of Latinos
13 believe that a college education is very
14 important. Again, that's the good news.

15 The bad news is that in California
16 Latinos are less likely to enroll in a four year
17 university, attend a selective college, enroll
18 in college full time and perhaps most
19 disturbing, less likely to complete a bachelor's
20 degree.

21 With one in every two children under
22 the age of 18 in California being Latino, we must

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1 improve completion rates if our state and our
2 country is to remain economically vibrant.

3 Today we offer a few suggestions for
4 the three ambitious objectives of the
5 President's plan. Number one, too often we only
6 focus on holding students accountable. If
7 students don't do what's expected and get
8 failing grades they don't pass courses and they
9 don't reach their college goals.

10 Colleges should also live up to our
11 collective expectations. Colleges must be
12 committed to student learning and improving
13 student success.

14 We support transparency and agree
15 that a college's performance is important to
16 measure. Students and families deserve access
17 to good information about college completion,
18 time to completion, the quality of their degree
19 or certificate and the real cost of their
20 education.

21 A rating system should also be sure
22 to include indicators that reward colleges for

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1 improving student outcomes and for serving and
2 awarding degrees and certificates to
3 under-represented students, including those who
4 are low-income and/or students of color.

5 Any rating system, however, must
6 come with significant outreach to students and
7 their families to ensure they know how to use the
8 forthcoming scorecards and interpret scores.

9 The DOE must also be diligent in its
10 review of the ratings to ensure students,
11 particularly first generation, low-income
12 college students who are most likely to attend
13 colleges in their local communities are not left
14 without options for college because clusters of
15 local colleges are performing poorly and
16 therefore Federal financial aid is limited.

17 The goal should always be to
18 simplify aid for students. And linking of Pell
19 to the rating systems could be confusing and
20 cumbersome, and that should be a consideration.

21 Number two, there are few things
22 more heartbreaking than a capable student who

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1 should go to college but decides he or she simply
2 can't afford it.

3 This is against our core values as
4 Americans. So efforts to control the rising
5 cost of college and student debt are necessary.

6 Greater information and access for
7 students to all eligible college aid through the
8 state and Federal Government must be expanded.
9 And greater awareness about access to Federal
10 student loans with low interest rates and income
11 based repayment options for those loans has to
12 be a top priority.

13 Participation and applications for
14 repayment options must be simplified and, when
15 possible, be opt out instead of opt in. As the
16 cliché goes, students don't do optional, so why
17 not making opting into these programs the
18 default.

19 But along with more access and
20 information to aid, there must also be a focus
21 on keeping the cost of college attainable. The
22 roller coaster ride of tuition and fee increases

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1 that our students have been riding over the past
2 five years must be stopped.

3 We look forward to the robust
4 discussions around the innovation and the
5 opportunities presented via technology to
6 address challenges of capacity, student
7 supports and reduced time to a degree.

8 We urge the thoughtful review of
9 scaling the delivery of education services via
10 technology. We ask that equity be kept at the
11 forefront of this discussion as many communities
12 continue to struggle with issues of the digital
13 divide.

14 And perhaps more importantly, it's
15 critical that those students who need the most
16 intervention and supports to be successful have
17 the high touch, hands on instruction and
18 personal relationships to be successful.

19 Finally, we applaud the President's
20 support for performance based funding and his
21 commitment to encourage states to utilize the
22 dollars they invest in higher ed to prioritize

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1 student success.

2 A funding formula that rewards and
3 incentivizes both access and success will
4 benefit students.

5 We thank you for allowing us to be
6 a part of this dialogue and look forward to
7 working with the Administration and both of you
8 to ensure opportunity and success for all of our
9 students and the nation's future. Thank you.

10 MS. STUDLEY: Thank you very much.

11 (Applause)

12 MS. STUDLEY: This gives me a chance
13 to just remind all of you who testify and have
14 written testimony to submit it to
15 collegefeedback@ed.gov so that we can have the
16 full remarks.

17 And if afterward you want to either
18 put your comments into that forum or write
19 something new, even if you choose not to speak
20 today, all of those will be great ways to
21 participate in this conversation.

22 Let's move on to Tinuke Onayemi, our

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1 next scheduled witness. Thank you.

2 MS. ONAYEMI: Okay. I'm a student
3 at this school, California State University,
4 Dominguez Hills.

5 And I wanted to ask is there any way
6 that, like if a student is having difficulties
7 meeting their expected graduation date if they
8 can receive aid to get their degree?

9 I'm bringing this up because I am a
10 student. And I've been here since 2007. And
11 I've had challenges that stopped me from
12 continuing my schooling.

13 So I had to withdraw from school for
14 two years, non-consecutively. And it's made it
15 difficult for me to stay in school, because I
16 will have to face taking on loans to finish off
17 my degree.

18 So I just wanted to bring that up.
19 Because I feel like it's unfair for someone who's
20 had like a health condition, continue school and
21 having to pull out loans to get their degree.
22 And other students that do not have a health

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1 condition may not have to pull out loans to
2 attain a degree because they stayed in school for
3 their complete duration. Okay.

4 MS. STUDLEY: Thank you very much
5 for sharing those thoughts and your question.
6 As I said, this isn't a setting in which we can
7 answer your question or help solve that need.

8 But I think someone from the
9 university will want to speak to you after the
10 session, having heard your question, and ideally
11 point you in the right direction.

12 But thank you for reminding us about
13 those kinds of problems and issues that arise to
14 the degree that we can help look at them in a
15 broad way. Thank you very much.

16 MS. ONAYEMI: You're welcome.

17 MS. STUDLEY: Is Brian Harlan here?

18 (Applause)

19 MS. STUDLEY: Brian Harlan is the
20 next scheduled person, after that Jeanne Ortiz.
21 We'll take you a little early if you are
22 available. If not, is there anyone who has,

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1 Robert, is there anyone who has signed up who
2 would like to be added to the list?

3 (Off microphone discussion)

4 MS. STUDLEY: Excellent, thank you.

5 MS. GARCIA: Hi, my name is Ilan
6 Garcia. And this is my first semester at
7 Dominguez Hills. And I'm very excited to be
8 here.

9 I came from a community college. I
10 was there four years. And I just had a remark
11 or a comment regarding my experience.

12 Community college, I saw a lot of
13 people take advantage of financial aid. The
14 units are, I think, \$33 per unit. So that's a
15 few hundred dollars compared to the classes here
16 at Dominguez Hills. For one class it's about
17 almost \$800.

18 And a lot of students would also get
19 financial aid. And once you get financial aid
20 you can drop a class and not pay it back once
21 you've been in that class for three-fourths, I
22 guess, of the class. And you do not have to pay

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1 it back unless you drop before.

2 And at Dominguez Hills you need to
3 pass with a C+ or you have to pay back the tuition
4 you owe.

5 Not only that, a lot of people would
6 get \$1000 per semester for books and whatnot they
7 needed. And nowadays I think that was a little
8 excessive, because a lot of people wouldn't use
9 that money for books or parking.

10 Parking here is \$100. Compared to
11 my community college, it was \$20. And
12 especially now you can rent books online or on
13 campus. And that was a lot of money.

14 And a lot of people that I know that
15 went to community college were getting a lot of
16 money. And they even said like, you know,
17 that's a lot of money.

18 And now that they've come to, you
19 know, Cal State or whatnot they're not receiving
20 that much money. And they wish that they could
21 receive the help that they were getting at
22 community college, that sufficient amount of

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1 help here at Dominguez Hills or any other Cal
2 States.

3 So I think that's just like a big
4 issue. Because, you know, I think sometimes
5 people are abusing the system. And some us, you
6 know, do need it. And that's it, thank you.

7 (Applause)

8 MS. STUDLEY: Thank you. Okay.
9 Are Brian Harlan or Jeanne Ortiz here yet?

10 (No response)

11 MS. STUDLEY: In that case, lucky
12 day for Cheryl McKnight and Jimmie Thompson.
13 Ms. McKnight?

14 MS. MCKNIGHT: Hello. I'd like to
15 thank you for this opportunity and what I'd like
16 to talk about is the rating system which seems
17 to be a popular topic today.

18 If you look around our University,
19 you'll notice we're one of the most diverse
20 Universities in the country. And the diversity
21 isn't just ethnicity, it's economic disparity,
22 age, we have some, our students tend to be older.

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1 Our students tend to me raising
2 families of their own and taking care of their
3 parents. And as a result, often it takes longer
4 for them to graduate. So when we're put up
5 against one common rating system, it increases
6 the educational disparity.

7 And another thing, when we look at
8 the jobs, getting jobs after graduation, because
9 a lot of our students are already working,
10 they're not going to necessarily reflect a
11 higher income immediately. It would take time.

12 So I think we need to look at the
13 rating system according to the demographics and
14 I think Dominguez Hills represents the new face
15 of America. Thank you.

16 (Applause)

17 MS. STUDLEY: Thank you very much.
18 Jimmie Thompson.

19 MS. THOMPSON: Good morning, good
20 morning, thank you so much for this opportunity.
21 I'm an alumna of the CSU system and, in
22 particular, Dominguez Hills.

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1 So I really appreciate this
2 opportunity. And I want to go back to some of
3 the objectives that this program is to promote.
4 And one thing in particular, I heard the best
5 work force by 2020.

6 And I'd like to see that
7 accomplished, but I have some concerns because
8 that's only six years away. I'd like to know if
9 you're going to create career opportunities that
10 match up with the graduation outcomes, for
11 example, recently the teachers throughout
12 California have gone through a really hard time.

13 A lot of the public school systems
14 are laying teachers off and over the past few
15 years I've spoken at credentialing ceremonies
16 trying to encourage our new candidates to become
17 teachers and there are no jobs.

18 So, again, I'd like to see the
19 support come from this project that the people
20 that have spent the time and completed their
21 obligation have jobs available when they finish.
22 So can we look at that element of it, because,

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1 again, the whole motivation for going to college
2 is the outcome of good credible employment,
3 sustainable employment.

4 And the educational system is the
5 primary area that promotes teachers. So,
6 again, let's look at what's going to come out of
7 the efforts made by the students that apply
8 themselves and do we have credible employment
9 for them?

10 The second point I want to make is
11 that we need to support counseling and guidance
12 for future opportunities. We talk about the
13 classroom experience and that's critical, I mean
14 you can't have a system without credible
15 teaching and instruction.

16 But a lot of times students need
17 support through counseling and guidance and some
18 of that area has got to be addressed in order for
19 a college to be successful. It can't just be
20 what goes on in the classroom.

21 So if that could be added as criteria
22 for your review. And then also include

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1 supplemental support services that ensure that
2 students are pursuing the degrees, credentials
3 that will provide viable continued employment.

4 There are not a lot of jobs here.
5 Are we gearing the curriculum to match up with
6 where the jobs are, and good paying jobs? We're
7 looking at colleges and they may have a
8 wonderful, brilliant program of training, but
9 there are no jobs when they've finished that
10 training, when they get their degree.

11 So, again, part of the criteria.
12 Are you looking at providing some standard that
13 these colleges that you rate as the best also
14 have that credible end point? And, let's see,
15 I'm doing this cold turkey so please forgive me
16 if I pause a little bit.

17 Also as you rate each college, the
18 CSU is a system-wide college, a system of 23
19 campuses, and each campus has specialties. Are
20 we going to be in the situation where now, within
21 a system, that colleges are ranked against each
22 other and not look at the viability and output

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1 that the system wide programs offer, because,
2 again, the CSU has an incredible number of
3 offerings at all 23 campuses.

4 And you can kind of specialize by the
5 campus you go to, but it is the system that
6 complements each other. The schools complement
7 each other's curriculum.

8 And then finally, I'm speaking on
9 behalf of everybody that wants to be assured that
10 we will have a public educational system
11 available to us. There's been a huge amount of
12 scrutiny for the colleges and the system, but
13 where's the funding?

14 A lot of the ratings are going to
15 depend on how much did you have to cut back. If
16 you had to do deep cuts, well when you are under
17 scrutiny to be rated, that's going to impact your
18 ability to demonstrate that you can perform
19 well.

20 So again, let's look at the funding
21 as we rate these schools. If the funding has
22 been cut significantly, but there's the

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1 potential to have outstanding programs, let's
2 put some of that funding back in place so that
3 these colleges can be adequately rated based on
4 the highest potential instead of the
5 shortcomings that are current now.

6 I mean within the CSU system we have
7 been struggling over the past two years to get
8 a stable budget. Fortunately for us Prop 30
9 passed, but again how can you rate somebody or
10 rate a system and you don't have stable funding?

11 So let's make sure that the
12 legislators make a real commitment so that
13 you're not rating colleges that may be obsolete
14 because the funding went away.

15 So I just offer that cold turkey and
16 I really appreciate your time. Thank you very
17 much.

18 (Applause)

19 MS. STUDLEY: Thank you very much
20 for stepping up. We really appreciate it.
21 Thank you all. On our schedule we have Brian
22 Harlan, Jeanne Ortiz, and Gary Brahm as the next

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1 three.

2 Mr. Harlan, are you here? Okay.
3 We're a little earlier than his scheduled time.
4 Jeanne Ortiz? Excellent, thank you. Thank you
5 for letting us take you a little bit early.
6 Thanks so much.

7 MS. ORTIZ: Thank you. Good
8 morning. I'm Jeanne Ortiz and I'm the Vice
9 President and Dean of Students at Whittier
10 College, a private liberal arts college with
11 about 1700 students located 15 miles East of
12 downtown Los Angeles.

13 We were founded by the Quakers over
14 125 years ago and while we are no longer
15 religiously affiliated our mission and ethos
16 still guides our principles of tolerance,
17 respect for diversity, and service.

18 Our students, faculty, and staff are
19 richly diverse ideologically, culturally,
20 socially, and economically. Today our student
21 body is a majority minority school.

22 We are a Hispanic-serving

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1 institution with 33 percent of our student body
2 coming from Latino families and almost another
3 20 percent identify as coming from
4 under-represented groups.

5 Additionally, more than 17 percent
6 of our student body is first generation,
7 one-third is Pell eligible and more than three
8 quarters of our students receive need-based
9 financial aid.

10 This is a sign of Whittier's
11 commitment to providing access to populations
12 not historically well served by higher education
13 and particularly private higher education.

14 Not only does the composition of our
15 student body reflect the State of California and
16 the future of the nation, at Whittier we deliver
17 our promise to our students by providing a
18 rigorous, but supportive, educational
19 environment that is committed to their
20 graduation.

21 For example, nationwide, Latino
22 students have a college graduation rate of 50

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1 percent, at Whittier it is 72 percent. How do
2 we accomplish this success?

3 It is through high impact practices
4 such as faculty/student research, faculty led
5 study abroad courses, small classes,
6 writing-intensive courses, and extensive
7 co-curricular programming.

8 The inherent advantages of a small
9 school are that students get individualized
10 attention at every level, from matriculation to
11 commencement, that yields significant results
12 particularly in increased competitiveness upon
13 graduation.

14 Given our results, we believe that
15 these high impact practices are very good
16 investments. However, they are not cheap. The
17 bottom line is that an institution like Whittier
18 that offers a private liberal arts education
19 with significant faculty/student interaction
20 has higher overhead costs than one that delivers
21 its programs to a larger group of students.

22 It is imperative that the

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1 Presidential Scorecard takes into account that
2 value and affordability are not synonymous
3 terms. The value of a private liberal arts
4 education is exponential because it prepares
5 graduates not only with the knowledge and skills
6 employers want, but also with a commitment to
7 civic engagement for the common good.

8 If the Scorecard, if the proposed
9 Scorecard, seeks to address the nation's
10 interest, why are we not looking at the skills
11 employers seek in their new hires?

12 Multiple studies show that
13 employers from across industries want graduates
14 who can think critically, communicate clearly,
15 and are able to solve complex problems. These
16 are the habits of mind fostered by liberal arts
17 colleges like Whittier.

18 One such recent study conducted by
19 the American Association of Colleges and
20 Universities shows that 74 percent of businesses
21 and nonprofit leaders report that they would
22 recommend a 21st century liberal arts education

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1 to a young person they know in order to prepare
2 for long term professional success in today's
3 global economy.

4 Another survey shows that 60 percent
5 of liberal arts graduates feel that they are
6 prepared for the workforce compared to 34
7 percent who graduate from flagship public
8 universities.

9 Let's ensure that the proposed
10 Scorecard values these skills as much as
11 employers, students, and their family, and it
12 can communicate the characteristics of the
13 schools that provide them.

14 While Whittier graduates are
15 definitely prepared for employment in a wide
16 variety of fields and our post-graduation survey
17 reveals that 93 percent of graduates are
18 employed within nine months of their graduation.

19 We do not believe that starting
20 salaries are the only appropriate measure of
21 success as proposed by the Scorecard. The top
22 professions that Whittier graduates contribute

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1 to are education with public service and other
2 types of very common occupational paths.

3 These professions fill a national
4 interest, however, they undoubtedly skew
5 downward our graduates earning potential,
6 particularly at the beginning of their careers.

7 The Scorecard should not devalue the
8 professions that deliver the highest impact for
9 the benefit of society. I want to be clear that
10 at Whittier we applaud any efforts to improve the
11 quality of education and support our nation's
12 students.

13 We fear though that any Scorecard is
14 incomplete if it focuses on earnings upon
15 graduation and does not address the complexity
16 of assessing the transformative nature of the
17 education provided at Whittier and colleges like
18 us.

19 Moreover, we fear the Scorecard has
20 the potential of disproportionately penalizing
21 schools with small endowments and comparatively
22 limited resources like Whittier, the very

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1 schools that are working so hard to grant access
2 to the under-served.

3 Liberal arts colleges have long
4 argued that ranking systems based solely on
5 numerical values do not tell the complete story.
6 Embedded in the fabric of who we are, we educate
7 our students to look at a variety of factors to
8 understand the fullest picture possible.

9 We urge the Scorecard to do the same.
10 Thank you.

11 (Applause)

12 MS. STUDLEY: There are seats
13 further forward. I know this is like class and
14 those are unpopular, but there are plenty of
15 seats here and we invite you take them, and some
16 over there where you don't even have to walk in
17 front of us to do it.

18 I think we have with us Gary Brahm.

19 CHANCELLOR BRAHM: Right.

20 MS. STUDLEY: And let me just
21 mention, the next two people that we have on our
22 scheduled list are Rachelle or Rachel Mintz and

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1 Kate Fawver.

2 We do have some extra time so if you
3 want to, so if you'll just indulge me for one
4 moment, if you want to add your name to the list
5 we have plenty of time and we'd welcome your
6 thoughts. You can sign up outside and just
7 indicate that you would like to testify or let
8 Robert in the back know and he can do it right
9 on the spot. Thank you very much, Robert.

10 And with that, Mr. Brahm, Chancellor
11 Brahm.

12 CHANCELLOR BRAHM: Good morning.
13 I'm Gary Brahm, Chancellor of Brandman
14 University. We have a unique history. We
15 began operations in 1958 at the El Toro Marine
16 Base as Chapman University College, part of
17 Chapman University.

18 We became Brandman University, an
19 independent, nonprofit, WASC accredited
20 institution in 2008. We serve 12,000 students
21 both online and at 26 campuses in California and
22 Washington State.

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1 We are a Hispanic serving
2 institution, 40 percent of our undergraduates
3 receive Pell Grants and approximately 14 percent
4 of our enrollments are active military.

5 We have a number of best practices
6 and innovations to serve our students,
7 including, all of our students receive coaching,
8 we use a professional dual advising model
9 whereby each student is assigned their own and
10 dedicated advisor.

11 This model has been recognized by
12 the Department of Education as a best practice.
13 We use one-stop student services. Classes are
14 offered on ground or online, students choose.
15 On ground classes are taught blended, or
16 flipped, another best practice identified by the
17 Department of Ed in the 2009 Meta Study.

18 Our general education and
19 Baccalaureate programs incorporate Lumina DQP
20 and essential learning outcomes from the AAC&U
21 LEAP National Initiative, are white paper on
22 this initiatives on the WASC website.

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1 Courses are designed by a team of
2 faculty who are, of course, the subject matter
3 experts, instructional designers who are
4 assigned to each school, and technology
5 specialists.

6 We have a center for instructional
7 innovation that provides required training for
8 faculty, oversight of courses, and the use of the
9 quality matters rubric for continuous
10 improvement.

11 Even though we have a very diverse
12 student body, many first generation students,
13 many high-need students, a significant active
14 military population, and many fully online
15 students, almost 70 percent of our students
16 graduate, and they have the ability and the
17 desire to repay their loans.

18 Our 3-year default rate is just 4.8
19 percent and our 2-year rate is just 2.4 percent.
20 There are enormous differences in the outcomes
21 for institutions serving a very similar
22 non-traditional student population.

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1 It is essential that the new college
2 ratings provide non-traditional students the
3 transparency necessary to make an informed
4 selection of an institution.

