Questions for the Record from
REPRESENTATIVE SUZANNE BONAMICI

Committee on Education and the Workforce
HEWD Subcommittee Hearing:
"Postsecondary Innovation: Preparing Today's Students for Tomorrow's Opportunities"
Wednesday, June 14, 2023
10:15 a.m.

Representative Suzanne Bonamici (D-OR)
Question for Dr. Tim Renick

1. In your testimony, you mention the importance of ongoing, targeted academic advising programs to help students stay in and finish college. I appreciate how you have been able to develop personalized support systems for students to promote access, retention, and completion at Georgia State University. Portland Community College (PCC) in NW Oregon runs a program called Future Connect, which provides scholarships, career guidance, and personalized advising for students who are first-generation or come from low-income families. PCC's work helps to close gaps in college completion among vulnerable students, and I'm glad to see similar efforts materializing under your leadership. Recent studies by the Institute of Education Sciences at the U.S. Department of Education have found that comprehensive support programs with intensive advising lead to higher rates of college completion and degree attainment.
    a) What kind of advising is available to students on your campus?
    b) What is the student-to-advisor ratio on your campus?
    c) How have you navigated any existing barriers to providing intensive advising to students at scale?

Representative Suzanne Bonamici (D-OR)
Questions for Ms. Lanae Erickson

1. Research has consistently shown that there is a significant benefit to students when institutions provide meaningful wraparound support services that remove barriers to academic success. Programs that address issues such as food insecurity, child care, technology, and mental health particularly benefit non-traditional students, who are increasingly entering higher education.
    a. What are some evidence-based practices that constitute wraparound student supports?
    b. How important is it to provide comprehensive student support programs, and how do they affect student retention and completion?
2. Income share agreements (ISAs) are a relatively untested and potentially harmful solution to the increasing unaffordability of college tuition and loan repayment. The Consumer Financial Protection Bureau (CFPB) found that ISAs enable deceptive consumer financial

information that hinders students' ability to wholly evaluate their financing options. According to the Student Borrower Protection Center, allowing ISA products to be based on income, college selection, and students' choice of major has a disproportionate effect on students of color and exposes students at HBCUs and MSIs to more fair lending violations.

a. Is there additional research about ISAs, and do the findings support the concerns identified by SBPC and the CFPB?
b. What protections, if any, are in place for borrowers who finance their education using an ISA, and how can Congress strengthen accountability for these programs in a way that promotes affordability and equity in higher education?