5 To that end I recommend the
6 following information be used in the rating
7 criteria. The first, it is essential that a
8 meaningful graduation rate be developed for
9 non-traditional students.

10 This week's report by Public Agenda
11 indicated that 47 percent of non-traditional
12 students feel it necessary to know a school's
13 graduation rate before enrolling. Yet
14 currently there is no meaningful graduation rate
15 for these students.

16 Brandman University has
17 articulation agreements with over 50 community
18 colleges that allow students to lock in our
19 catalog and complete their bachelors degree
20 after completing their AA degree.

21 This enables students to earn their
22 bachelors degree for a total cost of about

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1 \$30,000, and by the way we froze our tuition this
2 year, it's the same as it was last year.

3 This enables students to earn their
4 bachelors Degree, as a said, for a total of
5 \$30,000. We do not accept first time freshman
6 in our Baccalaureate programs. Our 70 percent
7 graduation rate is based upon guidelines
8 developed by the Consortium for Student
9 Retention Data Exchange, CSRDE, at the
10 University of Oklahoma.

11 The California State system for
12 years has been using these same guidelines for
13 the transfer to graduation rate that they
14 publish on their website. It is essential that
15 the new college ratings include a meaningful
16 graduation rate, such as CSRDE, waiting till
17 2016 is just not okay. This is important
18 information that these students require, these
19 non-traditional students require.

20 Hopefully this graduation rate can
21 also be used by the White House Scorecard, which
22 excludes Brandman University and other

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1 institutions which do not have a first time
2 freshman graduation rate.

3 The vast majority of
4 non-traditional students returned to higher
5 education to improve their financial situation.
6 It is just common sense that the value of the
7 degree needs to enable the graduate to earn
8 enough to pay for that degree.

9 That is why the cohort default rate
10 calculations are so important. I suggest that
11 following enhancements to the cohort default
12 rate reporting: also report the percentage in
13 hardship forbearance. Abuse of hardship
14 forbearance has been widely reported in the
15 press. This will expose institutions that have
16 large numbers of students using this program to
17 artificially reduce their default rates. The
18 Pay as You Earn Program is an important program
19 to reduce the number of students who have
20 financial lives ruined by being in default.

21 However, it is important that
22 students considering an institution understand

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1 the likelihood that their earnings will not be
2 adequate to repay their loans. I also suggest
3 reporting the percentage of students the Pay as
4 You Earn program.

5 The cohort default rate is currently
6 reported for two or three years. I suggest a
7 reporting for the default rate, the percentage
8 in forbearance, and the percentage using the Pay
9 as You Earn Program be reported for at least ten
10 years.

11 I understand that you use three
12 years for your compliance, but there's no reason
13 not to have transparency for ten or more years.
14 This will provide greater understanding of the
15 long term benefit of the institution's
16 education.

17 This information can and should also
18 be reported by degree program. I believe the
19 additional information will enhance the
20 usefulness of the new college ratings especially
21 for non-traditional students, the ones who
22 really need it most.

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1 Provide useful information for
2 institutional administrators, the more
3 information that we have to make decisions the
4 better, provide useful information for
5 students, and provide other interested parties
6 the raw data that they need to develop meaningful
7 ratings of non-traditional institutions.

8 We applaud your efforts and are very
9 comfortable being held accountable for our
10 students success. Thank you very much.

11 (Applause)

12 MS. STUDLEY: Thank you very much.
13 I appreciate it. Ms. Mintz? We'll come back to
14 you again, we're a little bit earlier than
15 projected. Professor Fawver?

16 (Applause)

17 MS. STUDLEY: Good for you.

18 PROFESSOR FAWVER: Thank you.
19 Thank you and good morning. Again, we are
20 honored by your presence. My name is Kate
21 Fawver and I am Professor and Chair of the
22 Department of History here at Cal State

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1 Dominguez Hills and I come before you today
2 speaking as a faculty member and as a former
3 student, who in 2003 graduated from the
4 University of California-Riverside, with a
5 Ph.D. in History and \$100,000 in student loans.

6 More than most I recognize the
7 enormous and immediate crisis in higher
8 education because I live there. Between 2008
9 and 2013 state funding for higher education as
10 a percentage of state personal income declined
11 by 22.6 percent. States have cut their annual
12 investment in higher education by nearly half
13 since 1980.

14 As a consequence, institutions have
15 both increased tuition and diverted funding from
16 instruction so that 75 percent of the faculty now
17 work on temporary, low wage contracts without
18 benefits, undermining their ability to serve
19 students properly, especially economically,
20 disadvantaged, first generation students, most
21 of whom enter college unprepared.

22 In response to the crisis facing

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1 higher education, the Federal Government has
2 proposed certain reforms consisting of three
3 parts, paying for performance, promoting
4 innovation and competition, and ensuring that
5 student debt remains affordable.

6 The ultimate objective of the
7 Department of Education's plan is to guarantee
8 access to higher education for working class and
9 middle class students. These objectives are
10 laudable.

11 A new college rating system that
12 incorporates such value-added metrics as
13 access, affordability and student based
14 outcomes like graduation and transfer rates,
15 could potentially shine a national spotlight on
16 colleges and universities like CSU-Dominguez
17 Hills, institutions that keep alive the promise
18 of equal opportunity.

19 However, when one looks at the plan
20 more closely it becomes abundantly clear that
21 the means proposed contradict rather than
22 support the goal.

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1 This plan accepts the continued
2 de-funding of American education and recommends
3 as a palliative a number of technology-based
4 silver bullet solutions to educational
5 institutions being asked to square circles.

6 I fear, and a growing body of
7 experience and research give us all reason to
8 fear, that so-called curricular innovations
9 like 3-year accelerated degrees, or Massively
10 Open Online Courses, MOOCs, and flipped and
11 hybrid classrooms are cures worse than the
12 disease.

13 A plan that presents the Western
14 Governor's University, a competency based
15 online university, as a model of efficiency and
16 quality education, is unworthy of the Department
17 of Education.

18 With all due respects, it is
19 difficult to see world class in a private
20 university with a graduation rate of 6.5
21 percent. I remind the audience that the costs
22 of a WGU education are modest only because WGU

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1 has no permanent full time faculty.

2 Instead, its students, unlike
3 students who attend high tuition public and
4 private universities, like UC or Stanford,
5 interact with course mentors, not qualified
6 faculty to complete their classes.

7 The plan's call to integrate a
8 mainstream online learning platform, like
9 MOOCs, as a panacea for dwindling financial
10 support is also extremely troubling. The
11 dismal and embarrassing results from the Udacity
12 based 2013 MOOC experiment at San Jose State
13 should be sufficient to discredit such facile
14 schemes.

15 As California Faculty Association,
16 Kell Fujimoto and Liz Cara, members reminded us
17 in a Sac Bee Op-Ed piece, dealing with tough
18 economic times by handing off education to
19 private vendors and using public funds to
20 increase online offerings through these vendors
21 will not serve California well in the long run.

22 Again, I remind the panel, there are

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1 no silver bullet solutions to the challenges
2 facing public higher education and the search
3 for such magical solutions promoted by groups
4 like the Gates and the Lumina Foundations serves
5 only private corporations with an interest in
6 selling technology based solutions in order to
7 secure lucrative contracts paid with taxpayer
8 dollars.

9 To craft a successful plan to
10 improve higher education the President and
11 Secretary of Education would do better to listen
12 directly to instructional faculty, staff,
13 students, and administrators.

14 To reduce educational costs the plan
15 encourages private-public partnerships to
16 develop innovative approaches, accelerated
17 degrees, and to introduce new technologies into
18 on-campus teaching and learning.

19 I'm here today to remind the panel
20 that we in the CSUs are already doing these
21 things. We are doing these things, however,
22 subject to our ethical mandate and moral

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1 responsibility to above all not harm or
2 disadvantage our students.

3 We're doing them in a responsible
4 way, evaluating new technologies and deploying
5 them in ways appropriate to our mission, which
6 is not only to make education accessible, but to
7 guarantee that our students have the same
8 opportunity to acquire a quality education as
9 students from more privileged backgrounds.

10 My fear is not only that the plan
11 developed by the Department of Education will
12 saddle universities like CSU-DH with
13 unrealistic expectations, but that it will
14 institutionalize inequality of educational
15 opportunity rather than reduce it.

16 Employers who hire our graduates
17 continuously state that they want workers who
18 one, come ready to work the first day on time;
19 two, communicate clearly orally and in writing;
20 three, think critically and show independent
21 problem solving abilities; four, work in teams;
22 five, use technology effectively; six, speak

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1 multiple languages; and seven, think globally.

2 Accelerated degrees, MOOCs, only
3 undermine our ability to produce graduates who
4 meet these high standards. Again, I might
5 remind the panel that these views are only my own
6 and are not reflective of the Cal
7 State-Dominguez Hills community at large. Thank
8 you.

9 (Applause)

10 MS. STUDLEY: Thank you. Thank you
11 very much. Just a reminder that for anyone who
12 has written remarks, we welcome you to post them,
13 to send them in full to collegfeedback@ed.gov
14 so we have your full text.

15 Is Ms. Mintz here in the audience?
16 Karen Orellana, has indicated that you'd like to
17 speak? Thank you, Ms. Orellana.

18 MS. ORELLANA: Good morning. My
19 name is Karen Orellana and I'm a former Cal
20 State-Dominguez Hills student and listening to
21 all of the people coming up it reminded me when
22 I was in middle school and I didn't know when a

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1 friend told me that she wanted to go to Yale, I
2 didn't know what was that or UCLA or USC, not
3 until I went to a program called AVID,
4 Advancement Via Individual Determination, and
5 going to high school and being in AVID I learned
6 a lot about colleges and financial aid and that
7 I could afford to go to college.

8 It was a transition for me to know
9 that I could continue education and instead of
10 just going to work at 18 I could come to school.
11 I applied to Cal State-Long Beach, University of
12 Laverne, and Cal State, as well as Dominguez
13 Hills and I got accepted to the University of
14 Laverne, but the reason why I didn't go to that
15 school was because of financial aid. It
16 wouldn't cover me as much as I needed. So my
17 second option was Cal State-Dominguez Hills and
18 I have great professors, they are well rounded,
19 they come from USC, UCLA. And something that I
20 really hope you consider in your rating system
21 is you should also imply to the family members,
22 because not all the parents really know about

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1 what is school? What is college? What is the
2 loan?

3 For me, I didn't want to take any
4 loans for my schooling, because I didn't have
5 money to pay for those loans and so I decided to
6 come to Cal State-Dominguez Hills and I said this
7 is a great school, financial aid is covering
8 everything. My parents don't have to worry
9 about me paying extra money, and for me, now, I
10 think about a Master Degree. I want to actually
11 pay off on my Master and a Doctorate and I really
12 think that the rating system should consider
13 families, informing parents in all the different
14 languages as possible, and yes, I mean, it's
15 really hard to be a student.

16 I know a friend of mine that he works
17 and he goes to school. He doesn't have any
18 financial aid and it's really hard. I had to
19 quit coming to Cal State-Dominguez Hills for two
20 semesters because financial aid cut it back and
21 I went to Santa Monica College. I had to pay out
22 of pocket, and I understand that textbooks are

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1 really expensive, and I came back and I'm really
2 happy to be here.

3 But at the end, I think the rating
4 system should apply to family members to the
5 community and go around and say college is
6 affordable for anyone who is looking forward and
7 the opportunities are there. It would just, if
8 you, that the Government is helping. So thank
9 you very much.

10 (Applause)

11 MS. STUDLEY: Thank you very much.
12 Rachelle Mintz? Okay. Is Jorg Raue here?
13 We'll take you next. And then I'll tell you the
14 next few names that we have, we are aiming to take
15 a break at around 10:45 if we have testimony
16 until then. So we'll take Mr. Raue and then the
17 next speakers, although we're a little early for
18 them and they may not be here, are Dr. Raul
19 Rodriguez and Ariane Schauer. So, Mr. Raue, and
20 I may have butchered your name, my apologies.

21 MR. RAUE: Well you certainly heard
22 a variety of views this morning and this is going

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1 to be another one, okay. My name is Jorg Raue.
2 I have a Ph.D. in electrical engineering. I
3 spent 25 years in engineering education and an
4 additional 25 years full time in aerospace in
5 satellite development and technology
6 development. In addition I did many, many years
7 of university department accreditation for the
8 professional society so that my total time in the
9 engineering environment is over 40 years.

10 I'm now retired and I represent only
11 myself. Some of my comments may appear to be not
12 immediately addressing your particular
13 requirements or goals, but on second thought and
14 in retrospect, you will probably realize that in
15 fact they do.

16 Let me start out with, sort of, a
17 bold fact. The fact is in this Country we spend
18 7 percent of the Gross National Product on
19 education, 7 percent of the Gross National
20 Product. No other Western Country spends this
21 much money, okay. No one, none, whether it's
22 Germany, whether it's France, whether it's

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1 Sweden, none of them do, yet all of those
2 Countries provide entirely free education,
3 okay, not just at high school level here, but
4 also in the colleges and universities. Where is
5 that gap? Why can't we do something close or
6 similar to that? And why are we requiring the
7 students to be burdened with these enormous
8 financial obligations?

9 As I see it, significant problems
10 are, there are just far too many students that
11 are graduating are deeply in debt and that this
12 debt is not forgivable. Far too many students
13 are in non-relevant fields, are studying
14 non-relevant fields, and can't find relevant
15 employment after graduation. Of course, this is
16 my view, there just simply are not enough
17 students in science and engineering.

18 The next comment might be pure
19 heresy for this audience, namely, not everyone
20 needs to go to college. You know, in high school
21 they should maybe bolster the guidance towards
22 trade and vocational schools and emphasize

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1 hands-on training. And also warn students
2 about the shortcomings and pitfalls of the
3 diploma mills. In college, not enough
4 native-born Americans enroll in science and
5 engineering and the foreign student enrollment
6 is forever growing. Look at this single
7 statistic: of the native born students 50
8 percent of the Asian-American freshman are
9 planning a career in science and engineering, 50
10 percent, okay. And it's less than 20 percent of
11 the whites and the other minorities that are
12 planning to do the same thing.

13 So we see a major discrepancy of
14 having to do something about a strategy, a
15 strategy that will foster whites and other
16 minorities into technology oriented fields.
17 One way might be to simply go ahead and provide
18 free college education in science engineering to
19 all native-born Americans. But the money, it's
20 the money again, okay. A recent NSF study of the
21 100 top public research universities shows that
22 funding in science and engineering has dropped

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1 20 percent from 2002 to 2011.

2 Undergraduate enrollment has held
3 steady in engineering at about 500,000, and
4 these numbers have steadied over five years.
5 They're not steady because there are not enough
6 new people wanting to study engineering, but
7 there are funding constraints. But something
8 is happening, a great example, Texas A&M has a
9 major initiative. They plan to increase
10 engineering enrollment from 11,000 to 25,000
11 students. There are currently, they had for
12 this last year, they had over 10,000 applicants
13 for 1600 opening slots, okay.

14 So we have pressures that need to
15 somehow be relieved, okay. Another issue, in
16 graduate schools, 60 percent of the doctoral
17 students in engineering are foreign students.
18 I mean just think about those numbers.

19 Okay, in summary, and I will also
20 address your issues here. Not everyone needs to
21 go to college, more emphasis on vocational and
22 hands-on training. I think we definitely need

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1 to launch a truly major Government initiative to
2 fund American-born people to study science and
3 engineering. And, by golly, clamp down on
4 diploma mills. This will free up money and it
5 avoids indebting students who can't ever repay
6 because they can't find relevant, well-paying
7 jobs from that environment.

8 And for colleges, place greater
9 emphasis on relevant college studies. Okay,
10 and developing a rating system, and this is sort
11 of counter to what the lady, I don't see her here
12 now, was talking about, okay. My view is to
13 incentivize colleges for performance measured
14 heavily by weighing detailed statistics on
15 relevant job placement and job income. In
16 closing I have, I see a lot of students here, I
17 would like to take the opportunity to give you
18 three words, three attributes that will help you
19 and that I used when I hired people, and I hired
20 a lot of people over a lot of years, okay. Three
21 things, dependability, communication ability,
22 and the third one, resourcefulness. Think

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1 about those things, okay. Thank you very much.

2 (Applause)

3 MS. STUDLEY: Thank you very much.

4 is Dr. Rodriguez here with us?

5 DR. RODRIGUEZ: I am.

6 MS. STUDLEY: Excellent. Thank you.

7 Then we have Provost Schauer is next up.

8 DR. RODRIGUEZ: Good morning. My
9 name is Raul Rodriguez. I'm the Chancellor of
10 the Rancho Santiago Community College District,
11 and the Vice President of the Community College
12 League of California. I'm actually here today
13 to fill in for Dr. Helen Benjamin who is the
14 President of the CCLC, Community College League,
15 who was scheduled to give remarks and she had a
16 family emergency, was called out of State to
17 attend a funeral, so I'm here in her place. And
18 if you know Helen, she's the kind of person you
19 can't say no to, so that's why I'm here. But if
20 you know Helen, too, she's also very efficient
21 and she put together a statement that I'm going
22 to read to you.

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1 And this is really just to give the
2 community college perspective. "Community
3 colleges are recognized for their critical place
4 in our Nation's educational system, economy, and
5 society. These colleges enroll over 40 percent
6 of students in the Nation's higher education
7 system and play an essential role in providing
8 educational opportunity and work force
9 development.

10 We are also proud of our open access
11 missions. Through a combination of low
12 tuition, a strong Federal support for student
13 aid, community colleges have remained
14 affordable institutions to a broad swath of the
15 population. Average published tuition or fees
16 for full time undergraduates at public 2-year
17 institutions across the Nation this academic
18 year is just \$3,264, or less than 11 percent of
19 the published cost at a private nonprofit 4-year
20 institution. In California these charges are
21 even more affordable with our community colleges
22 costing an average of \$1,424, and the

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1 overwhelming majority of our residents are
2 eligible for the California Community Colleges
3 Board of Governors, or BOG de waiver.

4 State and Federal aid has further
5 driven down costs for students at community
6 colleges. In fact for students in both the
7 lowest and second lowest income quartiles, less
8 than \$65,000 per year, community college net
9 tuition of these Nationwide is, in fact, zero.
10 This is from the College Board data. Given
11 growing concerns over student indebtedness,
12 having affordable pathways to degrees,
13 certificates of credentials, or institutions is
14 critical.

15 This also applies to students who
16 enter 2-year institutions with the intention to
17 transfer to a 4-year degree or to obtain the
18 career technical education to qualify for a good
19 paying job. It's important to note, however,
20 that the vast majority of our students do not
21 have the luxury or a privilege of selecting the
22 location of an institution to attend, and

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1 instead are looking for affordable, high quality
2 programs near their home and work.

3 The President's proposal to rate
4 colleges based on access, affordability, and
5 outcomes holds both promise and peril. It must
6 be done right. Particularly, significant
7 questions remain over the definition of colleges
8 with similar missions. As the ratings are
9 proposed to be structured, we hope this
10 comparison will take into account State and
11 Local resources available as well as predominant
12 degree granting activity. This challenge
13 frames our hopes for the rating metrics." I
14 just want to take an aside here that's not in the
15 formal remarks and say that, you know, in my
16 District we have two colleges, Santa Ana
17 College, which is an urban, inner-city college,
18 and Santiago Community College, which is really
19 a suburban community college.

20 It's hard to make a comparison between those two
21 colleges because of those differences. Then I
22 think back to the college where I came from

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1 before I came to Rancho, San Joaquin Delta
2 College up in the Central Valley, and that
3 college covers an area of 2400 square miles.

4 So you have, Delta is an urban,
5 inner-city college, it's also a suburban
6 college, and it also serves the rural
7 population. So how do you compare that college
8 with that broad diversity of mission against the
9 Santa Ana College or the Santiago, so that's what
10 we're asking for. There has to be fairness in
11 any type of comparison to come up within the
12 system. That's always the concern about
13 something like this.

14 "Community colleges believe that
15 our institutions compare favorably with other
16 sectors," I'm just getting over a cold, so I'm
17 not in control of my throat here.

18 MS. STUDLEY: Here.

19 DR. RODRIGUEZ: I'm okay, thanks.

20 "With other sectors on access and affordability,
21 with some variation within our sector on the
22 number of Pell Grants our Pell students serve.

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1 For example, that correlates significantly with
2 the local economy. Overall community colleges
3 serve the largest number of Pell Grant" -- very
4 good water. Okay, "our debt burdens remain low
5 with less than 70 percent of our students who are
6 borrowing."

7 In my District, or actually Santiago
8 Community College District, only 1 percent of
9 our students take out Federal loans. I know in
10 Helen's District, Contra Costa Community
11 College District, I only think it's 3 percent of
12 students take out loans. So it's very low for
13 our community colleges.

14 "Due to the small percentage of our
15 students who ultimately borrow, using the
16 average debt among borrowers, only would not be
17 reflective of the overwhelming majority of
18 students' community colleges experience. We
19 hope that information about average
20 indebtedness will make this critical point clear
21 to students who are evaluating their ability to
22 attend. To the extent that the potential rating

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1 system may also focus on the role of net price,
2 we'd also like to note that there are currently
3 significant issues with the representation of
4 this data to students.

5 For example, dependent and
6 independent students, especially returning
7 adult learners, have vastly different interests
8 in the data presented to them. Independent
9 students, for example, do not need room and board
10 information to be included in net price if they
11 are already self-supporting and are enrolling in
12 a part-time program while working.

13 California community colleges all
14 have the same tuition, BOG requirements, and
15 government financial aid, and do not offer
16 institutional scholarships. Therefore, the
17 net price is essentially the same at whatever
18 community college a student attends. At a
19 minimum, this net price data should be
20 extrapolated for distinct roots. On outcomes,
21 an outcomes rating will hope that data is
22 reflective over institutions and the students we

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1 serve. We applaud the President for his
2 interest in using a combined graduation and
3 transfer rate rather than graduation alone as a
4 measure of student success.

5 Many students attend community
6 college and transfer to other institutions to
7 complete their degree or certificates. We hope
8 to see similar changes under the IPEDS data
9 collection for institutions. Completion rates
10 should be measured at 100 percent, 150 percent,
11 and 300 percent of the normal time of program
12 length. Recent research has provided strong
13 support for the fact that our transfer students
14 are quite successful. An August report from the
15 National Student Clearinghouse Research Center
16 found that over 60 percent of students
17 transferring from a 2-year institution go on to
18 complete a 4-year degree within 6 years.

19 Although it has long been known that
20 community colleges play an increasingly
21 important role for students on the way to a
22 Baccalaureate Degree, the difficulties of

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1 Federal data collection have prevented efforts
2 to examine the success rates for students on this
3 pathway. As Federal data collection efforts
4 improve, and student State data systems begin to
5 integrate, we believe the specific outcome of
6 transfer students from 2-year institutions will
7 be clearer.

8 The President has also proposed to
9 evaluate graduates' earnings. This is an area
10 of significant concern. Our currently
11 available salary data is mostly State based, and
12 unfortunately, riddled with holes. Federal law
13 prohibits creating a National database that
14 would link students tax records with their
15 educational information. At the September
16 event that the National Press covered in
17 Washington, D.C., White House Domestic Policy
18 Counsel, James Kvaal announced that the
19 Administration's existing College Scorecard
20 effort would soon display graduate earnings
21 information.

22 However, he noted that this

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1 information would be pulled via data matches
2 only with Title IV borrowers. We assume a
3 similar approach is planned for the ratings
4 system that is based on the Scorecard. Given
5 that less than 17 percent of community college
6 students nationally borrow Federal student
7 loans, means information based on this subset of
8 individuals would not be reflective of our
9 graduates, and in many ways would represent
10 heavily skewed data.

11 Even if the earnings data matches
12 were to include all Title IV recipients, less
13 than half of our students would be represented.
14 We believe that potential consumers should be
15 notified about the integrity of the earnings
16 information if the percentage of all completed
17 is represented is less than 50 percent. While
18 the Department's forums are focused on the
19 ratings element, there are companion ideas
20 within the President's proposals for
21 affordability that we strongly support and
22 believe we'll plan important and interactive

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1 role with the college ratings efforts.

2 Some of these ideas include a Pell
3 bonus to institutions that would serve and
4 graduate high percentages of low-income
5 students. We strongly support consolidation of
6 income based repayment plans and additional
7 outreach to borrowers who have become delinquent
8 on their loans which will help to reduce student
9 defaults. I want to thank you for the
10 opportunity to testify today on behalf of the
11 Community College League of California. We
12 look forward to working with the Department,
13 administration, and staff to develop a system
14 that promotes access to quality consumer
15 information and promotes greater affordability
16 and value for students." And I will post this
17 online. Thank you.

18 (Applause)

19 MS. STUDLEY: Thank you very much.

20 DR. RODRIGUEZ: Thanks for the
21 water.

22 MS. STUDLEY: Thank you. I

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1 understand that Brian Harlan is here and we had
2 moved so fast that we skipped over your time
3 slot, but thank you very much.

4 MR. HARLAN: Good morning. My name
5 is Brian Harlan. I'm Associate Provost for
6 Institutional Research and Effectiveness at
7 California Institute of the Arts.

8 But I'm here today mainly talking
9 for myself as a first generation student who
10 became independent after high school and
11 subsequently spent 20 years working my way
12 through college to get a Ph.D. and racking up
13 \$90,000 in debt. It's an old story, I guess.

14 But my feedback really is focused on
15 the idea of a federally sanctioned ranking
16 system.

17 I have to be clear, I'm not entirely
18 opposed to performance based funding when
19 appropriate, but based on my experience as an
20 academic administrator, and specifically as an
21 academic assessment and institutional research
22 professional, the pay for performance goal of

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1 creating a college ratings system is actually
2 quite incompatible with the promoted innovation
3 and competition goal of providing consumers
4 clear, transparent information.

5 And I'd like to give you just a few
6 reasons why. First, ranking systems are blunt
7 tools at best and most users will not take the
8 time to understand the subtleties or their
9 shortcomings.

10 This would be especially true if the
11 source of the rankings is as authoritative as the
12 U.S. Government. It's one thing, for example,
13 to balk at say Hollywood Reporter's college
14 rankings which came out just recently, but U.S.
15 Department of Education rankings and contrast
16 would likely go unchallenged by a large
17 percentage of the population.

18 The whole idea of a Scorecard is to
19 present high level data points in order to
20 simplify the complexities of the actual data.
21 The fact is, it has taken a long time to arrive
22 at acceptable data points already with the

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1 existing Scorecard and this is mainly because
2 higher education in the United States, those
3 institutions are in fact extremely complex.

4 Next, a ranking system has been seen
5 to lead to misreporting under pressure. I'm not
6 going to mention any institutional names, but
7 recently some very well respected institutions
8 have been caught reporting faulty SAT scores and
9 there are likely many other schools that have
10 never been caught.

11 The stakes are already high and the
12 competition is already intense and the rankings
13 tied to financial aid will only exacerbate the
14 problem. Besides misreporting, this type of
15 pressure can also alter behavior.

16 For instance, an institution can
17 easily increase graduation rates nearly by
18 lowering graduation standards. But my concern
19 here is not that institutions shouldn't be put
20 under pressure, but rather that being put under
21 pressure can easily lead to bad data through
22 inaccurate reporting.

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1 Ranking systems can also have the
2 unintended effect of stigmatizing underfunded
3 institutions. It's certainly no mystery why
4 the top ranked schools in U.S. News, for example,
5 are also coincidentally among those that have
6 the highest endowments.

7 It's long been known by
8 institutional researchers, that's sort of a
9 trade secret, that the best predictor of student
10 persistence is simply high school GPA. Wealthy
11 schools have the luxury of selecting the very
12 best students and thereby limiting their
13 liability.

14 Wealthy schools also have more
15 flexibility to supplement federal financial aid
16 with institutional financial aid and they have
17 more resources for academic support as well as
18 high impact programs like study abroad and
19 undergraduate research.

20 Penalizing schools for their lack of
21 endowment runs a risk of disenfranchising not
22 only the schools, but the alums as well.

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1 Finally, I would say that the idea of sort of
2 gamifying financial aid through a scorecard
3 seems to be a bit misdirected.

4 Rather than finding ways to divvy up
5 the existing pot of financial aid money, we would
6 do better to find ways to increase it as I think
7 has already been said.

8 In my opinion the real issue that we
9 are trying to address is not the cost of
10 education, but the extreme level of student
11 debt, and this is where the emphasis should be.

12 There's a lot that can be improved
13 in higher education and I'm all for
14 accountability, but I strongly believe that this
15 accountability should be achieved through the
16 deep, thorough, and rigorous process of
17 accreditation that already exists.

18 If students and parents want to
19 understand the return on an investment of their
20 tuition, they're not really going to get it from
21 a single ranking.

22 Instead, I would urge the President

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1 to give more weight to accreditation standards,
2 expanding them as needed, requiring accreditors
3 to present findings in a consumer-friendly way,
4 and pointing the public to accreditors as the
5 authorities on educational quality and not the
6 government. Thank you.

7 (Applause)

8 MS. STUDLEY: Thank you very much.
9 Thank you. Thank you. Given the interest and
10 the arrival of some additional people that we'd
11 like to add to our schedule and not wanting to
12 inconvenience folks by breaking up and then
13 trying to reconvene, I'm going to see if we can
14 just keep rolling forward and if everybody is
15 here.

16 So first I'm going to ask if the
17 three next people who were scheduled to speak
18 before lunch are available, those are Ariane
19 Schauer, Jim Lundgren, and Rita Clayton.

20 Are any of you, as they say, in the
21 house? Provost Schauer, first chance? Mr.
22 Lundgren? Ms. Clayton? This is a little early

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1 for all of them so it's an opportunity, but not
2 a problem.

3 In that case we'll take Kari Lopez
4 and then Sean Fleming. So is Kari Lopez
5 available? Thank you very much.

6 MR. LOPEZ: Hello everybody. I
7 would first like to thank the panel and the
8 audience for allowing me to share my insight. I
9 am a first generation student. I have been
10 blessed to be given the opportunity to actually
11 get an education.

12 And I would like to share a little
13 of what my scholarly experience has been. So in
14 high school I was told that I could not apply to
15 UCs because I was ineligible for financial aid.

16 And I was discouraged to apply to the
17 University of California system and they told me
18 to apply to the Cal State system which I did, but
19 in high school they did not tell me that when I
20 would transfer the University would be able to
21 cover or subsidize some of the costs for my
22 tuition.

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1 So I decided to go to a community
2 college where I got the experience of seeing how
3 a lot of my peers abuse the financial aid system.
4 I had friends who would get \$4,000 a semester in
5 financial aid and they would go and spend it
6 buying brand new televisions, buying video
7 games, on one occasion I heard a person buy a
8 \$2,000 paint ball gun.

9 And it might be a little bit off
10 topic, but it's the same thing with EVT, people
11 exploit it. I would like to see more regulation
12 on that.

13 I read on your plan that in the
14 section "rewards colleges for results with a
15 Pell bonus and higher accountability" that you
16 will be requiring colleges with high dropout
17 rates to disperse student aid over the course of
18 a semester as students face expenses, which is
19 a good plan.

20 But at the end of the day they are
21 going to get that money and they're going to be
22 able to do whatever they want with it.

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1 I would like to echo a few of the
2 things that a lot of people have mentioned aside
3 from the abuse of financial aid. As I mentioned
4 before, my high school did not have the proper
5 information, and I believe that if we are going
6 to create a rating system that information
7 should be available to our high schools
8 especially in disadvantaged communities such as
9 here, Carson, Compton, and the Los Angeles area.

10 Another thing that I have trouble
11 with is maybe not myself, but some of my peers
12 have had trouble with is getting a job because
13 our colleges they do prepare us with the proper
14 material, but our colleges do not prepare us with
15 the proper skills.

16 If a student is not active in a
17 student organization, he's not going to get the
18 ability to lead, he's not going to get the skill
19 to lead, the skills to communicate effectively
20 to their peers.

21 This is something that businesses
22 look for. I work as a server in a restaurant and

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1 I have a regular customer there who works for
2 Technicolor, one of the biggest digital media
3 firms, digital editing media firms, and he says
4 if you cannot communicate effectively and you
5 don't have the skills to push that button
6 yourself, they're not going to hire you.

7 They're looking for students that
8 have some skills. They're not looking to train
9 anymore because training is expensive for
10 businesses. Obviously if you're a Fortune 500
11 such as maybe Deloitte or Ernst & Young or
12 Proctor & Gamble, you have a lot money in your
13 wallet and you will be able to pay for that
14 training.

15 But for other business, such as
16 local businesses, or even around our campus we
17 have more than 100, I would say, local
18 businesses. They don't have that money to pay
19 for the training. They want students who
20 already have skills.

21 I also believe that part of the new
22 education initiative should be, or should have

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1 somewhere a section that encourages businesses
2 to work with schools, with colleges, because if
3 they're encouraged to do so they'll be able to
4 hand out more internships and that's something
5 that is very vital to the success of a student
6 when they're pursuing a career.

7 And I believe there are some courses
8 here at Dominguez Hills that help you get
9 internships, but they're very competitive and
10 most of those internships go to schools such as
11 USC, Berkeley, Stanford, Harvard.

12 I got the opportunity to meet a
13 recruiter from Paramount Pictures and he says
14 some of his colleagues that are also talent
15 seekers, or so they call themselves, if you're
16 not from Harvard or you're not from Stanford
17 they'll just like throw your resume away and
18 that's just it, like they'll throw it away just
19 because you're not from Harvard.

20 And I would like to echo what the sir
21 that stood here before me said, that performance
22 based assessments are not good for the students.

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1 They're good for the university, for the
2 college, for the high school, but they're not
3 good for the students because if professors
4 start focusing on performance then the students
5 are not going to get the skills they need.

6 They're just going to be given
7 material, they're going to take a test, and the
8 people that -- and they're going to be encouraged
9 to pass. And then also my experience was also
10 in the high school that I attended, it was
11 performance based and they did drop the bar.

12 They lowered standards so they can
13 increase graduation rates which is unethical,
14 but they did it because they could. And I
15 believe that if, you know, some universities
16 have that they're going to start lowering the bar
17 and, obviously, the GPA is not going to be
18 representative to what it should be.

19 With that said, I thank you all for
20 listening to me and thank you.

21 (Applause)

22 MS. STUDLEY: Mr. Lopez, thank you

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1 very much for that very effective and skillful
2 communication.

3 MR. LOPEZ: Thank you.

4 MS. STUDLEY: We really appreciate
5 that.

6 MR. LOPEZ: Thank you.

7 MS. STUDLEY: Good luck.

8 (Applause)

9 MS. STUDLEY: Sean Fleming.

10 MR. FLEMING: Hello everyone.

11 MS. STUDLEY: Thank you.

12 MR. FLEMING: My name is Sean
13 Fleming. I'm from Congresswoman Maxine
14 Waters's office and I just want to take a minute
15 to talk about the Parent PLUS Loan Program.

16 In September of 2011 the U.S.
17 Department of Education clarified their
18 interpretation of the adverse credit in the PLUS
19 Loans Program to match the other four federally
20 funded student loan programs.

21 This change has resulted in hundreds
22 of thousands of undergraduate and graduate

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1 students being denied access to a higher
2 education as a result of a charge off or 90-day
3 past due delinquency on their or their parents'
4 credit reports over the past two years.

5 Now parents almost need a near
6 spotless credit history to fulfill their child's
7 dreams of completing college with the federal
8 government's help. This denial to access is
9 completely inexcusable, especially during a
10 time where college education is paramount to our
11 children's and nation's success.

12 Now I know a letter was sent
13 recently, on October 16, on behalf of the
14 Congressional Black Caucus and it was addressed
15 to Secretary Duncan and I don't know if there was
16 a response yet, not to my knowledge there was no
17 response, but the attention is to minorities who
18 themselves and their families lack the access of
19 credit in their communities because of
20 under-banked communities and access to credit.

21 So the Congressional Black Caucus as
22 well as the Congresswoman is asking the

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1 Department of Education to look into this and
2 possibly revise the policy back to the original
3 policy, before 2011, so that minorities and
4 their families can continue to be able to be in
5 a position to pay for education and take out
6 loans that will pay for their education. That's
7 all I have.

8 (Applause)

9 MS. STUDLEY: Thank you very much.
10 We appreciate your being here. Is Provost
11 Schauer here at this point? Mr. Lundgren or Ms.
12 Clayton? In that case James Mann from Charles
13 Drew University. Thank you very much.

14 As you can tell I've decided to take
15 people as they are here so that we don't break
16 up and try and reconvene. So I appreciate that,
17 but don't hesitate if you need a break to step
18 out and return to the room. Thank you very much,
19 sir.

20 MR. MANN: Good morning. Thank you.
21 Where do I want -- this has been very
22 enlightening. I've spent my career in higher

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1 education and it spans a globe of starting in the
2 early '70s at the University of Connecticut and
3 at Brown, New Jersey Department of Higher Ed,
4 University of Texas at Austin, University of
5 Nebraska at Lincoln, Oregon University system,
6 the CSU, and now I'm the Senior V.P. and Chief
7 Operating Officer at Charles R. Drew University
8 of Medicine and Science.

9 We're a health professions
10 institution located right here in South Central
11 L.A. and we are 100 percent -- 100 percent of our
12 student body requires financial aid in order to
13 be able to gain their education.

14 We are a historical black graduate
15 institution and we are also a Hispanic serving
16 institution. We are a private university with
17 a public mission. And as a result, it takes on
18 a whole different perspective about what it
19 costs to get an education.

20 So I have some practical -- I'm one
21 of those dreaded business officers that works in
22 the financial business and administrative area

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1 and has a practical perspective on what it costs
2 for education.

3 Affordability definitely affects
4 accessibility. We are an industry that is
5 changing. We are in transition, we are moving
6 from where state support has been the
7 predominant way that higher education has been
8 funded, particularly on the public side.

9 And we're transitioning from that
10 public support to where the customer now has to
11 pay for that education and it's taken on an
12 incredible burden for that customer as they
13 start to pay for that cost themselves.

14 But yet when we look at and talk with
15 our legislature, they're faced with a
16 predicament of where do we get more tax dollars
17 in it. I don't know anybody that wants to pay
18 more taxes, but where do we get more tax dollars
19 to fund education.

20 And when legislators are faced with
21 funding programs for children or funding
22 programs for our parents, higher ed has lost

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1 ground because one single concept, we have a way
2 of funding our own cost of doing business.

3 They simply have asked us to become
4 more efficient, more effective in what we do, and
5 don't have double digit increases. Stay at 9.9
6 or below in order for it to palatable with the
7 community.

8 What I wanted to address from a
9 practical standpoint, three things that I want
10 to mention. The disadvantaged, underserved
11 institutions, such as I come from, they are
12 highly dependent upon financial aid. Whatever
13 system is developed there needs to be at least
14 consideration because one size doesn't fit all.

15 Secondly, any time there's a rating
16 system, and I'm going to ask you to go back to
17 the '90s and think about U.S. News and World
18 Report when it came on the scene. What impact
19 has that had on higher education after 25 years?

20 I don't know a President that
21 doesn't want an advanced copy of that document,
22 that publication, in September to see where they

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1 fall, where their school falls. And the kinds
2 of changes that have been made as a result of the
3 U.S. News and World Report grading system in
4 colleges and universities across America could
5 have the same implications with the rating
6 system that we are talking about. I applaud the
7 fact that we're going to do something, and
8 nothing is perfect in this world and you kick
9 something off and you refine it and you grow, but
10 you have to cautious of what the impacts will be,
11 such as what U.S. News and World Report brought
12 to our industry.

13 And lastly, as this rating system is
14 developed, it's a score sheet as I've heard many
15 people mention, those business officers who are
16 younger, innovative, creative entrepreneurs,
17 where I was one time, will come up with ways to
18 tweak the system to gain the advantage. And I
19 am concerned about the marketing that will go on,
20 and the cost of education will actually increase
21 because it will become a supply and demand. And
22 the higher the rating, because there's going to

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1 be somebody that's high and there's got to be
2 somebody that's low, those that score high will
3 be the choice of other individuals to go to
4 school and we'll begin to ratchet up the cost to
5 take advantage of that simply because of supply
6 and demand.

7 So one portion of the three is to
8 simply recommend that maybe a board or a team of
9 business officers who will be the ones that tweak
10 this system, that you could form a broad, diverse
11 group of those individuals to help you work
12 through the pitfalls as you develop this new
13 system. Thank you very much.

14 MS. STUDLEY: Thank you.

15 (Applause)

16 MS. STUDLEY: Thank you, very much
17 appreciate those comments. Is, you've heard
18 these names, Provost Schauer, Mr. Lundgren, or
19 Ms. Clayton here? In that case, Joshua Zuniga.
20 Is Joshua with us? Wonderful, thank you,
21 Joshua. Thank you all.

22 MR. ZUNIGA: Well most of my

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1 classmates are leaving right now, but we are, and
2 we are in the class of Ms. Kate Fawver who was
3 here earlier today.

4 MS. STUDLEY: Yes, excellent.

5 MR. ZUNIGA: And it was my duty to
6 come here today to take notes for an essay, but
7 I decided --

8 MS. STUDLEY: And see Government in
9 action, yes?

10 MR. ZUNIGA: Yes. I decided to
11 something more because I felt obligated. My
12 name is Joshua Isaiah Zuniga. I am a CEO of a
13 company called Never Fade Away. I work with the
14 parents of WASC and I work with the Mayor of
15 Compton to try to change the youth's lives.

16 But I don't know how much motivation
17 you guys get on an everyday basis in all these
18 conventions and stuff that you guys do, but I
19 wanted to come up here to give you some type of
20 motivation and I know a lot of people here in
21 Dominguez Hills because I am a student here and
22 I hope to be able to lead in some type of field

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1 one of these days. And a lot of people come up
2 to me, that I know, talking about financial
3 problems that they do have because they are
4 college students here. And we might
5 not all need to college. We might need to go and
6 do a lot of things, but we want to do these
7 things, and because we do want to do things that
8 we should have the type of support for us to be
9 able to achieve because what we do want, we do
10 want to change society. That's what we all do
11 want. And when you guys are listening to these
12 people, I don't want you guys to, you know, tell
13 us that okay, well we're going to try to make a
14 difference, because if you say that you guys are
15 going to try, that means there's a possibility
16 for failure.

17 You know, I want you guys to be able
18 to say it like, you know, I do, we will do this,
19 we will do this, because if you say that in your
20 mind that means it's going to happen, and I'm a
21 firm believer of doing that because in my
22 personal life I have been able to do that and say

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1 I will do it, and it happens. Also, like we all
2 here go through different scenarios and
3 situations and we don't all expect you to
4 sympathize, but we do expect you guys to
5 empathize and because God has blessed you with
6 the power in the positions that you guys do have,
7 to create some type of change, I want you guys
8 when you guys wake up every morning to say like
9 okay, well we will go through this change for the
10 people, because we're not at the point where
11 we're able to do these things, but you guys are.

12 I'd like to end by saying, you know,
13 Cesar Chavez had a dream, Gandhi had a dream,
14 Martin Luther King had a dream, and at the end
15 of the day we all have a dream. So if you can
16 help us that would be amazing. Thank you.

17 (Applause)

18 MS. STUDLEY: Thank you, Mr.
19 Zuniga. That was perfect. I'm sorry we didn't
20 take you while your classmates were still here,
21 but they probably heard that. At this point,
22 we've taken everyone who was signed in that we're

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1 aware of. We still are a little --

2 MR. GOMEZ: There's some that are
3 that are scheduled later.

4 MS. STUDLEY: Right. The three
5 people we still have for the morning schedule are
6 Schauer, Lundgren, and Clayton, but the times
7 that they were given weren't until about 11:30,
8 so are there any afternoon people, is that what
9 you're saying?

10 MALE PARTICIPANT: Rachelle Mintz,
11 Shelly.

12 MS. STUDLEY: Ah, was earlier.
13 Okay, excellent, let's take Ms. Mintz. That's
14 perfect, thank you very much.

15 MS. MINTZ: Thank you, sorry.

16 MS. STUDLEY: Thank you. No, we
17 accelerated. I'm glad you identified yourself.
18 Thank you very much. That's perfect.

19 MS. MINTZ: So my name's Rachelle
20 Mintz. I'm a recent transplant from New York
21 City and currently a professional photographer
22 for a sports photography company, which is not

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1 very important, but whatever. When I was 17
2 there was nothing in the world stopping me from
3 going to the School of Visual Arts in New York
4 City, which was one of the most prestigious
5 schools before the decline in the economy.

6 There was nothing stopping me, not
7 my family's inability to fund it, not my lack of
8 knowledge about student loans and how they work,
9 nothing at all. With all the research I had done
10 this was supposed to be the degree I would have
11 that, if put on my resume, was a shoe in to any
12 job I wanted in my field. I applied and I was
13 accepted to the school of my dreams and I was
14 going, period. Not coming in the slightest from
15 money, the next step was finding the funds. My
16 parents couldn't take on the job so my older
17 brother who was, at that point, a lucrative
18 carpenter with his own business, decided he
19 would be my cosigner as my parents just couldn't
20 handle it.

21 So each year we had to sign up for
22 new loans from different lenders, you know,

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1 Sallie Mae, Nellie Mae, Chase, CitiBank, all the
2 banks you could think of I have a loan from them.
3 So he signed away the risk of his credit being
4 destroyed at about \$40,000 per year and it was
5 all for the cause of his little sister being the
6 first person in his family, sorry I'm getting
7 emotional --

8 MS. STUDLEY: That's okay.

9 MS. MINTZ: -- to make it through
10 college and obtain a degree that would be
11 priceless in the years to come. So at 18 I
12 agreed to take on this debt with the notion that
13 after I was done I would have a year grace period
14 to find any job I wanted and easily start paying
15 back my debt.

16 I worked hard in college, I got
17 straight A's, several internships to cover the
18 entire spectrum of the photography business, and
19 I graduated as one of the top in my class. I was
20 21 years old with this shiny degree and I was on
21 top of the world. And that grace period came and
22 went, and here I am four years later without the

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1 slightest dent paid back in the money I owe. The
2 economy crash of '09 lent a helping hand to my
3 brother claiming bankruptcy and, in turn
4 furthering his debt brought on by me, and my
5 inability to afford these exorbitant amounts to
6 Federal and private lenders.

7 At this time my loans remain in
8 default. My phone continues to ring and my
9 money situation stays the same. There's a huge
10 rift between my brother and I and we haven't
11 spoken in almost a year.

12 After several conversations with
13 debt collectors, Sallie Mae and private lenders,
14 not a single one of them will budge and allow me
15 to pay what I can afford. There's no way at all
16 to refinance and the option to claim bankruptcy
17 is non-existent. In my opinion the entire
18 system is broken. The Government has become far
19 too touchy-feely regarding everyone having the
20 chance to go to college and handing money to
21 families and individuals who haven't the
22 slightest chance of paying back hundreds of

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1 thousands of dollars in their lifetime.

2 So in my opinion, again, the
3 universities have taken full advantage of this
4 by inflating tuitions and staff salaries because
5 they know the money is there and don't care how
6 a person like me will pay them back as long as
7 they are paid at the end of the day. As long as
8 the money that is lent is endless the cost of
9 tuitions will continue to rise and this national
10 problem will continue to become more and more
11 real and less resolvable.

12 The underlying and most obvious
13 problem is that school's filter students into
14 financial aid offices, across the nation to help
15 them apply to any and every loan that is
16 available without any incentive whatsoever to
17 tell these kids the truth. The truth being is,
18 what's going to happen after those four magical
19 years when reality sets in and they are getting
20 a phone call every hour on the hour with threats
21 to send your loans to collections, garnish your
22 already low wages, or to go after your

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1 co-signor's assets.

2 At this point the debt collection
3 calls are my alarm clock every day at 8:00 in the
4 morning, and a reminder at 10:00 and 12:00, and
5 so on until about 9:00 daily. To end, the fact
6 of the matter is I really want to pay back the
7 \$100,000 plus that I owe. I want to make my
8 payments each month. I want to repay the
9 Government and private lenders for the
10 unforgettable education I received, but it's
11 nearly impossible.

12 I feel like I'm drowning every day.
13 There needs to be a realistic refinancing option
14 in place. There needs to be financial advisors
15 who actually advise students on the most
16 economical way to get the education they want,
17 not how to get the money as quickly as possible.
18 And, most importantly, there needs to be a
19 massive decline in the cost of a good education
20 in this country, as that is the most significant
21 asset a young person can have joining the
22 workforce and leading this country into the

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1 generation to come. Thanks.

2 (Applause)

3 MS. STUDLEY: Thank you, Ms. Mintz.
4 Thank you very much. We'd like to follow up with
5 you. Ms. Schauer, Mr. Lundgren, and Ms.
6 Clayton, are any of you here? In that case we
7 will take a break. We will come back at 11 --
8 oh, good, good. I'm sorry, I didn't see that,
9 excellent. Good, we may just keep flowing and
10 catch up with your being nice and early. Thank
11 you very much. Please identify yourself.

12 PROVOST SCHAUER: Ariane Schauer.

13 MS. STUDLEY: Thanks.

14 PROVOST SCHAUER: I'm the Provost
15 of Marymount California University. Good
16 morning. We would like to commend the
17 Administration for recognizing the important
18 role of higher ed and for engaging the
19 conversation on access, quality, value,
20 continued relevance, and impact. We appreciate
21 the call to communicate how we, as a sector and
22 as individual institutions add value. We

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1 recognize that higher education is a private
2 good in that it advances individual earning
3 power; a public good in that it develops the
4 labor force and the citizenry; and a key
5 industry, an American university degree remains
6 a much sought after global commodity, global
7 commodity.

8 The structure of the global economy
9 has been changing and we're feeling those
10 pressures and higher ed is called upon to adapt
11 and prepare students, not for one career, but for
12 many. So private nonprofit colleges and
13 universities are helping address these needs.
14 We serve a great diversity of students,
15 including first generation students. We are
16 nimble and can offer multiple entry points and
17 a range of programs and certificate courses to
18 respond to labor force needs.

19 We compliment classroom learning
20 with mentored, practical, applied learning
21 opportunities to prepare them for their lines of
22 work and service. And we are looking at the

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1 cumulative impact of the degree where
2 intentional progression of learning prepares
3 students for effective innovation, service, and
4 leadership. Meeting these many needs and
5 serving these diverse students will require a
6 diversity of programs, approaches, modalities,
7 and entry points. So, regarding a college
8 rating system, we favor a sufficiently broad
9 array of measures to allow schools to choose and
10 showcase what they do best and how they best meet
11 student needs.

12 And we recommend a realistic
13 implementation time line. The risk lies in
14 reducing to a standard metric and a cookie cutter
15 approach that would in the end reduce choices and
16 access and innovation. A rating system built
17 around too few factors could over time lead to
18 greater standardization and less innovation.
19 Specifically, the emphasis on earnings in the
20 President's outline, for example, suggests that
21 institutions producing graduates that go into
22 lucrative fields may be regarded as more

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1 valuable than those who graduate into public
2 service, the ministry, or the arts.

3 Furthermore, a job within six months
4 of graduation is an insufficient measure of the
5 degree's contribution to a lifetime of
6 adaptability and entrepreneurship, and may
7 serve as a better indicator of the macroeconomic
8 cycle than of an individual college's value
9 added. We recognize that it is more difficult
10 to serve students swirling across institutions.
11 Adding credits does not necessarily add to a
12 cumulative progression and impact. Measures
13 should therefore take into account both inbound
14 and outbound transfer and follow up on degree
15 completion and success across institutions.

16 An institution offering an
17 education that demands high faculty student
18 interaction will likely have higher overhead
19 costs, but offer meaningful preparation in some
20 fields, be it through individualized feedback,
21 internships, media, leadership,
22 self-assessment, and professional direction.

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1 A student is most likely to succeed at a college
2 which is a best fit for them, and we would not
3 want to see our Federal Government discourage
4 attendance at a best-fit institution by offering
5 a student more money to go elsewhere.

6 After all one of the great strengths
7 of American higher education is the diversity of
8 institutional choices we offer. So in closing,
9 we would like to remind ourselves that American
10 higher ed is one of our key industries and one
11 of our key areas of global comparative
12 advantage. We are pleased that the President
13 has indicated that he does not wish to develop
14 this proposal in a vacuum, and will reach out to
15 the higher education community in further
16 defining the initiative.

17 We are very pleased to be part of
18 this great American tradition and we seriously
19 look at our role within the global economy as
20 well as within the higher education development
21 of students and we ask to please work together
22 to highlight our strengths and our continued

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1 relevance. Thank you.

2 MS. STUDLEY: Thank you very much.

3 I appreciate that, Provost.

4 PROVOST SCHAUER: Thank you.

5 (Applause)

6 MS. STUDLEY: Thank you so much.

7 The only other name that I had from the morning
8 who has not spoken is, Lawrence Bradford. I
9 believe we weren't clear if that was just an RSVP
10 or if testifying. Everyone else who was
11 registered up until this point has spoken. Mr.
12 Lundgren or Ms. Clayton have you arrived? We're
13 ready and can take your remarks now. Thank you
14 very much, appreciate it.

15 MR. LUNDGREN: Hi.

16 MS. STUDLEY: Thank you.

17 MR. LUNDGREN: Good morning.

18 MS. STUDLEY: Good morning.

19 MR. LUNDGREN: Thanks for the
20 central location. I didn't have to go all the
21 way up to L.A. I'm coming down from San Diego,
22 so a good way to come in.

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1 MS. STUDLEY: Oh, good. Glad it
2 was convenient.

3 MR. LUNDGREN: I'm speaking to you
4 with a number of hats. The only official one is
5 a parent, a person at large who has been impacted
6 and is continuing to be impacted with a college
7 freshman right now. My hats that I wear are
8 present CEO of Access College Foundation, a
9 member of the Board of Directors of the National
10 College Advocates Group, and I'll probably
11 forget everybody, a member of the Student
12 Committee, Southern California College Access
13 Network, the High School Relations Committee of
14 the California Association of Student Financial
15 Aid Administrators and the Western Association
16 of College Admissions Counselors, to get both
17 sides of the house, the money and how to get in.

18 Over a decade of serving students,
19 multi-cultural, my mother's Cuban, so I'm
20 bilingual Spanish, and really felt this myself,
21 at quite young and didn't actually go to college
22 so I'm trying to help the ones who maybe are in

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1 the same situation I was way back then, do better
2 and achieve, so as a way of a brief intro for you.

3 Just going again through the
4 statements and trying to look, and I just kind
5 of paraphrased little things that I read
6 throughout the paper, and just want to give you
7 my two cents worth as it were. Again, more as
8 a dad who's already had one through and
9 thankfully he's through with his internship and
10 getting a job and one who's just starting hers.
11 Again, the increase in the historic investments
12 in college affordability, increasing the
13 maximum Pell Grant for working and middle class
14 families by more than 900, I would just say it's
15 okay to call it low-income rather than middle
16 class because low-income is who we're serving.

17 The majority is 20,000, approximately
18 20,000-30,000 that are getting the Pell Grants
19 so let's just, you know, say what it is, it's
20 fine. It is a low-income help and it's very much
21 needed because with the Pell and the Cal Grant,
22 and our State is a great example of something

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1 that could be done Nationwide as far as 5,000
2 for, these are approximate numbers, for the Cal
3 State, the State Universities, 10,000 for
4 private schools, 12,000 for RUCs and assistance
5 statewide.

6 You could do tiering like that to
7 really help, not just, let's get you in
8 somewhere, but let's get you somewhere where you
9 maybe actually can go and can achieve to, for
10 those that are better performers. It helps a
11 lot to tier it like that if possible. I know
12 there's not enough money as there is, but another
13 way to slice the pie if you will. Creating the
14 American Opportunities Tax Credit, thank you.
15 I received \$3,000, my family and I, in that over
16 the five, the five and one and one.

17 A little bit more than what we had
18 before, keep it up and keep it going, please.
19 Enacting effective student loan reforms, my only
20 thing about that one is, if we've got to crow
21 about better loans then we're really heading in
22 the wrong direction and, you know, when the rates

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1 are still higher than anyone can get a HELOC or
2 a second on their home, it's really nothing to
3 cry about. I know historically it was the least
4 expensive paper, you could get education loans,
5 but we need to get back to that somehow, because
6 it's exorbitant and I think it's just ignorance
7 because we, as parents, just have this little
8 blip of time that we cross through this and then
9 we're off and on to the retirement and everything
10 else with them.

11 I think if everyone Nationwide was
12 impacted at the same time with this, we'd have
13 a lot more of people up in arms about it, but we
14 need to work on those rates. Paying for
15 performance is really great, an excellent
16 theory. The actual impact, it reminds me of the
17 joke about how much is one and one when they're
18 doing an interview to bring people in and, you
19 know, the first person, of course, says two, and
20 the next person, an engineer, say a negative one
21 or a positive one, you know, what do you got?
22 Then the attorney comes in and goes how much do

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1 you want it to be? So, you know, statistics can
2 be made to give you what you are asking for,
3 essentially, so be careful there.

4 Tying the financial aid college
5 performance to starting publishing new college
6 ratings, I think academia and a number of people
7 have been up to here with the prom, the
8 popularity contest that currently exists. So,
9 please, the sooner the better. I've heard 15 or
10 18 as far as gauges of what will happen, it can't
11 be soon enough. Thank you for that one.
12 Challenge the States, Feds versus States again,
13 about how it got to California. We're cut to the
14 bone. We're known for our history within this
15 State, but six, seven years now we still cut and
16 still cut and still cut, and CSU, two to three
17 years ago embarrassingly did an eight and then
18 a 12 percent rate increase on tuition, so I think
19 if all the students outside here knew what was
20 really going on they might be here up in arms
21 going enough is enough.

22 So, yes, if that can leverage any,

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1 you know, pressure to the States to fund this
2 appropriately, God bless you, we need it,
3 desperately in this State particularly,
4 embarrassing low across country. Hold the
5 students to responsible aid towards getting the
6 degree, good move. Get the career stipends the
7 heck out of the way, please, because that's all
8 they're there is posing, and let the students who
9 are actually there to get through and get a
10 career started and become a good thing for our
11 economy, let that happen, please.

12 As far as the challenges in the
13 promoting innovative and competition, the
14 MOOCs, and then I've already seen Bank of America
15 commercials with the Khan Academy, which is just
16 tremendous, so if you want to get creative and
17 innovative I think that's a great way to go.
18 Again, the clear and transparent information,
19 clear and transparent, same thing on college's
20 performance, another website, but perhaps this
21 will be incorporated within the existing so we
22 don't have to just have something else.

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1 Parents get very, at least the input
2 I get, it's not my particular statement, but the
3 ones I work with, they get very frustrated with,
4 how do I find all this because yes, we have the
5 internet, and oh my God we have the internet,
6 right, because Google it and what happens. So
7 there's pros and cons and the better to the
8 school, not even district anymore, but
9 school-specific information will be able to
10 distribute this and have good impact and it will
11 be very appreciated and used most importantly.

12 Again, a great one here, encourage
13 innovation by stripping away unnecessary regs,
14 right? Who gets to decide? You're not taking
15 my reg, I'm sure they fought hard enough to get
16 them in place, but no Don Quixote's dissuaded
17 here. Ensuring that student debt remains
18 affordable, my only grief on the whole idea of
19 income-based and pay as you earn is that we're
20 extending out the interest so there's a way to
21 freeze the interest cap, that or something, that
22 would just be a God send again.

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1 Reach out to struggling borrowers,
2 yes, I think a lot of that's happening now on the
3 trying to make them aware of the options that are
4 available, so maybe just strengthening that is
5 all there, but there are good efforts in that
6 thankfully. And then other statements just
7 within, those are like the three big bullet ones,
8 just within the doc a couple things that, again,
9 these are just me on my Soho soapbox trying to
10 say, you know, don't believe this. The average
11 borrower now graduates with over \$26,000 in
12 debt, okay. We all hear this ad nauseam on every
13 school site. Well why is that? What's the
14 maximum a student can borrow under our system?
15 It's \$5,500, \$6,500, and then \$7,500 twice,
16 that's \$27,000, okay. It's almost like the
17 unemployment numbers, we're not really getting
18 the whole picture, what you need to factor in are
19 the plus loans, and here's dad talking now.
20 Parent Loan for Undergraduate Students, never
21 comes out in the wash, and believe me that's the
22 lion's share, okay. So let's just go ahead and

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1 be real just like employment thing, unemployment
2 is very much worse than the numbers we're
3 showing, same situation with student debt.

4 While you're definitely not alone in
5 this incorrect -- oh, yes, this is just my
6 statement to you that, you know, just for your
7 system, while you're definitely not alone in
8 this incorrect assumption, it's done
9 categorically across the board, you're
10 following the herd and please consider the
11 parents' liability as well, because I'm darn
12 sure know we do, we have to. It's our
13 pocketbooks. Pay as You Earn and income based,
14 I went over that as far as the interest costs
15 going up. If you can freeze them or cap them
16 that would be great. Pell eligible, you know
17 all the stats, that 20 percent low-income end up
18 getting the degree that's horrible, we've got to
19 tilt it back the other way.

20 The one I really want to amplify for
21 you, in the interest of time, is that typically
22 college graduates will earn over 60 percent. So

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1 anybody we can help who otherwise would not have
2 gone to college is going to pay over 80 percent
3 more in taxes than a high school graduate. So,
4 again, coming at it from your perspective, you
5 know, everybody listens to the same radio
6 station, WYFM, what's in it for me, more taxes,
7 a ton more, 80 percent more, per capita is a
8 tremendous thing to boost on. Now that's
9 College Board 2005 for your reference.

10 Help us, help you essentially what
11 I'm trying to get across there. The last little
12 bit is just an idea on, historically now we come
13 out once a year and had the financial aid night
14 and try to expose the parents and educate and
15 here's what's going on and on, often it's seniors
16 only which is a nightmare to do that late to them
17 in the process. I've experienced it
18 personally. I know what I'm talking from. So
19 an idea would be that like once a quarter try to
20 make contacts. In the Fall there's educational
21 presentations on college, career, one or the
22 other, more advanced, you know, both.

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1 Admissions and funding, let them
2 know that light at the end of the tunnel is an
3 oncoming train, it's not the sunlight at the end
4 of that tunnel and let them know what's coming
5 on. From freshman on, let them know so they can
6 plan and understand the process better, be
7 better prepared, be more realistic, not end up
8 sending someone somewhere who's just going to
9 come back and not finish and be a, you know, not
10 a success.

11 As the IRS has incorporated into the
12 FAFSA filing process, I would love for you to be
13 able to also use the VITA Program and give that
14 to the parents, particularly the ones that I'm
15 working with in the nonprofit efforts and tie
16 these together, because they're being abused and
17 we are being abused in EICs that are going, that
18 aren't eligible for, and the parent doesn't
19 know. And then we're becoming, sorry to throw
20 this to you, but known to the Government, through
21 all these applications and trouble can happen.

22 So if earlier on, again, with the

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1 freshman on everyone's invited from the high
2 school for these Fall ones, let them know VITA
3 is available to you, here's how it works, here's
4 the income levels. All Pell people would
5 obviously be easily for it, even Cal Grant in our
6 State. So tying those together, just like we've
7 made them do the IRS verification, let's do some
8 good and, you know, balance it out a little bit
9 and give them some positive, free assistance to
10 do it correctly, the most important part.

11 Great, just two more. The Winter,
12 January to March, increased assistance for
13 filing the FAFSA filing completion, I know
14 you're ranking and showing percentages and
15 trying to show the schools like the puppy put
16 their nose in it, look, you guys aren't doing
17 very well, let's get the percentages up, put some
18 funding behind it to make those happen.

19 At every school, it becomes a thing where the
20 soaps and everybody else, God bless them out
21 there, but it becomes like two community
22 colleges in the whole county, doesn't get it

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1 done, they don't cross turfs.

2 So every high school needs its own
3 FAFSA filing workshop, great goal to shoot for.
4 Last item, thank you sir, Spring, April to May,
5 also assign the monthly to-do for college prep,
6 particularly critical for sophomores and
7 juniors. Juniors can be advantaged so much to
8 make their Fall a real piece of cake and kind of
9 laughing at their friends going oh, that was
10 July, or that August, with all the to-do items,
11 okay.

12 No reason to stop for there and that
13 can be given in the Spring, over summer, emails,
14 however we're communicating electronically now.
15 I thank you very much for your time. At least
16 I got to vent. I feel better.

17 (Applause)

18 MS. STUDLEY: Thank you very much.
19 We appreciate your perspective. Is Rita
20 Clayton here? She is the only other person that
21 we had this morning. I think we have no
22 additional, Robert, we have no additional

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1 walk-ins is that correct?

2 MR. GOMEZ: No walk-ins.

3 MS. STUDLEY: We're going to try and
4 work with her and see if she can present this
5 afternoon. You've all been wonderful about
6 staying with us for this. I hope you've found
7 it as interesting as we did and we certainly will
8 incorporate the many very excellent
9 perspectives.

10 We appreciate both the personal
11 stories and the broad ideas, the concrete policy
12 recommendations, and the more philosophical
13 things to think about and all of them will be used
14 as we follow forward on the President's goals and
15 challenge.

16 With that, we will break for the
17 morning and reconvene at 1:00 promptly, back
18 here in this room. We hope you can be with us
19 and I look forward to another round of speakers.
20 Thank you very much.

21 (Whereupon, the matter went off the record
22 at 11:34 a.m. and resumed at 1:09 p.m.)

23

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1 here. She's at a faculty forum that we
2 scheduled and we have a student event later this
3 afternoon.

4 So we are trying to meet with a
5 number of clusters of people, who have important
6 things to tell us, about how we go forward.

7 I'm not going to repeat what we
8 talked about this morning, but there is a very
9 useful two-sided one-pager, with the Department
10 Seal, at the table that tells you about the
11 challenge that has been put to us, by the
12 President, and the work that we are doing and
13 need your advice on.

14 So as we did this morning, we'll take
15 people as the flow goes. We may ask some of you,
16 if you'd like to speak sooner than the time that
17 was allocated to you. And we're confident that
18 we will be able to take, at least, some of the
19 people who have indicated an interest here
20 today.

21 If any of you would like to make a
22 presentation, you can go out to the registration

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1 table and let them know that. And when our
2 colleague, Robert Gomez, comes back I'll
3 introduce him. He can also receive your
4 expression of interest in participating and
5 sharing your thoughts with us.

6 I do want to mention, because it's
7 often so tempting, that the format of these does
8 not allow us to ask you questions, or follow-up,
9 or engage in the dialogue that in some cases
10 might be very attractive, given the issues that
11 you've raised.

12 But please know that everything that
13 people say here today, will be included in, not
14 just in the formal record, not just in the pieces
15 of paper, but actually used and thought about,
16 by us, as we shape a proposal to present a rating
17 system that is constructive and does not create
18 disincentives for the things that are important
19 to us.

20 And I think in that framing document
21 you'll see some discussion of those. We are
22 genuinely taking notes and learning things from

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1 you, as well as, finding some very crisp valuable
2 ways that people are saying things that will make
3 it possible for us to articulate suggestions and
4 concerns very effectively.

5 With that, I will tell you, the first
6 two people that we have signed up for planned
7 time slots are, Vivian Price and Conrad
8 Contreras. Is Professor Price here?

9 Wonderful. Thank you. Good
10 start, thank you.

11 MS. PRICE: Good afternoon. Good
12 afternoon, everybody. It's such an honor and a
13 privilege to be here speaking at CSU-Dominguez
14 Hills. And thank you so much, Deputy Under
15 Secretary Studley?

16 MS. STUDLEY: Studley, yes.

17 MS. PRICE: Studley, I think it is.

18 MS. STUDLEY: Right.

19 MS. PRICE: And Dr. Soo, for coming
20 here to listen to us today. And I know that
21 there's going to be many wonderful, valuable
22 perspectives that people put forward.

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1 My name is Vivian Price and I teach
2 in interdisciplinary studies and I coordinate
3 labor studies here at Cal State-Dominguez Hills.

4 I'm also one of the E-Board members
5 of the California Faculty Union in Dominguez
6 Hills Chapter. We thank the President and the
7 Department of Education for holding these
8 hearings where such a variety of voices can be
9 heard.

10 Today I'm going to read a statement
11 from the Campaign for the Future of Higher
12 Education, which our Faculty Association is a
13 member, along with 65 other higher education
14 faculty and staff organizations from Hawaii to
15 New York and from Minnesota to Florida.

16 We appreciate the chance to share
17 our perspectives, based on experience with
18 students on campuses all around the country. We
19 would like to focus our comments on three issues
20 addressed in the President's plan.

21 The first is a topic too often
22 dismissed in discussions about the future of

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1 higher education. The shameful state of public
2 funding for higher education in our country.

3 And I can say, that I was just on a
4 panel talking about the proportional rise in
5 prison construction in California that was
6 exactly proportional to the decline in state
7 investment in public education and it chilled my
8 blood.

9 We appreciate the fact that the
10 White House's Fact Sheet, released on August
11 22nd, 2013, noted that declining state funding
12 has been the biggest reason for rising tuition
13 at public institutions.

14 We agree. And we believe that any
15 plan to rescue college affordability simply must
16 start by facing harsh facts, such as these.

17 Between 2008 and 2013 state funding
18 for higher education, as a percentage of state
19 personal income declined by 22 percent, 22.6
20 percent.

21 States have cut their annual
22 investment in higher education by nearly half,

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1 since 1980. And that's from the February 2013
2 Report from Post-Secondary Education
3 Opportunity.

4 Unless current trends change, many
5 states are literally in a race to zero in funding
6 higher education. And I just heard during lunch
7 that New Hampshire and Colorado are already
8 there.

9 No investment from the public.
10 That's what I understand from what I heard just
11 now. Is California going to follow this? This
12 would be a terrible shame and a disinvestment in
13 our communities.

14 We urge the President to provide
15 leadership in facing the social cost we are
16 paying for accepting decreased funding for
17 higher education as the new normal in America.

18 Our current situation is not normal.
19 It's not what I grew up with. It's not the
20 America that California was promised in the
21 master plan of the 1960s, when tuition was
22 supposed to be free and everybody would be

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1 afforded a college education, if they could
2 qualify.

3 Reasonable alternatives do exist.
4 The Campaign for Higher Education has a report
5 on our Website at the futureofhighered.org.
6 And I just want to say for a moment that, you
7 know, we live this here at Dominguez Hills.

8 We live with, and throughout the CSU
9 System, we live with serving the populations of
10 our communities, our surrounding communities.

11 This is in our mission of our
12 university, here at Dominguez Hills, that we are
13 serving those communities, who survived the
14 uprising of 1965 and 1992.

15 This is why we're here. We're here
16 to work with the community, to create a place
17 where for graduates to work in public service,
18 to work in private industry, to do wonderful
19 things.

20 And we have such wonderful students
21 and faculty and staff here. How shameful that
22 public funding is not available in the same way

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1 that it is for prison construction. So we want
2 to start there.

3 We need the President and the
4 Department of Education's leadership to get
5 these alternatives on the table for
6 consideration. And they are on our Website,
7 futureofhighered.org.

8 A second area of concern for us
9 involves the Administration's emphasis in
10 apparent uncritical endorsement of MOOCs and
11 online technology. A solution of the problems
12 of access and cost and higher education
13 problems.

14 I teach online. I teach
15 face-to-face. I understand the value of both.
16 And I understand the problems of both. And so
17 do many of our students.

18 And we are concerned about reliance
19 on a technology that doesn't allow students to
20 have that one on one pier and faculty
21 interaction. A feeling of a cohort face-to-face
22 talking to one another. That's so important.

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1 And, yes, technology is wonderful
2 and can be a way that people can minimize some
3 of their classes, class time, or using clip
4 models.

5 But to rely on the technology as a
6 cost effective way to provide under-served
7 communities education would be a terrible,
8 terrible tragedy.

9 Nowhere, for instance, have we seen
10 acknowledgment of the dismal completion rates in
11 MOOCs, or the demographics of those who are
12 successful in those courses.

13 And this is widely known. That
14 MOOCs are best for people who already have
15 degrees and want to learn more, or highly
16 motivated individuals, who have the time and the
17 technology at home to use these, you know,
18 advanced technologies.

19 The students raised the question,
20 whether that format is best suited for many of
21 them who are desperately in search of a degree
22 and a future, where their degree is valued, just

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1 as the degrees of the elite schools are valued.

2 So we reviewed the research on these
3 and on other issues related to MOOCs and online
4 higher education and other series of papers
5 released over the last several weeks. Again,
6 they are on our Website,
7 futureofhighereducation.org.

8 And these papers we examined have
9 the realities of the digital divide; make basic
10 access to online courses much more problematic
11 for some groups.

12 In fact, substantial evidence shows
13 that the digital divide remains a reality for the
14 very students that online promoters claim they
15 want to reach, low-income students, students of
16 color and academically under prepared students.

17 One has to go no further than to look
18 at the Udacity Experiment in San Jose State,
19 earlier this year, to take a look at some of those
20 problems.

21 Okay. All right, so a third area of
22 concern involves the proposals to tie student

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1 aid funding to graduation rates and other
2 measures.

3 As others have pointed out, tying
4 funding to graduation rates has the potential
5 for very negative, unintended consequences.
6 And I appreciate hearing that from you today.

7 To protect their ratings colleges
8 could simply decrease standards as screened out
9 less prepared applicants to increase their
10 ratings, as we have seen some K through 12
11 schools do, when faced with similar incentives.

12 We have to be sure to support and
13 develop those institutions that promote social
14 equality by serving less advantaged student
15 populations, even in the face of ever shrinking
16 resources.

17 Let me end by emphasizing that the
18 Campaign for the Future of Higher Education and
19 we believe that the vast majority of faculty and
20 staff in higher education hunger for change,
21 that will expand opportunities for a rich
22 college experience and that will enable us to

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1 better prepare students for full participation
2 in our democratic society.

3 We look forward to working towards
4 that goal, as we also work to preserve the
5 diversity and the freedom that have made higher
6 education in the United States the envy of the
7 world. Thank you.

8 MS. STUDLEY: Thank you. I
9 appreciate that. I hope that you and everyone
10 else who has their testimony in written form will
11 submit it to college feedback at ed.gov, so that
12 we and others can have the benefit of it in your
13 full text. Thank you. Our next presentation,
14 our next testimony is from Conrad Contreras.

15 MR. CONTRERAS: Thank you for
16 giving me the opportunity to speak on behalf of
17 my fellow students. My name is Conrad Contreras
18 and I'm third year at UCLA and I'm also Board
19 Member for the United States Student
20 Association.

21 I come to you today because just like
22 many other students, I'm struggling to pay for

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1 my education. But I also come to you today
2 because I have optimism that the Department of
3 Education will do something about this.

4 Education is a right and everyone
5 should have equal opportunity in accessing
6 higher education. Right now, higher education
7 is not affordable and accessible to many
8 communities, especially those that continue to
9 face the effects of years and generations of
10 oppression.

11 College is too expensive. The
12 average student loan debt is around \$28,000;
13 much worse is that with these loans come high
14 interest rates that further discourage students
15 in accessing or remaining in higher education.

16 I believe that there should be zero
17 interest rates. Education for the future of
18 this nation should be a priority to the
19 government not a profit.

20 If there is a financial need for
21 interest rates, then the interest rates should
22 go back to students and benefit them. The funds

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1 that come from interest should be used to
2 increase financial aid accessibility, funding
3 for universities, in general, and working with
4 campuses to help them fund access and retention
5 programs on campus.

6 The Higher Education Act should not
7 only improve funding for GEAR UP and TRIO
8 Programs, it should also create funding for
9 access and retention programs of universities
10 across the nation.

11 And the Department of Education
12 should work with each public university to
13 provide funding for outreach and retention
14 programs.

15 Furthermore, the Department of
16 Education should support investing in
17 graduation and not incarceration. A school to
18 prison pipeline exists in this country, in which
19 youth of color are pushed to prisons.

20 This is often blamed on the students
21 instead of blaming the institution. Therefore,
22 the Department of Education should recognize

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1 this and publically oppose policies that further
2 push students of color to prisons.

3 FAFSA, for example, should ban the
4 box that asks the applicant, if they've been
5 charged with a drug-related crime. The
6 Department of Education must recognize that with
7 an environment youth and disadvantaged
8 communities are in, there's a higher chance that
9 students will make mistakes at an early age, but
10 that should not bar them from accessing higher
11 education, by being ineligible to receive
12 financial aid.

13 With the changing demographics of
14 the country, with people of color being the
15 majority in a couple of decades, Department of
16 Education must act in urgency to change the low
17 access of historically marginalized communities
18 to higher education.

19 And understand that this isn't only
20 an investment to American people from these
21 communities, but also an economic and social
22 investment to the whole country. Thank you.

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1 MS. STUDLEY: Thank you very much.
2 Appreciate that.

3 (Applause)

4 MS. STUDLEY: The next presenter
5 will be Dr. Ochoa. And then we will slot in
6 Kenneth Robinson.

7 DR. OCHOA: Good afternoon, and
8 thank you for the opportunity to address these
9 comments to you, Under Secretary Kanter and her
10 colleagues.

11 It's been an honor for me to have
12 served under you in the Department of Education,
13 to help contribute to make a reality of the
14 President's 2020 education goal for our nation.

15 I have some comments about the
16 affordability package. Some of these elements
17 that are there, were there already before I left
18 the Administration, and of course, I used to be
19 an advocate for them so it's not very likely that
20 I would find fault with them, and in fact, I
21 don't.

22 I think that Race to the Top for

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1 Higher Education, I think, would really be a good
2 program and it could have, just like we
3 anticipated, it can have a catalytic effect on
4 states that could organize for that competition
5 and develop plans that may well be ultimately an
6 act, even if those states don't get the limited
7 funds.

8 First in the World, in particular,
9 was a program that I think has great, great
10 potential for helping higher education really
11 explore and develop and research possibilities
12 for using information technology in a way that
13 fundamentally helps us restructure how learning
14 takes place, taking advantage of the advances
15 and learning science and cognitive psychology.

16 And this is something that is
17 happening here and there, but it hasn't had the
18 kind of push that other projects, for example,
19 that DARPA has given impetus to in the science
20 area that have had much broader benefits to
21 society than just in defense.

22 So I think that DARPA, for learning

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1 science, would be a fantastic initiative. And
2 I think First in the World has the potential to
3 do something like that.

4 I think streamlining regulations to
5 encourage innovation is another very positive
6 aspect of the President's proposal. I think one
7 of the things that having been in the
8 Administration at the time that we developed the
9 credit hour rule, in spite of the fact that rule
10 had, and I spent a lot of time telling my
11 colleagues in high rate, about how that rule had
12 caveats and qualifiers that would allow for
13 innovation away from the credit hour rule,
14 nevertheless, it had a chilling effect.

15 And so I think that we have to
16 recognize that even when that's not the intent,
17 it does happen. And so I think the Department
18 could play a role, and a very important role, in
19 encouraging with their regulations, or lack
20 thereof, encouraging higher education to start
21 moving away from the credit hour rule, to more
22 of a basis on learning outcomes and

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1 competencies.

2 And so in that regard, the fact that
3 there are institutions now that are beginning to
4 take advantage of the direct assessment option
5 in the rules and that the experimental sites are
6 being developed, I think is very positive, I
7 think, and I encourage you to keep doing that.

8 In financial aid, I think I'm going
9 to suggest something quite radical that hasn't
10 really been in the discussion, up to now, which
11 is that right now, Pell Grants and student loans,
12 they're based on a FAFSA application that
13 basically accepts whatever cost any institution
14 posits, as what the applicant has to meet with
15 first, their own resources and then, what the
16 government provides in assistance.

17 So it's kind of a cost plus model.
18 Whatever the university says it costs to educate
19 somebody, that's just accepted. And, you know,
20 it's a little bit like the defense industry in
21 that regard.

22 And that creates incentives for

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1 rising prices. And not so much in systems like
2 the CSU, which is one of the most efficient ones
3 in the country, but certainly in private
4 institutions.

5 And it does seem, to me, that it's
6 not a very good use of taxpayer money to provide,
7 essentially what, I think one of my colleagues
8 described today, as a voucher system for higher
9 education.

10 When in fact, you know, we might be
11 -- what we could do, is adopt an approach that
12 would be a little more like Medicare, where you
13 actually, the government establishes what is a
14 reasonable cost for certain procedures and then
15 won't pay beyond that.

16 So likewise, if our financial aid,
17 rather than accepting whatever cost structure a
18 university has, whether it's a low one, like a
19 CSU, or extremely high like a private, would
20 actually say well, you know, this is what the
21 median cost of providing a higher education
22 degree is in the country, right now, so we're

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1 willing to support that much, but if you want to
2 go somewhere where it cost more, you know, that's
3 on your dime.

4 So that would create a very powerful
5 incentive, I think, for institutions to keep
6 their cost down. And for the truly elite
7 institutions that have huge endowments, they
8 would be able to provide their own financial aid
9 for their students. So they would be able to
10 afford access to hundreds of communities on
11 their own resources.

12 On the ratings. This is, obviously,
13 a very hot topic in higher education. I think
14 that the basic idea of looking at, rewarding,
15 recognizing and rewarding institutions that
16 provide access and that are affordable is
17 fundamentally sound.

18 On the outcome side, that's where I
19 think it can be problematic. Graduate rates, of
20 course, you're fully aware of the limitations of
21 the current first time freshman four and six year
22 graduation rates and the Department is working

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1 to develop a series on part-time and transfer
2 students, which will take time.

3 But I think the most problematic one
4 is the earnings one. And there, I think, we have
5 to really, and that can be problematic on a
6 number of levels.

7 One, when comparing institutions,
8 in terms of the earnings of their graduates, the
9 research shows that most of the variation comes
10 between occupations.

11 And to the extent that majors
12 correlate with occupations, which is not a
13 perfect correlation, by any means, but to the
14 extent that they do, that's where the variation
15 comes from.

16 So if you compare institutions, even
17 institutions of similar types, like one
18 comprehensive to another. For example, if you
19 compare Cal Poly to Sonoma State, to give an
20 example, Cal Poly has a large engineering
21 programs and graduates from those programs
22 typically have high earnings.

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1 Sonoma State is a liberal arts
2 institution. Many more students go into the
3 social sciences there, they're not going to have
4 the same kind of earnings.

5 So even though they're both
6 comprehensive universities, masters
7 institutions, so under the Carnegie
8 Classification would be in the same group, they
9 still look very different in terms of what they
10 produce. So that's something that would have to
11 be factored in.

12 And that doesn't even address the
13 question of should in fact the level of earnings
14 be the measure of the quality of the work of the
15 education, which is more philosophical,
16 obviously.

17 But overall, I think that, oh, and
18 one other thing that was mentioned in our lunch
19 today, that I think is a point that's you're
20 fully cognizant of, but I might as well state it
21 here, which is to the extent that you're
22 developing a rating system that would group

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1 institutions, as opposed to a finely parsed
2 ranking system, I think, that would be a much
3 more robust approach.

4 Because if you do a ranking system,
5 that means that you would have to take a whole
6 host of indicators, give them weights, relative
7 weights, which would be inevitably arbitrary to
8 some extent, and then generate one single index
9 and then rank institutions based on that index.

10 And that would be a very reductive
11 approach that I think would really, it would be
12 simple, but it would be too simple. It reminds
13 me of Einstein's statement that a theory should
14 be as simple as possible but no simpler. Thank
15 you very much.

16 (Applause)

17 MS. STUDLEY: Thank you very much.
18 We're now going to hear from Kenneth Robinson and
19 then Natalia Abrams.

20 MR. ROBINSON: Oh my. Well first,
21 I'm going to try and bring this microphone up to
22 Secretary Duncan's level, somewhere in between

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1 his height and mine. So just bear with me for
2 a second. Oh well, that seems to be the
3 threshold.

4 I don't have much time. I'm going
5 to make this brief as possible. I have a heart
6 procedure tomorrow that I have to attend.
7 However, I think this is so compelling, I should
8 be here. And my family wouldn't have it any
9 other way.

10 Basically, very shortly, the
11 instrumentality of success in education, I'm
12 somewhat familiar with. Being from Los
13 Angeles, my family arrived here in 1893.

14 In that time we produced a Nobel
15 Prize Winner, the current CFO of the University
16 System. So all that from a beginning in South
17 Central Los Angeles.

18 We were looking for an organization
19 that mirrored the success of Ralph Bunche. We
20 found that at Los Angeles City College.

21 Basically, it's an honor's college
22 within the college that has an intense dedicated

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1 group of faculty that have taken students that
2 traditionally, would not be successful at this
3 level, some of them homeless, some of them
4 recoveries from rehab situations.

5 I now get a letter from them from
6 Harvard, Brandeis, Cornell, Princeton, Yale, as
7 graduates. Presumably, these students are not
8 equipped with the academic tools to make it at
9 the four-year level. It can be done.

10 First and foremost, performance
11 measurement. You can't throw money into a
12 vortex, impossible, without some
13 accountability.

14 Fortunately, I attend classes here
15 where there's very capable leadership in Dr.
16 Hagan and his staff so those immediate issues I
17 don't deal with, but in terms of what I do in my
18 off hours, that is my passion, that's my
19 volunteer efforts and my family.

20 We believe in it and I want to share
21 a couple of things with you. Hopefully, as you
22 leave here you'll review it, get in touch with

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1 these folks, and just see what they're doing to
2 be so successful. It's, as I say, I
3 passionately believe in it.

4 And that being said, I wish you a
5 good time in Southern Cal. Dr. Kanter, you
6 being from De Anza Foothill Community College
7 District, you could certainly appreciate this,
8 as well, so if you'll allow me to share this with
9 you.

10 DR. KANTER: Of course.

11 MS. STUDLEY: Absolutely.

12 DR. KANTER: Thank you.

13 MS. STUDLEY: We appreciate it.

14 MR. ROBINSON: Thank you.

15 MS. STUDLEY: We appreciate your
16 volunteering, too, that's great.

17 MR. ROBINSON: I appreciate you,
18 too.

19 MS. STUDLEY: Thanks for being
20 here.

21 We will take Natalia Abrams. And
22 then we had Rita Clayton from this morning, I

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1 think if she is available, we will take her after
2 Ms. Abrams, because we re-organized our schedule
3 a little bit. Natalia Abrams?

4 MS. ABRAMS: Yes.

5 MS. STUDLEY: Yes, thank you.

6 MS. ABRAMS: Oh well, they just
7 lowered it for the tall person.

8 MS. STUDLEY: Not realizing.

9 MS. ABRAMS: Hi. My name is
10 Natalia Abrams. I am speaking on behalf of
11 myself and studentdebtcrisis.org, an
12 organization I helped to co-found last year,
13 along with 20 plus organizations that are
14 working towards fighting for the student debt
15 crisis.

16 Personally, I went to UCLA. I
17 graduated in 2009 summa cum laude and was ready
18 to go to graduates school for a master's degree
19 in education.

20 At that time in 2009 the UC System
21 raised tuition almost 40 percent. I couldn't
22 afford to go to graduate school at that point.

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1 I had to choose between helping my family
2 business survive after the financial crash, or
3 going to school. And unfortunately, I did not
4 continue on. I could not take on \$60,000 plus
5 more in debt.

6 I am not alone. I am actually not
7 the horror stories that we hear from the students
8 that we work with. I only had \$15,000 in debt
9 from two years of education, which is minor.

10 At StudentDebtCrisis.org we've
11 collected over 1,000 stories from individuals
12 detailing the student's situation. And I would
13 just like to read from a couple.

14 I mean, you know the general facts,
15 \$1.2 trillion in outstanding student loan. Of
16 that \$1.2 trillion, 60 percent of is by borrows
17 over the age of 30. So this is not a student
18 problem or a youth problem it's an everyone
19 problem.

20 So some of our stories, we have
21 Amanda Brown from Wilson, North Carolina, who
22 went to law school in the early '90s, for almost

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1 three years, but could not graduate due to
2 disability issues.

3 She borrowed \$35,000, and with fees,
4 interest, penalties and capitalization combined
5 with forbearance and deferments, she now owes a
6 \$175,000 and her debt is going up \$10,000 a year.

7 Her quote is, "if I just had a ray
8 of hope, I believe I could make a decent
9 contribution to business and society, not to
10 mention supporting myself, instead of being on
11 food stamps and living off my brother and the
12 government. I want my self-respect back."

13 And then we have Sandy from Maine,
14 a 57-year-old single mother who had gone back to
15 college at 48. She had gone back to college to
16 extend her career and help her fund her
17 retirement.

18 At her technical school, which she
19 was told was two-year program, turned out to be
20 a four-year program. She ended up with \$65,000
21 in federal student aid and \$15,000 in private
22 loans.

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1 She quotes, "I have devoted my life
2 to my kids and working as a care giver in the
3 mental health field and will not be able to
4 support myself in retirement."

5 This is just a small glimpse of the
6 40 million people, borrowers that are out there.
7 So from our campaign and Student Debt Crisis, we
8 have some asks of the Department of Education.
9 Our tasks are three parts on refinancing,
10 default, and income based repayment.

11 In terms of refinancing from the
12 Center for American Progress recently had an
13 article that stated that it seems as though
14 everyone, homeowners, corporations, even states
15 and local governments are taking advantage of
16 the currently historically low interest rate by
17 refinancing their debt.

18 Refinancing allows the borrower to
19 replace his or her existing debt with a new loan
20 that has better terms. It's a win for
21 individuals and for the nation as a whole. Why
22 are there not refinancing options for students?

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1 If I can purchase a home with a
2 cheaper rate than a student loan, and have the
3 ability to refinance it, why can't we do the same
4 thing for student loan borrowers?

5 In terms of defaulted borrowers, out
6 of the nearly 40 million borrowers seven million
7 have defaulted. This translates to about two
8 percent of our population that has had their
9 credit ruined as a result of student loan debts.

10 I'm sure you would know, as people
11 in this room, bankruptcy is not an option for
12 student loan debt, so default, as we say if a fate
13 worse death. You are just stuck in this no man's
14 land.

15 Nowadays, about 60 percent of
16 employers run credit checks on their applicants
17 before hiring and promoting making it close to
18 impossible for the millions of people getting
19 higher paying jobs to actually repay these
20 debts.

21 Not to mention, the 25 percent in
22 penalties, higher interest rates, and

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1 currently, no government programs that we know
2 of, to help the defaulted borrower, this leads
3 to income based repayment.

4 And I'd also like to ask if there was
5 any way that there could be income based
6 repayment or pay as you earn for the defaulted
7 borrower?

8 How do we enroll these people that
9 want to pay? That's something we hear
10 constantly at Student Debt Crisis, I want to pay
11 my loan back but I don't know how.

12 I can't see the light at the end of
13 the tunnel because my interests rates are going
14 up and my fees are going up. In terms of income
15 based repayment, we'd like to know if there's
16 ways to create similar programs for private
17 student loan borrowers, as well as defaulted
18 borrowers.

19 We also want to know how can we make
20 this program more widespread and well-known.
21 Is the definition of partial financial hardship
22 clear, or does it need to be redefined?

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1 Is the information about the program
2 accessible and transparent? Where is the data
3 of the success of the program and is enrollment
4 growing and how can we know that?

5 And finally, I come with 10,000
6 petition signatures that were just acquired in
7 the last 24 hours by the help of the Courage
8 Campaign and ACCE, which is the Alliance of
9 Californians for Community Empowerment, Refund
10 California Coalition, along with our partner
11 organizations, and as I said, in 24 hours.

12 And what we ask is that the U.S.
13 Department of Education to investigate how much
14 profit Wall Street and other lenders are making
15 off of public colleges and crack down on the
16 predatory lending of our students and schools.

17 We would like you to help release the
18 data of the profit that Wells Fargo, Sally Mae,
19 and other lenders are making from borrowers at
20 California schools and to crack down on this
21 predatory lending. I've included the signatures
22 and each of the petition language for you guys.

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1 And that's it.

2 (Applause)

3 MS. STUDLEY: Thank you. Thank you
4 so much. Appreciate it. Rita Clayton. And
5 after that, just so you know how to prepare, just
6 one second, Mario Martinez and Allison De Lucca
7 are next. Thank you, Ms. Clayton.

8 MS. CLAYTON: Thank you for
9 allowing me to speak today. I received the
10 email because I graduated from CSUDH, this
11 university and I was very interested in the
12 initiative.

13 I did read every bit of the College
14 Affordability Initiative by President Obama and
15 my thoughts are this, three things. First of
16 all, as the lady just finished up, and the lady
17 before her said, that we definitely need to have
18 a better approach and more tax money, or
19 government money released for, you know, for
20 preserving and helping our colleges and
21 universities and making it affordable in any
22 kind of creative way we can and not have a tax

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1 burden.

2 I think that education is high
3 priority and that it should get a big bulk of,
4 you know, government funding. It should be
5 allotted for, it's very important. And so I
6 definitely believe in that. I back it 100
7 percent.

8 And second of all, I think the
9 scorecard initiative part of it is a good idea,
10 a very good idea, part of the initiative. I
11 think that the best way to do it though, is to
12 have it in a more accurate way, because for
13 example, not just, you have to look at a lot of
14 elements that score university as a good value.

15 For example, this university serves
16 this community first and foremost, you know. Of
17 course, it might serve other surrounding
18 communities, but the first and foremost area it
19 serves.

20 You have to look at the success rate
21 here, based on the population that's going here,
22 not compared to people that are living maybe in

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1 Maine or something from a rich middle class
2 family so, you know, you can't define it in that
3 way. So to me this is a good example.

4 California State University is a
5 successful and should be rated high on the score
6 card as a good value, because the relative cost
7 of attending this university and to what the
8 success rate is and maybe say the earnings after
9 the person graduates is what should come into
10 account for the scorecard.

11 So if we can keep that score card
12 part of the initiative, you know, do that right,
13 do that in a good way, maybe as an example of what
14 I was trying to explain is the best way for the
15 score card to serve.

16 And also, keep the financial aid
17 abuse down. You know, I like the way that the
18 initiative says that they want to say it, where
19 the students can't just get a lump sum and then
20 some of them don't finish or might, you know,
21 either abuse it or just not finish or not meet
22 the requirements to pass and then the money's

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1 already gone. So I think good creative ways to
2 deal with or manage the financial aid is a very
3 good component.

4 And then I think maybe, my third
5 concern is to focus on outcomes. I think a lot
6 of this money, you know, the initiative says we
7 need to make it more affordable.

8 So somewhere in the whole process of
9 the initiative is going to be, probably, trying
10 to campaign and get monies from somewhere, the
11 government, or more tax monies, or what have you.

12 So that money should in all the
13 research, energy, data, initiatives and
14 proposals, it should focus on outcomes and
15 preparing students, again, in different
16 settings, such as in this setting for California
17 State University, not comparing it to people who
18 have had high education all their lives, or were
19 born rich, or senators, or you know, movie stars'
20 children that have always had a lot of money
21 where they could afford -- just to prepare all
22 kinds of students so that they can meet the

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1 higher standards, because we need to stay very
2 competitive in our country so that we can be
3 competitive with the world.

4 And my main thing is to not lower the
5 standards of education. You know, we can't make
6 it where it's easier for students, or let them,
7 you know, just pass with less requirements, we
8 have to keep the standards up high. So pretty
9 much, let's see, and pretty much that's my
10 comments.

11 And mainly that I think on the score
12 card again, California State
13 University-Dominguez Hills is an excellent
14 example of getting a high score and it has to take
15 into account the community that it serves, you
16 know.

17 So that's a way to do the score card
18 part of the initiative. So thank you, kindly.
19 And I'm hoping for the best out of the whole
20 initiative for all of us.

21 MS. STUDLEY: Thank you.

22 MS. CLAYTON: You're welcome.

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1 MS. STUDLEY: Thank you very much.

2 MS. CLAYTON: Thanks.

3 MS. STUDLEY: Thanks for being
4 here. Thank you. Mario Martinez. We're
5 also, I'll just say, we're working out, you can
6 sort of, just one moment.

7 MR. MARTINEZ: Thank you.

8 MS. STUDLEY: We're working out a
9 scheduling situation involving a few students
10 who we had a communication issue, we may need to
11 slip them in. But why don't you go ahead and
12 share your thoughts.

13 MR. MARTINEZ: Yes, I'm Mario
14 Martinez, and I'm an associated professor of
15 mathematics at Santa Monica College, where I'm
16 also on the college's Budget Committee. And I'm
17 also a Board of Governors for the Faculty
18 Association of California Community Colleges.

19 So I'm here representing 58,000
20 community college faculty, as well as 2.4
21 million students. And just to give you an idea
22 what that is, that's more students than all of

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1 Cal State and all of UC combined. And as our own
2 esteemed Dr. Kanter knows that, as well. So we
3 represent a lot of students.

4 And I'm very just extremely briefly
5 going to go over a few things. Now first of all,
6 I know everybody on this Panel, of course, has
7 the, you know, wants the best for higher
8 education.

9 We know more money would solve a lot
10 of problems. And so let's take that as a given.
11 But what we're very worried about is unintended
12 consequences to policy.

13 And the Federal Government is
14 extremely powerful. And even when they mean
15 very well, it's very easy to have unintended
16 consequences.

17 For the first thing I would like to
18 discuss is performance based funding. We tried
19 that, or it was actually in our State's Higher
20 Ed Committee last year.

21 And it was defeated because, or did
22 not make it out of committee because of a report

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1 by the fiscally conservative Legislative
2 Analyst's Office that said, if you were to do
3 that you would decimate community college
4 funding, literally.

5 I mean, you would be shutting down
6 community colleges all over the place. And so
7 they backed off from that, even though it sounds
8 good.

9 Yes, let's reward the community
10 colleges that are doing it right, let's punish
11 those that are doing it wrong. Anyway, so that
12 was backed off on.

13 But I understand what you're more
14 looking at is more of an incentive based funding,
15 correct? But you have to remember that whenever
16 you have incentive based funding, our course
17 offerings will follow the money.

18 You know, presidents, you know, they
19 have the best intentions at heart, but they want
20 to maximize their funding. And so if you have
21 certain majors and certain courses that have
22 high completion rates, you're automatically

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1 going to offer more, you know, just naturally,
2 you're going to offer more of those courses and
3 offer less of the courses, such as chemistry,
4 physics, math, the stem courses.

5 You know, and that's just a natural
6 thing, which are going to make it harder for
7 those students who already take longer to go
8 through college to get their courses. So
9 please, please, please look at that when you look
10 at this, you know, this performance based
11 funding.

12 Another thing I'd like to talk about
13 is MOOCs. That is, again, that was a proposal
14 actually in just a previous legislative session
15 that was defeated.

16 And the reason for that, well first
17 of all, as you so articulately described, was,
18 our previous speaker. I forgot your name,
19 ma'am, I'm sorry. It had terrible success in
20 completion rates. And that is true, but as a
21 mathematician, I'm not so worried about that.

22 I mean, I have no, I said that wrong,

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1 I do worry about completion rates, right, but I'm
2 more worried about standards. Because think
3 about this, if you're offering -- and the Bill
4 that did not make it last year, was going to have
5 the 50 most sought after lower division courses
6 being allowed to be taught by a third person
7 online group, you know, MOOCs.

8 But, you know, and MOOCs was one of
9 the other way of gaining it. Now when you have
10 that, just think about that. That means all the
11 tests are open book, open note, open friend, you
12 know, open internet, classes.

13 Now are you going to respect
14 somebody, if your doctor says oh yes, you know,
15 all my classes were taken open book, open note,
16 you know, and open friend, are you going to
17 respect that degree as much, I mean, or is that
18 going to lower the academic standard?

19 And literally, I mean, I can't
20 explain to you, it's not the same. Now also to
21 mention that 15 percent of our current courses
22 are being taught online in California.

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1 So we do have a lot of online courses
2 offerings within the community college system,
3 itself. And so, you know, to go to the MOOC,
4 first of all, MOOCs are great, they're great for
5 what, supplemental?

6 And I see you, when you were reading
7 your proposal, you admit that. If you're using
8 MOOCs in concert with on the ground courses or
9 online courses, that's fantastic.

10 I mean you're talking about the best
11 lectures, Harvard, Yale, Stanford, the best
12 people. I have no problem with that, but the
13 assessment part really is troubling to me, as
14 well as the completion rate part.

15 Finally, the last thing I'd like to
16 talk about is this college rating system. I
17 don't know if it's, at the community college
18 there is no admission requirement.

19 You don't have to have a high school
20 degree. You don't have to be able to read. You
21 don't even have to be able to speak
22 English in order to be accepted.

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1 And so a lot of our colleges, like
2 the gentleman just left here, LACC and LA Trade
3 Tech College, that really hamstrings them where
4 they have to, where that's going to bring down
5 their success rates and it's going to make
6 students look and the people who earn the degree
7 from there, perhaps, aren't going to be having,
8 you know, as much of a financial success as other
9 institutions.

10 And so you put them on the rating
11 card, and I teach at a very good college, Santa
12 Monica College, as well as Foothill and De Anza,
13 they're, you know, obviously, up there. I think
14 they're number two, number one, we go back and
15 forth in the state. Oh yes, sure, we'd like
16 that.

17 And when you know that, what
18 happened at Santa Monica College it used to have
19 26,000 students just 15 years ago and now it has
20 35,000 students.

21 And there is no official score card
22 it's just everybody knows that we're the number

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1 one transfer to University of California and Cal
2 State University.

3 Because of that, you know, all the
4 people from the inner cities, you know, they'll
5 go ten, 20 miles just to go to our community
6 college.

7 Now if you're going to have an
8 official, you know, official state document that
9 says this is number one, this is number two, this
10 is number three, that's going to make it even
11 worse.

12 And how is that going to also feel
13 to those colleges that aren't in the top that are
14 still doing good jobs. I mean, the students
15 that graduate from other older colleges are good
16 also. And those instructors are excellent.
17 It's just they happen not be -- anyway, I don't
18 want to get into all that.

19 So please consider that also. So
20 when you think about this college rating system,
21 please think about the unintended consequences
22 that it will be doing to the colleges on a lower

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1 rank.

2 Of course it feels good to say hey,
3 they've got to get their act together or else
4 we're going to punish them financially. But, I
5 mean, the reality of it is much worse.

6 And I don't want to bring up what's
7 going to go on in the city of San Francisco, or
8 community college. I'm just, you know, you're
9 going to decimate that whole area. Anyway.
10 And so thank you very much for your time.

11 MS. STUDLEY: Thank you. Thank
12 you. We, because of a communication slip, we
13 have three students that had been expecting to
14 speak a little bit earlier, they did have times.

15 I just want to check, whether the
16 people who have the times right about now, Ms.
17 De Lucca, Ms. Murphy, Ms. Ochoa-Mayer, and Ms.
18 Aranda, would have a problem if we take these
19 three students right now? You would delay a
20 little bit. You're okay? Good. Okay. I'm
21 not sure I have the names of those three
22 students. They came with Mr. Contreras.

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1 From UCLA. And I apologize that
2 because we didn't hear confirmations back, we
3 weren't sure if you wanted to do this. But would
4 you please tell us your names and we would
5 welcome to let you speak.

6 Yes. And Under Secretary Kanter,
7 would you like to say something?

8 MS. KANTER: Well --

9 MS. STUDLEY: Here.

10 MS. KANTER: -- I was just going to
11 let you know that I'd like to listen, we have a
12 student meeting at 2 o'clock, so I'm going to
13 step out for that and then come back to this.

14 MR. O'GRADY: Okay, certainly.

15 MS. STUDLEY: So thank you very
16 much. We're trying to meet with people in many
17 different ways today. So thank you.

18 MR. O'GRADY: My name is Clinton
19 O'Grady. I'm from the University of California
20 Los Angeles. I'm a sociology major and I also
21 sit on the Board of Directors for the United
22 States Student Association.

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1 I'm basically here to say, as a
2 middle class student, I'm from Irvine,
3 California, which is a very privileged area. I
4 have two middle class parents, who thank God,
5 they support me throughout my education.

6 However, with the constant
7 increases in the student interest rates and the
8 constant increase in college tuition, education
9 is not really affordable for students. Yes,
10 it's not accessible anymore for us. And
11 especially coming from a middle class family, I
12 can't even imagine what it's like to come from
13 underprivileged areas.

14 So we really need to make sure that
15 we're constantly increasing accessibility and
16 affordability of all universities, especially
17 public universities within California.

18 So maybe creating greater access to
19 the CSUs and the UCs, as well as the community
20 colleges. For me, personally, I have begun
21 taking out private loans from other family
22 members to avoid the higher interest rates.

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1 So thank God, I had that privilege
2 to do that, or else I wasn't going to consider
3 the University of California system. So
4 however, as my tuition continues to increase I
5 am no longer able to take up those loans from
6 family members, because obviously, not everyone
7 has money to spare.

8 So I'm now having to resort to
9 student loans, and these loans, they're not
10 allowing me to, like, gain access. They're
11 really trying to, like, benefit off of my future.

12 So I'm trying to go to the University
13 of California system so I can get a good job and
14 I can help provide for my family.

15 However, these student loans are
16 going to be benefitting off of my education. I
17 don't think that's right. I think we need to
18 make sure that we're continuing to lower student
19 loan interest rates and making sure that the
20 system remains effective and the system remains
21 accessible to all. Thank you very much.

22 MS. STUDLEY: Thank you.

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1 MS. DAHNKE: Good afternoon,
2 Members of the Department of Education. And
3 thank you so much to other speakers who let us
4 go before you. My name is Sarah Dahnke, and I
5 am an undergraduate second year at the
6 University of California Los Angeles.

7 I'd first like to thank you for this
8 opportunity to speak on behalf of myself and
9 other students at my university.

10 I have read through the proposed
11 President's plan to make education more
12 affordable, as it appears on the White House
13 Website. I acknowledge your attempt to lessen
14 the burden of college debt on millions of
15 students across the U.S.

16 I think that this is a commendable
17 move. However, I am concerned that it fails to
18 address the real problem. In your plan, it
19 seems as though you intend to deal with the issue
20 of student debt through rescheduling of payment
21 plans and more flexible credit hours.

22 However, these proposals do little

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1 to solve the student debt problem in this
2 country. Your goal should be to come up with
3 solutions to eliminate student debt, not simply
4 to help students manage it.

5 In order to take steps towards
6 eliminating student debt, we must examine three
7 key areas of our higher education system.
8 Firstly, the structure of the public university
9 system.

10 Secondly, the misallocation of
11 public university funds. And lastly, Wall
12 Street's gain from public universities. I will
13 be focusing on higher education, public
14 education, because most undergraduates in the
15 U.S. do go to public colleges.

16 In fact, in 2009, 75 percent of
17 undergraduates were enrolled in public college
18 or university. I'd first like to draw your
19 attention to the structural inequalities in the
20 higher public education system.

21 I attend a public state funded
22 school, UCLA. I'm extremely fortunate to be

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1 receiving a top rate education and greatly enjoy
2 attending my university. However, I am often
3 concerned by how public universities, such as
4 the UC system, are structured.

5 In the University of California
6 system it is nearly impossible for students to
7 communicate with the administrators, who
8 determine their tuition and student fee rates.

9 The UC Board of Regents consists of
10 26 members, 18 of which are appointed by the
11 University, or by the California Governor, for
12 12-year terms.

13 These regents determine our tuition
14 and student fees and implement UC wide policies.
15 Only one UC student sits on the Board.

16 The regents meet in inaccessible
17 locations, such as UCSF, which is mostly
18 comprised of graduate students, and these
19 factors prevent UC students from speaking with
20 the regents, therefore silencing our voices when
21 it comes to expressing our struggle with student
22 debt.

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1 Secondly, I'd like to talk about the
2 misallocation of public university funds.
3 Since 2007, the top one percent of UC
4 Administrator salaries increased by \$250
5 million. Meanwhile, tuitions for students
6 increased three times since 2002.

7 The inequality does not just occur
8 in the UC, but across other public university
9 systems. Since 1980, the inflation adjust
10 costs of education has tripled.

11 Furthermore, the UC increased its
12 spending on auxiliary services by 78 percent,
13 while only increasing funding education by 23
14 percent.

15 What we see here is that our Public
16 Education System is not allocating its funds to
17 students and education, but top paid executives
18 and flashy infrastructure.

19 Lastly, I would like to address Wall
20 Street's role in increased student debt. When
21 universities, such as mine, increase auxiliary
22 services they borrow from Wall Street. On this

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1 borrowed money they have to pay high interest
2 rates.

3 From 2001 to 2010, the State College
4 System in California paid \$6.5 billion, yes
5 billion, to interest for Wall Street.

6 Instead of that \$6.5 billion going
7 to instruction, scholarships, or classroom
8 materials, it was funneled into the pockets of
9 the one percent.

10 Before we can begin addressing
11 specifics, such as performance based funding and
12 payment plans for paying off student debt, we
13 must first address the elephant in the room.

14 Rampant tuition costs, bloated top
15 administration pay and enormous interest
16 payments to Wall Street reveal one common truth,
17 the higher public education system is not
18 working for students.

19 Instead of encouraging universities
20 to better allocate resources towards students,
21 let's demand it of them. In order to eliminate
22 student debt, we must reform the higher public

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1 education system and make it again what it was
2 once intended to be, a service to the people of
3 the United States. Thank you.

4 (Applause)

5 MS. STUDLEY: Thank you very much.
6 Thank you. And I just, I'd like to remind you
7 that anyone who has a written version of their
8 testimony it would be very helpful if you could
9 provide the whole thing to us at
10 collegefeedback@ed.gov so that we can have the
11 full text. Thank you very much. And I believe
12 there was one more student from UCLA? Go ahead.

13 MS. CHHEA: Okay. Hi, I'm Jenny
14 Chhea. I'm also from UCLA and I'm part of UCLA's
15 Undergraduate Student Association Council
16 External Vice President's Office.

17 So for me, I come from a low-income
18 family where I have one brother, one younger
19 sister, and my brother goes to college, I'm in
20 college, and next year my younger sister's going
21 to be going to college.

22 And my family, we only make a joint

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1 income of \$48,000. So the fact that three
2 students will be going to college within my
3 family, it does say a lot about how within our
4 higher education there needs to be more funding
5 allocated to it.

6 Because for me, like, tuition,
7 housing, everything is already \$30,000. And so
8 the fact that a lot of my personal funding for
9 education comes from scholarships, the thing is
10 that with scholarships, it's not all guaranteed.

11 And so if I don't have that
12 scholarship all of those money would have to be
13 coming from student loan and with student loans
14 I'd have to be taking about \$9,000 per year.

15 And so I would not be able to afford
16 paying back all of those student loan debts with
17 the income that my family makes. And so I am in
18 favor of the 10 percent and capping it at 10
19 percent.

20 But the thing that this also does not
21 address is that it does not address anything
22 about student loan public service forgiveness.

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1 So for students who do want to go
2 into public service, especially after they
3 graduate, this plan does not address anything
4 about that. And so I feel like that would be
5 something beneficial to address.

6 Another thing for Obama's Plan is
7 that it doesn't address anything about financial
8 literacy. And so although it does want to
9 increase the transparency of college
10 performance, it does not address anything about
11 transparency of student loan to students
12 themselves.

13 And so whenever students are trying
14 to take out student loan, they just sign on to
15 it without reading the fact that oh, student loan
16 cannot be discharged, student loan there's a 6.8
17 interest rate and that there's, right after
18 their grace period they're going to have to start
19 paying back.

20 And so students don't know that.
21 And so after they graduate and all these loans
22 pile up, they go oh, you have to pay it back. And

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1 so something that needs to be addressed is the
2 financial literacy aspect.

3 And lastly, I do find problematic
4 the aspect that says that demands student
5 responsibility for academic performance.
6 Although I do understand that it is an incentive
7 aspect, but by taking away money from students
8 who aren't completing their classes, it
9 especially affects students of color.

10 So students who aren't doing well
11 because they have to either help out their
12 families, or other social economic aspects that
13 make them unable to retain themselves, they're
14 going to have problems with that.

15 And with money taken away from them,
16 they're going to have to be working more where
17 they'd have to be, where the education would be
18 continually declining and it becomes a cycle
19 where the state is just taking money from
20 students who need it the most. And so yes,
21 that's all I have to address. Thank you.

22 MS. STUDLEY: Thank you very much.

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1 I appreciate it.

2 (Applause)

3 MS. STUDLEY: Thank you. We will
4 next take Allison De Lucca, Laura Murphy, and
5 Patty Ochoa-Mayer.

6 MS. DE LUCCA: Good afternoon. Hi,
7 my name is Allison De Lucca. And I'm the
8 Executive Director of the Southern California
9 College Access Network.

10 We're an alliance of approximately
11 50 community based programs that are working
12 with low-income students and families here in
13 the LA area.

14 Our collective goal is to increase
15 the number of low-income students that go to and
16 through college. And collectively, our
17 membership provides services to about 75,000
18 students and families in Southern California.

19 First and foremost, I'm here to, on
20 behalf of our Network, applaud the President and
21 the Administration for these efforts to really
22 put in place proposals that will advance college

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1 as a possibility for our students and families.

2 We specifically would love to
3 comment on three particular proposals that have
4 been put forth. The first is the rating system.
5 We whole-heartedly stand behind a rating system.

6 Currently, our members are
7 utilizing a similar system that was developed by
8 the Education Trust called College Results,
9 which essentially allows an individual to
10 compare similar institutions to one another and
11 determine how well they are graduating their
12 students.

13 We found that this has really been
14 helpful for our students and families to
15 determine which institutions that they should
16 invest in and actually attend, because they're
17 able to see what their results might look like.

18 We also believe that if this were a
19 federal program and all colleges were underneath
20 a ranking system that it would also encourage
21 those institutions to start innovating and
22 create more effective practices to get their

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1 students through the pipeline.

2 There are two areas where we would
3 recommend including some indicators around.
4 One would be the inclusion of racial and ethnic
5 data.

6 So when you're looking at it,
7 disaggregate it by racial and ethnic groups so
8 that we can see how certain institutions are
9 supporting and graduating specific populations.

10 We know some institutions do it
11 better than others and we think that would be
12 helpful for our students in their selection
13 process.

14 The second aspect that we think
15 would be really helpful are those indicators
16 along the way. So it's important to know how an
17 institution is, how accessible it is, how
18 affordable it is and how able it is to graduate
19 its students.

20 But there are key measures along
21 that way. So we think it would be important to
22 measure things like, what does persistence look

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1 like after year one, when many of our students
2 have a tendency to drop out. So that's it on the
3 rating system.

4 Just wanted to provide quick comment
5 and echo some of the comments that have been made
6 around the notion of linking performance and
7 federal aid.

8 We just strongly encourage that more
9 investigation be conducted. We see that there
10 could be a lot of unintentional outcomes.

11 Financial aid is difficult for our
12 students, who come from low-income backgrounds,
13 to access already, we don't want to create any
14 more impediments for them to be able to do so.

15 And then finally, we did want to
16 touch on the technology piece, particularly, as
17 it relates to providing student supports. What
18 we've found has been the most helpful, in terms
19 of methodology of the students persisting year
20 after year, is when they do have that one-on-one
21 personal connection.

22 So in addition to technological

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1 resources that might be available, such as
2 tutoring, et cetera, online. We would strongly
3 encourage looking at peer-to-peer, or near peer
4 models.

5 So that we don't lose that personal
6 touch and relationship building opportunity
7 that many of our students have highlighted have
8 been really the center of their success. So
9 again, thank you for the opportunity to provide
10 comment and we look forward to continued
11 conversation with you.

12 MS. STUDLEY: Thank you very much.
13 Appreciate it. And Laura Murphy, please.

14 MS. MURPHY: Good afternoon. Hi,
15 my name's Laura. Thank you for being here
16 today. Thank you for organizing this event.
17 And I'm just really grateful for the opportunity
18 for all of us to come together and share with each
19 other.

20 And I just have a few ideas. Pretty
21 much everybody said what I would like to say.
22 And so for sure, I definitely support the

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1 investigation of predatory loans to public
2 colleges and students. And I think that point's
3 been made very clear today, which I appreciate.

4 And also, I wanted to just kind of
5 give two cents on alternative currencies.
6 Basically, an alternative currency that I think
7 would be influential and successful in this
8 instance, like for college students, would be
9 having opportunities to pay as they learn, which
10 I read something about that, opportunities that
11 are in public service.

12 But I'd really like to see the field
13 of public service. And I'd like to see that open
14 up and become more diverse and incorporate more
15 creative opportunities, like working in
16 community gardening, working in sustainability,
17 environmental stewardship, restorative
18 justice, social justice fields, labor studies,
19 working with women and girls, but just really,
20 really open up the public service field.

21 So a college student could be paying
22 for their education through their work in those

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1 fields, either while they're in it through
2 internship programs, or then after they've
3 graduated to get involved in that.

4 And then on that note, there's a
5 group called the Peace Alliance. They have been
6 pushing former Representative Dennis Kucinich's
7 proposal for a Department of Peace, a U.S.
8 Department of Peace.

9 And I thought to move forward with
10 creating federal programs like that, that
11 encourage college students to go into peace
12 building and like I said, making it more
13 creative, not just the Peace Corps and
14 AmeriCorps, but creating more jobs available for
15 people that are peace building jobs. And yes,
16 that's it. Thanks.

17 (Applause)

18 MS. STUDLEY: Thank you very much.
19 Ms. Ochoa-Mayer, and then we have Isabel Aranda
20 and Chrislyn Cross.

21 MS. OCHOA-MAYER: Yes, good
22 afternoon, Deputy Under Secretary Studley. My

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1 name is Patricia Ochoa-Mayer. I am the Vice
2 President of the Parent Institute for Quality
3 Education, PIQE.

4 And first, I would like to express
5 my appreciation for the invitation to provide
6 our feedback to the Administration, as you
7 pursue the implementation of the President's
8 Initiative on Higher Education. I need to put
9 my glasses on.

10 The Parent Institute for Quality
11 Education, PIQE, is a state wide non-profit
12 organization, whose primary mission for the past
13 25 years has been to provide low-income and
14 immigrant parents with the tools and the
15 information they need to navigate a school
16 system and to help their children go to college.

17 We have graduated over 550,000
18 parents in 60 different languages across the
19 state through a nine week very rigorous course,
20 where they learn how to access resources, how to
21 understand the school system, what kinds of
22 questions to ask to educators.

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1 This course is offered at no cost to
2 the parents. And independent studies have
3 shown, demonstrated the students whose parents
4 have taken the course graduate from high school
5 in higher numbers and go to college also in
6 higher numbers.

7 In short, our mission is to make sure
8 that families who traditionally do not see
9 college as obtainable, after graduating from our
10 course not only understand the benefits, but are
11 equipped with an understanding to increase the
12 chances that their children will be able to do
13 it.

14 I will want to limit my comments to
15 two main areas. The first one is about the
16 creation of tools that will help students and
17 parents to shop around where they're going to
18 college.

19 And we want to applaud the
20 President's initiative, to create those tools
21 that provide information that is understandable
22 and comprehensible, which is a challenge in

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1 itself.

2 But we would like to encourage you
3 to make sure that those tools are accessible and
4 understandable for communities that do not speak
5 English.

6 First generation students, whose
7 parents do not understand the system and
8 actually find it very intimidating. We have
9 found in PIQE that, in particular, low-income
10 parents and Latino parents are very intimidated
11 by debt.

12 They do not have access to
13 information for many options of financial aid.
14 And not having that they don't even dare to
15 dream.

16 We have found in our classes parents
17 that do not even want to encourage their children
18 because they listen to horror stories and they
19 don't even want to try.

20 So we encourage you to make this
21 information and these tools available and in
22 multiple languages and then very intentionally

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1 targeting the underrepresented communities as
2 early as middle school.

3 And not necessarily waiting for the
4 parents to go to the Websites, because we have
5 the digital divide and many of the parents do not
6 have access to those tools, and maybe doing a
7 campaign out there to reach out to the families
8 where they are.

9 The second area deals with the
10 proposal of founding colleges according to
11 performance, which is very popular here. We
12 agree with the idea that colleges that are
13 effectively in providing access and quality
14 education to underrepresented communities shall
15 be rewarded.

16 As you consider how to do that, we
17 urge you to ensure that you do not create a
18 performance based system that results in
19 unintended consequences.

20 For example, we should not reward
21 colleges that improve student performance by
22 merely skimming off the top and becoming more

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1 exclusive in their selection process.

2 Many public universities, as part of
3 the mission, are committed to providing
4 opportunity to students who many not come with
5 the highest GPAs, or the most rigorous course
6 work.

7 In fact, many of the students may
8 need remedial education in order to succeed in
9 college. We know that. You would not want to
10 punish colleges who are taking on the greater
11 challenge, or are getting access to
12 traditionally underrepresented students who
13 have different learning needs than other college
14 student population.

15 It is important not to lose sight of
16 the fact that many of the students who come from
17 underrepresented backgrounds and low-income
18 households face difficult economic pressures
19 and family circumstances that can lead them to
20 temporarily interrupting, or delaying, their
21 studies along the way in order to provide for
22 their families.

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1 Colleges and universities and
2 community colleges, who welcome these students
3 and support them should be rewarded, even if
4 students follow a different and longer path to
5 graduation.

6 In closing, we agree that what works
7 should be rewarded. But what works may look
8 very different, depending on the student
9 population that you are serving.

10 And we encourage you to continue to
11 take testimony from parents and students that
12 come from underrepresented communities like the
13 ones that PIQE serves.

14 We are looking forward to the
15 opportunity to have you meet some of our parents
16 and find out more about their own experiences and
17 continue the dialogue. Thank you very much.

18 MS. STUDLEY: Thank you so much.
19 We look forward to seeing you later today.

20 (Applause)

21 MS. STUDLEY: Thank you. Isabel
22 Aranda.

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1 (Pause.)

2 MS. STUDLEY: Is Ms. Aranda here?

3 (Pause.)

4 MS. STUDLEY: Okay. Chrislyn Cross.

5 (Pause.)

6 MS. STUDLEY: We'll give her
7 another chance later. Ashley Cortez. It was a
8 little hard, when people signed up, to
9 distinguish between people who wanted to testify
10 and RSVPs for attending. So we wanted to be
11 over-broad. So I said, Ashley Cortez, Robert
12 DeWitz.

13 (Pause.)

14 MS. STUDLEY: Thank you.

15 (Pause.)

16 MS. STUDLEY: Excuse me, did you
17 want to testify? Did you hear your name
18 earlier, or were you --

19 (Off microphone discussion)

20 MS. STUDLEY: Okay.

21 (Off microphone discussion)

22 MS. STUDLEY: A walk-in? Okay.

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1 Then we have your name, later, on the list, I
2 think. We'll see if we --

3 (Off microphone discussion)

4 MS. STUDLEY: We'll see if we can
5 accommodate everybody. Thank you. Go ahead.

6 MR. DEWITZ: Hello. My name is
7 Robert DeWitz, and I'm a student here at
8 Dominguez Hills. And before we begin I just
9 wanted to give a little background of who I am.

10 I spent a lot of time in the
11 community college system. And I come from a
12 working class family, who has not been able to
13 assist me, financially, in pursuing my higher
14 education.

15 So I've had to do whatever I can to
16 navigate through higher education to make it
17 affordable for myself and not incur any student
18 debt.

19 So I spent a lot of time with the
20 community college system, quite a few years,
21 actually, delaying my transfer while taking a
22 minimum amount of courses and, specifically, I

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1 developed my own education program, at El Camino
2 College, during that time period.

3 So I have a little bit of
4 perspective, not just from a student, but also
5 somewhat as an educator, even though myself, I
6 am primarily a student, I have developed my own
7 educational program.

8 And I've worked heavily within the
9 community college system, but also somewhat in
10 K through 12 and the CSU, around issues that
11 affect students.

12 Reading some of the language that
13 was given in the handouts and what's being
14 proposed, I have some deep concerns about the
15 rating scales, or the rating system, which seem
16 to be based on the way you articulate, or the way
17 it's articulated is, access, affordability and
18 outcomes.

19 But I'm not seeing anything about
20 quality. You know, I used to work in retail and
21 when you have a product that's valued that based
22 on value; it's not synonymous with quality.

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1 And in a lot of cases, value is at
2 the expense of quality. Right? So you have a
3 value product where it costs a minimal amount to
4 make but it kind of gets the job done. Right?
5 And the language that's being used is value seems
6 to be synonymous with performance. Right?

7 And performance based on like,
8 basically, how fast students are graduating, how
9 many students we can get through the system, but
10 not necessarily the quality in which the
11 education is received.

12 I work with an organization called
13 Students for Quality Education. And we have 17
14 other chapters in the CSU. And we work for
15 accessible, quality, and affordable education.

16 So the quality of education is a
17 particular thing that I'm extremely concerned
18 about in the rating system that's being
19 articulated.

20 And the solution to this
21 performance, you know, appears to be, I mean,
22 it's talking about innovative technology.

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1 Right?

2 And walking into this forum
3 yesterday trying to prepare for this, I was a
4 little concerned that the solution that was
5 going to be articulated was specifically going
6 to be online education.

7 It wasn't until I picked up the
8 handout there were being handed out this morning
9 that specifically that's what's being referred
10 to, is online education being the savior of
11 higher education.

12 That this is how we're going to be
13 able to speed up graduation rates. This is how
14 we're going to be able to improve performance.

15 Because you can provide that
16 education at extremely low cost, have less
17 teachers, pack as many students as you can into
18 these courses while sacrificing the quality of
19 the education which these students are
20 receiving.

21 And, personally, I want to have a
22 high quality education upon my graduation. I

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1 don't want to have a low quality education when
2 I graduate.

3 And there's such a loss of quality,
4 you know, when you're looking at an online
5 educational experience versus an in-class
6 setting is lost, networking opportunities,
7 there's little to no human interaction, right?
8 Yes, just to name a few.

9 Now our campus, specifically, I'm a
10 little concerned that the online education
11 that's coming specifically to Dominguez Hills,
12 as we have a new Provost that's, we have three
13 candidates.

14 And one of the candidates for the
15 Provost is Ellen Junn, who's the former Provost
16 of San Jose State, which we know, or many of us
17 know, is the disaster with MOOCs that took place
18 within the last couple of years, where the
19 success rates for those online education
20 courses, those MOOCs, according to the Wall
21 Street Journal, were estimated between 20 and 44
22 percent of graduating or passing rates for those

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1 courses.

2 And now, only after a couple of years
3 at that college, she's trying to come here. So
4 I'm just worried that Dominguez Hills is going
5 to be the new testing ground for online
6 education.

7 Something else that I would also
8 like to point out is where the funds are going.
9 You know, in the last decade or so we're seeing
10 increased money being allocated to
11 administrative costs, administrative salaries
12 and over administration, often at the expense of
13 funds that are being channeled into our
14 classrooms and into our teachers. And we're
15 seeing top heavy systems.

16 And a lot of this money is not being
17 allocated into the classrooms. And the last
18 thing that I wanted to note was on privatization.

19 And I would like to come into this
20 forum and believe that, you know, the Department
21 of Education is in my corner, as a student, as
22 a prospective worker, as a perceptive citizen,

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1 you know, trying to address the needs of our
2 society.

3 My concern is that the Department of
4 Education is not in my corner, that the
5 Department of Education is not in the corner of
6 students, but is in the corner of external
7 businesses and organizations that have a vested
8 interest in the future of public education,
9 whether it's these private companies, who are
10 providing these online education courses,
11 whether it's some of the financial institutions
12 that are, you know, exploiting students via
13 debt.

14 And I just want, you know, to make
15 sure the Department of Education is making
16 decisions that are in the best interest of
17 students, not necessarily in giving a handout
18 to, you know, private companies like Coursera or
19 edX.

20 And I don't believe that online
21 education is the solution to our problems in the
22 public, you know, demand of education. I think

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1 it's about the proper allocation of funds,
2 right?

3 And that there are alternatives that
4 we don't have to be forcing public institutions
5 to take out, you know, these partnerships with
6 online education courses, and that's basically
7 what's going to happen.

8 You're forcing higher education
9 institutions to partner with these online
10 education providers, because this is the way
11 they're going to be able to speed up graduation
12 rates.

13 This is the way they're going to be
14 able to drive down the cost of education is by
15 sacrificing quality, you know, paying less
16 teachers and packing as many students as you can
17 into these online education classes and this
18 isn't the answer. This isn't what's best for
19 students. So please, I hope that you consider
20 an alternative. Thank you.

21 (Applause)

22 MS. STUDLEY: Thank you. Thank

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1 you. We have Katherine Chu, and Norbert
2 Kubilis, as the next two scheduled speakers.
3 Are either of you here? We're a little bit early
4 for their assigned time slots so we'll try them
5 again shortly.

6 In the meantime then, I'll see if
7 some of the people who were interested in the
8 opportunity to speak, who told us that on a
9 walk-in basis, are available. Is Gregory
10 White, Dr. White, still here?

11 (Pause.)

12 MS. STUDLEY: Thank you. Dr. White
13 and then Rebecca Sanchez is next after that.
14 Thank you.

15 DR. WHITE: So I'm Greg White, I'm
16 Associate Provost at Notre Dame de Namur
17 University, in Belmont, California. And thanks
18 to the Panel and to the Department of Education
19 for this opportunity to give input.

20 I don't know that I have any new
21 points to add to the discussion, but I hope to
22 make some points in a new way. At NDNu, we're

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1 a small private independent not-for-profit
2 university in the San Francisco Bay area. We
3 serve a diverse population of about 2,000
4 undergraduate and graduate students.

5 NDNU became a Hispanic institution,
6 Hispanic-serving institution in 2009 and is now
7 over 30 percent Hispanic and Latino, at the
8 undergraduate level.

9 The institution was founded in 1851
10 by the Sisters of Notre Dame de Namur, and has
11 a historical mission of access for underserved
12 populations.

13 For over 100 years that underserved
14 population were the women of California, and
15 over the past 50 years that access mission has
16 evolved to focus more on first generation
17 students and underrepresented populations.

18 NDNU fuels the civic infrastructure
19 of the San Francisco Peninsula, educating its
20 teachers, psychologists, firemen and policemen,
21 among others, and we provide upward mobility for
22 low-income students and we positively impact our

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1 community through a network of community
2 partners and community engagement activities.

3 As a university with a small
4 endowment in a competitive marketplace, a few
5 months ago our local Congresswoman, Jackie
6 Speier, asked our President, what are we doing
7 about college affordability? I think that was
8 just after, or just before all of this was
9 announced.

10 Now our answer to that is that we've
11 held the line on tuition increases for over ten
12 years now and have now become the lowest tuition
13 institution, private institution in the Bay
14 Area.

15 But a rating system, as suggested,
16 puts NDNu and other institutions like us, in the
17 cross hairs of affordability and
18 accountability.

19 Depending on the comparisons one
20 chooses to make, the institution may be seen as
21 doing a great job or a poor job. For example,
22 if you compare us to many high-priced privates,

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1 our graduation rates may look low. Compare us
2 to institutions serving a similar population and
3 our graduation rates look high.

4 And NDNU is always working to
5 improve its outcomes. And we have welcomed the
6 direction that our accreditation agency, WASC,
7 has taken that makes us focus on improving those
8 outcomes.

9 If a rating system is developed that
10 helps us to improve the broad spectrum of
11 outcomes that we wish to achieve, then we'll
12 certainly support that.

13 But such a rating system must
14 acknowledge our mission, acknowledge what we do
15 well and encourage appropriate comparisons
16 across institutions.

17 We already have a rating system that
18 does not meet those standards and it's called
19 U.S. News. Rankings impute a value or a
20 relative value to institutions and we have to
21 ask, what will be valued?

22 How will a rating system value the

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1 fit between a student and an institution? How
2 will it value the diversity of options in higher
3 education, and how will it value students who go
4 on into careers of service versus more lucrative
5 careers?

6 We're pleased that the President and
7 the Department of Education are reaching out to
8 the higher education community for input and we
9 look forward to collaborating on the creation of
10 a system that values and supports diversity of
11 choice and commitment to service. Thank you.

12 (Applause)

13 MS. STUDLEY: Thank you very much.
14 I was scribbling. First, I'll just remind
15 everybody who has testimony in a written form,
16 or wants to turn it into that, to submit it to
17 collegefeedback@ed.gov.

18 And much as we would love to engage
19 many of you in conversation, both about our
20 evolving thinking and about the suggestions that
21 you've made, this is not a format in which we can
22 do that.

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1 But know that we will be using what
2 you say and may follow-up with some of you, if
3 we want to either know more about what you've
4 said, or if we think you can help us as we kick
5 the tires, as we become more concrete with your
6 help about the next steps.

7 Let me check again, whether any of
8 these people is here. Isabel Aranda, Chrislyn
9 Cross, Ashley Cortez, Katherine Chu, or Norbert
10 Kubilis? Seeing no indication. Is Rebecca
11 Sanchez still here?

12 (Off microphone discussion)

13 MS. STUDLEY: In that case, Rene
14 Castro? These are some walk-ins who may have
15 not been able to stay, or might have gone on to
16 the student meeting. Rene Castro, Beverly
17 Gonzalez?

18 (Off microphone discussion)

19 MS. STUDLEY: Excellent. Ms.
20 Gonzalez. Thank you.

21 MS. GONZALEZ: Hi, my name is
22 Beverly Gonzalez, and I am here as a student of

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1 Dominguez Hills University. I wanted to share
2 a quick story.

3 Just yesterday, I went to LMU for a
4 Masters in Education interview and after, I
5 walked around the school. During my walk and as
6 soon as I parked until I left, I saw three
7 Hispanics, the parking attendant, the janitor
8 and the crossing guard.

9 No other minorities were not seen
10 either, when I was there. And it was very few,
11 if I did see them. And a lot of Caucasians. And
12 it made me think, I come to Dominguez Hills and
13 I take diversity for granted.

14 In my head I thought higher
15 education is available for everyone. But the
16 truth is, it is not, especially LMU, it is a
17 private school. And just let's keep that in
18 mind as I continue with my points.

19 The CSU System was made to serve
20 minorities after the Watts riots. And so this
21 is a place for us to come and excel in higher
22 education.

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1 As minorities and people of
2 low-income, we rely on financial aid and loans,
3 as well as working in order to pay for our school.
4 So I work and I go to school full time.

5 So if CSU-DH is ranked as a low
6 school, due to the retention and graduation
7 rates, there won't be enough aid coming to us,
8 because it will be sent to the higher ranked
9 schools.

10 And that means that we won't have
11 enough financial aid to even come and try to get
12 a higher education. And, obviously, we cannot
13 afford LMU and the other schools.

14 So by ranking schools like DH, as low
15 schools because of retention, then really we're
16 closing the doors for us minorities to even start
17 entering higher education.

18 But the reason for low retention is
19 because, as students we have families and we
20 work. So maybe we don't have enough time and
21 resources to spend doing, excelling
22 academically and that's why we drop out.

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1 So we have to think about that area
2 and the socioeconomic problems that we face as
3 students and that would be the reason why it's
4 ranked as low.

5 And if we don't consider those
6 reasons and just stop giving aid to the low
7 ranked schools, really, we are closing the doors
8 to low-income students.

9 Furthermore, if the ranking of
10 Dominguez Hills becomes low, the people that
11 have graduated and will graduate from Dominguez
12 Hills, their degrees are going to be almost
13 equivalent to nothing.

14 If I got to a job interview with a
15 Dominguez Hills degree and now that it's ranked
16 publically, as a low school, and I'm competing
17 against someone from UCLA, I'm not going to get
18 hired, obviously.

19 And so it not only is going to change
20 the way in which people perceive students at
21 Dominguez Hills, but also graduates.

22 And it will really effect on how all

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1 of us will get a job and how Dominguez Hills will
2 be seen. And I don't think we should be punished
3 in ranking, due to the socioeconomical things
4 that are happening.

5 And by having professionals that
6 can't get hired because of their degree, because
7 of the ranking that was made because of their
8 lives.

9 We really are increasing a new class
10 of educated poor, and that's very important to
11 see. We will be having educated people that
12 cannot get jobs.

13 Education is supposed to be
14 accessible to everyone and moving resources to
15 only the high ranked schools defeats that ideal.

16 So please, reconsider the low
17 ranking, high ranking based on retention,
18 because there are deeper things that are
19 happening of why the retention is the way it is.

20 So instead of just giving incentive
21 to the high ranking schools, we should provide
22 even more to the low ranking schools, in order

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1 to raise them up and have them be what they should
2 be. And that's all, thank you.

3 MS. STUDLEY: Thank you.
4 Appreciate it.

5 (Applause)

6 MS. STUDLEY: Thank you very much.
7 Laura Murphy and Vanessa Bajera, are either of
8 you here? Let me just go over the names of
9 people who had times. We're not even quite at
10 their times so we will wait a few minutes for
11 them. Katherine Chu, Professor Chu, and
12 Norbert Kubilis.

13 So we won't conclude in case they
14 arrive. I just want to say, although I don't
15 want to respond to any one person in particular.
16 And, Ms. Gonzalez, Ms. Gonzalez?

17 (Off microphone discussion)

18 MS. STUDLEY: If you have just one
19 second? While I don't want to respond to anyone
20 in particular, so many of you have talked about
21 the ratings.

22 I would like you to know that we take

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1 very seriously the comments in the summaries
2 that you'll see, about taking into account the
3 student population and the challenge that the
4 institutions take on, that we do mean to make
5 comparisons by the mission of institutions, some
6 combination of the missions, the population, the
7 Pell eligibility.

8 We're not sure what measures we'll
9 use, but we are very aware, and many people have
10 spoken to this question, about not doing things
11 that are in opposition to the objectives that we
12 have for education.

13 And being very sensitive to the mix
14 and the importance to us of the values, the
15 purpose each institution has taken on and the
16 student population, both to compare schools
17 fairly to each other and to create rewards, not
18 punishments, to people who do that job well,
19 recognizing that there are different jobs and
20 some of them much harder than others.

21 So with that, we're going to wait
22 because we offered them time slots that haven't

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1 come up yet, for the next for example, few
2 people. Is there anyone who is here who wanted
3 an opportunity to speak, who is afraid that it
4 wouldn't come in?

5 (Off microphone discussion)

6 MS. STUDLEY: Oh, we didn't, thank
7 you, we didn't get it, but I'm glad that you did.

8 (Off microphone discussion)

9 MS. STUDLEY: Could you, yes, let's
10 see if there's anyone else in that category.
11 Just let us know your name so that we have it.

12 MS. CERECEREZ: My name's Michelle
13 Cerecerez, I'm a colleague of Vivian Price's.
14 I'm also a UCLA Alum for grad and undergrad.

15 MS. STUDLEY: Thank you.

16 MS. CERECEREZ: And a parent of an
17 18-year-old and a 6-year-old. And I've been
18 working in the field of education quite by
19 accident.

20 I was a neuroscience major at UCLA
21 moving into my graduate studies and I had an
22 opportunity to take an internship with the UCLA

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1 Labor Center, which is a highly successful
2 internship program that promotes social
3 justice, educational justice and contributing
4 to the community in that way.

5 And I walked into the labor
6 movement, the civil rights movement, and I've
7 been working in this field ever since. I also
8 have an 18-year-old daughter, but with -- and
9 this is going to get to my point a little bit
10 later.

11 In my career I've had to the
12 opportunity to work with educators from Pre-K
13 all the way now to the university system, Family
14 Childcare Providers, Head Start Providers, K
15 through 12, community colleges and now here in
16 the CSU System.

17 What I have seen over the years and
18 experienced firsthand is that any time policy
19 comes about, in terms of ranking a system,
20 accountability, oftentimes that means there do
21 need to be some threshold and measurement,
22 performance measurements that need to be met.

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1 And we try to address those with
2 community organizations. And we try to address
3 them with, you know, improving funding, but in
4 the end it comes to whether you're
5 administrator, whether you're an educator,
6 you're going to try to teach to the test,
7 whatever that test may be.

8 And I think we have, as a country,
9 we know of a policy that was an utter failure that
10 didn't take into account a lot of issues around
11 that and that was No Child Left Behind.

12 And I really fear, as a parent, and
13 somebody who graduated from UCLA that the
14 opportunities based on a ranking system,
15 although you've addressed them, the challenges
16 will be there.

17 The fact that I've been able to get
18 ahead in my career is because I'm a Bruin,
19 period. People look at my resume, they comment
20 it, they're like, wow, you have this degree from
21 UCLA, that's awesome.

22 Ten years from now, they may look at

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1 that degree, or a degree from a lower ranked
2 university and our previous speaker is right,
3 that's the reality of the world in which we live
4 in.

5 And for the Department of Education
6 to implement a system, that's based on rankings,
7 is quite concerning, in my opinion.

8 So I hope that we look to other types
9 of performance measures and maybe putting money
10 and funding into things that would help, such as,
11 you know, community organizations, encouraging
12 states to provide, as you said here, greater
13 funding for students and their families,
14 including families that are in the middle class.

15 We're all struggling, you know,
16 whether you're making \$40,000 a year. In this
17 city, a living wage is \$60,000 a year in the
18 County of Los Angeles, a lot of families can't
19 afford that.

20 So thinking about how much money can
21 we really put into it, but really what are these
22 measures that we want to have at the end.

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1 And so I also just want to make one
2 additional point about the measurements and the
3 performance and the degree and based on how
4 graduates perform after they graduate.

5 It doesn't take into account, you
6 know, whether unemployment rates, local
7 unemployment rates, state unemployment rates,
8 and our national unemployment rates, and
9 underemployment rates.

10 I have several colleagues and
11 friends who are graduates of top tier
12 universities, including Stanford, including
13 Wellesley, including UC Berkeley. They cannot
14 get a job, and they're brilliant and they're
15 bright and they are complete professionals.

16 So ranking, again, the degree on
17 whether or not an individual gets a job in their
18 field, which I didn't, I'm not in neuroscience,
19 or whether is employed, I think is a little blind
20 to the fact that we have a huge economic problem
21 in this nation.

22 And education is an investment,

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1 you're never going to lose it, but at the same
2 time, there's some real economic factors going
3 on around whether or not you can get a job where
4 you work.

5 So those are just a couple of my
6 comments. And the last thing is, in terms of the
7 grant and the Pell Grants and the loans, there
8 is one thing like personally that affects me.

9 My daughter didn't come to the CSU,
10 although she was admitted, she chose to go to
11 Pasadena City College because we could not
12 afford two student debts, mine and hers.

13 And that was a very hard thing to do
14 and to think my kid cannot come because I simply
15 cannot afford it, even though I'm a middle class
16 wage earner.

17 So taking those types of things into
18 account, if parents are also paying student
19 loans, is there an option for deferment? I've
20 actually talked to Sally Mae and they make you
21 run around the circus all day long, but I'm still
22 working with them.

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1 But those types of things are
2 important, as more people take on their student
3 debt and have families of their own. No matter
4 where they come from, whether it's a public
5 university, or a private university, those
6 things do need to be taken into consideration.
7 Thank you.

8 MS. STUDLEY: Thank you very much,
9 I appreciate it.

10 (Applause)

11 MS. STUDLEY: Okay. We don't have
12 anyone else, as we understand it, who has
13 requested the chance to speak. Is that right,
14 is anyone here waiting to speak?

15 We had two others scheduled for 2:43
16 p.m. and 2:50 p.m. So we will wait for them,
17 because it's just a couple more minutes, but I
18 would certainly understand if you wanted to
19 depart, or you may want to stay.

20 It's a professor, I believe, from
21 here. And a member of the Board of Trustees of
22 the University. If you were waiting for them,

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1 they're on the agenda and we'll see if they
2 arrive.

3 Otherwise, to allow you to
4 graciously depart, if you think the proceedings
5 are over, or if you need to go. Thank you very,
6 very much, again. You're symbolic of the many
7 people who spoke today and we very much
8 appreciate your participation, your
9 thoughtfulness.

10 And know that, all of this is
11 valuable to us and we are trying to achieve a very
12 wise way of moving forward and advancing the
13 positive mission that we've talked about without
14 the dangers that people have so helpfully
15 reinforced and amplified for us.

16 So thank you very much and as we said
17 earlier, we will be processing this information
18 speaking to people like you around the country
19 in many different settings and to people, who are
20 the data analysts, to give us an additional
21 perspective on how to do this in the smartest
22 possible way.

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1 We will be publishing in the spring
2 a draft of the ratings system so that everybody
3 can see and help and engage with it at a more
4 detailed level and really sink our teeth into,
5 have we found a way to get the positives and avoid
6 the negatives?

7 Thank you, again, for coming, and
8 thank you very much to CSU-Dominguez Hills and
9 all the people who have been so very gracious and
10 hospitable to us today. Thank you very much.

11 (Applause)

12 (Whereupon, the above-entitled
13 matter was concluded at 2:49 p.m.)

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